

nea

NATIONAL
EDUCATION
ASSOCIATION

2025 Handbook

NEA Handbook 2025

National Education Association
1201 16th Street, N.W.
Washington, DC 20036

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Washington, DC 20036

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Foreword

The *NEA Handbook* is published primarily as an e-book online at www.nea.org/handbook for use by Association leaders, national and state staff, members, and other interested persons in the field of education.

The Association's key governance documents—including the Constitution, Bylaws, and Rules, the resolutions, NEA Policy Statements, and new business adopted for the current program year—are included in this volume. The handbook also provides general information on governance, program units and staff, strategic goals and core functions, and membership.

Questions and other comments related to the *NEA Handbook* may be emailed to the NEA Center for Governance at cfg_admin@nea.org.

Searches for information included in the Handbook can be conducted at www.nea.org/handbook.

*NEA Center for Governance
1201 Sixteenth Street, N.W.
Washington, DC 20036*

The National Education Association

Vision, Mission and Values

Adopted at the 2006 NEA Representative Assembly

The National Education Association

We, the members of the National Education Association of the United States, are the voice of education professionals. Our work is fundamental to the nation, and we accept the profound trust placed in us.

Our Vision

Our vision is a great public school for every student.

Our Mission

Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.

Our Core Values

These principles guide our work and define our mission:

Equal Opportunity. We believe public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.

A Just Society. We believe public education is vital to building respect for the worth, dignity, and equality of every individual in our diverse society.

Democracy. We believe public education is the cornerstone of our republic. Public education provides individuals with the skills to be involved, informed, and engaged in our representative democracy.

Professionalism. We believe that the expertise and judgment of education professionals are critical to student success. We maintain the highest professional standards, and we expect the status, compensation, and respect due all professionals.

Partnership. We believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success.

Collective Action. We believe individuals are strengthened when they work together for the common good. As education professionals, we improve both our professional status and the quality of public education when we unite and advocate collectively.



Through Every Era and Challenge, NEA Protects Students and Educators

My fellow NEA members, we knew that if pro-public education candidates did not remain in the White House, right-wing attacks against students, educators, families, and communities would intensify. That possibility has become a reality and we are now in the midst of a power grab by Donald Trump and his billionaire friends unlike anything we have seen in our lifetimes.

From their attacks on diversity, equity, inclusion and access, and their continued hatred and marginalization of LGBTQ+ students and educators, to their attempts to harm the students of today *and* tomorrow by closing the Department of Education, those holding the strings of our nation's political power seek only to benefit themselves.

We knew Project 2025—the far right's 900-page blueprint for a second Trump presidency—would gut federal funding for public education, open the door for discrimination, push taxpayer funds toward unaccountable private schools, and nationalize book bans and classroom censorship.

The plans outlined in Project 2025 are already in full swing. Their plan to gut Department of Education programs in rural, suburban, and urban communities will have an impact on each of our nation's 50 million public school students. Class sizes will soar. Arts, music, and after school programs will be diminished. Job training programs will disappear. Higher education will become more out of reach for most families. Children with disabilities will be left adrift without desperately needed special education services. And the civil rights of our students will be eroded.

This administration is intent upon diminishing support for vulnerable students, diverting taxpayer dollars from public to private and religious schools, putting higher education further out of reach for more Americans, jeopardizing the health of the 38 million children who receive Medicaid, and terrorizing students and educators with threats of deportation.

But even in the midst of this historically intense chaos, there are things I know about the National Education Association which continue to be true.

NEA was founded 157 years ago in Philadelphia, Pa., with a mission “to elevate the character and advance the interest of the profession of teaching, and to promote the cause of popular education in the United States.”

Through every year and during every threat, our goal has remained the same: to be the voice of students and educators. No matter the change or challenge, no matter who sits in Congress or the White House, our vision—for as long as it takes to achieve it—remains the same. We exist to reclaim public education as a common good, as the foundation of our democracy, and then transform it into a racially and socially just and equitable system that prepares every student, every one, to succeed in this diverse and interdependent world.

Our goal remains unchanged because we continue to know that every student still deserves access to a high-quality, safe, inviting, welcoming, inclusive public school. Likewise, we continue to know for that to happen every educator must be valued, protected, respected, and receive the pay that every professional deserves.

With the achievement of those ideals as our highest goals, we *will* not be distracted by the chaos and the confusion of this current Administration. Rather, we are slowing their march toward unfettered power by filing lawsuits, blocking legislation, and organizing for power.

The NEA will never stand idly by as anyone seeks to damage treasured American values, jeopardize our students’ freedom, or impede our responsibility as professionals to provide them with an education that is steeped in truth. We will not allow our schools to be privatized, destroyed by vouchers, nor starved out of existence.

Together, we will defy anyone who takes aim at our students. As this nation’s largest labor union, we must—and we will—fight for as long as it takes to ensure every one of our students can attend the public school we know they each deserve. We will fight to elect leaders on the national, state, and local levels who are pro-public education, pro-student, pro-educator, and pro-union.

Thank you for your dauntless, dogged determination. I am so proud to stand with you as together we promote, protect, and strengthen public education and the future of our nation.

Becky Pringle, *president*



Choosing Courage and Community: For Our Students and Our Country

I write this foreword to the 2025 NEA Handbook both to document this chapter in NEA’s history—and our nation’s—but also in honor of educators in this country and around the world who have valiantly and defiantly professed to their students and fellow citizens the necessity of freedom, democracy, and equality to the right of self-determination for all.

When America’s democracy was established, the founders recognized that tyranny is easy (for the ruler), but self-governance by the people through a democratic republic is not. Enshrined in our Constitution is the idea of checks and balances to prevent one person or one political party from consolidating power and wielding it indiscriminately against its citizens. Over the last 200 years, that system of checks and balances has been tested.

As I write this, we are just over two months into the second Trump presidency—and perhaps the most serious constitutional test in our nation’s history. Americans are experiencing the rapid implementation of Project 2025, the authoritarian playbook revealed during the presidential campaign of 2024 that is now the Trump administration’s policy, political, and cultural agenda for America.

President Trump and Elon Musk—his unelected, unconfirmed head of a newly-created Department of Government Efficiency (DOGE)—have toppled the federal workforce, firing top officials, stripping resources from federal agencies, and urging thousands of public servants to voluntarily leave their jobs. Musk has unleashed his own X (formerly Twitter) and Starlink employees—who have not undergone any security clearance or background checks—inside federal agencies, beginning with the Treasury Department, gaining access to untold amounts of confidential information about every American and all federal treasury accounts. It is reported that Musk’s companies are now receiving at least \$38 billion in government contracts, loans, subsidies, and tax credits.

Trump—through DOGE—has laid off 50% of the Department of Education (ED) employees, signed an executive order to shut down ED, and signed another executive order designed to control curriculum by requiring states to attest that no federal funding is being used to teach any concept related to diversity, equity, and inclusion. NEA has filed suit challenging this action. Further, Trump’s proposed budget will drain billions of federal dollars intended for students and public education and funnel those funds to private and religious schools in the form of vouchers and other privatization schemes. Not only are these actions designed to dismantle public education, the diversion of taxpayer dollars is also designed to give the biggest tax breaks for billionaires in American history.

Trump has signed more than 100 executive orders attacking everything from immigrants and DEI to public education and climate justice, from waging war on federal employees’ right to collectively bargain to shredding the agencies of government that protect taxpayers’ consumer rights, civil and human rights, and our ability to access public services.

The sheer volume of assaults is designed to sow chaos and divide us—pitting everyday Americans against each other. The objective of this chaos theory is to fracture our ability to come together in common cause to fight this anti-democratic, anti-worker, anti-public education agenda.

Trump’s loyalists are also executing indiscriminate deportations and abductions of human beings—including those who have a legal right to be in this country—into detention facilities, separating families and instilling fear in immigrant children and families across the country. He signed an executive order aimed at revoking birthright citizenship, which was immediately enjoined by a federal court and thus denied the president from unilaterally erasing one of the most explicit and fundamental provisions in the U.S. Constitution. If a president is permitted to decide what in the U.S. Constitution is observed and what is ignored, the long-settled checks and balances our founders built into our democratic republic are shattered.

The impact of this cruelty-and-control machine is separating children from their parents, forcing educators to “out” their own students—traumatizing them and making them less safe in and out of school and attempting to control what educators can teach. An administrator recently told an NEA member to remove her students’ essays about Dr. Martin Luther King Jr. from her classroom walls as a reaction to this order. Another NEA member was told to remove her “Everyone is Welcome” sign that hung in her classroom. Finally, at a time when nearly 20 million students qualify for free meals (or 40% of public school students) and nearly half of all children receive their health care through Medicaid—also on Trump’s chopping block—the depravity of Trump’s budget proposals will endanger the health of millions of students.

Simply stated, the consolidation of power sought by this president is being pursued through chaos, cruelty, control, and corruption. These are tactics designed to stoke fear

and control what we say and where we say it. And the motive is to line billionaires' pockets with tax breaks, compelling their blind loyalty and silence.

Trump, like other dictators, is betting that this formula will instill enough fear in the American people that we begin complying with authoritarian rhetoric and edicts, even before the constitutional challenges to them are settled by the few impartial courts that remain.

NEA members are already demonstrating that we will not "adjust our behavior" to fit the cruel, unlawful, and unconstitutional demands of this authoritarian regime. We are rejecting the efforts to censor curriculum. We are fighting to protect our students' safety, well-being, and the right to learn. We are marching in the streets. We are joining with parents and allies to promote, protect, and strengthen public education by organizing, mobilizing, litigating, and advocating. And we will continue to lead.

Throughout history, the role of educators in thwarting authoritarian regimes has been essential. NEA members know that public education helps us as a people learn to think critically, preparing us as citizens to question our government and participate meaningfully in the self-governance we have enjoyed for over 200 years.

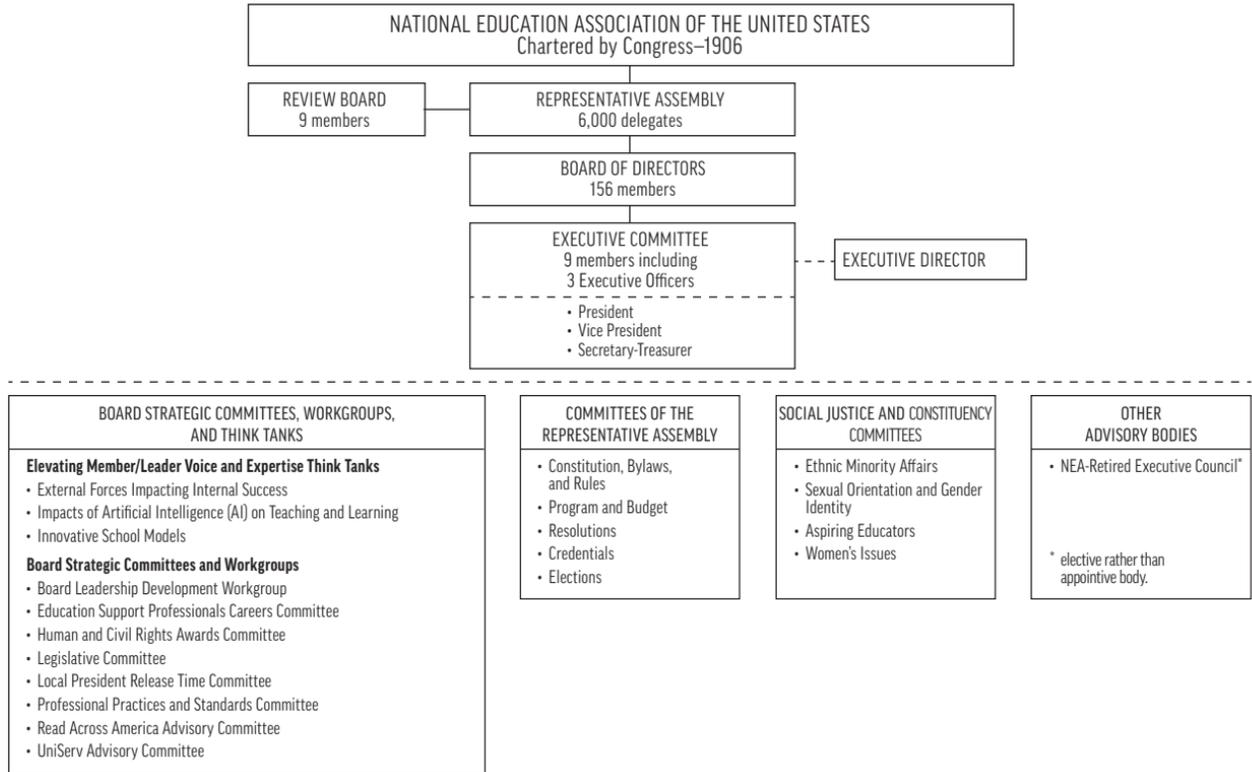
Educators know how to create safe spaces for people of all walks of life to come together, to learn, to debate, and to ultimately see each other's humanity, our common values and dreams. That happens inside classrooms, in lecture halls, on sports fields, and in every venue that educators impact students individually and collectively. And it happens when educators build common cause with parents, community members, and others.

I know that NEA members will help build a movement that represents our collective aspirations not our fears, our desire for community not division. Our multi-issue, multi-generational, and multi-racial movement will reclaim the promise of public education and the promise of our democracy. And we have the tools we need as we look to our history and legendary educator colleagues, like Dr. Mary McLeod Bethune, Charles Hamilton Houston, John Dewey, Paulo Freire, Septima Poinsette Clark, and Audre Lorde.

We will overcome these dark days by being the light to our students, their families, and our communities.

Kim Anderson, *Executive Director*

NEA Structure



Note: This chart does not include special committees established by NEA governance, and ad hoc internal committees of the Board of Directors and Executive Committee.

NEA Governance

Representative Assembly

The Representative Assembly is the primary legislative and policymaking body of the Association. It derives its powers from and is responsible to the membership. The Representative Assembly adopts the strategic plan and budget, resolutions, the Legislative Program, and other policies of the Association. Delegates vote by secret ballot on proposed amendments to the Constitution and Bylaws. Those delegates with full voting rights elect the executive officers, Executive Committee members, and at-large members of the NEA Board of Directors as appropriate.

The Representative Assembly consists of some 6,000 delegates representing local and state affiliates, Aspiring Educator members, Retired members, and other segments of the united education profession. Further information on the Representative Assembly is contained in Article III of the Constitution and in Bylaw 3.

Executive Officers

The executive officers of the Association are the president, vice president, and secretary-treasurer. They are elected by the Representative Assembly and are subject to the policies established by the Representative Assembly, Board of Directors, and Executive Committee. They derive their authority from Article IV of the Constitution and Bylaw 4. They have

offices at NEA Headquarters in Washington, D.C., and travel extensively for the Association.

The president is the chief executive officer and official spokesperson of the Association. The president presides at meetings of the Representative Assembly, Board of Directors, and Executive Committee and performs other duties as defined in the Constitution and Bylaws.

The vice president acts for the president when the president is unable to perform the duties of the office. The vice president serves on the Committee on Program and Budget and performs such other duties as are stipulated in the Constitution and Bylaws or assigned by the president.

The secretary-treasurer receives all funds and is responsible for their safekeeping and accounting. The secretary-treasurer serves as chairperson of the Committee on Program and Budget and performs such other duties as are stipulated in the Constitution and Bylaws or assigned by the president. Information on the qualifications, election, terms, and powers and duties of the executive officers is contained in Article IV of the Constitution and Bylaw 4.

REBECCA (BECKY) PRINGLE, *president*
(202-822-7478)

PRINCESS MOSS, *vice president*
(202-822-7057)

NOEL CANDELARIA, *secretary-treasurer*
(202-822-7230)

Executive Committee and Board of Directors

The Executive Committee and Board of Directors are responsible for the general policies and interests of the Association. The Executive Committee and Board are subject to policies established by the Representative Assembly and derive their authority from the Constitution and Bylaws.

The Executive Committee consists of nine members—the three executive officers and six members elected at large by delegates to the Representative Assembly. The executive officers and other members of the Executive Committee are ex officio members of the Board of Directors. The Executive Committee meets approximately seven times a year.

The Board of Directors consists of at least one director from each association affiliated with NEA as a state affiliate plus an additional director for every 20,000 NEA Active members in the state, six directors for the Retired members of the Association, and three directors for the Aspiring Educator members of the Association.

The Board may also include at-large representatives of ethnic minorities, administrators, teachers in higher education, and Active members employed in education support professional positions. The Board meets four times per year, in accordance with NEA Bylaws.

Detailed information on the composition, election, terms, meetings, and powers and duties of the Board of Directors and Executive Committee is contained in Articles V and VI of the Constitution and in Bylaws 5 and 6.

Executive Committee

REBECCA (BECKY) PRINGLE, *president*, NEA
Headquarters [bpringle@nea.org],
2020–2023, 2023–2026

PRINCESS MOSS, *vice president*, NEA
Headquarters [pmoss@nea.org],
2020–2023, 2023–2026

NOEL CANDELARIA, *secretary-treasurer*,
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Headquarters, 2023–2026

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2023–2026

GLADYS MARQUEZ, Teacher, English,
Grades 9–12, Ellsworth Community
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[gmarquez@nea.org] 2021–2024,
2024–2027

RONALD DUFF MARTIN, Teacher, US
History, Grade 8, Eau Claire Area
School District, South Middle School;
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2021–2024, 2024–2027

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Education, Middle School, Seattle, WA,
[mccann@nea.org], 2023–2026

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San Bernardino Teachers Association;
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2018–2019 partial, 2019–
2022, 2022–2025

CHRISTINE SAMPSON-CLARK, Teacher,
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2019–2022, 2022–2025

Board of Directors

Alabama

CHARLENE MCCOY; *Home*: Gadsden
[nancmc2@comcast.net] 2022–2025

MARY BETH TATE, Teacher, Grade 4,
Science and Alabama History, Little
Ridge Intermediate; Local President;
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2021–2024, 2024–2027

MIA WARD Education Support Professional,
Clerical, Mobile County Public
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Alaska

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2022–2025

Arizona

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2025–2026 *interim*

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2015–2018, 2021–2024, 2024–2027

Arkansas

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2024–2027

California

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Camarena Jr. High School; *Home*:
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IRENE AMEZCUA, Teacher, Educational
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RAFAEL GONZALEZ, English Language
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2023–2026

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2024–2025

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2024–2027

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2023–2026

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Delaware

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Federal

VACANT

Florida

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Georgia

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Hawai'i

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Idaho

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Illinois

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Indiana

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Iowa

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Kansas

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Kentucky

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Louisiana

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Maine

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Maryland

MICHELLE ALEXANDER, Teacher, Library Media Specialist, Grades 9–12, Richard Montgomery High School; *Home*: Columbia [malexander@mseanea.org] 2021–2024, 2024–2027

MATTHEW GRESICK, Teacher, Social Studies, Reservoir High School; *Home*: Fulton [mattgresick@gmail.com] 2022–2025

TANYA J. MARTIN, Teacher, Reading Specialist, Bonnie Branch Middle School; *Home*: Pikesville [tmartin@mseanea.org] 2019–2022, 2022–2025

ANZER WOODWARD, Early Childhood Intervention/Infants and Toddlers, Montgomery County Education Association; *Home*: Mitchellville [nowoodward@mceanea.org] 2023–2026

Massachusetts

JOHN BRACEY, Teacher, Latin, Grades 9–12, Belmont High School; *Home*: Bellingham [johnbracey@gmail.com] 2022–2025

BRIAN FITZGERALD, Teacher, Language Arts And History, Grade 5, Wareham Middle School; *Home*: Plymouth [weabrian@gmail.com] 2024–2025

KYLE GEKOPI, Teacher, Social Studies, Grade 9-12, Wellesley Public Schools; *Home*: Norwood [gekopiwea@gmail.com] 2024–2025

DEBORAH GESUALDO, Teacher, Grades K-8, Malden Education Association; Local President; *Home*: Danvers [gesualdo.me@gmail.com] 2023–2026

CHRISTINE MULRONEY, Teacher, Grade 7, Framingham Teachers Association; Local President; *Home*: Ashland [clmulroney@gmail.com] 2021–2024, 2024–2027

NICOLE PREVOST, Teacher, Kindergarten, Francis W. Parker; *Home*: North Quincy [prevostparker@gmail.com] 2023–2024, 2024–2027

Michigan

ALLYSON MCBRIDE-CULVER, Teacher, Grade 5, Central Grade School; *Home*: Interlochen [allysonjmc@gmail.com] 2024–2027

ROGER ROTHE, Teacher, Social Studies, Grade 7, Birch Run Area Schools; *Home*: Saginaw [rwrothe@hotmail.com] 2024–2027

HEATHER SCHULZ, Teacher, Schience, Jefferson Middle School; *Home*: Berkley [hschulz28@gmail.com] 2023–2026

WENDY WINSTON, Teacher, Math, Grades 8–11, Grand Rapids University Preparatory Academy; *Home*: Grand Rapids [winstonawendy@gmail.com] 2022–2025

Minnesota

HEATHER L. BAKKE, Teacher, Special Education, GFW High School; *Home*: Winthrop [foreather@aol.com] 2019–2022, 2022–2025

JASMAN MYERS, Teacher, Special Education/Resource Teacher, Grades K–5, Carver Elementary School; *Home*: Maplewood [jas.joye@gamil.com] 2022–2025

MARTY SCOFIELD, Teacher, Adult/GED and ABE Education, Minnesota Correctional Facility—Lino Lakes; *Home*: Blaine [martyscofield93@gmail.com] 2020–2023, 2023–2026

Mississippi

CHRISTOPHER M. STEVENS, Teacher, English, Grades 10–12, North Pontotoc High School; *Home*: Tupelo [krieg17@hotmail.com] 2019–2022, 2022–2025

Missouri

DENAE BUSH, Teacher, Special Education Instructional Coach, Grade K–12, Park Hill School District—District Office; *Home*: Ansas City [denaebush17@gmail.com] 2024–2025

ANDY SLAUGHTER, Teacher, Elementary/Secondary; *Home*: Saint Charles [andy.slaughter@mnea.org] 2019–2020 *partial*, 2020–2023, 2023–2026

Montana

KACEE BALLOU, Teacher, Exploratory PLTW, Grades 6–8, Missoula Education Association; Local President; *Home*: Missoula [kcbunionstrong@gmail.com] 2022–2024, 2024–2027

Nebraska

ED VENTURA, Teacher, Librarian, Grades Pre-K–5, Forest Station Elementary; *Home*: Bellevue [venturaomaha@gmail.com] 2022–2025

Nevada

RACHEL Y. CROFT, Teacher, Grade 4,
Bordewich Bray Elementary School;
Home: Carson City [*rachelycroft@
gmail.com*] 2020–2023, 2023–2026

New Hampshire

TERRY L. BURLINGAME, Teacher, Spanish-
ESL, K–8, Gilmanton School;
Home: Gilmanton Iron Works
[*mexicananh@gmail.com*] 2019–2020
interim, 2020–2022, 2022–2025

New Jersey

BRENDA BRATHWAITE, Teacher, Math,
Grade 7, Pennsylvania Avenue School;
Home: Absecon [*bbrathwaite@njea.
org*] 2020–2023, 2023–2026

THERESA FULLER, Teacher, History,
North Plainfield High School;
Local President; *Home:* Runnemede
[*theresazimmerman@msn.com*]
2023–2026

LAUREN GREENFIELD, Teacher, CBI,
Irvington High School; *Home:*
Parsippany [*lgreenfield@njea.org*]
2024–2025 *interim*

SUE MCBRIDE, Teacher, ELA (as in, ELA
and Social Studies), Grade 6; Local
President, Bergen County Education
Association; *Home:* Paterson
[*smcbride@njea.org*] 2019–2022,
2022–2025

PETER MORAN, Teacher, Elementary/
Secondary, Frenchtown Elementary;
Home: Easton [*pmoran@njea.org*]
2020–2023, 2023–2026

LAURIE T. GIBSON-PARKER, Teacher,
Computer Exploratory Grades 6–8,
Henry C. Beck Middle School;
Home: Willingboro [*lgibsonparker@
njea.org*] 2021–2024, 2024–2027

BARBARA RHEAULT, Mullica Township
School District; *Home:* Hammonton
[*bbrheault@cs.com*] 2021–2024,
2024–2027

MARK RICHARDS, East Orange Board of
Education; Local President; *Home:*
Bloomfield [*mrichards@njea.org*]
2023–2025 *interim*

STACY YANKO, Office Professional-
Guidance Secretary; Hopatcong High
School; *Home:* Hopatcong [*stacy.
yanko@hotmail.com*] 2022–2025

New Mexico

JIM MAES, Teacher, Physical Education,
Grade 9–12, Organ Mountain
High School; *Home:* Las Cruces
[*jmaesnea@gmail.com*] 2024–2027

New York

DORA LELAND; *Home:* Big Flats
[*lelanddora@gmail.com*] 2022–2023,
2023–2025

DANTE MORELLI, Teacher, Higher
Education, Communication Studies,
Suffolk County Community College;
Home: Miller Place [*dantem@fascc.
org*] 2024–2027

North Carolina

TURQUOISE LEJEUNE PARKER, Teacher,
Elementary/Secondary, Lakewood
Elementary; *Home:* Durham
[*mrsturquoiseparker@gmail.com*]
2020–2023, 2023–2026

North Dakota

BRENDA A. SEEHAFFER, Teacher, Title I Reading/Math Specialist, Grades K–6, Mt. Pleasant School; Local President; *Home*: Rolla [brendaseehaffer@yahoo.com] 2019–2022, 2022–2025

Ohio

AMY BUTCHER, Intervention Specialist, Westlake High School; Local President; *Home*: Cleveland Heights [amy.butcher.oea@gmail.com] 2023–2026

SHARRON CALLAHAN, Teacher, Grade 2, Cardinal Elementary School; *Home*: Orwell [callas444@gmail.com] 2024–2027

CAROL CORRETHERS, *Home*: Sheffield Village [votecarolcorrethers@gmail.com] 2022–2025

ANGEL DYER SANCHEZ, Teacher, Grade 5, Valleyview Elementary School; *Home*: Columbus [adyer869@gmail.com] 2022–2025

LINNA JORDAN, Teacher, English Language High School, Innovative Learning Center; *Home*: Galloway [hilliardeapres@gmail.com] 2024–2027

DWAYNE MARSHALL, Teacher, Social Studies, Grades 10 and 12, Gahanna Lincoln High School; *Home*: Blacklick [marshalld@ohea.org] 2019–2020 *partial*, 2020–2023, 2023–2026

Oklahoma

ZACHARY A. GRIMM, Teacher, Spanish, Grades 9–12; The Education Association of Moore; Local President; *Home*: Moore [president@teamoore.org] 2021–2024, 2024–2027

Oregon

CHRISTOPHER J. EARLY, Umatilla High School; *Home*: Irrigon [chris.early.oea@gmail.com] 2021–2022 *interim*, 2022–2025

ADOLFO GARZA-CANO, Teacher, English Language Arts, Grade 6, Sunridge Middle School; *Home*: Portland [agcano.oea@gmail.com] 2021–2024, 2024–2027

BRINDA NARAYAN-WOLD, School Counselor, Kelly Middle School; *Home*: Eugene [brindaban@comcast.net] 2023–2026

Pennsylvania

MARIA M. BENNETT, Paraeducator, Academy Resource Center, New Hope–Solebury School District; *Home*: Levittown [nhs.esp@outlook.com] 2021–2024, 2024–2027

COLLEEN BRODBECK, Teacher, Language Arts, Grade 6, Pennwood Middle School; *Home*: Langhorne [msbrodbeck@yahoo.com] 2022–2025

MELISSA COSTANTINO-PORUBEN, Teacher, Math, Avonworth Elementary School; *Home*: Sewickly [melissaforneadirector@gmail.com] 2021–2023, 2023–2026

ERIN RUGGIERO, Teacher, English Grade 9–12, Moon Area High School; *Home*: Pittsburgh [erinruggiero@me.com] 2025 *interim*

CASEY VANWHY, Teacher, Grade 4,
Coudersport Elementary School;
Home: Coudersport [cvanwhy1@
gmail.com] 2021–2024, 2024–2027

DANEEN WATSON, Teacher, Spanish, Belle
Vernon Area High School; *Home:*
Bell Vernon [dwatson@psea.org]
2024–2027

CAROL YANITY, Teacher, Reading,
Cumberland Valley School District;
Home: Boiling Springs [cyanity2@
gmail.com] 2023–2026

Rhode Island

VIN LEVCOWICH, Teacher, English,
Grade 12, Chariho Regional
High School; *Home:* Wood River
Junction [neadirectorri@gmail.com]
2020 interim, 2020–2022, 2022–2025

South Carolina

STEPHANIE JOHNSON, Teacher, Reading
Intervention, HB Rhame Jr.
Elementary; *Home:* Columbia
[stephaniem_johnson@yahoo.com]
2024–2027

South Dakota

KELSEY LOVSETH, Teacher, Grades 9–12,
Social Studies, Brookings High
School; Local President; *Home:*
Brookings [kelsey.lovseth@gmail.com]
2023–2026

Tennessee

PAULA PENDERGRASS, Teacher Gifted
Education, Grades K–4, Metropolitan
Nashville Education Association;
Home: Nashville [paula.
pendergrass@mnea.com] 2024–2027

RANDALL A. WOODARD, Teacher, Special
Ed Interventionist, Robertson County
Phoenix Academy; *Home:* White
House [rwoodard78@gmail.com]
2019–2022, 2022–2025

Texas

AARON PHILLIPS, Teacher, Science and
Social Studies, Grade 5, Hamlet
Elementary School; Local President;
Home: Amarillo [aaron.h.phillips@
gmail.com] 2020–2023, 2023–2026

DAVID J. RING, Teacher, Government/
Politics and Macroeconomics,
Secondary and Higher Education,
Lubbock-Cooper High School;
Home: Lubbock [davidjring@gmail.
com] 2019–2022, 2022–2025

Utah

DENISE LAKE, Teacher, General Subjects,
Mountain Green Elementary School;
Home: Layton; [deniselake973@
gmail.com] 2023–2026

Vermont

MICHAEL CAMPBELL, Teacher, Social
Studies, Grade 10–12, Bellows Free
Academy St. Albans; *Home:* Milton
[mikecampbell9395@gmail.com]
2024–2027

Virginia

CHRISTINA M. BOHRINGER, Teacher, General Education, Grade 1, Samuel W. Tucker Elementary School; *Home*: Alexandria [christina.bohringer@gmail.com] 2019–2022, 2022–2025

KEVIN HICKERSON, Teacher, Special Education English, Chantilly High School; *Home*: Centerville [onevirginiakh@gmail.com] 2024–2027

Washington

JEB BINNS, Teacher, History, Grades 9 and 11, Highline High School; *Home*: Burien [jbinns@washingtnea.org] 2019–2022, 2022–2025

CHARLOTTE LARTEY, Teacher, Special Education; *Home*: Vancouver [Charlotte.lartey@washingtnea.org] 2021–2024, 2024–2027

REBECCA RITCHIE, Teacher, ALE, Grades 10–11, Dungeness Virtual School; Local President; *Home*: Sequim [Becca.ritchie@washingtnea.org] 2022–2025

AUDRA SHAW, Teacher, Grade 6, Science; *Home*: Cheney [ashaw@washingtnea.org] 2023–2026

PAMELA WILSON, Teacher, ELD/LAP, Frank Love Elementary School; *Home*: Kenmore [pamela.wilson@washingtnea.org] 2022–2025

West Virginia

LUCINDA BURNS, Teacher, Title I, Grades K–6, Leading Creek Elementary School; *Home*: Cross Lanes [lucindaburns0809@gmail.com] 2021–2024, 2024–2027

Wisconsin

MAIWA LOR, Teacher, Grade 4, Creekside Elementary School; Local President; *Home*: Sun Prarie [bloumacs4@yahoo.com] 2022–2025

JESSE MARTINEZ, Teacher, Science, Social Studies, Spanish, Grade 7, Logan Middle School; *Home*: Holmen [martinezj@weac.org] 2021–2024, 2024–2027

Wyoming

MARIAH ABBIE LEARNED, Administrator, Laramie High School; *Home*: Laramie [Giggs4@gmail.com] 2024–2027

Aspiring Educator Directors

DEMETRIUS DOVE, Clark Atlanta University;
Home: Lithonia, GA [ddarrelldove@gmail.com] 2023–2025

JONATHAN OYAGA, University of California;
Home: South Pasadena, CA
[scta.jonathanoyaga@gmail.com] 2023–2025

MATTHEW YURO, The College of New Jersey; *Home:* Monroe Township, NJ
[yurom2@tcnj.edu] 2024–2025

Retired Directors

CONNIE BOYLAN, Retired; *Home:* Traverse City, MI [bookwoman222@gmail.com] 2024–2027

ED FOGLIA, Retired President, CTA/NEA Retired; *Home:* Granite Bay, CA
[edndonna@surewest.net] 2021–2022 interim, 2022–2025

JULIE HORWIN, Retired; *Home:* Scottsdale, AZ [julie.horwin@gmail.com] 2020–2023, 2023–2026

LINDA MCCRARY, Retired; *Home:* Red Boiling Springs, TN
[lindamccrary72@gmail.com] 2022–2025

MICHAEL PRISER, Retired; *Home:* Vancouver, WA [mwpriser@yahoo.com] 2023–2024 partial, 2024–2027

JUDY L. ROHDE, Retired; *Home:* Shoreview, MN [judylrohde@gmail.com] 2020–2023, 2023–2026

At-Large Directors

MARITZA BARRERA, Education Support Professional, Rogers Middle School; *Home:* San Antonio, TX
[Maritza.r.barrera@gmail.com] 2022–2025

KAROLINE BETHEA-JONES, Education Support Professional, Bergen Technical High School; *Home:* East Orange, NJ [karolinebetheajones@gmail.com] 2024–2025

JACQUELINE BURTON, Paraeducator, Hazelwood Elementary School; *Home:* Clarksville, TN
[jazziebrazzie@gmail.com] 2022–2025

CESAR CARRANZA, Education Support Professional, North High School; *Home:* Des Moines, IA
[cesaroakley8@yahoo.com] 2023–2026

MICHELLE DENNARD, Education Support Professional, Paraeducator, Osseo Education Center; *Home:* Brooklyn Park, MN [shonbried@msn.com] 2021–2024, 2024–2027

GWENDOLYN EDWARDS, Education Support Professional, Technical Support Specialist, Rippon Middle School; *Home:* Fredericksburg, VA
[gwen@love2travl.com] 2020–2023, 2023–2026

AMY EVANS, Education Support Professional, Intervention Reading Assistant, Lincoln Elementary School; *Home:* Dunfermline, IL [amy.evans@ieanea.org] 2024–2027

ANEKA FERRELL, Recruitment
Coordinator, Education Support
Professional, Technical Services,
Renton School District; *Home*: Kent,
WA [*aferrell@washingtonea.org*]
2023–2026

MICHAEL L. GLABERE, Education Support
Professional, Special Education
Paraeducator, Luther Burbank School;
Home: Milwaukee, WI [*mglabere@
aol.com*] 2019–2022, 2022–2025

CYNTHIA Y. HENDERSON, Administrator,
Herndon Magnet School; *Home*:
Shreveport, LA [*cryhenderson@
comcast.net*] 2018–2019 *interim*,
2019–2022, 2022–2025

ANASTASIA JIMENEZ, Education Support
Professional, Clerical, Phoenix Union
High School District #210; *Home*:
Phoenix, AZ [*ajenkins1024@gmail.
com*] 2025 *interim*

BRENDA JOHNSON, Education Support
Professional, Stadium View School,
Home: Minneapolis, MN
[*brendajohnsonholly@gmail.com*]
2023–2026

PAMELLA JOHNSON, Education Support
Professional, Academic and Behavioral
Intervention Specialist, Rochester
High School; *Home*: Olympia, WA
[*pamella.johnson@washingtonea.org*]
2020–2023, 2023–2026

TEMIKA LANGSTON-MYERS, Education
Support Professional, Paraprofessional,
Grades 5–6, Cherry Street School;
Home: Port Norris, NJ [*grmyers2018@
gmail.com*] 2022–2025

KASHARA MOORE, Higher Education,
Home: Long Beach, CA [*Kashara.
moore5@gmail.com*] 2022–2025

CLINTON SMITH, Teacher, Special
Education, The University of
Tennessee At Martin; *Home*:
Martin, TN [*clint1967@gmail.com*]
2024–2027

IVORY SMITH, Education Support
Professional, Information Technology,
Youngstown State University;
Home: Pittsville, MD [*ivos4@aol.com*]
2021–2023, 2023–2026

DEBRA WARD-MITCHELL, Paraeducator,
Thornton Township High School;
Local President; *Home*: Homewood,
IL, [*debra.ward-mitchell@ieanea.org*]
2023–2026

CHIFFON WINSTON, Education Support
Professional, 21st Century Community
Learning Center Coordinator,
Mayfield Middle School; *Home*:
Paducah, KY [*cwinston2508@gmail.
com*] 2022–2025

Ethnic Minority Representatives

ROBERT ELLIS, [*r.ellis.nea@gmail.com*]
2023–2025

TRACY HARTMAN-BRADLEY, Administrator,
Omaha Public; *Home*: La Vista, NE
[*trhb1000@gmail.com*] 2022–2023,
2023–2024, 2024–2025

JODI KUNIMITSU, Asian Pacific Islander
Caucus, Teacher, Math, Grades 9–12,
Maui High School; *Home*: Wailuku,
HI [*jodikunimitsu@gmail.com*]
2021–2022, 2022–2023, 2023–2024,
2024–2025

ALBERTO NODAL, *Home*: Castro Valley, CA
[*nodal.alberto@gmail.com*] 2025

Review Board

Subject to the conditions set forth in the Constitution and Bylaws, the Review Board has jurisdiction over alleged violations of the *Code of Ethics of the Education Profession*; censure, suspension, or expulsion of a member; impeachment of an executive officer or a member of the Executive Committee; and review of actions of governing bodies regarding consistent application of the Constitution and Bylaws.

The Review Board consists of nine members appointed by the president with the advice and consent of the Board of Directors. Detailed information on qualifications, appointment, terms of office, and powers and duties of the Review Board is contained in Article VII of the Constitution and Bylaw 7.

NEA Committees

NEA's committee structure provides for committees of the Representative Assembly committees and workgroups of the NEA Board that are aligned with the Association's Strategic Plan and Budget and advance at least one of NEA's strategic objectives; social justice and constituency committees that make recommendations to NEA's governing bodies on matters of concern to the constituencies they represent; and other special and ad hoc committees. These entities report to the president, Board of Directors, and Executive Committee between meetings of the Representative Assembly.

Committees of the Representative Assembly

Committee on Constitution, Bylaws, and Rules

The Committee on Constitution, Bylaws, and Rules is authorized in Article III, Section 6 of the Constitution. The composition and duties of the committee are set forth in Standing Rule 2.

The committee initiates proposed amendments to the Constitution, Bylaws, and Standing Rules as appropriate; receives and processes proposed amendments; supervises the submission and processing of new business and legislative amendments; supervises and counts roll call votes at the Representative Assembly; provides advisory opinions on parliamentary questions upon the request of the presiding officer; and performs other duties as specified in the Rules or requested by the president.

Committee on Program and Budget

The Committee on Program and Budget is authorized in Bylaw 11-7. Its composition is described in Bylaw 11-7 and its duties with respect to budget development are

outlined in Bylaw 11-9. The secretary-treasurer of the Association is chairperson of the committee, and the vice president is a member of the committee.

Credentials Committee

The Credentials Committee is authorized in Standing Rule 1, which also describes the committee's composition and duties. The committee is responsible for the supervision of the accreditation of delegates and alternates to the Representative Assembly, the seating of delegates and members, and other appropriate duties as specified in the Standing Rules.

Elections Committee

The Elections Committee is authorized in Standing Rule 11. The committee's composition and duties are set forth in Standing Rule 11. The committee conducts the elections at the Representative Assembly, prepares and checks ballot(s) for accuracy, supervises the voting area, acts as judge and constable of the election(s), and

performs other appropriate duties as specified in the Standing Rules.

Resolutions Committee

The Resolutions Committee is authorized in Standing Rule 7. The committee consists of the five-member Internal Editing Committee appointed by the president, as many additional members and alternates from each state as there are directors for that state, and as many Retired and Aspiring Educator members as there are Retired and Aspiring Educator directors (i.e., six Retired members and alternates and three Aspiring Educator members and alternates).

At-large representatives are appointed by the president as necessary to ensure

compliance with the requirements of Article V, Section 1(c), (d), (e), and (f) respectively. The state members and alternates are elected by the state's delegates registered and in attendance at the NEA Representative Assembly. The Retired and Aspiring Educator members and alternates are elected, respectively, by the accredited Retired and Aspiring Educator delegates. The five members of the Internal Editing Committee are members of the full Resolutions Committee.

The committee prepares and presents to the Representative Assembly proposed resolutions for adoption as specified in Standing Rule 7.

Board Strategic Committees, Workgroups, and Think Tanks

Board Leadership Development Workgroup

The Board Leadership Development Workgroup assesses and implements programs to train and develop leadership among Board members.

ESP Careers

The ESP Careers Committee identifies the key focus areas of NEA's Education Support Professional (ESP) Bill of Rights to identify and recommend opportunities for progress and impact on behalf of ESPs within the White House and appropriate federal agencies.

Human and Civil Rights Awards

The Human and Civil Rights Awards Committee reviews the nomination submissions and recommends to the Executive Committee recipients for the Human and Civil Rights Awards. The committee also reviews the criteria, process, and forms for nomination of candidates for all Human and Civil Rights awards, and makes changes as needed, assists in the planning and execution of the awards ceremony, and makes recommendations for collaboration with HCR award winners to advance outreach to communities and partners in support of NEA's strategic goals within that year.

Legislation

The Legislative Committee reviews the NEA Legislative Program and gathers feedback from NEA members and leaders. The committee provides recommended modifications of the NEA Legislative Program to the Board of Directors and presents it for approval to the annual Representative Assembly. The committee conducts an open hearing in conjunction with the Annual Meeting and other sessions as needed/appropriate to review the proposed NEA Legislative Program and discuss relevant legislative issues with delegates and members. In addition, the committee works with staff to review legislative amendment submissions and determine the Committee's recommendation for each submitted amendment. The committee also reviews, assesses, and executes a plan to increase participation in Capitol Hill lobbying and back-home lobbying visits by NEA Board Directors.

Local President Release Time Grants

The Local President Release Time Grants Committee selects recipients of Local President Release Time Program (LPRTP) grants, monitors progress of projects, and reviews evaluations of selected locals. The committee also reviews and

makes recommendations as needed related to the LPRTP guidelines and budget.

Professional Standards and Practice

The Professional Standards and Practice Committee reviews and examines the Association's Great Teaching and Learning Report and develops and makes recommendations for updates to the document and on how ideas within the teaching continuum may be effectively utilized and communicated with various member, policymaker, and affiliate staff audiences.

Think Tanks

The NEA Think Tanks are one strategy by which the Association practices yearly visioning for the future of public education and the education professions. Three think tanks, composed of and facilitated by member leaders, are created each year and charged to deeply explore issues with a high likelihood of strengthening the profession. The 2024–2025 think tank topics are:

- External Factors Impacting Educational Success
- Impacts of Artificial Intelligence (AI) on Teaching and Learning
- Innovative School Models

Other Board Committees

Annual Meeting Review

The Annual Meeting Review Committee reviews adopted and referred new business items addressing the conduct of the Representative Assembly and makes recommendations to the NEA Board of

Directors on implementation. The committee also examines and recommends to the Board future Annual Meetings and examines and recommends to the Board criteria for selecting future Annual Meeting sites. Additional internal Board bodies

that support the work of the Representative Assembly include the Board Steering, New Business Costing, and New Business Review and Support Committees.

Executive Officer Compensation Review

The Executive Officer Compensation Committee reviews the salaries and fringe benefit policies of the Executive Officers and the financial policy package for members of the Executive Committee, and makes recommendations to the Board of Directors as appropriate.

Friend of Education

The Friend of Education Committee reviews the criteria, process, and forms for nomination of candidates for NEA Friend of Education, reviews nomination submissions, and recommends to the Board of Directors a recipient of the Friend of Education award.

Read Across America

The Read Across America (RAA) Committee reviews and provides feedback on the Association's work to "Celebrate a Nation of Diverse Readers" by highlighting diverse authors and books for an increasingly diverse student population across America. The committee also identifies and compiles promising strategies to share with affiliates and members to help advance the RAA Celebration of Diverse Readers. The committee further highlights practices for utilizing RAA in member engagement.

UniServ Advisory

The UniServ Advisory Committee reports to the NEA Board of Directors on the structure, operation, and grants of the UniServ Program to ensure they are aligned to advance NEA's strategic objectives.

Social Justice and Constituency Committees

Aspiring Educator

The Aspiring Educators Committee (AEC) reviews the feedback from AEC participants, identifies broad themes, and provides input to the Aspiring Educator Conference Planning Team through the Aspiring Educator Advisory Committee Chair. The committee also reviews existing and new models and strategies to engage, recruit, and retain pre-service educators.

Ethnic Minority Affairs

The Ethnic Minority Affairs Committee (EMAC) reviews existing Bylaw 3-1(g) state plans for promising, sustainable, and

measurable strategies and/or practices that support greater racial equity in inclusion and directly improve ethnic minority involvement and participation at all levels of the Association to be shared with affiliates as they work to improve their plans. The committee identifies and compiles promising strategies, practices and partnerships to share with affiliates, members and staff to further advance NEA's racial justice work. The committee also provides input to the Racial and Social Justice Conference and Minority Leadership Training/Women's Leadership Training Planning Committees. The committee identifies examples

of current work that addresses community and family engagement and partnerships and recommend strategies to engage NEA's diverse member base in this work.

Sexual Orientation and Gender Identity

The Sexual Orientation and Gender Identity (SOGI) supports, guides, and provides feedback on the expansion of the NEA LGBTQ+ Educator Voice engagements. SOGI review input from its hearing and identifies the broad themes to help inform implementation of NEA's Strategic Objectives. The committee further provide input to the MLT/WLT and Conference on Racial and Social Justice Planning Teams through the SOGI chairperson. SOGI

works to create a timeline of the Association's LGBTQ+ advocacy work for inclusion on NEA platforms.

Women's Issues

The Women's Issues Committee (WIC) identifies and researches critical issues impacting women and girls in education in the current political climate, and assists in explaining and outlining action steps on these issues to share with affiliates and members. The committee also provides input to the national MLT/WLT and Racial and Social Justice Conference Planning Committees, reviews testimonies from WIC hearings, and organizes the broad themes that will inform implementation of NEA's Strategic Objectives.

NEA-Retired Executive Council

The NEA-Retired Executive Council makes recommendations regarding the direction of NEA-Retired in addressing issues of concern to NEA-Retired members and strategies to involve NEA-Retired members in Association activities.

It develops recommendations to enhance the recruitment of NEA-Retired members and utilizes NEA-Retired members as a resource in advancing NEA strategic priorities. The NEA-Retired Executive Council is an elective, not an appointive, body.

Symbol of the United Education Profession

This symbol, adopted by the NEA Executive Committee in 1966, combines the legacy of the past (τ for τ α λ \leq λ α , the ancient Greek word for education) with new direction for the future (\blacktriangleright). The spherical triangle serving as the background represents the mutually supportive programs of local, state, and national

education associations to advance education. In one sentence, then, the design symbolizes the forward thrust of education through a united profession.



2024-2026 Strategic Framework

Visionary Goals

To achieve our mission and to meet our shared responsibility to elevate and unite all our members, the NEA, in partnership with affiliates, will build connections that:

1. Enhance success, justice, and equity in our nation's public schools, and the well-being of all our students, parents, families, and communities.
2. Promote fulfilling professional lives and the success of our members.
3. Grow and strengthen our Union through leaders trained to retain, inspire, engage, recruit, and empower fellow educators and public employees.



Strategic Objectives

In partnership with our Affiliates, NEA will:

Strengthen Public Education as the Cornerstone of Democracy: Build a movement that promotes, protects, and strengthens public education; safeguards the rights of students, communities, and educators; advances economic justice; increases public regard for educators and their public schools from pre-K to higher education; and ensures that students are prepared to participate fully in our democratic society.

Advance Racial Justice and Social Justice: Support members in advancing racial and social justice in education, and improving conditions for all students, families, and communities through awareness, capacity building, partnership, and individual and collective action.

Promote Safe, Healthy, Inclusive, Collaborative, and Future-Focused Public Schools: Support the development of modern, safe, and supportive public schools that are affirming to all students and employees, resourced to meet the academic and developmental needs of today's students, and that serve as beacons of pride and support in their communities.

Improve Professional Respect and High Quality Working Conditions: Enhance the well-being, satisfaction and respect of our members (aspiring, active, and retired), ensuring they receive fair compensation (salary, benefits and retirement); cultivate favorable working conditions for aspiring, new, and experienced educators; amplify opportunities for authentic voice; and safeguard the freedom to teach in the most effective manner for their students.

Support Professional Excellence and Student Learning: Enhance the education professions and the pride that all educators throughout their careers experience in their work by supporting educators’ growth in the professional knowledge, skills, and competencies necessary to maximize students’ academic and social-emotional learning and shape the future of learning.

Fuel the Transformation of Affiliate Organizational Capacity: Build the capacity of state and local affiliates for growth, collective action, and agenda-driving power with particular focus on: a Dynamically Aligned Leadership Development System; Membership Growth and Engagement, Organizing, and a Culture of Connectedness; Racial and Social Justice Culture; Modern Affiliate Communications; Data and Technological Advancement; and overall Affiliate Health and Strength.

NEA Operations

Ongoing functions that sustain the organizational infrastructure and nimbly adjust to the changing nature of the external environment; advance organizational learning and effectiveness; implement responsible business practices; and promote a positive, just, and innovative culture across the NEA.

Additional Details

Fuel the Transformation of Affiliate Organizational Capacity: 2024-2026 Areas of Focus

Programs and initiatives across the organization that support the Strategic Objectives, build lasting strength and agenda-driving power in Affiliates, and grow the Association. In this 2-year cycle, we will focus on our ability to grow capacity in the following areas:

A Dynamically-Aligned Leadership Development System: Create a robust leadership development system across the organization, that identifies, invites, prepares, trains, and supports both formal and informal leaders and that offers many pathways for all members to grow and demonstrate leadership in support of excellent and equitable public education

Member Growth and Engagement, Organizing, and A Culture of Connectedness: Organize around issues important to our members; provide members with support to engage in meaningful by member-for-member advocacy and activities; and provide opportunities for members to connect with other professionals, allies and communities, fostering loyalty to their professions and unions

Racial and Social Justice Culture: Support Affiliates in fostering a culture of racial and social justice that is reflected in mindsets, practices, and strategies

Modern Affiliate Communications: Modernize and support Affiliate capacity to research, craft, and implement internal and public relations messaging in support of public education, members’ needs, and Affiliate activities

Data and Technological Advancement: Implement a modern and aligned data analytics and technology infrastructure for membership, engagement, and business practices

Affiliate Health and Strength: Support strong fiscal management, risk mitigation, data management, strategic use of data and information, and organizational learning processes across the organization

NEA Operations

Ongoing functions that sustain the organizational infrastructure, secure the long-term health of the organization, and promote a positive culture.

- Leadership and Governance Supports
- Business, HR and Financial Services
- HQ Data and Technology Services
- Communications
- Human Resources
- Legal
- Research
- Strategy

NEA Leadership Competency Framework



The National Education Association (NEA) offers a comprehensive Leadership Competency Framework to equip educators with the essential knowledge, skills, and abilities to lead thriving associations and advance public education. Through learning opportunities and application of the skills within the framework, NEA leaders are better prepared to advance NEA’s goals, strategic objectives, and organizational priorities. The framework focuses on seven key domains: advocacy, communication, governance and leadership, leading our professions, organizing, social and emotional intelligence, and strategy and fiscal health. To learn more about the framework and development opportunities, visit nea.org/leadership-development.

NEA Program and Administration

The NEA staffing structure is designed to help realize the Association's strategic goals, as determined by governance. Most staff are based in program units, with each unit offering expertise in a particular area. Staff from these different program units work regularly together in teams that are assembled to advance the Association's priorities.

EXECUTIVE OFFICE

202-822-7000

The Executive Office houses the three elected officers (president, vice president, and secretary-treasurer), executive director, and staff who provide support and coordination for NEA-wide concerns.

PRINGLE, BECKY, *president*

HEATHER SHUTTLEWORTH, *confidential assistant*

MOSS, PRINCESS, *vice president*

BRUNNER-BURNS, NATE, *confidential assistant*

CANDELARIA, NOEL, *secretary-treasurer*

HALSEY, BRENDA, *confidential assistant*

Office of the Executive Director

202-822-7517

ANDERSON, KIM, *executive director*

BOYD, MICHELE, *confidential assistant*

WHITE, KAREN, *deputy executive director*

WILLIAMS, ROCHELLE, *confidential assistant*

ELLIS, DONYE, *manager, business affairs*

BOWMAN, CELESTE, *budget and financial specialist*

Strategy

The Strategy Department partners with NEA staff and governance to develop long-term and short-term strategies that are

aligned with the organization's mission, vision, and core values. Specifically, NEA Strategy:

- Leads the facilitation of NEA's enterprise visioning group to steward organizational systems change;
- Conducts ongoing Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to examine the forces that affect NEA and public education to determine organizational opportunities and threats to achieve our vision and priorities.
- Supports NEA centers and departments in strategic planning and aligning work and resources.
- Develops systems for strategic and operational review to examine our impact on organizational growth and strength.
- Fosters innovation that advances organizational strategy; specifically supports affiliates in creating labor management partnerships that increase shared decision-making and voice for our members.

WRIGHT, JOHN, *senior director*

WALKER, ANDREA, *associate director*

ELLIS, DONYE, *manager, business affairs*

AMMAR, SARAH

BRADFIELD, MARIBETH

KENNEDY, LEIGH

LAYE, RANDY

SARANAC, PAULA

WHITING, BROOKE

Office of the Chief Financial Officer

202-822-7000

CLUTTER, JENNIFER, *chief financial officer*

BOYD, DAVID, *special assistant to the chief financial officer*

NATESAN, TONIA, *manager of planning and budget*

GREENE, EMMANUELLA, *associate director, business transformation*

YANG, JENNY, *associate director*

WANG, XIAOXUAN, *senior confidential specialist*

TALAKANTI, SHASHI, *enterprise resource planning support specialist*

CUNHA, ANA, *business process management lead*

Business and Financial Services

Business and Financial Services (BFS) manages all financial operations for NEA and related entities. Team members are responsible for the receipt, recording, and disbursement of all NEA Funds. BFS safeguards the assets of the Association, establishes and maintains adequate internal controls, provides accurate financial reports in conformity with generally accepted accounting principles, collects membership dues, and coordinates the investment of Association funds. Accounting services are also provided for the NEA employee benefit plans; all NEA special purpose funds; NEA Councils; NEA Properties, Inc., NEA 360 LLC, NEA Advocacy Fund, and The NEA Fund for Children and Public Education. Team members are

responsible for assuring compliance with the Federal Election Commission, Internal Revenue Service, Department of Labor, and various federal and state taxing agencies' rules and regulations governing NEA and affiliates.

BFS Affiliate Support supports state and local affiliates on financial and fiscal health matters to enhance the overall business operations, improve awareness and knowledge of pending financial issues, and aid to states in implementing best business and financial policy practices. BFS Affiliate Support also organizes training for state and local governance and staff throughout the year. A monthly newsletter is published by BFS Affiliate Support for state affiliate accounting and finance staff. BFS Affiliate Support works closely with the Office of the Chief Financial Officer and other NEA Centers to monitor and analyze the financial health of state affiliate financial operations throughout the year.

Procurement's primary focus is to increase value by exercising their procurement expertise and leveraging supplier relationships. Procurement provides services that deliver value to NEA through global and regional strategic sourcing initiatives and buying of goods and services for NEA's operations. Procurement collaborates with NEA's internal customers and other functions within NEA to align strategies, operational plans, and continuous improvement initiatives.

O'FARRELL, KIM, *director*

GATEWOOD, KENNY, *manager*

LARREA, TAMMY (MIMI), *manager*

MORICE, JOSEPH, *manager*

PURDY, PAULA, *manager*

BASURTO, CESAR, *manager, business affairs*
 AUSTIN, FRANKLIN
 AWRICH, HOWARD
 CHISONGELA, IAN
 GROMOVA, SVETLANA
 JEYARAJAH, ESWARAN J.
 KIM, JULIE
 KOUADJO, AYA MARIA FLORENCE
 LANZA QUIÑONES, DEBORAH
 LE, VIVIAN
 LESTER-JOHNSON, DENISE
 MALETA, ROBERT
 MANSON, SEAN
 SANES, MILLA
 STREY, KULTHIDA R.
 TAKACS, JOE
 YOUNG, ASHLEY

Office of General Counsel

202-822-7035

The Office of General Counsel provides advice and assistance to NEA governance, staff, affiliates and members on union rights, public employee rights, student rights, and constitutional rights, as well as governance, operations, campaigns and elections, and other matters with legal or quasilegal implications. The Office of General Counsel serves as counsel to the Kate Frank/DuShane Unified Legal Services Program and The NEA Fund for Children and Public Education and is responsible for the operation of the National Organization of Lawyers for Education Associations, which is composed of attorneys who represent NEA, its affiliates, and members. Through the Office of General Counsel, NEA participates in test cases and other significant litigation in federal and state courts. The General Counsel has

primary responsibility for coordinating the legal activities of NEA's Office of General Counsel.

O'BRIEN, ALICE, *general counsel*
 WALTA, JASON, *deputy general counsel*
 ALAM, LUBNA
 BROWN, KELLI
 BURRITT, JEFFREY
 CENNAMO, NICOLE
 DAVIS, DANIELLE
 HICKOX, STACY
 HOLLAR, KRISTEN
 LEE, DAWN
 MARANDOLA, MARISSA
 MCNETT, KEIRA
 PARKER, MARYANN

Office of State Affiliate Relationships

The Office of State Affiliate Relationships is responsible for assisting state affiliate leadership teams in functioning as strong, effective teams. This includes assisting with officer training and professional development, executive director onboarding and professional development, providing coaches for our new presidents and executive directors, assisting leadership teams, state board facilitation and training, and state affiliate strategic planning. The Office of SAR is also responsible for providing the staffing for the National Council of State Education Associations (NCSEA), including the executive director of NCSEA. The basic purpose of the National Council of State Education Associations (NCSEA) is to provide a forum of communication and interchange of ideas among state and national leaders while providing guidance to NEA regarding its policies and programs as they affect the

state associations. Additionally, NCSEA offers the means whereby NEA affiliated state education associations can be more instrumental in bringing about a close and constructive working relationship with the NEA.

NENTL-BLOOM, LISA, *director, SAR; executive director, NCSEA*

PADILLA, DOMINIC, *associate director*

ELLIS, DONYE, *manager of business affairs*

TAYLOR, GLEN, *facilitation coach*

TUCKER, SASHA, *confidential assistant*

BOWMAN, CELESTE, *budget and financial specialist*

Office of Strategic Alliances

This office strengthens NEA's programs and the progressive movement to further NEA's mission. Strategic Alliances houses NEA's development work and oversees our external partnerships. The department collaborates across the entire NEA enterprise to cultivate new and leverage existing relationships and resources. This office also identifies opportunities to enhance existing NEA programs with philanthropic investment.

GALLOWAY, PAIGE

MERKIN, AARON

CENTER FOR GOVERNANCE

202-822-7000

The Center for Governance coordinates and supports a diverse array of Association programmatic and operational concerns and provides strategic counsel to leaders on priority initiatives as well as organization policies and protocols. The Center's six major areas of work include: policy development and implementation;

governance and policy support and council business administration; executive correspondence, writing, and strategic scheduling; leadership development; national labor relations; and national relations.

TINES-MORRIS, SABRINA, *senior director*

WOFFORD, CORY, *associate director*

ALLI, NICKIA, *manager, business affairs*

BIRKMEIER, PAUL, *manager*

Executive Correspondence, Writing, and Strategic Scheduling

With the goal of facilitating strong and strategic Association leadership engagement, this unit coordinates and generates content and logistics support for NEA's executive leaders in the areas of speechwriting, scheduling, and also serves as the official correspondence office for the organization.

TINES-MORRIS, SABRINA, *senior director*

EVANS, THERMAN

LEIGH, LISA

ROBINSON, ADRIENNE

Governance and Policy Support and Council Business Administration

This unit provides confidential, financial, and administrative services in support of the NEA officers and Executive Committee. Additionally, this unit supports meetings of the Executive Committee, Board of Directors, and NEA's Representative Assembly, and provides business support to three constituent councils.

TINES-MORRIS, SABRINA, *senior director*

ALLI, NICKIA, *manager, business affairs*

CHARLTON, DISCELL

BRUNNER-BURNS, NATE

FALCONE, MARY
 HALSEY, BRENDA
 KIRURI, KHADIJA
 PADEN, TINA
 SETTLE, ANGEL
 TAYLOR, BRIGID
 WHITE, YVONNE

Leadership Development

This team is responsible for developing and driving the organization's leadership development strategy and establishing a distinctive leadership brand for NEA that defines what it means to be an education activist and leader in the Association and in the members' professions. To execute the strategy this team partners with state and local affiliates; develops and implements appropriate orientation and leadership development for NEA leaders at all levels; develops and maintains the NEA Leadership Competency Framework; and designs and leads the annual NEA National Leadership Summit.

TINES-MORRIS, SABRINA, *senior director*
 WOFFORD, CORY, *associate director*
 COHON, ANNEISE
 DAVIS-CALDWELL, KISHA
 DIXON, FELICIA
 RAABE, KETURAH

National Labor Relations

The Labor Outreach program advances the interests of NEA and its affiliates through outreach and collaboration with other labor organizations. To this end, it coordinates relationships with labor organizations on behalf of NEA and its affiliates; builds partnerships with other unions and organizations representing working

men and women in order to advance NEA and affiliate interests; helps position NEA as a central force in the American labor movement; and assists in addressing the unique structure and circumstances of NEA's merged state and local affiliates.

TINES-MORRIS, SABRINA, *senior director*

Policy Development and Implementation

This unit facilitates governance policy-making and supports the deliberative work of the Representative Assembly, Board of Directors, Executive Committee, as well as committees. This unit also tracks and reports on governance actions; develops and implements official policy; and communicates Association policies and protocols through technical guidance and official publications.

TINES-MORRIS, SABRINA, *senior director*
 BIRKMEIER, PAUL, *manager*
 BRENNER, TOM
 O'BRIEN, NANCY
 ZANDERS, PHILLIP

CENTER FOR ADVOCACY AND POLITICAL ACTION

The Center for Advocacy and Political Action (CAPA) creates the structures and opportunities for our leaders and members to participate in decision-making about federal, state, and local education policy that advances student-centered teaching and learning, creates equity for students in public education, and elevates the education profession.

Areas of longstanding NEA advocacy work include supporting and advancing collective bargaining as a positive tool to improve the quality of public education

and the respect, dignity, and professional status of NEA members' lives and livelihoods; advocacy at the state and federal levels to promote retirement and health care security; advocacy at the federal and intergovernmental levels to promote NEA's Legislative Program; providing advocacy tools to affiliates to elect pro-public education leaders and enact policies at the state and local level to strengthen public education; providing legal services and administering the NEA liability insurance programs; and monitoring trends and providing leadership regarding human and civil rights issues facing students of color, as well as conducting joint advocacy with partner organizations around shared core values and advocacy priorities, particularly those priorities which impact poor students and their families, as well as marginalized student populations.

KUSLER, MARY, *senior director*

KING, SHELDON, *manager, business affairs*

Financial and Administrative Staff

HAMILTON, MIKHAIL

HOLTON, VICTORIA

TASHIRO, KELLY

MAYO, KATRINA

MONTAGUE, CYNTHIA

MORRIS, JALEESA

OLATUNDE, DAVID

Campaigns and Elections

Campaigns and Elections (CE) is responsible for partnering with state affiliates and key allies to help create political conditions for policies that positively impact students, schools, and working families. CE staff, both in the field and at

headquarters, work with state affiliates in a variety of ways, including assisting in strategic and long-term campaign planning, analyzing state survey research results, and collaborating on the development of member engagement plans and in the development and implementation of strategies to support candidate elections, as well as legislative and issue campaigns important to NEA. CE tracks state-level activity of public education opponents, providing access to a national collection of polling, cutting-edge campaign tools, and research data. Other staff duties entail reviewing ballot initiative campaign plans, vetting consultants and vendors, and recruiting member and non-member activists to advance Association priorities.

MENDIOLA, KATRINA, *director*

RETTKE, BRANDON, *associate director*

FARFAGLIA, RICK, *manager*

STEINMETZ, RUTH, *manager*

KING, SHELDON, *manager, business affairs*

ROTH, GRAHAM

State Battles and Ballot Measure/Legislative Crises (BMLC) Fund

The State Battles team coordinates a cross department team to disseminate legislative threat and opportunity information and organize building-wide support and resources to help affiliates. The work of the BMLC is to provide assistance to support affiliates, and review and assess campaign plans and budgets as requests arrive. The staff works in coalition with key national partners to provide strategic guidance and national campaign assistance as needed. Staff also regularly engages in strategic coalitions with national and state labor and

progressive allies, such as the national state battles table and Ballot Initiative Strategy Center, to leverage resources and address common concerns.

STEINMETZ, RUTH, *manager*

LACEY, BRIAN

STEPHAN, LIZZY

Training (See Educators Run/School Board Institute)

The Campaigns and Elections training program allows educators to have a more expansive role in shaping the policies and legislation that impact our students and public schools. The training program encompasses the See Educator Run (SER) and School Board Institute (SBI) program which brings together NEA experts and top political consultants to help NEA members develop the confidence and skills needed to run a successful campaign. For both trainings members will learn: how to prepare to become a candidate for office; how to communicate effectively with voters; policy talking points to use on the campaign trail; fundraising basics; tips for recruiting volunteers and running a field operation; and the nuts and bolts of running a campaign.

STEINMETZ, RUTH, *manager*

DAVIS, MEIGHAN

Independent Expenditure and External Partnerships

The Independent Expenditure and External Partnerships unit engages in strategic planning, program execution, and evaluation of electoral campaigns. The team manages the NEA Advocacy Fund and coordinates closely with independent

expenditure allies on opinion research, paid media, and direct voter contact. These allies include Senate Majority PAC, House Majority PAC, Democratic Governors Association, For Our Future, The Majority Institute, State Victory Fund, America Votes, and others. The team helps build infrastructure and assesses the landscape for independent public campaigns.

FARFAGLIA, RICK, *manager*

HARRIS, ADAM

MCGRORTY, MICHELLE

NAVARRO, LUIS

Field Operations—Campaigns and Elections

Campaign staff works with affiliates on planning for legislative and electoral, state and local efforts, and focuses on strategies that cover multiple election and legislative cycles. They provide expertise and strategic counsel on ballot and candidate campaigns, campaign structure and tools, member engagement, state legislative campaigns, and issue advocacy at the state and federal level. The staff works directly with affiliates, Association members, strategic coalitions with national and state labor and progressive allies, as part of an integrated national team to enhance effectiveness in grassroots political activities and legislative advocacy.

MENDIOLA, KATRINA, *director*

GORDON, ALLIE

HILL, ROB

HOLLAND, AMBER

KABOUD, YASMEEN

LEON, JASON

MAHAFFEY, MEAGAN

PIROZZI, ANGELIQUE

SWEENEY, JAKE

Member Engagement/Hard Side Political Relations

This unit engages and builds our member activists and enhances NEA campaign infrastructure. Member-to-member engagement, application of data and research, cutting-edge campaign tools, and online and offline campaign tactics are tested and measured. The campaign unit stays on top of and tests new campaign tools as well as historically proven tactics and is responsible for strategic and data-driven assessment of member activists. This team serves as the key to centralizing and tracks activists and prospects along a continuum around key issues and campaigns by measuring their type of action, frequency, and levels of engagement. The team also works closely with the Center for Organizing and Affiliate Support, Center for Communications, Government Relations, and partners with affiliates on member engagement. This unit coordinates with campaigns and political committees (DNC, DGA, DSCC, DCCC, DLCC, etc) to assist affiliates and members in assessing and engaging directly with candidates and parties.

RETTKE, BRANDON, *associate director*

REILLY, DAN

SEBIAN-LANDER, CYNTHIA

WETZEL, JACKIE

NEA Fund for Children and Public Education/PAC

The PAC unit works closely with the campaign and member engagement team to grow and facilitate the voluntary membership and total dollars of The NEA Fund for Children and Public Education (NEA Fund) to ensure that NEA members have

a strong voice in Washington, DC, and across the country. Additionally, NEA's online fundraising program, a state-specific collaboration, facilitates greater member involvement and communication, and builds state and local PAC fundraising capacity. The work of the team includes fundraising, and PAC Council operations including PAC Guidelines, recommendations, and contributions, which are all housed here. The unit also works closely with the Government Relations lobbying team on federal candidate screening and requests.

RETTKE, BRANDON, *associate director*

COPPERSMITH, KARI

State Revenue Research (Tax Policy, Economic Policy, Funding for Education—TEF)

TEF developed as a strategy to help state affiliates coordinate three areas of state policy: tax policy, economic policy, and school funding. The purpose of TEF is to help affiliates connect the three areas together for state legislatures and the general public, demonstrating that education funding has a positive impact on state resources, and that tax and economic policy have a direct effect on school funding. The primary goal is to help educate affiliates to educate their legislatures, affiliate leaders, and the general public on investing tax resources in the state services (education, public service, et al), benefits the economy and the community as a whole. The TEF team provides training, research, and other forms of support to state affiliates. The TEF team is available to help analyze tax and economic policies, speak to legislatures and government staff, train affiliates

in how to train leaders and others in popular economics. TEF also produces research and works with outside resources to assist state affiliates.

STEINMETZ, RUTH, *manager*

PETKO, MICHAEL

Collective Bargaining and Member Advocacy

Collective Bargaining and Member Advocacy delivers programs and services that safeguard members' employment rights, protect members from professional liability, and support state affiliates on collective bargaining, compensation, health care, and retirement issues. The department also leads the Association's work on bargaining for the common good, student-centered bargaining, and advocacy.

The Collective Bargaining and Compensation staff provides support to state and local affiliates to preserve and expand collective bargaining rights for education employees and to improve members' compensation and benefits (including pension and health care benefits). In addition, state and local grants are available to support student-centered bargaining and advocacy initiatives.

TEMPLETON, DALE, *director*

Legal Services Programs staff administers the Kate Frank/DuShane Unified Legal Services Program, which provides reimbursement of legal defense services to protect members' employment rights, and the Educators Employment Liability Program, which provides professional liability insurance for members who are sued for damages due to incidents arising out of their employment. Members may access

either of these programs by contacting their local UniServ staff person or the legal services office of their state affiliate. Other legal services programs include the Fidelity Bond Program, which protects the Association at all levels from loss of funds due to theft or employee dishonesty, the Association Professional Liability Program, which protects local, state, and national Association officers and staff from personal financial liability when they are sued as a result of their work for the Association, and the Attorney Referral Program, which assists NEA members in obtaining personal (not employment-related) legal services at a reduced cost.

Training, consultation, databases, software applications, publications, and educational programs are provided to assist state affiliates.

TEMPLETON, DALE, , *director*

MUHAMMAD, AARON, *manager*

ATIENZA, LAURIE

BARNES, SHADÉ

BEALLOR, BRIAN

BLANKENSHIP, CYNTHIA

BREAUX, BRANDON

GRANADOS, ANGELA

HAIRSTON, MICHAEL

HASKINS, KAREEMA

HOLMES, CHARLES

KANE, JAMES

VALLEM, SREE

Government Relations

Government Relations (GR) supports the Association's efforts to strengthen early childhood education, public schools, colleges, and universities through federal legislation and policies. Lobbyists work

with Congress to advance the NEA Legislative Program and address priorities of NEA members, who also engage Congress digitally and in back-home advocacy. The GR team also works with other national organizations that have a stake in the future of public education in order to support greater opportunities for all students regardless of zip code, counter attacks on public education, and influence education and social justice policy debates.

Through its federal advocacy and political action efforts, GR:

- Proactively lobbies for legislation that advances pro-public education and social justice policies and defends against anti-public education initiatives; works within the Center for Advocacy, Center for Professional Excellence and Student Learning, and the Center for Racial and Social Justice to draft legislation and analyze proposals; develops talking points for use on Capitol Hill; provides written support or opposition for key bills; identifies and helps to prepare pro-public education witnesses for hearings, etc.
- Works to build and strengthen relationships with key members of Congress on both sides of the aisle.
- Works in coalition with other numerous national organizations that have a stake in the future success of public education.
- Provide updates to and assists NEA members, governance, affiliates, and staff on federal legislative activity impacting educators, students, and public education.

- Creates annual Legislative Report Card rating members of Congress on their education-related votes and actions.
- Coordinates with Community Advocacy and Partnership Engagement (CAPE) and Human and Civil Rights (HCR) departments to educate and provide resources to national intergovernmental organizations on federal issues and NEA's perspective, and to leverage NEA's federal legislative policy agenda.

Leads the NEA cross-center Student Debt Team, which works to forgive the student debt of hundreds of thousands of educators, and ensure higher education is affordable and accessible to all.

EGAN, MARC, *director*

TRINCA, KIMBERLY JOHNSON, *associate director*

LAU, RONNY, *manager*

BARKSDALE, JOYE

BRITTON, SHAYLA

DRISCOLL, CHRISTIN

KOOLBECK, DEB

MOLDAUER, BARBARA

RANGEL, JUAN

SALVADOR, STEPHANIE

WILLIAMS, BONITA

Strategic Federal Partnerships

Strategic Federal Partnerships manages engagements with the federal government and works across the enterprise to streamline communication and activities. With the success of the 2020 campaign, the NEA has a unique opportunity to strategically work with the Biden-Harris Administration on policy, legislation, and for our leadership, students and members to

participate in events with Administration principals.

The Strategic Federal Partnership staff monitors activities with the federal government, establishes systems and protocols to ensure streamlined activities across the centers. The SFP team is responsible for ensuring two-way communication with the Biden-Harris Administration, managing external relationships, and responding to requests from the White House and/or agencies. In addition, the SFP team helps the enterprise by being more proactive in our advocacy and path for winning more resources for students and members. The SFP team supports Governance by assisting in relationship development and meeting/event preparations, along with developing highlights and updates on engagement.

With the establishment of a standing meeting and federal government liaison groups, the team has set up clear working groups for each priority federal agency. The groups are tasked with establishing priorities and communicating our policy proposals to each department. This allows us to continue the work from the 2020 election/Biden-Harris transition and take advantage of the unique moment to develop long standing relationships and advocacy. In addition to NEA's existing ties with the Department of Education, the SFP team is working to develop long lasting working relationships with the White House and other agencies to accomplish our policy priorities on behalf of our students and members.

O'DANIEL, SUSANA, *manager*

LOTKE, ERIC

VAN SCHEPEN, TESS

CENTER FOR COMMUNICATIONS

202-822-7200

NEA's Center for Communications provides integrated, full-service communication services that support the work of the Association's strategic initiatives and engage and mobilize members and the public.

SPEIGHT, ANITRÁ, *interim senior director*

Business Operations

Business Operations provides Center-wide management of business operations and administrative services and is responsible for the coordination of work plans, the Strategic Management System (SMS), budgets and accounts payable.

SCOTT, TONYA, *manager, business affairs*

LUCAS, JASMINE

OGEDENGBE, JOY

SMITH, TONI

TURNER, KIA

Creative Services and Event Production

Creative Services provides creative content ideation and development that play a vital role in every campaign and storytelling moment we have as an association. It enables the creation of crucial visual content for narrative building, social media, branding, and internal communication as part of the association's culture. The work supports the association's centers, state affiliates, and partners by creating various assets and playing a vital role in the planning and producing of engagements and events.

CHIVERS, STEPHEN, *associate director*

CHOE, JIM

KEHS, CATY

LEWIS, ERIC
PARKS-KIRBY, RAMONA
POWELL, ASHLEY
ROBERTS, JEFF
TAWES, ANDREW
WAGNER, ERIN

Digital Engagement

Digital Engagement informs, engages, and mobilizes members and external audiences through digital communication—online, e-mail, social media, paid media, and mobile platforms—including the Association’s website, nea.org.

JORDAN, AMY, *associate director*
CHOVAN, MICHELLE
HILTS, KATE
HYMAN-MARSHALL, SHUMWAY
REED, TIM
ROSENTHAL, ANNIE
SAMUELS, NATIEKA

Editorial and Production

Editorial and Publications publishes NEA Today, the nation’s largest education magazine (circulation of nearly 3 million) and NEAToday.org, the Association’s daily news site. Other print and online publications include NEA Today for NEA-Retired Members, NEA Today for Aspiring Educators and e-newsletters. The Print and Digital Publishing team operates the production of the magazines.

BECHARD, GIOVANNA, *associate director*
STABELL, SHAWN, *manager*
ALVAREZ, BRENDA
BROWN, ROBIN TERRY
FLANNERY, MARY ELLEN
FUNDERBURK, TAMMY
LITVINOV, AMANDA

LONG, CINDY
LOPEZ, CHRISTIAN
ROWE, JUDY
WALKER, TIM

Media Strategy

Media strategists are embedded in several campaign teams to support strategic initiatives and communicate the Association’s key messages by building and maintaining strong relationship with earned media including print, online, and broadcast news media, education writers and editors, bloggers, and opinion writers. The Media Strategy team also provides media training to Association leaders and spokespersons.

MISTEREK, MICHAEL, *associate director*
BUSSEER, CELESTE
GONZALEZ, MIGUEL
JOTKOFF, ERIC

Public Affairs

The Public Affairs team will enhance the public positioning of NEA’s strategic initiatives and proactively drive our external narratives through strategic message development, paid media, counter-disinformation, and strategic events.

MISTEREK, MICHAEL, *associate director*
BROWN, TORY
CAMPOS, CHRISTIANA
O’CONNELL, KATIE
WELLS, ANNIE

Union Strength and Affiliate Communications

Union Strength and Affiliate Communications partners with the Center for Organizing and Affiliate Support to drive campaigns and initiatives related to supporting national and local organizing

campaigns. The team collaborates with affiliate communications departments to add capacity, coordination, and resources for amplifying NEA's collective voice and advancing programs.

CONLEY, JUSTIN

GRIFFIN, HEATHER

MAIERS, STACI

O'CONNELL, COLLEEN

SMALLS, SAAVON

WASHINGTON, BRIAN

CENTER FOR INNOVATION AND TECHNOLOGY

The Center for Innovation and Technology (CIT) is the IT and product management organization for the National Education Association, providing critical support to NEA and its affiliates in its use of technology to carry out the business of the Association. CIT supports existing systems and develops new products which, in alignment with the strategic goals of the Association, enable NEA, affiliates, and members to be more effective and innovative in the use of technology to accomplish these goals while ensuring proper management of risk and resources. This includes all aspects of the Association, from finance and membership to advocacy and professional support. CIT's areas of responsibilities include:

- Designing, building, and supporting foundational IT infrastructure that is functional, reliable, and efficient while not 'getting in the way.'
- Implementing a centralized and standardized data infrastructure that focuses on a central repository, standard integrations, and uniform access

to enterprise data for reporting and analytics.

- Designing, building, and supporting technology products that:
 - Are stable, adaptable, and sustainable long-term.
 - Are scalable for the whole Association and flexible to meet specific needs for NEA units and affiliates.
 - Enable easy, secure collaboration with NEA units, its affiliates, and beyond.
- Providing modern, flexible, and integrated business information systems to support a complex, data-driven organization.
- Ensuring business continuity, security, and privacy protection in support of NEA and affiliate business as well as NEA's risk management and compliance objectives.
- Implementing innovative learning, support, project management, and product development methodologies that foster widespread adoption and use of technology tools.

WHITE, KAREN, *deputy executive director*

WILLIAMS, RO'CHELLE, *executive confidential specialist*

SNEAD, ARNISSA, *manager, business affairs*

LEWIS, NATALIE

MURRELL, KEONNA

Enterprise Data and Information Strategies

Enterprise Data and Information Strategies (EDIS) focuses on the product development and support of enterprise applications to advance NEA's use of technology in support of the union's goals. Primarily, this group focuses on systems and

applications that are a part of the NEA360 ecosystem. The aspects of EDIS are:

PRODUCT DEVELOPMENT

- **Product Ownership**—Product specialists charged with the strategic direction of enterprise products.
- **Project Management**—Project coordinators and release management specialists responsible for devising and enforcing the development and release strategy.
- **Development**—Developers with expertise to maintain and iterate on enterprise products.
- **State Adoption and Implementation**—Support the strategic implementation of NEA technology products. This may be the direct engagement with states, or the coordination with other staff to ensure successful implementation.

ENTERPRISE SUPPORT AND LEARNING

- **Customer Service**—Provide daily IT operations and support services to NEA Headquarters, State Affiliates and Member Benefits. These services primarily range from Tier I and Tier II level technical services in the forms of hardware/software systems upgrades and deployments, repair and maintenance services, mobile device management, and project management. The ITS Customer Support Team is designed to be the central location for Incident and Service Request Management, with exceptional Customer Service being its primary objective.

- **Enterprise Application and Business Systems Support**—Provide structure, documentation, and subject matter expertise for enterprise applications. This includes all tiers of support from tier zero, self-service support, to experts who can provide strategic support in all enterprise tools from membership and financial, to programmatic support.
- **Learning Solutions**—responsible for provide direct support in the development of learning solutions such as documentation and training, for end users of enterprise applications, as well as support the strategic implementation of learning solutions across the association by providing a central infrastructure and standard learning product methodology.

GARCIA, KRISTOPHER (KRIS), *director*
BURKE, ROBERT (BOB), *associate director*
WEXLER, NICOLE, *associate director*
WILLIAMS, STEVEN, *associate director*
FRATTINI-ADAMS, KELLY, *manager*
SNOW, DOUGLAS (DOUG), *manager*
ASI, NASSER
BOPPANA, KRISHNA
CLARK, AARON
CHOI, JOANNA
DEPP, RITA
FOREMAN, DANIEL
GARRETT, SCHALOYN
GOLD, MARTIN
GOODE, TORRIE
HAMMOND, JOSEPH
ICHWANTORO, KRICKET
JOHNSTON, RANDY
JOHN, ANIL
KALAHASTI, THULASI
KANDAGATLA, BALAJI

KANG, ANDREW
 KUZNEV, ANNA
 KNIGHT, LAVERNE
 LEMUS CHAVARRIA, LINDA
 LEVIN, ALLA
 LIKAMBI, BISMARCK
 MAUER, ANDREW
 MAYEAUX, LAUREN
 MAZZOLI, DIANE
 MANGOT, ESANGAYA
 MUDHAGOUNI, SWATHY
 NEEDOM, JAMIKA
 NGUYEN, DON
 PULIPATI, SOWJANYA
 QUARTERMAN, KENDALL
 RACHAMALLU, BHAGYA
 RAMAN, RAJAN
 RANGARAJAN, KAVITA
 RAUL, ROBIN
 ROGERS, JAN
 TRICE, DWAYNE
 SHAUGHNESSY, LISA
 SHREFFLER, TJ
 SUDHAKAR, CHAITRA
 UDAYAN, PREM
 VAZQUEZ, MICHAEL
 YOUMANS, SHARON

Information Technology Services

Information and Technology Services (ITS) delivers timely technology and data solutions to the NEA enterprise, including NEA Member Benefits and the NEA Foundation. The specific bodies of work are:

CORE OPERATIONS

- **Infrastructure**—Ensures NEA’s core systems are secure, operational and accessible.

- **Information Security**—Ensures the ongoing protection of NEA’s digital assets including sensitive data, in and out of NEA assets.
- **Enterprise Applications**—Provides support and training for enterprise applications

DATA AND ANALYTICS

- **Data Analytics**—Ensures NEA has access to timely, accurate and actionable data insights.
- **Tool Support**—Provides training and support for a growing suite of field and organizing tools.
- **Data Engineering**—Creates the integrations and data transformations needed to connect disparate NEA systems.

FUTCHKO, ROSE, *director*

BUNCH, IRA, *associate director*

AGALA, ROBERT

BOEHM, WYTHE

CHILDERS, APRIL

CONNER, TROY

COTTERILL, PETER

CURRY, DORRIE

HUNTER, ALVIN JAY

HURLBURT, MICHAEL (MIKE)

JOSEPH, DAVID

KODALI, VARSHA

MARKOFF, DOUG

MCCORMICK, ARTHUR (MAC)

MORENO, LEONARDO

NARAYANA, KIRAN

O’CONNOR, COLIN

PILLALAMARRI, ANUPAMA

ROMERO, RENATO (RENE)

SHANNON, BRIAN

TESHOME, SELAMAWIT (SELAM)

TATINENI, JAGADEEP (JAG)

TRAN, TUAN (ANDY)

VERNON, SARA

WEBER, EMANUAL (MANNY)

WEITZEL, DEREK

YUEN, CYNTHIA (XIN)

CENTER FOR ORGANIZING AND AFFILIATE SUPPORT

202-822-7177

The mission of the Center for Organizing and Affiliate Support (C4OAS) is to advance the growth and strength of NEA state and local affiliates. The Center partners with affiliates to promote the habits and practices of organizing to engage members and to identify and develop leaders through action and issue organizing campaigns. The Center is focused on growing membership through year-round recruitment, campaigns to increase union density, and the organizing of new bargaining units. The Center provides support to the National Council of Urban Education Associations and delivers training to develop the organizing skills of affiliate staff and leaders. The Center also administers the NEA UniServ Program.

Management

ISRAEL, TOM, *senior director*

ALLEN, NATHAN, *director, affiliate organizing*

BENNET, MATT F., *associate director, year-round organizing programs*

BRUNNER-BURNS, JASON, *associate director of organizing—Zone 3*

CASE, MELISSA, *associate director of organizing—Zone 4*

SIMONS, MARK, *associate director of organizing—Zone 1*

THOMPSON, RHONDA, *associate director of organizing—Zone 2*

FOISY, MICHELLE, *manager, strategic campaigns team*

GRISWOLD, LUCY, *manager, C4OAS leadership development programs*

KAMIENECKI, MARCY, *manager, aspiring educator, higher education, and retired organizing team*

SMITH, KELVIN, *manager, business affairs*

Field Staff

ARMSTRONG II, ELIJAH

ASMUS, MICHAEL

BARRIERE, JONAS

BYRNE, KATRINA

CAHOON, CECIL L.

CARR-RODRIGUEZ, VICKI

CHAMPAGNE, CHARMAINE

CHUN, HELENN

CHURCHILL, CANDI

DIROCCO, DANIELLE A.

DONAGHY, JOHN G.

ESLINGER, EVAN

GARCIA, BRICIA

GEANEKOPLOS, THEODORA

GUNDERSON, NATE

GUTIERREZ, MICHELLE

HARRISON, KEYTH

HOLMES, ELLEN

JOHNSON, LATOYA

JULIO, NILKA

KELLER, SHEILA

KOISTINEN, LEAH

LINN, FRANCES

LUGO, ALISS

MALARZ, LYNN

MAXEY, LAQUITA

NILES, NICK

O'NEILL, MICHELLE

OWENS, KARLA MICHELLE
 PARKINSON, LISA
 PHILLIPS, BRIAN
 ROHLFING, PAUL
 ROLLO, CAITLIN
 ROSENQUIST, ERIC
 SAENZ, YVETTE
 SEEBERG, SHELLEY
 SIMMONS, GREG
 SIMPSON, AMY
 THORNTON, FRANK

Program, Data, Financial, Digital, and Administrative Staff

BERRIAN, MARIE
 EARL, DENARD
 EATMON, JASMINE
 JACKSON, JEANETTE
 MEDINA, KARLA
 NIELSON, KAI
 ROBERSON, BRIAN
 TAYLOR, SHOLA
 WRIGHT, JESSICA

CENTER FOR PROFESSIONAL EXCELLENCE AND STUDENT LEARNING

The Center for Professional Excellence and Student Learning (CPE) serves as the umbrella division for all NEA departments and work teams responsible for supporting educators to maximize their students' success and shape the future of learning. CPE does this by:

- Creating, managing, and scaling programs, resources, partnerships and policies that support all educators throughout their careers.

- Leading professional excellence campaigns that center student success, educator professional excellence, and the six pillars of NEA's Community School strategy as foundations of public school success.
- Supporting local and state affiliates engaged in school improvement models like Community Schools.
- Investing in support systems and structures that strengthen the professional educator workforce.

Additionally, CPE collaborates with George Washington University to support the NEA Archives located in the Gelman Library in Washington DC, and administers multiple grant programs, including Aspiring Educators CREATE grants, Professional Excellence State and Local grants, and the Great Public Schools (GPS) Fund grants.

COONS, ANDY, *senior director*
 BROWN, EVETTE, *manager, business affairs*
 DORRINGTON, ADRIANE, *manager, community schools*
 SERRETTE, KYLE, *senior project manager, strategic campaigns*

BROOKS, DARLENE
 DIXON, ALISHA
 EBNER, ANGELIA
 FINDLAY, CHRIS
 GREENBERG, DAVID
 JOHNSON, CHRISTOPHER
 JOHNSON, KAREN
 SCOTT, SHAWN
 SNEAD, TIERRA
 TENTION, TSHARRE
 THOMAS, CHRISTOPHER

Education Support Professional Quality

The Education Support Professional Quality (ESPQ) department is committed to supporting the professional quality and growth of NEA's nearly 500,000 ESP members in their professional growth and ensuring they have what they need to succeed in their schools and worksites. ESPQ develops, implements, and promotes best practices and policies to advocate for ESPs and enhance their effectiveness in meeting the social-emotional and academic needs of every student. ESPs, who make up one-third of the education workforce, serve the needs of all students by working to keep them healthy, safe, engaged, supported, and challenged, ensuring positive educational outcomes.

ESPQ provides programs and resources to help ESPs become empowered leaders, accomplished professionals, and critical members of a strong union and a high-quality education workforce. These educator-led programs and resources support ESPs at all stages of their careers to build a culture of professional excellence and student success in public education.

The department serves members and advances the ESP profession by:

- Supporting the implementation of the ESP Professional Growth Continuum (PGC) which defines the standards of professionalism for ESP across all nine career families.
- Developing and sharing programs and resources (e.g., webinars, micro-credentials, trainings, and publications) that support ESP learning and professional growth. Important areas of focus include peer mentoring, effective

paraeducator-teacher teams, leadership, organizing, advocacy, and protection against privatization.

PARKER, AMBER, *director*

CONNOR, LISA, *manager*

BARCHAK, TIMOTHY

BERTOCCI, KIMBERLY

BRINKLEY, JESSICA

BROWN, DAN

HWANG-FRIEDMAN, GRACE

RAMOS, SAUL

VU, DOROTHY

YOUNG, JENNIE

Teacher Quality

The Teacher Quality (TQ) department is committed to the idea that quality teaching is a critical factor that affects student learning and seeks to help teachers achieve high standards of practice and maintain those standards throughout their careers.

Teacher Quality develops policies, products, services, and information that support the professional growth of NEA members, increase the diversity of the teaching workforce, and advance promising models of teacher recruitment, preparation, licensure, advanced certification, teacher leadership, and other forms of professional supports.

The department serves members and advances the profession by:

- Providing resources to state and local affiliates to develop innovative programs that promote teacher quality.
- Supporting NEA's Aspiring Educator program.
- Offering technical assistance and policy review, and developing new professional learning products and resources

that enhance local and state affiliate capacity to serve the professional needs of members.

- Working with national partners on the development and promotion of rigorous standards and adequate support for the preparation, licensure, induction, advance certification, teacher leadership, and quality professional learning of teachers.
- Supporting affiliates' and educators' digital professional learning needs (e.g., micro-credentials, Learning Management Systems, blended learning courses).
- Supporting members who serve on standards and policymaking bodies, task forces, and boards that focus on the various segments of the teacher development continuum, such as new teacher recruitment; preparation and accreditation; induction and mentoring; licensure; National Board Certification; continuing professional learning; teacher evaluation; teacher leadership; and quality educator workforce.

VACANCY, *director*

COFFMAN, ANN, *associate director*

BIXLER, BRANDY

CAIN, TIFFANY

GRIFFIN HENSON, BRANITA

HICKS, BARBARA

KHAN-BAKER, AMBEREEN

LOCKE, JENNIFER

MARTINEZ, LUIS-GUSTAVO

PATTERSON, RICHELLE

SHURN, ROWENA

WALKER, DANA

WEST, BLAKE

YILMAZ, SONIA JASSO

NEA Aspiring Educators Program

ST. CLAIR, HANNAH, *chairperson*

The NEA Aspiring Educators Program operates under four core values: educator quality, social justice, political action, and community service. The program helps NEA affiliates strengthen services to Aspiring Educator members, engages Aspiring Educators in projects and professional growth in each of the four core value areas, and coordinates efforts to attract diverse candidates to the teaching profession. Staff provide technical assistance to state affiliate organizers and NEA departments on educator preparation issues as well as organizing Aspiring Educator members and developing leadership skills. Staff administers the CREATE grant program for Aspiring Educator chapters and affiliates and supports the Aspiring Educators' Conference (AEC), an event focusing on leadership and professional growth held prior to the NEA Representative Assembly. The AEC is designed to strengthen membership, develop leaders, increase Aspiring Educator involvement in NEA's work, and enhance educator quality.

CENTER FOR RACIAL AND SOCIAL JUSTICE

The Center for Racial and Social Justice (CRSJ) continues the Association's proud legacy of, and ongoing passion for, advancing social justice advocacy, with a particular focus on racial justice in education. The Center aligns the work of NEA's Human and Civil Rights (HCR) and Community Advocacy and Partnership Engagement (CAPE) departments with that of the Center for Advocacy and Political Action,

Center for Organizing and Affiliate Support, the Office of General Counsel, and others to support state and local affiliates with advancing local action for social and racial justice to expand opportunity for our nation's students, their families, and the educators who support them.

The Center for Racial and Social Justice focuses on engaging our members, leadership, and community partners on a variety of social justice advocacy issues—including rooting out systemic racism in our society and institutions, upholding LGBTQ+ rights, dismantling the school-to-prison pipeline, defending voting rights, promoting environmental justice, and advancing culturally relevant education for all students to ensure that students from all backgrounds are equipped with the opportunities and resources they need to learn. The Center supports, uplifts, and resources direct member-led advocacy around racial and social justice through our online learning and engagement platform, www.nea.org/advocating-for-change/racial-social-justice.

The Center's departments provide specialized technical assistance and social justice advocacy tools to state and local affiliates through our leadership development programs, grant funding, community organizing efforts, community partner alliances, member engagement, and professional development training. The Center seeks to support and advance grassroots social justice movements by 1) promoting individual and collective action, 2) lifting member voices, and 3) supporting policies that serve marginalized students, their families, and their school communities.

INCLÁN, ROCÍO, *senior director*

RICHARDSON, ALEXANDRIA, *manager, business affairs*

HAYNES, AISHA

MAXWELL, MYRA

SCOTT, MICHAEL

Community Advocacy and Partnership Engagement

The Community Advocacy and Partnership Engagement Department (CAPE) focuses on fostering strategic partnerships and developing external relationships with communities and community organizations that share a common interest in positively and profoundly impacting public education. Through strategic partnerships, NEA aspires to develop and implement support, at every level (local, state, and national) for students in the public education system. We have many partners at the national level, and we seek to connect those partners to our affiliates to pursue Great Public Schools for Every Student, as well as enhance the mutual capacity and advocacy effectiveness of our affiliates, members, and partners. We also provide full profiles and research to affiliates about potential partners, as well as provide technical assistance to affiliates that seek to expand their relationships and engagement with community organizations.

Through coordinated joint actions, CAPE seeks to increase and enhance the Association's rich history of advocacy for public education, racial justice, and social justice. We seek to garner community support for policies and other measures that will provide equal access to a quality public education, improve teaching and learning conditions, attract and retain the

most talented and diverse career educators, secure adequate and equitable funding for schools, and advance a more just society through the activism of our members and joint advocacy with our partners. We maintain close working relationships with organizations at the national level that represent ethnic-minority constituencies, civil rights organizations, and intergovernmental organizations to jointly advocate policy priorities that are of concern to NEA members and our partners.

Through collective action, CAPE raises the voices of NEA members and communities of color to organize around progressive civic and social justice issues to ensure children of color have access to a quality public education. In particular, we work collaboratively with other NEA departments and our Center for Organizing and Affiliate Support to identify opportunities to help our members and local affiliates engage in community outreach and organizing to improve education opportunities and results for all students. We train NEA members to lead community engagement and organizing about public education, which often serves as the first step toward communities coming together to collaboratively plan strategies to improve opportunities for students and the quality of public education in the community. The department awards grants to state and local affiliates that seek to engage the community around raising student achievement and developing school improvement plans, as well as enhancing our members' and the communities' social justice activism. We also guide affiliates in conducting

community organizing scans to identify potential partners for advocacy efforts.

The department supports the work of the NEA Ethnic Minority Affairs Committee (EMAC) and NEA Board Observances.

Additional information on CAPE tools and resources, NEA strategic partnerships, our community advocacy work, as well as information on CAPE Grants can be found at www.nea.org/cape.

SCOTT, MERWYN, *director*

BARNETT, STEPHANIE

CAHEE, BRANDON

CASTILLO, LAURA

GRISSOM, STACEY

OOSAHWEE, SEDELTA

PEIFER, LINDSAY

Human and Civil Rights

Human and Civil Rights (HCR) understands that education advocacy, racial, and social justice go hand in hand as we work to support an increasingly diverse group of students and educators who must feel welcome and valued in our public schools. To advance the call of equity for all and create inclusive, welcoming, and affirming school climates, HCR provides advocacy materials utilizing an online platform; and classroom tools and resources, as well as training content for NEA members and affiliates on a range of education justice issues that impact students, communities, and educators. HCR issues include advocacy for English Language Learners, creating safe and welcoming school climates, countering the impact of child poverty, advocating for immigration reform,

LGBTQ+ rights, racial justice, environmental justice, and ending the school-to-prison pipeline. In partnership with state and local affiliates, HCR identifies and engages emerging leaders and activists within the Association and amplifies their voices via its online member engagement platform, NEA EdJustice (www.nea.org/advocating-for-change/racial-social-justice).

HCR also serves as the lead department to provide technical assistance and support to state and local affiliates as they engage on racial justice issues in education through training, strategic planning, and guidance.

Through its training programs, HCR:

- Focuses on members of color and women to prepare and support them on their journey to assume leadership roles within the Association.
- Expands the capacity of members to serve students from diverse cultural and ethnic backgrounds (cultural competence).
- Helps members embrace and take full advantage of diversity as an asset in classrooms and schools.
- Engages members in racial and social justice advocacy work.

The department supports the work of three NEA committees: Human and Civil Rights Awards, Sexual Orientation and Gender Identity (SOGI), and Women's Issues (WIC).

The department is responsible for coordinating and producing two events prior to the NEA Representative Assembly: the Conference on Racial and Social Justice

and the Human and Civil Rights Awards Dinner to honor individuals and affiliates that stand up for racial and social justice and human and civil rights.

NEA Human and Civil Rights furnish the following online resources:

- NEA EdJustice: www.nea.org/advocating-for-change/racial-social-justice
- Educators for Racial & Social Justice: www.nea.org/professional-excellence/just-equitable-schools
- NEA Human and Civil Rights Awards: www.nea.org/hcrawards
- NEA Conference on Racial and Social Justice: www.nea.org/racialsocialjustice
- NEA Professional Development Website for Safe, Just and Equitable Schools: www.nea.org/professional-excellence/just-equitable-schools

LAWSON, HARRY, *director*

BENZON, HILARIO, *associate director*

TANGLOU, GABRIEL, *manager*

ATHERLEY, MONIQUE

BAKER, EBONY

BRISSON, ANTHONY

COLEMAN, DAVID

DORSEY, AARON

LUONGO, STEPHANIE

MANNING, TANISHA

MCLEAN, ROBIN

MWANTHI, CAROL

REDDY, SHILPA

RIOS, PAMELA

WASHINGTON, DONALD

EDUCATION POLICY AND IMPLEMENTATION CENTER (EPIC)

The Education Policy and Implementation Center (EPIC) serves as NEA's policy development, research, and advocacy hub for elementary, secondary, career and technical education (CTE), higher education as well as international education issues. The role of EPIC is to facilitate NEA's leadership role in identifying, advocating, implementing, and assessing policy solutions that advance NEA's goals, vision, and values. EPIC advocates for safe, just, and inclusive learning environments, accessible and affordable pathways to higher education, and for students and educators to have the resources, tools, and time necessary for effective teaching and learning. EPIC regularly conducts research, develops legislative and regulatory proposals, and provides analysis of domestic and international education policies, provides strategic advice, research support, and technical assistance to affiliates, member-leaders, and other NEA departments.

EPIC is NEA's lead liaison with the US Department of Education and works to center member-voice in NEA's advocacy for effective policy implementation with this critical federal agency.

EPIC leads the work of NEA's strategic priority Promoting Safe, Healthy, Inclusive, Collaborative, and Future-Focused Public Schools helping the Association collaborate with allies and agencies to develop and advance policies and programs that help ensure robust and well-rounded learning opportunities; resource equity; and safer, greener, more modernized worksites and

learning environments where all educators and students can thrive.

EPIC is also home to NEA Research which helps ensure that NEA's policy development and implementation efforts are evidence based. NEA Research has expertise in surveys, program evaluation, quantitative and qualitative data collection and analysis, and strategic research, and maintains relationships with external research organizations and academic scholars.

BILAL-THREATS, DAAIYAH, *senior director*
 PELIKA, STACEY, *director, research*
 SENTER, ELIC, *manager, policy*
 SOLOMON, JOEL, *manager, health and safety*

TAYLOR, ERIKA, *manager, research*
 ZIMMERMAN, LISA, *manager, business affairs*

ZEMBAR, TOM, *manager, policy*
 SANDERS, SHELL

Education Policy & Practice

Education Policy & Practice (EPP) is part of NEA's Education Policy and Implementation Center (EPIC). This division develops student-centered policy for reauthorizations of federal legislation and the implementation process for relevant statutes and regulations. EPP works closely with affiliates, agencies, and partner organizations to evaluate and ensure effective implementation of statutes like the Elementary and Secondary Education Act (ESEA/ESSA), Individuals with Disabilities Education Act (IDEA), Higher Education Act, the Workforce Innovation and Development Act (WIOA), and the Perkins Career and Technical Education (CTE)

Act. EPP also manages NEA's School Rescue Fund Network, a unique NEA and state affiliate partnership that seeks to maximize the effective implementation of the American Rescue Plan Act (ARPA).

EPP has a policy desk operation that aligns with several of NEA's Great Public Schools criteria, such as school readiness, family, and community engagement, learning conditions, school improvement, federal grants and regulations, and resource equity. Additional high-priority policy desk areas include special education, literacy, charter schools, vouchers, assessment reform, and privatization of public schools, STEM and digital equity, early childhood, Social and Emotional Learning, child nutrition, career and technical education, and higher education.

EPP seeks to effectively impact policy implementation through member engagement and leads several programs with this aim including the NEA Disability Rights Resource Cadre (previously known as the IDEA Resource Cadre), the NEA Leaders for Just Schools program, the School Rescue Fund Network, and the NEA Assessment Action Network. The team leads NEA's efforts on climate and environmental justice, disability rights and inclusion, American Rescue Plan Act funding, assessment and accountability reform, as well as public engagement and regulatory advocacy with the US Department of Education.

SENER, ELIC, *manager, policy*

ZEMBAR, TOM, *manager, policy*

CASTAÑON, ANGELICA

DANG, LINH

DONFRANCESCO, CHRISTINE

DUNIETZ, SAMUEL

EUBANKS, SHYRELLE

HURLEY, CONOR

MAYVILLE, MELISSA

PATRICK, BRITTANY

PECK, CAITLIN

SINGH, BIANCA

THOMPSON, JUSTIN

International Relations

The Office of International Relations (OIR) is part of NEA's Education Policy and Implementation center (EPIC). This office analyzes international education policy and incorporates learning relevant to NEA's strategic priorities. The office maintains relationships with and monitors work of select United Nations agencies, intergovernmental agencies, and international nongovernmental organizations (NGOs) on international issues that affect children, education, the education profession, women, and human and trade union rights. The office liaises with the US Department of State, the US Department of Labor - Bureau of International Affairs, and manages NEA's membership in Education International (EI). This office articulates NEA policy in international forums and maintains communication with EI-affiliated national education unions around the world.

BILAL-THREATS, DAAIYAH, *senior director*

BHATIA, NEHA

LI, HELEN

Research

The Research Department is part of NEA's Education Policy and Implementation Center (EPIC) and serves NEA and its affiliates by providing the research

and analytic support necessary to inform decision-making and achieve the association's strategic goals. Specifically, NEA Research:

- Compiles, analyzes, and disseminates data from federal, state, and local agencies, including producing Rankings & Estimates, salary and earnings reports, and data products specific to ESP and higher education.
- Designs and conducts program evaluations and research surveys, polls, and other forms of member listening.
- Develops datasets and statistical models to inform decision-making.
- Conducts strategic research and collaborates to incorporate research into organizing and advocacy campaigns.
- Synthesizes and evaluates education research and develops and maintains relationships with external research organizations and academic scholars.
- Consults with NEA centers/departments and affiliates around research and data needs.

PELIKA, STACEY, *director*

BANERJEE, AMLAN

BLAIS, MARISSA

FLAHERTY, KATHLEEN

HERSCOPF, MELISSA

HOLMES, DWIGHT

MARGOLIS, DAVID

NOBLE, KENNETH

NOGAN, SUSAN

SIEFERT, ERICA

Health and Safety Program

NEA's Health and Safety Program is part of NEA's Education Policy and Implementation Center (EPIC). This program

brings focus, support, energy, and an equity lens to resolving new and long-standing health and safety issues in PreK-12 education and institutions of higher education. In the health and safety context, the Program helps affiliates identify and meet their needs and strengthen their capacity, develops and provides trainings for affiliates and members, engages in federal rulemaking and advocacy, and builds partnerships with other unions, non-governmental organizations, and professional associations. The Program focuses on environmental and occupational health and safety, mental health, violence and crisis prevention and response, and the impact of social media on students and educators.

SOLOMON, JOEL, *manager*

ANTANI, KARUNA

FOXX, CRYSTAL

SALCEDO, EUNICE

SZYDKLOWSKI, MARYBETH

HUMAN RESOURCES

202-822-7600

The Human Resources (HR) Department is dedicated to attracting, developing, aligning, and retaining a high-performing, mission-driven workforce to meet NEA's strategic goals and priorities in a collaborative environment. HR develops and implements programs related to all aspects of recruitment and retention of the workforce. In addition to the employee and labor relations programs, HR administers a comprehensive benefits and payroll program and program focused on the development, growth and engagement of all employees.

TESTERMAN, JIM, *interim director*

KUHR, LIESEL, *manager, HRIS, payroll and benefits*

SILLS, KEVIN, *manager, employee and labor relations*

WILLIAMS KEE, PHADRA, *associate director, training*

ELLIS, DONYE, *manager, business affairs*

ADAMS, CONSTANCE

CHUNG, SOO

FORD, HEATHER

GUARGUREVICH, ED

JONES, JESSICA

MILTON, JESSICA

MORRIS, SARAI

MULLER, ROXANNE

PALETI, SAI

SMITH, MARQUITA

SMITH, NICOLE

STARCHIA, JOSEPH

TRAVERS, LASHAN

TREROTOLA, DAN

WHITEHEAD, BRIAN

OFFICE OF OPERATIONS AND RISK MANAGEMENT

202-822-7412

This office oversees NEA's ongoing operations and procedures and partners with senior managers and other staff to review, update and routinize current systems and processes. The goal is to achieve greater clarity and adoption of best practices in planning, coordination, and collaboration to ensure more efficient internal processes that incorporate an equity lens. In addition, this office leads the cross-department Risk Management Team and is charged with enhancing risk assessment analysis and capacity to minimize risks faced by NEA and our affiliates.

TESTERMAN, JIM, *chief of operations and risk management*

WILLIAMS KEE, PHADRA, *associate director*

ROBILLARD, LISA, *special assistant to the chief of operations and risk management*

ELLIS, DONYE, *manager, business affairs*

Conference and Facilities Management

202-822-7680

Conference and Facilities Management (CFM) coordinates the internal and external conference planning of the Association; oversees building operations, workspace planning, building security, and printing and mailing services. Staff also provides administrative oversight of catering services. Within Conference and Facilities Management, Conference and Travel Services staff schedules and helps plan more than 2,000 Conference Center meetings a year. Staff also arranges airline and ground transportation, car rentals, and hotel reservations for governance leaders and staff. External Meeting Services, staff plans and coordinates approximately 150 meetings and conferences outside NEA, as well as the logistical and facilities coordination of the Annual Meeting. Facilities Services staff are responsible for building services, safety, maintenance, and appearance. Print Media Production staff provides printing, copying, and mailing services throughout the Association.

VAUGHT, DONNA, *director*

AUSTIN, GARY, *facilities manager*

BASURTO, CESAR, *manager, business affairs*

GRAVES, KIM, *manager*

AGUIRRE, MARTIN

BARKER, CORRISA

BROWN, ANTHONY (TONY)
COBLE, DAVID
COLLIER, MARK
DAMALI-CATHIE, NZINGA
ENGLISH, TIFFANY
GOTIS, ANTONIO
HOWARD, ROBERT, JR.
JACKSON, LORI
JENKINS, CANDICE
LAPLACE, REMI
LEE, DANIEL J.
MARLETT III, JAMES

MONTAJES, EDMON
MOSLEY, CHRISTINE ZEHENDER
OKOCHI, TOSHIE
PEREZ, DANIEL
PRICE, NINA
RAMOS, JOSÉ AGUSTIN
SOODEEN, MICHAEL
SPARKS JR., JAMES
SPENCER, ASHLEY
STEELE, PATRICIA
SULLIVAN, KEITH

Related NEA Organizations

The NEA Foundation

202-822-7840

neafoundation.org

The NEA Foundation is an independent national philanthropic organization founded by educators to advance the absolute best in public education. For more than five decades, the Foundation has championed and funded educator-led initiatives and innovation, resulting in measurable and sustained improvements in public education. We believe that the most innovative and effective educational policies and strategies emanate from educators engaged in authentic partnership with policy-makers, students, parents, researchers, and others who are committed to educational justice, equity, excellence, and opportunity. Through the transformative power of these partnerships, we believe we can improve educators', students', and communities' educational experiences and outcomes.

The Foundation has received Charity Navigator's highest, 4-star rating on

financial health, accountability, and transparency for the past 14 years, placing it among the top one percent of all rated charities.

Key Initiatives, Programs and Grantmaking

- **Grants to Educators:** The NEA Foundation currently offers three grant programs for educator-conceived and led projects. Student Success Grants support projects that promote critical thinking and real-world application of learning. Learning and Leadership Grants support educators' professional development, innovation, and collaboration. The Foundation's newest grant program, Envision Equity Grants, launched in 2021, provides educators with the opportunity to center equity in transforming education to improve students' educational experiences and outcomes. Grants range from \$1,500 to \$5,000 each and are typically awarded three times a year. Since 2016, the

Foundation has awarded nearly \$4 million in grants to educators.

- **Global Learning Fellowship:** The Global Learning Fellowship is a year-long, cohort-based professional development experience through which educators enhance their knowledge and skills to integrate global competency in their classrooms, strengthen their ability to advocate for global competency, and empower students to thrive in an increasingly interconnected world. Over the course of the year, fellows immerse themselves in online coursework, webinars, reading and reflection, a two-day conference, mentoring by program alumni, and a nine-day international field study. Fellows also complete a capstone project that reflects their learning and can serve as a resource for educators beyond the program. The 2024 Cohort has 48 fellows.
- **Awards for Teaching Excellence:** Each year, The NEA Foundation provides national recognition to educators across the country in order to celebrate and give visibility to excellence in public education and to amplify the voices of exemplary teachers as advocates for the profession. Annually, all state affiliates are invited to nominate an educator to be celebrated as representative of the educational excellence found in each state. From that group, five educators are chosen for additional recognition and one educator receives the top national award. All awardees are celebrated at the NEA Foundation Salute to Excellence in Education Gala.
- **Responsive Grantmaking:** The Foundation responds to pressing issues and

opportunities in education by making grants and establishing partnerships to advance educational justice, equity, excellence, and opportunity. Among the Foundation's current partners are the National Network of State Teachers of the Year (NNSTOY), Education Civil Rights Alliance (ECRA), housed with the National Center for Youth Law, and the Communities for Just Schools Fund, a national donor collaborative that helps grassroots organizers, including educators, nurture the full potential of all students.

- **Community Schools Initiative:** The Foundation's Community Schools Initiative, launched in 2020, supports the development of community schools as an educational justice and equity strategy in the American South, a region with persistent patterns of underinvestment in public education and the highest child poverty rate in the nation. Community schools are co-created through partnerships among educators and school leaders, community organizations, students, families, and local businesses and institutions to meet students' academic and non-academic needs. Through its initiative, the Foundation has built a regional community of practice to support the development of community schools across Arkansas, Louisiana and Mississippi.

NEA Foundation Board of Directors

NICK ARCHULETA, *chair, president of North Dakota United (formerly the North Dakota Education Association)*

OLETA GARRETT FITZGERALD, *vice chair, director of the Children's Defense Fund's Southern Regional Office*

TIA DOWDELL, *secretary-treasurer, relationship manager and vice president for the Bank of America Global Commercial Bank in the healthcare, education, and not-for-profit (HENFP) specialty group*

ARTHUR AFFLECK, *executive director of the Association of Children's Museums (ACM)*

AARO JEAN BELL, *retired finance executive with achievements in the corporate and not-for-profit sectors*

DAAIYAH BILAL-THREATS, *senior director, Center for Education Policy & Implementation Center (EPIC) at the, National Education Association (NEA)*

BRET A. CONKLIN, *executive vice president and chief financial officer, for Horace Mann*

BERTIS DOWNS, *entertainment lawyer & advisor*

DR. LAURA ENGEL, PH.D., *associate professor of international education and international affairs at the George Washington University (GW), director of the international education program, and co-chair of the GW UNESCO chair in international education for development*

ERICA WEBBER JONES, *president of the Mississippi Association of Educators (MAE)*

JOANNE KRELL, *founder & managing partner, Defy Communications*

STUART LUCAS, *co-managing partner of Wealth Strategist Partners, LLC , a strategic advisor to complex family enterprises*

BRENT MCKIM, *past president, National Council of Urban Education Associations (NCUEA)*

MARC MOORGHEN, *vice president of marketing communications at Lever For Change*

ROGER POLLAK, *member of the Bredhoff & Kaiser, PLLC*

BECKY PRINGLE, *president, National Education Association (NEA)*

JANE QUINN, PH.D., *social worker, national community schools leader, and youth worker*

DENISE SHEEHAN, *english language integration specialist/coach*

MARCY SINGER-GABELLA, PH.D., *professor of education and associate chair in the department of teaching and learning at Vanderbilt University*

SARA A. SNEED, *president & CEO of The NEA Foundation*

DERRON WALLACE, PH.D., *assistant professor of sociology and education at Brandeis University*

MONICA WASHINGTON, *manager of inclusive and responsive educational practices and instructional coach for BetterLesson*

ROSS WIENER, *independent consultant*

CICELY WOODARD, ED.D., *teacher leader and high school mathematics educator*

NEA Foundation Staff

SARA A. SNEED, *president and CEO*

ERIC JAMES, *chief finance and administrative officer*

MEG PORTA, *chief operating and impact officer*

BETSY AGYEMAN, *development coordinator*

REGINALD BALLARD, *vice president of policy and communications*

JAZZ CLEARK, *program officer, community schools initiative*

MADELEINE COOK-BAKER, *executive assistant*

DAVID DWYER, *senior program associate*

EBONY ENGLISH, *vice president of programs*

KATE GIBNEY, *senior vice president of development*

EMMA LARSON, *program officer*

JOSHUA MIDDLETON, *community schools graduate fellow*

TORIN PETERSON, *program officer, global learning fellowship*

ELIZABETH PROCTOR, *editorial communications officer*

SHIANNE RICHARDSON, *senior operations associate*

ANNA D. SMITH, *database coordinator*

STEPHEN-MICHAEL THOMPSON, *digital communications officer*

ALEXANDER WILKINS, *vice president of finance and administration*

NEA MEMBER BENEFITS

900 Clopper Rd., Suite 300

Gaithersburg, MD 20878

800-637-4636

301-251-9600

neamb.com

NEA Member Benefits (NEA MB) is a non-profit organization serving the NEA membership. Since its founding in 1967, NEA Member Benefits has provided education professionals with solutions that help make their lives better so they can

focus on educating and supporting students. For every employee at NEA Member Benefits, serving educators is personal.

By negotiating on behalf of the three million NEA members, NEA Member Benefits can provide benefits that address educators' unique needs. From no-cost solutions that helps educators reduce or eliminate their student-loan debt and protect their loved ones, to best-in-class insurance plans and retirement savings options that are designed to supplement pensions, to helping members save money on life's everyday needs and pleasures, NEA Member Benefits supports every phase and stage of life.

A key part of NEA Member Benefits' member support is the personal service they provide to educators and their families. NEA MB's Member Advocacy Center helps more than 250,000 members each year through calls to the toll-free support line at 800-637-4636, as well as through email and online chat support. NEA Member Benefits' Affiliate Relations team works across the country to provide educators with presentations on topics such as reducing student loan debt, achieving financial wellness, and using all of NEA MB's programs to stretch educators' hard-earned paychecks.

NEA Member Benefits takes great care in choosing partners that share the values of the NEA and actively work to support public education. In addition, NEA MB leverages the power of the three million NEA members to lobby its partners to continually improve their business practices.

Beyond NEA Member Benefits' day-to-day work on behalf of members, their

Member Assistance Program is designed to support members when they most need it. Members who experience job layoffs or other financial challenges can find support through the Member Assistance Program. In addition, members who participate in NEA MB's programs and who have been impacted by a FEMA-declared major disaster can look to NEA Member Benefits and its business partners for special financial accommodations.

NEA MB Board of Directors

NEA Member Benefits is governed by an eight-person Board of Directors:

PRINCESS R. MOSS, *chairperson*, pmoss@nea.org

NOEL CANDELARIA, *vice chairperson*, ncandelaria@nea.org

ALBERT LLORENS, al.llorens@ieanea.org

AIMEE IVERSON, aiverson@washingtonea.org

SHANNON RASMUSSEN (*designee for Becky Pringle*), Shannonfwea@aol.com

CHRISTINE MULRONEY, cmulroney@gmail.com

JASMAN MYERS, jas.joye@gmail.com

JAMES VAUGHAN, jvaughan@psea.org

NEA Members Insurance Trust

The NEA Members Insurance Trust (NEA MIT), which exists solely for the benefit of NEA members, provides a variety of high-quality, low-cost Life Insurance, Accidental Death and Dismemberment Insurance and Medicare Supplement Insurance to NEA members.

NEA MIT also provides the NEA Complimentary Life Insurance Plan at no cost to eligible members. Among other benefits, the Complimentary Life Plan offers a special \$150,000 unlawful homicide

benefit for deaths that occur on the job. Members can register their beneficiary at neamb.com/complife.

In addition, new members who are in their first year of membership receive the NEA Introductory Life Plan at no cost. This plan provides \$15,000 of Term Life Insurance with a guaranteed issue conversion at the end of the first year at neamb.com/introlife. Given the impact of overall stress, the covid pandemic, student debt and other factors on member's lives, the NEA MIT also provides access to the Student Debt Navigator and the NEA Mental Health Plan, free for the first year.

Members insured under a Life or AD&D program and who reside in an area that has been adversely affected by a major FEMA-declared disaster may request to have their insurance premiums waived for one year.

NEA Member Insurance Trust Trustees

NOEL CANDELARIA, *chairperson*,

ncandelaria@nea.org

SUSAN HUSSAR, *secretary*, sthussar@gmail.com

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DENNIS VAN ROEKEL, dvrnea@gmail.com

NEA Member Benefits Staff

LIDNER, LEONA, *president and chief executive officer*

TARRAGO, CHRISTINE, *chief financial officer*

ADAMS, KIMBERLEY

ADAMSON, KEVIN

AKMYRADOVA, TAJIGOZEL

ALFARO, KATHLEEN

ALVAREZ, NATALIE

BACON, ANISHIA

BHATTACHARYA, MOUMITA

BOONE, ROBIN

BORRO-DOFOND, ANDREE

BOSWELL, BRYAN

BOWMAN, JOHN

BOYD, DARBY

BRADLEY, KARLA

BRENSIKE, DOREEN

CHANG, JOANNE

CHMIELEWSKI, CYNTHIA

CORBETT, CONNIE

CUPOLO, KATHLEEN

DE ROGATIS, AMELIA

DIMAPILIS, NORMAN

DORSEY, GWENDOLYN

DRERUP, AMY

EDWARDS, RICHARD

EFFROSS, HOPE

ESCOBAR, WILLIAM

EUGENE, STEVEN

EVANS, CHANTEL

FELL, LEISA

FORMAN, NATHANIEL

GANN, DINA M.

GAVIN, MICHAEL

GLENN, DAVID

GREENWALD, GRECIA

GULATI, AVADESH

HARDWICK, CHAD

HEINRICHS, AMY

JACKSON, PATRICIA

JIANG, JUANYU

KAMANA, RAVI

KENDALL-FREAS, GUY

KISH, SCOTT

LEE, RANDOLPH

LINDSAY, MARISSA

LINDSEY, KIMBERLY

LIU, MANCHUAN

LIU, ZHENCUN

LONG, JASON

LOWELL, CHRISTOPHER

MADDOX, CHANDA

MAHFOOZ, PRIYA

MALDONADO, SYRA

MESSITTE, CAROLYN

MONROYO, LEONARDO

MORANT, RAYMOND

MUENCH, TERESA

MULATU, MIHRET

NWABUNWANNE, NNEKA

OSTERLING, BRIAN

OZKAN, LISA

PARAMBIL, JOSEPH

PROFITT, BENJAMIN

REID, ZACHARY

REILLY, MICHAEL

REMPE, MARK

RICHARDS-SOLOMON, MARIAN

ROBINSON, SENORITA

ROSALES-ESMIEU, UBLANDINA

ROZGA, STEFAN

RUTHERFORD-ESTES, SUSAN

SCOTT, CHARLENE

SELASSIE, MELIETE

SHAW, HELMA

SHEWANI, VIKRAM

SOLIMAN, ANDREA

SRIDHAR, RAMAMURTHY

SWAIN, TIFFANI

TERWILLIGER, DOUGLAS

THAGGARD, SHARON

TRAN, MINH-THUAN

TURNER, ARMOND

URBINA, OSCAR

WARNER, AARON

WATKINS, LA'VOURA

WATKINS, ONDINA

WUBE, MESAFINT

ZHANG, WENLU

Other Organizations

NATIONAL COUNCIL FOR EDUCATION SUPPORT PROFESSIONALS (NCESP)

Pres.: ALEC THOMSON, PH.D., Schoolcraft College, MI [*alec_thomson@hotmail.com*]

Vice Pres.: MARCIA MACKEY, PH.D., Central Michigan University, MI [*mackelmj@cmich.edu*]

Secretary: VALLERIE FISHER, Seattle, WA [*vallerie.fisher@washingtonea.org*]

Treas.: MARY PARRISH, Wasilla, AK [*parrish@gci.net*]

Northeast Reg. Dir.: BOBBY TRAVERS, Cambridge, MA [*mta.esp@comcast.net*]

Mid-Atlantic Reg. Dir.: VERONICA HENDERSON, Baltimore, MD [*cherokee623@gmail.com*]

Southeast Reg. Dir.: AUDREY NICHOLS, Pulaski County, AR [*audreynichols@gmail.com*]

Midwest Reg. Dir.: MICHAEL GLABERE, Milwaukee, WI [*mglabere@aol.com*]

Western Reg. Dir.: MIKE EVANS, Roy, UT [*mike.evans@useaut.org*]

Pacific Reg. Dir.: ANTOINETTE FELDER, Seattle, WA [*Toni50@outlook.com*]

NCESP is a special-interest council whose general purpose is to represent its members in all matters relating to education support professionals (ESP). NCESP is committed to the following specific objectives: (1) to speak with a common voice on all matters affecting ESP; (2) to improve the structure of NEA in order to

ensure full and effective participation of all ESP; (3) to impact the development of ESP training and make recommendations as needed, using ESP members when appropriate; (4) to identify and support candidates for NEA offices who will actively work for implementation of NCESP-adopted programs and positions; (5) to provide the NEA president with a list of qualified candidates from NCESP membership and to actively promote the appointment of those members to appointed bodies; and (6) to fully integrate ESP members into all NEA programs. NCESP represents NEA education support professional members as an official observer at the NEA Executive Committee, Budget Committee, and NEA Board meetings and is committed to advancing the interests of education support professionals at the local, state, and national levels.

Individual membership in NCESP is open to active NEA/ESP members. Associate membership is open to any individual who is not currently an active ESP member. NCESP meets twice yearly, at the National ESP Conference and again prior to the beginning of the NEA Representative Assembly. Meetings are held to discuss all Council business, conduct Council elections, and vote on Constitution and By-law changes and new business items. The NCESP Council newsletter is published at least four times annually to keep members informed about the issues and activities of the Council and its officers.

NATIONAL COUNCIL FOR HIGHER EDUCATION (NCHE)

Pres.: ALEC THOMSON, PH.D., Schoolcraft College, MI [*alec_thomson@hotmail.com*]

Vice Pres.: MARCIA MACKEY, PH.D., Central Michigan University, MI [*mackelmj@cmich.edu*]

Secy.: VIVIAN ZIMMERMAN, Prairie State College, IL [*momzee2@comacast.net*]

Treas.: SUZANNE SUBLETTE, PH.D., Gateway Technical College, WI [*sgsublette@uwalumni.com*]

Membership Chair: ANDREW SAKO, Erie Community College, NY [*sakoad@ecc.edu*]

Member-At-Large: PHILIPPE ABRAHAM, University of Albany, Suny, NY [*abraham4vpp@gmail.com*]

Member-At-Large: KASHARA MOORE, Long Beach, CA [*kashara.moore5@gmail.com*]

Member-At-Large: CANDACE SHIVERS, Mount Wachusett Community College, MA [*cshivers33@gmail.com*]

Member-At-Large: ROXANNE WRIGHT WATSON, PH.D., Lehigh Carbon Community College, PA [*rwatson582@gmail.com*]

The National Council for Higher Education identifies and focuses the interests and concerns of NEA higher education members and NEA higher education affiliates, promotes NEA as the representative agent for higher education, and recommends programs within NEA to address

the problems faced by higher education members. NCHE is committed to promoting academic justice and excellence.

Membership in NCHE is open to both individuals and organizations. Organizational membership is available for any higher education local or statewide affiliate. Any NEA member currently employed in a college or university, on leave from or seeking employment at such an institution, or who is a member of the NEA-Retired whose primary employment was in higher education, may obtain an individual membership. Any K-12 NEA member or affiliate staff member who supports NCHE's purposes and activities may obtain an associate membership.

NCHE meets in conjunction with the NEA Representative Assembly to discuss issues of interest to higher education members and to prepare for the RA. It also meets prior to the annual higher education conference to conduct its business and to elect officers.

Throughout the year, NCHE works directly with the NEA Executive Committee, Board of Directors, Program and Budget Committee and other standing committees to refine and expand NEA higher education policy and programs and to promote the concept of a preK-through-higher-education organization.

NCHE encourages closer working relationships with both state and national associations and seeks to enhance the image of NEA as an organization for higher education faculty and staff.

NATIONAL COUNCIL OF STATE EDUCATION ASSOCIATIONS (NCSEA)

Pres.: TRACY-ANN NELSON, President,

Oregon Education Association
[traceyann.nelson@oregoned.org]

Pres.-elect: STEPHANIE INGRAM, President,

Delaware State Education Association
[stephanie.ingram@dsea.org]

Vice-Pres. for Governance: LEE “EDDIE”

CAMPBELL, President, Kentucky
Education Association [eddie.
campbell@kea.org]

Vice-Pres. for Management: RACHELLE

BRISTOL, Executive Director, Maine
Education Association [rbristol@
maineea.org]

Executive Director: LISA NENTL-BLOOM,

National Education Association
[lnentlbloom@nea.org]

Regional Vice Presidents for Governance

Region 1: DON TINNEY, President, Vermont

NEA [dtinney@vtnea.org];
MEGAN TUTTLE, President, NEA
New Hampshire [mtuttle@nhnea.org]

Region 2: DR. TIA MILLS, President,

Louisiana Association of Educators
[tmills@lae.org];

OVIDIA MOLINA, President, Texas
State Teachers Association
[ovidiam@tsta.org]

Region 3: PEGGY WIRTZ-OLSEN, President,

Wisconsin Education Association
Council [wirtzolsenp@weac.org];
SHERRI SCHWANTZ, President, Kansas
NEA [sherri.schwanz@knea.org]

Region 4: MARISOL GARCIA, President,

Arizona Education Association
[marisol.garcia@arizonaaea.org];
REED SCOTT-SCHWALBACH, President,
Oregon Education Association
[reed.scottschwwalbach@oregoned.org]

Regional Vice Presidents for Management

Region 1: TODD JAECK, Executive Director,

Connecticut Education Association
[toddj@cea.org];
MARY BARDEN, Executive Director,
NEA Rhode Island [mbarden@neari.
org]

Region 2: TERRANCE GIBSON, Executive

Director, Tennessee Education
Association [tgibson@tnea.org];
DR. CRAIG CARTER, Executive Director,
Georgia Association of Educators
[craig.carter@gae.org]

Region 3: ROBERT BAXTER, Executive

Director, Wisconsin Education
Association Council [baxterb@weac.
org];
CARRIE LUCKING, Executive Director,
Education Minnesota [carrie.lucking@
edmn.org]

Region 4: PAUL STARK, Executive

Director, Idaho Education Association
[pstartk@idahoea.org];
BRIAN LEE, Executive Director, Nevada
State Education Association [brian.
lee@nsea-nv.org]

NCSEA exists to strengthen the state affiliate and NEA and to foster collective action to benefit education employees and improve the quality of education in the United States. NCSEA facilitates discussions among the leaders and staff of state

affiliates and between state leaders and staff and NEA; builds on the strengths of state affiliates to advocate for their shared interests with NEA and partners with state affiliates and NEA to advance a jointly developed agenda; and provides or facilitates learning opportunities for executive directors, presidents and other state affiliate leaders and staff.

NCSEA assists officers and staff of NEA state affiliates in professional development, leadership development, organizational development and business and financial management. The council serves as a forum for communication and exchange of ideas among state and national leaders, provides guidance related to NEA policy and programs on behalf of state affiliates, and encourages and promotes cooperation of state leadership in policies, positions and programs of NEA. It also helps bring about a closer, constructive working relationship between the state associations and NEA.

NCSEA officers are elected for one-year terms, which begin immediately following the annual summer membership meeting held in association with the NEA Representative Assembly. A second membership meeting is held each fall.

NATIONAL COUNCIL OF URBAN EDUCATION ASSOCIATIONS (NCUEA)

Pres.: SHANNON RASMUSSEN, Bonney Lake, WA [shannonfwea@aol.com]

Vice Pres.: ALFONSO SALAIS, JR, Lansing, MI [alfonsosalais@me.com]

Secy-Treas.: KUMAR RASHAD, Louisville, KY [kumar.rashad@jcta.org]

NEA Liaisons: NATHAN ALLEN, NEA Center for Organizing & Affiliate Support, (Office: 202-822-7140) [nallen@nea.org]

Regional Directors

East: DEB GESUALDO

[gesualdo.me@gmail.com];

LESLIE HOUSTON

[lhouston@fairfaxea.org]

Central: SARA EARLEYWINE

[sara.earleywine@gmail.com];

ANGELA PATRICK

[angiebelle34@gmail.com]

Mountain: ANG ANDERSON

[ang0013@gmail.com];

AARON PHILLIPS

[aaron.h.phillips@gmail.com]

Pacific: WILL PAGE

[wilpageedu@gmail.com];

BECCA RITCHIE [becca.ritchie@washingtonea.org]

Ethnic Minority Director-At-Large:

DEBORAH JONES

[deborah.jones@gae.org]

NCUEA is an advocacy organization of local affiliates of the NEA, which is dedicated to strengthening member engagement and making the NEA more responsive to member needs. NCUEA conducts an annual Fall Conference and Summer Meeting designed to improve the effectiveness of individual member organizations and to make their programs more relevant in their communities. The Fall Conference is for the training of local leaders and to set the year's program through the adoption of new business items. The Summer Meeting is held just prior to NEA's Representative

Assembly to debate issues of special interest to urban educators and prepare for the Representative Assembly. Throughout the year the NCUEA officers monitor the NEA Executive Committee, Board of Directors, Program and Budget Committee, and UniServ Advisory Committee. The NCUEA officers engage with the relevant NEA governance bodies throughout the year to promote NCUEA programs and conferences and deepen NEA's relationship with NCUEA. It also has a seat on The NEA Fund for Children and Public Education. NCUEA leadership educates its member affiliates on relevant opportunities afforded to them by NEA to expand their understanding of NCUEA and NEA programs. NCUEA plays a critical role in helping its member affiliates better understand the decisions and actions taken by NEA's governing bodies and committees. NCUEA maintains an edCommunities page to facilitate dialogue amongst its members on these issues, as well as other relevant topics. To learn more about NCUEA visit www.nea.org/ncuea.

NEA-RETIRED ORGANIZATION

Pres.: ANITA GIBSON, Rainsville, AL
[anitaretired@gmail.com]

Vice Pres.: JEAN DOBASHI, Lihue, Kauai, HI
[jeandobashi@gmail.com]

Secy.: MARILYN WARNER, Clearwater, FL
[imarilyn@tampabay.rr.com]

NEA-Retired Executive Council

MEG GRUBER, Midlothian, VA
[ursamg@aol.com]

ROBERTA MARGO, Hibbing, MN
[robertamargo3@gmail.com]

ROSS DILL, Sterling, IL

[rossjudyd@gmail.com]

JANICE POIRIER, Jupiter, FL

[poirierjanice53@gmail.com]

BARBARA SCHRAM, Lansing, MI

[schram2468@gmail.com]

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NEA-Retired offers retired NEA members—and those anticipating retirement—an opportunity to remain active in programs important for both retirees and education. NEA members are eligible to join NEA-Retired as pre-retired subscribers. The NEA-Retired Conference and annual meeting address issues of concern to retirees as well as education professionals in general. Programs also address legislation, mentoring, communications, racial and social justice, membership organizing through the Coalition of Retired and Active leaders, and on occasion, collaboration with other retired organizations. NEA-Retired Executive Council members, which include the organization's officers, are elected by retired Representative Assembly delegates attending the NEA-Retired Annual Meeting. The Executive Council is the elective body that makes recommendations regarding the direction of NEA-Retired in addressing issues of concern to NEA-Retired members and strategies to involve NEA-Retired members in Association activities. The Executive Council also develops recommendations to enhance the recruitment of NEA-Retired members and utilize NEA-Retired members as a resource in advancing the Association's strategic priorities.

EDUCATION INTERNATIONAL (EI)

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Education International (EI) is a global union federation of teachers' trade unions consisting of 392 member organizations in 172 countries and territories. EI represents over 30 million educators from early childhood education through higher education. NEA is a founding member of Education International. David Edwards serves as the General Secretary of EI. NEA is represented on the EI Executive Board by Becky Pringle, Vice-President, North America and Caribbean, serving as a Vice President to this global union federation.

Education International aims to achieve:

- (a) The right to quality education for all people through publicly funded and publicly regulated systems of education;
- (b) Improvement of the welfare and status of teachers and other education employees through the effective promotion and application of their human and trade union rights and professional freedoms;
- (c) The elimination of all forms of discrimination in education and in society,

whether based on gender, race, marital status, disability, sexual orientation, age, religion, political affiliation or opinion, social or economic status, or national or ethnic origin, and the promotion of understanding, tolerance and respect for diversity in communities;

(d) The promotion of democracy, sustainable development, fair trade, basic social services and health and safety, through solidarity and cooperation among member organizations, the international trade union movement and civil society;

(e) The strengthening of Education International through the active participation of all affiliated organizations in the life of EI, and the promotion of unity in the education sector.

Education International was constituted on January 26, 1993, in Stockholm, Sweden, following the dissolution of the World Confederation of Organizations of the Teaching Profession (WCOTP) and the International Federation of Free Teachers' Unions (IFFTU). Education International is the voice of educators worldwide.

NEA's partnership with EI and our international policy programming is coordinated through NEA's Office of International Relations (oir@nea.org) which lives in the Education Policy & Implementation Center (EPIC).

State Affiliates

Statewide professional associations in every state and commonwealth, and the Federal Education Association, are dedicated to advancing the cause of education and to improving the status of their members. Affiliation with NEA permits them to send delegates to the NEA Representative Assembly and to cooperate closely in advancing the goals of all public school employees. Further information on NEA State Affiliates is contained in Bylaw 8.

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 (406-442-4250) (FAX: 406-443-5081)
 8:00 a.m.–5:00 p.m. Monday–Friday
 June–August: 8:00 a.m.–4:00 p.m.
 Monday–Friday
 M.S.T. with D.S.T.
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Dir. Communications: SAM TELLING
Dir. Policy & Research: KIM POPHAM
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NEBRASKA

Nebraska State Education Association

605 S. 14th St.

Lincoln 68508

(402-475-7611) (FAX: 402-475-2630)

8:30 a.m.–5:00 p.m. Monday–Friday

C.S.T. with D.S.T.

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Dir. Public Policy and Leg. Research:

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Dir. Communications: CASSIE IVY

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NEVADA

Nevada State Education Association

3511 E. Harmon

Las Vegas 89121

(702-733-7330) (FAX: 702-733-6004)

8:00 a.m.–5:00 p.m. Monday–Friday

P.S.T. with D.S.T.

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NEW HAMPSHIRE

NEA-New Hampshire

9 South Spring Street

Concord 03301

(603-224-7751) (FAX: 603-224-2648)

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Dir. Gov. Relations: BRIAN HAWKINS

Dir. Gov./Admin.: PAULA GAILING

NEW JERSEY

New Jersey Education Association

180 W. State St., P.O. Box 1211

Trenton 08607

(609-599-4561) (FAX: 609-278-0688)

9:00 a.m.–5:00 p.m. Monday–Friday

July 1 to Labor Day:

9:00 a.m.–4:00 p.m.

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Dir. Info Systems/Bldg. and Grnds.:
 JOHN COTTONE
Manager Membership: JAIME VALENTE
Dir. Professional Devt./Instructional Issues: CHRISSI MILES
Dir. Research/Economic Services:
 DANIEL HOLUB
Regional Directors UniServ: JEN RAIKE,
 CENTRAL; PATRICK MANAHAN, SOUTH;
 MAYROSE WEGMANN, NORTHWEST;
 THOMAS HARDY, NORTHEAST
Director of HCR Equity and Governance:
 ANTONIO CASTANON LUNA
Dir. Legal Services: AILEEN O'DRISCOLL, ESQ.

NEW MEXICO

NEA-New Mexico
2007 Botulph Road
Santa Fe 87505
(505-982-1916)
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Deputy Exec Dir.: CHAD JOHNSON
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NEW YORK

New York State United Teachers
800 Troy-Schenectady Road
Latham 12110-2455
(800-342-9810) (FAX: 518-213-6409)
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www.nysut.org

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NORTH CAROLINA

North Carolina Association of Educators
3700 Glenwood Ave, Ste 510
Raleigh 27612
(919-832-3000) (FAX: 919-829-1626)
8:30 a.m.-5:00 p.m. Monday-Friday
E.S.T. with D.S.T.
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Dir. Community and Political Organizing: CARSON PFINGSTON

Dir. Local Strength: KRISTIN BELLER

Dir. Growth & Campaigns:

BRANDON MOND

NORTH DAKOTA

North Dakota United

301 N. 4th Street

Bismarck 58501-4020

(701-223-0450) (FAX: 701-224-8535)

8:00 a.m.–5:00 p.m. Monday–Friday

Summer: 8:00–4:00 p.m.

C.S.T. with D.S.T.

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GARY FEIST; *gary.feist@ndunited.org*

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OHIO

Ohio Education Association

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P.O. Box 2550 Columbus 43216

(614-228-4526)

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Dir. Government Relations: DAN RAMOS

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TINA O'DONNELL

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OKLAHOMA

Oklahoma Education Association

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Oklahoma City, OK 73154

(405-528-7785) (800-522-8091)

(FAX: 405-524-0350)

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IVY RIGGS

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OREGON

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 Portland 97223-8598
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 400 N. 3rd St.
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 Harrisburg 17105-1724
 (717-255-7000) (FAX: 717-255-7128)
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Business Mgr.: PHYLLIS HEVERLY FLESHER
Communications Mgr.: DAVID BRODERIC

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SOUTH CAROLINA

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 2999 Sunset Boulevard
 West Columbia 29169
 (803-772-6553) (FAX: 803-772-0922)
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SOUTH DAKOTA

South Dakota Education Association

411 E. Capitol Ave.

Pierre 57501

(605-224-9263)

8:00 a.m.–5:00 p.m. Monday–Friday

C.S.T. with D.S.T.

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Chief Financial Officer: HOLLY FREDERICK

Dir. Public Affairs: SANDRA WALTMAN

TENNESSEE

Tennessee Education Association

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Nashville 37201-1099

(615-242-8392)

(Gen. FAX: 615-259-4581)

(Exec. Office FAX: 615-242-8964)

8:00 a.m.–4:30 p.m. Monday–Friday

C.S.T. with D.S.T.

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jcrabtree@tnea.org

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Asst. Exec. Dir, Legal Services and

Advocacy Hotline: STEVE MCCLLOUD

Dir., Government Relations and Strategic

Campaigns: VACANT

TEXAS

Texas State Teachers Association

8716 N. Mopac Expy.

Austin 78759

(512-476-5355)

8:00 a.m.–5:00 p.m. Monday–Friday

Legal Services Help Center

8:00 a.m.–7:00 p.m. Monday–Friday

C.S.T.

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Comm. and Digital Specialist:

CLAIRE MOORE

Dir. Affiliate and Leadership Devt.:

PATRICIA TORRES SAUCEDO

Higher Ed./TFA Exec. Dir.:

PATRICIA TORRES SAUCEDO

UTAH**Utah Education Association****P. O. Box 57880****Murray 84157-0880****(801-266-4461) (FAX: 801-265-2249)****8:00 a.m.-5:00 p.m. Monday-Friday****M.S.T. with D.S.T.****www.myUEA.org***Pres.:* RENÉE PINKNEY;*renee@myuea.org**Vice Pres.:* BRANDON BACA;*brandon@myuea.org**Exec. Dir.:* JENNIFER BOEHME;*jennifer.boehme@myuea.org**Dir. Gov. Relations/Pol. Action:*

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HAILEY HIGGINS

Dir. Bargaining/UniServ Coordinator:

JAY BLAIN

Dir. Gov. Relations/Policy & Research:

DR. SARA JONES

Dir. Information Technology:

PAUL CHADWICK

*Dir. Membership And Organizing/**UniServ Spec.:* WILLIAM SPIEGEL*Dir. Equity and Membership:*

BIANCA MITTENDORF

Dir. Professional Learning:

LILLIAN TSOSIE-JENSEN

Dir. Finance: BRENDA PETT*Dir. Admin/Governance Support:*

HEATHER SHEPHERD

VERMONT**Vermont-NEA****10 Wheelock St.****Montpelier 05602****(802-223-6375) (FAX: 802-223-6375)****8:00 a.m.-4:30 p.m. Monday-Friday****E.S.T. with D.S.T.****www.vtnea.org***Pres.:* DON TINNEY; *dtinney@vtnea.org**Vice Pres.:* DR. ERIN CARTER;*ecarter@vtnea.org**Secy.-Treas.:* ALISON SYLVESTER;*asylvester@vtnea.org**Exec. Dir.:* JAMES "JEFF" FANNON;*jfannon@vtnea.org**General Counsel:* REBECCA MCBROOM*Business Mgr.:* MARY GRAVES*Dir. Communications:* DARREN ALLEN*Dir. Professional Programs:*

JULIETTE LONGCHAMP

Dir. Member Benefits Programs:

MARK HAGE

Political Director: COLIN ROBINSON*Organizers:* LARA SLESAR, NATASHA ECKART**VIRGINIA****Virginia Education Association****8001 Franklin Farms Drive, Suite 200,****Richmond, VA 23229****(804-648-5801) (FAX: 804-775-8379)****8:15 a.m.-4:30 p.m. Monday-Friday****E.S.T. with D.S.T.****www.veanea.org***Pres.:* CAROL BAUER; *cbauer@veanea.org**Vice Pres.:* DR. JESSICA JONES;*jjones@veanea.org**Interim Exec. Dir.:* DR. EARL WIMAN;*ewiman@veanea.org**Chief Financial Officer:* CHRIS YODER*Dir. Legal Advocacy:* CATHIE LEE

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SHANE RIDDLE

Dir. Communications and Public Affairs:

KEVIN ROGERS

Dir. Technology and Data: PAUL KIRILL

Dir. Office of Teaching/Learning:

MELINDA BRIGHT

Dir. Office of Human and Civil Rights:

TAISHA STEELE

Dir. Office of Organizing and Field

Support: TODD PARK

Mgr. Human Resources: BETHANY BIZIK

WASHINGTON

Washington Education Association

Mailing address: P.O. Box 9100

Federal Way 98063-9100

Physical address:

32032 Weyerhaeuser Way South

Federal Way 98001

(253-941-6700)

(FAX: 253-946-7604, -4735)

Winter: 8:00 a.m.–4:30 p.m.

Monday–Friday

Summer: 8:00 a.m.–4:00 p.m.

Monday–Friday P.S.T. with D.S.T.

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WEST VIRGINIA

West Virginia Education Association

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Charleston 25311

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8:00 a.m.–5:00 p.m. Monday–Friday

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Asst. Exec. Dir.: DENISHA SMITH

Government Relations: KYM RANDOLPH

WISCONSIN

Wisconsin Education Association Council

33 Nob Hill Road

P.O. Box 8003

Madison 53708-8003

(608-276-7711) (FAX: 608-276-8203)

8:00 a.m.–5:00 p.m. Monday–Friday

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Other Organizations

WYOMING

Wyoming Education Association

115 E. 22nd St., Ste #1

Cheyenne 82001

(307-634-7991) (800-442-2395)

(FAX: 307-778-8161)

8:00 a.m.-5:00 p.m. Monday-Friday

M.S.T. with D.S.T.

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Exec. Dir.: GRADY HUTCHERSON;

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USEA

Utah School Employees Association (USEA)

P. O. Box 241

Roy, UT 84067

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8:00 a.m.-4:30 p.m. Monday-Friday

M.S.T. with D.S.T.

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Secy.-Treas.: JEN BRAMSON;

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Interim Exec. Dir.: GREG BURROW;

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Membership and Dues

Categories of Membership

The NEA Bylaws establish seven categories of membership - Active, Aspiring Educator, Retired, Substitute, Reserve, Community Ally, and Staff. (Bylaw 2a-h).

Active members are eligible to be voting delegates to the Representative Assembly and to hold elective and appointive positions in the Association.

Reserve members may not vote or hold elective or appointive positions in the Association.

Retired members are members of NEA-Retired, a special NEA program that provides economic, professional, and personal services to members. NEA-Retired consists solely of the Retired members of NEA. NEA members may join the Retired membership for life program as pre-retired subscribers in advance of retirement. Pre-retired subscribers have no governance rights through NEA-Retired until retirement. Retired members are eligible to be voting delegates to the Representative Assembly, to hold other elective or appointive positions as described in the Constitution and Bylaws, and to be counted toward the representation entitlements for Retired members on the Board of Directors and in the Representative Assembly.

Aspiring Educator members are eligible to be voting delegates to the Representative Assembly, to hold other elective and appointive positions as described in the Constitution and Bylaws, and to be counted toward the representative entitlements for Aspiring Educators on the Board

of Directors and in the Representative Assembly.

Substitute membership entitles the member to receipt of NEA's every-member publication, NEA Today; coverage under the Educators Employment Liability (EEL) Program; and eligibility for special services as applicable. Substitute members do not have governance rights within the NEA.

Community Ally members receive access to electronic NEA communications and membership activities that build support for public education, educators, and racial and social justice in education; and NEA Member Benefits approved by the NEA Board of Directors that include access to the NEA Click & Save program. Community Ally members do not have governance rights within NEA and may not nominate or vote for candidates for elected office, nominate or vote for delegates to the Representative Assembly, or hold elective or appointive positions at any level.

Full-time staff are eligible only for Staff membership and may not hold elective or appointive positions at any level. Part-time staff are not eligible to serve on the NEA Board of Directors or Executive Committee.

The Life membership category was terminated in July 1973. Persons who were Active Life members as of July 1973 and continue to hold such membership have the same rights and privileges as annual Active members.

Dues

Dues for the 2024–2025 fiscal year for each of the above-outlines categories are as follows:

Active Members

- Active full time member engaged in or on limited leave of absence from professional educational employment—\$213
- Active member who has left professional educational employment to serve as an executive officer of the Association or of a state or local affiliate—\$213
- Active member employed in an education support professional position—\$126.50
- Active member who has left an education support professional position to serve as an executive officer of the Association or of a state or local affiliate—\$126.50
- Active member employed 50 percent or less but over 25 percent of the normal schedule of a full-time employee in professional educational employment—\$118
- Active member employed 50 percent or less but over 25 percent of the normal schedule of a full-time employee in an education support professional position—\$75
- Active member employed 25 percent or less of the normal schedule for a full-time employee, in professional educational employment—\$70.75
- Active member employed 25 percent or less of the normal schedule for a full-time employee in an education support professional position—\$49.25

Substitutes

- Active professional substitutes—\$70.75
- Active Education support professional substitutes—\$49.25
- Members in meeting the requirements for Substitute membership as substitutes who are not included in a bargaining unit with full-time educational employees—\$15

Reserve

- Former active members employed in professional educational employment—\$95
- Former active members employed in education support professional positions—\$52

Retired Members

- Retired active life membership—one-time payment of \$300
- Retired education support professional life membership—one-time payment of \$180
- Individual who retired as an active professional on or after September 1, 1973—\$35
- Individual who retired prior to September 1, 1973—\$5
- Education support professional member who retired after September 1, 2021—\$21

Aspiring Educators

- All Aspiring Educator members—\$15

Community Allies

- All Community Ally members—\$25

Staff

- All Staff members—\$95

Benefits of Membership

NEA members except Community Allies receive a variety of timely and informative periodicals, including *NEA Today*, and publications for higher education, education support professionals, and other specialized constituencies. NEA publications cover every aspect of education in the United States today and offer members tips and guidance on matters of professional and personal concern. NEA offers many direct services to members as outlined in the Program and Administration section of this Handbook.

The Kate Frank/DuShane Unified Legal Services Program (ULSP) is available to NEA members in accordance with NEA policies. The Educators Employment Liability (EEL) Program provides coverage for up to \$1 million in damages and additional payment for legal fees for most civil and some criminal lawsuits arising out of incidents occurring to students while members are teaching or supervising educational activities. The Association Professional Liability (APL) Program protects local, state, and national association officers and staff from personal financial liability in lawsuits resulting from their advocacy on behalf of NEA and its members.

Through the Attorney Referral Program (ARP), members have access to a national panel of NEA-approved attorneys for personal legal matters such as preparation of wills, house closings, divorce proceedings, and consumer complaints. Participating attorneys provide limited advice and consultation at no charge and discount their usual fees by 30 percent as a service to NEA members.

NEA Complimentary Life Insurance, provided by the NEA Members Insurance Trust, is intended to supplement other insurance coverage a member may have. It is available at no cost to all Active and Staff members, as well as Life members and Reserve members who are actively employed in the field of education. Coverage includes:

- \$1,000 Term Life Insurance benefit for death due to natural causes.
- \$1,000 per year of continuous membership up to a maximum of \$5,000 for accidental death or dismemberment.
- \$50,000 AD&D benefit if death is caused by an accident while the member is on the job or on Association business in the capacity of Association Leader.
- \$150,000 Term Life Insurance benefit for death caused by an unlawful homicide which occurs while the member is on the job.

NEA Introductory Life Insurance, also provided by the NEA Members Insurance Trust, is available at no cost to new Active members for the first twelve months of their membership. It pays \$15,000 in the event of death due to natural causes, accident, or homicide.

NEA Member Benefits programs are available to members in accordance with NEA policies. These programs include insurance, financial services, travel and discounts. For a complete listing of the programs, please refer to NEA Member Benefits in the Program and Administration section.

The Charter of the National Education Association

1857-70

THE NATIONAL TEACHERS' ASSOCIATION

Organized August 26, 1857, at Philadelphia, Pennsylvania.

PURPOSE — *To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.* [The word “popular” was dropped in the 1907 Act of Incorporation.]

The name of the Association was changed at Cleveland, Ohio, on August 15, 1870, to the “National Educational Association.”

1870-1907

NATIONAL EDUCATIONAL ASSOCIATION

Incorporated under the laws of the District of Columbia, February 24, 1886, under the name “National Education Association,” which was changed to “National Educational Association,” by certificate filed November 6, 1886.

1907-

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Incorporated under a special act of Congress, approved June 30, 1906, to succeed the “National Educational Association.” The Charter was accepted and Bylaws were adopted at the Fiftieth Anniversary Convention held July 10, 1907, at Los Angeles, California.

Act of Incorporation

An Act To Incorporate the National Education Association of the United States

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

List of Incorporators

Section 1. That the following-named persons, who are now officers and directors and trustees of the National

Educational Association, a corporation organized in the year eighteen hundred and eighty-six, under the Act of General Incorporation of the Revised Statutes of the District of Columbia viz.: Nathan C. Schaeffer, Eliphalet Oram Lyte, John W. Lansinger, of Pennsylvania; Isaac W. Hill, of Alabama; Arthur J. Matthews,

of Arizona; John H. Hinemon, George B. Cook, of Arkansas; Joseph O'Connor, Josiah L. Pickard, Arthur H. Chamberlain, of California; Aaron Gove, Ezekiel H. Cook, Lewis C. Greenlee, of Colorado; Charles H. Keyes, of Connecticut; George W. Twitmyer, of Delaware; J. Ormond Wilson, William T. Harris, Alexander T. Stuart, of the District of Columbia; Clem Hampton, of Florida; William M. Slaton, of Georgia; Frances Mann, of Idaho; J. Stanley Brown, Albert G. Lane, Charles I. Parker, John W. Cook, Joshua Pike, Albert R. Taylor, Joseph A. Mercer, of Illinois; Nebraska Cropsey, Thomas A. Mott, of Indiana; John D. Benedict, of Indian Territory; John F. Riggs, Ashley V. Storm, of Iowa; John W. Spindler, Jasper N. Wilkinson, A. V. Jewett, Luther D. Whittemore, of Kansas; William Henry Bartholomew, of Kentucky; Warren Easton, of Louisiana; John S. Locke, of Maine; M. Bates Stephens, of Maryland; Charles W. Eliot, Mary H. Hunt, Henry T. Bailey, of Massachusetts; Hugh A. Graham, Charles G. White, William H. Elson, of Michigan; William F. Phelps, Irwin Shepard, John A. Cranston, of Minnesota; Robert B. Fulton, of Mississippi; F. Louis Soldan, James M. Greenwood, William J. Hawkins, of Missouri; Oscar J. Craig, of Montana; George L. Towne, of Nebraska; Joseph E. Stubbs, of Nevada; James E. Klock, of New Hampshire; James M. Green, John Enright, of New Jersey; Charles M. Light, of New Mexico; James H. Canfield, Nicholas Murray Butler, William H. Maxwell, Charles R. Skinner, Albert P. Marble, James C. Byrnes, of New York; James Y. Joyner, Julius Isaac Foust, of North

Carolina; Pitt Gordon Knowlton, of North Dakota; Oscar T. Corson, Jacob A. Shewan, Wills L. Griswold, of Ohio; Edgar S. Vaught, Andrew R. Hickham, of Oklahoma; Charles Carroll Stratton, Edwin D. Ressler, of Oregon; Thomas W. Bicknell, Walter Ballou Jacobs, of Rhode Island; David B. Johnson, Robert P. Pell, of South Carolina; Moritz Adelbert Langer, of South Dakota; Eugene F. Turner, of Tennessee; Lloyd E. Wolt, of Texas; David H. Christensen, of Utah; Henry O. Wheeler, Isaac Thomas, of Vermont; Joseph L. Jarmon, of Virginia; Edward T. Mathes, of Washington; T. Marcellus Marshall, Lucy Robinson, of West Virginia; Lorenzo D. Harvey, of Wisconsin; Thomas T. Tynan, of Wyoming; Cassia Patton, of Alaska; Frank H. Ball, of Puerto Rico; Arthur F. Griffiths, of Hawaii; G. H. Maxson, of the Philippine Islands; and such other persons as now are or may hereafter be associated with them as officers or members of said Association, are hereby incorporated and declared to be a body corporate of the District of Columbia by the name of the "National Education Association of the United States," and by that name shall be known and have a perpetual succession with the powers, limitations, and restrictions herein contained.

Purpose and Departments

Section 2. That the purpose and objects of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. This corporation shall include the National Council of Education and the

following departments, and such others as may hereafter be created by organization or consolidation, to wit: The Departments, first, of Superintendence; second, of Normal Schools; third, of Elementary Education; fourth, of Higher Education; fifth, of Manual Training; sixth, of Art Education; seventh, of Kindergarten Education; eighth, of Music Education; ninth, of Secondary Education; tenth, of Business Education; eleventh, of Child Study; twelfth, of Physical Education; thirteenth, of Natural Science Instruction; fourteenth, of School Administration; fifteenth, of the Library; sixteenth, of Special Education; seventeenth, of Indian Education; the powers and duties and the numbers and names of these departments and of the National Council of Education may be changed or abolished at the pleasure of the corporation, as provided in its Bylaws.

Powers of Corporation

Section 3. That the said corporation shall further have power to have and to use a common seal, and to alter and change the same at its pleasure; to sue or to be sued in any court of the United States, or other court of competent jurisdiction; to make bylaws not inconsistent with the provisions of this Act or of the Constitution of the United States; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, and to hold,

grant, transfer, sell, convey, hire, or lease the same for the purpose of its incorporation; to accept and administer any trust of real or personal estate for any educational purpose within the objects of the corporation; and to borrow money for its corporate purposes, issue bonds therefor, and secure the same by mortgage, deed of trust, pledge, or otherwise.

Property to Be Tax-Exempt¹

Section 4. That all real property of the corporation within the District of Columbia which shall be used by the corporation for the educational or other purposes of the corporation as aforesaid other than the purposes of producing income and all personal property and funds of the corporation held, used, or invested for educational purposes aforesaid, or to produce income to be used for such purposes, shall be exempt from taxation; provided, however, that this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation; and, provided further, that the corporation shall annually file, with the Commissioner of Education of the United States, a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same, or the income thereof, during the preceding year.

¹ Section 4 of the NEA Charter is superseded by Public Law 105-277 enacted in 1988, which provides that: "Notwithstanding any provision of any Federally-granted charter or any other provision of law, beginning with fiscal year 1999 and for each fiscal year hereafter, the real property of the National Education Association located in the District of Columbia shall be subject to taxation by the District of Columbia in the same manner as any similar organization."

Members

Section 5. The qualification, classifications, rights, and obligations of members of said corporation shall be prescribed in the Bylaws of the corporation.

Officers

Section 6. (a) The officers of the corporation shall be a president, one or more vice presidents, a secretary, a treasurer, a Board of Directors, an Executive Committee, and such boards, councils, committees, and other officers as shall be prescribed in the Bylaws.

Additional Boards, Councils, Committees, and Officers

(b) Except as limited by this Act, as amended, the Bylaws of the corporation shall prescribe the powers, duties, terms of office, and the manner of election or appointment of the said officers, boards, councils, and committees; and the said corporation may by its Bylaws make other and different provisions as to the numbers and names of the officers, boards, councils, and committees.

[Section 7. has been deleted.]

Section 8. That the principal office of the said corporation shall be in the city of Washington, D.C.; *provided*, that the meetings of the corporation, its officers, committees, and departments, may be held, and that its business may be transacted, and an office or offices may be maintained elsewhere within the United States, as may be determined in accordance with the Bylaws.

Acceptance of This Charter

Section 9. That the charter, constitution, and bylaws of the National Educational Association shall continue in full force and effect until the charter granted by this Act shall be accepted by such Association at the next annual meeting of the Association, and until new Bylaws shall be adopted; and that the present officers, directors, and trustees of said Association shall continue to hold office and perform their respective duties as such until the expiration of terms for which they were severally elected or appointed, and until their successors are elected. That at such annual meeting the active members of the National Educational Association, then present, may organize and proceed to accept the charter granted by this Act and adopt bylaws, to elect officers to succeed those whose terms have expired or are about to expire, and generally to organize the “National Education Association of the United States”; and that the Board of Trustees of the corporation hereby incorporated shall thereupon, if the charter granted by this Act be accepted, receive, take over, and enter into possession, custody, and management of all property, real and personal, of the corporation heretofore known as the National Educational Association incorporated as aforesaid, under the Revised Statutes of the District of Columbia, and all its rights, contracts, claims, and property of every kind and nature whatsoever, and the several officers, directors, and trustees of such last-named Association, or any other person having charge of any of the securities, funds, books, or property thereof, real or personal, shall on demand deliver the same

to the proper officers, directors, or trustees of the corporation hereby created. Provided, that a verified certificate executed by the presiding officer and secretary of such annual meeting, showing the acceptance of the charter granted by this Act by the National Educational Association, shall be legal evidence of the fact, when filed with the Recorder of Deeds of the District of Columbia; and provided further, that in the event of the failure of the Association to accept the charter granted by this Act at said annual meeting, then the charter of the National Educational Association and its incorporate existence shall be and are hereby extended until the thirty-first day of July, nineteen hundred and eight, and at any time before said date its charter may be extended in the manner and form provided by the general corporation of the District of Columbia.

Rights of Creditors

Section 10. That the rights of creditors of the said existing corporation, known as the National Educational Association, shall not in any manner be impaired by the passage of this Act, or the transfer of the property heretofore mentioned, nor shall any liability or obligation, or payment of any sum due or to become due, or any claim or demand, in any manner, or for any cause existing against the said existing corporation, be released or impaired; and the corporation hereby incorporated is declared to succeed to the obligations and liabilities, and to be held liable to pay and discharge all of its debts, liabilities, and contracts of the said corporation so existing, to the same effect as if such new corporation had

itself incurred the obligation or liability to pay such debts or damages, and no action or proceeding before any court or tribunal shall be deemed to have abated or been discontinued by reason of this Act.

Amendments to Charter

Section 11. That Congress may from time to time, alter, repeal, or modify this Act of Incorporation, but no contract or individual right made or acquired shall thereby be divested or impaired.

Creation of Representative Assembly

Section 12. That said corporation may provide, by amendment to its Bylaws, that the powers of the active members exercised at the annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected, and governed in accordance with the provisions of the Bylaws adopted by said corporation.

Sections 1–11 were passed by Congress and approved by the President, June 30, 1906. They were accepted and adopted as the Constitution of the National Education Association of the United States by the active members of the National Educational Association in annual session at Los Angeles, California, July 10, 1907.

Section 12 was passed by Congress and approved by the President of the United States, May 13, 1920, as an amendment to the original Act of Incorporation. It was accepted and adopted as an amendment to the Constitution of the National Education Association of the United States by the

active members thereof in annual session at Salt Lake City, Utah, July 9, 1920.

Sections 5–8 were amended by Congress and approved by the President of the United States, June 14, 1937. These amendments were accepted as amendments to the Charter and adopted as amendments to the Constitution by the Representative Assembly of the National Education Association of the United States at Detroit, Michigan, June 29, 1937.

Sections 3, 6, and 7 were amended by Congress and approved by the President of the United States in June 1969. In addition, Congress gave to the NEA Representative Assembly the power to make Section 7 of no further force and effect by permitting the Representative Assembly to make by-law amendments affecting the administration of the property of the Corporation (*see* Article XI, NEA Bylaws²) and the selection of the secretary of the Association (*see* Article V, Section 3[i], NEA Bylaws³).

² This is a reference to the Bylaws that were in effect in June 1969. In the current Bylaws, the comparable provision is Bylaw 11.

³ This is a reference to the Bylaws that were in effect in June 1969. In the current Bylaws, the comparable provision is Bylaw 10-1.

Constitution of the National Education Association of the United States

Preamble

We, the members of the National Education Association of the United States, in order that the Association may serve as the national voice for education, advance the cause of public education for all individuals, promote the health and welfare of children and/or students, promote professional excellence among educators, gain recognition of the basic importance of the educator in the learning process, protect the rights of educational and other public employees and advance their interests and welfare, secure professional autonomy, promote, support and defend public employees' right to collective bargaining, unite educational employees for effective citizenship, promote and protect human and civil rights, and obtain for its members the benefits of an independent, united education profession, do hereby adopt this Constitution.

Article I. Name, Goals, Objectives, and Authorities for Governance

Section 1. Name

The name of this organization shall be the National Education Association of the United States.

Section 2. Goals and Objectives.

The goals of the Association shall be as stated in the Preamble. The Association shall have all power necessary and proper to take action for the attainment of these goals. Nothing in this Constitution or in the Bylaws shall be construed to prevent the Association from pursuing objectives which are consistent with the stated goals of the Association.

Section 3. Governance.

The Association shall be governed by its Charter, this Constitution, the Bylaws, the Standing Rules, and such other actions as the Representative Assembly, the Board of Directors, and the Executive Committee may take consistent therewith.

Article II. Membership

Section 1. Categories of Membership.

Membership in the Association shall comprise a category of Active members and such other categories as may be provided in the Bylaws.

Section 2. Membership Eligibility: Provisions and Limitations.

a. Membership, as provided in the Bylaws, shall be open to persons who are:

(i) engaged in the profession of teaching or in other educational work; or (ii) members of a state affiliate in the state affiliate's membership category that is equivalent to the Association's Active membership category; or (iii) persons interested in advancing the cause of public education. All members of the Association shall agree to subscribe to the goals and objectives of the Association and to abide by its Constitution and Bylaws.

b. Members engaged in teaching or in other educational work shall adhere to the *Code of Ethics of the Education Profession*.

c. An application for membership shall be subject to review as provided in the Bylaws.

d. The Association shall not deny membership to individuals on the basis of race, color, national origin, creed, gender, sexual orientation, gender identity/expression, age, handicap, marital status, or economic status, nor shall any organization which so denies membership be affiliated with the Association.

e. Persons interested in advancing the cause of public education who are granted membership pursuant to section 2.a(iii) above and who are not eligible for any other category of membership shall not have the right to serve as officers of the Association, as members of the Board of Directors, or as delegates to the Representative Assembly.

Section 3. Property Interest of Members.

All right, title, and interest, both legal and equitable, of a member in and to the

property of the Association shall end upon the termination of such membership.

Article III. Representative Assembly

Section 1. Accountability.

The Representative Assembly, comprising members of the Association, derives its powers from and shall be responsible to the membership.

Section 2. Allocation of Delegates.

a. Except as otherwise provided in Subsection (c) below, allocation of delegate credentials to state affiliates shall be based on the ratio of 1:1,000 Active members of the Association within the state. No state shall receive fewer than fifteen (15) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.

b. Except as otherwise provided in Subsection (c) below, allocation of delegate credentials to local affiliates shall be based on the ratio of 1:150 Active members of the Association or major fraction thereof. Local affiliates within a state may similarly join together to form membership units for the purpose of representation. Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1:150 Active members of the Association or major fraction thereof.

c. The ratios to be used for the allocation of delegate credentials to state affiliates, dual-national state affiliates, and dual national local affiliates shall be proportionately adjusted to reflect the reduction in Association dues paid by Active members of such affiliates pursuant to Bylaw

2-7.n., provided that this Article III, Section 2 (c) shall not apply to Active members of a dual national local affiliate (i) in a state that does not have a dual-national state affiliate, and (ii) that became affiliated with the Association as a dual-national local affiliate prior to September 1, 1999.

d. The Bylaws shall define the term ethnic minority and shall seek to achieve ethnic-minority representation in the Representative Assembly.

Section 3. Election of Delegates.

a. Members of the Representative Assembly shall be elected in accordance with the one-person–one-vote principle. Specific exceptions to the application of this principle may be set forth in this Constitution and/or the Bylaws.

b. Election to the Board of Directors by the Active NEA members within the state shall constitute election to the Representative Assembly for all purposes.

Election to the Board of Directors by the Active NEA members elected to serve as delegates to the state representative body shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to the Board of Directors as an at-large director or a retired or aspiring educator director shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to executive office or to the Executive Committee shall constitute

election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to the presidency of a state affiliate by vote of members in the state who are eligible to vote in such election shall constitute election to the Representative Assembly for all purposes.

Election to the presidency of a state affiliate by the state representative body shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Selection as chairperson of the Advisory Committee of Aspiring Educators shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to the presidency of National Education Association-Retired shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

a. Election of delegates to the Representative Assembly shall be by secret ballot for each individual position. The NEA members within each membership group entitled to delegate allocations as set forth in the Constitution and the Bylaws shall be eligible to vote.

b. If the number of candidates for delegate positions is equal to or less than the number of positions to be filled, elections may be waived, and the candidates declared elected to the delegate positions in question.

Section 4. Seating of Delegates.

The Representative Assembly shall have jurisdiction over the seating of its delegates.

Section 5. Meetings.

The Representative Assembly shall meet at least annually. This stipulation shall apply except in cases of emergency.

Section 6. Committees.

All appointive bodies of the Association except the Review Board shall be designated by the term committee. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. All committees except the Advisory Committee of Aspiring Educators shall be comprised of at least one (1) classroom teacher and one (1) education support professional. There shall be a minimum of twenty (20) percent ethnic minority representation on each committee.

Section 7. Functions.

The Representative Assembly shall:

- a. Establish Association policies and objectives;
- b. Elect the President, the Vice-President, the Secretary-Treasurer, the at-large members of the Board of Directors, and the members of the Executive Committee as provided in this Constitution and/or the Bylaws;
- c. Adopt the budget;
- d. Establish dues;

e. Approve or ratify the establishment of subsidiary corporate structures;

f. Exercise final authority in all matters of the Association;

g. Amend this Constitution and the Bylaws in accordance with Article IX hereof;

h. Adopt the rules and agenda governing its meetings; and

i. Enact such other measures as may be necessary to achieve the goals and objectives of the Association which are not in conflict with the Charter, this Constitution, or the Bylaws.

Section 8. Objectives.

The Representative Assembly may periodically establish specific objectives in the pursuance of the stated goals of the Association.

Section 9. Postponement of Annual Meeting.

In the event of an emergency, the Board may postpone the Annual Meeting as provided by the Bylaws. In the event of such postponement, all officers and members of boards and committees authorized by this Constitution and by the Bylaws shall remain in office until the Representative Assembly convenes. It shall then provide for their successors.

Article IV. Executive Officers

Section 1. Executive Officers.

The executive officers of the Association shall be the President, the Vice President, and the Secretary-Treasurer.

Section 2. Qualifications for Executive Officers.

All candidates for the office of President, Vice President, and Secretary-Treasurer shall have been Active members of the Association for at least two (2) years immediately preceding the election. All executive officers shall maintain Active membership in the Association.

Section 3. Elections, Terms, and Salaries.

a. The President, the Vice President and the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with this Constitution, the Bylaws, and the Standing Rules.

b. In an election for President, Vice President, or Secretary-Treasurer, if there is only one (1) candidate for the position, the Chair shall declare such candidate elected.

c. The terms of the President, of the Vice President, and of the Secretary-Treasurer shall be three (3) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected.

d. The executive officers shall serve full time; their salaries shall be established by the Board of Directors.

Section 4. Affirmative Action Procedure.

By December 1 of each membership year immediately preceding the next membership year in which a presidential

election is to be held (i.e., approximately 18 months prior to the date of the election), appropriate information about the office of President and the electoral process, including all relevant timelines, shall be sent to each of the ethnic-minority special interest groups identified in Bylaw 12; and

During the membership year in which the aforesaid presidential election is to be held, a copy of this section of the Constitution, with an appropriate explanation as to its background and intent, shall be included in (a) an Association publication sent to all members by December 1 and (b) the material that is sent to the delegates to that year's Representative Assembly.

If, after any period of eleven (11) consecutive membership years a member of an ethnic-minority group has not served as President, the Association shall take such steps as may be legally permissible to elect a member of an ethnic-minority group.

Section 5. Succession and Vacancies.

Vacancies occurring by reason of death, resignation, incapacity, judgment of impeachment, or other disqualification shall be filled as follows:

a. A vacancy in the office of President shall be filled by the Vice President.

b. If, during the first or second year of a term a vacancy in either the office of Vice President or the office of Secretary-Treasurer occurs, such vacancy shall be filled by the Board of Directors, which shall elect a successor to serve until the next meeting of the Representative Assembly. The Representative Assembly shall then elect a successor for the remainder of the term. In the event a vacancy occurs during the third

year of a term, the Board of Directors shall elect a successor for the remainder of the term.

Section 6. Impeachment.

Executive officers of the Association may be impeached for violation of the *Code of Ethics of the Education Profession*, for misfeasance, for malfeasance, or for nonfeasance in office.

a. Impeachment proceedings against an executive officer shall be initiated by written petition submitted to the Review Board by at least fifteen (15) percent of the certified delegates to the Representative Assembly.

b. If, after a due process hearing, a two thirds ($\frac{2}{3}$) vote of the Review Board shall sustain the charge, the office shall become vacant.

c. The officer may appeal the decision to the Board of Directors.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of (a) at least one (1) director from each association affiliated with the Association as a state affiliate, (b) six (6) directors for the Retired members of the Association, and (c) three (3) directors for the Aspiring Educator members of the Association.

Except as otherwise provided below, each state unit shall be entitled to an additional director for each 20,000 Active members of the Association, provided that if the number of state directors reaches one hundred fifty (150), the number of directors to which the state units are entitled

shall be adjusted to prevent the total from exceeding one hundred fifty (150). The Board of Directors shall adopt rules for implementing this provision. The number of Active members of the Association that shall be required to entitle a state affiliate or a dual-national state affiliate to an additional director shall be proportionately adjusted to reflect the reduction in Association dues paid by such members pursuant to Bylaw 2-7.n, provided that this Article V, Section 1 shall not apply to Active members of a dual-national local affiliate (i) in a state that does not have a dual-national state affiliate, and (ii) that become affiliated with the Association as a dual-national local affiliate prior to September 1, 1999.

The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

a. At least one (1) director elected within each state shall be a nonsupervisor and, if a state is entitled to more than one (1) director, at least one (1) shall be a classroom teacher. The total number of additional directors representing the members in each state affiliate after the first shall be on the basis of proportional representation by educational position of NEA members.

b. In the event that the first three (3) directors from a state or the first three (3) retired directors do not include at least one (1) ethnic-minority person, the state affiliate or the retired delegates to the Representative Assembly, as the case may be, shall take all legally permissible steps to elect a fourth director who is from an ethnic-minority group.

c. Members from ethnic minorities shall comprise at least twenty (20) percent of the Board. The Representative Assembly shall elect additional directors as appropriate to assure such ethnic-minority representation. If, between meetings of the Representative Assembly, ethnic-minority representation on the Board falls below twenty (20) percent, the Board shall elect additional directors as appropriate to assure the necessary ethnic-minority representation, provided that such an election can be held at a Board meeting prior to the meeting that takes place in connection with the Annual Meeting. Candidates for these positions shall be nominated by members of the Board and ethnic-minority caucus chairpersons, and any ethnic-minority person who otherwise is eligible to serve on the Board may be a candidate. The person(s) elected shall serve until an election can be held by the next Representative Assembly in accordance with this section.

d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.

e. Classroom teachers in higher education shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of classroom teachers in higher education elected to the Board of Directors fails to

achieve such proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are classroom teachers in higher education.

f. Active members employed in education support professional positions shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of such members elected to the Board fails to achieve such proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are Active members employed in education support professional positions.

g. In elections for at-large positions on the Board of Directors at the Representative Assembly, if the number of candidates nominated equals the number of positions to be filled, the Chair shall declare such candidates elected.

h. Aspiring Educator and retired representation on the Board of Directors shall not be computed in determining the representation entitlements of administrators, classroom teachers in higher education, or Active members employed in education support professional positions.

Section 2. Terms of Office.

a. The terms of office of NEA state, at-large, and retired directors shall be three (3) years, except that a state director may

be elected for one year or two years to fill a vacancy or achieve a staggering of terms.

b. NEA state and at-large directors shall serve no more than two (2) terms. Prior service as an aspiring educator director shall not be counted toward the two (2) term limit for state and at-large directors.

c. Retired directors shall serve no more than two (2) terms. Prior service on the Board of Directors in a position other than a retired director position shall not be counted toward the two (2) term limit for a retired director.

d. All candidates for NEA state and at-large directors shall have been Active members of the Association for at least two (2) years immediately preceding the election. All state and at-large directors shall maintain throughout their terms of office Active membership in the Association.

e. Retired directors shall maintain Retired membership throughout their terms of office.

f. One (1) aspiring educator director shall serve a term of two (2) years and two (2) aspiring educator directors shall serve terms of one (1) year. No aspiring educator director may serve more than two (2) years. The directors shall be Aspiring Educator members of the Association.

Section 3. Functions.

Consistent with the goals and objectives and the existing policies of the Association, the Board of Directors shall act for the Association between meetings of the Representative Assembly and in addition shall have the sole responsibility for any matter expressly delegated to it by the Representative Assembly.

Article VI. Executive Committee

Section 1. Composition.

The Executive Committee shall consist of the three (3) executive officers and six (6) members who shall be officers of the Association.

a. The executive officers and the six (6) members of the Executive Committee shall be nominated and elected at large by the Representative Assembly by majority vote and by secret ballot for each individual office.

b. If the number of candidates for the Executive Committee equals the number of positions to be filled, the Chair shall declare such candidates elected.

c. Members from ethnic minorities shall comprise at least twenty (20) percent of the Executive Committee. The Representative Assembly shall elect additional Executive Committee members as appropriate to assure such ethnic-minority representation.

Section 2. Qualifications and Terms of Office.

a. Terms of the Executive Committee members shall be three (3) years beginning September 1 following the election. Such members of the Executive Committee shall not serve more than two (2) terms.

b. All candidates shall have been Active members of the Association for at least two (2) years immediately preceding the election. All Executive Committee members shall maintain throughout their terms of office Active membership in the Association.

Section 3. Functions.

Consistent with the goals and objectives and the existing policies of the Association, the Executive Committee shall act for the Association between meetings of the Board of Directors and in addition shall have the sole responsibility for any matter expressly delegated to it by the Representative Assembly and/or the Board of Directors.

Section 4. Impeachment.

Officers of the Association may be impeached for violation of the *Code of Ethics of the Education Profession*, for misfeasance, for malfeasance, or for nonfeasance in office.

a. Impeachment proceedings against an officer may be initiated by written petition submitted to the Review Board by at least fifteen (15) percent of the certified delegates to the Representative Assembly.

b. If, after a due process hearing, a two thirds ($\frac{2}{3}$) vote of the Review Board shall sustain the charge, the office shall become vacant.

c. The officer may appeal the decision to the Board of Directors.

a. The Review Board shall have original jurisdiction in the following cases:

1. Impeachment of an officer who is a member of the Executive Committee;

2. Alleged violations of the *Code of Ethics of the Education Profession*;

3. The censure, suspension, or expulsion of a member;

4. Review, upon request, of an action of the Executive Committee, Board of Directors, or Representative Assembly regarding consistent application of the Constitution or Bylaws of the Association.

b. The Review Board shall have the following powers subject to the conditions as herein outlined:

1. To impeach an officer. The officer shall have the right to appeal to the Board of Directors;

2. To censure, suspend, or expel a member for violation of the *Code of Ethics of the Education Profession* or other sufficient cause. The member shall have the right to appeal to the Executive Committee on procedural grounds only;

3. To vacate censure, lift suspension, or reinstate a member;

4. To review an action of the Executive Committee, Board of Directors, or Representative Assembly for consistency with the Constitution and Bylaws and to recommend to the appropriate governing body remedial action if necessary. Requests for review may be made only by the Executive Committee, Board of Directors, Representative Assembly, a local or state affiliate (by official action), or upon petition of ten (10) percent of the certified delegates of the Representative Assembly.

Article VII. Review Board

Section 1.

The judicial powers of the Association as described in this Article shall be vested in the Review Board.

Section 2. Powers.

The jurisdiction of the Review Board shall extend to cases as herein defined:

Section 3. Review Board Appointment.

The Review Board shall be appointed by the President with the advice and consent of the Board of Directors.

Section 4. Review Board Prerogatives.

The Review Board shall establish its rules of procedure with the approval of the Board of Directors. Due process must be guaranteed in all its proceedings.

Section 5. Impeachment.

a. Members of the Review Board may be impeached for violation of the *Code of Ethics of the Education Profession*, for misfeasance, for malfeasance, or for nonfeasance in office.

b. The process for impeachment of Review Board members shall be as follows:

1. Proceedings against a member of the Review Board shall be initiated by action of the Representative Assembly, or by official action of a local or state affiliate or upon petition of ten (10) percent of the certified delegates of the Representative Assembly under rules determined by the Board of Directors.

2. An affirmative vote of the Executive Committee shall be required to order an impeachment hearing on specified charges.

3. An affirmative vote of at least two thirds ($\frac{2}{3}$) of the members of the Executive Committee shall be required to sustain a charge following a due process hearing before the Committee and the position shall become vacant.

4. The member has the right to appeal the Executive Committee decision to the Board of Directors. No member of

the Executive Committee shall be a party to the appellate procedure.

Article VIII. Affiliates and Special Interest Groups

Section 1. Affiliation.

Affiliation shall mean a relationship based on a reciprocal contractual agreement between the Association and an organization involved with or interested in education and shall continue until the affiliate withdraws or becomes disaffiliated.

Section 2. Ethnic-Minority Representation.

Affiliates of the Association shall take all reasonable and legally permissible steps to achieve on their elective and appointive bodies ethnic-minority representation that is at least proportionate to the ethnic-minority membership of the affiliate.

Section 3. Classes.

The classes of affiliates shall be governance, nongovernance, and such other affiliates as may be provided in the Bylaws.

a. The governance class shall comprise local and state affiliates exclusively.

b. The nongovernance class shall comprise all other affiliated professional and nonprofessional organizations.

Section 4. Rights of Active Members in Governance Affiliates.

Each governance affiliate shall guarantee its active members an open nomination procedure and a secret ballot except as otherwise provided in this Constitution or in the Bylaws. No governance affiliate shall discriminate against its active members in

their right to vote, seek office, or otherwise participate in the affairs of the affiliate, of other governance affiliates, or of the Association.

Section 5. Standards and Procedures for Affiliation.

Affiliates which fail to comply with standards and procedures set forth in the Bylaws shall be subject to censure, suspension, or disaffiliation as prescribed in this Constitution.

Section 6. Special Interest Groups.

Any organized group of Association members having a common interest or purpose may be recognized as a Special Interest Group, provided such group is not eligible for any class of affiliation.

Article IX. Amendment of Constitution and Bylaws

Section 1. Proposal of Amendments.

Amendments to the Constitution or the Bylaws may be proposed to the Representative Assembly by one or more of the following methods:

a. By petition signed by at least one hundred (100) Active members from two (2) or more states and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly;

b. By petition signed by at least fifty (50) certified delegates and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly;

c. By at least two (2) state delegations in the Representative Assembly whose concurrence in the proposed amendment is evidenced either by a majority vote of those delegates present and voting in each delegation at a regularly called meeting of the delegation held in connection with the Annual Meeting or by petition signed by a majority of the members of each delegation. Proposals shall then be submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly.

d. By majority vote of the NEA Board of Directors and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly; or

e. By a majority vote of the Committee on Constitution, Bylaws, and Rules.

Section 2. Amendment of the Constitution.

a. A proposed amendment to the Constitution shall be presented in writing to the Committee on Constitution, Bylaws, and Rules postmarked no later than seventy (70) days following the close of the prior year's Representative Assembly. Documentation of timely submission of an amendment shall be the responsibility of the contact person for the amendment, provided that the time of submission of an amendment that is proposed by a majority vote of the NEA Board of Directors shall be when the language of the amendment is approved by the Board of Directors.

b. The text of the proposed amendment shall be provided to all members at least sixty (60) days prior to its

consideration through NEA printed or electronic media.

c. This Constitution may then be amended at the Annual Meeting by a two-thirds ($\frac{2}{3}$) vote of delegates present and voting.

Section 3. Amendment of the Bylaws.

a. A proposed amendment to the Bylaws shall be presented in writing to the Committee on Constitution, Bylaws, and Rules, postmarked no later than one hundred twenty (120) days preceding the Annual Meeting. Documentation of timely submission of an amendment shall be the responsibility of the contact person for the amendment, provided that the time of submission of an amendment that is proposed by a majority vote of the NEA Board of Directors shall be when the language of the amendment is approved by the Board of Directors.

b. The text of the proposed amendment shall be provided to all members at least sixty (60) days prior to its consideration through NEA printed or electronic media.

c. The Bylaws may then be amended at the Annual Meeting by a majority vote of the delegates present and voting.

Section 4. Voting on Amendments.

a. Voting on proposed amendments to this Constitution or to the Bylaws shall be by secret ballot.

b. Unless otherwise provided, all amendments shall take effect at the beginning of the fiscal year following their adoption.

Section 5. Withdrawal of Proposed Amendments.

Requests for withdrawal of proposed amendments shall be submitted in writing to the Committee on Constitution, Bylaws, and Rules. Such withdrawal shall be effective when approved by the Representative Assembly. Requests for withdrawal of proposed amendments to this Constitution or to the Bylaws may be granted by action of the Representative Assembly based on requests made in the following manner:

a. If originally proposed by petition of one hundred (100) or more members from two (2) states or fifty (50) or more delegates, the request shall be signed by at least two-thirds ($\frac{2}{3}$) of such members or delegates;

b. If originally proposed by two (2) state delegations, the request shall be signed by at least two-thirds ($\frac{2}{3}$) of the delegates from each state;

c. If originally proposed by the NEA Board of Directors, the request shall be made by a majority of the Board;

d. If originally proposed by the Committee on Constitution, Bylaws, and Rules, the request shall be made by a majority of the committee.

Bylaws of the National Education Association of the United States

1. Objectives

1-1. Specific Objectives.

The specific objectives directed toward the achievement of the stated goals of the Association shall be:

a. To improve the structure of the Association to ensure the full and effective participation of all members, thereby establishing and maintaining an independent, self-governing organization;

b. To promote continuous improvement of instruction and of curriculum;

c. To promote and to protect the rights and welfare of its members;

d. To advance professional rights and to enhance professional responsibilities to further the consistent development and improvement of the profession and its practitioners;

e. To work among the American people for broad support of education and for improved attitudes toward the profession;

f. To secure adequate financial support for public education;

g. To promote the rights and welfare of all students;

h. To assist students in realizing their maximum potential;

i. To develop and provide leadership in solving social problems; and

j. To protect and support its members as employees in disputes with employers or with those acting on behalf of employers.

2. Membership

2-1. Categories.

a. There shall be seven (7) categories of membership in the Association: Active, Aspiring Educator, Retired, Substitute, Reserve, Community Ally, and Staff.

b. Active membership shall be open to any person (i) who is employed by or in a public school district, public or private pre-school program, public or private college or university, or other public institution devoted primarily to education, regardless of the specific nature of the functions that the person performs at the work site and regardless of who actually employs the person; (ii) who is employed by a public sector employer other than a school district, college or university, or other institution devoted primarily to education but who is employed primarily to perform educational functions; (iii) who is on limited leave of absence from the employment described in items (i) and (ii) above; (iv) who is a member of a state affiliate in the state affiliate's Active (or equivalently designated) membership category; (v) who is serving as an executive officer of the Association or of a state or local affiliate; or (vi) who is elected to serve as an Executive Committee member and whose employment as described in (i) or (ii) above is subsequently involuntarily terminated before the end of their current term. The Association shall continue

to allow Active membership to those Active members (i) who have been laid off due to a reduction in force for as long as such persons are eligible to be recalled, or for three (3) years, whichever is longer; or (ii) who have been discharged for as long as a legal challenge to such discharge is pending.

Notwithstanding any other provision in these Bylaws, a person who is an Active member of the Association pursuant to Bylaw 2-1.b(iv) may continue such membership only while remaining a member of the state affiliate in the Active (or equivalently designated) membership category.

An Active member who is engaged in or on a limited leave of absence from professional educational employment shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificate required by the member's employment or shall be an exchange teacher who is regularly employed as a teacher in another country.

Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible. The Association shall not accept as Active members persons who are not eligible for Active membership (or the equivalently designated membership category) in the state affiliate, unless the state affiliate (i) by action of its board of directors (or equivalent governing body) approves such acceptance and (ii) enters into an agreement with the Association pursuant to which the state affiliate agrees to function as the Association's agent for the delivery

of Association services and programs to the members in question. Approval by and a service agreement with the state affiliate shall not be prerequisites to the Association's acceptance into Active membership of persons who are not eligible for active membership (or the equivalently designated membership category) in the state affiliate if said persons are members of a local affiliate that (i) is comprised predominantly of persons who are not eligible for active membership in the state affiliate and (ii) was a local affiliate of the Association as of the effective date of this amendment.

a. Aspiring Educator membership shall be open to any aspiring educator (i) who is enrolled in a postsecondary program that is preparatory for employment in a position that would make the aspiring educator eligible for Active membership or (ii) who is serving as chairperson of the NEA Advisory Committee of Aspiring Educators. An aspiring educator who is eligible for Association membership in both the Aspiring Educator and Active membership categories may, with the approval of the Executive Committee, join the Association as an Aspiring Educator member. Aspiring Educator members shall be eligible to be voting delegates at the Representative Assembly. Aspiring Educator members shall maintain membership in the state affiliate provided the affiliate has a membership category for Aspiring Educator members.

b. Retired membership shall be open to any person who is at least forty-five (45) years of age or who is eligible to receive a pension from an educational employment retirement system (including Social Security), and who was employed for at least

five (5) years in a position that qualified the member for Active membership but who is no longer so employed or who retires and returns to either day-to-day or regular full- or part-time educational employment as part of an early retirement agreement with the local school district. Retired membership is limited to persons who support the purposes and programs of the Association. Retired members shall maintain membership in the state affiliate provided the affiliate has a membership category for retired members and provided the affiliate grants such members at least the right to serve as delegates to its delegate assembly or equivalent body and to be counted toward the representation entitlement for such body.

Retired members shall have the right to vote, to hold elective or appointive positions in the Association, and to be counted toward the representation entitlement for the Board of Directors and the Representative Assembly as provided in the Constitution and Bylaws.

Retired members shall be eligible to receive Educators Employment Liability Coverage and other benefits and services of the Association authorized by the Board of Directors.

Unless these Bylaws provide otherwise, a person who is eligible for Association membership in both the Retired and Active membership categories shall have the option to join the Association as a Retired or as an Active member.

An Active Life member who is eligible for Retired membership may join the Association as a Retired member while retaining Active Life membership, provided that during the period of such membership,

the member shall be counted for the allocation of delegate credentials, be eligible to participate in Association governance, be eligible to receive Association benefits and services, and be treated for all other Association purposes only as a Retired member.

a. Unless otherwise provided herein, an educational employee employed on a day- to-day basis who is eligible for membership in the Active category shall have the option of joining the Association as a Substitute member, unless said employee is eligible for NEA-Retired membership. The option to join the Association as a Substitute member shall be available only to an educational employee who is employed in a state in which the state affiliate has a substitute membership category and who maintains membership in the state affiliate's substitute membership category. Substitute members shall receive Educators Employment Liability coverage and other benefits and services authorized by the Board of Directors. Educational employees employed on a day-to-day basis who are included in a bargaining unit with full-time educational employees shall be eligible only for Active membership.

b. Reserve membership shall be open to any person (i) who is on a leave of absence of at least six (6) months from the employment that qualifies the member for Active membership or (ii) who has held Active or Education Support membership in the Association but whose employment status no longer qualifies that individual for such membership.

c. Community Ally membership shall be open to any person interested in advancing the cause of public education,

who supports the mission, vision, and core values of the Association, and who is not eligible for any other NEA membership category. The NEA Board of Directors shall adopt rules to implement this membership category. Community Ally members shall not have the right to nominate or vote for candidates for elected office, nominate or vote for delegates to the Representative Assembly, or hold any elected office or appointed committee position in the Association.

d. Staff membership shall be open to any person employed by the Association or any of its affiliates in a staff position.

e. Unless these Bylaws provide otherwise, a person who is eligible for more than one (1) membership category shall join the Association in the membership category that provides the greatest degree of participation in Association governance.

f. A member may appeal the assigned category of membership to the Executive Committee, which shall have authority to make the final determination in this regard.

2-3. Rights and Limitations.

a. Membership in the Association shall be determined by the local or state affiliate. Where Association membership is denied on the local level by virtue of educational position, the state may provide for such membership by vote of the state delegate assembly. Educational positions eligible for membership shall be determined through secret ballot in all local or state affiliates. Those local associations limited in membership to classroom teachers may be exempt from such determination.

b. The right to vote and to hold elective or appointive position shall be limited to Active members except as otherwise provided.

c. All members shall be eligible to receive special services, assistance in the protection of professional and civil rights, and reports and publications of the Association in accordance with the policies and procedures of the Association.

d. An individual who is a member of a negotiating team representing a school board or representing a board of trustees of a higher education institution shall be denied membership if such denial is requested by a governing body of an Association affiliate in the school district or higher education institution in question. The Executive Committee shall adopt rules for implementing this Bylaw.

e. An individual who is expelled or suspended by a local or state affiliate for violation of the affiliate's code of ethics or other sufficient cause shall be expelled or suspended, as may be appropriate, by the Association, unless the individual was expelled or suspended by the affiliate without being accorded due process or for conduct in support of a goal, objective, or written policy of the Association.

f. Active Life members at the time of adoption of this document by the Representative Assembly shall continue to hold Active membership for life; Associate Life members shall continue to hold Associate membership for life. A past president of the Association shall hold Active membership for life. If the employment status of a past president does not meet the requirements

of Bylaw 2-1.b, the education position of said individual shall be category 2.

g. Any member, other than a Life member, whose profession or occupational position changes shall be transferred to the class of membership applicable to the new position; the member shall not remain in a class of membership for which the member is no longer eligible.

h. Membership shall be continuous unless terminated for sufficient cause, including but not limited to the unjust use of administrative authority to break a strike, to lock out, to reduce in force, to fire, or to harass an NEA member. Sufficient cause, including “unjust use,” shall be decided by the Review Board on a case-by-case basis.

i. Members who fail to adhere to any of the conditions of membership as stated in Article II of the Constitution shall be subject to censure, suspension, or expulsion.

2-5. Membership Year.

a. The membership year shall be from September 1 through August 31. A person who is not a continuing member of the Association who joins the Association for a particular membership year shall become a member of the Association as of September 1 of that membership year, or the date on which the member joined the Association, whichever is later.

b. If a person who is not a continuing member of the Association joins the Association for a particular membership year prior to September 1 of that membership year, and the school year that corresponds to the Association membership year begins for that person prior to September 1,

the member shall be eligible to receive the benefits and services of the Association authorized by the Board of Directors during the portion of the school year between the date that the member joined the Association and September 1.

2-7. Membership Dues.

a. Dues of Active members engaged in or on limited leave of absence from professional educational employment shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research.

The dues of an Active member who has left professional educational employment to serve as an executive officer of the Association or of a state or local affiliate shall be equal in amount to the dues of an Active member engaged in or on a limited leave of absence from professional educational employment.

Dues of Active members who are employed in or on limited leave of absence from education support professional positions shall be determined in the same manner as the dues of Active members engaged in professional educational employment except that the national average annual salary of school employees in education support positions shall be used in

the formula and the dues shall in no event be less than one-half ($1/2$) the dues of Active members engaged in professional educational employment. The portion of said dues allocated to UniServ grants shall be equal in amount to that allocated on behalf of Active members engaged in professional educational employment.

The dues of an Active member who has left an education support professional position to serve as an executive officer of the Association or of a state or local affiliate shall be equal in amount to the dues of an Active member employed in or on a limited leave of absence from an education support professional position.

The dues of persons who are Active members of the Association pursuant to Bylaw 2-1.b (iv) shall be equal in amount to the dues of similarly situated Active members who are either (i) engaged in or on limited leave of absence from professional educational employment, or (ii) employed in or on limited leave of absence from educational support positions, based on the categorization used by the state affiliate to determine the state affiliate's dues for such persons.

Any person (i) who joins as an Active member after the commencement of the membership year, (ii) who becomes eligible for Active membership after the commencement of the membership year, or (iii) who returns to professional educational employment or to an education support professional position from a limited leave of absence after the commencement of the membership year shall be enrolled in full standing for the remainder of the membership year by paying the amount of

annual dues which is commensurate with the remaining portion of the membership year.

b. The dues of an Active member who is an exchange teacher from another country shall be waived, provided that the exchange teacher continues to hold membership in a national teacher organization in the country of residence, the national teacher organization grants full membership rights and a dues waiver to any NEA member who is an exchange teacher in that country, and the relevant state and local affiliates grant full membership rights and a dues waiver to the exchange teacher.

c. The Association shall allow credit to first-year Active members who join the Association during their first year of membership eligibility, the reduction of their dues being twenty dollars (\$20) per year for each year of their membership in Aspiring Educator NEA and/or for each year of their NEA Aspiring Educator membership up to four (4) years. The first-year Active member shall provide proof of membership in Aspiring Educator NEA to be eligible for credit, and the Association shall verify NEA Aspiring Educator membership.

d. The membership fee for persons eligible for Active membership who are regularly employed for fifty (50) percent or less, but greater than twenty-five (25) percent, of the normal schedule for a fulltime employee, who are not employed as substitutes, and who are not eligible for membership as a full-time employee through another local association (as verified by the local association) shall be one half ($1/2$) of the Active dues, as appropriate. The membership fee for persons eligible for Active

membership who are regularly employed for twenty-five (25) percent or less of the normal schedule for a full-time employee, who are not employed as substitutes and who are not eligible for membership as a full-time or part-time employee through another local association (as verified by the local association) shall be one-quarter ($1/4$) of the Active dues, as appropriate.

e. The membership fee for Active members who are employed as substitutes shall be one-fourth ($1/4$) of the Active dues, as appropriate.

f. The Association shall continue to allow Active membership to those education association members laid off due to a reduction in force with reduction in dues of fifty (50) percent. Such eligibility for Active membership shall continue as long as such persons are eligible to be recalled or for three (3) years, whichever is longer.

g. Annual dues of Aspiring Educator members shall be established by the Representative Assembly in the program budget.

h. Dues of Retired members shall be established by the Board of Directors and shall be payable (i) by a retired individual who joins the Association on an annual basis or (ii) through a Retired membership-for-life program as established by the Board of Directors. The annual and membership-for-life dues of any Retired member who joins after the 2020–2021 membership year and who was an Active ESP member at the time of retirement shall be sixty percent (60%) of the dues of Retired members as established by the Board of Directors.

i. Dues for Substitute members shall be established by the Board of Directors.

j. Dues of Reserve members shall be one-half ($1/2$) the dues of Active members, as appropriate.

k. Dues of Staff members shall be one half ($1/2$) the dues of Active members engaged in professional educational employment.

l. Dues of Community Ally members shall be established by the Representative Assembly in the program budget.

m. The Executive Committee may establish reduced membership dues for persons eligible for Active membership who are included in a group of employees (i) that is attempting to become an affiliate of the Association; (ii) for which an affiliate of the Association is attempting to become the recognized organization; (iii) for which an affiliate of the Association is the recognized organization, but has not yet negotiated an initial collective bargaining agreement; (iv) in which a competing organization is attempting to solicit members by charging a lesser amount of dues; or (v) who are not eligible for membership in a state or local affiliate of the Association. The amount of the dues charged to such persons, and the Association services and benefits for which they are eligible, shall be determined by the Executive Committee on a case-by-case basis. The Executive Committee shall adopt rules for implementing this Bylaw.

n. (1) Except as otherwise provided in Bylaw 2-7.n (2) with regard to members of certain dual-national local affiliates, or in Bylaw 8-11.c with regard to persons eligible for Active membership in the

Association pursuant to Bylaw 2-1.b (iv), members of a dual-national state affiliate shall maintain membership in the Association and the American Federation of Teachers where eligible, and the total combined national dues that such members pay shall be not less than the Association dues for members in the relevant membership category. If a member of a dual-national state affiliate is a member of the Association and the American Federation of Teachers, said member's total combined national dues shall be allocated between the two organizations in a manner that reflects the comparative number of members in the relevant membership category who were eligible for Association membership in the respective Association and American Federation of Teachers state affiliates during the membership year immediately preceding the date on which the dual-national state affiliate came into existence as a legal entity (hereinafter "allocation percentage"), provided (a) if, during any of the first five (5) membership years following the affiliation of a dual-national state affiliate, the number of such members exceeds by more than three percent (3%) the number of such members during the immediately preceding membership year, each organization shall receive fifty percent (50%) of the total combined national dues of such excess members; (b) beginning with the sixth membership year following the affiliation of a dual-national state affiliate, if the number of such members during any membership year exceeds the number of such members during the immediately preceding membership year, each organization shall receive fifty percent (50%) of

the total combined national dues of such excess members; and (c) the Association shall not receive pursuant to Section 2-7.n (1) (a) or 2-7.n (1) (b) above, more from any such member than the allocation percentage, or fifty percent (50%), whichever is appropriate as applied to Association dues for the relevant membership category. If the member is a member of the Association but is not eligible for membership in the American Federation of Teachers, the Association shall receive the full amount of said member's total combined national dues.

(2) If a member of a dual-national local affiliate (a) that is in a state that does not have a dual-national state affiliate, or (b) that is in a state that has a dual-national state affiliate but is newly created and did not result from the merger of an Association local affiliate and an American Federation of Teachers local affiliate, is a member of the Association and the American Federation of Teachers, each organization shall receive fifty percent (50%) of said member's total combined national dues, provided that the Association shall not receive more than fifty percent (50%) of the Association dues for the relevant membership category. If the member is a member of the Association but is not eligible for membership in the American Federation of Teachers, the Association shall receive the full amount of said member's total combined national dues.

The national dues of members in any merged local affiliate with 20,000 members or more in the membership year prior to the merger shall be determined in

accordance with Bylaw 2-7.n(1), not Bylaw 2-7.n(2).

(2) The provisions of Bylaw 2-7.n shall take precedence over anything to the contrary in Bylaw 2-7.a through m.

o. Beginning with the 2007–08 membership year, the annual membership dues of Active members of the Association, as computed pursuant to Bylaw 2-7.a, shall be increased by ten dollars (\$10.00), with an additional increase of ten dollars (\$10.00) beginning in the 2011–2012 membership year. This dues increase shall be allocated to the Ballot Measure/Legislative Crises and Media Campaign Fund. The annual membership dues of Aspiring Educator members of the Association, as established pursuant to Bylaw 2-7.g, shall include one dollar (\$1.00) to be allocated to the Ballot Measure/Legislative Crises and Media Campaign Fund.

Sixty percent (60%) of the money allocated to the Ballot Measure/Legislative Crises and Media Campaign Fund during each membership year shall be available to assist state affiliates in dealing with ballot measures and legislative crises, and forty percent (40%) shall be available for national and state media campaigns to advance the cause of public education and publicize the role of the Association and its affiliates in improving the quality of public education.

Where necessary to avoid legal problems under state law, the Association and a state affiliate may, at the request of the state affiliate, enter into a written agreement providing that the money collected from members of that state affiliate shall not be used to deal with ballot measures,

but shall be used only to deal with legislative crises and/or to fund national and state media campaigns. The Executive Committee shall develop guidelines to implement this Bylaw. These guidelines shall be submitted to the Board of Directors, and shall become effective when approved by the Board of Directors.

The NEA president shall make a report regarding the operation of the Ballot Measure/Legislative Crises and Media Campaign Fund, which shall include a financial statement, to each Representative Assembly.

p. Beginning with the 2002–2003 membership year: (1) Active members engaged in or on limited leave of absence from professional educational employment who pay annual dues as calculated pursuant to Bylaw 2-7.a (hereinafter “base annual dues”) shall pay an additional one dollar (\$1) in annual dues; and (2) Active members who pay less than base annual dues, Reserve members, and Staff members shall pay an additional fifty cents (\$.50). These additional dues shall be allocated to the NEA Foundation for the Improvement of Education.

q. Beginning with the 2013–2014 membership year, the annual membership dues of Active members of the Association, as computed pursuant to Bylaw 2-7.a, shall be increased by three dollars (\$3.00). These dues increases shall be allocated to a Special Fund to help NEA affiliates advance the goal of great public schools for all students.

The Executive Committee shall develop guidelines to implement this Bylaw. These guidelines shall be submitted to the Board

of Directors, and shall become effective when approved by the Board of Directors

The NEA president shall make a report regarding the operation of the Special Fund, which shall include a financial statement, to each Representative Assembly.

2-9. Dues Transmittal and Enforcement Procedures.

a. The Association shall enter into contracts with state affiliates governing the transmittal of Association dues. State affiliates shall have the full responsibility for transmitting Association dues from local affiliates on a contractual basis. Local affiliates shall have the full responsibility for transmitting state and Association dues to state affiliates on a contractual basis. Standards and contracts for transmitting dues shall be developed between the state affiliate and each local affiliate.

b. A local shall transmit to a state affiliate and a state affiliate shall transmit to the Association at least forty (40) percent of the Association dues receivable for the year by March 15 and at least seventy (70) percent of the Association dues receivable for the year by June 1; the percentage shall be based upon the last membership count prior to January 15, and upon a membership year beginning September 1, unless the contracted transmittal schedule stipulates otherwise.

(2) A local or state affiliate which becomes delinquent in its contracted transmittal schedule by more than thirty (30) days shall be assessed a penalty of two (2) percent per month on the overdue balance.

(2) Except as otherwise provided in 2-9.b (3) or (4), the delegates representing

a state affiliate that has not transmitted at least forty (40) percent of the dues receivable for the year by March 15 and seventy (70) percent of the dues receivable for the year by June 1 shall have no right to participate in the NEA Representative Assembly at the Annual Meeting other than to (i) participate in elections for Association officers and (ii) vote on increases in Association membership dues.

(2) Except as otherwise provided in 2-9.b (4), if a state affiliate informs the NEA in writing that a local affiliate has failed to transmit the Association dues in accordance with the dates set forth in 2-9.b and such information is verified by the executive director, the delegates of that local shall have no right to participate in the NEA Representative Assembly at the Annual Meeting other than to (i) participate in elections for Association officers and (ii) vote on increases in Association membership dues. In this event, the delegates of the state affiliate shall have full right to participate in the NEA Representative Assembly at the Annual Meeting.

(2) The denial of participatory rights called for in 2-9.b (2) or (3) may be waived by the NEA Executive Committee if the state or local affiliate in question enters into a written contract with the NEA Executive Committee in which it agrees to transmit the delinquent dues on terms that are acceptable to the NEA Executive Committee, provided that the NEA Executive Committee shall not enter into such a contract with a local affiliate until after it has consulted with the relevant state affiliate. The NEA Executive Committee may terminate any waiver granted pursuant to

this section if the affiliate fails to comply with the aforesaid contract.

3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position.

Representation from state and local affiliates which include in their membership more than one (1) of the three (3) job categories eligible for Association Active membership (i.e., nonsupervisory Active members in prekindergarten through secondary instructional positions, education support positions, or higher education faculty positions) may, at the option of the state and local affiliates, be on the basis of proportional representation by job category. A delegate elected to represent an affiliate shall be a member of that affiliate, provided that if additional delegate positions are allocated to a state affiliate on the basis of Active members of the Association within a state who are not also members of the state affiliate, only the latter members of the Association may be elected to such additional delegate positions.

b. Article III of the Constitution shall provide for the allocation of delegate credentials to local affiliates.

c. Article III of the Constitution shall provide for the allocation of delegate credentials to state affiliates.

d. Except as otherwise provided in Bylaw 3-1.k, each state affiliate shall be allocated one (1) delegate credential for the first fifty (50) Aspiring Educator members of the Association. The state affiliate shall receive a second credential when Aspiring Educator membership in the state reaches seven hundred fifty (750) and an additional credential for each five hundred (500) Aspiring Educator members thereafter. The allocation shall be on the basis of Aspiring Educator membership in the Association as of March 15 of the calendar year in which the Representative Assembly convenes.

e. Except as otherwise provided in Bylaw 3-1.k, allocation of delegate credentials for Retired members of the Association within each state shall be made to state affiliates based on the ratio of 1:50 for the first 50 Retired members and an additional delegate for each 1,000 Retired members thereafter.

f. Except as otherwise provided in Bylaw 3-1.k, allocation of delegates to school nurse members denied active membership in local affiliates shall be based on the ratio of 1:150 school nurse members so denied.

g. It is the policy of the Association to achieve ethnic-minority delegate representation at least equal to the proportion of identified ethnic-minority populations within the state. Prior to December 1 of each fiscal year, each state affiliate shall submit to the NEA Executive Committee for its approval a legally permissible plan which is designed to achieve a total state

and local delegation to the Representative Assembly held that fiscal year which reflects these ethnic-minority proportions. If a state affiliate fails to submit such a plan, the NEA Executive Committee fails to approve a plan which is submitted, or a state affiliate fails to comply with an approved plan, the Representative Assembly may deny to the delegates from the state affiliate any right to participate in the NEA Representative Assembly at the Annual Meeting other than to (i) participate in elections for Association officers and (ii) vote on increases in Association membership dues. Local affiliates shall comply with the approved plan of the state affiliate, and if a local affiliate fails to do so, the right of its delegates to participate in the NEA Representative Assembly at the Annual Meeting may be limited as indicated above. The failure of a state or local affiliate to comply with the provisions of this Bylaw shall in addition be grounds for censure, suspension, or expulsion pursuant to Bylaw 6-5.

h. Except as otherwise provided in Bylaw 3-1.k, allocation of delegates to higher education members denied active membership in local affiliates shall be based on the ratio of 1:150 higher education members so denied. The state affiliate shall determine the most appropriate unit for this purpose.

i. Except as otherwise provided in Bylaw 3-1.k, allocation of delegates to Active members employed in education support professional positions who are denied active membership in local affiliates shall be based on the ratio of 1:150 such members so denied.

j. Except as otherwise provided in Bylaw 3-1.k, allocation for category 2 delegates in local units which have all inclusive membership shall allow for clustering with category 2 members from other local units. In such local units, category 2 members shall not be counted in the allocation for category 1 delegates. Delegates for clustered category 2 members shall be based on the ratio of 1:150. This section shall apply only in those states where the state affiliate has determined that it shall be applicable.

k. The ratios to be used for the allocation of delegate credentials pursuant to Bylaw 3-1.d, e, f, h, i, and j for members of a dual-national state affiliate or a dual national local affiliate shall be proportionately adjusted to reflect the reduction in Association dues paid by such members pursuant to Bylaw 2-7.n, provided that this Bylaw 3-1.k shall not apply to members of a dual-national local affiliate (i) in a state that does not have a dual-national state affiliate, and (ii) that became affiliated with the Association as a dual-national local affiliate prior to September 1, 1999.

3-3. Term.

Delegates shall be elected for a term not to exceed three (3) years. An individual elected to a multiyear term shall serve if the individual and the affiliate continue to qualify for the delegate position.

3-5. Meetings: Location.

No meeting shall be held in any location where any delegates are likely to experience discriminatory treatment.

3-9. Standing Committees: Establishment and Accountability.

Standing committees may be established and discontinued by the Representative Assembly. When that body is not in session, standing committees shall be accountable to the president, the Board of Directors, and the Executive Committee. Each committee chairperson shall submit periodic reports to the president and to the Board.

3-11. Special Committees: Establishment and Functions.

Special committees may be established by the Representative Assembly or by the Board of Directors or by the Executive Committee for the purpose of accomplishing a specific task within a limited period of time.

3-13. Committee Appointment, Qualifications, and Vacancies.

a. Appointments shall be made on the basis of individual expertise and ability to make substantial contribution in the specific areas of concern. Candidates for committees shall be recommended by state and local affiliates and by ethnic-minority special interest groups. The chairperson of the NEA Advisory Committee of Aspiring Educator Members shall recommend aspiring educator candidates for committees. Appointments to all committees shall be as provided by these Bylaws.

b. Absence of a member from two (2) consecutive meetings shall constitute resignation. Each vacancy on a standing committee shall be filled for the remainder of the term.

3-15. Voting.

No signing of new business items can be conducted in the polling area and voting lines during voting.

3-16. Virtual Meetings

In any year, the NEA Board may determine that the Annual Meeting may be conducted in person, virtually, or a combination of both.

All secret ballot elections in which delegates vote may be conducted in person, on a voting machine, or on a secure electronic system that protects the secrecy of an individual's vote from any NEA or affiliate officer, delegate or staff member.

4. Executive Officers

4-1. Powers and Duties of the President.

The president shall be the chief executive officer of the Association and its policy leader. The president shall:

a. Represent the Association as spokesperson on matters of policy or assign, at the president's discretion, responsibility for such representation;

b. Prepare the agenda for the governing bodies of the Association and the program for the Annual Meetings;

c. Appoint, except as provided in these Bylaws, all chairpersons and members of committees, with the advice and consent of the Board of Directors; such chairpersons and members to serve at the pleasure of the president, except where a term is fixed by these Bylaws;

d. Serve as member ex officio without vote on all committees authorized by the governing bodies;

e. Prepare, with the secretary-treasurer, the executive director, and the Committee on Program and Budget, a budget for submission to the appropriate policy-making bodies;

f. Review Association policies and recommend priorities to be considered by the Board of Directors;

g. Administer, through the executive director, the budget of the president's office and of the governing bodies;

h. Recommend an independent auditing agency to conduct an annual audit of all Association funds;

i. Meet regularly with the other officers of the Association and with the executive director;

j. Delegate duties to the officers and through the executive director to the staff of the Association; and

k. Perform the duties as stipulated in the Charter, in the Constitution, and in these Bylaws and such other duties as are customarily assumed by the chief executive officer of an association.

4-3. Powers and Duties of the Vice-President.

The vice-president shall:

a. Act for the president when the president is unable to perform the duties of the office;

b. Advise and assist the president and the Committee on Program and Budget in preparing the budget;

c. Serve on the Committee on Program and Budget; and

d. Perform such other duties as are stipulated by the Constitution, by these Bylaws, and by the president.

4-5. Powers and Duties of the Secretary-Treasurer.

The secretary-treasurer shall:

a. Receive all funds and be responsible for their safekeeping and accounting;

b. Serve as chairperson of the Committee on Program and Budget;

c. Keep the official seal of the Association;

d. Be responsible for preparing records of all official meetings and for distributing the minutes of all such meetings;

e. Make annual financial reports as required by the Board of Directors; and

f. Perform such other duties as are stipulated by the Constitution, by these Bylaws, and by the president.

5. Board of Directors

5-1. Election.

a. A majority vote of those voting shall be necessary to elect an NEA director. Except as otherwise provided in Article V of the Constitution, members of the Board of Directors shall be elected by secret ballot for each individual office (i) by the Active NEA members within each state or (ii) by the NEA members elected to serve as delegates to the state representative body, but only if all Active NEA members in the state who meet all other relevant requirements are eligible to vote for and serve as delegates to the state representative body. Retired directors shall be elected

by secret ballot for each individual office by the duly elected retired delegates to the NEA Representative Assembly. Aspiring Educator directors shall be elected by duly elected aspiring educator delegates to the NEA Representative Assembly. In an election for NEA director, if there is only one (1) candidate for the position, the election may be waived, and the candidate declared elected.

b. Nominations of directors shall be open, except where limitations are required to comply with the provisions of Article V.

c. The Board of Directors shall adopt procedures for challenging the election of a director.

d. Terms of the directors shall be staggered except for aspiring educator directors.

e. If on May 31 of two (2) consecutive years the Active Association membership within a state unit is less than that required to establish and maintain the positions of its directors, the number of its additional directors shall be reduced according to the membership on the second of such two (2) consecutive years.

5-3. Vacancies.

Vacancies arising in the office of state directors held by persons elected within the state or as the result of a state's entitlement to an additional director pursuant to Article V, Section 1, of the Constitution, shall be filled upon recommendation of the state association by the Board of Directors when in session, or when not in session, by the Executive Committee. Vacancies arising in the office of directors held by persons elected by the Representative

Assembly shall be filled by the Board of Directors when in session, or when not in session, by the Executive Committee, upon recommendation of the president. Persons filling vacancies, other than vacancies arising as the result of a state's entitlement to an additional director pursuant to Article V, Section 1, of the Constitution, shall be from the same education positions as the members being replaced. All persons filling vacancies shall serve until the first opportunity that a successor or additional director may be elected in accordance with the regular election procedure.

Recommendations to fill vacancies in the office of retired or aspiring educator director shall be made by the NEA-Retired Executive Council or the Advisory Committee of Aspiring Educator Members respectively. Vacancies shall be filled by the Board of Directors when in session, or when not in session, by the Executive Committee. The individual(s) appointed shall serve until the first opportunity that a successor director may be elected in accordance with the regular election procedure.

5-5. Membership Restriction.

A director shall immediately relinquish the position held on the Board when such director ceases to be employed in the category represented.

5-6. Alternate Directors.

a. (i) A state or the retired or aspiring educator delegates to the NEA Representative Assembly may elect an alternate director to serve in the place of a state or retired or aspiring educator director, as the case may be, who is unable to attend

a meeting of the Board of Directors. The number of alternate directors need not equal the number of directors in a state or representing NEA-Retired or the number of aspiring educator directors, but in no event shall any alternate director be designated to substitute for more than one (1) director at a meeting. An alternate director must be elected in accordance with the requirements set for the election of NEA directors.

(ii) If, pursuant to Article V, Section 1 of the Constitution, the Representative Assembly elects one or more at-large ethnic minority, administrator, classroom teacher in higher education, or education support professional directors, the Representative Assembly shall also elect one at-large alternate in a particular category to serve in an at-large director's place if the director is unable to attend a meeting of the Board of Directors.

e. An alternate director shall be from the same educational position, or at-large category, as the case may be, as the director who is replaced.

f. Alternate directors shall be certified to the NEA president in the same manner and at the same time as directors.

g. Prior to the opening of a Board meeting, the president of the state affiliate or the president of NEA-Retired or the chairperson of the NEA Advisory Committee of Aspiring Educator Members, or the president of NEA in the case of an at-large alternate director, may request that the alternate director be seated by the Board of Directors if the director is to be absent from that meeting. Alternate directors shall have the right to vote and

otherwise participate and shall assume all rights and privileges of the director replaced until the meeting is adjourned, except that they may not be elected to positions filled by and from the Board.

h. An alternate director shall not be a delegate to the NEA Representative Assembly by virtue of seating as an alternate director at any meeting of the Board of Directors.

i. An alternate director temporarily may fill a vacancy in the office of state, retired, aspiring educator, or at-large director in accordance with requirements set forth in these Bylaws.

j. Service as an alternate director, whether prior to or following service as a state, at-large, aspiring educator, or retired director, shall not be counted toward the two-term limit for any director position.

k. Vacancies in the position of alternate director for a state shall be filled upon recommendation of the state association by the Board of Directors when in session, or when not in session, by the Executive Committee.

5-7. Functions.

The Board—

a. Shall implement policies established by the Representative Assembly;

b. Shall determine the time and place of the Annual Meeting and, in the event of an emergency, shall have the power to postpone the Annual Meeting by a two-thirds ($\frac{2}{3}$) vote;

c. Shall provide for ethnic-minority representation on all committees over which it has direct control;

d. Shall establish procedures and/or requirements for affiliation consistent with the standards as set forth in these Bylaws;

e. May establish a committee to review and to recommend recognition or withdrawal of recognition of a Special Interest Group;

f. receive all reports of the executive director, of the secretary-treasurer, and of committees, and shall transmit with its recommendations such reports as may be appropriate to the Representative Assembly;

g. May authorize, upon recommendation of the Executive Committee, the establishment of contractual relationships between the Association and nonaffiliated groups whose policies or practices are not discriminatory. Such relationships shall exist to promote specific mutual objectives. Each relationship shall be reviewed at least annually to determine continuation;

h. Shall set the salaries of the executive officers except that the salaries shall not be increased or decreased during the terms of office for which these officers shall have been elected.

5-9. Fiscal Powers.

In even-numbered years, the Board shall propose a budget for two (2) fiscal years to the Representative Assembly. The Board shall discharge such other fiscal responsibilities as the Representative Assembly may delegate to it.

5-11. Meetings.

a. The Board shall meet four (4) times per year and at other times it deems

necessary to conduct the business of the Association.

b. One (1) meeting shall be held in connection with the Annual Meeting.

c. The president or a majority of the members of the Board shall determine the time and place of meetings.

d. Due notice of all meetings shall be given.

e. The Board shall enact rules and procedures to govern the conduct of its meetings.

5-13. Recall.

a. Six (6) months after assuming office, an NEA state director shall be subject to recall in accordance with the provisions of this Bylaw.

b. Recall proceedings shall be instituted by the filing of a recall petition with the NEA executive director. The recall petition shall be in a form specified by the NEA and shall, among other things, contain (i) a statement of the specific grounds for the recall and (ii) the signatures of at least five (5) percent of the total number of NEA Active members in the state as of the close of the membership year immediately preceding the membership year in which the petition is filed where NEA directors are elected by all NEA Active members of the state, or signatures of at least thirty-three (33) percent of the NEA Active members who are elected to serve as delegates to the state representative body in the year in which the petition is filed where NEA directors are elected by such delegates.

c. The NEA executive director shall determine whether the recall petition

complies with the Association's filing requirements. If it does, the NEA executive director shall send a copy of the recall petition, including any documents filed in support thereof, to the director named in the petition. If the director contends that the attempted recall is based upon actions taken in support of the Constitution, Bylaws, and/or established policies of the NEA, the director may request a review by the NEA Executive Committee. If two-thirds ($\frac{2}{3}$) of the total membership of the NEA Executive Committee sustains the contention of the director, the recall petition shall be dismissed. If the NEA Executive Committee fails to sustain the contention of the director, or if a request for review is not made, the NEA executive director shall direct the relevant state affiliate to conduct a recall election.

d. A recall election shall be conducted in accordance with rules of procedure adopted by the NEA Board of Directors, provided that (i) where NEA directors are elected by the NEA Active members of the state, all NEA Active members in the state as of the date of the recall election shall be eligible to vote or, where NEA directors are elected by the state representative body, all NEA Active members who are elected to serve as delegates as of the date of the recall election shall be eligible to vote; (ii) the recall election shall be by secret ballot; and (iii) two-thirds ($\frac{2}{3}$) of the valid ballots cast shall be required for recall.

e. The pendency of recall proceedings shall have no effect upon the right of a director to function as a member of the NEA Board of Directors. If a director is recalled,

the resulting vacancy shall be filled pursuant to Bylaw 5-3, provided that the recalled director shall not be eligible for appointment to the vacancy or such other vacancy as may occur in a director position from that state. The recall of a director shall not disqualify the director from subsequent election to the NEA Board of Directors or other NEA office, nor shall it in any other way affect the director's rights as a member of the Association.

f. If a recall petition is filed when there is a pending NEA disciplinary proceeding against the director which could result in removal from the NEA Board of Directors, the processing of the recall petition shall be stayed until the disciplinary proceeding is concluded.

g. The NEA Board of Directors shall adopt rules of procedure to implement the provisions of this Bylaw.

6. Executive Committee

6-1. Election.

a. The Executive Committee shall consist of nine (9) members: president, vice president, secretary-treasurer, and six (6) members elected at-large by the Representative Assembly. Two (2) of the six (6) at-large members shall be elected each year.

b. Nominations of candidates for any of the nine (9) positions on the Executive Committee shall be filed in writing with the NEA executive director no later than April 15 of the year in which the election is to take place. This deadline shall not apply to elections conducted to fill midterm vacancies.

c. The Board of Directors shall adopt procedures for challenging the election of a member of the Executive Committee.

6-3. Vacancies.

The Executive Committee shall be authorized to fill vacancies in its body until the next Representative Assembly.

In the event a vacancy occurs in the office of Executive Committee member within sixty (60) days prior to the start of the Representative Assembly, said vacancy shall be filled by direct election at the Representative Assembly.

6-5. Functions.

The Executive Committee shall have the power to make decisions consistent with the provisions of the Association's Constitution and Bylaws and actions of the Representative Assembly;

a. Shall, upon recommendation of the executive director, approve or reject for cause applications for membership and make assignments to membership classes;

b. Shall charter affiliates pursuant to standards established by the Representative Assembly and requirements or procedures consistent with such standards which may be adopted by the Board of Directors;

c. Shall have the power to censure, suspend, or expel an affiliate pursuant to procedures adopted by the Board of Directors. An association may appeal such decision to the Board of Directors;

d. Shall have the power to reinstate an affiliate pursuant to procedures adopted by the Board of Directors;

e. Shall enter into contracts with state affiliates for dues transmittal as provided in Bylaw 2-9; and

f. Shall, upon recommendation of the executive director, approve or reject appointments of management personnel at the level of unit administrator or higher.

6-9. Fiscal Powers.

The Executive Committee shall:

a. Administer the Capital Improvement Fund;

b. Appoint annually an independent auditing agency with the recommendation of the president and transmit the report of the auditing agency to the Board of Directors;

c. Direct that adequate bonds be required of the executive director, of the secretary-treasurer, and of such other individuals as it shall determine;

d. Discharge such other fiscal responsibilities as the Representative Assembly and/or the Board of Directors may delegate to it.

6-11. Meetings.

The Executive Committee shall enact rules and procedures to govern the conduct of its meetings.

7. Review Board

7-1. Review Board.

a. The Review Board shall comprise nine (9) members, at least two (2) of whom shall be members of ethnic-minority groups, appointed for five (5) year staggered terms beginning September 1. No

person shall be eligible for reappointment to a regular term.

b. Members of the Review Board shall have been Active and/or Retired members of the Association for five (5) consecutive years immediately prior to appointment. Time spent by an Active member in the education support professional membership category shall be counted for purposes of the five (5) year requirement. Members of the Review Board shall maintain Active or Retired membership.

c. A member of the Review Board shall hold no elective or other appointive position in the Association or its affiliates.

d. No executive officer or director shall be appointed to the Review Board within three (3) years following separation from such office.

e. The Association shall reimburse a member of the Review Board for any (i) expenses incurred and (ii) salary lost from employment as a professional educator or other primary employment as a result of the performance of official Association business. Except as provided above, a member of the Review Board shall not accept an honorarium or any other payment from any source at the local, state, or national level of the Association.

f. The Review Board may assign less than a majority of its members to hear cases; however, a member so assigned shall not sit, should the Review Board hear the case on appeal.

g. The president annually shall select the chairperson with the advice and consent of the Board of Directors.

h. The Review Board shall have the discretionary authority, within its allocated

budget, to employ consultants or legal counsel.

8. Affiliates and Special Interest Groups

8-1. Affiliates.

a. Affiliates of the Association shall be chartered by a majority vote of the Executive Committee.

b. Each affiliate shall conduct elections with open nominations and a secret ballot, except as may otherwise be provided in the Constitution, these Bylaws, or the Standing Rules. A secret ballot shall not be required in elections in which the number of candidates nominated does not exceed the number of positions to be filled.

8-3. Governance Affiliates.

a. A local affiliate, the basic unit of self-governance within the Association, may be organized in a manner which comprises any compatible group, meeting at least the minimum standards of affiliation.

b. An organization shall not be eligible for Association affiliation as a dual-national local affiliate unless:

1. The organization is from a jurisdiction:

i. which, by operation of law, has been created by combining, in whole or in part, other jurisdictions in which both Association and American Federation of Teachers local affiliates had representational status; or

ii. which the Association membership and the American Federation of Teachers membership were relatively equal (i.e., neither organization had more

than sixty (60) percent of the combined membership); or

iii. in which, during the preceding six (6) years, both the Association local affiliate and the American Federation of Teachers local affiliate had been officially recognized as the employee representative; or

iv. in a state in which there is a dual-national state affiliate; and

2. The creation of the organization has been approved by at least a two-thirds ($\frac{2}{3}$) vote of the board of directors (or equivalent governing body) of the relevant state affiliate and by at least a two-thirds ($\frac{2}{3}$) vote of the board of directors (or equivalent governing body) of any preexisting local affiliate of the Association that was a predecessor of the organization seeking to be a dual-national local affiliate.

c. A state affiliate shall be the association within each state or commonwealth and the associations representing the District of Columbia, Puerto Rico, the Federal Education Association, and such other comparable associations that meet at least the minimum standards of affiliation.

8-5. Nongovernance Affiliates.

a. A professional organization shall comprise at least seventy-five (75) percent Association members with a common occupation or subject matter assignment who are organized to further specific educational objectives. Such organization shall meet at least the minimum standards for nongovernance affiliation.

b. A nonprofessional organization shall be an auxiliary or service organization comprising at least seventy-five (75)

percent Association members with a common interest or occupation. Such organization shall meet at least the minimum standards for nongovernance affiliation.

8-6. NEA-Retired.

The NEA-Retired shall be an organization comprised solely of the Retired members of the Association. The president of NEA-Retired shall be chosen by the retired delegates to the NEA Representative Assembly.

8-7. Standards for Local Affiliates.

The Association shall not affiliate a local association, including a dual-national local affiliate, unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person-one-vote principle for representation on its governing bodies except that (i) the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership and (ii) the affiliate may adopt a provision in its governing documents that would permit that local to allocate a minimum of one (1) representative or delegate to members at each work site of a school district or higher education institution within the jurisdiction of the affiliate.

Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members;

b. The affiliate shall conduct all elections with open nominations and a secret ballot.

c. The affiliate shall require membership in the Association and in its state affiliate where eligible.

If an affiliate enrolls education support professionals in any membership category and as a matter of policy seeks to recruit and represent such members, the affiliate (i) shall grant them full rights of participation and (ii) shall require them to be members of the Association and its state affiliate where eligible;

d. The affiliate is comprised predominantly of persons who are eligible for active membership (or the equivalently designated membership category) in the state affiliate, unless the state affiliate by action of its board of directors (or equivalent governing body) approves such affiliation. This requirement shall not apply to any local association that was an affiliate of the Association as of the effective date of this amendment.

e. The affiliate shall be reviewed by the Association to determine compliance with minimum standards for affiliation at least once every five (5) years;

f. The affiliate shall have the same membership year as that of the Association;

g. The affiliate shall guarantee that no member of said affiliate may be censured, suspended, or expelled without a due process hearing, which shall include an appropriate appellate procedure; and

h. The affiliate shall deny membership to an individual while said individual is denied membership in the Association pursuant to Bylaw 2-3.d.

8-9. Local Affiliation by State.

A local association meeting the requirements for affiliation stipulated in the governing documents of the Association and of the state affiliate shall be granted affiliate status by the appropriate state affiliate.

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association, including a dual-national state affiliate, unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person-one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership.

A state delegate body may adopt a provision to the governing documents of the state affiliate that would permit that state to allocate a minimum of one delegate credential to each local affiliate.

Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members.

The state affiliate shall designate at least one of its NEA state directors to serve on the board of directors (or equivalent governing body) of the state affiliate with full rights of participation;

b. The affiliate shall conduct elections with open nominations and a secret ballot. In considering an application for affiliation of an organization in New York as a dual-national state affiliate, the Executive Committee may waive the requirement for a secret ballot election of the affiliate's

officers, provided that (i) in the membership year immediately preceding the effective date of merger, the active membership of the affiliate of the American Federation of Teachers was at least five (5) times the active membership of the affiliate of the Association, and (ii) the dual-national state affiliate has a procedure which allows local affiliates that wish to vote for officers of the dual-national state affiliate by a secret ballot to do so.

c. Except as otherwise provided below, the affiliate shall require membership in the Association and in its local affiliate where eligible.

If an affiliate enrolls education support professionals in any membership category and as a matter of policy seeks to recruit and represent such members, the affiliate (i) shall grant them full rights of participation and (ii) shall require them to be members of the Association and its local affiliate where eligible.

The affiliate shall require Aspiring Educator membership in the Association for its aspiring educator members.

The affiliate shall require Retired membership in the Association for its retired members provided the affiliate has a membership category for retired members and provided the affiliate grants such members at least the right to serve as delegate to its delegate assembly or equivalent body and to be counted toward the representation entitlement for such body. Upon the vote of the board of directors or the equivalent governing body of the affiliate, this requirement shall not apply to persons who were retired members of the affiliate during the 1984–85 membership year if

such members (i) had the aforesaid governance rights during the 1984–85 membership year or (ii) are granted the aforesaid governance rights subsequent to the 1984–85 membership year.

The affiliate shall require Substitute membership in the Association for its substitute members.

The affiliate shall require Active membership in the Association for its Active (or equivalently designated) members where eligible, provided that persons who, during the 2009–2010 membership year, were Active (or equivalently designated) members of the affiliate but were not eligible for Active membership in the Association shall be exempt from this requirement (“grandparented affiliate members”). The exemption for grandparented affiliate members may be waived by the board of directors (or equivalent governing body) of the affiliate. A waiver of the exemption for grandparented affiliate members, by action of the board of directors (or equivalent governing body) of the affiliate, shall be irrevocable.

d. The affiliate shall have an end-of-year audit conducted by an independent certified public accounting firm in accordance with generally accepted auditing standards at least every other year, and an end-of-year audit review for any year in which an audit is not conducted. This audit or audit review shall be presented to the board of directors (or equivalent governing body) of the state affiliate, and a copy of the complete audit or audit review report (including the auditor’s opinion letter and the financial statements and footnotes thereto), together with any management

letter received from the auditor shall be provided to the Association within twenty (20) days after it is presented to the board of directors of the state affiliate.

The affiliate shall submit a copy of its annual budget to the Association within twenty (20) days after it is adopted by the appropriate governing body of the state affiliate.

e. The affiliate shall have the same membership year as that of the Association;

f. The affiliate shall guarantee that no member of said affiliate may be censured, suspended, or expelled, and that none of its local affiliates may be censured, suspended, or disaffiliated, without a due process hearing, which shall include an appropriate appellate procedure;

g. The affiliate shall deny membership to an individual while said individual is denied membership in the Association pursuant to Bylaw 2-3.d; and

h. The affiliate shall be reviewed by the Association to determine compliance with minimum standards for affiliation at least once every five (5) years.

8-12. Trusteeships over Affiliates.

a. The Association may establish a trusteeship over an affiliate for the purpose of

1. correcting corruption or financial malpractice;

2. restoring democratic procedures; or

3. correcting a serious dereliction of duties in their performance of union responsibilities. No local trusteeship shall be established by the Association if the state affiliate with which the local association

is affiliated has the authority under its constitution and bylaws to establish such a trusteeship unless the state affiliate by majority vote of its Board of Directors (or equivalent body) requests that the Association establish the local trusteeship.

b. If, after providing the affiliate an opportunity to address and provide information to the Executive Committee, the Executive Committee determines, by two-thirds ($\frac{2}{3}$) vote, that there is adequate cause under section (a) of this Bylaw to establish a trusteeship, it shall recommend to the Board of Directors that a trusteeship be established. As soon as possible after said vote, the president shall send to the Board of Directors a copy of the recommendation of the Executive Committee, and shall include with said recommendation a written statement setting forth the basis for the Executive Committee's determination that there is adequate cause for the establishment of a trusteeship. The written statement shall be sufficiently specific so as to enable the state or local association to prepare a defense.

Any action taken by the state or local association to disaffiliate from the National Education Association after the Executive Committee has made an adequate-cause determination pursuant to section (b) of this Bylaw, or has established an immediate trusteeship pursuant to section (g) of this Bylaw, shall be of no effect if the NEA Board of Directors approves by two-thirds ($\frac{2}{3}$) the trusteeship recommendation of the Executive Committee.

c. A recommendation by the Executive Committee to establish a trusteeship shall be acted upon by the Board of

Directors at its next regularly scheduled meeting or at a special meeting called for that purpose, occurring at least forty (40) days after the Board of Directors has received said recommendation.

At least thirty (30) days prior to the meeting of the Board of Directors at which the recommendation of the Executive Committee is to be acted upon, the President shall send to the association subject to the trusteeship, as well as its state affiliate where applicable, a notice advising it of the recommendation of the Executive Committee and setting forth the date, time, and place of the meeting of the Board of Directors at which said recommendation shall be acted upon. The President shall include with said notice a copy of the written statement that was submitted to the Board of Directors pursuant to section (b) of this Bylaw and a copy of the rules and procedures that shall be followed by the Board of Directors in acting upon the Executive Committee's recommendation.

A hearing shall be held before the Board of Directors, pursuant to rules and procedures adopted by the Board of Directors for such purpose to determine whether to establish a trusteeship. The Board of Directors may delegate to a committee consisting of not less than eleven (11) Board of Director members, none of whom may be members of the Executive Committee, the responsibility to receive evidence and hear arguments in the first instance, provided that the final decision regarding the establishment of a trusteeship shall be made by the full Board of Directors, and all interested parties shall have an adequate opportunity to present their views on the matter

to the full Board of Directors before the final decision is made.

On the basis of the evidence and arguments presented at the hearing, the Board of Directors shall vote on the question of whether a trusteeship should be established. If more than one-third ($1/3$) of the members of the Board of Directors who vote on the question vote "no," the recommendation of the Executive Committee shall have been rejected. If two-thirds ($2/3$) or more of the members of the Board of Directors who vote on the question vote "yes," the recommendation of the Executive Committee shall have been accepted, in which event a trusteeship shall be established over the association as of the announcement of the vote. As soon as possible after said vote, the Executive Committee shall appoint a trustee.

d. Subject to the control and direction of the Executive Committee, a trustee shall have the power to:

1. conduct the affairs of the trustee association, including supervisory control over its officers, employees and other representatives;
2. take possession of the books, records, funds, and other assets of the trustee association, to be held in trust for and used only in the proper conduct of its affairs;
3. remove officers and staff of the trustee association, and replace them if deemed appropriate for the duration of the trusteeship; and
4. take such other actions as in a trustee's judgment are necessary for the preservation of the rights and interests of

the National Education Association and the members of the trustee association.

The Executive Committee shall have the right, with or without cause, to replace a trustee at any time.

Reasonable expenses incurred by a trustee in the performance of the trustee's functions shall be paid out of the funds of the trustee association, if available; otherwise, such expenses shall be paid by the National Education Association.

e. The Executive Committee shall terminate a trusteeship as soon as the cause for its establishment has been remedied. If the Executive Committee rejects a request from the Board of Directors (or equivalent governing body) of a trustee association to terminate a trusteeship, the trustee association shall have the right to appeal to the NEA Board of Directors, provided that no such appeal may be taken within three (3) months after the decision of the NEA Board of Directors on a prior appeal.

Prior to the termination of a trusteeship, a trustee shall conduct an election, in accordance with the applicable provisions of the governing documents and policies of the trustee association and the National Education Association to fill, as of the date of such termination, officer positions vacated by removal or departure of former incumbents. As of the date of termination of a trusteeship, a trustee shall return control of the books, records, funds, and other assets of the trustee association to its appropriate officers. A trustee shall make a final accounting of a trusteeship, and submit copies to the Board of Directors and the trustee association.

f. No financial obligation or liability of the trustee association which may exist at the time a trusteeship is established, or which may be incurred during a trusteeship, shall be assumed by or become an obligation of the National Education Association.

g. Subject to the provisions of section (a) of this Bylaw, in case of emergency, where the best interests of the state or local association and the National Education Association require, the Executive Committee may, by unanimous vote of all members of the Executive Committee (excluding any member who is or was a member of the state association in question), establish an immediate trusteeship over the state or local association without action by the Board of Directors. In such a case, the matter shall be submitted to the Board of Directors, which may affirm or reverse the action of the Executive Committee pursuant to the procedure set forth in section (c) of this Bylaw, provided that if the Board of Directors does not take action within sixty (60) days following the establishment of a trusteeship by the Executive Committee, said trusteeship shall automatically terminate.

h. If the Board of Directors establishes a trusteeship or refuses to terminate an established trusteeship, the trustee association shall have the right to appeal to the Representative Assembly, provided that written notice of such appeal is filed with the President by at least ten (10) percent of the active members in good standing of the trustee association or by a three-fourths ($\frac{3}{4}$) vote of the highest governing body of the trustee association within forty-five

(45) days after the decision of the Board of Directors is made known to the trustee association. The Representative Assembly shall rule on the appeal at its first meeting occurring after the president receives the written notice of appeal.

Pending an appeal to the Representative Assembly, the decision of the Board of Directors shall remain in full force and effect.

i. The Board of Directors shall adopt such rules and procedures as may be necessary to implement this Bylaw.

j. This Bylaw shall not apply to affiliates that, as of January 1, 2019, had provisions in their bylaws or equivalent governing documents that prohibit affiliation with an entity that could impose a trusteeship on the affiliate.

8-13. Standards for Nongovernance Affiliates.

The Association shall not affiliate a nongovernance affiliate unless it meets the following minimum standards:

a. The affiliate shall have common interests with the Association;

b. The affiliate shall be a self-governing organization with governance documents compatible with those of the Association;

c. At least seventy-five (75) percent of the members of the affiliate shall be members of the Association;

d. The affiliate shall comprise at least one hundred (100) members;

e. The affiliate may assess its own dues;

f. The affiliate shall not duplicate Association services; and

g. The affiliate shall have the same membership year as that of the Association.

8-14. Standards for NEA-Retired.

The NEA-Retired shall operate in accordance with its bylaws, which shall be compatible with the Constitution and Bylaws of the Association.

The NEA-Retired shall conduct all elections with open nominations and a secret ballot.

8-15. Procedure for Affiliation.

a. A group or unit seeking governance affiliation shall file a written application including copies of its governance documents with the Executive Committee.

b. A group or unit seeking nongovernance affiliation shall file a written application including copies of its governance documents with the Executive Committee. The application shall be by petition signed by two hundred fifty (250) members of the Association from among at least twenty-five (25) state affiliates.

c. After action by the Executive Committee, the group or unit seeking affiliation shall ratify the granting of affiliate status.

8-17. Charter for Affiliation.

a. The Association shall charter no more than one (1) local affiliate within the same jurisdictional boundaries, with the exception that local affiliates not competing for the same category of membership may be chartered. Where two (2) or more local affiliates of the same category of membership qualify for affiliation in the same jurisdictional boundaries, the Association shall charter the prospective local

affiliate with the greater number of active members.

b. The Association shall charter no more than one (1) state affiliate within the same jurisdictional boundaries.

The Association and/or any successor organization shall not revoke the charter of, or take any other action against, an existing state affiliate for failure to merge or otherwise form a unified single state organization with an organization affiliated with the American Federation of Teachers (AFT) and/or the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO).

8-19. Special Interest Groups.

a. Any Special Interest Group may be recognized by a majority vote of the Board of Directors.

b. The terms and conditions of the relationship between the Association and the Special Interest Group shall be negotiated by the Board of Directors and the group seeking recognition.

8-20. Dual Affiliates.

Except as otherwise provided in Bylaw 8-17 of these Bylaws, the Association shall not create dual affiliates within the legal boundaries of any local, state, or other jurisdictional boundaries. Except for the association representing Association members in the District of Columbia, there shall be no affiliation of any association representing Association members only in a city as a separate state affiliate.

8-21. Disaffiliation.

a. A state or local affiliate may only terminate its affiliation with the National Education Association, and any other NEA affiliate, if two-thirds ($\frac{2}{3}$) of the members voting in a mail ballot election of the full membership conducted by the American Arbitration Association, or a comparable independent third-party election services provider approved in advance by NEA, or in an in-person election at each work site if required by the relevant state affiliate's governing documents or policy and agreed to by NEA, vote in favor of disaffiliation. No such disaffiliation election shall be conducted or effective without first (i) providing at least 60 days' written notice to the membership, to NEA, and to any other NEA-affiliated entity that would be affected by the proposed disaffiliation, of the mail ballot election and the basis for the proposed disaffiliation; (ii) providing at least 30 days' written notice to the membership, and to NEA and any other NEA affiliated association, of a general membership meeting to be scheduled at an accessible place and time immediately before disaffiliation ballots are mailed out; (iii) holding that membership meeting in a manner that allows ample opportunity for discussion and debate over the affiliation issue; and (iv) allowing at least one representative of NEA and one representative of any other NEA-affiliated entity that would be affected by the proposed disaffiliation to address the membership at that membership meeting.

b. If a local affiliate terminates its affiliation with the National Education Association, the name of the local affiliate, if

it includes NEA or the phrase “education association” or “association of educators”, as well as any other assets of the affiliate provided or funded by the state affiliate or National Education Association, shall revert to and become the property of the state affiliate. If a state affiliate terminates its affiliation with the National Education Association, the name of the affiliate, if it includes NEA or the phrase “education association” or “association of educators,” as well as any other assets of the affiliate provided or funded by the National Education Association, shall revert to and become property of NEA.

10. Executive Director and Staff

10-1. Executive Director.

The Executive Committee shall employ an executive director who shall be the Association staff member with primary responsibility for implementing the policies of the Association. The executive director shall be responsible to the Executive Committee.

10-3. Executive Director: Functions.

The executive director shall:

- a. Employ, direct, and supervise all Association staff. The employment of managerial personnel beginning at the level of unit administrator shall be with the approval of the Executive Committee;
- b. Serve as a consultant to the governing bodies of the Association;
- c. Advise the officers and governing bodies on all policy matters through appropriate reports and recommendations;

d. Represent the Association as spokesperson on matters of established policy at the discretion of the president;

e. Meet periodically with the president, the vice president, and appropriate staff to confer on Association policies and procedures;

f. Advise and assist the president, the secretary-treasurer, and the Committee on Program and Budget in preparing the budget, and administer the budgets authorized by the governing bodies of the Association;

g. Co-sign with the secretary-treasurer all authorizations for disbursements from the Capital Improvement Fund;

h. Co-sign and/or authorize a designee to co-sign with the secretary-treasurer or the designee of the secretary-treasurer all authorizations for disbursements from the General Fund;

i. Notify state and local affiliates and other qualified organizations of the number of Representative Assembly delegates to which they are entitled;

j. Furnish each member appropriate evidence of membership; and

k. Perform such other duties as may be assigned by the Executive Committee.

10-5. Staff: Principles.

The following principles shall govern employment and functions of staff as agents of the Association:

- a. Full-time local, state, and national staff shall be eligible only for Staff membership and shall not hold elective or appointive positions at any level; part-time staff shall not be eligible to serve on the NEA Board of Directors or Executive Committee;

b. The Association shall be an equal opportunity employer;

c. The Association shall, as vacancies arise, employ at all levels of service at least the same ratio of any ethnic minority as is that ethnic minority to the total population of the United States; and

d. The Association shall recognize the rights of its employees to organize for the purpose of collective bargaining.

11. General Finance

11-1. Fiscal Year.

The fiscal year of the Association shall be September 1 through August 31.

11-3. General Fund.

a. The General Fund of the Association shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of Association publications, payments for services, and funds received by gift, bequest, devise, or transfer to the Association which are not specifically designated for deposit in the Capital Improvement Fund.

b. All operating accounts and debt services shall be paid out of the General Fund.

c. If at the end of the fiscal year the audited General Fund balance is less than ten (10) percent of that year's budget, subsequent budgets must include an appropriation equal to one (1) percent of the current year's budget or the amount necessary to bring the General Fund up to ten (10) percent of the prior year's budget, whichever is less. The Representative Assembly may approve a budget without the required

appropriation only by a two-thirds ($\frac{2}{3}$) vote. The Board of Directors may make appropriations which reduce the General Fund balance to less than ten (10) percent of the prior year's budget only by a two-thirds ($\frac{2}{3}$) vote of the Board and only when the Board has received a thirty (30) day notice of the proposed appropriation.

d. Disbursements from the General Fund shall be by check or by similar written orders to depositories, co-signed by the secretary-treasurer and by the executive director or by their designees.

11-5. Capital Improvement Fund.

a. The Capital Improvement Fund shall comprise the properties and permanent investments of the Association, and other funds or properties received by gift, devise, bequest, or transfer for deposit in this fund.

b. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties shall be authorized by a two-thirds ($\frac{2}{3}$) vote of the Board of Directors. Expenditures from this fund for any other purpose shall be authorized by a two-thirds ($\frac{2}{3}$) vote of the Representative Assembly.

c. Investment policies for the General Fund and for the Capital Improvement Fund shall be established by the Board of Directors.

d. Disbursements from the Capital Improvement Fund shall be by check or by similar written orders to depositories, co-signed by the secretary-treasurer and by the executive director or by their designees.

11-7. Committee on Program and Budget.

The Committee on Program and Budget shall comprise eight (8) members whose function shall be to prepare with the president, the secretary-treasurer, and the executive director the biennial budget. The vice president and the secretary-treasurer shall be members during their terms of office. The Board of Directors shall elect at its first meeting following September 1 five (5) of its members for staggered two (2) year terms. The state affiliate presidents shall elect, following September 1, one (1) member to represent them for a two (2) year term. Members from ethnic minorities shall comprise at least twenty (20) percent of the committee. The Board shall elect additional members as appropriate to assure such ethnic-minority representation. A member elected by the Board of Directors shall serve only while a member of the Board. A member elected by the state affiliate presidents shall serve only while a state president. The secretary-treasurer shall serve as chairperson.

11-9. Budget.

a. The budget of the Association shall be designed to achieve the goals and objectives of the Association.

b. The president, with the secretary-treasurer, the executive director, and the Committee on Program and Budget, shall prepare the proposed budget for presentation to the Executive Committee for review prior to its transmittal to the Board of Directors. In even-numbered years the budget shall be recommended to the Board of Directors at least forty-five (45) days prior to

the Annual Meeting. After reviewing and tentatively approving the budget, the Board shall direct its printing. The budget shall then be transmitted not later than thirty (30) days prior to the Annual Meeting to the presidents of state and local affiliates and to others as determined by the Board of Directors. The Committee on Program and Budget shall hold at least one (1) open hearing on the proposed budget following the transmission of the budget. The delegates may give input and make recommendations to the committee for changes in the proposed budget. The Committee on Program and Budget shall meet following the hearings to consider any change which it may wish to make prior to final action by the Board of Directors. Following such open hearings, the Board shall meet to approve the budget for transmittal to the Representative Assembly.

c. The budget shall include an appropriation for contingencies of no less than one million dollars (\$1 million) and no more than one (1) percent of the budget.

d. Financial participation by the Association in activities of Special Interest Groups shall be limited to funds for projects or for short-term, special program contracts authorized in the budget.

e. In the second year of a biennial budget, adjustments as deemed necessary shall be recommended by the Board of Directors at a meeting held at least forty-five (45) days prior to the Annual Meeting and reported to the Representative Assembly. The Representative Assembly shall receive and act on the modifications recommended by the Board of Directors.

11-11. Financial Reports.

The secretary-treasurer shall prepare an annual report of the General Fund and the Capital Improvement Fund, including income and expenditures for the fiscal year.

The audit report received by the Executive Committee shall be transmitted to the Board of Directors and printed in the annual financial reports to the Representative Assembly. A summary of the audit shall be printed in a publication distributed to all members.

12. Definitions

12-1. Definitions of Terms.

As used in the Charter, the Constitution, these Bylaws, and the Standing Rules, the Association adopts and adheres to the following definitions of terms:

a. State affiliate: (i) State affiliate shall mean the association within each state or commonwealth and associations representing the District of Columbia, Puerto Rico, the Federal Education Association, and such other comparable associations which meet at least the minimum standards of affiliation. (ii) Dual-national state affiliate shall mean a state affiliate of the Association that is also a state affiliate of the American Federation of Teachers.

b. Dual-national local affiliate shall mean a local affiliate of the Association that also is a local affiliate of the American Federation of Teachers.

c. State director: State director shall mean a member of the NEA Board of Directors elected to represent Active members in a state, the District of Columbia, Puerto Rico, or the jurisdiction of the Federal Education Association.

d. Classroom teacher: Classroom teacher shall mean any person who is certified, where required, and a major part of whose time is spent in direct contact with students or who performs allied work which results in placement of the person on a local salary schedule for teachers.

e. Education position: Education position shall mean the following two categories: Category 1 shall include NEA Active members who are not supervisors; and category 2 shall include NEA Active members who are supervisors, NEA retired Life members, NEA staff Life members, and NEA Active members for life who are past presidents of the Association and who do not meet the requirements for membership set forth in Bylaw 2-1.b.

f. Supervisor and administrator: Supervisor and administrator shall mean any person who has continuing authority to hire, evaluate, transfer, discipline, dismiss, or otherwise direct employees

or to effectively recommend any of the aforesaid actions. A person shall not be deemed a supervisor or administrator: (i) if the exercise of such authority is routine or clerical in nature and does not call for the exercise of independent judgment; (ii) solely because of the authority exercised in regard to a secretary, aide, or other employee specifically assigned to assist the individual; or (iii) solely because of participation in a peer review program or other program which involves said person on an occasional basis in the evaluation of employees.

g. **Ex officio:** Ex officio shall mean by virtue of office. This designation shall carry with it the right to vote except as otherwise provided.

h. **Ethnic minority:** Ethnic minority shall mean those persons designated as ethnic minority by statistics published by the United States Bureau of the Census. This designation shall specifically include American Indian/Alaska Native, Asian, Native Hawaiian or other Pacific Islander, Black, Hispanic, and Middle Eastern or North African.

13. Parliamentary Authority

13-1. Robert's Rules of Order Newly Revised.

The most recent edition of Robert's Rules of Order Newly Revised shall be the authority in all matters of procedure at the NEA Representative Assembly and in the election of NEA directors and delegates to the NEA Representative Assembly, except as otherwise specified in the Charter, the Constitution, these Bylaws, or the Standing Rules.

13-2. Parliamentary Procedures for Affiliates.

An affiliate shall officially adopt any published parliamentary authority and may adopt special rules which supplement or substitute for that parliamentary authority provided that such procedures do not conflict with the Charter, the Constitution, these Bylaws, or the Standing Rules as these documents may be interpreted by the Representative Assembly, Board of Directors, or Executive Committee.

Standing Rules of the National Education Association of the United States

Rule 1. Delegates

A. Credentials Committee

1. COMPOSITION

The President shall appoint a chairperson and four (4) members of the Credentials Committee for rotating terms of three (3) years. The appointments shall be with the advice and consent of the Board of Directors. No individual shall serve more than two (2) terms as a member of the Credentials Committee.

2. DUTIES

The committee shall be responsible for the supervision of the accreditation and registration of delegates to the Representative Assembly. Any complaint or question regarding the issuance of credentials shall be submitted in writing to the committee no later than June 1. After June 1, the committee shall not entertain a challenge if it is based on information that was known or that reasonably should have been known prior to that date.

The chairperson of the Credentials Committee shall give a preliminary report at the first meeting of the Representative Assembly. The preliminary report shall include information concerning compliance with all requirements required of delegations. Noncompliance by delegations will be specifically noted and reported. A final

report will be given when the registration is complete.

The seating of a delegate, or delegates, may be challenged by means of a motion to amend such report. The action of the Representative Assembly, which has jurisdiction over the seating of its delegates, shall be final.

B. Certification of Delegates

1. DELEGATE ALLOCATIONS

The Executive Director shall notify state and local affiliates, and other qualified organizations, of the number of delegates to which they are entitled after January 15 and no later than February 15 of the calendar year in which the Representative Assembly convenes. State affiliates shall be notified of the number of aspiring educator delegates to which they are entitled after March 15 and no later than April 1.

2. ELECTION AND VERIFICATION OF ELIGIBILITY

The president of each local affiliate to which delegates have been allocated shall forward to the state affiliate by April 10 a certificate of eligibility for each local delegate and the term for which the delegate was elected on a form provided by the NEA.

By May 15, the president of each state affiliate shall forward to the NEA

Executive Director a certificate of eligibility for each state association delegate and for each delegate elected pursuant to Bylaws 3-1.d, e, h, and i in that state, when appropriate, and the term for which the delegate was elected on a form provided by the NEA. The person designated by the President of the NEA to certify delegates pursuant to Bylaw 3-1.f. shall certify each school nurse delegate and the term for which the delegate was elected on a form provided by the NEA. Once certified, the delegate shall remain certified until the expiration of said delegate's term to fulfill such duties of a delegate as are appropriate between Annual Meetings.

Upon verification of eligibility, the Executive Director shall forward such material as to allow the delegate to effect registration, voting, and official seating.

3. VACANCIES

The organization to which delegates have been allocated shall be responsible for filling vacancies that may occur when a delegate does not fulfill the term for which elected. The filling of vacancies must comply with the requirements of the Constitution and Bylaws for the election of delegates.

Successor delegates to fill possible vacancies should be elected at the same time delegates are elected. Those persons filing delegate lists under the provision of B above shall file with the Executive Director, by May 15, lists of successor delegates that may have been elected, and a certificate of eligibility of each such successor delegate. Only those members who are so

certified shall be eligible to serve as successor delegates.

A successor delegate shall serve for the remainder of the term of the delegate in whose place the successor delegate is serving. However, if a delegate is unable to attend one or more Annual Meetings by reason of uncontrollable circumstances, that delegate may resume service in the term of office to which the delegate was elected, commencing at the next Annual Meeting, provided that the delegate has submitted a statement to the Credentials Committee (no later than January 15 immediately preceding the Annual Meeting at which the delegate wishes to resume office) certifying that the delegate wishes to resume office and was unable to attend by reason of uncontrollable circumstances and the Credentials Committee concurs that such reason does in fact exist.

If a registered delegate leaves the Representative Assembly for an emergency reason, the elected successor delegate may be registered as a voting delegate during the absence of the originally registered delegate. A successor delegate registered in accordance with this provision shall be credentialed to serve as a voting delegate only until the adjournment of the Representative Assembly.

C. Registration

1. REGISTRATION MATERIALS

Registration materials shall be sent by mail to all delegates prior to the time of the Annual Meeting.

2. REGISTRATION OF DELEGATES

Registration of delegates, successor delegates, nondelegate members, and guests shall begin on the first day of the Annual Meeting. Registration of delegates and successor delegates shall be completed on the day prior to the first business meeting of the Representative Assembly.

3. SUCCESSOR DELEGATES

Successor delegates filling vacancies shall present at registration the permanent credential originally sent to the delegate the successor is replacing and a signed statement from the person filing the original and successor delegate lists under the provision of Rule 1.B.2 identifying the delegate to be replaced.

4. MEMBERS OTHER THAN DELEGATES

Members other than delegates shall present evidence of membership and shall be given appropriate badges. Guests shall also be given appropriate badges.

5. SUPERVISION OF REGISTRATION

Registration for the Annual Meeting shall be under the supervision of the Credentials Committee. Appeals shall be made to the same committee.

D. Seating Arrangements

1. OPEN TO MEMBERS

Meetings of the Representative Assembly shall be open to members of the Association insofar as seating arrangements permit.

2. SEATING SECTIONS

The auditorium seating plan shall be arranged to provide sections for delegates, nondelegate members, guests, and staff.

3. ADMITTANCE TO THE AUDITORIUM

Admittance to the auditorium shall be by badge. The type of badge will determine admittance to the proper section.

4. NEWS MEDIA

Members of the news media shall be given an appropriate badge and admitted to the area reserved for their use.

5. STAFF

Staff members who need access to the floor of the Assembly shall wear an appropriate badge and an “official” ribbon. Staff members of state and local affiliates shall, upon designation by the chairperson of the delegation, be permitted to be seated in the section with their delegation.

6. ACCESS TO STATE DELEGATION SECTION

The chairperson and members of each delegation shall assume responsibility for permitting only certified delegates and designated staff to sit in their section.

E. State Delegations

1. FIRST MEETING OF STATE DELEGATIONS

The first meeting of state delegations shall take place before the first business meeting of the Representative Assembly with all accredited delegates duly notified.

2. DELEGATION CHAIR AND VICE-CHAIR

Each delegation shall elect a chairperson and vice chairperson at its first meeting during the Annual Meeting unless previously elected by the NEA members within the state or the state representative assembly or the state's NEA Representative Assembly delegates at the state association's first caucus session prior to the Annual Meeting. The form certifying the election of the chairperson and vice chairperson shall be submitted to the Committee on Constitution, Bylaws, and Rules by the close of the first business meeting of the Representative Assembly.

3. PARLIAMENTARY AUTHORITY

Meetings of state delegations shall be governed by Robert's Rules of Order Newly Revised or such other officially recognized parliamentary authority as the state delegation may recognize.

4. DELEGATION SPOKESPERSON

The chairperson of each state delegation, or the chairperson's authorized deputy, shall serve as spokesperson for the delegation on the floor of the Representative Assembly. Except when authorized, other members of the delegation may speak only as individuals in the Representative Assembly.

5. INDIVIDUAL VOTES

No state delegation shall vote by unit rule in the Representative Assembly. Each individual delegate shall have one (1) vote.

Rule 2. Committee on Constitution, Bylaws, and Rules

A. Composition

The Committee on Constitution, Bylaws, and Rules shall consist of five (5) members appointed by the President with the advice and consent of the Board of Directors. The President shall annually appoint a chairperson of the committee. Members shall serve rotating three (3) year terms beginning September 1. No member shall serve more than two (2) terms.

B. Duties

The committee shall initiate proposed amendments to the Constitution, Bylaws, and Standing Rules as appropriate; receive and process proposed amendments; supervise the submission and processing of new business and amendments to the Legislative Program; supervise and count roll call votes; provide advisory opinions to parliamentary questions upon the request of the presiding officer; and perform such other duties as are set forth in the Standing Rules or are requested by the President.

C. New Business vs. Legislative Program vs. Resolutions

The Committee on Constitution, Bylaws, and Rules shall supervise the submission and processing of items of new business and amendments to the Legislative Program. The committee shall determine which are items of new business, which are legislative amendments, and which are resolutions.

Rule 3. Order of Business and Debate

A. Adoption of the Order of Business

The adoption of the order of business of the Representative Assembly shall be the first item of business at the first business meeting of the Assembly.

B. Documents Governing Representative Assembly

The annual session of the Representative Assembly shall be conducted in accordance with provisions of the NEA Constitution, Bylaws, and these Standing Rules. Matters not specifically governed in these documents shall be governed by Robert's Rules of Order Newly Revised.

C. Advisors to Presiding Officer

There shall be an official parliamentarian, to whom questions may be directed only through the presiding officer. If deemed advisable by the presiding officer, a question may be referred to the Committee on Constitution, Bylaws, and Rules for an advisory interpretation. The presiding officer rules; the parliamentarian and Committee on Constitution, Bylaws, and Rules may advise.

D. Scheduling of New Business Items (NBI)

Items of new business submitted in accordance with these Standing Rules shall be considered for at least one hour at the second business meeting and for at least 90 minutes at each subsequent meeting.

E. Display of Business

The content of debate on any items for debate shall be displayed on all screens, including projection screens, by real-time captioning.

The text of new business items will be shown on the screen. Amendments to new business items will be shown with additions inserted and underlined and deletions with a strikethrough. Upon adoption of any amendment that changes the cost of a new business item, the chair shall immediately announce the updated cost and the cost shall be displayed on the screen.

F. Delegate Recognition and Speaking Time

Any delegate who is recognized by the chair shall provide name and state before speaking to a point under discussion. No member shall speak and/or be recognized in debate more than twice to the same question during the same meeting, nor longer than two (2) minutes at one time, unless permission is granted by majority vote of the Representative Assembly.

With the consent of the Representative Assembly, an NEA member who is not a delegate may address the Assembly.

G. Yielding Speaking Time

A member may yield the microphone or speaking time to another delegate only for the unused portion of the allotted time, and only for the purpose for which the member was recognized.

H. Closing Debate

No member speaking on a question may move to close debate.

A motion to close debate shall apply to no more than the single question immediately before the Representative Assembly.

Before a motion to close debate will be considered, the Chair will recognize at least one speaker in support and one speaker in opposition if speakers have called in on the motion on the floor.

I. Roll Call Vote

A roll call vote (the counting of delegates by state delegations) shall be taken only after approval, by a standing vote, of one-third (1/3) of the delegates present. The doors shall be closed while a count is being taken. Supervision and counting of roll call votes shall be in the charge of the Committee on Constitution, Bylaws, and Rules.

If a roll call of state delegations is made in the Representative Assembly, the chairperson of each state delegation shall be responsible for taking an accurate poll of delegates present at the time of the vote and for transmitting a report to the Committee on Constitution, Bylaws, and Rules.

J. Length of Remarks

Except for the keynote address by the President of the Association, and any address by the President of the United States, speakers delivering prepared speeches to the Representative Assembly should be advised that their remarks should be limited to 15 minutes.

K. Motions Submitted in Writing

At the request of the presiding officer and/or a majority of the delegates, any

amendment or main motion shall be in writing.

L. Object to Consideration

The object to consideration motion shall be in order only immediately after the maker of the motion has had the opportunity to speak to it. A legislative amendment shall be subject to the motion to object to consideration as if it were a main motion.

M. Motion to Refer

The vote on a motion to refer shall be in order only after the maker of the original motion has been given the opportunity to speak to the referral.

When a motion is made by someone other than the original maker to bundle, combine, or in any other way refer one or more NBIs to committee, the chair shall ask the makers of each NBI if they support referral. The maker of each NBI shall be given one (1) minute to explain their NBI and whether they support or oppose referral.

N. Suspension of a Standing Rule

By a motion from the floor, a Standing Rule may be suspended or amended without notice by a two-thirds (2/3) vote of those present and voting.

O. Breaks

The NEA President will call for a one hour break on the second and third day of the Representative Assembly.

P. Contact E-Mail Address

Whenever a proposed Representative Assembly action is published, it shall

include the name and state of the contact person.

Rule 4. Reports

A. Report Format

Reports of committees shall be in a format, prescribed by the President, which provides for a separation of explanatory, background, or introductory report information from any recommendations the Assembly is to act upon.

B. Availability

Copies of each report by a committee of the Association or of the Representative Assembly shall be made available digitally to each member of the Assembly by the first of June, prior to the Assembly.

C. Action

The adoption or acceptance of committee reports does not include approval of any requested appropriation.

D. Report of the Committee on Program and Budget

Appropriation requests shall be considered by the Representative Assembly at the time of the adoption of the budget. The adoption of the budget shall be by vote of the Representative Assembly.

E. Presentation of Report

Any person, chairperson, or member who is presenting a committee report shall not speak more than five (5) minutes unless permission is granted by majority vote of the Representative Assembly.

Rule 5. Amendments to the NEA Constitution, Bylaws, and Standing Rules

A. Amendments to Constitution

Proposed amendments to the Constitution shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 2 of the Constitution. Documentation of timely submission shall be the responsibility of the contact person for the amendment.

1. PRINTING AND DISTRIBUTION

The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Constitution so that they are sequential by article of the Constitution. Titles and texts of proposed amendments to the Constitution along with the name and state of the contact person shall be available upon request to any NEA member no later than ninety (90) days following adjournment of the Representative Assembly. The text of the proposed amendments shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

B. Amendments to Bylaws

Proposed amendments to the Bylaws shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 3 of the Constitution. Documentation of timely submission shall be the responsibility of the contact person for the amendment.

1. PRINTING AND DISTRIBUTION

The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Bylaws sequentially by bylaw.

The text of proposed amendments to the Bylaws, along with the name and state of the contact person, shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

2. BYLAW AMENDMENTS CONTINGENT ON ADOPTION OF AMENDMENTS TO THE CONSTITUTION

A proposed amendment to the Bylaws which is dependent upon adoption of a proposed amendment to the Constitution shall be deemed to have failed unless the proposed amendment to the Constitution is adopted.

C. Amendments to Standing Rules

1. PROPOSAL OF STANDING RULE AMENDMENTS

Amendments to the Standing Rules may be proposed to the Representative Assembly by one or more of the following methods:

(a) **Petition of Delegates** — petition signed by at least fifty (50) certified delegates and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly.

(b) **State Delegation** — a state delegation in the Representative Assembly whose concurrence in the proposed amendment is evidenced either by a majority vote of those delegates present and voting in such

delegation at a regularly called meeting of the delegation held in connection with the Annual Meeting or by petition signed by a majority of the members of such delegation. Proposals shall then be submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly.

(c) **NEA Board of Directors** — majority vote of the NEA Board of Directors and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly.

(d) **Committee on Constitution, Bylaws, and Rules** — a majority vote of the Committee on Constitution, Bylaws, and Rules.

2. TIME FOR SUBMISSION AND NOTICE

(a) **Deadline** — a proposed amendment to the Standing Rules shall be presented in writing to the Committee on Constitution, Bylaws, and Rules, post-marked and/or received by electronic communication, no later than one hundred twenty (120) days preceding the Annual Meeting.

(b) **Submission Responsibility** — documentation of timely submission shall be the responsibility of the contact person for the amendment.

(c) **Publication** — the text of the proposed amendment along with the name and state of the contact person shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

(d) **Adoption** — the Standing Rules may then be amended by the Representative Assembly by a majority vote of the delegates present and voting, by voice vote.

3. Adoption of a Standing Rule After Vote on Amendments to Constitution and/or Bylaws

Any amendment to the Standing Rules which is dependent upon adoption of a pending amendment to the Constitution and/or Bylaws and which was previously submitted pursuant to Standing Rule 5.C shall be designated for vote following adoption of the contingent amendment to the Constitution and/or Bylaws.

4. Withdrawal of Proposed Amendments to Standing Rules

By motion of the contact person, an amendment to the Standing Rules may be withdrawn. Without objection, the chair shall rule that the amendment is withdrawn. If there is objection, a majority vote of the delegates shall be required for withdrawal of the amendment.

D. Editing, Titles, and Discussion

1. EDITING

Amendments to the Constitution and Bylaws shall be reviewed and, if necessary, edited by the Committee on Constitution, Bylaws, and Rules.

The editing responsibilities of this committee shall include:

(a) combining two or more amendments of a similar intent into a single amendment, if the final amendment is agreed to by the contact person for each group making the original amendments involved;

(b) printing identical amendments as a single amendment with the contact persons of each listed with the amendments; and

(c) dividing an amendment at the discretion of the committee and with the consent of the contact person to enable the component parts of an amendment to be voted upon independently of each other.

2. AMENDMENT TITLES

Titles of amendments to both the Constitution and Bylaws shall summarize the intent of the amendment, including the significance of the deletions as well as the changes and/or additions. The titles shall be posted outside the voting area on the day the amendments are voted upon.

3. OPEN HEARING ON AMENDMENTS TO GOVERNING DOCUMENTS

The Committee on Constitution, Bylaws, and Rules shall hold an open hearing on proposed amendments to the Constitution and Bylaws at a time and place to be announced in the printed program. A representative of the petitioners shall be requested to attend the open hearing to explain the intent of a proposed amendment. The Representative Assembly shall discuss the proposed amendments prior to voting.

Rule 6. New Business Items (NBI)

New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application, shall concern issues beyond one local area, and shall not call for NEA to do work that is already in progress. New business items that do not meet these criteria shall be ruled out of order.

The adoption of a new business item shall not include approval of any appropriations.

A. Submission

New business items shall be submitted no later than 15 days prior to the opening of the Representative Assembly at 4:00pm in the time zone of the host city to the Committee on Constitution, Bylaws, and Rules via a process communicated in advance to all delegates.

Revisions by the maker of a new business item may be submitted no later than three days prior to the opening of the Representative Assembly at 4:00pm in the time zone of the host city. Revisions must address the same issue as the original new business item but may include different actions reasonably related to the action in the original NBI. Revisions will replace the original submission and will become the main motion.

NBIs shall be supported by one of the following, to be turned in no later than two hours before the opening of the first day of the Representative Assembly:

(a) **Petition of Delegates** — petition of at least fifty (50) delegates;

(b) **State Delegation** — a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting;

(c) **Governance Body** — a governance body of the NEA or a state or local affiliate; or

(d) **Committee on Constitution, Bylaws, and Rules** — the Committee on Constitution, Bylaws, and Rules pursuant to Rule 7.E.

Amendments to proposed new business items may be submitted no later than (2) two hours before the opening of the Representative Assembly on the day on which the new business item is to be considered by the body.

B. Format

Each new business item shall be printed accompanied by the name of the submitting NEA, state, or local group and shall be accompanied by the name and state of the contact person. Whenever a proposed Representative Assembly action is published, it shall include the name and state. A secure way to contact the maker that will not reveal individual delegates' contact information will be provided. New business items may include a separate rationale/background statement of no more than 40 words. Any new business item that contains an acronym or abbreviated term shall include the complete name for the acronym followed by the acronym in parenthesis when it is first used in that new business item.

C. Distribution

New business items submitted prior to May 1 shall be sent to the NEA Board of Directors and the president and executive director of each state affiliate as soon as possible. Those items submitted after May 1 but prior to the NBI submission deadline shall posted on the delegate website. Submitted new business items shall also be made available to the chairperson of each delegation each morning prior to the start of the Representative Assembly

D. Duplicate New Business Items

When a new business item is submitted and the concept or action is being implemented or duplicates previous new business item positions approved by the Representative Assembly, the maker of the motion shall be advised where the duplication exists prior to the introduction on the floor of the Representative Assembly. The decision to submit or withdraw the new business item shall remain with the maker of the motion.

E. Relating to Federal Legislation

Any new business item relating to federal legislation for the consideration of the Representative Assembly shall be treated as an amendment to the Legislative Program and shall be marked in the order received as legislative amendment 1, 2, and so forth.

F. Submitted by the NEA Board of Directors

New business of the Association presented at the direction of the Board of Directors may be debated and acted upon at any business meeting of the Representative Assembly.

G. Boycotts and Sanctions

New business relating to a boycott or sanction shall be referred to the Executive Committee. Prior to further action, NEA shall communicate with the state affiliate and local affiliate in which the affected company headquarters, organization, or governmental entity is located.

Affected state affiliates that do not concur with the recommendations of the

Executive Committee regarding a boycott will be allowed to file a rebuttal position paper that will be circulated to the Board of Directors together with the report of the Executive Committee. Further, the state president of any affected affiliate will be allowed time to address the Board of Directors before a vote is taken.

The Board of Directors shall act on the report of the Executive Committee or transmit it to the Representative Assembly. In making such referral, the Representative Assembly may take a position for or against the action proposed in the new business item. The Board shall implement this position unless, after consideration of legal and other relevant factors, it deems by two-thirds (2/3) vote that such implementation would not be in the best interest of the Association. If the Representative Assembly takes a position on the new business item, the Board of Directors shall act on it at its initial meeting of the new fiscal year. Information and rationale regarding the boycott or sanction shall be provided to the affected affiliate(s) prior to public notification.

H. Cost Estimates

A five (5) member committee shall be established to review new business items prior to and during the Representative Assembly. The committee shall consist of the secretary-treasurer, one (1) member of the Board of Directors elected by and from the Board, and three (3) delegates to the Representative Assembly appointed by the President. The committee shall review each new business item submitted and, without changing or eliminating any, shall

(1) make a preliminary estimate of the cost of each item and (2) determine whether the item is covered in the program budget.

I. Duration

A new business item adopted by a Representative Assembly shall remain in effect (1) until a specified expiration date, or (2) until it is implemented, or (3) until it is rescinded by a subsequent Representative Assembly.

J. Editing

The text of a new business item adopted by a Representative Assembly may be edited with the approval of the President provided no substantive changes are made and the final text is approved in writing by the mover and the seconder. This would include replacing references to K-12 or Pre-K-12 with Pre-K-Graduate School.

K. Implementation

During the program year of implementation, the mover of a new business item adopted by the Representative Assembly shall be advised about the steps being undertaken to accomplish its implementation.

L. Impacting Regional Conferences¹

Any proposed new business item that impacts the planning and organizing of an annual regional conference shall automatically be forwarded to the appropriate conference planning committee for consideration. The planning committee shall not be required to implement the new business item.

¹ This section is no longer applicable. Regional conferences were removed from the NEA Strategic Plan and Budget in 2013.

M. Impacting the Representative Assembly

New business items which impact the conduct of subsequent Annual Meetings shall be processed as follows:

(a) **Rejected** — if the Representative Assembly rejects the new business item, no further action shall be taken.

(b) **Adopted** — if the Representative Assembly adopts the new business item, it shall be referred to the Annual Meeting Review Committee. The Annual Meeting Review Committee shall implement the new business item, unless, after consideration of legal, financial, and other relevant factors, it concludes that such implementation would not be in the best interest of the Association. In that event, the Annual Meeting Review Committee shall make a recommendation to the Board of Directors regarding implementation of the new business item at or before the Board's February meeting, and the Board shall take such action as it deems appropriate. The action taken by the Board with regard to the new business item shall be reported to the next Representative Assembly, and the Representative Assembly shall take such action as it deems appropriate.

(c) **Referred** — if the Representative Assembly refers the new business item to the Annual Meeting Review Committee without taking a position for or against the new business item, the Annual Meeting Review Committee shall assess the new business item. Following such assessment, the Annual Meeting Review Committee shall make a recommendation to the Board

of Directors regarding implementation at or before the Board's February meeting, and the Board shall take such action as it deems appropriate. The action taken by the Board with regard to the new business item shall be reported to the next Representative Assembly, and the Representative Assembly shall take such action as it deems appropriate.

Rule 7. Resolutions Committee and Procedure

A. Definition 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.

B. Resolutions Committee

1. COMPOSITION

The Resolutions Committee shall consist of an Internal Editing Committee of five (5) members and at least as many additional members from each state affiliate as the affiliate has NEA state directors, from among the retired delegates to the NEA Representative Assembly as the Retired members have NEA directors, and from among the Aspiring Educator members of the Association as the Aspiring Educator members have NEA directors. The chairperson, vice-chairperson, and secretary of the Internal Editing Committee shall serve

as chairperson, vice-chairperson, and secretary of the full Resolutions Committee.

2. DUTIES

The Resolutions Committee shall prepare and present to the Representative Assembly proposed resolutions for adoption. Proposed resolutions shall be printed and made available to delegates before action is scheduled thereon by the Representative Assembly. The form and text of each resolution shall be approved by the majority vote of the Resolutions Committee before presentation to the Representative Assembly provided, however, that a minority report may be presented to the Representative Assembly upon a one-third (1/3) favorable vote of the total Resolutions Committee's eligible voters.

Such minority report shall be printed with the majority report and shall be presented by the chairperson of the Resolutions Committee concurrently with the majority report. The chairperson of the Resolutions Committee shall present the report of the committee, together with any minority report, to the Representative Assembly for consideration at the time and place designated in the official program.

3. MEMBERSHIP ON THE RESOLUTIONS COMMITTEE

(a) **State Delegations** — the registered delegates to the Representative Assembly from each state shall elect as many members and alternates to the Resolutions Committee from among the state and local delegates in the state delegation as each state has NEA state directors.

(b) **NEA-Retired** — the retired delegates to the NEA Representative Assembly shall elect as many members and alternates to the Resolutions Committee from among the retired delegates as the number of retired directors.

(c) **NEA Aspiring Educators** — the aspiring educator delegates to the NEA Representative Assembly shall elect as many members and alternates to the Resolutions Committee as the number of aspiring educator directors. Nominations of aspiring educator members to the Resolutions Committee shall be open to all eligible NEA Aspiring Educator members.

(d) **At-Large** — at-large members of the Resolutions Committee shall be appointed by the President as may be necessary to assure compliance with the requirements set forth in Article V, Section 1(d), (e), and (f) and that ethnic minorities comprise at least twenty (20) percent of the committee.

4. TERM OF OFFICE

The terms of members of the Resolutions Committee shall commence September 1. The terms of state, at-large, and retired members of the Resolutions Committee shall be for one (1) year, two (2) years, or three (3) years, and no person shall serve more than six (6) years as a state member, as an at-large member, or as a retired member. The terms of aspiring educator members of the Resolutions Committee shall be for one (1) year, and no person shall serve more than two (2) terms as an aspiring educator member. Service as a Resolutions Committee member prior to

September 1, 2008, shall count toward the six (6) year and two (2) year term limits. A state, at-large, or retired member of the Resolutions Committee shall immediately relinquish the Resolutions position when such member ceases to be a delegate to the NEA Representative Assembly.

5. ELECTION PROCEDURE

Elections shall be by secret ballot. Voting shall be by those delegates present and shall take place at the third business meeting of the state delegations and by the retired and aspiring educator delegates at the time and place designated in the annual program by the President of the Association except as may otherwise be approved in advance by the Committee on Constitution, Bylaws, and Rules. If the number of candidates for Resolutions Committee positions is equal to or less than the number of positions to be filled, elections may be waived, and the candidates declared elected to the positions in question. The report of election results shall be submitted on the proper form to the Committee on Constitution, Bylaws, and Rules before the close of the fifth business meeting of the Representative Assembly.

6. CHALLENGE OF AN ELECTION

A challenge to the election of a Resolutions Committee member shall be made to the Committee on Constitution, Bylaws, and Rules within twenty-four (24) hours after the challenger knew or reasonably should have known the basis for the challenge.

7. VACANCIES BETWEEN REPRESENTATIVE ASSEMBLIES

The procedure for filling vacancies on the Resolutions Committee between meetings of the Representative Assembly shall be as follows: If the number of vacancies exceeds the number of alternates elected to fill vacancies, additional alternates shall be appointed by the governing board of the state affiliate or by the NEA Advisory Committee of Aspiring Educators, if feasible, or appointed by the president of the state affiliate or the chairperson of the NEA Advisory Committee of Aspiring Educators. Retired member vacancies shall be filled as provided in the bylaws of NEA-Retired.

8. ELIGIBILITY TO SERVE

The members elected from each state shall meet the requirements set forth in Article V, Section 1(a). Nominations of such state members shall be open except where limitations are required to comply with the provisions of Article V, Section 1(a). In the event that the first three (3) members from a state or the first three (3) retired members do not include at least one (1) ethnic minority, the fourth member shall be from an ethnic-minority group.

9. CONTINUING MEMBERSHIP

A member of the Resolutions Committee shall immediately relinquish the position held on the Resolutions Committee when such member ceases to be employed in the category represented.

C. Internal Editing Committee

1. COMPOSITION

The Internal Editing Committee shall be appointed by the president with the advice and consent of the Board of Directors for rotating terms of three (3) years. No person shall serve more than two (2) terms as a member of the Internal Editing Committee. The President shall annually appoint a chairperson from the Internal Editing Committee. Members of the Internal Editing Committee shall serve at the pleasure of the President. The Internal Editing Committee shall select annually a vice-chairperson and a secretary from among its own membership. It shall meet prior to the opening meeting of the Representative Assembly to draft proposed resolutions.

2. DUTIES

The functions of this committee shall be:

(a) To submit verbatim to the Resolutions Committee the resolutions adopted by the previous Representative Assembly. Changes or amendments to these resolutions may be offered by this committee. Such changes will appear separately, attached to the original resolution.

(b) To collect and categorize new resolutions. If clarification of a resolution seems necessary, the committee may make such changes.

The committee shall synthesize related resolutions into a common resolution where possible.

In the event of either of the above procedures, the committee will send the

final resolution plus all resolutions from which it was prepared to the Resolutions Committee and the original drafter(s).

Controversial issues may have more than one (1) resolution sent to the full Resolutions Committee.

(c) To draft new proposed resolutions.

(d) To apply the definition of resolution set forth in Rule 7.A above to proposed amendments to resolutions and to new resolutions.

(e) To review regularly the adopted resolutions of the Association to assure, among other things, their timeliness and internal consistency. The committee shall report its recommendations to the full Resolutions Committee for action.

(f) To make such changes in the adopted resolutions of the Association as may be necessary to accommodate the positions taken in policy statements adopted by the Representative Assembly. Such changes shall be made promptly after the policy statements have been adopted and shall be reported to the Resolutions Committee for information at its winter meeting.

D. Procedures for Submitting Resolutions

Resolutions from delegates or members designated for consideration by the Resolutions Committee at its winter meeting shall be submitted to the Executive Director or the chairperson of the Resolutions Committee or the members of the Resolutions Committee from their states.

The committee shall hold at least one (1) open hearing on proposed resolutions at a time and place to be announced in the printed program. The Resolutions

Committee shall meet on a day prior to the open hearing and shall meet following the open hearing to consider any changes (additions, deletions, and/or amendments) it may wish to make in its report to the Representative Assembly.

The Resolutions Committee shall recommend a body of resolutions in its annual report to the Representative Assembly. These resolutions shall be presented for vote en masse.

The submission of all new resolutions and amendments to resolutions shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than 4:00pm in the time zone of the host city on the first day of the Representative Assembly. After 4:00pm on the first day, only amendments to new resolutions or to resolutions amendments that have been properly submitted to the Committee on Constitution, Bylaws, and Rules shall be in order. Amendments to proposed Resolutions amendments may be submitted no later than two hours before the opening of the Representative Assembly on the day on which the Resolutions are to be considered by the body.

All new resolutions to be submitted from the floor for consideration after timely advance submission to the Committee on Constitution, Bylaws, and Rules must have a majority of the vote to be placed on the agenda (heard) and a two-thirds (2/3) vote to pass.

Resolutions submitted for consideration by the Representative Assembly shall be in writing on the forms provided, signed by the maker and the seconder of the motion.

The consideration of the NEA resolutions shall commence with the goal area containing the final resolution debated at the preceding Representative Assembly. Resolutions adopted by a Representative Assembly shall continue in force until the next Representative Assembly acts upon the report of the Resolutions Committee.

All resolutions adopted by the NEA Representative Assembly shall be publicized as official NEA resolutions.

E. Submission of Resolution as New Business

Between Representative Assemblies, any current resolution in whole or in part that is jointly determined to be a new business item by the Committee on Constitution, Bylaws, and Rules and the Internal Editing Committee shall be submitted for vote to the next Representative Assembly.

Rule 8. Amendments to the Legislative Program

Legislative amendments shall be considered as amendments to the main motion on the Legislative Program and shall be discussed at the time that the Representative Assembly acts on the Legislative Program.

A. Submission

Legislative amendments shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than 4:00pm in the time zone of the host city on the first day of the Representative Assembly, and shall be submitted by

(a) **Petition of Delegates** — petition of at least fifty (50) delegates;

(b) **State Delegation** — a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting; or

(c) **Governance Body** — a governance body of a state or local affiliate.

Amendments to proposed legislative amendments may be submitted no later than two hours before the opening of the Representative Assembly on the day on which the Legislative Program is to be considered by the body.

B. Format

Each legislative amendment shall be printed accompanied by the name of the submitting state or local group and shall be accompanied by the name and state of the contact person.

C. Distribution

Legislative amendments submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. All amendments submitted prior to 4:00pm in the time zone of the host city on the first day of the RA shall be posted on the delegate website. All amendments shall also be made available to the chairperson of each delegation each morning prior to the beginning of the Representative Assembly.

Rule 9. Policy Statements

A. Purpose

A policy statement shall set forth NEA's positions with regard to a particular subject, and may include expressions

of opinion, intent, or belief; may call for actions that are specific in nature and terminal in application; and may indicate support for or opposition to federal legislation.

B. Submission and Consideration of Proposed Policy Statements

A proposed policy statement may be submitted to the Representative Assembly only by the Board of Directors. The proposed policy statement, together with the committee report upon which it is based, shall be sent to delegates in the advance mailing for the Annual Meeting. Committee reports, including proposed policy statements and other recommendations, shall be sent to the Committee on Legislation and the Resolutions Committee at the same time they are sent to the Board of Directors.

A proposed policy statement shall be presented to the Representative Assembly for consideration at the time designated in the official program.

C. Effect of Adopted Policy Statements

If a policy statement is adopted by the Representative Assembly, any resolution, new business item, or provision in the Legislative Program that deals with the subject addressed in the policy statement shall be editorially changed to accommodate the positions taken in the policy statement. Any resolution, new business item, or provision in the Legislative Program that deals with a subject addressed in an adopted policy statement shall be accompanied by a notation indicating that NEA's position with regard to the subject in question is set forth in full in the policy statement

and that the policy statement is controlling and supersedes all other NEA pronouncements dealing with that subject.

An adopted policy statement shall continue in force unless and until further action is taken with regard to that policy statement by a subsequent Representative Assembly.

D. Amending Adopted and Proposed Policy Statements

The Executive Committee shall review all adopted policy statements each year to assure that they continue to serve the contemporary needs and interests of NEA. In conducting this review, the Executive Committee may seek input from NEA members, affiliates, and constituency groups.

The Executive Committee shall report the results of its review, including any recommendations that the Executive Committee may wish to make for amending the adopted policy statements, to the Board of Directors at the Board's May meeting. Any amendments to the adopted policy statements approved by the Board of Directors shall be submitted to the Representative Assembly for action. The Committee on Legislation and the Resolutions Committee shall submit to the Board of Directors in advance of the Board's May meeting any proposed amendments to adopted or proposed policy statements adopted pursuant to their regular committee work, including regular open hearings at which members of the Association may submit proposed amendments to policy statements.

A Preliminary Report on Policy Statements, including a copy of all adopted and

proposed policy statements, including any amendments approved by the Board of Directors for submission to the Representative Assembly, shall be sent to delegates in the advance mailing for the Annual Meeting.

Amendments to adopted and proposed policy statements may be submitted to the Committee on Constitution, Bylaws, and Standing Rules no later than 4:00pm in the time zone of the host city on the first day of the Representative Assembly by (1) petition of at least fifty (50) delegates, (2) a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, (3) a governance body of a state or local affiliate, or (4) the Committee on Legislation and the Resolutions Committee. These amendments will be distributed in writing to the delegates prior to consideration of policy statements by the Representative Assembly. Amendments to proposed Policy Statement amendments may be submitted no later than two hours before the opening of the Representative Assembly on the day on which Policy Statements are to be considered by the body.

If a new business item, an amendment to the Legislative Program, or an amendment to a resolution that is submitted to the Committee on Constitution, Bylaws, and Standing Rules would have the effect of changing a position taken in an adopted or a proposed policy statement, the Committee shall treat the submission as an amendment to the policy statement, and it shall be acted upon when policy statements

are being considered by the Representative Assembly.

Amendments to adopted and proposed policy statements shall be considered by the Representative Assembly at the time designated in the official program. The Representative Assembly shall deal with proposed policy statements first, and then shall deal with amendments to adopted policy statements. In this latter regard, the Representative Assembly shall deal with each adopted policy statement separately, acting first on any amendments to the policy statement in question submitted by the Board of Directors, and then acting on any other amendments to that policy statement.

Rule 10. Elections for State, Retired, and Aspiring Educator Directors

A. Reporting Campaign Expenses

The following procedure shall apply in regard to elections for NEA office that do not take place at the Representative Assembly: Using forms provided by the Committee on Constitution, Bylaws, and Rules, each candidate for state, retired, or aspiring educator director shall file a final report of campaign revenues and expenses with the state association president, the President of NEA-Retired, or the Chairperson of the NEA Advisory Committee of Aspiring Educators, as the case may be, or a designee. Such report must be filed no later than thirty (30) days following certification of the result of the election, and a copy of the report shall be submitted to NEA together with the notice of certification of the result of the election.

B. Certification of Election of NEA Director

On a form provided by the NEA, the president of a state affiliate shall certify by May 20 the election of any director elected to assume office the following September 1. The president of a state affiliate shall certify the election of a person elected to complete an unexpired term on the NEA Board of Directors as soon as possible after such election. In the event the certifying officer is in fact the elected NEA Board member, the next ranking state officer shall certify the election report.

Rule 11. Elections Conducted at the Representative Assembly

A. Elections Committee

1. COMPOSITION

The Board of Directors, on the basis of recommendations from the state affiliates, shall appoint a chairperson and at least twenty (20) members of an Elections Committee. The chairperson and members shall serve at the pleasure of the Board of Directors.

2. DUTIES

The committee shall be responsible for the conduct of elections and any other items on which votes are taken by printed ballots.

B. Procedures

1. FILING

Each candidate for election at the Representative Assembly must file with the

executive director no later than at the time of nomination a certificate of eligibility, and the executive director shall verify such certification. Distribution and display of campaign literature shall be restricted to the year of the nominee's candidacy.

2. ADVANCE PUBLICITY

Candidates for executive office or membership on the Executive Committee may file their intention in writing with the executive director of the NEA, along with a picture and candidate statement. The executive director of the NEA shall publish in an NEA publication sent to Active members the picture and candidate statement of each candidate who has filed and presented such statement by March 15. The eligibility of such candidates shall be verified prior to publication.

The Association shall mail to all delegates a brochure, no larger than 8 1/2 by 11 inches, for each candidate for executive office or membership on the Executive Committee with the candidate's approval. Subject to legal requirements, the content of the brochure shall be determined by the candidate, who shall provide the Association with camera-ready art for the brochure. Such artwork shall be received at the NEA headquarters building no later than May 1. The Association shall pay printing, mailing, and handling costs for such brochure.

In the event a candidate chooses to have printed a brochure for distribution to all delegates in the one-time mailing, the brochure shall be one (1) page, no larger than 8 1/2 by 11 inches; shall be supplied in sufficient number for all delegates; and shall

be received at NEA Headquarters by May 15. There shall be no charge to such candidates for inclusion in the mailing.

3. CAMPAIGN MATERIALS

No campaign materials may be distributed, posted, or displayed within the seating area of the auditorium or where they are visible from the seating area while the Representative Assembly is in session, provided that this prohibition shall not apply to the wearing of T-shirts, hats, pins, buttons, and the like.

No campaign materials or materials promoting passage or defeat of any Constitutional or Bylaw amendment, including T-shirts, hats, pins, buttons, and the like, shall be distributed, posted, or displayed at the polling places or where they are visible from the polling places on election day.

4. CAMPAIGN EXPENSES

(a) **Prohibitions** — no money or resources of NEA, an NEA affiliate, a labor organization, an employer, or an entity created or controlled by any of the above, shall be used to promote the candidacy of any individual for an NEA office.

(b) **Reporting** — the following procedure shall apply in regard to elections for NEA office that take place at the Representative Assembly: Using forms provided by the Committee on Constitution, Bylaws, and Rules, each candidate shall file a preliminary report of campaign revenues and expenses, including projected revenues and expenses, with the committee prior to the opening of nominations at the Representative Assembly. A final report, on the forms provided by the committee, must

be filed with the committee no later than thirty (30) days following certification of the election results. The committee shall report to the Representative Assembly, prior to any nominations or elections, whether any candidate has in any manner violated the election rules and regulations. The final report of campaign revenues and expenditures shall be made available for inspection by any member by means of an appropriate NEA electronic or printed publication.

5. NOTIFICATION OF NEA AT-LARGE DIRECTOR POSITIONS

Prior to June 1, notification of the number and type of at-large positions necessary to fulfill the requirements of Article V, Section 1 of the NEA Constitution shall be sent to the executive officers, Executive Committee, Board of Directors, state presidents, state executive directors, members of the Ethnic Minority Affairs Committee, and individuals who have notified NEA of intention to run for those positions.

6. NOMINATIONS

Nominations shall be made in writing, via a form provided by the NEA Center for Governance, no later than 4:00pm in the time zone of the host city on June 15 for the elections provided for by Article IV, Section 3; Article V, Section 1; and Article VI, Section 1 of the Constitution.

(a) Nominations, as appropriate in each year, shall be announced to the body during the first business session in the following order:

- i. president;
- ii. vice president;
- iii. secretary-treasurer;

iv. members of the Executive Committee;

v. at-large representatives of classroom teachers in higher education on the Board of Directors;

vi. at-large representatives of administrators on the Board of Directors;

vii. at-large representatives of Active members employed in education support professional positions on the Board of Directors;

viii. at-large representatives of ethnic minorities on the Board of Directors. The time of nominations of at-large ethnic-minority candidates, if necessary to achieve twenty (20) percent ethnic-minority representation on the Executive Committee as provided for by Article VI, Section 1(c) of the Constitution, shall be announced by the President contingent upon other nominations and/or balloting for Executive Committee positions.

(b) Nominations for each category shall be made in an order determined by a drawing by the candidates or their designees.

(c) Consistent with the requirements set forth in Rule 11.B.7, each candidate shall be nominated by written motion of a delegate to the Representative Assembly. When all nominations have been announced, each candidate or designee shall have an allotment of time to address the Representative Assembly. Candidates for the office of president shall be given five (5) minutes for this purpose. Candidates for vice-president, secretary-treasurer, and the Executive Committee shall be given three (3) minutes. Candidates for at-large

positions on the Board of Directors shall be given two (2) minutes.

(d) Candidates or their designees shall speak in an order determined by a drawing by the candidates or their designees.

(e) If the number of candidates nominated equals the number of positions to be filled, the chair shall declare such candidates elected.

(f) The Committee on Constitution, Bylaws, and Rules shall be in charge of timing all speakers. Each speaker shall be given a one (1) minute warning before the time has elapsed, and the timekeeper shall stand at the end of the allotted time.

7. VOTING PROCEDURES

Elections shall be by printed ballot by the delegates to the Representative Assembly.

(a) The names of the candidates shall be placed on the first ballot in the order determined by lottery by the candidates or their designees; on subsequent ballots the order also shall be determined by lottery by the candidates or their designees.

The candidates or their designees shall assemble on a date and time designated by the chairperson of the Committee on Constitution, Bylaws, and Rules. The lottery shall be held under the supervision of the chairperson of the Elections Committee and in the presence of the chairperson of the Committee on Constitution, Bylaws, and Rules or designee.

In the event that a candidate or designee fails to appear at the appointed time and place, the chairperson of the Elections Committee shall draw for that candidate.

The order of the lottery shall be as follows: For placement on the first ballot, the candidates shall draw in order determined alphabetically by the states of the candidates. For placement on a runoff ballot, the candidates shall draw in order of the highest number of votes received on the previous ballot.

(b) Elections on the first ballot shall be on the second day of the Representative Assembly. Polls for voting on the first ballot shall be open from 8:30 a.m. to 12 noon on election day at such place or places as the President may designate.

On the first ballot, delegates shall vote for positions as follows:

- i. Executive officers (as appropriate for that year);
- ii. Members (as appropriate for that year) to serve on the Executive Committee;
- iii. Representatives of classroom teachers in higher education, if necessary, on the Board of Directors;
- iv. Representatives of administrators, if necessary, on the Board of Directors;
- v. Representatives of Active members employed in education support professional positions, if necessary, on the Board of Directors; and
- vi. Representatives of ethnic minorities, if necessary, on the Board of Directors.

(c) Runoff elections shall be held as necessary until there is an election for each position by a majority vote. Notice of runoff elections shall be given by the chairperson of the Elections Committee from the platform during a regularly scheduled

business meeting of the Representative Assembly. The chairperson of the Elections Committee shall set, subject to approval by the Representative Assembly, the hours for all runoff elections. The chairperson of the Elections Committee shall authorize a runoff election by mail ballot of the certified delegates, if it becomes necessary, to assure elections by majority vote.

(d) Administrators shall be nominated by administrator delegates and elected by majority vote of all delegates if necessary to achieve administrator representation on the Board of Directors as provided for by Article V, Section 1 of the Constitution.

(e) Classroom teachers in higher education shall be nominated by such delegates and elected by majority vote of all delegates if necessary to achieve classroom teachers in higher education representation on the Board of Directors as provided by Article V, Section 1 of the Constitution.

(f) Active members employed in education support professional positions shall be nominated by such delegates and elected by majority vote of all delegates if necessary to achieve such representation on the Board of Directors as provided for by Article V, Section 1 of the Constitution.

(g) Ethnic-minority persons shall be elected by majority vote of all delegates if necessary to achieve at least twenty (20) percent ethnic-minority representation on the Board of Directors as provided by Article V, Section 1(c) of the Constitution. The number of positions to be voted upon shall be equal to the number required to assure a minimum of twenty (20) percent ethnic-minority representatives on the Board of Directors (excluding the ex

officio members) without counting the number of ethnic-minority persons who may be elected at large in the same year to achieve the required proportion of administrators, classroom teachers in higher education, and Active members employed in education support professional positions on the Board.

(h) Ethnic-minority persons shall be elected by majority vote of all delegates if necessary to achieve twenty (20) percent ethnic-minority representation on the Executive Committee as provided for by Article VI, Section 1(c) of the Constitution.

(i) Voting on amendments shall be open on a date and for a window of time as the President shall designate and announce in advance to delegates. Each delegate shall receive a URL linked to their unique ballot at the beginning of the voting window. The chairperson of the Elections Committee shall present the report of each balloting by vote tally to the Representative Assembly. In the event that each of two or more incompatible amendments receives the required number of votes, the amendment receiving the greatest number of votes shall prevail.

(j) As soon as the results of an election are certified, all business of the Representative Assembly shall be suspended until the results are reported to the Representative Assembly.

(k) Following the oral report of the results of balloting to the Representative Assembly, the certified results shall be posted at the voting booths, displayed electronically to the Assembly hall, and printed in the next edition of the Representative Assembly newspaper.

(l) The Representative Assembly shall not recess until the results of the election are certified and presented to the Assembly on the day of an election.

8. TENURE

Officers chosen shall continue in office through August 31 of the final year of the term for which they were elected, or until their successors are chosen in accordance with the Constitution and Bylaws.

Rule 12. Operating Procedures

A. Distribution of Materials

General distribution of any type of printed material in the auditorium and adjacent lobbies (within one hundred [100] feet) of the auditorium in which the Annual Meeting is held shall require clearance with the chairperson of the Committee on Constitution, Bylaws, and Rules. Identification of source and sponsorship shall be printed on such materials. Clearance is not required for official NEA reports or for distribution of materials by chairpersons of state delegations to their own delegates.

B. Exhibit and Fundraising Areas

The following rules shall apply to the use of exhibit and fundraising areas at the NEA Annual Meeting:

(a) NEA affiliates, delegates, and caucuses shall be permitted to use the exhibit and fundraising areas to distribute material or disseminate information related to the Association's agenda, including material or information that is contrary to or advocates a change in NEA policy. The material distributed or information disseminated may

be prepared by the affiliates, delegates, and caucuses themselves, or the affiliates, delegates, and caucuses may distribute material or disseminate information prepared by groups external to the Association.

(b) Groups external to the Association shall be permitted to use the exhibit area to distribute material or disseminate information related to the Association's agenda, provided that such material is not contrary to or does not advocate a change in NEA policy.

(c) Groups that do not adhere to NEA policies and resolutions on nondiscrimination shall not be permitted to use the exhibit area to distribute material or disseminate information of any kind.

(d) The Association may prohibit the distribution of any material or the dissemination of any information that is disruptive or offensive (i.e., obscene or in bad taste).

C. Prohibitions

1. SMOKING

There shall be no smoking in the Representative Assembly or in any area or line where delegates are required to be in order to carry out their responsibilities.

2. ALCOHOLIC BEVERAGES

There shall be no consumption of alcoholic beverages in the Representative Assembly.

3. DRAWINGS OR GIVEAWAYS

There shall be no drawings or giveaways conducted during the Annual Meeting in which delegates must be present to win except for those designed to motivate

delegates to attend business meetings or properly scheduled caucuses.

Rule 13. Definition of Terms

The following terms, when used in the Constitution, Bylaws, and/or Standing Rules, shall have these definitions:

A. Open Nomination Procedure

Open nomination procedure shall mean a procedure by which every eligible NEA member shall have the opportunity to nominate any NEA member who meets the qualifications for the elective position; subject, however, to any limitations required in the NEA Constitution and Bylaws and also to any other reasonable restrictions uniformly imposed.

B. Secret Ballot

Secret ballot shall mean a procedure for voting on slips of paper (or via a voting machine) on which the voter may mark the vote in secrecy.

C. One-Person—One-Vote

One-person—one-vote principle shall mean a voting procedure by which the vote of each member of the constituency has equal weight, so that in the elected governing body each delegate represents approximately the same number of constituents as each and every other delegate.

D. ELECTION BY SECRET BALLOT BY INDIVIDUAL POSITION

Election by secret ballot for each individual position shall mean that slate voting shall not be permitted.

E. RUNOFF ELECTIONS

Runoff elections shall mean a voting procedure as follows: In an election by the Representative Assembly, if a sufficient number of candidates has not achieved a majority of the valid ballots cast, another election shall be held and the runoff ballot shall list those unsuccessful candidates who, arranged in decreasing order of votes received, obtained a majority of the votes cast in the previous election. In the event that this procedure would not provide at least one more candidate than the number of remaining positions to be filled, then the runoff ballot shall list those candidates who, in descending order, received the highest number of votes on the previous ballot (though not elected), listing one more candidate than the number of positions to be filled.

F. VALID BALLOT

In the case of elections at the Representative Assembly, a valid ballot shall be a ballot (1) cast by a credentialed delegate for a person nominated for the office, (2) cast for no more than the maximum number of positions to be filled, and (3) cast in a manner that clearly indicates the voter's choice. In the case of a vote by the Representative Assembly on any issue placed on a ballot, a valid ballot shall be a ballot clearly cast for or against this issue.

G. CAMPAIGN MATERIALS

Campaign materials shall mean any document, electronic transmission, object, or other material that has the purpose or effect of promoting the candidacy of an individual for NEA office, and shall include, by way of illustration and without limitation, billboards, newspaper advertisements, audio-visual materials, emails, brochures, position papers, buttons, pins, articles of clothing, candy, posters, banners, signs, fans, pens, announcements, and invitations.

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2024–2025 NEA Resolutions

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

PUBLIC PERCEPTIONS OF EDUCATION

A-1 Public Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, state, community, and individual commitment to excellence in public education.

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

Therefore, each state must maintain a system of public education that prepares its citizens to—

- a. Communicate proficiently in English
- b. Reason mathematically
- c. Use critical thinking, creative thinking, and problem-solving skills

- d. Exercise attitudes of good citizenship, societal productivity, and global awareness
- e. Care for the environment
- f. Appreciate the aesthetic and moral qualities of life
- g. Formulate values that lead to continual growth and self-fulfillment
- h. Recognize, value, and support cultural, social, political, and religious differences
- i. Practice sound physical and mental health habits
- j. Continue to gain and employ new skills and knowledge through practical/vocational and fine/performing art experiences
- k. Use a variety of technologies ethically and effectively. (1969, 2024)

A-2. Educational Opportunity for All

The National Education Association believes that a free public education suited to the needs of the individual is the right of all and must be guaranteed by state constitutions and the United States Constitution. Public educational opportunities for all must be preserved and strengthened. Access to, and opportunities for, postsecondary education should be widely available, and no qualified person should be denied such opportunities because of financial considerations.

The Association also believes that all schools must be accredited under uniform standards established by the appropriate agencies in collaboration with the

Association and its affiliates, and that the accreditation process must provide sufficient flexibility to enable individual schools to achieve educational excellence and respond to the needs of their students and community. The development of a periodic review of locally established programs should involve community members, parents/guardians, students, teachers, and education support professionals. (1969, 2024)

A-3. Shared Responsibility for Support of Public Education

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

The Association also believes that public education should be publicly and democratically controlled, without undue influence in decision making on the part of any private interests, including, but not limited to, business concerns and philanthropic organizations. (1969, 2017)

A-4. Collaborative Partnerships

The National Education Association believes that families, schools, communities, and other willing partners at the local,

state, and national levels are fundamentally and positively interconnected.

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

- a. Agreeing on core values
- b. Using data to set priorities and focus strategies
- c. Providing relevant training to facilitate ongoing partnerships
- d. Using targeted outreach to focus on areas of mutual concern
- e. Building one-to-one relationships between families and educators that are linked to learning
- f. Setting, communicating, and supporting high and rigorous expectations
- f. Addressing cultural differences
- g. Ensuring safe and racially just schools
- h. Connecting students, parents/guardians, and educators to the community. (2012, 2022)

A-5. Parental Involvement

The National Education Association believes that a community engaged in the life of its public schools is paramount to the future of public education. Parents/guardians who are active participants in the education of their children increase the likelihood of the achievement of educational excellence. In coordination with other stakeholders, parents/guardians must set high expectations for student behavior

and academic success and provide the encouragement and support for all students to achieve their full potential.

The Association also believes that laws which circumvent authentic parent/guardian and community involvement are detrimental to the partnership between parents/guardians and educators.

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

The Association believes that parents/guardians should be encouraged to visit their children's schools and communicate with their children's teachers and other education employees with whom the children have daily contact. In addition, schools should communicate with parents/guardians in their native language. The Association also believes that parents/guardians, students, community members, teachers, other education employees, and school board members should promote the collaborative successes between the school and the community. (2001, 2024)

A-6. School Boards

The National Education Association believes that it is the responsibility of school boards to provide a quality education to each student within a school district.

The Association also believes that school boards must provide resources and support so that each school in a district meets standards for educational excellence. The Association further believes that school boards must promote public understanding of the importance of public education and the schools and programs within their school districts.

The Association believes that the composition of school boards must be representative of the population within the school district, including minority groups; that board members must be elected by the voters in the school district; and that board members must be elected from representative districts; and that board members must be elected on a nonpartisan basis. The Association opposes federal, state, and local takeovers of public schools, public school districts, and their governing boards. The Association also believes that the closing of schools by school boards to avoid legislative corrective action is not in the best interest of students, parents, or school employees. 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 inter-district busing plan to have substantive influence on board actions and policies. The Association believes that school boards must have the authority to decide the location of public schools and privately-managed charter schools within their districts.

The Association also 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, receiving information, and voting on issues dealing with education employees and items contained in negotiated agreements.

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

The Association believes that school boards should adopt policies that promote racial and social justice and ensure the separation of church and state. (1980, 2024)

A-7. Business Support for Public Education

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

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

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

A-8. American Education Week

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

A-9. U.S. Department of Education

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

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

A-10. Historically Black Colleges and Universities

The National Education Association recognizes that Historically Black Colleges and Universities (HBCUs) continue to play a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association believes that the programs of HBCUs 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 participation in the mainstream of education. The Association believes that HBCUs should receive equitable state and federal funding relative to their non-HBCU counterparts including additional financial support for infrastructure, student services, and academic programs which have been impacted by discriminatory funding disparities. The Association also believes that closing, downgrading, or merging HBCUs is not in the best interest of the educational community.

The Association further believes that HBCUs should be recognized for their successes in bringing Black educators into the profession. The Association acknowledges the commitments of HBCUs to instill in their graduates cultural awareness, cultural competency, and culturally responsive education, and believes that these commitments should be emulated by all educator preparation programs. (1980, 2024)

A-11. Use of Closed Public School Buildings

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 and higher 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)

A-12. School Accountability

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, demonstrating 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
- c. Balance its focus on school context, process, and student performance
- d. Set high standards for student learning, levels of support by each stakeholder, and clearly defined goals for the school as a unit
- 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

- f. Provide professional development for all education employees prior to implementation of the system
- g. Use multiple assessment tools that are universally designed and sources of data that are meaningful, relevant, valid, and reliable
- h. Include necessary accommodations and modifications to maximize the success of all students
- i. Include measures to improve school accountability
- j. Identify how the school as a unit achieves its goals
- k. Identify and address the internal and external factors that impact student learning and development
- l. Provide for the timely dissemination of assessment results to all stakeholders
- m. Be applied in a fair and equitable manner
- n. Include periodic evaluation and modification of the system
- o. Provide for the development of a school improvement plan
- p. Include a formal appeals process for every school that is being targeted with academic sanctions or any other form of takeover
- q. Include provisions to keep students and educators safe in times of crises. (1971, 2021)

A-13. Appointments by the President of the United States

The National Education Association believes that the need for quality education demands that criteria for presidential appointments in the field of education shall

include a commitment to public education and significant contributions to the education community. Education employees should both have input in the selection of candidates and be included as candidates for such appointments. (1970, 2024)

FINANCING OF PUBLIC EDUCATION

A-14. Financial Support of Public Education

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—

- a. An increasing portion of public funds should be for direct instruction of students.
- b. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
- c. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.
- d. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.
- e. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

- 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.
- 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.
- h. State and federal mandates affecting public education programs must be accompanied by adequate and equitable funding.
- 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.
- j. Efforts should be made at the state and federal levels to ensure stable, adequate, and equitable funding of public schools historically receiving revenues derived from state and federal lands and natural resources. These efforts should include, but not be limited to, ensuring the sustainable use of these public lands and resources by current and future generations.
- k. Additional funding must be provided to cover the cost of achieving the goals of raising student performance, implementing new programs, and raising standards of student learning.
- l. Funding should be greater for students facing social, economic, and/or education challenges.
- m. Funds must be provided for programs to alleviate discrimination based on race, gender, and sexual orientation and to eliminate stereotypical portrayals regarding race, gender, sexual orientation, gender identity, and gender expression.
- n. Public funds must not be expended for any materials that promote stereotypes and/or biases regarding race, gender, sexual orientation, gender identity, and gender expression.
- o. Public funds must not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.
- p. Categorical funding must be assured in areas such as special education, bilingual/English as a second language, class size reduction, the economically/educationally disadvantaged, and adult education.
- 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.

- r. Full-day, every day kindergarten programs should be fully funded.
- s. Federal, state, and, as appropriate, local governments should provide funds sufficient to make prekindergarten available for all three- and four-year-old children.
- t. It is inappropriate to support the educational programs of a public school by the sale of non-nutritious foods and beverages to students during the school day.
- u. Public funds should be based on student enrollment rather than student attendance
- v. Tax revenue should be appropriated for the maximum benefit of public education, and public banking options should be considered to avoid private banking fees that reduce education funding.

The Association opposes providing any public revenues to preK through 12 schools for sectarian instruction. The Association also opposes providing such revenues to sectarian and nonsectarian preK through 12 private schools or to nonpublic school students in preK through 12 education, unless such revenues are used for educational services that are not available in public schools to which students have reasonable access. (1997, 2021)

A-15. Federal Financial Support for Education

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

The federal government should—

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

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

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

- a. The federal government assumes a full partnership role with local school districts by providing significant levels of federal funding for elementary and secondary education through a program of general aid and categorical assistance along with the mandatory full funding of mandated federal programs.
- b. Federal education funding is clear and identifiable within the federal budget.

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

The Association believes that federal monies budgeted for preK through adult education must be equitably and adequately expended for public education. The Association opposes any federal legislation, laws, or regulations that provide funds, goods, or services to sectarian schools. The Association also opposes providing such funds, goods, or services to

nonsectarian private schools or nonpublic school students in preK through adult education, unless those funds, goods, or services are used for educational services that are not available in public schools to which students have reasonable access. The Association condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. (1983, 2007)

A-16. School Trust Lands

The National Education Association believes in providing support to states with school trust lands to ensure that they are an important source of funding for public education. The Association supports providing such states with the assistance and guidance necessary to ensure the trust lands and permanent funds generate the maximum revenue possible for public education consistent with the sustainable use of those lands by current and future generations.

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

A-17. Funding of Continuing Education

The National Education Association believes that continuing education must be affordable and not burden participants with unsustainable and oppressive debt.

The Association supports educational funding models and programming that reduce the financial burden to the learner. Promotion and access to financial aid

educational resources addressing predatory lending practices, as well as loan forgiveness requirements and repayments, should occur before the financial burden is incurred by the participant. Any additional training and programming that is required for education employment should also not incur a financial burden. (2022)

A-18. Financial Support for Postsecondary Education

The National Education Association supports the maintenance and expansion of funding for postsecondary education, including programs of institutional and scholar support, research grants, support for historically Black and developing institutions, and student financial assistance to assure access and choice for all qualified students—regardless of personal financial means—who wish to pursue postsecondary education. The Association believes that student need and enrollment should be criteria for funding postsecondary education. The Association also believes that need-based student financial assistance should be available only through fully accredited postsecondary education institutions and governmental agencies. (1986, 2015)

A-19. Loan Forgiveness

The National Education Association supports public service loan forgiveness programs. Loan forgiveness should be based upon successful completion of years of service, and not be dependent upon specific loan types, location of employment, or repayment plans. Loan repayment and forgiveness criteria, as well as information

on predatory lending practices, should be provided to all aspiring and practicing public servants prior to incurring educationally-related debt. (2022)

A-20. Higher Education Research and Study Grants

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

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

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

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

A-21. Public Education/National Defense

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong national defense. Whenever there is a redirection of resources from military purposes, the Association

supports a policy of economic conversion to facilitate the orderly redirection of such resources to alternative civilian uses, with public education being one of the highest priorities. (1985, 2007)

A-22. Federal Impact Aid

The National Education Association believes that appropriate funding must be provided for students in school districts impacted by federal policies, lands, activities, and installations to ensure a quality education. The Association believes that a permanent solution to the financial problems of severely impacted school districts must be developed. (1970, 2024)

A-23. Educational/Economic Stability of States

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

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

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

A-24. Tax Reform

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

- a. Increase tax fairness and raise revenue necessary to finance quality

- b. public education and other public services
- b. Establish policies that shift the tax burden from the less affluent
- c. Prevent excessive reliance on any single tax
- d. Reflect the findings of comprehensive studies of the total individual and corporate tax burden
- e. Assure a tax burden distribution that reflects the ability to pay and that safeguards family well-being
- f. Assure that statewide uniformity in property tax effort be required
- g. Provide funding for public education that ensures adequacy and equity of resources
- h. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools
- i. Establish tax laws that prevent harm to education employees and educational needs
- j. Attract expatriated business and investment to return to benefit our American economy
- k. Encourage penalties to corporations that move their interests abroad to avoid tax liabilities
- l. Provide for public funding of national political campaigns to enable greater equity in access to the political process
- m. Restructure the alternative minimum tax (AMT) by indexing it to inflation at the AMT's original level. (1978, 2024)

A-25. Privatization and Subcontracting Programs¹

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

The Association opposes any privatization or subcontracting arrangement that—

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

A-26. Voucher Plans and Tuition Tax Credits

The National Education Association believes that voucher plans, tuition tax credits, or other funding/financial arrangements that use tax monies to subsidize preK through 12 private school education can undermine public education; reduce the support needed to adequately fund public education; cause racial, economic, and social segregation of students; and threaten the constitutional separation of church and state that has been a cornerstone of American democracy.

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

The Association also believes that any private school or agency that receives public funding through voucher plans, tax credits, or other funding/financial arrangements must be subject to all accountability measures and regulations required of public schools. The Association believes tax-exempt status should be denied to those institutions whose policies and/or practices prevent the integration of the institutions. (1970, 2014)

¹ See *Policy Statement on Privatization and Subcontracting* (p. 369) adopted by the 2000 Representative Assembly, which sets forth the Association's full position dealing with this subject.

A-27. 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-28. For-Profit Schools²

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

A-29. Funding for Extracurricular Programs

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

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

A-30. Local Education Foundations

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

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

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

² See *Policy Statement on Privatization and Subcontracting* (p. 369) adopted by the 2000 Representative Assembly, which sets forth the Association's full position dealing with this subject.

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

QUALITY EDUCATION

A-31. School Improvement Process

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

- a. Involve all school staff as active partners in the development of the plan
- b. Provide the additional funding, resources, and assistance necessary to accomplish the plan
- 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
- d. Provide time for planning, implementation, and reassessment
- e. Be consistent with education employees' rights and responsibilities as set forth in laws, contracts, policies, and/or local agreement processes. (1971, 2014)

A-32. 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-33. Charter School Accountability³

The National Education Association acknowledges the value set forth in the original conception of charter schools as innovators within local public school districts, provided such charter schools are authorized by and held accountable to

³ See *Policy Statement on Charter Schools* (p. 393) adopted by the 2017 Representative Assembly, which sets forth the Association's full position dealing with this subject.

local democratically elected school boards or their equivalent, and meet certain basic procedural and substantive safeguards that apply to public schools. These basic safeguards protect schools in our communities as well as our nation's commitment to a free public education system that is accessible to all.

The Association believes that the competitive market model of charter schools promising school improvement simply by way of introducing competition into local school systems is a failure, and that basic accountability to the community is the only way to ensure options that are high quality and demonstrate sustainable student growth. The Association also believes that handing over the education of our students to privately managed, largely unaccountable charter schools that do not answer to locally elected school boards or their equivalent jeopardizes student success, undermines the public education system, and harms our students and educators, particularly in communities of color.

The Association further believes that all educators deserve the right to a collective voice through bargaining and representation, and that an organized workforce is a better guardian of quality standards for students and educators alike. Educators in public charters therefore must be allowed to organize and fully participate in the union.

The Association supports both communities organizing for quality public education and educators working together to improve and hold accountable charter schools while supporting state and local efforts to preserve public school funding

and services by eliminating such funding and services from unaccountable privately managed charters that do not comply with those basic safeguards and standards. (1993, 2017)

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

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

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

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

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

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

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

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

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

A-36. School Restructuring

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

- a. Adhere to collectively bargained labor agreements
- b. Comply with all appropriate school board policies
- c. Exhaust all viable evidence-based internal school improvement plans that address the needs of the whole child

- d. Identify, analyze, and evaluate the impact of restructuring and its funding
- e. Deliberate restructuring proposals in open meetings and public hearings
- f. Develop procedures and criteria that support and attract staff transfers to/from restructured schools.

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

A-37. District Consolidation/ Deconsolidation

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

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

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

A-38. Mass Media Use in Education

The National Education Association believes that the creative and innovative use of mass media can further the goals of public education. It is essential that educators have the right to record or access mass media content and use it to enhance educational outcomes.

The Association also believes that publicly funded mass media institutions should provide communication services for education. The Association further believes that its affiliates should be involved in the content development of each of these resources. (1981, 2024)

A-39. Community Education

The National Education Association believes that the relationship between schools and the community that surrounds them is significant to the success of students and educators. Community education programs are comprehensive and coordinated plans allowing local schools and communities to form partnerships in the education process by providing educational, recreational, social, and cultural services for all people in the community. Therefore, school staff should form partnerships with community leaders to provide these services for the communities they serve. The Association urges state affiliates to become involved in the promotion, expansion, and implementation of community education programs and partnerships in their states. (1977, 2021)

A-40. Rural Education

The National Education Association supports a strong rural educational system; such a system should address rural needs and incorporate local arts, culture, and economics. The Association believes in equitable educational programs, services, and funding for rural schools that reflect the specific range of conditions in rural areas. The Association also believes that the strength of a rural educational system should not be dependent upon geographical location, population density, or consolidation of rural schools. (1976, 2022)

A-41. Urban Development

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

A-42. U.S. Federal Schools

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

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

to privatize these federal schools. (1980, 2002)

B. ADVANCE THE CAUSE OF PUBLIC EDUCATION FOR ALL INDIVIDUALS

LIFELONG LEARNING

B-1. Early Childhood Education⁴

The National Education Association champions early childhood education programs in the public schools for children from birth through age eight. The Association also supports a high-quality program of transition from home and/or preschool to the public kindergarten or first grade. This transition should include communication and cooperation among parents/guardians, the preschool staff, and the public school staff. The Association believes that such programs should be held in facilities that are appropriate to the developmental needs of these children. The Association also believes that early childhood education programs should include a full continuum of services for parents/guardians and children, including child care, child development, special education, bilingual education programs or English language acquisition and development programs, appropriate bias-free screening devices, and developmentally appropriate and diversity-based curricula which create fair and respectful treatment of all students and a learning environment free from the effects of implicit or explicit bias. Early childhood education programs also must be sensitive

to and meet the physical, social, mental, and emotional health and nutritional needs of children.

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

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

- a. All teachers working in publicly funded preschool programs hold a bachelor's degree in child

⁴ See *Policy Statement on Kindergarten and Prekindergarten* (p. 375) adopted by the 2003 Representative Assembly, which sets forth the Association's full position dealing with this subject.

development and/or early childhood education

- b. All instructional assistants working in publicly funded preschool programs hold an Associate's degree in child development or early childhood education
- c. Lead teachers in private child care centers hold a minimum of an Associate's degree in child development or early childhood education
- d. All teaching assistants in private child care centers hold a minimum of a Child Development Associate (CDA) or a state-issued certificate that meets or exceeds CDA requirements
- e. School districts implement implicit bias, diversity, equity, cultural competence, and other racial justice training for all educators (including administrators) and regularly evaluate progress and outcomes in applying racial equity tools to decision-making and practices.

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

The Association also recognizes the importance of parental involvement in a child's development. The Association further supports the provision of training programs that prepare parents/guardians to take an active role in the child's education.

These programs should provide an awareness of the expectations that will be placed on the child as well as familiarization with new policies and procedures that the child will experience in the new environment.

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

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

The Association advocates the establishment of fully funded early childhood special education programs. These programs and necessary services should be readily accessible for children with disabilities and staffed by certified/licensed teachers, qualified support staff, and therapists. (1975, 2022)

B-2. Middle School and Junior High School Programs

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

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

The Association believes in developmentally appropriate and diversity-based curricula which create fair, respectful treatment of all students and a learning environment that addresses cultural competence, utilizes restorative practices and techniques, and is free from the effects of implicit or explicit bias.

The Association also encourages the development of guidance and counseling programs that stimulate parental and community involvement, and promote health services. (1976, 2021)

B-3. High School Diploma/Equivalency

The National Education Association supports the concept of a high school education for all and believes that every student should earn a high school diploma or its equivalent. The Association also believes in the value of and support for academic preparation, school attendance, and socio-emotional wellness for meeting the requirements of high school graduation.

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

The Association believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, certified/licensed specialized instructional support personnel, administrators, and governing boards. (1976, 2024)

B-4. Dropout Prevention

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

The Association also believes that education systems should collaborate with parents/guardians and the broader community. Together, they should provide intervention, social/emotional and legal support, academic assistance, retention counseling, and career programs to ensure that preK through 12 students remain in school through the completion of high school graduation requirements. The Association further believes that school counselors, social workers, nurses, psychologists, and other professionals who support the social-emotional and mental health of students are essential to dropout prevention. Education systems should conduct regular school climate assessments to determine the level of support in place to address students' needs.

The Association believes that student pregnancy impacts the educational, social, and economic lives of young people, as well as their health. Therefore, any dropout prevention efforts should also provide resources and supports for pregnant students and students who give birth, including, but not limited to, social-emotional support, new parent counseling, lactation support, guidance of navigating or accessing medical treatment, clean and comfortable lactation spaces, support with child care, and support in finding and accessing other community resources. These students should also have access to extended learning, flexible hours, hybrid learning, and other continuing education options.

The Association also believes that the disaggregation of graduation rate and exclusionary discipline data is essential to identify and to implement appropriate interventions for highly-impacted groups and individuals. The Association further believes that, in order to maximize graduation rates across demographics, educators should strive to minimize the use of exclusionary discipline practices and eliminate its disproportionate application. (2008, 2023)

B-5. Expanding Student Graduation and Promotion Options

The National Education Association believes that public high schools should employ multiple graduation and promotion options and create partnerships with colleges, alternative schools, and vocational, career and technical programs. These options also serve as valid indicators of readiness for postsecondary opportunities. (2008, 2017)

B-6. Postsecondary Opportunities

The National Education Association believes that all students should be prepared for, and have equitable access to, all postsecondary opportunities. The Association also believes that recruitment efforts for postsecondary opportunities should be equitably implemented, in collaboration with schools, so that no individual or community is disparately targeted or excluded based on their race, age, socioeconomic status, gender, sexual orientation, gender identity, gender expression, ability, ethnicity, immigration status, or religion. (2022)

B-7. Higher Education

The National Education Association supports higher education from fully accredited institutions as an essential part of the education process. Higher education is postsecondary education that provides college credit and/or certification/licensure. The Association believes that postsecondary education serves an invaluable function for intellectual development, research and scholarship, career preparation, and preparation for life.

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

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

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

articulated curriculum can significantly help increase the number of students successfully completing their degrees.

The Association believes that all courses must be offered with sufficient frequency and with a sufficient number of sections to enable students to graduate within the time prescribed for each program.

The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (1980, 2021)

B-8. Adult Education

The National Education Association supports adult education programs that provide lifelong educational and career opportunities. Adult education is the practice of educating adults through non-college credit classes. The Association recognizes the importance of high school completion, English language acquisition, parenting education, career training, and other adult education programs that provide students with an opportunity to become productive, effective, racially just, culturally competent, and responsible parents, citizens, and community members.

The Association believes that to have access to adult education programs, adult education students with minor children should have child care available at their educational sites during class time. (2006, 2022)

B-9. Critical Thinking

The National Education Association believes that critical thinking is an essential part of a well-rounded education. The

Association also believes that educators play a vital role in teaching critical thinking skills through developmentally appropriate practices. The Association further believes that developmentally appropriate practices enable students to—

- a. Analyze, synthesize, and evaluate information
- b. Determine the importance and relevance of arguments and ideas
- c. Identify erroneous, biased, or fallacious reasoning and logic
- d. Distinguish fact from opinion
- e. Identify propaganda
- f. Evaluate reliability and validity of sources in all types of media
- g. Consider historical and contextual content
- h. Recognize argumentative styles and methods. (2019, 2023)

B-10. Independent Reading Skills

The National Education Association believes that it is critical that students become skillful and proficient readers to succeed in school and life. Research-based literacy instruction and interventions, especially in the early years, are essential for learning in all content areas and for achieving high standards. Students at all levels should have access to diverse independent reading choices through school libraries in their buildings that are staffed by certified school library teachers. Teachers at all levels should be encouraged to use certified school library teachers' expertise to address the diverse needs of students.

The Association also believes that the acquisition of home languages is the foundation for reading skills development.

Emerging literacy skills begin with the interaction and communication between children and adults. An increased number of words spoken to a child during language development increases future reading proficiency. The Association further believes that schools and communities should work together in raising awareness of the link between language development and reading skills acquisition.

The Association believes that teachers' efforts to value and promote reading should be supported by parents/guardians, school library media specialists, other education employees, and communities. (1998, 2024)

B-11. Effective Communication

The National Education Association believes it is critical that students and educators become effective communicators in school and in life through all forms of expression. Communication instruction is essential for learning in all content areas and for achieving high standards. Access to needed supports such as assistive technology and alternative and augmentative communication devices, as well as supports provided by appropriately-licensed and certificated professional personnel, is necessary to enable all students in becoming effective communicators. The Association also believes that students must be culturally competent to be effective communicators.

The Association further believes that students' and educators' efforts to value and promote effective communication should be supported by parents/guardians,

administrators, other education employees, and communities. (2009, 2023)

EDUCATIONAL EQUITY

B-12. Class Size

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

Optimal class sizes must be based on the needs of students, grade level, subject area content, and physical facilities. The Association also believes in proportionately lower class sizes in programs for students with exceptional needs. The Association further believes that networking and advocacy with stakeholder groups can assist in the adoption of new policies that ensure workload assignments are made to provide the maximum benefit to exceptional students. The Association believes in working together with state and local affiliates to identify caseload issues and promote workload-based systems that advance best practices. To further this goal, the Association also believes that state departments of education should, on a yearly basis, collect and report class size data that reflect the class size experienced by most students. (1982, 2021)

B-13. Diversity

The National Education Association believes that a diverse, equitable, and just society enriches all individuals. Similarities and differences among race, ethnicity, color, national origin, language, geographic location, religion, gender, sexual orientation, gender identity, age, physical and mental ability, size, occupation, and

marital, parental, or economic status form the fabric of a society. Education should foster a vibrant, pluralistic, and intrinsically equitable and just society that authentically reflects diverse populations and cultural perspectives.

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

The Association encourages affiliates and members to become part of programs and observances that may include cultural and heritage celebrations and/or history months. (1995, 2022)

B-14. Racial Diversity Within Student Populations

The National Education Association believes that a racially diverse student population is essential for all elementary/secondary schools, colleges, and universities to promote racial equality, improve academic performance, and foster a robust exchange of ideas. The Association also believes that a racially diverse student population may not be achieved or maintained in all cases simply by ending discriminatory practices and treating all students equally regardless of race. Strategies should be encouraged to enhance equity in the education of our students.

The Association further believes that, to achieve or maintain racial diversity, it may be necessary for elementary/secondary schools, colleges, and universities to take race into account in making decisions as to student admissions, assignments, and/or transfers. (1999, 2015)

B-15. Racism, Sexism, Sexual Orientation, Gender Identity, and Gender Expression Discrimination

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

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

- a. Increase respect, understanding, acceptance, and sensitivity toward individuals and groups in a diverse society composed of such groups as American Indians/Alaska Natives, Asians, Native Hawaiian or other Pacific Islanders, Blacks, Hispanics, women, LGBTQ+ people, and people with disabilities
- b. Eliminate discrimination and stereotyping in curricula, textbooks, resource and instructional materials, activities, etc.
- c. Foster the dissemination and use of nondiscriminatory and nonstereotypical language, resources, practices, and activities
- d. Eliminate institutional discrimination
- e. Integrate an accurate portrayal of the roles and contributions of all

- groups throughout history across curricula, particularly groups that have been underrepresented historically
- f. Identify how prejudice, stereotyping, and discrimination have limited the roles and contributions of individuals and groups, and how these limitations have challenged and continue to challenge our society
 - g. Eliminate subtle practices that favor the education of one student over another on the basis of race, gender, sexual orientation, gender identity, gender expression, disability, ethnicity, or religion
 - h. Encourage all members of the educational community to examine assumptions and prejudices, including, but not limited to, racism, sexism, and homophobia, that might limit the opportunities and growth of students and education employees
 - i. Offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse education employees in our public schools
 - j. Coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and special health and care needs of diverse population groups
 - k. Recognize the right to wear culturally significant regalia during commencement and other recognition ceremonies

- l. Promote a safe and inclusive environment for all.

The Association encourages its affiliates to develop and implement training programs on these matters. (1996, 2024)

B-16. American Indian/Alaska Native Education

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

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

The Association also believes in racial equity principles at all levels of policymaking and efforts that provide for—

- a. Involvement and control of the education of American Indian/Alaska Native students by their parents/guardians, communities, and educators
- b. Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

- c. Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs
- d. Protection and maintenance of the integrity of American Indian/Alaska Native families and their tribal cultures so that, if children have to be removed from their home, placement should be determined by their tribe
- e. Recognition of American Indian/Alaska Native educators as role models
- f. The identification and removal of barriers for American Indians/Alaska Natives seeking certification and employment as educators
- g. Involvement of American Indians/Alaska Natives in professional development programs dealing with cultural pluralism and Native values
- h. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions
- i. English proficiency programs that are designed to meet the language needs of American Indian/Alaska Native students
- j. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives
- k. Assistance to affiliates in meeting the educational needs of American Indian/Alaska Native students
- l. Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of American Indian/Alaska Native peoples
- m. Dissemination of information and programs that include the values, heritage, language, culture, and history of American Indians/Alaska Natives
- n. Control of Native lands by American Indians/Alaska Natives
- o. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level.
- p. Preservation of the Native languages of the indigenous people of the Americas, inclusive of American Indians, Alaska Natives, and Native People of Central and South America.
- q. Prevention of disproportionate referral of American Indian/Alaska Native students into the criminal justice system for violations of school discipline policies. (1976, 2022)

B-17. Hispanic Education

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

The Association believes in racial equity principles at all levels of policymaking and efforts that provide for—

- a. Programs establishing appropriate educational opportunities for Hispanic students
- b. Grants and scholarships for higher education (including Hispanic Serving Institutions – HSIs) that will facilitate the recruitment, entry, and retention of Hispanics
- c. Recognition of Hispanic educators as role models
- d. Hiring, promotion, and retention of Hispanic educators, who are key to advancing bilingualism, biliteracy, and strong ties in Hispanic communities, to all levels of the education profession
- e. Recruitment, training, employment, and retention of bilingual, bicultural, and culturally competent teachers, counselors, and other professional and support staff to meet the needs of Hispanic students
- f. English proficiency programs that are designed to meet the language and cultural needs of Hispanic students
- g. Dissemination of information and programs that include the values, heritage, language, culture, and history of Hispanics
- h. Assistance to affiliates in meeting the educational needs of Hispanic students
- i. English proficiency programs that are designed to meet the needs of Hispanic students
- j. Involvement of Hispanics in lobbying efforts for federal programs
- k. Involvement of Hispanic educators in developing educational materials used in classroom instruction
- l. Coordination with Hispanic organizations and concerned agencies that promote the values, language, culture, and history of Hispanics
- m. Involvement of Hispanics in professional development programs dealing with cultural pluralism and Hispanic values
- n. Opposition to the resegregation of the public schools through overrepresentation in special education programs and underrepresentation in gifted programs
- o. Opposition to the resegregation of the public schools through overrepresentation and/or underrepresentation in charter schools
- p. Programs that address the alarming dropout rates of male students and the disproportionate teen pregnancy rate of Hispanic female students and encourage continuing education
- q. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level
- r. Prevention of disproportionate referral of Hispanic students into the criminal justice system for violations of school discipline policies.

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, 2024)

B-18. Asian, Native Hawaiian, and Pacific Islander Education

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, Native Hawaiian, and Pacific Islander educators, parents/guardians, and community leaders in the development of programs that preserve the rich heritage of their cultures.

The Association believes in racial equity principles at all levels of policymaking and efforts that provide for the—

- a. Preservice and continuing education of teachers
- b. Development of curriculum and instructional materials and programs, including English proficiency programs that are designed to meet the language needs of Asian, Native Hawaiian, and Pacific Islander students
- c. Education of Asian, Native Hawaiian, and Pacific Islander adult refugees
- d. Dissemination of programs and information that include the values, heritage, language, culture, and history of Asian, Native Hawaiian, and Pacific Islanders peoples
- e. Recognition of Asian, Native Hawaiian, and Pacific Islander educators as role models
- f. Protection of undergraduate and graduate ethnic studies programs at universities and community

colleges, and course offerings at the high school level

- g. Preservation of Native Hawaiian languages
- h. Recognition and acknowledgement of the vast range of cultures, languages, and histories encompassed in the Asian, Native Hawaiian, and Pacific Islander peoples
- i. Inclusivity and representation of Asian, Native Hawaiian, and Pacific Islander peoples
- j. Prevention of disproportionate referral of Asian, Native Hawaiian, and Pacific Islander students into the criminal justice system for violations of school discipline policies.

The Association encourages opportunities to preserve, promote, and perpetuate Asian and Native Hawaiian or other Pacific Islander heritage and culture. (1979, 2022)

B-19. Micronesian Education

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

The Association believes in racial equity principles at all levels of policymaking and efforts that provide for—

- a. Programs establishing appropriate educational opportunities for Micronesian students
- b. Development of curriculum and instructional materials and programs, including English proficiency

programs that are designed to meet the language needs of Micronesian students

- c. Development of relationship-building and culturally cohesive frameworks designed to meet the needs of Micronesians in the school, home, and work environment
- d. The recruitment, training, and employment of Micronesian island educators as role models, bilingual teachers, counselors, and other professional and support staff to meet the needs of Micronesian students
- e. Involvement of Micronesian educators in developing educational materials for classroom instruction, as well as the dissemination of information and programs that include the values, heritage, language, culture, and history of Micronesians
- f. Assistance to affiliates in meeting the educational needs of Micronesian students
- g. Opportunities for higher education for all Micronesian students through direct and indirect governmental assistance in graduate and undergraduate programs
- h. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level
- i. Prevention of disproportionate referral of Micronesian students into the criminal justice system for violations of school discipline policies.

The Association encourages opportunities to preserve, promote, and perpetuate

Micronesian heritage and culture. (2008, 2022)

B-20. Black American Education

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

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

The Association further believes in racial equity principles at all levels of policy-making and efforts that provide for—

- a. The preservation of Black heritage and culture
- b. Funding of scholarships to facilitate the entry of Black students into the teaching profession
- c. Recognition of Black educators as role models
- d. Recruitment, hiring, retention, and promotion of Black educators, especially Black males at all levels of the education profession

- e. Involvement of Black educators in developing educational materials used in classroom instruction
- f. English proficiency programs in the regular instructional process for those Black students experiencing difficulty with standard English
- g. Programs that address the alarming dropout rate among Black male students and the disproportionate teen pregnancy rate among Black female students and encourage continued education, thereby increasing their participation in the work force
- h. Development of athletic programs that promote educational excellence, not just athletic power
- i. Opposition to the resegregation of the public schools through special classes, or through overrepresentation in special education programs and underrepresentation in gifted programs
- j. Opposition to the resegregation of public schools through overrepresentation and/or underrepresentation in charter schools
- k. Dissemination of information and programs that include the values, heritage, language, culture, and history of Black Americans
- l. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level
- m. Prevention of disproportionate referral of Black students and their parents/guardians into the criminal

justice system for violations of school discipline and truancy policies. (1981, 2022)

B-21. Discriminatory Academic Tracking

The National Education Association believes that the use of discriminatory academic tracking based on socioeconomic status, ethnicity, English language proficiency, race, gender, gender identity, gender expression, or special needs must be eliminated in all public school settings. The Association urges its affiliates to oppose these practices. (1988, 2021)

B-22. Equal Opportunities for Women and Ethnic Minorities Through Mathematics and Science Education

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

The Association supports the development and maintenance of gender-free and culturally unbiased mathematics and science programs. The Association encourages the recruitment of females and ethnic minorities to enroll and participate actively in mathematics and science courses and/or to become professionals in those fields. (1992, 2017)

B-23. Education of Left-Handed Students

The National Education Association believes that the needs of left-handed students should be met and that appropriate governing agencies should provide

materials and instruments necessary for left-handed students.

The Association recommends that education employees receive professional development as appropriate that present strategies for handwriting instruction to left-handed students. (1979, 2017)

B-24. Education of Students with Color Vision Deficiencies

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

The Association strongly recommends that education employees working with students with color vision deficiencies receive preservice preparation and staff development that sensitize staff to students' needs. (2004, 2017)

B-25. Student Peer Mentoring Programs

The National Education Association supports student peer mentoring programs that provide the opportunity for academic and social support for all students. The Association believes that student peer mentoring programs should be supervised by appropriate staff. Such programs should be student-based and ongoing. (2004, 2017)

B-26. Adult-to-Youth Mentoring Programs

The National Education Association believes that all children and youth should be provided the opportunity to participate

in personalized adult-to-youth mentor programs, as needed, that ensure a beneficial relationship with at least one adult mentor. The Association also believes that such mentor programs should support the youth's academic success and overall well-being and should seek to recruit mentors who reflect the diverse identities of the youth they serve. (2022)

B-27. Education of Refugee and Undocumented Children and Children of Undocumented Immigrants

The National Education Association believes that, regardless of the immigration status of students or their parents, every student has the right to a free public education, including multilingual services and primary language instruction, in an environment free from harassment. The Association also believes that all parents should have equal access to all services provided by the school system regardless of their immigration status. The Association opposes Immigration and Customs Enforcement (ICE) operations on school property. The Association supports access to higher education for undocumented students and access to financial aid and in-state tuition to state colleges and universities in the states where they reside. The Association further believes that neither educational systems nor their employees are responsible for the determination and enforcement of legal residency status.

The Association 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, 2019)

B-28. Education of Migrants

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

The Association advocates the implementation of multilingual/multicultural 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, 2023)

B-29. Communication Between Educators and Non-English Speaking Parents, Guardians, and Caregivers

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

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

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

B-30. Equity for Incarcerated Persons

The National Education Association believes that incarcerated persons, regardless of race, age, gender, sexual orientation, gender identity, gender expression, disability, ethnicity, immigration status, occupation, and religion 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, 2022)

SPECIFIC PROGRAMS FOR INDIVIDUALS

B-31. Education of Gifted, Talented, and Creative Students

The National Education Association believes that there must be educational programs and services for gifted, talented, and creative students, and supports federal and state funding for the education of these students. The Association also believes that there must be well-developed criteria and guidelines for identifying and teaching these students. Such identification must be culturally sensitive and must not

discriminate on any basis other than the exceptionality being identified.

The Association further believes that all students and their families, parents, guardians, and caregivers should be informed of their rights to have access to and testing for gifted education, alternative education options, and specialized programs. The Association acknowledges that historically marginalized groups are underrepresented in gifted and specialized education programs, and urges public school districts to have an inclusive approach to gifted education.

The Association believes that culturally responsive professional development programs in gifted and talented education must be provided for all appropriate education employees.

The Association urges its affiliates to promote the development and implementation of services and support for gifted children and their educators. (1980, 2022)

B-32. Educational Programs in Support of Lesbian, Gay, Bisexual, Transgender, Non-Binary, and Questioning Students

The National Education Association supports developmentally appropriate and inclusive educational programs that address the unique needs and concerns of lesbian, gay, bisexual, transgender, non-binary, and questioning (LGBTQ+) students. The Association also supports efforts and contributions by educators, parents/guardians, community leaders, organizations, and partners in the development of these programs. Specific programs should provide—

- a. Acknowledgement of the significant contributions of diverse LGBTQ+ persons in American and world history and culture
- b. Involvement of educators knowledgeable in LGBTQ+ issues in the development of educational materials that integrate factual information about the history, social movements, and current events of LGBTQ+ people
- c. Developmentally appropriate local, state, and national resources. (2015, 2024)

B-33. Alternative Programs for At-Risk and/or Students With Exceptionalities

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

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

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

The Association also believes that these rights include the rights of students to receive all services and accommodations listed on their IEPs and 504 Plans. Additionally, specially designed instruction and related services must be provided in the identified goal areas regardless of placement to those who are protected under the provisions of the Individuals with Disabilities Education Act and Americans with Disabilities Act must be preserved.

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

The Association supports affiliate efforts that advocate for teachers seeking

additional certification and the recruitment of teachers with certifications supporting at-risk youth.

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

The Association encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, behavioral, emotional, or learning disabilities, or related problems to be licensed under regulations of each state's department of public instruction or other appropriate agency. (1977, 2024)

B-34. Educational Programs for English Language Learners

The National Education Association believes that English Language Learners (ELLs) must have programs available to them that address their unique needs and that provide equal opportunity to all students, regardless of their primary language or limited first language education. Programs for ELLs should emphasize English proficiency while concurrently providing meaningful instruction in all other curriculum areas. Designated English language instruction should build toward proficiency and include skill areas such as phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. In planning a comprehensive program for ELLs, age, academic needs, individual differences in language acquisition abilities,

environmental factors, and best teaching practices must be considered.

The Association also believes that ELLs should be placed in bilingual education programs to receive instruction in their native language from qualified teachers until such time as English proficiency is achieved. If no bilingual programs are available, these students should be taught in language acquisition and development programs designed to meet their specific needs. Students should be in classes that are limited in size. Methods such as weighted formulas should be used. Additional staffing, modified scheduling, and/or curriculum designed to accommodate the demands of each ELL should be provided in order to meet state and local educational expectations. Students should not be enrolled in special education classes solely because of linguistic difference. A student's English proficiency should be taken into account and they should be tested in their primary language when possible to determine whether special education placement is necessary.

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

should provide release time for the training of teachers who instruct ELLs.

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

The Association values bilingual and multilingual competence and supports programs that assist individuals in attaining and maintaining proficiency in their native languages before and after they acquire proficiency in English. Schools should provide a pathway for students to apply for and obtain the Seal of Biliteracy. (1981, 2022)

B-35. Education of Speakers of Nonstandard English

The National Education Association believes that students who enter school as speakers of nonstandard English are learners with unique needs, and these needs must be provided for in the overall program in each local school district. The Association also believes that programs for these students must provide equal opportunity, should emphasize proficiency in standard English that provides them the opportunity to succeed in all aspects of daily life, and should concurrently provide meaningful instruction in all other curriculum areas. The Association advocates programs that begin with the linguistic proficiencies

demonstrated by entering students, and build a program from that starting point.

The Association further believes that, in all cases, the students' linguistic and/or cultural backgrounds must be respected within the school setting. Students who speak nonstandard English must not be enrolled in special education classes solely because of linguistic differences. (1997, 2017)

B-36. Education for All Students with Disabilities

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

- a. A fully accessible and inclusive educational environment—using appropriate accommodations, modifications, instructional materials, support services, and pupil personnel services—must ensure equitable access and match the learning needs of both students with and students without disabilities.
- b. Student placement must be based on individual needs rather than on available space, funding, or local philosophy of a school district. Student placements must be examined on a regular basis to ensure appropriateness whereby all needed

services and support will be provided and should not be made disproportionately by ethnicity or gender. Necessary building/staff modifications must be provided to facilitate such placement.

- c. General and special education teachers, pupil personnel and related service providers, and education support professionals who work with the student, and administrators, parents/guardians, and the student, as appropriate, should have input in the development of the individualized education program (IEP) and must have access to the IEP.
- d. When necessary, the student and/or family should have access to translation and interpretation services surrounding the IEP process.
- e. General and special education teachers; pupil personnel and related service providers; education support professionals; and administrators, parents/guardians, and students, as appropriate, must share in implementing the IEP. Prior to implementation, all necessary and appropriate educational materials, professional development, and supportive services must be provided.
- f. Students with physical disabilities and/or medical needs requiring nursing procedures must have their medical needs met by certified/professional school nurses.
- g. All impacted staff members must have an appeal procedure regarding the implementation of the

- IEP, especially in terms of student placement. The procedure must include the right to have the dissenting opinion recorded and attached to the IEP.
- h. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both students with and students without disabilities where misconduct is shown to be unrelated to either the disabling condition or to improper placement.
 - i. A plan recognizing individual differences must be used in a systematic evaluation and reporting of program development.
 - j. Students with disabilities must have appropriate, accessible testing options matching the processing disorders, motor skills, and/or academic developmental levels or language proficiency of those students to measure individual progress and proficiencies.
 - k. Limitations must be made in class size, caseloads, and/or work load of designated education and service providers, using methods such as the workload analysis model, modified scheduling, and/or curriculum design determined by each student's IEP or other learning accommodations.
 - l. All teachers who serve students with disabilities must have scheduled access to resource personnel, instructional assistants, paraeducators, co-teachers, and special education teachers.
 - m. The student's IEP should not be used as criteria for the evaluation of education employees.
 - n. Communications must be maintained among all involved parties.
 - o. Staff must not be reduced.
 - p. All school personnel, including substitutes, must be adequately prepared for their roles, including addressing the identified individual needs of students, through appropriate licensing and/or continual and accessible professional development.
 - q. Incentives for participation in professional development activities should, as mandated by law, be made available for education employees.
 - r. Education employees, as mandated by law, must be appointed to local and state advisory bodies on special education.
 - s. Education employees must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to states. Education employees should be invited to these meetings.
 - t. Local affiliates and education employees must be recruited, trained, and involved in monitoring school system compliance with federal special education legislation.
 - u. Adequate release time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation, including the

- development and administration of alternate forms of assessment.
- v. Collective bargaining and other means should be used to minimize the potentially severe impact on staff that results from the implementation of special education legislation.
 - w. Benefits for staff working with students with disabilities must be negotiated through collective bargaining agreements and must be honored.
 - x. Full funding must be provided by local, state, and federal governments.
 - y. Students are better served if the person working with them is prepared to accommodate their needs. Substitute employees should be made aware that the assignment offered is a program for students with disabilities.
 - z. Collaboration and communication between educators, students, and families is essential to ensure success for students with disabilities. (1978, 2023)
- a. Flexible scheduling and attendance policies
 - b. Extended learning opportunities and continuing education options leading to student graduation
 - c. Access to hybrid, virtual, and homebound instruction
 - d. Appropriate guidance in continuing/alternative education programs and productive employment
 - e. Career development skills
 - f. Development of self-esteem
 - g. Promotion of sound health practices regarding nutrition, substance abuse, exercise, family planning, and parenting skills
 - h. On-site preschool and child care services
 - i. Free transportation. (1987, 2023)

B-37. Educational Programs for Adolescent Parents

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

The Association recommends programs for these students that include—

B-38. Homebound Instruction

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

B-39. Youth and Adult Training Programs

The National Education Association believes that public schools should be involved as an equal partner with government, labor, business, agriculture, and

community-based groups in youth and adult employment and training programs. The Association also believes that these programs should supplement, and not supplant, the vocational, career, and technical education programs provided in public schools.

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

B-40. Education Through Service Learning and Community Service

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

Education employees who supervise students involved in these programs should be given appropriate compensation, planning time, program support, recognition, and time to evaluate the service and learning goals. Participation of education

employees in such programs should be on a voluntary basis. (1990, 1997)

B-41. 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 conditions should be brought into compliance. (1997, 1998)

B-42. Driver Education

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)

CURRICULUM CONTENT

B-43. Culturally Responsive Education

The National Education Association believes that culturally responsive education is critical to building equitable and inclusive school curricula. The Association also believes that culturally responsive education recognizes and embraces cultural differences to create a more just learning environment. The Association further believes that culturally responsive education promotes recognition of individual and group differences and similarities in order

to reduce all forms of prejudice and discrimination to develop self-esteem as well as respect for others. Such education includes the past and present contributions of historically underrepresented or marginalized people.

Culturally responsive education seeks to develop a whole school environment that is inclusive of cultural considerations (e.g., curriculum, instructional materials, learning and testing, respect for cultural differences, etc.). The development of a culturally responsive environment is ever-evolving and ongoing. A culturally competent pedagogy connects students' cultures, languages, and life experiences with the school curriculum. Leveraging a student's knowledge and experiences from their families and communities helps them to access and connect with the curriculum and develop their academic skills. (1981, 2023)

B-44. Global Citizenship Education

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

The Association also believes that curriculum and instruction 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 development of an appreciation

of the common humanity shared by all peoples.

The Association further believes that the goal of appreciation for, respect of, and harmony within our global society depends on a national commitment to strengthening the capability of the educational system to teach students about global citizenship. (1995, 2022)

B-45. Multiple World Language Education

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

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

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

The Association recognizes the need for teacher preparation programs for world

language teachers and supports teacher and student exchange programs. (1981, 2012)

B-46. Arts Education

The National Education Association believes that artistic expression is essential to an individual's intellectual, aesthetic, and emotional development. The Association also believes that visual and performing arts transcend cultural barriers, foster multicultural understanding, and enhance critical thinking skills. The Association therefore believes that preK through 12 curricula must include a balanced, comprehensive, and sequential program of visual and performing arts instruction for all students. The arts are defined as visual art, music, drama, dance, and media arts. These students must be taught by teachers licensed in arts 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 academic visual and performing arts program in curricula and as a requirement for high school graduation. The Association also urges its state affiliates to advocate for equal access to high-quality visual and performing arts programs, regardless of geographic location. (1980, 2015)

B-47. Journalism Education

The National Education Association believes that freedom of speech and press are fundamental principles in our democratic society granted by the First Amendment of

the United States Constitution, and these freedoms provide all people, including students, with the right to engage in robust and uninhibited discussion of issues in various student media.

The Association encourages schools to include a comprehensive journalism curriculum that fosters unbiased freedom of the press by educating a new generation of journalists and includes opportunities for student-created media and publications. (2008, 2022)

B-48. Vocational, Career, and Technical Education

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

The Association supports vocational, career, and technical education as a major component of education and advocates that every student have the opportunity to enroll in such classes without restrictions. To be effective, vocational, career, and technical education should be preceded by career awareness and exploration programs. These vocational, career, and technical education courses should be coordinated and integrated with traditionally academic

courses. These integrated programs should be combined, when appropriate, with cooperative efforts on the part of educators and industrial and business leaders to provide school-to-work experiences for students. Organized vocational, career, and technical education programs offer a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current and emerging occupations. Such programs shall include competency-based applied learning that contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, interpersonal and collaborative skills, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

The Association also believes that adequate resources must be provided for educators to maintain, enhance, and expand quality vocational, career, and technical education programs; to procure up-to-date equipment and materials for those programs; and to prepare students for a highly technical work environment. The Association further believes that the involvement of education employees, private sector employment and training program personnel, and the labor and business communities is essential 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 technical 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-49. Career and Technical Student Organizations

The National Education Association believes that career and technical student organizations are integral components of quality vocational, career, and technical education programs. Career and technical student organizations provide students opportunities for leadership development, career preparation, and community involvement. Active participation in a career and technical student organization at the local, state, and national levels encourages students to prepare for the adult roles of wage earner, community leader, and family member. (2001, 2017)

B-50. School-to-Work/Career Education

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

level of accreditation as other education programs.

The Association also believes that educational programs for all students should offer a variety of exploratory career experiences that are developmentally appropriate. In addition, these programs should enhance self-esteem and assure equal opportunity for career development and equal access to vocational, career, and technical program admissions; college admissions; and university admissions. (1976, 2023)

B-51. Family and Consumer Sciences Education

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

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

- a. Follow national standards as set forth by the appropriate professional organizations
- b. Be developmentally appropriate
- c. Be cooperative in nature and culturally responsive. (2005, 2023)

B-52. Physical Education

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 preK through adult in

or on facilities designed for that purpose. Physical education programs and curricula should follow national standards as set forth by the appropriate professional organizations; should be developmentally appropriate, sequential, cooperative in nature, and culturally responsive and gender inclusive; and should—

- a. Emphasize physical activity, fitness, exercise, and good health; skills of sports, games, dance, and basic movement; and related concepts and knowledge
- b. Assess students, including physical fitness testing, as a culmination of preparatory activities, and develop a fitness plan that is tracked for progress
- c. Include instruction in basic lifesaving techniques
- d. Provide for the special needs of students with low fitness, physical disabilities, or learning disabilities
- e. Be taught by teachers licensed in physical education
- f. Be taught with the same student/teacher ratio as other grade-level class sizes and be provided the same amount of planning time
- g. Provide staff training on policies and procedures that address issues of sexual orientation, gender identity, and gender expression. (1991, 2022)

B-53. Family Life Education

The National Education Association recognizes the myriad family structures in society and the impact of these family structures and other close personal

relationships on the quality of individual lives and upon society. The Association also recognizes the importance of education in the maintenance and promotion of stable, functional, healthy families and the emotional, physical, and mental health of people within these families.

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

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

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

B-54. Health Education

The National Education Association believes that, to promote health and wellbeing, all students preK through adult should have access to health curricula. Licensed and certified professional personnel should

develop, implement, and coordinate health curricula.

The Association also believes that health education programs in the schools should provide a planned, sequential health education curricula for preK through adult education that—

- a. Promotes sound nutrition and that includes education concerning the health risks associated with obesity and eating disorders
- b. Integrates various health topics (such as drug abuse, violence, safety issues, universal precautions, sex education, HIV education, and the dangers of performance-enhancing dietary herbal supplements)
- c. Enables students to develop the essential knowledge and skills to maintain personal, family, and community health. (2016)

B-55. Sex Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, emotional, and social health and that the public school must assume an increasingly important role in providing the instruction. Educators and health professionals must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent/guardian orientation and be planned and

implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

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

- a. Sexual abstinence, birth control, family planning, prenatal care, parenting skills, the effects of substance abuse during pregnancy, and the issues associated with pre-teen and teenage pregnancy
- b. Diversity of culture and diversity of sexual orientation and gender identity
- c. Sexually transmitted infections including HIV and HPV, incest, sexual abuse, sexual harassment, and homophobia
- d. Age-appropriate, medically accurate information including lesbian, gay, bisexual, transgender, non-binary, and questioning (LGBTQ+) issues. This should include but not be limited to information on sexuality, sexual orientation, and gender expression
- e. Sexual violence and affirmative consent, being defined as sexual activity deemed consensual if both parties clearly declare their willingness to participate through a voluntary, conscious,

and affirmative agreement. (1969, 2024)

B-56. HIV/AIDS Education

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

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

B-57. Science Education

The National Education Association believes that the content in science education must be based on scientific theory that incorporates empirically collected evidence, scientific methodology, and other accepted scientific processes. This entire process leads toward scientific consensus. The Association also believes that content and curriculum must be based on

the National Science Education Standards of the National Research Council (NRC) and/or the Benchmarks for Science Literacy of the American Association for the Advancement of Science (AAAS). (2005, 2017)

B-58. Social Studies Education

The National Education Association believes that teaching social studies is an integral part of a student's education. Social studies include courses and content that study the functions of human society, its institutions, and societal structures. These include history, geography, economics, political science, anthropology, archaeology, psychology, and sociology.

When designing or adopting social studies curriculum, the Association believes the following should always influence decisions:

- a. Up-to-date, accurate, and unbiased information
- b. Intentional inclusion of material that accurately portrays historically marginalized and underrepresented groups
- c. Contain a diverse representation of cultures
- d. Personal accounts and other primary sources with supplemental materials that are drawn from representative samples
- e. Inclusive curriculum, especially selections that allow students to see positive depictions and contributions of underrepresented individuals

- f. World maps that depict up-to-date national boundaries and names of countries
- g. Historical maps made available and presented in context. (2024)

B-59. Agriculture Education

The National Education Association believes that students deserve the opportunity to learn about agriculture, which serves as one of the pillars of most modern societies and economies.

The Association also believes that students should be provided with agriculture education, hands-on experiences, and career and technical education programs. The Association further believes that these should support economic and workforce development, agricultural innovation, and environmental sustainability.

The Association believes that every student should have access to scientifically accurate agriculture programs delivered by qualified educators and free from bias and misinformation. The Association supports the development of direct training and certification pathways for new and current educators who want to become certified in agriculture education. (2024)

B-60. Environmental Education

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

- a. The concept of the interdependence of humanity and nature
- b. An awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment
- c. The protection of endangered, threatened, and rare species
- d. The protection of the Earth's finite resources
- e. Solutions to environmental problems such as nonrenewable resource depletion, pollution, global warming, ozone depletion, and acid precipitation and deposition
- f. The use of reusable and recyclable products and discourage the use of disposable products
- g. An understanding of energy, alternative energy sources, and energy conservation
- h. The use of disposal methods that do not contaminate the environment
- i. The recognition of and participation in such activities as Earth Day, Arbor Day, and Energy Education Day
- j. The understanding of the value of the world's ecosystems and of sustainable practices
- k. The integration of outdoor education into preK through 12 curricula. Outdoor education should include a component that occurs in the outdoor environment
- l. Student preparation for careers in the green jobs sector.

The Association also believes that it should model in its policies and practices

the environmental concepts and education programs it supports. The Association also urges its affiliates to model and support environmental programs in school systems and educational institutions and supports legislation and local policies that ensure a safe and healthy environment. (1973, 2013)

B-61. Metric System

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

B-62. Accurate United States and World Maps

The National Education Association believes that all visual representations using maps of the United States should depict all fifty states, territories, and protectorates in their correct geographic location and relative size. The Association also believes that maps of the world should accurately depict national boundaries and names of countries. (1995, 2022)

B-63. Democracy and Citizenship Education

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

The Association also believes that democratic ideals should be practiced as part of the total education process. The following concepts should be an integral part of the

curriculum within public schools and other educational institutions:

- a. The dignity and worth of the individual
- b. Due process of law
- c. Rule of the majority tempered by respect for minority rights
- d. Individual responsibility
- e. Equal justice under the law
- f. Civil liberties as guarantors of individual rights
- g. One-person—one-vote
- h. Voting rights protections
- i. Active citizen participation in all aspects of public affairs
- j. Freedom of religion, speech, the press, petition, and assembly
- k. Right to protest and address grievances with the government
- l. Separation of church and state.

The Association encourages educators, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (1984, 2022)

B-64. Education on Peace and International Understanding

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 nongovernmental 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 reconciliation 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 impacts of colonialism, neocolonialism, and imperialism. (1982, 2022)

B-65. Genocide

The National Education Association deplores any act of genocide, which is the deliberate and systematic eradication of members of any group based on culture, ethnicity, national origin, political affiliation, race, religion, sexual orientation, gender identity, and gender expression. 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, 2021)

B-66. The Holocaust

The National Education Association believes that the historical events of the Holocaust must be taught to provide insight into how atrocities of this magnitude develop. The Association also believes that Holocaust education promotes human

rights, prevents future genocides, and reduces doubt that these horrifying events occurred. (1981, 2019)

B-67. Labor Movement Education

The National Education Association believes that the struggles of workers of all ages in establishing unions and the influence of the labor movement on the growth of the United States should be an integral part of the curriculum in our schools.

The Association urges educators, curriculum committees, and authors to include material that accurately presents the important contributions to our country's history and growth that have been provided by the unions involved in the labor movement and the individuals who led that movement. (1988, 2022)

TECHNOLOGY IN EDUCATION

B-68. Technology in the Educational Process⁵

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

The Association supports increased federal, state, and local resources, along with public/private partnerships, to fully fund equipment purchases/leases/upgrades, maintenance, technical support, training, evaluation, and staffing to support the full

use of technology in public schools, public colleges, and public universities.

The Association also believes that—

- a. Education employees must have access to necessary technology for managing and advancing instruction. Such technology must be compatible with and on at least the same level as technology in general use outside education. Further, education employees should be provided training, encouragement, time, and resources to experiment with and to research applications of technology in order to integrate technology into all curricula as a regular part of the instructional day.
- b. Education employees, including representatives of the local affiliate, must be involved in all aspects of technology utilization, including planning, materials selection, implementation, and evaluation. Additional preparation time and ongoing technological support must be granted to teachers using technology to enrich their instruction. Further, classroom teachers, higher education faculty, and library/media specialists must have collaborative planning time.
- c. Teacher preparation in instructional technology, including the development of effective materials, and appropriate instructional strategies must be included in college and university programs.

⁵ See *Policy Statement on Digital Learning* (p. 387) adopted by the 2013 Representative Assembly, which sets forth the Association's full position dealing with this subject.

- d. Ongoing professional development must be provided for education employees in the use, integration, and applications of technologies to enhance instruction.
- e. Instructional technology should be used to support instruction and must be directed by a certified/licensed teacher.
- f. Instructional technology should be used to improve the learning opportunities for students, the quality of instruction, and/or the effectiveness of education employees, rather than to reduce positions, hours, or compensation.
- g. The evaluation of education employees in any technological program should be conducted openly, be tailored to the medium, and meet the requirements of the local collective bargaining agreement or evaluation policy.
- h. The impact of technology and digital learning on education employees should be subject to local collective bargaining agreements.
- i. Education employees' participation in digital learning must be mutually established in employer policies, locally negotiated agreements, and/or other sources that establish the terms and conditions of employment for education employees.
- j. Education employees should own the copyright to materials that they

create in the course of their employment. (1981, 2017)

B-69. Fair and Equitable Access to Technology

The National Education Association believes students must have access to and instruction in technology, and encourages the responsible use of technology. Further, students should have access to the internet as well as equity in training, funding, and participation to ensure their technological literacy.

The Association also believes equity and freedom of access to information unimpeded by geographic, economic, social, or cultural constraints is essential.

The Association further believes that internet access and activities should be developmentally 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. (2015, 2021)

B-70. Internet Access

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. The Association also believes that in order for all students to access their education, which may at times be virtual, internet access must be available, affordable, reliable, and sufficient.

The Association further believes that education employees are essential to the development of an acceptable use policy

(AUP) and to the appropriate use of the internet. Filtering of internet web sites must maintain a balance between the protection of students and the open flow of information.

The Association believes that an AUP that requires the signatures of parents/guardians and students must be in place before allowing student access. (1993, 2021)

B-71. Artificial Intelligence⁶

The National Education Association believes that the development and expanding use of Artificial Intelligence (AI) technologies will continue to impact students, educators, public education, and the greater community. The Association also believes that the use of AI in public education should align with the following principles:

AI tools should support the needs of students and educators.

The implementation of AI must be equitable, accessible, and inclusive to ensure that no community is disadvantaged or excluded.

AI tools and their implementation must be free of cultural, racial, and gender biases, and they should not perpetuate or amplify existing biases or discrimination.

Educators should be involved in the development of best practices for pedagogical applications of AI.

The use of AI in public education should be transparent, including its applications,

what data is collected, and how that data is used.

AI should not compromise the privacy of educators, students, or their families.

Educators and students should be provided guidance and training on the ethical use of AI tools.

Evaluation of AI implementation should be ongoing to ensure it supports the needs of students and educators, and aligns with ethical standards and practices.

The Association further believes that AI tools should not be used to replace educators nor their professional judgment (2023, 2024)

B-72. Communication Using Social Media and Technology

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

B-73. Digital Learning⁷

The National Education Association believes that quality digital learning can create or extend learning opportunities but

⁶ See *Policy Statement on the Use of Artificial Intelligence in Education* (p. 411) adopted by the 2024 Representative Assembly, which sets forth the Association's full position dealing with this subject.

⁷ See *Policy Statement on Digital Learning* (p. 387) adopted by the 2013 Representative Assembly, which sets forth the Association's full position dealing with this subject.

cannot replace traditional education which allows for regular face-to-face interaction among students, peers, and instructors.

The Association also believes that students who participate in developmentally appropriate digital learning should receive the preparation and support necessary to enable them to function effectively in an online environment, which at a minimum should include—

- a. Supervision and instruction provided by fully qualified, certified, and/or licensed educators
- b. Appropriate services, equipment, technical support, libraries, and laboratories
- c. Accurate course descriptions and clear expectations prior to enrollment
- d. Reasonable student to instructor ratios that allow for individualized interaction with instructors
- e. Opportunities for appropriate student-to-student interaction
- f. Curriculum approved courses comparable to similar courses delivered by traditional means and approved by the state education agency
- g. Courses that are transferable from school to school or for graduation requirements.

The Association further believes that virtual learning should be a viable option for public school students and staff who thrive in that environment or are under extenuating circumstances. Virtual learning should be designed and utilized strategically and in the best interest of students and staff.

The Association believes that state and local education authorities should support virtual learning by providing appropriate funding, training, planning time, devices, infrastructure, and technology support for students and staff as defined by best practices. (1997, 2021)

LEARNING ISSUES NOT RELATED TO SPECIFIC DISCIPLINES

B-74. Standards for Student Learning

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

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

- a. Students, parents/guardians, education employees, community members, and governmental officials are involved and share the accountability
- b. Education employees are afforded release time and/or compensation

in order to have opportunities to work with colleagues on a regular basis throughout the school year on how to teach and assess student proficiency in the standards

- c. Full funding and resources are provided
- d. Curriculum includes, but is not limited to, required standards. Standards are introduced into the curriculum at a rate that allows education employees opportunities to adapt their practice, work with each other, and pilot the work in a concerted fashion
- e. Appropriate attention is given to students' progress toward attaining the standards and to their needs and developmental levels
- f. Age appropriate placement, when used, includes appropriate interventions designed to support meaningful, challenging, and developmentally appropriate learning for each student
- g. Professional development is provided for all education employees to help align their practices to the standards
- h. Education employees participate in the review and refinement of standards and assessments
- i. Achievement gaps are eliminated. (1997, 2008)

B-75. Individual Learning, Growth, and Development

The National Education Association believes that learners grow and develop at different rates and in different ways.

Individual learning progresses in a highly complex manner that includes periods of rapid growth and periods of intellectual consolidation.

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

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

B-76. Social-Emotional Learning

The National Education Association believes that students must learn the social-emotional skills of self-awareness, self-management, social awareness, decision-making, and relationship management. The development of these competencies is necessary in the learning process to provide pathways for both academic success and achievement.

The Association supports the utilization of evidence-based instructional methods and adequate staffing of specialized instructional support personnel (school counselors, social workers, mental health workers, nurses, and/or psychologists) to provide services, including peer support, designed to develop and promote healthy social and emotional skills in all students for their lifelong learning process. (2015, 2021)

B-77. Assessment of Student Learning

The National Education Association supports ongoing comprehensive assessment of student learning, competency, and growth. A student's level of performance is best assessed authentically, including through extended curricular activities and opportunities, directly linked to the learning experiences developed and delivered by educators.

The Association believes that the primary purposes of assessment of learning both inside and outside the classroom are to—

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

The Association also believes that no one measure should be used to determine a student's performance or be decisive in making high-stakes decisions such as grade promotion or retention, course enrollment, or graduation. Educators should utilize a variety of measures to accurately assess student learning, competency, and growth. All methods of assessment shall provide the necessary accommodations, modifications, and exemptions, and be free of cultural, racial, and gender biases.

The Association further believes that educators, especially classroom teachers, must be involved in the development of assessment systems and are best qualified to determine the criteria for assessing students as well as disseminating and contextualizing results. Instruments used to communicate student progress must be timely, accurate, meaningful to students, parents/guardians, and other stakeholders, and communicated in a language and format that is accessible and easy to understand.

The Association believes that the type and the amount of homework assigned should be determined by the classroom teacher and be appropriate to a student's developmental level. (1981, 2023)

B-78. Standardized Testing of Students

The National Education Association believes that standardized tests and/or assessments should be used only to improve the quality of education and instruction for students.⁸ Standardized tests, whether norm-, criterion-, or standards-referenced, can validly assess only a limited range of student learning. Therefore, they should be only an adjunct or supplement to information obtained through school- and classroom-based assessment conducted by teachers for purposes of supporting and strengthening instruction as well as for summarizing and evaluating student learning. Standardized tests are most useful when designed by the education professionals closest to the classroom and integrated with assessment information specific to local programs with results

⁸ See *Policy Statement on Teacher Evaluation and Accountability* (p. 381) adopted by the 2011 Representative Assembly, which sets forth the Association's full position dealing with this subject.

returned in a timely manner. Results of assessments should be made available with sufficient time for reflection, planning for instruction, interventions, and improvements. They should be made available to educators who work directly and indirectly with the assessed students. The Association also believes that affiliates should advocate for, and states and test designers should employ, a variety of developmentally appropriate assessment techniques that allow for universal design, necessary accommodations, modifications, and exemptions and are bias-free, reliable, and valid. When a test and/or assessment is mandated at the local, state, or national level, it should be reviewed by a panel of appropriate subject area specialists and teachers to ascertain the relevance of the test to the subject area and be used only to evaluate a program's effectiveness toward meeting local, state, or national standards and/or goals.

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

- a. Standards must be prioritized to support effective curriculum, instruction, professional development, and assessment.
- b. Constituents must determine high priority standards. These standards must be clearly and thoroughly described so that the knowledge and skills students need to demonstrate are evident.
- c. Valid results of assessment of high-priority standards must be reported standard-by-standard for each student, school, and district.

- d. The breadth of the curriculum must be monitored to ensure that attention is given to all standards and subject areas, including those that are not assessed.
- e. Progress should be continually monitored to ensure that assessments are appropriate for the purposes for which they are intended.
- f. Students with special needs and/or limited English proficiency should have appropriate alternative options to standardized testing to measure individual progress and proficiencies.
- g. English language learners (ELLs) should be able to demonstrate an advanced understanding and application of academic language proficiencies in listening, speaking, reading, and writing in English prior to being required to take high stakes assessments.

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

- a. Used as the criterion for the reduction or withholding of any educational funding
- b. Results are used to compare students, educators, programs, schools, communities, and states
- c. Used as a single criterion for high-stakes decision making, such as graduation requirements or grade promotion
- d. The results lead to sanctions or other punitive actions
- e. Arbitrary standards are required

- f. They do not match the processing skills, motor skills and/or academic developmental levels or language proficiency of the student
- g. Student scores are used to determine compensation
- h. Programs are specifically designed to teach to the test
- i. Testing programs or tests limit or supplant instructional time
- j. Every student is required to be tested every year
- k. Students and parents/guardians are not provided with a complete report of the individual student's test results
- l. Time required to administer the test exceeds reasonable and appropriate limits for the age of the student
- m. Test preparation impedes or discourages learning, constrains the curriculum in ways that threaten the quality of teaching and learning for students, or limits and/or curtails future educational opportunities of learners
- n. Scores are used to track students
- o. Students with special needs or limited English proficiency are required to take the same tests as regular education students without modifications and/or accommodations
- p. Non-English-proficient students' scores adversely affect the evaluation of a school based on federal and state guidelines.

The administration of a standardized test and/or assessment includes the responsibility to educate the stakeholders about

the purpose of the test, the meaning of the test results, and the accurate interpretation of its conclusions. The Association further believes that students, parents/guardians, educators, administrators, schools, and school districts should not be penalized for parents/guardians exercising their legal rights to exempt their children from standardized tests and/or assessments. The Association believes that states should be encouraged to make test items public after they are no longer used. (1978, 2023)

B-79. Student Assessment Programs in Higher Education

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

- a. Be designed institutionally rather than by the state
- b. Be planned, designed, implemented, and evaluated by faculty
- c. Be implemented in accordance with collective bargaining contracts where such contracts exist
- d. Be sufficiently flexible to accommodate the cultural, economic, and linguistic diversity among students
- e. Provide tests appropriate for students with identified learning disabilities

- f. Provide faculty with information to improve individual student learning styles and aptitude.

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

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

The Association strongly opposes—

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

B-80. Classroom and School Awards

The National Education Association believes that student recognition fosters a positive school culture in which students feel seen and valued. It also contributes to strong relationships among students, families, faculty, and the community. The Association also believes that using student-centered processes focused on equity, community, and leadership prepare

students to be global citizens and contributing members of society. The Association further believes that equitably promoting and celebrating student successes creates inclusive learning environments. (2022)

B-81. Conflict Resolution Education

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

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

B-82. School Library Media Programs

The National Education Association believes that all students must have a comprehensive school library media program within their educational settings. This program should include a full-time certified/licensed school library media specialist, also known as a school librarian or teacher-librarian, and qualified education support professionals in every school; professionally curated print, nonprint, and electronic resources to supplement and complement curricular, personal, and leisure needs; relevant technology; and instruction in library research and critical

information literacy. School library materials should represent a diversity of ideas and should accurately reflect but not be limited to the population served. The Association also believes that school library media specialists have the expertise and knowledge to select media for their communities. The Association further believes that school library media programs are negatively impacted if media specialists do not have substitutes during their absence.

The Association encourages increased funding for school library media programs from federal, state, and local governments as well as other sources such as public and/or private partnerships. (1980, 2024)

B-83. Media

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

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

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

B-84. Communication Between Hearing and Deaf/Hard of Hearing People

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.

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.

The Association also believes that children who are deaf or hard of hearing should have the legal right to certified American Sign Language instructors and interpreters/transliterators when appropriate to prevent linguistic deprivation.

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

The Association believes that educational sign language interpreters/transliterators must be qualified professionals who are licensed, state credentialed, or nationally certified. (1974, 2016)

B-85. Classroom Use of Animals

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

The Association urges that educators encourage compassion and respect for all living things. (1989, 2018)

B-86. Student Attendance

The National Education Association believes that consistent student attendance in school is vital to academic success. The Association supports the ongoing efforts of schools and educators to minimize tardiness, truancy, and other attendance issues. (2013, 2017)

B-87. Transfer of Student Records

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.

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

- a. Educational plans, goals, specialized programs, and/or services
- b. Assessment data
- c. Attendance and cumulative records

- d. Immunizations and health needs
- e. Legal stipulations/restrictions
- f. History of disciplinary incidents and violence-related behavior. (1980, 2004)

B-88. Home Schooling

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

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

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

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

HEALTH, WELFARE, SAFETY

C-1. Health Care for All Children

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

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

The Association further believes legislation should be adopted to maintain and expand comprehensive health care for all children. (1990, 2015)

C-2. Vaccinations

The National Education Association believes that vaccines are essential medical tools in preventing infectious diseases and must be pervasive to effectively protect society. The Association also believes that students should be vaccinated, whenever possible and appropriate, prior to enrollment in public school.

The Association further believes that vaccination guidelines from the American Academy of Pediatrics and Centers for Disease Control and Prevention should be followed by educators, parents/guardians, and students. The Association believes that state legislatures should establish clear guidelines for waivers that minimize the numbers of unvaccinated students to those necessary due to documented medical conditions. Evidence-based vaccination

campaigns are integral in maintaining student and community health. (2015, 2021)

C-3. Communicable Disease Prevention

The National Education Association believes that, for all employees, school districts and educational institutions, working in collaboration with school nurses and local health authorities, should initiate professional development about communicable diseases and their prevention. This information should be disseminated to all students, parents/guardians, and staff as appropriate. (2010, 2016)

C-4. Nutrition

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

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

The Association believes school food service programs must be nutritionally sound, appealing, and affordable. Portions and/or serving sizes should be appropriate for various age groups within a school. A choice of nutritious beverages and plant-based foods should be available.

The Association also supports nutrition programs that are regulated by uniform standards, readily accessible, medically correct for students and employees who have special, documented dietary needs, and are supported by public funds. The Association also believes that no student shall be denied the opportunity of a school meal or be publicly identified or stigmatized for needing free or reduced lunch or the inability to pay a school meal debt.

The Association further believes that any changes in the way public funds are allocated for school food service programs must maintain quality and appropriate levels of service as well as support additional funding, given projected increases in population and need. The Association supports fundraising efforts, sponsorships, and mascots promoting healthy food guidelines. (1990, 2018)

C-5. Adequate Rest

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

C-6. Physical Activity and Recess

The National Education Association believes that regular physical activity provides an active form of learning that encourages a healthy lifestyle and promotes

physical, mental, and emotional wellness. This physical activity should be provided through physical education classes, recess, and movement activities scheduled throughout the day.

The Association also believes that recess allows students to develop interpersonal and problem-solving skills and that it is not a substitute for a comprehensive physical education program.

The Association further believes that withholding recess as a form of discipline is counterproductive to healthy child development and restorative justice practices. (2010, 2021)

C-7. Learning Through Play

The National Education Association believes that ample time for student-driven, unstructured play must be included among the essential learning experiences in the education of our students. Beyond physical activity, these experiences include imaginative play, creative/constructive play, and games with rules. Student engagement in undirected, freely chosen activities is an essential component of healthy human development as well as a necessity for social/emotional, physical, and cognitive growth of children.

The Association also believes that play increases student abilities in the areas of critical thinking, problem solving, creativity, executive functioning, communication skills, empathy, and self-regulation.

The Association further believes that a lack of ample time for undirected, self-chosen play/activities contributes to mental health problems such as rising rates of stress, anxiety, depression, and child

suicide, and therefore should be treated as an important provision in the scheduling of student time.

The Association believes that ample amounts of time for play and/or freely chosen activities are necessary for healthy development and should be provided during the school day. (2016)

C-8. Comprehensive School Health, Social, and Psychological Programs and Services

The National Education Association believes that to promote health and well-being every student, preK through higher education, should have direct and confidential access to comprehensive health, social, and psychological programs and services. Such programs and services can be effective with ongoing communication and coordinated partnerships between social, school, home, and community resources.

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

The Association believes that, to provide effective physical and mental health services in the school setting, the following are essential:

- a. School counseling programs providing a focus on academic, career, and social/emotional development

so students achieve success in school and are prepared to lead fulfilling lives as responsible members of society; school counselors spending at least 80 percent of their time providing direct services to students, with a maximum counselor/student ratio of 1:250

- b. Health services, provided by a licensed school nurse, promoting the health of students through prevention, case finding, early intervention, and remediation of specific health problems, with a nurse-to-student ratio at each site that is at least one school nurse to every 750 students, with adjustments to safely accommodate students with special health needs and chronic illness
- c. School psychological services promoting the mental health of students through prevention, identification, early intervention, and remediation of specific mental health issues that interfere with the learning process and providing crisis intervention of traumatic events and mental health counseling, with a psychologist-to-student ratio of at least one to every 500–700 students, adjusting to adequately accommodate students with serious emotional disabilities
- d. School social work services providing crisis intervention, individual and group counseling, behavior management, and coordination with student families and community resources, with a maximum social worker/student ratio of 1:250

- e. Other specialized clinicians who identify, diagnose, and accommodate learning disabilities and other conditions adversely affecting the ability to learn and succeed in a school setting
- f. Family-planning counseling and access to birth control methods with instruction in their use, if deemed appropriate by local choice
- g. Consistent access to free menstrual products including, but not limited to, pads and tampons
- h. A healthful psychological climate and a safe physical environment at the building, classroom, and individual levels.

The Association urges its affiliates to support legislation to provide comprehensive care to all children and supports community, state, and national efforts to coordinate these services. (1969, 2023)

C-9. Student Mental Health and Wellness

The National Education Association believes that mental, emotional, and environmental pressures can significantly impact students' mental/physical health and success, potentially resulting in drug and alcohol use/abuse, violence, vandalism, school dropouts, self-injuring behaviors, suicide among children and youth, etc. Often students have not been equipped with the necessary skills needed to meet the challenges of these pressures (i.e., resiliency training). Additionally, disciplining students for their actions without a program in place to discuss reasons, stressors, or provide stress management strategies only further exacerbates the issues and behaviors.

The Association therefore believes that school districts and local affiliates should provide ongoing professional development for education employees and training/guidance for parents/guardians to help and support students.

The Association also believes that schools must work collaboratively with the community, local, state, and national agencies to ensure that these children and young adults beginning at preK have full access to comprehensive identification processes, interventions, and services that support their physical and psychological well-being. (1980, 2021)

C-10. Complex Trauma

The National Education Association believes that complex trauma impacts the brain development of children. Complex trauma causes systemic and individualized educational barriers that interfere with children's emotional and physical health and impedes access to education.

The Association recognizes the risks of secondary trauma faced by those who support these children and that they themselves may need support.

The Association understands that trauma crosses all segments of society and is often compounded by the effects of poverty, institutional racism, and other adverse childhood experiences.

The Association also believes that school districts should provide education employees with complex trauma professional development and trauma-informed programs that address the effects of trauma. When educators are aware of the impact of toxic stress on student neurological

development, behavior, and learning, they become trauma-skilled educators better capable of assessing and responding to the needs of students. Promoting professional development in restorative practices and asset-based discipline ensures safe working and learning environments. (2016, 2021)

C-11. Suicide Prevention Programs

The National Education Association believes that evidence-based suicide prevention programs must be developed and implemented. The Association urges its affiliates to ensure that these programs are an integral part of the school program. These programs must be developed in consultation with the school community, school-employed mental health professionals, and suicide prevention experts. The programs must address, at a minimum, guidelines for suicide prevention, intervention, and postvention. (1989, 2018)

C-12. Student Sexual Orientation, Gender Identity, and Gender Expression

The National Education Association believes that all persons, regardless of sexual orientation or gender identity, should be afforded equal opportunity and guaranteed a safe and inclusive environment within the public education system. The Association also believes a safe and inclusive environment ensures that all transgender students have access to the bathroom or locker room of their choice and protects them from breaches of confidentiality. The Association further believes that gender-neutral options should be available. The Association believes that LGBTQ+

students have the right to privacy and confidentiality regarding their sexual orientation, gender identity, and gender expression. Further, educators must respect these students and their choice of whether or not to reveal their orientation, identity, or expression. The Association also believes that laws or policies should not require educators to violate a student's right to privacy or confidentiality.

The Association also believes that, for students who are struggling with their sexual orientation, gender identity, or gender expression, every school district and educational institution should provide counseling services and programs—staffed by trained personnel—that deal with high suicide and dropout rates and the high incidence of teen prostitution. The Association further believes that therapies designed to alter a student's orientation or identity are harmful to the emotional development of lesbian, gay, bisexual, transgender, non-binary, and questioning (LGBTQ+) students. Therefore, students should have access to gender-affirming health care. (1988, 2024)

C-13. Safe Schools and Communities

The National Education Association believes that a safe school climate is the right of all students and school employees. The Association also believes that communities must develop policies and practices that promote safe schools. The Association further believes that it is in the best interest and safety of all students if education employees are immediately informed of students with known serious behavior problems or violence-related potential. Students and education employees must be

safe from physical, verbal, and psychological violence, and all forms of harassment. Plans and procedures regarding discipline and/or harassment must include due process and services to help reduce future incidents.

The Association believes that all staff must be trained in conflict resolution strategies, trauma-informed practices, and restorative practices to help students in the promotion of safe schools. The Association also believes that plans and procedures must be consistently enforced, visible, and easily accessible for the safe and orderly conduct of school activities and events.

The Association further believes that school security personnel must be properly trained to respond to confrontational and violent situations. In addition, all staff should be provided with appropriate, ongoing training on how to create, promote, and maintain a safe school climate. The Association believes that training qualified school mental health professionals, law enforcement officers, and other personnel in restorative justice practices will also foster a safe school community. The Association also believes that school districts should assess and provide appropriate levels of campus monitor/student ratios based on their respective student enrollments and needs.

The Association further believes that all school buildings should have controlled access. School design should incorporate technologies which facilitate safety. Additional safety measures should be implemented when school facilities are used for public events. Schools should not be open

for classes when the building is used as a polling location.

The Association believes behavior that does not match the expectations for school safety is often a result of trauma, adverse conditions, or the absence of conflict resolution, anger management, and problem-solving skills. Therefore, 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 responsibilities and the rights and responsibilities of others. Appropriate services and placement within education programs and/or with state and/or community agencies must be provided for students who disrupt the learning environment or who are dangerous to other students, education employees, and themselves.

The Association also believes that appropriate school behavior begins and is reinforced in the home. 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. (1994, 2022)

C-14. School Emergency Plans

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, evacuations, and weather-related conditions. Plans must include rapid reaction criteria, timely communication to school staff, and procedures coordinated with on-campus, community, and other appropriate first responders. Emergency plans for each school site must be developed by school personnel 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. Adequate training of all school staff is vital to the success of any school emergency plan. Plans must include stress management/counseling strategies as follow-up care for students and staff when appropriate. (2007, 2023)

C-15. Discipline

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

The Association promotes study, development, and funding for a variety of effective discipline procedures. The Association also believes that governing boards, in conjunction with local affiliates, parents/guardians, students, education employees, community members, and other stakeholders, should develop proactive policies, procedures, standards, and professional development opportunities that provide the

necessary administrative support to education employees in the development and maintenance of a positive, safe school environment. The Association further believes that corporal punishment, or the threat of it, has no place in public education.

The Association believes that policies promoting educational processes which emphasize prevention, effective interventions, and rehabilitation will decrease the use of out-of-school suspensions, expulsions, in-school arrests, and the practice that is commonly called the “school-to-prison pipeline” that can lead to future incarcerations. The Association acknowledges the disparate and disproportionate consequences of such negative disciplinary practices for racially and ethnically diverse students, in particular Black and Latin(o/a/x) students, and believes that district and administrative policies should promote restorative justice practices and positive behavioral choices. The Association supports collaborative efforts of school personnel and law enforcement in the use of fair and effective discipline practices. Collaborative efforts are also essential whenever school-based arrests are necessary.

The Association encourages implementation and funding of programs to provide continued nondiscriminatory educational opportunities for those students who are removed from their educational setting for disciplinary reasons following due process. (1975, 2021)

C-16. Substance Abuse

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

The Association supports—

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

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

The Association also supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic

beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21.

The Association further supports strict enforcement of laws governing the sale of tobacco and vaping products and believes that federal legislation should be established to create a uniform age of 18 for purchase, possession, or use of tobacco products. (1972, 2017)

C-17. Opioid and Narcotic Addiction and Abuse

The National Education Association believes that local, state, and national governments should develop, establish, and implement policies to protect students and communities from opioid and narcotic addiction and abuse. These policies should include voluntary training for educators to recognize and support individuals affected and, in emergency situations, administer antagonist medications (such as Narcan) with civil and criminal immunity. (2019)

C-18. Tobacco/Vaping Products

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

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

The Association further believes that all places of public accommodation should

be smoke-free and that taxes on tobacco and vaping products should be increased. (1994, 2016)

C-19. Drug or Alcohol Testing of Students

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

The Association also believes that schools must immediately notify parents/guardians of students suspected of abusing drugs, alcohol, and/or performance-enhancing dietary herbal supplements and must provide information about support services. (1987, 2017)

C-20. Advertising of Alcoholic Beverages and/or Tobacco Products

The National Education Association believes that all forms of advertising of alcoholic beverages, tobacco, and/or vaping products should be eliminated. The Association also believes that individual performers and organizers of concerts and sporting events should refrain from advertising and/or endorsing alcoholic beverages, tobacco, and/or vaping products. (1990, 2017)

FAMILY, SCHOOL, COMMUNITY WELFARE

C-21. Community and School Violence

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

stability, and establish healthy relationships within the community.

The Association also believes that children who are victims of or bystanders to violence must receive the appropriate counseling and support from school and community resources. (2001, 2021)

C-22. Family/Domestic Violence

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

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

C-23. Extremist Groups

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

C-24. Reduction of Gang-Related Crime

The National Education Association believes that families, schools, communities, businesses, and law enforcement agencies have critical roles in reducing gang-related

crime. The Association supports collaboration among these groups in an effort to reduce such crime.

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

The Association also believes that resources are critical to help educators and students combat gang violence in our schools and communities. The Association further believes that federal, state, and local governments, including but not limited to business and law enforcement agencies, should develop and implement education and youth employment programs in helping to reduce illegal activities by gangs. (1988, 2019)

C-25. Juvenile Offenders

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

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

Juvenile offenders who pose a threat to the health and safety of others and who

are not placed in these centers should be provided educational services in an appropriate alternative setting rather than the regular public school setting.

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

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

C-26. Family Stability for Children

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

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

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

The Association supports efforts of parents and local, state, and federal agencies to establish and enforce adequate child support guidelines and to improve the effectiveness of collecting court-designated child support.

In consideration of these roles, the placement of children should be determined by a number of qualitative and quantitative standards that are measurable and that do not discriminate based on either parent's gender.

If a child's immediate family and/or extended family is unable to provide care, the Association also believes that the child may need temporary foster care while, at the same time, efforts are made to work with the family toward reunification with the child. Additionally, efforts should be made to keep siblings together or, if doing so is not possible, to allow siblings to maintain a family bond through safe and protected consistent visitation.

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

The Association believes that, if it becomes clear that a family is not able to make a home for a child and is unable to resume parenting, efforts should be made for the legal release of the child for adoption. (1984, 2024)

C-27. Dependent Children of Military Personnel

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

C-28. Standards for Family/Domestic Crisis Care

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

The Association advocates for—

- a. Services that include protection, counseling, therapy, and academic, social, and emotional monitoring for these children and families
- b. Adequate financial support
- c. Screening and training of potential foster families and shelter personnel
- d. Immediate temporary foster care for children who are being abused, neglected, or exploited
- e. Continued training, supervision, and evaluation of foster families and shelter personnel
- f. Appropriate initial and ongoing communications of pertinent information between social service agencies and education employees

- g. Mandated counseling for persons committing physical and/or psychological violence. (1992, 2022)

C-29. Child Abuse, Neglect, and Exploitation

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

The Association urges its affiliates to—

- a. Seek clear legal definitions of what constitutes child abuse, neglect, and exploitation
- b. Encourage the development of programs that stress the identification of, reporting procedures for, legal responsibilities for, and techniques for dealing with abused, neglected, and exploited children
- c. Cooperate with community organizations to increase public awareness and understanding of the prevalence as well as the causes, prevention, and treatment of child abuse, including neglect, exploitation, incest, and physical abuse
- d. Encourage the development and use of materials to increase student awareness of child abuse, neglect, and exploitation
- e. Require education employees to report to appropriate authorities instances of suspected child abuse, neglect, and exploitation while providing those employees with immunity from legal action
- f. Encourage development of legislatively funded provisions for dealing

with the abusive child, adult, or institution as well as processes, protective options, and coping provisions for the abused, neglected, and exploited child

- g. Encourage enactment of legislation for protection of children from parents/guardians who demonstrate neglect by leaving them unattended/unsupervised
- h. Encourage positive action from the marketing and media professions in eliminating exploitation, commercialization, and glamorization of physical, emotional, and sexual child abuse
- i. Protect children from exploitation via multimedia and electronic devices. (1974, 2015)

C-30. Out-of-Home Placement of Children and Youth

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

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

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

- a. The child or youth should remain enrolled in their school of origin to promote positive school continuity unless it is not in the child’s best interest pursuant to federal law.
- b. Copies of all comprehensive school records, which may include but not be limited to discipline history and current special needs plans, shall be transferred to the child or youth’s current educational placement in a timely manner as prescribed by law.
- c. Children and youth shall be allowed to maintain a copy of their personal and educational file, which must include but not be limited to a birth certificate, a social security card, current special needs plans, transcripts, a medical card, and immunization records.
- d. Each child or youth shall be allowed to maintain a valid state identification card. (1992, 2022)

C-31. Protection of Infants with Disabilities

The National Education Association believes that infants born with mentally and/or physically disabling conditions are entitled to receive medically necessary treatments and services that are appropriate and consistent with the patient’s needs and that, in accordance with accepted standards of practice, cannot be withheld without adversely affecting the patient’s condition or the quality of the care. These

treatments and services should be accompanied by the appropriate rehabilitation and life learning skills. (1985, 2004)

C-32. Prevention of Child Abduction

The National Education Association believes that all children should be protected from abduction. Programs to prevent abduction should be provided to education employees, students, parents/guardians, and the community. School districts should have policies and procedures for the prevention of abduction. The Association also believes that the voluntary fingerprinting of children should be conducted in a non-threatening environment and that completed fingerprint cards should be given to the parent/guardian. (1984, 2000)

C-33. Missing Children

The National Education Association believes that all available means must be utilized to locate missing children. The Association also believes that local and state affiliates should work cooperatively with local programs and/or authorities to raise the public’s consciousness about the missing-children crisis. (1981, 2000)

C-34. Effect of Poverty on Children and Youth

The National Education Association believes that poverty affects a child’s ability to develop necessary academic and life skills. Society must provide high quality educational opportunities for all children. The Association also believes that local, state, and federal governments must provide adequate and equitable resources, including transportation as needed, and

funding to support educational programs for students affected by poverty.

The Association further believes that the basic right to a living wage for parents/guardians would ease the effects of poverty on our students, families, and communities. The Association supports efforts to compensate workers in a manner that meets their basic needs.

The Association believes that all education professionals play a crucial role in providing high quality educational experiences. For educators to empower students to experience optimal results, social programs that alleviate poverty in our communities must accompany educational programs. (1988, 2021)

C-35. Effect of Housing Instability and Homelessness on Children and Youth

The National Education Association believes that housing instability and homelessness create a deleterious impact on our students, their families, and the community. The Association also believes these conditions create educational challenges that interfere with the ability of children and youth to access education and to progress academically. Housing instability and homelessness can limit access to services such as education, housing, jobs, health care, and other human service agencies.

The Association further believes that schools need to work collaboratively with students; families; the community; local, state, and federal agencies; and higher education to create opportunities to enhance student success. Such opportunities should include, but not be limited to, extracurricular activities, a collaborative transition plan

into higher education, Free Application for Federal Student Aid (FAFSA) support, grant and scholarship information, and local programs and resources.

The Association believes that society has the responsibility to lessen and eliminate the effects of housing instability and homelessness by assisting children and youth to develop necessary life skills, to learn new concepts, and to function successfully in diverse settings. (2007, 2022)

C-36. Child Care

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

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

C-37. Programs Before and After School

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

The Association also believes that children who have limited or no adult supervision before or after school need local, state, and/or national programs, developed and staffed by qualified and trained personnel, which include opportunities to participate

in study-skill sessions, counseling, and guidance in addition to recreational activities. (1983, 1995)

C-38. Youth Camp Safety

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

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

C-39. School Facilities: Design, Construction, and Function

The National Education Association believes that school facilities must be conducive to teaching and learning. The physical environment must allow for a variety of needs, including the number of students, physical characteristics of students, changes in teaching methods, specialized resources for teaching and learning, and an increased use of school facilities. The Association also believes that all school facilities must be well constructed, safe, energy-efficient, aesthetically pleasing, accessible, functional, adaptable to persons with disabilities, and adequately sized for instructional needs.

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

The Association believes that stable and sufficient funding must be provided for the design, construction, adequate and ongoing maintenance, and operation of the school facility. (1992, 2019)

C-40. Environmentally Safe Schools

The National Education Association believes that the health and safety of students, staff, family, and the community is paramount to the education of students. Therefore, the Association believes that all educational facilities must have healthy indoor air quality, be smoke-free, be safe from environmental and chemical hazards, and be safe from hazardous electromagnetic fields.

The Association also believes that all students should have access to clean drinking water and clean air. School districts should conduct periodic testing for harmful water and airborne particles/agents that are detrimental to the health of students and education employees and shall report the results publicly. Further, school districts must complete corrective actions to eliminate the problems and report results in a timely manner. School districts should also develop and maintain health and safety protocols that follow Centers for Disease Control guidelines to protect students and education employees during national health crises.

The Association further believes that it is incumbent on local education providers to be forthcoming with information regarding mold infestation and other indoor environmental hazards in school facilities. The Association supports facility designs with the use of nontoxic materials

that promote healthy indoor air quality through properly designed, installed, and maintained heating, ventilation, and air conditioning (HVAC) systems. The Association believes that the use, installation, and maintenance of building materials in school facilities must be appropriate and comply with established local, state, and federal guidelines.

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

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

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

The Association believes that school districts must post SDS and OSHA standards. Students and/or their parents/guardians, education employees, and the public should be notified of actual and potential hazards affecting the health and welfare of students and educators. All stakeholders should be involved in developing a plan for corrective action. When localized metrics from public health departments deem large public gatherings unsafe, no student or education employee should be forced to enter

an unsafe facility. The Association also believes in the development and enforcement of health and safety standards specifically for children. (1989, 2022)

C-41. School Transportation

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

The Association strongly believes that all school bus personnel who are utilized to transport students should be publicly employed.

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

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

STUDENT RIGHTS/CONCERNS

C-42. Student Rights and Responsibilities

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

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

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

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

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (1969, 2021)

C-43. Optimizing Students' Time To Learn

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

The Association also believes that—

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

C-44. Media, Games, Products, and Children

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

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

The Association encourages the producers of games and toys to make explicit to consumers, prior to purchase, the nature of a product's content through specific labeling. The Association also believes that regulations restricting the purchase of games and toys based on age appropriateness should be developed and enforced. The Association deplores exposing children as consumer-test groups to violent interactive games and products in order for manufacturers to determine how to increase or refine the violent content for the express purpose of increasing sales.

The Association further believes that, through media literacy education, education employees, parents/guardians, and children must become critical users of mass media, the internet, and other products accessible to children. The Association also encourages its affiliates to establish media study committees to monitor media activities and promote positive educational programming. (1969, 2015)

C-45. Student Use of Electronic Social Media

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

C-46. Extracurricular Participation

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

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

The Association further believes that there should be fair and equitable eligibility requirements for student participation and student progress should be monitored frequently. (1984, 2023)

C-47. Gender Equity in Athletic Programs

The National Education Association believes that at all educational levels students must have equal opportunity to participate in athletic programs. Athletic programs should be inclusive of all gender identities and void of discrimination towards transgender and gender expansive students.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff follow the requirements of Title IX. The Association also believes that all gender identities should be able to participate in a safe and inclusive environment. (1974, 2024)

D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

PROFESSIONAL PREPARATION

D-1. The Teaching Profession

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

The goal of the profession must be to provide the highest quality of education to all students. Therefore, the profession must be composed of individuals meeting the highest standards which are established, maintained, and governed by members of the profession and must apply to recruitment, teacher preparation, induction,

professional development, evaluation, practice, and accountability. Members of the teaching profession must assume leadership roles and must have the time, resources, and decision-making authority to provide the highest quality of learning for each student.

A quality teacher—

- a. Designs and facilitates instruction that incorporates the students' developmental levels, skills, and interests with content knowledge
- b. Develops collaborative relationships and partners with colleagues, students, families, and communities focused on meaningful and deep learning
- c. Provides leadership and advocacy for students, quality education, and the education profession
- d. Demonstrates in-depth content and professional knowledge
- e. Participates in ongoing professional learning as an individual and within the professional learning community
- f. Utilizes multiple and varied forms of assessments and student data to inform instruction, assess student learning, and drive school improvement efforts
- g. Establishes environments conducive to effective teaching and learning
- h. Integrates cultural competence and an understanding of the diversity of students and communities into teaching practice to enhance student learning

- i. Utilizes professional practices that recognize education as vital to strengthening our society and building respect for the worth, dignity and equality of every individual
- j. Strives to overcome the internal and external barriers that impact student learning
- k. Recognizes and appreciates the need for diversity and therefore encourages advancement of under-represented groups into and within the education profession. (1998, 2021)
- d. Process and maintain student records and other vital, confidential information
- e. Establish environments conducive to working and learning by maintaining accessible, clean, operational, and safe schools and facilities
- f. Ensure optimal indoor air quality that aligns with or exceeds state regulations and federal standards
- g. Prepare nutritious and safe meals and ensure that school districts are in compliance with state regulations and federal standards, including free and reduced meal programs

D-2. Education Support Professional Excellence

The National Education Association believes that education support professionals (ESPs) are integral to the foundation of school communities and must be treated with the respect, recognition, and value due all professionals. The Association also believes that ESPs deserve fair compensation and appropriate professional development.

Across the comprehensive range of their contributions, quality ESPs—

- a. Develop collaborative relationships and partner with educators, students, families, and communities
- b. Provide leadership and advocacy for students, quality education, and their professions
- c. Participate in ongoing professional development as individuals and within the professional learning community
- h. Improve and protect student health and welfare by providing first aid, monitoring immunizations, conducting health screenings, and assisting sick, injured, or impaired students
- i. Educate and empower students to independently maintain good health
- j. Provide direct services and support to students and their families to promote student learning and well-being
- k. Participate in the design and implementation of school safety and security policies and crisis prevention, preparedness, and response plans
- l. Repair, maintain, and operate machinery and equipment essential to the safe, efficient operation of schools and facilities

- m. Maintain high standards for technology, communications, and networks in schools and facilities
- n. Transport students safely to and from schools and school-related events. (2022)

D-3. Teacher Preparation Programs: Recruitment and Promotion of the Field

The National Education Association believes that strong programs of teacher recruitment are necessary to maintain and enhance the teaching profession. The Association and its state and local affiliates should promote and support the establishment of organizations involving all people interested in the field of education as a profession and encourage members to serve as advisers. Such programs should emphasize the recruitment of candidates from underrepresented groups, and should also include a policy of affirmative recruitment. Further, programs should encourage incoming teachers to engage in the work of the Association. Preteaching programs and recruitment efforts should be developed at high schools and community/junior colleges in conjunction with institutions of higher education with teacher preparation programs. These efforts should include career transition support and the active participation of practicing preK through adult education teachers in safe and appropriate educational settings.

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

advisers should inform aspiring educators of the advantages of attending CAEP-accredited institutions. Federally financed loan and grant programs should be established to encourage and support aspiring educators to become professional educators. Grants should be secured from both public and private sources to assist aspiring educators planning to pursue a career in education. (1990, 2022)

D-4. Teacher Preparation for Education Support Professionals

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

The Association also believes that affiliates should support programs, resources, and funding to assist education support professionals who wish to fulfill the requirements necessary to become licensed classroom teachers.

The Association encourages licensed colleagues to act as a support system for such programs. (1999, 2017)

D-5. Teacher Preparation Programs: Admissions

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

process must be nondiscriminatory. The requirements and process must recognize and appreciate the need for diversity in the education profession and, therefore, include a policy of affirmative recruitment.

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

The Association urges appropriate state agencies to monitor projected needs by certification areas and to inform teacher preparation institutions of those needs on a continuing basis. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (1970, 2021)

D-6. Teacher Preparation Programs: Affiliate Participation

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

D-7. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that teacher preparation programs must—

- a. Involve all stakeholders in the design, implementation, evaluation, and improvement of teacher preparation programs. These stakeholders include licensed preK through adult education teachers and teacher educators who are practicing in their field of expertise and demonstrate practical knowledge of schools and classroom teaching as well as students preparing to teach
- b. Include tests, reports, student teaching, portfolio reviews, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching
- c. Require courses in the liberal arts, subject or grade-level specialty, reading, methodologies for the instruction of students with limited English proficiency, and professional studies that include learning theories, curriculum design, classroom management, behavior management, discipline, student assessment, school accountability, school law, and teaching techniques
- d. Include instructional content and experience that address our multicultural, multi-ethnic diversity, recognize the contributions of ethnic and other minorities, and provide strategies and techniques for

- teaching and interacting with culturally diverse students
- e. Include instructional content and experiences that address how economic and/or housing status affect a child's readiness and ability to learn and function in a school setting and that provide specific techniques for teachers who teach children of poverty
 - f. Engage students in identifying and addressing internal and external biases
 - g. Include instructional content and experience in research and information skills, group processes, shared decision making, strategic planning, the dynamics of inter-group communications, peace and conflict resolution, human growth and development, the changing role of the family, exceptional behaviors, and human relations
 - h. Include training and instruction in diversity, equity, biases, social and racial justice, culturally-responsive practices, trauma-informed practices, and anti-bullying techniques
 - i. Provide a variety of field experiences, including the appropriate use of technology for managing and advancing instruction, throughout the preparation program, culminating in clinical practice
 - j. Include accurate instructional content on the evolution of professional teacher organizations and the advances in the areas of job contracts, salary schedules, benefit programs, and working conditions
 - k. Include instruction and practical experiences in the processes, strategies, realities, responsibilities, and challenges of shared decision making, problem-solving, and strategic planning
 - l. Include instruction in educational programs of all special education areas recognized by federal law
 - m. Provide access to professional and preprofessional organizations related to the education profession and areas of certification
 - n. Provide teacher candidates with resources and practice opportunities to prepare for performance assessments for licensure/certification
 - o. Promote involvement in an NEA Aspiring Educator Program local chapter to increase opportunities for community outreach, professional development, racial and social justice advocacy, and political action
 - p. Be evaluated by the Council for the Accreditation of Educator Preparation (CAEP) and funded at a level that ensures accreditation is achieved and maintained
 - q. Use multiple measures to determine teacher readiness, with evidence and feedback from program faculty and cooperating teachers. (1970, 2024)

D-8. Teacher Preparation Programs: Clinical Practice

The National Education Association believes that clinical practice is essential to provide prospective teachers with the

experiences necessary to enter the profession and be prepared to teach. Clinical practice contributes to enhanced student learning by fostering the development of a reflective practitioner.

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

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

- a. Comprehensive understanding of the central concepts and structure of the disciplines that they teach
- b. Knowledge of and ability to provide differentiated learning opportunities that support the intellectual, social, physical, and personal development of individual students
- c. A variety of instructional strategies that encourage students to develop critical thinking skills, problem-solving techniques, positive social interaction, and active engagement in learning
- d. Ability to plan instructional strategies based upon knowledge of the subject matter, the students, the community, and the curriculum goals
- e. Effective use of formal and informal assessment strategies to

evaluate and ensure the continuous intellectual, social, physical, and personal development of individual students

- f. Use of active inquiry and collaboration between and among colleagues
- g. Racial, social, and cultural awareness of their students as individuals and of their experiences regarding bullying, trauma, and equity.

The Association believes that clinical practice experiences provide opportunities to establish essential relationships with other education employees, parents/guardians, and agencies in the community to support students' learning and well-being. (1998, 2024)

D-9. Hiring Policies and Practices for Teaching Positions

The National Education Association believes that nondiscriminatory hiring policies and practices that actively recruit a highly qualified, diverse teaching staff provide the highest quality of education for students. The recruitment and retention of a teaching staff that is representative of cultural, ethnic, and racial diversity is essential to reducing the impact of white supremacy culture and to working toward a truly just and fully integrated society.

The Association also believes that candidates for teaching positions must have completed a teacher education program meeting the Council for the Accreditation of Educator Preparation (CAEP) standards and be licensed in the field of the specific teaching assignment. Selection criteria for all teaching positions must be based on the needs of the students and faculty, the goals

of the school district, and the philosophy of the school.

The Association further believes that teachers must have an active role in the development of selection criteria, job descriptions, and interview instruments, and must participate in the interview and selection process. (1999, 2021)

D-10. Teacher Induction

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

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

The Association encourages its affiliates to be involved in the development of standards for teacher induction and in the design and implementation of the process. (1999, 2014)

D-11. Mentor Programs

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

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

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

D-12. Educator Career Paths

The National Education Association believes that an educator's primary responsibility is student learning and that

leadership by educators is essential to serving the needs of students, schools, and the education profession. The development of well-designed career paths can promote and nurture effective instruction. Career paths should—

- a. Be developed through collective bargaining or in nonbargaining jurisdictions be developed collaboratively by Association members and local boards
- b. Be adequately funded and sustainable
- c. Be voluntary
- d. Be fair and equitable with transparent criteria, based on professional standards
- e. Include compensation that recognizes additional responsibilities, knowledge, and/or skills
- f. Include ongoing professional development
- g. Allow educators to move between paths without penalty and support these transitions with programs, resources, and funding wherever possible
- h. Contain a comprehensive evaluation system that includes an appeal procedure
- i. Contain a plan that addresses the need for diversity and advancement for underrepresented groups. (2012, 2021)

D-13. Peer Assistance Programs and Peer Assistance and Review Programs

The National Education Association believes that high standards within the teaching profession and continuous

improvement in professional practice are cornerstones of the profession. Some local affiliates may conclude that, under certain circumstances, a peer assistance or a peer assistance and review program is an appropriate mechanism for achieving these objectives.

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

- a. Be developed through collective bargaining or through a joint association/school district agreement in nonbargaining states
- b. Be governed by a board composed of an equal number or a majority of representatives appointed by the local affiliate
- c. Be supported by stable and sustainable funding
- d. Acknowledge that the school district makes the final decision to retain or seek nonrenewal or termination, but that recommendations forwarded by the joint governing body are routinely accepted and acted upon by the district
- e. Ensure that only teachers who are deemed by their peers to be highly skilled practitioners are selected for the role of consulting teacher, that the consulting teacher’s area of expertise is the same as or closely

- related to that of the participating teacher, and that the consulting teacher is chosen by the program governing bodies
- f. Seek consulting teachers who reflect the diverse population of the teaching staff
 - g. Provide that consulting teachers are properly compensated and provided adequate time to fulfill their responsibilities
 - h. Provide that consulting teachers receive extensive and ongoing training in mentoring/coaching skills, district initiatives and resources, and current education instructional methods
 - i. Establish guidelines for the referral of teachers as well as safeguards to prevent unwarranted referrals and to allow participating teachers the selection and/or approval of their assignment to a consulting teacher
 - j. Establish and convey to all consulting and participating teachers clear rules on allowable uses of documents, products, and communications arising from the program
 - k. Require extensive documentation based on ongoing assessments of each participant
 - l. Require that rigorous and extensive assistance be provided over an appropriate period of time to help the participating teacher attain the requisite standard of proficiency before any effort is made to counsel the participating teacher into alternative career choices either within or outside the education profession
 - m. Ensure due process protection and duty of fair representation procedures
 - n. Guarantee that participating teachers, consulting teachers, and teachers who sit on governing bodies do not lose their Association membership or bargaining unit status by virtue of their participation in the program. (1997, 2012)

D-14. Administrator Preparation

The National Education Association believes that administrators are integral to a safe, supportive, and instructionally excellent learning community. Administrator preparation programs should recruit individuals meeting the highest standards with at least five years of full-time educational experience and a student-centered educational philosophy. Such programs should emphasize the recruitment of candidates from underrepresented groups. Programs should include educationally significant clinical experience and should prepare leaders to—

- Collaboratively steward a shared vision
- Use data effectively to promote sustainable school improvement
- Efficiently manage resources
- Develop capacity for distributed leadership and equitable leadership
- Build and maintain family and community partnerships
- Act with integrity and fairness
- Promote racial and social justice

- Advocate for schools, students, families, and caregivers
- Understand the moral and ethical consequences of decisions in the school community
- Foster a collaborative school culture
- Promote practices and programs that are focused on diversity, equity, cultural responsiveness, bullying prevention techniques, social and racial justice, the recognition of and mitigation of biases, and trauma-informed pedagogy
- Understand the stages of additional language acquisition and their implications for instructional strategies and assessment.

These programs should meet standards established, governed, and maintained by members of the profession. (1985, 2024)

APPROPRIATE STAFFING

D-15. Supervision of Extracurricular Activities

The National Education Association believes that extracurricular activities are an important part of the public school experience. Education institutions should adopt policies, standards, and guidelines for the staffing and hiring of qualified extracurricular personnel, providing them with ongoing training. Qualified education employees must be given the opportunity of first acceptance of paid positions. (1994, 2014)

PROFESSIONAL DEVELOPMENT

D-16. Professional Development for Education Professionals

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

- a. Be based upon clearly articulated goals reached by consensus of the school community
- b. Be designed, directed by, and differentiated to meet the needs of affected professionals at each site
- c. Be accessible
- d. Support education professionals in meeting the needs of students
- e. Be incorporated into and aligned with (not added to) professional work expectations
- f. Be standards-referenced and incorporate effective practice, relevant data, and current research
- g. Be supported by adequate resources
- h. Be career-long, rigorous, and sustained
- i. Stimulate intellectual development and leadership capacity
- j. Balance individual priorities with the needs of the school and the district
- k. Be modified in response to feedback from ongoing assessments and participants' evaluations
- l. Preserve regular planning time for teachers

- m. Provide—
- training and ongoing support for the implementation of new and expanded programs/skills
 - training and ongoing support in the development of new and revised curricula and instructional strategies
 - time during the regular work day and work year for inquiry, research, reflection, and collaboration
 - time for individual and collaborative study of student data to improve student learning
 - opportunities for mentoring/peer coaching with colleagues on an ongoing basis
 - a depth of subject matter knowledge and a greater understanding of the impact of culture, gender, and learning styles
 - opportunities to assume new roles and career paths, including leadership positions
 - flexibility for collaboration of community partners with a variety of resources such as university-school partnerships, professional development schools, exchange programs, professional development resource centers, and cultural and business resources
 - opportunities for training by licensed health professionals in basic emergency lifesaving techniques, including CPR, AEDs, epinephrine injections, opioid antagonist medications (such as Narcan), and seizure management
 - training and ongoing support for the use of technology as an instructional tool
 - An understanding of the stages of additional language acquisition and their implications for instructional strategies and assessment (1976, 2024).
- D-17. Professional Development for Education Support Professionals**
- The National Education Association believes that continuous professional development is required for education support professionals to achieve and maintain the highest standards of professional practice in order to meet the needs of the whole student. Professional development and continuing education serve as catalysts to recruit, retain, and promote qualified education support professionals. Professional development for education support professionals should be fully funded and participants must be fully compensated to attend the trainings.
- Professional development should—
- a. Be offered to both full-time and part-time education support professionals
 - b. Be designed, directed, and differentiated to meet the needs of affected professionals at each site
 - c. Be accessible
 - d. Ensure that education support professionals have a decisive voice at every stage of the planning, implementation, evaluation, and modification
 - e. Be ongoing throughout the school year and made available by both

- the states and school districts or through community partners such as community colleges, cultural institutions, and business resources
- f. Be offered during regular work hours (on designated school or district professional development days) or compensated when offered outside of regular work hours
 - g. Be incorporated into and aligned with (not added to) professional work expectations
 - h. Support education support professionals in meeting the needs of the whole student
 - i. Be standards-referenced and incorporate effective practices, relevant data, and current research
 - j. Be supported by adequate resources
 - k. Be relevant
 - l. Stimulate intellectual development and leadership capacity
 - m. Balance individual career goals with the needs of the school and district
 - n. Provide—
 - o Training and ongoing support for the use of technology
 - o Opportunities to assume new roles and career paths, including leadership positions
 - o Opportunities for training by licensed health professionals in basic emergency lifesaving techniques, including CPR, AEDS, epinephrine injections, opioid antagonist medications (such as Narcan), and seizure management. (1998, 2023)

D-18. Professional Development Resource Services

The National Education Association believes that professional development resource services provide an opportunity for education employees to share resources, experiences, and ideas for professional growth. The Association also believes that these services should be established, funded, and accessible to all education employees. The Association further believes that members from local affiliates should actively participate in the development and implementation of these services. (1982, 2016)

COMPETENCY

D-19. Professional Development in Behavior Management, Discipline, Order, and Safety

The National Education Association believes that behavior management, discipline, order, and safety in schools and school districts are essential to ensure student and educator success. The Association also believes that all education employees, including those not typically involved in direct instruction, must be provided continual, relevant, and accessible professional development in trauma-informed practices, behavior management, progressive discipline, conflict resolution, restorative practices, bullying prevention techniques, safety plans and emergency procedures, emergency lifesaving techniques, and crisis management. The Association further believes that all materials and practices should promote safe and just schools at every level of education, and all training

materials and programs should be regularly evaluated for progress and outcomes in applying racial justice and equity tools and practices. (1994, 2023)

D-20. Neurological Disorder Awareness

The National Education Association believes in establishing programs that foster educator understanding in response to neurological disorders and symptoms affecting student learning. Qualified health professionals should be cooperatively involved in these programs. (1987, 2019)

D-21. Teacher Exchange Programs

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)

D-22. Education Employee Evaluation⁹

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

Effective evaluation procedures supported by professional development programs will enable all education employees to be informed in their areas of specialization. Such procedures, with sufficient

resources, can help ensure job competency, identify professional growth goals, and provide options for achieving these goals.

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

Following an evaluation, a teacher should be provided with clear notice of any areas of suggested growth and an improvement plan should be developed by the teacher, local association, and employer. After completing the improvement plan, the teacher should then be formally re-evaluated. If dismissal proceedings based on an unsatisfactory evaluation rating are warranted, the teacher must be guaranteed the right to procedural and substantive due process. Such proceedings must be implemented by administrators/evaluators who are properly trained and held accountable for appropriate and fair evaluation systems.

⁹ See *Policy Statement on Teacher Evaluation and Accountability* (p. 381) adopted by the 2011 Representative Assembly, which sets forth the Association's full position dealing with this subject.

An administrator must complete evaluations in accordance with the timeframe prescribed by laws, contracts, agreements, and memoranda of understanding. An administrator's failure to complete an evaluation must not negatively impact an education employee.

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

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

- a. Clear performance expectations that can be objectively assessed and are specific to the job description
- b. Regular observation of job performance with advance notice and discussion of evaluation visits and a timely consultation after each visit
- c. A written evaluation report to be provided to the person being evaluated
- d. Opportunity for a written response prior to the placement of the evaluation in the personnel file
- e. An employee improvement plan that will not interfere with any earned pay increase or longevity credit
- f. A provision for an alternative evaluator and/or an opportunity for

an alternative evaluation report to ensure a fair and unbiased evaluation of the education employee

- g. An unbiased appeals process with an evidentiary hearing under oath before a neutral third party such as an arbitrator.

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

By participating in an evaluation process, education employees shall not waive their right to due process in any subsequent contractual or legal proceeding. (1969, 2022)

D-23. Competency Testing of Licensed Teachers

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

D-24. Evaluation and Promotion in Higher Education

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

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

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

D-25. Promote the Retention of Experienced Education Professionals

The National Education Association believes that experienced education professionals are valuable resources in the promotion of educational excellence. Experienced education professionals should be encouraged to remain in or return to the education profession through strategies consistent with Association policies, including enhanced salaries, benefits, professional compensation for additional duties beyond the established school day/year, a supportive and respectful work environment, a reasonable workload, a secure pension, and retirement packages that reward extended years of service. (2001, 2017)

E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE EDUCATOR IN THE LEARNING PROCESS

ACADEMIC FREEDOM

E-1. Instructional Excellence

The National Education Association believes that to achieve and maintain

instructional excellence there must be continual improvement in the education process. The Association also believes that educators' expertise is critical in evaluating the needs of individual students when addressing state standards. The Association further believes that teachers have the primary responsibility for instructional excellence and must have the primary authority to recommend improvements in instruction through a democratic decision-making process. The Association believes all education employees should support high standards for instructional excellence and contribute to the continual improvement of education. The Association also believes that no single program can meet the needs of every student. Mandated programs, such as scripted learning programs and pacing charts, restrict the ability of teachers to make decisions for appropriate, meaningful instruction in their classrooms. The Association recommends that education employees collaborate in the research, development, and field testing of new instructional methods and materials. (1969, 2018)

E-2. Educator-Led Schools

The National Education Association believes that educator leadership is a means to fulfilling the promise of public education. Sharing leadership more fully would concentrate a broader range of expertise and skill in leadership, while also distributing responsibility for student success more equitably among those who educate our children. In addition, shared

leadership can create a more democratic school environment in which there is broad engagement in problem solving and decision making, engaging the Association in student-centered educational quality and helping to prepare a new generation of school leaders.

Careful planning, comprehensive training, and full funding are key components of any successful educator-led school model. A collaborative model of democratic leadership—educator-led, educator-voice, stakeholder-led, union-led, or other configuration—should be selected. This selection should be based on the school’s purpose with the active involvement of the site’s employees and of the local/state affiliate.

Local collective bargaining agreements and other negotiated contracts are essential and should not be dismissed or abandoned. Engaging with the Association in developing a model that respects the contract is essential.

Development of a comprehensive professional development plan—including organizational development and leadership skills—is essential for the successful transition to an educator-led school.

Equitable funding and adequate support are keys to the success of democratic model schools. Educators and their associations must demand these supports and resources as essential to the development of school models that will support and improve student learning. (2014)

E-3. Time To Teach

The National Education Association believes that “time to teach” refers not

only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, a duty-free lunch period, an office in which to work, access to telephones, adequate and appropriate office equipment, access to technology, freedom from interruptions during instructional time, sufficient unencumbered planning time, time to evaluate student progress, time for implementation of federal and state legislative requirements, and elimination of the noninstructional tasks required of a teacher.

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

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

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

E-4. Selection and Challenges of Materials and Teaching Techniques

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

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

Materials in all subject areas should—

- a. Include strategies that encourage student interaction
- b. Be developmentally appropriate
- c. Include appropriate accommodations and modifications for students with special needs
- d. Be free from stereotypes and avoid biases
- e. Support multicultural education and cultural competence
- f. Address divergent points of view
- g. Contain sufficient activities to teach the concepts
- h. Provide for the evaluation of higher level thinking
- i. Be historically and factually accurate
- j. Be inclusive of all ethnic groups
- k. Be inclusive of the LGBTQ+ community.

Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (1969, 2023)

E-5. Development of Curriculum

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

The Association also believes that careful consideration must be given to the curriculum in regard to—

- a. Inclusion of lifelong learning skills
- b. Student academic standards
- c. Alignment of curriculum with standards
- d. Unwarranted duplication of content
- e. Prevention of content gaps and biases
- f. Content overload
- g. Developmentally appropriate content
- h. Appropriate accommodations and modifications for students with special needs
- i. Integration of disciplines
- j. Cultural competency and responsiveness.

The Association further believes that educators must have an active role in the establishment of procedures for the planning, development, implementation, monitoring, and refinement of curricula. To that end, professional time and training must be provided. (2003, 2021)

E-6. Development of Materials

The National Education Association believes that public school teachers and postsecondary faculty should be involved in the development and field testing of all educational materials offered for adoption or purchase by public school districts and educational institutions. Materials in all subject areas should—

- a. Include strategies that encourage student interaction
- b. Be developmentally appropriate
- c. Include appropriate accommodations and modifications for students with special needs
- d. Be free from stereotypes and biases
- e. Address divergent points of view
- f. Address cultural competency and responsiveness
- g. Contain sufficient activities to teach the concepts
- h. Provide for the evaluation of higher level thinking skills.

The Association also believes that requiring the use of electronic curriculum mapping and lesson planning software via district networks and the internet should not impose additional time burdens on teachers, and must be accompanied by adequate training and compensation. Adoption of such practices should be a collaborative

effort among teachers, administrators, and local boards of education.

Where school districts and educational institutions involve teachers and faculty in the development of any educational materials, participation should be voluntary and compensated. (1984, 2022)

E-7. Cultural Diversity in Instructional Materials

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

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

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

The Association also believes that educators and governing boards should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities, women, and world religions. (1969, 2021)

E-8. Academic and Professional Freedom

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

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

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

E-9. Professional Discretion in the Classroom

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

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

The Association believes that, while programs focusing on scripted learning and pacing charts can serve as frames of reference, it is still incumbent on the classroom teacher to evaluate the efficacy of all instructional programs and classroom assessments and to modify them when necessary in order to address the needs and facilitate the success of each student. Educational materials and resources should not replace or serve as a substitute for the teacher in the delivery of instruction. (2006, 2016)

E-10. Intellectual Property and Access to Copyrighted Materials

The National Education Association believes that education employees should own the copyright to materials they create in the course of their employment. Ownership rights of education employees who create copyrightable materials should not prevent education employees from making

appropriate use of such materials in providing educational services to their students. Employees should have the right to display, reproduce, and distribute copyrighted materials for educational purposes.

The Association also believes that students should own the copyright to materials they create in the course of their studies and additionally, in the case of graduate students, to materials they create while working as teaching or research assistants. (1969, 2017)

E-11. Education Support Professionals in the Learning Environment

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

The Association also believes that the retention of education support professionals must be encouraged and is vital to keeping strong and effective public schools. (1990, 2014)

E-12. Impact of Federal and State Legislative Mandates

The National Education Association believes that federal and state mandates regarding school programs should be broad guidelines and be fully funded without basing funding on student achievement and/or educator evaluation. The mandates and their evaluations should be established and assessed in collaboration with the Association and its state and local affiliates,

and focus on the effect they have on students, education employees, school programs, and finances. (1979, 2016)

F. PROTECT THE RIGHTS OF EDUCATION AND OTHER PUBLIC EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE, AND PROMOTE, SUPPORT AND DEFEND PUBLIC EMPLOYEES' RIGHT TO COLLECTIVE BARGAINING

PAY EQUITY/COMPARABLE WORTH

F-1. Nondiscriminatory Personnel Policies/Affirmative Action¹⁰

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

Affirmative action plans and procedures that encourage active recruitment and employment of ethnic minorities, women, persons with disabilities, and persons in underrepresented education categories should be developed and implemented in accordance with Association policy.

¹⁰ See *Policy Statement on Affirmative Action* (p. 365) adopted by the 1997 Representative Assembly, which sets forth the Association's full position dealing with this subject.

Affirmative action plans and procedures that encourage active recruitment and employment of men in underrepresented education categories should also be developed and implemented. It may be necessary therefore to give preference to men in recruitment, hiring, retention, and promotion policies to overcome past discrimination. (1969, 2022)

F-2. Pay Equity/Comparable Worth

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs using nondiscriminatory practices.

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

The Association encourages efforts by education employees and others of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (1982, 2015)

F-3. Tax Deductions for Professional Expenses

The National Education Association believes expenses incurred for professional development must be considered as necessary and ordinary and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Deductible expenses should include, but not be limited

to, expenses incurred relating to sabbatical leaves; educational travel for maintenance and improvement of skills; an in-home office; education-related auto use; and, purchasing of teaching supplements and professional supplies, materials, and equipment. (1969, 2015)

COLLECTIVE BARGAINING PROCESS

F-4. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of education employee and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured.

The Association also believes that the democratic selection of a collective bargaining representative to speak with one voice, representing all employees in the bargaining unit, is the foundation of effective collective bargaining. Democratic exclusive representation amplifies the voice of employees, promotes solidarity, and provides employees with the strongest footing for securing redress of their common concerns. Therefore, the Association unequivocally opposes attempts to dismantle or weaken the democratic exclusive representation of employees. (1980, 2019)

F-5. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees’ federal collective bargaining law that will not weaken any state or local

bargaining laws. The Association demands that federal, state, and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

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

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

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

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

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

The Association also believes that state affiliates should seek statutory penalties for governing boards that do not bargain in good faith. Further, state affiliates should seek statutory penalties for governing

bodies that seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (1969, 1998)

F-6. Strikes

The National Education Association believes that the right of all educators to strike should be recognized and denounces the practice of keeping schools open during a strike.

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

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

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

Appropriate educator preparation institutions should be notified that a strike is being conducted and urged not to cooperate in emergency licensing or placement practices that constitute strikebreaking. The Association condemns denial of credits to students working in the school for credit as part of an educator preparation or credential program who have honored a work stoppage. In the event of a strike at

the school of placement, affiliates should work with colleges and universities of both student teachers and students in field placements to ensure that those students honoring the work stoppage will receive credit for previous service and assignments, and be provided an opportunity for a comparable alternative placement in order to complete all remaining preservice requirements.

The Association also condemns the use of ex parte injunction, jailing, setting of excessive bail, fines, firing of members, cessation or suspension of visa sponsorship, 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. Any strike settlement and return-to-work agreement must be written collaboratively and without punitive provisions.

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. The Association is committed to supporting affiliates in the event of a strike or work action. (1969, 2024)

BARGAINING ISSUES

F-7. Basic Contract Standards

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

- a. A grievance procedure that terminates with final and binding arbitration
- b. Just cause for any disciplinary action with guaranteed due process through final and binding arbitration and continuation of all employee rights, including full compensation and job security
- c. A seniority list that is updated, published, and distributed annually
- d. Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and, to the extent legally permissible, affirmative action¹¹
- e. Employer-paid benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance and employee assistance programs, that

¹¹ See *Policy Statement on Affirmative Action* (p. 365) adopted by the 1997 Representative Assembly, which sets forth the Association's full position dealing with this subject.

- fully cover bargaining unit members, domestic partners, and their families
- f. Membership in the association or the payment of a fair-share fee as a condition of employment
 - g. Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions
 - h. Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit
 - i. Specified class size, caseload, teaching assignment, and job description
 - j. A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit
 - k. Nondiscriminatory, fair, and equitable treatment of bargaining unit members
 - l. Contractually defined procedures for evaluation and promotion
 - m. Release time for Association business with full pay and benefits
 - n. Parental/child rearing leave for employees to provide care for natural or adopted children
 - o. Contractually defined procedures for ensuring education employee decision making in curriculum design and related instructional management and reporting systems
 - p. Time during the regular work day and work year for education employees to plan, engage in professional development, work on curriculum and assessment, evaluate and document student progress, mentor and be mentored, and provide professional leadership
 - q. Salary schedules that are equitable, regardless of the age level of the students being taught, and are based upon preparation, professional growth, and length of service, and that exclude any form of merit pay except in institutions of higher education where it has been bargained
 - r. Placement and advancement on the salary schedule based on qualifications and number of years of experience in the profession
 - s. Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the employee's regular rate of pay
 - t. Protection from being required to participate in community service
 - u. Retirement benefits based on all income derived from school employment
 - v. Clearly defined bargaining unit membership
 - w. A guaranteed safe and healthy working environment, including a secured/lockable storage space for personal belongings
 - x. The school calendar
 - y. Protection from unilateral changes in terms or conditions of employment
 - z. Provisions to define class loads, student contact hours, and contract hours for instructors who are involved in distance education, and to guarantee that technology and distance education are

used to supplement, not supplant, employees

- aa. Insurance against loss of personal items located on school property in the event of a natural disaster. (1989, 2021)

F-8. Salaries and Other Compensation

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

The Association believes that salary schedules should—

- a. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities and be structured to provide compensation levels that encourage all educators to remain in the educational setting
- b. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service
- c. Assure that initial placement and advancement on the salary schedule are nondiscriminatory

- d. Provide additional compensation for certification from the National Board for Professional Teaching Standards as well as other national certifications that meet rigorous and appropriate qualifying standards
- e. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation
- f. Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting employee training or workshops, and extra duty is not less than the rate for regular pay
- g. Assure that salaries paid in early childhood, nontraditional, adult, and alternative programs are on par with salaries paid in traditional programs and that any personnel serving lower socioeconomic groups are not paid less than equivalent educational professionals providing similar service to higher socioeconomic groups
- h. Define “salary increase” to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits
- i. Provide at a minimum a living wage for education support professionals
- j. Provide compensation sufficient to allow education employees to live comfortably in the communities in which they work.

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

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

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

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

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

The Association further believes that, if school districts consolidate or separate, education employees should not lose their tenure or have their salary, benefits, or seniority reduced. (1969, 2019)

F-9. Additional/Enhanced Compensation Models

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

of such a system must be accomplished through the collective bargaining process; or in nonbargaining jurisdictions should be incorporated into legislation, employer policy, and/or other sources that establish the terms and conditions of employment for education employees using input from all affected stakeholders. In nonbargaining units, the plan should be agreed to by a 75 percent vote of the membership.

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

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

The Association further believes that any additional compensation model should—

- a. Be fully funded without reprioritizing existing resources
- b. Be funded in a sustainable manner
- c. Be based on best practice research
- d. Clearly define how one qualifies for the additional compensation
- e. Be accessible, on a voluntary basis, to all education employees
- f. Be maintained with the right to due process

- g. Relate to the school's educational objectives
- h. Provide leadership opportunities for members of all employee groups
- i. Be open to compensation for the acquisition of additional knowledge and skills
- j. Be determined at the local level with involvement of those who will be directly affected.

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

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

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

F-10. School Cancellation Policies and Compensation

The National Education Association believes the compensation of education employees should not be impacted by students' non-attendance days and/or digital

instructional days due to unforeseen circumstances which limit an employee's days or hours. (2017)

F-11. Benefits

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

- a. Comprehensive insurance programs
 - 1. Health
 - 2. Dental
 - 3. Vision
 - 4. Hearing
 - 5. Life
 - 6. Legal
 - 7. Workers' compensation
 - 8. Long-term physical and mental disability
 - 9. Prescription drug
- b. Paid leaves
 - 1. Physical/mental health leave with unlimited accumulation
 - 2. Personal leave with unlimited accumulation
 - 3. Bereavement leave
 - 4. Parental leave, including adoption
 - 5. Family leave
 - 6. Dependent care leave
 - 7. Sabbatical leave
 - 8. Professional leave
 - 9. Association leave

10. Religious leave
11. Vacation time
12. Jury duty
- c. Additional remuneration
 1. Severance pay
 2. Tuition reimbursement
 3. Retirement compensation
 4. Unemployment compensation
 5. Benefit extension for laid-off employees
 6. Early retirement incentives
- d. Personal assistance
 1. Personal assault protection, and in the event of assault, counseling services and leave that is not subject to sick or personal leave
 2. Employee assistance program
 3. Reimbursement for damages to or loss of personal property at work site
 4. Child care and pre-school education
 5. An opportunity to participate in a cafeteria-type plan or plan authorized by Section 125 of the U.S. Federal Tax Code.

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

The Association believes that paid parental leave without fear of reprisal is essential for the welfare of children. Such leave establishes strong family ties and ensures proper health and well-being of all family members.

The Association also believes that comprehensive insurance programs should be

provided for education employees on official leave of absence or parental leave.

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

The Association believes that, if school districts consolidate, regionalize, share services, or separate, education employees should not lose their tenure or have their salary, benefits, or seniority reduced. (1969, 2024)

F-12. Education Professionals Outside the Traditional PreK-12 Schools

The National Education Association recognizes the contributions of educators who work with students in school settings other than the traditional preK–12 schools. The Association believes that these education professionals have the right to collective bargaining processes that are comparable to their preK–12 counterparts. The Association also believes that these employees are entitled to equitable contract language that offers the same rights and protections as education employees within traditional preK–12 school settings. (2007, 2014)

F-13. Faculty Reward Structures in Higher Education

The National Education Association believes that the reward structure for an institution of higher education should reflect the mission of the institution. An institution whose mission is teaching undergraduate students should reward good teaching.

An institution whose mission is community outreach should reward service. An institution whose mission is basic or applied research should reward good research. The proper balance between teaching, service, and research is contingent upon faculty and administration agreement on the institutional mission of the particular campus and should be codified within the collective bargaining process, where available, or through faculty governance. (1995, 2015)

F-14. Contingent Faculty and Professional Staff Protection

The National Education Association actively supports creating new full-time faculty positions within colleges, universities, and community colleges, and, in doing so, giving priority to contingent faculty seeking full-time positions. Contingent faculty and professional staff are valuable and, in many cases, necessary to the programs of colleges and universities. Therefore, they should be treated no differently than full-time, tenure-track, or permanent faculty or professional staff for purposes of employment conditions, including eligibility to bargain collectively. However, the excessive use of academic appointments on contingent, temporary, non-tenure track, and/or multiple-year contracts may undermine academic and intellectual freedom, opportunity for tenure, and participation in the governance structure. Institutions fail to fulfill their responsibility to provide adequate working conditions and educational support when contingent faculty have no office space or allowance for office hours and are forced to teach at

multiple campuses, thereby undermining educational quality.

Equitable treatment of contingent faculty and professional staff must include—

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

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

F-15. Graduate Assistant Protection

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

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

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

F-16. Economic Welfare

The National Education Association supports programs promoting social and economic justice and continues to support programs that decrease unemployment for the American people. (1979, 2015)

F-17. Constitutional and Civil Rights— Employment Protection

The National Education Association, recognizing the continuing erosion of civil rights, reaffirms its commitment to protect the constitutional and civil rights of all education employees. The Association believes that the constitutional rights guaranteed to all citizens shall not be abridged for public education employees. The Association also believes that all levels of government should monitor and enforce fair 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 employees should be free to participate in legal and constitutionally

protected activities in private life without fear of workplace reprisal, discipline, or termination. (1991, 2016)

F-18. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that security of position must be provided for all education employees through appropriate employment policies, including fair dismissal procedures. The laws and master contracts governing said procedures must afford all education employees, including 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, revocation, 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)

F-19. Reduction in Force

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, including school closures. Criteria should include

seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action.¹² Should RIF become necessary, the number of administrators, supervisors, and managers should be reduced at least in proportion to the number of other education employees being reduced. The RIF process must be conducted professionally and with respect for employee dignity. 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.

The Association also believes that local affiliates should—

- a. Negotiate reduction in force policies that exclude performance evaluation from consideration in the RIF process
- 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
- c. Condemn the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that the reduction of staff and/or nonreplacement of retiring and resigning educators are both forms of reduction in force. (1975, 2024)

¹² See *Policy Statement on Affirmative Action* (p. 365) adopted by the 1997 Representative Assembly, which sets forth the Association's full position dealing with this subject.

F-20. Mandated Training/Retraining

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 release 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)

F-21. Bargaining Protection for Education Employees

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.

Violations of these laws and other assaults or violence against education employees should be documented through a jointly established procedure. The data collected at the district level should be used for review, analysis, and any needed action. This data must be accessible to the local association.

The Association believes that education institutions should have an appropriate documented process to report assaults and threats of violence against education employees to the district level in a timely manner. Education institutions shall maintain records of this data.

The Association believes that when education employees are the victims of physical attack, verbal abuse, theft, vandalism, or harassment—including incidents due to gender, sexual orientation and gender identity, 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. Time lost due to injuries from attacks should not be deducted from accumulated sick leave or personal leave.

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.

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.

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, 2024)

F-22. Personnel Policies and Procedures

The National Education Association believes that personnel policies and

procedures should be written and developed cooperatively by the exclusive representative of the bargaining unit (which is often the local affiliate) 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/problem-solving process between the exclusive representative of the bargaining unit and the employer. (1969, 2024)

F-23. Site-Based Decision Making

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:

- a. Voluntary participation by local sites
- b. A district-association structure for processing conflict resolution
- c. An agreement on the scope of decision-making authority available to sites
- d. Decision-making bodies composed of a majority of nonmanagement education employees with all members selected by the constituency represented
- e. Compensated planning and training time for staff and governance

bodies as well as additional resources necessary for successful implementation

- f. Compensation and/or release time for participating staff members. (1990, 1999)

F-24. Faculty-Staff Governance in Higher Education

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.

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.

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.

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)

F-25. Job Sharing

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.

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:

- a. Prorated application of the salary schedule with full recognition of years of experience
- b. An equitable share of all benefits
- c. An agency shop provision
- d. The right to revert to full-time status
- e. No loss of rights gained through tenure/seniority
- f. Equitable credit toward seniority/retirement. (1981, 2006)

F-26. Intern Programs

The National Education Association believes that intern programs should be utilized solely for the development of professional expertise and not as a means of reducing budgets and/or supplanting or reducing the number of education employee positions. The Association also believes that interns who are employed by school districts should be included in local bargaining units. (1977, 1999)

F-27. Student Workers in Educational Institutions

The National Education Association recognizes the importance of providing employment opportunities for students in educational institutions. The Association supports the hiring of permanent education employees as opposed to reducing their number through employment of students. (1992, 2014)

F-28. Education Support Professionals in the Classroom

The National Education Association believes that classroom teachers should be provided with support staff to assist in the educational process. The education support professionals should assist the classroom teacher, not displace the teacher, and should have a written job description that defines their duties and includes meaningful professional development.

The Association believes that the employment of education support professionals should not be a rationale for increasing class size. (1969, 2015)

F-29. Summer School Alternative Calendars, Extended School Day/Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, alternative calendars, extended school day/year, and year-round school programs. Policies governing these programs must take into consideration the impact on the community and be in

accordance with the Association's principles for professional salaries and class size. These programs must be staffed by properly certificated/licensed employees. Employment in these programs must be on a voluntary basis. (1975, 2008)

PROTECTION OF EDUCATION EMPLOYEES

F-30. Education Employees Injured on the Job

The National Education Association believes that the legal rights of education employees injured on the job must be protected.

The Association encourages its affiliates to protect the rights of injured members and provide access to information regarding employment-related injuries. (2000, 2016)

F-31. Unemployment/Disability Compensation

The National Education Association supports the inclusion of education employees in unemployment and disability compensation legislation at the state and federal levels. (1972, 1986)

F-32. Subcontracting/Contracting Out

The National Education Association believes that public school employees should perform public school services. When public schools are unable to provide services, subcontracting/contracting out arrangements should not—

- a. Transfer or displace education employees

- b. Replace full-time positions with temporary, part-time, or volunteer workers
- c. Replace services that are, or could feasibly be, provided by public education employees
- d. Abrogate previously contracted benefits, reduce compensation, deny benefits, and/or reduce or eliminate accumulated retirement experience and benefits
- e. Be implemented without agreement from the affected affiliate.

Where subcontracting exists, the Association believes that all personnel who are employed through the subcontractor to work in the school district or educational institution must meet the highest standards of accountability. The subcontractor must conduct background checks prior to allowing employees to work in the school district or educational institution and submit validation of its findings to the school district or educational institution and must provide continuing evaluation and supervision of these employees. The Association insists that such criminal background checks must provide that—

- a. Information collected will not be released to boards of education in a form other than a statement of qualification but be kept by the investigating state or national agency
- b. Every employee or potential employee has a right to due process and access to records
- c. Clear, specific, observable, and objective evidence of rehabilitation for past offenses is included

- d. Any fee for background checks shall not be borne by the employee or potential employee. (1977, 2016)

F-33. Confidentiality of Employee Records

The National Education Association believes that all employee records are privileged information and must remain confidential. In order to maintain confidentiality, the rights of education employees must include—

- a. A guarantee that only one personnel file exists
- b. Access to materials in personnel files, including a list of all electronic and hard copy records maintained by an educational institution
- c. The authority to inspect, review, and obtain copies of such records, explanations and interpretations of such records, and a record of past access
- d. Written notification within 10 working days of any placement of materials in the employee's personnel file
- e. An opportunity to respond to and challenge any materials and purge those that are inaccurate, misleading, and distorted
- f. A provision to consent to or deny release of such records, including the right to receive copies of released materials.

The Association also believes that any ancillary records (as required by the Health Insurance Portability and Accountability Act or HIPAA), such as medical and legal records, with which the educational institution may come in contact, are to be

treated as privileged information and must also remain confidential.

The Association further believes that it is the duty of the educational institution to inform employees of these rights and to enforce these rights. (1975, 2015)

F-34. Right to Privacy for Education Employees

The National Education Association believes that education employees must be guaranteed the rights of privacy. These rights must include—

- a. Freedom from audio or video surveillance without the prior written permission of the individual
- b. Freedom from harassment by individuals, organizations, or businesses due to unauthorized release or sale of employee records
- c. Protection from exploitation via phone and electronic media
- d. Computer access in a private and secure setting
- e. Security of computer files, passwords, and user codes from inappropriate or unauthorized access
- f. Authority to refuse a polygraph, lie detector, or other invasive method of evidence collection.

The Association also believes that fingerprinting is acceptable only for the purpose of a pre-employment or pre-licensure check for criminal records that are pertinent to education employment. The Association opposes fingerprinting as a condition of continued employment or licensure. The Association further believes that all costs of fingerprinting must be borne by

the employer or licensing agency. (1999, 2016)

F-35. Privileged Communications

The National Education Association believes that communications between all education employees and students must be legally privileged with the exception of items covered under HIPAA laws and/or state reporting laws. The Association also believes that communication between administrators and other education employees must be kept private without the consent of the affected employee. The Association urges its affiliates to aid in seeking legislation that provides this privilege and protects both education employees and students. (1974, 2015)

F-36. Protection of Education Employee Advocates

The National Education Association believes that education employees have the right to organize and to serve as advocates for education employees, students, and parents/guardians. The Association also believes that every member has the right and obligation to participate in the Association without fear, intimidation, or retribution.

The Association further believes that governing boards, administrators, and public officials must respect education employees and their right to exercise constitutional guarantees and condemns those who attempt to fire, demote, transfer, or give punitive assignments to education employees for their leadership in education employee organizations or for questioning apparent violations of their terms of employment.

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

F-37. Protection of Education and Other Public Employees from Age Harassment

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

- a. Establish strong policies that empower education employees to make their own decisions regarding continued employment and retirement
- b. Develop and maintain educational programs to help individuals recognize, understand, prevent, and combat age harassment
- c. Develop, maintain, and publicize a grievance procedure that encourages the reporting of incidents of age harassment, resolves complaints promptly, and protects the rights of all parties. (1989, 2017)

F-38. Protection of Education and Other Public Employees from Disability Harassment

The National Education Association believes that education employees should

be protected from all forms of harassment due to a visible or invisible disability. The Association encourages its affiliates to work with school districts and institutions of higher education to—

- a. Establish strong policies that ensure compliance with all provisions of the Americans with Disabilities Act (ADA) and provide all necessary accommodation for full participation in all employment responsibilities
- b. Develop and maintain educational programs to help individuals recognize, understand, prevent, and combat disability harassment
- c. Develop, maintain, and publicize a grievance procedure that encourages the reporting of incidents of disability harassment, resolves complaints promptly, and protects the rights of all parties
- d. Provide information regarding services available to protect individuals whose employers are not in compliance with ADA. (2005, 2017)

F-39. Protection of Education and Other Public Employees from Gender Identity, Gender Expression, and Sexual Orientation Harassment

The National Education Association believes that education and other public employees, including transgender and transitioning individuals, should be protected from all forms of harassment on the basis of gender identity, gender expression, or sexual orientation.

The Association encourages its affiliates to work with school districts and higher education institutions to:

- a. Establish procedures and educational programs to address and prevent such harassment.
- b. Develop, maintain, and publicize a grievance procedure that encourages the reporting of incidents of such harassment, resolves complaints promptly, and protects the rights of all parties. (2021)

F-40. Protection of Education and Other Public Employees from Student Violence

The National Education Association believes that education and other public employees should be protected from student violence. The Association also believes that schools and communities must develop policies and practices that promote safe working environments. These policies and practices should include procedures to report incidents of student violence, resolve complaints promptly, maintain records of these complaints, and protect the rights of all parties. (2024)

F-41. Protection of Education and Other Public Employees from Workplace Bullying

The National Education Association believes that all employees should be protected from workplace bullying. Bullying creates an unhealthy and unprofessional power imbalance between bully and target. The Association encourages its affiliates to work with school districts and institutions of higher education to discipline

any education employee, student, parent, guardian, or volunteer who engages in any form of workplace bullying.

Workplace bullying can include, but is not limited to—

- a. Systematic aggressive communication
- b. Manipulation of work assignments
- c. Repeated, health-harming mistreatment
- d. Verbal abuse
- e. Conduct which is threatening, humiliating, degrading, intimidating, or sabotaging
- f. Abuse via social media and/or the internet
- g. Retaliation. (2011, 2022)

F-42. Employee Rights Pending Court Action

The National Education Association believes that when criminal charges or civil lawsuits are filed against an education employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security. Contract provisions should provide procedures to be followed until final disposition of the case. (1984, 1999)

F-43. Allegations Against Education Employees

The National Education Association believes education employees should be

protected from allegations of child abuse made in bad faith.

Any such allegation should be investigated and resolved immediately without name disclosure.

Counseling from an outside community agency should be provided for any accused education employee without presumption of guilt. Employees found innocent should have access to additional counseling.

The Association also believes in due process for all education employees. False or unfounded accusations should be expunged from all records. Job status and all rights and benefits to education employees acquitted of child abuse charges should be restored. Consequences should be limited to individuals found guilty.

All members should be knowledgeable of current practices in dealing with such allegations. (1989, 2015)

F-44. Health Examinations

The National Education Association believes that physical and mental examinations should not be imposed by governing boards for the purpose of harassment of education employees.

Physical and mental examinations of education employees should be required only when there is probable cause. Results of such examinations shall be subject to medical confidentiality, and the education employee shall be informed of all results.

The Association also believes that health-related information must not be released without the written consent of the employee. The employee must have the

right to examine and, if needed, correct their medical records.

The Association further believes that the cost of any required physical or mental diagnostic procedure should be incurred by the agency that requires such procedure and that education employees should be guaranteed the right to select their own physician. (1977, 2022)

F-45. Drug or Alcohol Testing

The National Education Association believes in a drug- and alcohol-free workplace. However, the Association believes that mandatory and/or random drug or alcohol testing of employees and job applicants is an unwarranted and unconstitutional invasion of privacy and opposes such testing. (1987, 2017)

F-46. HIV/AIDS Testing of Education Employees

The National Education Association believes that education employees or education employment applicants should not face mandatory/involuntary human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) testing. The Association also affirms that the current ban on blood donations from individuals solely based on a history of same-gender sexual activity should be lifted. (1987, 2022)

F-47. Employees with HIV/AIDS

The National Education Association believes that education employees shall not be fired, non-renewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action

solely because they have tested positive for the human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) antibody or have been diagnosed as having HIV/AIDS. (1987, 2017)

F-48. Hepatitis Vaccinations

The National Education Association believes that governing boards should provide free hepatitis vaccinations to all employees choosing to be or required to be vaccinated. (1995, 2002)

F-49. Health Care Issues Awareness

The National Education Association supports health care issues awareness programs designed to help those coping with catastrophic illnesses. The Association also supports efforts to educate students, education employees, and the general public about such programs and about the benefits of blood, organ, and tissue donation. (1995, 2002)

F-50. Color Vision Deficient Employees

The National Education Association believes that the needs of all employees, including color vision deficient employees, must be met. All educational materials that use color coding for referencing information should be accompanied by alternative methods of identifying these items of information such as numbering or labeling the names of each color. (2004, 2022)

F-51. Stress Management, Self-Care, and Wellness Programs

The National Education Association believes that adverse and stressful classroom and school conditions have led to

increased emotional and physical disabilities among education employees. The Association supports stress management, self-care, and wellness programs that facilitate the recognition, prevention, and treatment of stress-related problems, risk of suicide, and promote physical fitness. Such programs should be evidence-based, and ensure confidentiality and treatment without personal jeopardy.

The Association urges that the harmful effects of stress on education employees be recognized and demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association also supports employee assistance programs (EAPs) as a voluntary resource that would assist education employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (1979, 2022)

F-52. Trauma-Informed Care for Educators

The National Education Association believes that every educator should have access to trauma-informed care through their work/professional environment.

The Association also believes that trauma-informed care should acknowledge—

- a. The presence of trauma
- b. The different types of trauma including school, personal, and community events
- c. The effects of trauma as it affects the educator
- d. That trauma-informed care needs to be individualized. (2023)

F-53. Workplace Accommodations for Lactating Employees

The National Education Association believes that all workplaces must provide lactating employees with safe, clean, comfortable, appropriate, and private facilities to express breast milk. The Association also believes that employers must work with such employees to provide reasonable accommodations within their workday to express breast milk, and that no employee should face discrimination or retaliation for requesting such accommodations. (2021, 2023)

F-54. Medication and Medical Services in Schools

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

- a. Only licensed medical personnel, properly trained by the district, are required to administer such medication or perform such medical services
- b. A physician's written verification of the student's need for medication or services is required
- c. A parent or guardian must provide written permission for the

- administration of non-emergency medication or medical services
- d. The initial dosage of medication is not given in the school except in life-threatening situations; initial dosage is the first dosage administered from the prescription
 - e. Each medication given is recorded on a medication log that includes date, time, and signature of the person giving the medication
 - f. Medication is delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use
 - g. Proper storage for the medication is available
 - h. A plan is in place to address medical concerns when licensed medical personnel are unavailable.

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, 2018)

F-55. School Nurses

The National Education Association urges its affiliates to enroll school nurses in active membership and to seek legislation that provides licensure/certification, inclusion in collective bargaining agreements,

and achievement of an appropriate school nurse-to-student ratio. Each site must have at least one school nurse to every 750 students, with appropriate adjustments to safely accommodate students with special health needs and chronic illnesses.

The Association believes that professional development programs should be available to all licensed/certified school nurses to augment their skills in delivering health care services and in caring for students with disabilities. (1980, 2024)

F-56. Education Employee Liability

The National Education Association believes that educational institutions should—

- a. Hold harmless and provide legal liability protection for education employees when following district directives and adhering to procedures regarding student interactions, interventions, violent situations, emergencies, or when their duties include physical assistance to students
- b. Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties
- c. Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided that said action terminates in favor of the accused.

The Association recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement. (1976, 2019)

F-57. Protection of Individuals in Clinical Practice Programs

The National Education Association believes that individuals participating in clinical practice programs should be provided with legal status and liability protection by the appropriate teacher preparation institution.

The Association also believes that higher education institutions and cooperating school districts should supply any and all instructional materials that student teachers would require during their student teaching terms. Students who are implicitly or explicitly discouraged from outside employment during their clinical practice experiences should be provided financial assistance or tuition waivers by the appropriate teacher preparation institution.

The Association encourages its affiliates to work with school districts and other appropriate bodies to formulate standards for clinical practice programs. Supervising or cooperating teachers in a clinical practice program should have reduced teaching loads and be given a minimum established compensation. Acceptance of student teachers, interns, or residents by preK through 12 classroom practitioners should be voluntary.

The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter

the teaching profession. Teacher preparation programs should offer alternative placements for individuals in those programs in the event of a strike or other work stoppage. (1970, 1999)

F-58. Transportation Liability Insurance

The National Education Association believes public education institutions should provide and incur the expense of transportation liability insurance for education employees who are requested or required to transport students by private vehicle for any school-related function. (1978, 2015)

F-59. Part-Time or Temporary Education Employees

The National Education Association believes that the increased use or abuse of part-time education employees threatens the academic integrity of public education institutions.

The Association also believes that part-time education employees should be employed only when an educational program requires specialized training or expertise not available among full-time education employees and when the need for such training and expertise warrants less than full-time employment.

The Association further believes that part-time education employees should receive the same salary and benefits as full-time education employees at least prorated according to workload. Part-time education employees should have the same opportunities to participate in collective bargaining, training, service on committees, and setting the academic direction of the educational institution.

The Association deplores the practice of employing part-time or temporary employees for the purpose of reducing institutional budgets, reducing the number of full-time education employee positions, or avoiding the maintenance of an increase in the number of tenure-track positions. (1976, 2017)

F-60. Volunteers in Public Schools

The National Education Association believes that parents/guardians and other community volunteers have a valuable role to play within the public schools. The proper use of volunteers is essential for the preservation of quality educational programs for children. Volunteers should be appropriately screened and trained, as determined by the needs of the local school system and by state statutes. The screening should be for the sole purpose of eliminating volunteers who are convicted felons, child abusers, or sex offenders. Training should include, but not be limited to, the development of age-appropriate activities and sensitivity to diversity issues.

The Association also believes that education employees should be involved in the decision-making process regarding the utilization of volunteers within local school systems.

The Association deplores the practice of using volunteer workers for the purposes of reducing instructional budgets or the number of full- or part-time education employee positions within a local school system. (1998, 2000)

F-61. Substitute Teachers

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

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

- a. Meet the same standards as other licensed teachers within the state
- b. Receive professional compensation and benefits
- c. Receive appropriate and ongoing professional development
- d. Be provided with materials and information appropriate to the position in which they are substituting, including any special needs of the students
- e. Be entitled to representation and support by local, state, and national affiliates in collective bargaining
- f. Be provided classroom and/or office keys in order to allow the “lock down” of a room in the event of an emergency.

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

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

The Association believes that school districts must provide full compensation for licensed teachers who substitute for personnel on extended leave. (1975, 2018)

F-62. Substitute Education Support Professionals

The National Education Association recognizes the importance of substitute education support professionals in the maintenance and continuity of daily operations. The Association believes that education support substitutes must meet the same standards as the employees for whom they substitute.

The Association supports the right of substitute employees to organize for collective bargaining purposes. The Association also supports the practice of providing schedule pay plus benefits for education support professionals substituting for permanent education support professionals on extended leave. (1992, 2017)

F-63. Education Employees and Active Duty Service

The National Education Association believes that an education employee whose

career is interrupted by a call to active duty service by the National Guard or the reserves should be guaranteed reemployment and all benefits that would accrue if the employee had continued in a position with the school system.

The Association also believes that the federal government, upon calling an educator to active duty, should supplement employee compensation so families do not experience a loss of revenue or benefits. (1975, 2005)

F-64. Employment in Federal Schools

The National Education Association believes that the federal schools should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association also believes that equal rights, benefits, and entitlements should be accorded to all education employees who are employed in federal schools.

The Association urges governing bodies of federal schools to develop policies that ensure a minimum of 120 days notification of military installation and federal school closures. The Association also urges that personnel affected by these closures be provided support by the employer during this transition period. (1971, 1999)

F-65. Education in Correctional and Rehabilitation Agencies

The National Education Association believes that legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals,

and other custodial agencies. The Association supports improving the standards of instruction in these institutions, which includes providing appropriately certified education professionals to carry out plans for students with individualized education programs (IEPs) or 504 plans.

The Association also believes that the rights of individuals who are protected under the provisions of the Individuals with Disabilities Education Act and Americans with Disabilities Act must be preserved. (1973, 2007)

RETIREMENT/SOCIAL SECURITY

F-66. Defined Benefit Retirement Plans

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

The Association also believes that defined contribution plans are appropriate only when they supplement defined benefit retirement plans. (1969, 2018)

F-67. Funding of Retirement Plans

The National Education Association believes that pension funding should include the following principles:

- a. When actuarial liabilities exceed actuarial assets, the state and/or employer must make the necessary additional contributions to amortize the unfunded liability in no more than 30 years.

- b. When actuarial assets exceed actuarial liabilities, the state and/or employer should not reduce the rate of contributions below the normal cost of the plan.
- c. Employee contributions, if any, should be made on a pre-tax basis and be a percentage of total salary not to exceed the amount contributed by employers. The employer may pay part or all of the employee contribution.
- d. Credit for all wages and salary must be included in all retirement benefit calculations.
- e. Charter schools should be required to participate in the relevant state and local retirement system(s). (1969, 2024)

F-68. Participation into Retirement Systems

The National Education Association believes that contributions to retirement plans should minimally include—

- a. Full vesting in no more than five years
- b. An initial benefit constituting a replacement income of 50 percent of the single highest year's salary from all sources after 20 years of creditable service and 75 percent after 30 years of creditable service; this benefit calculation equates to a basic benefit formula multiplier of two-and-a-half percent for all creditable years of service
- c. Benefits based upon unisex mortality tables

- d. Automatic pre-funded full cost-of-living pension increases for retirees and beneficiaries
- e. Normal retirement eligibility, including health benefits, with 25 creditable years of service or at age 55 if fully vested.

The Association also believes that—

- a. Contributions made by both employees and employers to the pension plan should be tax deferred and not subject to federal or state income taxes
- b. Benefits paid should not be offset due to eligibility in multiple retirement programs
- c. Contributions from both employees and employers should be remitted in a timely fashion in accordance with state statutes
- d. Districts and charter schools should make biannual summary reports of retirement contribution remittances. (1969, 2018)

F-69. Characteristics of Retirement Plans

The National Education Association believes that all qualified retirement plans should contain a nondiscrimination clause and that retirement benefit plans should minimally include—

- a. No provisions in core plans to reduce benefits because of the existence of any annuity or retirement benefit source including Social Security; supplemental retirement plans designed to provide a leveling benefit must assure a level lifetime replacement income that

- significantly augments existing benefits for all members over time
- b. Benefits that comply with nondiscriminatory Internal Revenue Service (IRS) rules and regulations
- c. Joint survivor benefits that are equally available for spouses and domestic partners; joint survivor benefits for any other person that are available based upon IRS guidelines
- d. Disability or death benefits that are equally available for spouses, dependents, and domestic partners
- e. Provisions that define a full year of creditable service based upon working 80 percent or more of the contract year or 80 percent or more of the hours constituting a full year; partial year credit that is earned on a pro-rated basis for any service less than the minimum required to obtain a full year of creditable service
- f. Provisions for the option of allowing unused sick leave and other end-of-service payments to be used for retirement credit
- g. Provisions permitting the purchase of service credit earned while a member of another retirement system including any other public school district, Department of Defense Education Activity (DoDEA) schools or while in the Peace Corps, Volunteers in Service to America (VISTA), or military service
- h. Provisions permitting the purchase of service credit for sabbatical leaves, maternity/paternity/

- adoption leaves, and all leave provided by the Family Medical Leave Act (FMLA) where credit is not automatically given, and any other approved leaves of absence; members affected by any forced leave provisions or separation of service provisions that are unlawful under current law should be permitted to purchase service credit for those periods of leave or separations at any time prior to retirement at the lowest plan rate
- i. Investments based upon environmental, social, and governance (ESG) principles
 - j. Decarbonization of investment portfolios by moving toward a net-zero target
 - k. Provisions for, upon termination of employment, the portability to other qualified pension plans for the full actuarial value of retirement credits earned
 - l. Disability retirement for a service-connected disability available to education employees from the first day of employment; non-service connected disability retirement shall be available for fully vested members; the benefit formula for disability retirement should yield benefits comparable to normal retirement benefits
 - m. Provisions for any tax-sheltered annuity and deferred compensation plans that have actuarial tables that do not discriminate on the basis of race, gender, or national origin
 - n. Provisions for health benefits for retirees, their spouses, domestic partners, and dependents that include a fully-paid comprehensive health insurance plan regardless of Medicare eligibility; these benefits should be at least equal to those offered to full-time employees; those eligible for Medicare should be covered by a fully-paid comprehensive Medicare supplement insurance benefit that along with Medicare equals the benefits provided to full-time employees. (1969, 2024)

F-70. Investment of Retirement System Assets and Protection of Earned Benefits

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

- a. General economic conditions
- b. The possible effect of inflation or deflation
- c. The role that each investment or course of action plays within the overall portfolio of the retirement program
- d. The expected total return from income and appreciation of capital

- e. Needs for liquidity, regularity of income, and preservation or appreciation of capital
- f. The adequacy of funding for defined benefit plans based on reasonable actuarial factors
- g. Protection of the long-term employment interests and opportunities of participants in the plan
- h. Encouraging investments in corporations whose policies or expenditures of funds do not undermine child welfare and/or public education, when those investments provide equivalent benefits to retirement system members.

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

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions include misuse of assets, manipulation of

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

The Association further believes that a retirement system should be exempt from federal regulations when its plan is in compliance with standards prescribed by federal, state, and local statutes. (1976, 2018)

F-71. Diversity in Asset Managers

The National Education Association believes that asset managers should reflect the diversity of the membership whose assets they service. (2021)

F-72. Predatory Financial Instruments

The National Education Association believes that all educators have the right to the full financial benefits they are due. The Association opposes all predatory financial instruments that negatively impact the level of those benefits to their rightful possessors or their beneficiaries, and should work to ensure that its members are aware

of companies or industries that use such practices. (2019)

F-73. Boards of Trustees

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

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

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

coordinate their voting in companies in which they have a mutual interest.

The Association believes that boards of trustees should—

- a. Consist of Active and Retired members who are all elected by and from their plan's respective memberships; the total number of active and retired member trustees should constitute a majority of the board. Additionally, the Association believes that the composition of pension boards should reflect the diversity of the members they serve
- b. Administer the plan with the highest level of fiscal integrity for the exclusive benefit of the beneficiaries of the system
- c. Have the duty and authority to oversee the administration of both benefits and investments
- d. Subject to their fiduciary responsibilities, have all the powers necessary to ensure their independence from the plan sponsor, including the power to obtain by employment or contract the services necessary to exercise the trustees' powers and perform the trustees' duties, including actuarial, auditing, custodial, investment, and legal services
- e. Undertake periodic independent actuarial reviews and audits
- f. Distribute an annual financial statement to all members
- g. Ensure that counseling, education, and services are available to all active and retired members
- h. Recognize that they should identify and participate in appropriate

educational programs and initiatives in order to acquire and maintain skills and expertise; these educational programs should be internally funded and managed exclusively by the board of trustees

- i. Protect the systems' stability by opposing any actions that impair or jeopardize the guaranteed rights of plan participants' benefits. (1976, 2021)

F-74. Social Security

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

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

The Association opposes—

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

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

F-75. Medicare

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

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

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

G. SECURE PROFESSIONAL AUTONOMY

PROFESSIONAL STANDARDS, CERTIFICATION, LICENSURE

G-1. State Professional Standards Boards

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

Professional standards boards should have exclusive authority to license and to determine criteria for how a national certificate will be recognized for professional educators. Further, these boards should have the exclusive authority to establish the standards regarding licensure, including procedures for suspension and revocation. The Association opposes legislation that compromises the authority of state standards boards and urges the elimination of state statutes that conflict with this authority. The Association further believes that these boards must apply Council for the Accreditation of Educator Preparation (CAEP) standards as a minimum for granting, denying, or withdrawing the approval of teacher preparation programs. (1969, 2022)

G-2. National Board Certification

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

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

The Association also supports the periodic evaluation of such certification procedures to ascertain whether cultural, economic, gender, racial, age, or other biases are perpetuated by the requirements for certification. (1987, 2017)

G-3. Licensure

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

- High academic performance
- Extensive clinical practice and field experience
- Demonstrated knowledge of subject matter

- Demonstrated knowledge of pedagogy, child development, and learning acquisition
- Demonstrated understanding of culturally responsive practices and teaching.

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

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

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

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

The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every preK, elementary, secondary, and adult education public and private school.

The Association further asserts that:

- Licenses should only be issued if an individual possesses the entry-level

knowledge and skills required for teaching

- Emergency licenses should not be issued
- Assignments outside the teacher’s area of licensure should only be permitted with appropriate concurrent retraining supported by the local district.

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

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

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

The Association also supports the periodic evaluation of licensure procedures to ensure that cultural, economic, gender, racial, and age biases are not perpetuated by the requirements for licensure. (1985, 2022)

G-4. Other National Professional Certifications

The National Education Association supports voluntary national certification for all educators from professional

organizations that establish appropriate assessment and qualification standards. (2010, 2019)

ACCREDITATION

G-5. Accreditation in Higher Education

The National Education Association supports strong regional, state, national, and discipline-based accrediting bodies that promote and encourage faculty participation in the accrediting process. The Association believes that programs, faculties, administrations, and facilities should be reviewed to determine their ability to enhance learning opportunities for students. The Association also believes that accrediting agencies should not impose standardized curricula, assessment models, or pedagogical methods on institutions of higher education but rather should base accreditation on standards as applied to the institutional mission statement. (1995, 1998)

G-6. Accreditation of Teacher Preparation Institutions

The National Education Association believes that teacher preparation programs must be approved at two levels: at the state level through an agency such as a professional standards board and at the national level through the Council for the Accreditation of Educator Preparation (CAEP).

The Association also believes that CAEP and its governing boards must include representatives of all levels of the teaching profession as well as aspiring educators. (1969, 2000)

H. UNITE EDUCATION EMPLOYEES FOR EFFECTIVE CITIZENSHIP

CITIZENSHIP RIGHTS

H-1. U.S. Constitution

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association also believes that all proposed changes to the Constitution should be directed through the traditional congressional proposal and state ratification process rather than through the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. (1982, 1997)

H-2. The Education Employee as a Citizen

The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. The Association also 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. Provisions 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 Association and its affiliates.

The Association also believes that educators should have the opportunity to actively participate in the American political process. The Association supports districts allowing leaves of absence to both campaign full-time and serve in public office. (1969, 2017)

H-3. The Right To Vote

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 constitutional right guaranteed to all eligible citizens. The Association supports the continued maintenance of the provisions of the Voting Rights Act of 1965 and the nonpartisan drawing of district lines to ensure fair and competitive elections.

The Association also supports voting and absentee provisions that are accessible, simplified, accurate, reliable, and verifiable for all elections; election administrations that provide for open, fair, secure, and

publicly verifiable ballot counting; and the recognition of Election Day as a national holiday.

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

The Association supports voter education programs and uniform registration requirements, including automatic voter, online, and same-day registration, without restrictive residency provisions or restrictive identification requirements. (1971, 2021)

H-4. The Role of the Press in a Democracy

The National Education Association believes that a strong and independent press is vital for a fully functioning democracy. Limits on access to information, threats to individual journalists or news outlets, and coercion by elected officials or businesses cannot be tolerated. The Association also believes that misinformation and disinformation pose as great a threat to democracy as the lack of a free press. The Association further believes that open information laws must be vigorously enforced and that First Amendment rights of the press must be zealously protected. (2017, 2022)

H-5. Participation in Professional Associations

The National Education Association believes that education employees have the right and responsibility to fully participate in professional associations. District policy must equitably provide release time

without loss of pay or harassment. (1986, 2015)

H-6. Member Involvement in Community Organizations

The National Education Association encourages its members to become involved in community organizations and to influence those organizations to address issues of common concern to their local, state, and national education associations. (1992, 2015)

H-7. The Right To Know

The National Education Association believes that open meeting and public disclosure laws are essential to permit the monitoring of governmental actions. Government recordings and documents must be available in a timely manner and at a reasonable cost to all citizens equally. (1972, 2017)

H-8. Economic Fairness in a Democracy

The National Education Association believes that basic economic fairness is vital for a fully functioning democracy. The Association also believes that measures such as progressive taxation, estate taxes, a higher minimum wage, affordable higher education, and a strong social safety net are appropriate tools to reduce extreme income inequality and improve economic fairness. (2016)

H-9. National Health Care Policy

The National Education Association believes that affordable, comprehensive health care, including prescription drug coverage, is a human right.

The Association supports the adoption of a single-payer health care plan in the United States, its territories, and the Commonwealth of Puerto Rico. Until a single-payer health care plan is adopted, Congress should make no cuts in Medicare/Medicaid funding or benefit levels. (1978, 2023)

H-10. Statehood for the District of Columbia

The National Education Association affirms that all citizens of the United States should enjoy the full benefits of citizenship. Accordingly, the Association supports efforts to achieve statehood for the District of Columbia.

The Association believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (1969, 1997)

CITIZENSHIP RESPONSIBILITIES

H-11. Environmental Responsibility

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

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

The Association also believes that business, governmental agencies, and organizations should dispose of waste in a manner that will have the least possible impact on the environment.

The Association further believes that it is the collective duty of the organization and its members to be leaders in practicing environmental responsibility. (1990, 2023)

H-12. Energy Programs

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

The Association supports ensuring the energy-efficient operation of public schools and encourages the use of new energy sources and energy-efficient design in school renovation and construction. The Association also supports efforts that develop energy conservation awareness and school building energy audit programs. The Association further supports programs that investigate energy efficiency recommendations and research. (1977, 2017)

H-13. Historic Preservation

The National Education Association encourages the preservation of historically significant lands and structures for the purposes of preserving our nation's heritage and maintaining important historic resources for future generations.

While the Association believes in historic preservation, the Association believes monuments that celebrate the Confederacy

and other forms of white supremacy should be removed. (1990, 2021)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

INTERNATIONAL RIGHTS

I-1. Peace and International Relations

The National Education Association recognizes the interdependence of all people. The Association believes in the ideals of peace, freedom, and human dignity based upon respect for the individual and cultural diversity.

The Association supports the U.S. Institute of Peace, which provides publications, information, programs, training, and research data in developing peacemaking and conflict resolution skills.

The Association urges all nations to develop treaties and disarmament agreements that reduce the possibility of war, provide for the peaceful resolution of conflicts, and guarantee the rights of nations to exist within safe and secure borders, free from the threat of pre-emptive attacks. The Association also believes that such treaties and agreements should prevent the placement of weapons in outer space.

The Association supports the principles stated in the United Nations (UN) Charter and believes that the UN furthers world peace and promotes the rights of all people by preventing war, racism, ethnic cleansing, and genocide. The Association further believes that Education International contributes to peace and international relations by promoting dialogue among the world's education employees. (1973, 2024)

I-2. International Court of Justice

The National Education Association believes that all people, including lawmakers themselves, are subject to the rule of law and recognizes that the International Court of Justice is one instrument to resolve international disputes peacefully in order to help end the impunity of human rights violators, provide for the rule of law, and hold accountable those who commit the gravest human rights crimes, including apartheid, genocide, crimes against humanity, and war crimes.

The Association urges participation by the United States in deliberations before the court and adherence to its rulings. (1986, 2024)

I-3. International Criminal Court

The National Education Association believes that the International Criminal Court is critically important as an instrument to help end the impunity of human rights violators, provide for the rule of law, and hold accountable those who commit the gravest human rights crimes, including genocide, crimes against humanity, and war crimes.

The Association also believes that all countries, including the United States, should be State Parties to the International Criminal Court. (2005, 2022)

I-4. Covert Operations and Counterintelligence Activities

The National Education Association believes that U.S. covert operations and counterintelligence activities should be compatible with the basic principles of our democratic society.

The Association also believes that all such activities should be conducted under the jurisdiction of all three branches of the federal government and that individuals/agencies must be held accountable when they work outside of the specific directives issued for a given operation. (1989, 2014)

I-5. Nuclear Freeze/Cessation

The National Education Association believes that nuclear war is not survivable. The proliferation of weapons technology and the sale and distribution of conventional and nuclear weapons increase the possibility of nuclear war.

The Association also believes the United States and all other nations should adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, sale, distribution, and deployment of nuclear weapons, materials, and all systems designed to deliver nuclear weapons. The Association supports the development of treaties for the cessation of all nuclear weapons testing, providing they contain adequate verification and enforcement provisions. The Association also supports the development of treaties to eliminate the world's nuclear weapons arsenals. (1982, 2000)

I-6. Nuclear Facilities, Radioactive/Chemical Pollutants, and Waste Incineration

The National Education Association believes that strict monitoring of nuclear facilities and radioactive/chemical pollutants and waste incineration should be required. The Association urges the development and implementation of new

technologies for the safe transport and recycling of all wastes.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power, recycling of nuclear wastes, problems of nuclear waste disposal, and health risks associated with waste incineration.

The Association also believes that the people of a state should make the final determination as to whether or not toxic and/or nuclear waste processing sites or the transportation of nuclear waste shall be within their state boundaries. Contiguous states directly affected environmentally by processing sites should be included in the final determination. Strict guidelines concerning the construction and operation of waste incinerators should be required. The Association further believes that such facilities should not be constructed within a 10-mile radius of any school facility.

The Association believes that education employees must be involved in the development and dissemination of emergency plans in the case of accidents that could result in environmental and/or health hazards. (1989, 2009)

I-7. Global Environmental Restoration

The National Education Association believes that when pollution occurs the responsible entities must be accountable for an expeditious, complete cleanup and restoration of the environment and ecosystems. In addition, the Association supports international efforts to reduce the levels of toxic metals, chemicals, and plastics in the food chain. (1990, 2019)

I-8. World Hunger

The National Education Association believes that worldwide attention needs to be focused on food security. The Association supports continued relief to those in need as well as education concerning world hunger and its effects so that they may develop the capacity and the commitment to resolve these problems. (1975, 2016)

I-9. Sustainability

The National Education Association believes that sustainability requires assessing entire systems and recognizing how they must operate in order to preserve the natural systems that support our life on earth.

The Association also believes that sustainability is related to the quality of life in a community and whether the economic, social, and environmental systems that make up a community are providing a healthy, productive, and meaningful life for all community residents, present and future.

The Association further believes that establishing, tracking, and managing sustainability goals will ensure continuous progress toward sustainability, and that sustainable practices are cost-effective, provide a workforce that understands sustainability, build stronger communities, support local economies, protect student and staff health, support academic success, prepare today's students to be wise leaders tomorrow, and protect our ecosystems. (2008, 2015)

I-10. Global Climate Change

The National Education Association recognizes the scientific consensus that global climate change is largely caused by human activity, resulting in significant, measureable damage to the earth and its inhabitants.

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

The Association supports the continued development and implementation of environmentally sound practices that abate global climate change and its effects in partnership with the global community. (2007, 2017)

I-11. International Consumer Protection

The National Education Association believes that products sold and/or advertised abroad by U.S.-based companies must at least meet the consumer, health, and safety standards that are required for trade within the United States. The Association also believes that products imported for sale must meet U.S. consumer health and safety standards and practices.

The Association opposes the coercing of other nations to accept U.S. products that do not meet those nations' consumer, health, and safety standards and practices. (1990, 2014)

HUMAN AND CIVIL RIGHTS

I-12. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic

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

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

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

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

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

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

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

The Association further condemns the practice of capital punishment. The practice of capital punishment in the United States and elsewhere impacts individuals disproportionately on the basis of social class, race, ethnicity, ability, and gender. The Association supports ongoing efforts to ban the practice of capital punishment.

The Association opposes any federal, state, or local law; executive order or presidential signing statement; and/or amendment to the U.S. Constitution that curtails or infringes on basic human rights. The Association also opposes harsh sentencing measures, such as mandatory minimums and other local, state, and national laws which have contributed to mass incarceration. The Association also opposes torture and cruel, inhuman, or degrading treatment or punishment of persons in the custody or under the physical control of the U.S. government, regardless of nationality or physical location. (1977, 2021)

I-13. Civil Rights

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

The Association believes that any federal, state, or local law; executive order or presidential signing statement; or amendment to the U.S. or state constitutions or interpretation thereof that curtails basic civil rights is detrimental to a free and democratic society. Therefore, the Association believes that racial and social equity principles should be implemented at all levels of policymaking. (1969, 2023)

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

The National Education Association believes that the human and civil rights of children and youth must be protected and opposes the exploitation of children and youth under any circumstances. The Association opposes early and forced marriage, forced pregnancy, and forced child bearing of and by children and youth. The Association recognizes these harmful practices as violations of human rights and calls for strengthened efforts to prevent and eliminate them.

The Association also believes that all children possess a fundamental civil right of access to a system of high quality public education grounded in the principles of adequacy and equity. The Association supports the rights of youth to safely access education and other human services during conditions of war, occupation, natural disaster, and civil strife.

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

Children and youth in detention centers must be provided educational programs that include any special education services per a student's individualized education program (IEP) or a student's 504 plan to enable a student to become a contributing member of society. Educators in such centers must receive appropriate and ongoing professional development to provide instruction in life skills and learning skills.

The Association further believes that adolescent neurological development needs to be considered when the sentencing of juveniles is being determined. Therefore, the Association opposes the imposition of the death penalty, life imprisonment without parole, and prolonged solitary confinement for individuals whose offenses were committed prior to age 18. The Association condemns the practice of placing children and youth in trouble in abusive environments, and opposes the placement of children and youth who are not charged with any offense in facilities with persons who are charged with criminal offenses. The Association believes that there must be separate facilities for the detention and for the incarceration of children and youth and supports the development of alternatives to supplement the use of such facilities. (1988, 2023)

I-15. Private Prisons

The National Education Association believes that profiting from incarceration is in direct conflict with the objective to rehabilitate those who have committed crimes. Additionally, private prison practices such as maintaining high occupancy rates and unsafe staff-to-inmate ratios, lobbying for

harsh sentences, and providing inadequate services undermine restorative justice practices and disproportionately affect people of color. These practices elevate incidents of racial bias and racial disparity. Therefore, the Association believes that incarcerated individuals should be held in publicly operated institutions. (2018, 2021)

I-16. Human Relations in the School

The National Education Association believes that improved human relations are essential to the school environment. The Association, in order to improve human relations, calls for—

- a. School recruitment and staffing policies that will ensure selection of culturally diverse educators
- b. Appropriate classroom and other student-related activities, particularly those that are responsive to the cultural diversity and historical backgrounds of our society
- c. Schools and classrooms that implement trainings and strategies addressing implicit bias, equity, diversity, racial justice, and restorative justice
- d. Ongoing development of continuing education programs to educate school and community personnel
- e. Reduction of the ratio of students to certified/licensed staff. This reduction should be to the level teachers determine to be essential to enhance and improve learning
- f. Development of ways to improve police relations with student and community groups through the

- joint efforts of school, community, and law enforcement agencies
- g. Joint discussions to promote understanding of human and civil rights and responsibilities of all constituents within our global society
- h. Development, training, and implementation of curricula that teach staff and students about positive human relations. (1972, 2021)

I-17. Displaced Workers

The National Education Association believes that entities that close, move, sell, downsize, or reorganize their facilities have an obligation to provide displaced employees with a variety of retraining and support programs. These entities shall assist their employees with placement in jobs having comparable pay and benefits and shall maintain existing union contracts. The Association also believes that federal, state, and local governments should hold entities accountable for the aforementioned programs.

The Association opposes the use of public funds or tax incentives to encourage the movement of U.S. companies to other countries at the expense of U.S. union labor. (1992, 2019)

I-18. The Right To Organize

The National Education Association believes that all people have the right to organize in order to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that this right be advocated where it is now abused or denied and strengthened where it is now

secured. The Association also believes that shared core values among and between unions strengthen the middle class.

The Association deplores anti-union activities by business interests, school districts, and government agencies, including efforts that attempt to destroy and undermine labor unions and organizations, penalize members for union involvement, and deprive workers of their right to organize and bargain. The Association supports the rights of workers to unionize by signing cards and the establishment of penalties for violating the rights of workers to unionize.

The Association also believes that members have the right to have payroll deduction of both Association membership dues and voluntary political contributions. (1982, 2013)

I-19. Use of Union-Made Products and Services

The National Education Association recognizes the historical role of organized labor in its struggle for economic and social justice. The Association advocates the use of union-made products and services. The Association should refrain from promoting businesses that demonstrate anti-union practices. The Association supports the use of informational campaigns, boycotts, or picket lines. (1991, 2024)

RIGHTS AND FREEDOMS

I-20. Freedom of Creative Expression

The National Education Association supports freedom of creative expression and therefore deplores any efforts by governments to suppress, directly or indirectly,

such expression. The Association also supports the freedom of publicly funded agencies to exercise judgment in the awarding of grants to individuals and organizations. (1990, 2016)

I-21. Right to Privacy

The National Education Association believes that every individual has a right to privacy. The Association continues to be concerned about the indiscriminate surveillance of citizens or groups. The Association condemns the use of information gathered and stored and the exchange of such information, including but not limited to: library patron, medical, email, social media, location, contacts, and financial records, without explicit release from the person or persons involved.

The Association also believes that rights to privacy and confidentiality must be guaranteed through federal and state legislation. (1970, 2019)

I-22. Freedom of Religion

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

The Association further believes that schools should teach the rights and responsibilities associated with the freedom of

and from religion, the religious heritage and diversity of the United States, respect for the beliefs of others, and the historical and cultural influences of various world religions.

The Association believes that local school boards should adopt policies that govern religious activities on school property. Such policies must respect the separation of church and state; govern voluntary, student-led meetings with adult supervision before or after regular school hours; treat all religions, or choice of none, on an equal basis; and protect the rights of students and education employees.

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

The Association also opposes any federal legislation or mandate that would require school districts to schedule a moment of silence. The Association particularly opposes a moment of silence as a condition for receiving federal funds. (1995, 2019)

I-23. Marriage Equality

The National Education Association believes in marriage equality for all individuals. Discrimination and stereotyping based on such factors as race, gender, sexual orientation, gender identity, gender expression, disability, ethnicity, immigration status, occupation, and religion must be eliminated.

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

The Association further believes that these factors should never be used to deny any individual or couple the full rights of marriage equality. (2015, 2021)

I-24. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association supports policies and programs that provide adequate and accessible housing for all. The Association supports the elimination of discriminatory housing practices, such as redlining, that perpetuate racial bias, discriminate against certain ethnic groups, and prevent generational wealth in marginalized communities. (1969, 2021)

I-25. Comprehensive Health Care

The National Education Association believes that access to comprehensive health care is a human right. Comprehensive health care includes, but is not limited to, reproductive health care, gender-affirming care, and emergency care. Health care should not be denied on the grounds of race, color, national origin, immigration status, political beliefs, religion, gender, sexual orientation, gender identity, gender expression, age, disability, size, marital status, or economic condition. (2023, 2024)

I-26. Family Planning

The National Education Association believes in family planning, including the right to reproductive freedom.

The Association also believes the government should give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities.

The Association further believes in the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel.

The Association believes that continued funding of these facilities at both the federal and state levels is necessary to provide access to care for people who cannot afford, or travel to, private facilities.

The Association supports state affiliates' efforts to codify rights to full reproductive freedom. (1985, 2023)

I-27. Governmental Support for Public Welfare

The National Education Association recognizes egregious disparities in economic opportunities. Therefore, the Association believes that conditions that cause reliance on public welfare must be alleviated. The Association also believes that all governmental agencies must work together to provide assistance in education, housing, child care, health care, transportation, and job training/placement. Furthermore, assistance must continue during the transition from welfare to work.

The Association further believes that no current employee should be displaced nor position abolished as a result of

government efforts to move individuals from welfare to work. (1971, 2021)

I-28. Immigration

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

The Association recognizes that historically there have been many economic and/or political circumstances that have compelled people to come to the U.S. The Association opposes any immigration policy that denies human and/or civil rights or educational opportunities to immigrants and their children, hinders workers' abilities to organize, imposes excessive fees and fines on those seeking legalization,

or criminalizes individuals or groups who support or assist them. The Association also opposes any policy that makes legalization or naturalization dependent upon military service and/or service in a combat zone. The Association condemns such policies as inhumane and discriminatory.

The Association further believes that federal decisions regarding the status of accompanied and unaccompanied immigrant children must always be made in the best interests of the child. Children who qualify for international protection must have their educational needs met while being given the time and resources, including court-appointed counsel, to have their cases fairly heard. The Association believes that children should not be separated from their parents/guardians. Therefore, the best placement for these children is in a family setting and not in detention facilities. (1984, 2017)

I-29. Migrant Workers

The National Education Association is concerned with the plight of migrant workers. The Association is committed to the right of migrant workers to be fully represented in collective bargaining by the organization of their choice. (1985, 2015)

PROTECTION FROM VIOLENT ACTS

I-30. Victims of Crime

The National Education Association believes that victims of crime should be treated with dignity and compassion, without the fear of intimidation. Victims and their families should be notified of and have the right to be present/represented at

all hearings and legal proceedings involving the defendant/perpetrator.

The Association also believes that it is a violation of the victims' right to privacy to release the names of the victims. The Association further believes that victims and their families must be made aware of and have free access to necessary services/programs. These services/programs must be funded by the appropriate government agencies. (1987, 2008)

I-31. Bullying

The National Education Association believes that the school environment/work site must be free from all forms of bullying including, but not limited to, physical and psychological bullying, and cyberbullying. Bullying is the systematic and chronic infliction of physical hurt and/or psychological distress on one or more individuals. The Association recognizes that bullying can affect the entire school community and work sites.

The Association also believes that its affiliates, collaborating with local school districts and institutions of higher education, should involve all stakeholders in developing comprehensive schoolwide programs to address all forms of bullying. Such programs should—

- a. Establish strong policies prohibiting bullying that include the definition, consequences, and procedures for reporting and appeals
- b. Develop and implement educational programs designed to help students recognize, understand, prevent, oppose, and eliminate bullying

- c. Include activities to help all students, staff, and community members feel understood, respected, valued, and included by cultivating greater awareness and appreciation of our cultural similarities and differences in order to prevent bullying
 - d. Provide training for all school employees in bullying prevention and intervention
 - e. Encourage school boards to establish written policies designed to ensure the elimination of bullying, harassment, and intimidation of students and staff by other students and staff
 - f. Provide professional development materials and resources.
- These programs should be reviewed, revised, and updated to reflect changing needs. (2004, 2013)
- accidents caused by drivers under the influence
 - d. Legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses. The legislation should require the use of seat belts for adults and minor children and approved car seats for infants and young children
 - e. Legislation requiring the use of helmets for bicycle and motorcycle riders
 - f. Continued research and the development of safety features and passive restraint systems for passengers in school buses and for the inclusion of those features shown to be effective
 - g. Legislation mandating no texting on cell phones while driving. (1982, 2010)

I-32. Traffic Safety

The National Education Association believes that traffic deaths and injuries must be reduced. The Association supports—

- a. Enactment and enforcement of effective and equitable legislation regulating driving while under the influence of alcohol, drugs, or other mind-altering substances
- b. Appropriate educational experiences for students regarding the effects of driving while under the influence
- c. Recognized community and school groups in their efforts to reduce death and injury from

I-33. Gun-Free Schools and the Regulation of Deadly Weapons

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

The Association further believes that arming education employees as a preventative measure against armed intruders creates an unsafe environment, placing students and school personnel at greater risk. Our communities, schools, and students are safer when common sense gun regulations are in place. Therefore, the Association supports banning assault weapons, limiting the capacity of ammunition magazines, requiring background checks and a waiting period for all gun purchases, creating a national database of gun sales, and preventing people with mental illness and/or a documented history of violence from purchasing firearms. The Association believes that minors must not be allowed to buy, own, or sell firearms.

The Association also believes that scientific and medical research on the causes and prevention of firearm violence should be extensive and ongoing and that gun owners should participate in educational programs that stress responsible ownership, including safe use and storage of guns. (1982, 2019)

I-34. Violence Against Females Worldwide

The National Education Association condemns domestic and other violence against females, as well as the tolerance of such violence, and believes that all nations must establish and enforce measures to curtail and prevent actions, policies, and practices that inflict pain, suffering, or death. (1993, 2015)

I-35. Gender-Based Violence Worldwide

The National Education Association condemns gender-based violence

worldwide and the tolerance of such violence. The Association believes that all nations must establish and enforce measures to curtail and prevent actions, policies, and practices that inflict pain, suffering, or death based on gender identity or expression. (2019)

I-36. Sexual Assault

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

The Association believes that states should develop a systematic process for gathering evidence when such assaults occur and supports the use of DNA testing as a means to identify perpetrators of sexual assault. The Association also believes in the importance of counseling and rehabilitation for the assailant, and the protection of privacy and due process rights for both the victim and the alleged assailant. (1981, 2017)

I-37. Human Trafficking and Child Marriage

The National Education Association is committed to the abolition of all forms

of human trafficking. Human trafficking is the acquisition, transportation, recruitment, and harboring of persons by means of threat, force, fraud, or coercion and for the purpose of exploitation as defined by the United Nations Protocol to Prevent, Suppress, and Punish Trafficking in Persons. The Association opposes the forced marriage of children, which is a form of human trafficking. The Association recognizes child marriage and human trafficking as violations of human rights and calls for strengthened efforts to prevent and eliminate these harmful practices. (2010, 2019)

OBSERVANCES

I-38. Martin Luther King, Jr. Day

The National Education Association believes that Martin Luther King, Jr. Day should be a holiday in every U.S. state, territory, and protectorate. The Association recognizes the significance of the observance to emphasize our need for racial healing, justice, and equality through non-violence. (1969, 2017)

I-39. César Chávez Day

The National Education Association believes that César Chávez Day should be a state holiday in every state to focus on the importance of labor organizing and promoting equitable human relations. The Association encourages the observance of this day to promote reflection and action for social justice. (2008, 2009)

I-40. Indigenous Peoples' Day

The National Education Association believes that the history of colonization needs to be recognized and acknowledged in every state. To do so, the Association believes that the name of the current holiday known as “Columbus Day” should be renamed and recognized as “Indigenous Peoples' Day” in recognition of early indigenous peoples before colonization by European settlers. (2019)

I-41. Veterans Day

The National Education Association believes that all people of this nation should honor and memorialize the sacrifices and heroic acts of all who have served in the Armed Forces. Veterans Day should be maintained as a legal holiday. Students should be taught the importance and magnitude of the sacrifices made by veterans in the protection of the United States during war and peace. Affiliates and school systems should plan observances to promote the celebration of veterans' courage, patriotism, and sacrifice for every member of society. (2001, 2021)

I-42. Observance of Juneteenth

The National Education Association believes that Juneteenth should be a holiday in every U.S. state, territory, and protectorate. The Association encourages the promotion and celebration of this day to commemorate the fulfillment of the Emancipation Proclamation and the freedom of enslaved men, women, and children in the United States on June 19, 1865. (2022)

I-43. Observances Celebrating Women

The National Education Association believes in the importance of celebrating women as heroines for both their broad and specific contributions to society. The Association also believes that these celebrations must recognize the intersectionality, challenges, and triumphs of women who identify as Native People and Asian, Black, Latin(o/a/x), Middle Eastern or North African, Multiracial, and Pacific Islander people. The Association further believes that these celebrations must also recognize the intersectionality, challenges, and triumphs of women who are transgender and non-binary. (2022)

RIGHTS OF SPECIFIC GROUPS

I-44. Self-Determination of Indigenous People

The National Education Association recognizes that American Indians and Alaska Natives are sovereign nations with the rights of self-determination and supports Native Hawaiians in reclaiming their rights of self-determination and sovereignty.

The Association also recognizes that sovereignty includes the right to provide for culturally appropriate education of American Indians, Alaska Natives, and Native Hawaiians. (2007)

I-45. Protection of Senior Citizens

The National Education Association believes that physical, mental, and economic abuse of senior citizens in any form is deplorable.

The Association also believes in the development of legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources. The Association further believes that its affiliates should join in political action to bring about such legislative and administrative reform at the state and national levels. (1978, 2015)

I-46. Protection of People Living with HIV, AIDS, and Hepatitis

The National Education Association believes that people living with human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS), and/or hepatitis should be ensured fair and equitable treatment allowing equal access to education, employment, living conditions, and all rights guaranteed by law.

The Association also believes in maintaining the public health by encouraging people to be tested and seek treatment for lifelong conditions impacting an individual's health such as, but not limited to HIV, AIDS and/or hepatitis.

The Association further believes that blood donation policies should utilize modern, science-based guidelines that focus on the risk factors associated with HIV transmission instead of the gender of a person's sexual partners.

The Association believes that HIV/AIDS criminalization laws should be made current with the modern understanding of HIV/AIDS prevention, treatment, and transmission. HIV/AIDS should be treated no differently than other serious

communicable diseases, thereby removing the discrimination and stigma surrounding these health conditions. (1994, 2019)

I-47. Disabilities Awareness

The National Education Association believes that the human and civil rights of individuals with visible and nonvisible disabilities must be protected. The Association also believes that ableist language and practices are harmful and must be eliminated. The chosen identifiers of individuals with disabilities must be respected. The Association encourages its affiliates to educate their own members, law enforcement, emergency responders, and the public-at-large to bring about an awareness of disability issues. (1999, 2024)

I-48. Accessibility for Persons with Disabilities

The National Education Association believes that all buildings should be in compliance with the accessibility standards of the Americans with Disabilities Act. The Association also believes that employees with disabilities are entitled to medically necessary and reasonable accommodations necessary to perform the essential duties of their jobs. The Association further believes that events and proceedings should be structured to be able to provide medically necessary and reasonable accommodations. (1988, 2024)

I-49. Protection of Persons with Cognitive Disabilities

The National Education Association believes that the human and civil rights of

individuals with cognitive disabilities must be protected.

The Association also believes that individuals with cognitive disabilities who have committed criminal offenses should receive all diagnostic and/or psychological services that meet their needs and guarantee their right not to be abused while incarcerated. The Association further believes that individuals with cognitive disabilities should not be subjected to capital punishment. (1989, 2015)

I-50. Care and Protection of Persons with Mental Health Disorders

The National Education Association believes that it is society's responsibility to provide quality care for persons who have mental health disorders. Such persons should have access, as needed, to diagnosis, primary hospital care, outpatient services, necessary medication, social services, and housing in the least restrictive environment. Financial assistance for such care should be based upon the ability of the individual to pay.

The Association also believes that individuals with mental disabilities who have committed criminal offenses should receive all diagnostic and/or psychological services that meet their needs and guarantee their right not to be abused while incarcerated.

The Association further believes that individuals with mental disorders should not be subject to capital punishment. (1986, 2015)

I-51. Care and Protection of Military Veterans

The National Education Association believes that many veterans of military conflicts are suffering physical, social, and psychological problems due to their involvement in combat and related military activities. The Association also believes that all military personnel and veterans should have comprehensive and timely access to appropriate and necessary medical care. The Association supports federal and state increases in benefits and programs, including retirement benefits, for these military veterans and their dependents to meet their needs. (1981, 2017)

OPPOSITION TO ALL FORMS OF DISCRIMINATION

I-52. Elimination of Discrimination

The National Education Association is committed to the elimination of discrimination based on race, gender, ethnicity, economic status, religion, disability, medical history, sexual orientation, gender identity, gender expression, age, and all other forms of discrimination. The Association believes that sanctions are both justified and necessary against governments, organizations, businesses, and/or groups that utilize or support discriminatory practices. The Association believes that any code, policy, or system of discrimination and exploitation in the workplace and in schools must be eliminated. The Association also believes that nondiscriminatory cultural expression is a human right. The Association further believes that it is important to eliminate discrimination against

individuals wearing natural hairstyles such as braids, twists, cornrows, and locs.

The Association believes that in order to gain a more complete understanding of discriminatory oppression, intersectionality must be recognized and addressed within leadership, schools, and communities in order to advance the Association's social justice work. Intersectionality is the understanding of how a person's identities combine and compound to create unique discriminatory experiences.

Honest and open conversation is a precursor to change. The Association encourages its members and all other members of the educational community to engage in necessary conversations in order to examine assumptions, prejudices, discriminatory practices, and their effects. (1976, 2023)

I-53. Institutional Discrimination

The National Education Association believes that the fabric of our society is strengthened when the contributions from all of its diverse members are encouraged and embraced. The Association recognizes that institutional and public policies and practices sometimes discriminate against certain groups in society and perpetuate stereotypes and biases about these groups. Therefore, the Association encourages its affiliates, in collaboration with community organizations, to increase public awareness about racially unjust legislation, policies, practices, and biases and to actively work to eliminate them. (1998, 2021)

I-54. Discrimination by Organizations

The National Education Association believes that organizations, including the

Association and its affiliates, are strengthened by offering membership, providing leadership opportunities, and ensuring full and effective participation on a nondiscriminatory basis.

The Association shall use the facilities of and/or participate in programs sponsored only by organizations and/or their auxiliaries that do not deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization. The Association encourages its affiliates to do the same.

The Association also believes that its members now holding membership in such organizations should work actively from within for the total elimination of such exclusionary clauses. (1974, 2022)

I-55. White Supremacy Culture

The National Education Association believes that, in order to achieve racial and social justice, educators must acknowledge the existence of white supremacy culture as a primary root cause of institutional racism, structural racism, and white privilege. Educators must also work to prohibit institutionally racist systems and policies that have governed our society and kept Native People, Asian, Black, Latin(o/a/x), Middle Eastern or North African, Multiracial, and Pacific Islander people¹³ from full participation in American life. Additionally, the Association believes that

the norms, standards, and organizational structures manifested in white supremacy culture perpetually exploit and oppress people of color and serve as detriments to racial justice. Further, the invisible racial benefits of white privilege, which are automatically conferred irrespective of wealth, gender, and other factors, severely limit opportunities for people of color and impede full achievement of racial and social justice. The Association believes that, to aid in the efforts to eradicate hate caused by prejudice, stereotypes, and biases, school districts must provide training in cultural competence, implicit bias, restorative practices and techniques, and racial justice. Therefore, the Association will actively advocate for social and educational strategies fostering the eradication of institutional racism and white privilege perpetuated by white supremacy culture. (2018, 2024)

I-56. Racial Justice

The National Education Association believes in the necessity of racial healing to strengthen our society as a whole. To this end, the United States must make a transformative investment in the physical and mental health and economic opportunities of Native People, Asian, Black, Latin(o/a/x), Middle Eastern or North African, Multiracial, and Pacific Islander people*, and their communities. Racial justice in education and throughout the United States will be realized when we ensure systematic

¹³ This language usage acknowledges the Report and Recommendations of the Racial Equity Language Review Stakeholder Group adopted by the NEA Board of Directors in May 2020. Native People are named first, distinctly, recognized as the first people of this land with sovereign national and tribal status, and named together with Asian, Black inclusive of African American, Latin(o/a/x) inclusive of Hispanic and Chican(o/a/x), Middle Eastern or North African, Multiracial, and Pacific Islander people.

fair treatment resulting in equitable opportunities and outcomes for people of all races. The Association acknowledges that both historical and current practices have systematically advantaged and privileged people of White European ancestry while disadvantaging and denying rights, opportunities, and equality for people of color. Implemented through both policies and laws, these biased practices have been manifested in the conditions our students and educators face in their schools and communities.

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

The Association encourages its affiliates to educate members about the ways race privileges certain people. The Association also encourages its affiliates to work with family and student partners to develop, initiate, and promote programs that will lead us to repair, heal, organize, and advocate to achieve racial justice so that every student and educator may fulfill their full potential. (2017, 2024)

I-57. Hate-Motivated Violence

The National Education Association believes that acts or threats of hate-motivated violence, including, but not limited to, physical and verbal violence against individuals or groups because of their race, color, national origin, political beliefs, religion, gender, sexual orientation, gender identity, gender expression, age, disability,

size, marital status, or economic condition are deplorable. The Association also believes that federal, state, and local governments and community groups must oppose and eliminate hate-motivated violence and that current events and/or economic conditions should not diminish such opposition.

The Association recognizes the danger of white supremacist groups and all media sources that promote hateful speech and actions, and the continuation of institutional racism. The Association also recognizes the danger of any group that marginalizes anyone based on race, color, national origin, political beliefs, religion, gender, sexual orientation, gender identity, gender expression, age, disability, size, marital status, or economic condition. Therefore, educators must take a significant role in countering the effects of such speech, actions, and racism on our students, families, and communities.

The Association further recognizes the persistence of non-race-based hate-motivated violence in the United States. The elevated levels of hate-motivated violence in the form of antisemitism, anti-Islamic and anti-Sikh sentiment, and anti-LGBTQ+ sentiment must be recognized and addressed by schools and communities to further foster a vibrant, pluralistic, and intrinsically equitable and just society. (1991, 2023)

I-58. Civility in Public Discourse

The National Education Association believes that American institutions in both the public and private sectors should foster

a culture that promotes universal respect for all people and that strongly discourages demeaning characterizations of people in relation to their race, ethnicity, religion, nationality, political affiliation, gender, sexual orientation, gender identity, gender expression, size, or disability. (2008, 2021)

I-59. Respect for Individual Names and Pronouns

The National Education Association believes that an individual's name and pronouns are of utmost importance. Therefore, all educators must treat students and fellow educators with respect and dignity. The Association acknowledges that students and educators experience discrimination from the effects of mispronunciations, misgendering, misrepresentations, incorrect documentations in systems of record, or the usage of deadnames. Regardless of intent, the long-lasting negative impact on the individual, classroom, and work environment is deleterious in nature and detrimental to teaching and learning. Therefore, the Association believes student and educator names and pronouns should be treated with respect and dignity by making efforts to understand and implement proper pronunciation, punctuation, stylization, individual preference, cultural norms, context and times of usage, and a true understanding of the discrimination experienced when these aspects of a person's name and pronouns are disregarded. (2021)

I-60. Linguistic Diversity

The National Education Association believes that, although English is the language of political and economic

communication in the United States, efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged.

The Association recognizes the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service announcements, and all other forms of communication. The Association also believes that people should be able to speak in their native tongue free from harassment and bias. (1987, 2021)

I-61. Use of Prejudicial Terms and Symbols

The National Education Association believes prejudice is deplorable and the use of names, symbols, caricatures, emblems, logos, and mascots that promote prejudice should be discontinued. (1992, 2015)

I-62. Right of Redress for Descendants of Slaves

The National Education Association believes that slavery, forced servitude, and/or the ownership of a human being are gross violations of human rights and unacceptable in a civilized society.

The Association also believes that the history of slavery in the United States was a grievous crime against humankind that has contributed to a continuance of over 400 years of economic injustices, terror, state-sponsored terrorism, and institutional and systemic racism—including, but not limited to, convict leasing; unjust imprisonment; Jim Crow segregation, lynching and torture of Black citizens, and destruction of Black communities and towns;

redlining; exclusion of the access to benefits of the New Deal and GI Bill; the ripping apart of families; mass incarceration; police brutality and murder; militarization and over-policing of Black communities; denial of equal and equitable access to education; the school-to-prison pipeline; criminalization of Black students in school; denial of economic opportunity; denial of full economic participation; and denial of democratic participation.

The Association further believes that the descendants of enslaved Africans in the U.S. have the right to redress for the crimes against humanity committed by the United States through full repair and reparations for building the economic engine of the West that resulted in generational wealth accrual by White Americans off the theft of that labor, while at the same time being denied full economic participation or benefits of that labor, and for the gross injustices inflicted upon their ancestors. (2008, 2021)

I-63. Educational Reparations

The National Education Association believes that, in order to achieve racial and social justice for descendants of formerly enslaved peoples, educational reparations must be made. Educational reparations are defined as measures, including legislation, financial supports, educational opportunities and corrective funding formulas that seek to redress violations of Black people's human rights by providing a range of material and symbolic benefits to individuals, families, and communities that have been negatively impacted by the influence of

racialized education policies. Educational reparations must be adequate, effective, prompt, and should be proportional to the scale of the violations and the harm suffered.

The Association further believes that those educational reparations must be made to overcome years of white supremacy laws and education policies such as redlining, inadequate and unequal school funding, tracking of students, and the school-to-prison pipeline. Reparations may include:

- a. Grant programs to fill in gaps in state education funding
- b. Addressing the lack of equitable funding for Historically Black Colleges and Universities (HBCUs)
- c. Addressing disproportionate identification of African American/Black special education students
- d. Addressing insufficient funding for African American/Black students with exceptionalities
- e. Grant programs to encourage more African American/Black descendants to enter the field of education
- f. Legislation to eliminate property-tax-based education funding models
- g. Equity-focused reviews of school discipline policies
- h. Bias-free inclusive curricula that include the Black Diaspora
- i. Student loan forgiveness
- j. Support for technical degrees and colleges
- k. Free public higher and further education for descendants. (2024)

I-64. Deprivation of Human Rights of Indigenous People

The National Education Association believes that it is deplorable for government entities to allow, sanction, or participate in the slaughter and displacement of indigenous people, including any practice that violates treaties, forcibly relocates, and/or forces compulsory out-of-home placements regarding life and education.

The Association also believes that any attempt to deprive a group from life, land, resources, or culture is immoral.

The Association further believes that formal apologies are long overdue to the indigenous people of the United States and its territories and protectorates. (2009, 2010)

I-65. Repatriation of American Indian/Alaska Native Remains

The National Education Association believes in the dignity of the dead and encourages laws to prevent the robbing of graves.

The Association also believes that the remains of thousands of American Indians/Alaska Natives in storage throughout the United States should be returned for interment to the tribes and/or areas from which they were taken. The Association further believes that American Indian/Alaska Native sacred items in museum collections should be returned to the tribes of their origin. (1989, 2008)

I-66. Violence Against and Exploitation of Asians/Pacific Islanders

The National Education Association opposes the expression of covert and overt

sentiments, threats, and incidents of racially motivated physical and/or verbal violence toward Asians/Pacific Islanders. The Association believes that community-based educational programs should be developed by local school systems in conjunction with Asian/Pacific Islander groups to eliminate this violence. The Association supports clear and consistent law enforcement to protect the civil and human rights of the victims of such violence.

The Association also opposes the exploitation of women as mail-order brides. (1984, 1999)

I-67. Internment/Containment Policies Based on Race, Ethnicity, and/or National Origin

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

The Association condemns the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations. (1982, 2017)

I-68. Inclusive Medical Studies

The National Education Association believes that women and members of racial minority groups must be included in the samples of all medical studies, surveys, and research purporting to yield results applicable to all segments of a population. (1991)

I-69. Sexual Harassment

The National Education Association recognizes that sexual harassment is a form of sex discrimination or abuse.

The Association believes that students and education employees should be protected from sexual harassment, which is a form of sex discrimination. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

- a. Establish strong policies defining and prohibiting sexual harassment
- b. Develop educational programs designed to help people recognize, understand, prevent, combat, and eliminate sexual harassment
- c. Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties
- d. Form and train support groups to assist in the counseling of targets of alleged sexual harassment. (1988, 2016)

I-70. Equal Opportunity for Women

The National Education Association believes that all persons, regardless of gender, must have equal opportunity for employment, promotion, compensation (including equal pay for comparable worth), and leadership in all activities.

The Association supports an amendment to the U.S. Constitution (such as the Equal Rights Amendment) that guarantees that equality of rights under the law shall not be denied or abridged by the United

States or by any state because of gender. The Association urges its affiliates to support ratification of such an amendment. The Association also supports the enactment and full funding of the Women's Educational Equity Act.

The Association also believes that the Equal Employment Opportunity Commission must have cease-and-desist authority to act in all cases of discrimination based on race, creed, color, age, national origin, sexual orientation, gender identity, gender expression, and gender.

The Association further believes that governing boards and education associations must eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include family leave, maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave that encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association believes that local, state, and national agencies should consider research specifically related to women and their health problems and concerns.

The Association also believes that professional associations at all levels should adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association further believes in the establishment of women's education committees in local and state affiliates as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language.

The Association also believes that any restriction to reproductive freedom is a form of sex discrimination. (1969, 2023)

I-71. Personal Relationships in Higher Education

The National Education Association recognizes that in institutions of higher education adult students and education employees may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association believes that sexual relationships between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of any higher education employee, are unprofessional. The Association encourages its affiliates in institutions of higher education to seek the establishment of strong policies declaring such relationships unprofessional. (1989, 1998)

I-72. Businesses Owned by Minorities and/or Women

The National Education Association believes that businesses owned by minorities and/or women should be encouraged. The Association also believes that the federal government should initiate and continue policies that encourage businesses owned by minorities and/or women. (1989, 2004)

INTEGRATION AND DESEGREGATION

I-73. Integration in the Public Schools

The National Education Association believes that it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to ensure that education employees, parents/guardians, and students are involved in the development of plans designed to achieve integration. The Association also believes that state and federal agencies should provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association further believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist all efforts to resegregate integrated schools. The Association also opposes any governmental attempts to resegregate public schools through any means, including vouchers, charters, and other school-choice initiatives.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, educators to achieve integration. The Association further opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic educators because of desegregation and bilingual programs. (1969, 2004)

I-74. Ethnic-Minority Educators

The National Education Association believes that ethnic-minority educators are essential to the operation of schools, thus encouraging local and state affiliates, Department of Defense Education Activity (DoDEA), and appropriate governmental bodies and agencies to work to achieve and maintain ethnic diversity in all categories of educational employment. (1979, 2015)

J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED EDUCATION PROFESSION

STRONG EFFECTIVE ASSOCIATIONS/ AFFILIATES

J-1. Strong Professional Associations

The National Education Association believes that an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations.

The Association also believes that the unified effort of a professional organization promotes the interests of its members and advances a strong, healthy educational environment. (1974, 2004)

J-2. Supporting Locals in Jeopardy

The National Education Association believes that assistance should be afforded to those affiliates that exist within concentrated territories of competing organizations. The Association encourages its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications, including face-to-face-contact, and cooperation of local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association also believes that assistance should be given to those local affiliates that have been targeted for takeover

by competing organizations and/or the object of “association busting.”

Members of affiliated locals that are not the bargaining agent must be provided an effective means of processing grievances. (1976, 2015)

MEMBERSHIP PARTICIPATION

J-3. Membership Participation in the Association

The National Education Association believes that every member has the right to equitable access and the obligation to participate fully in the Association. Participation should be free from fear, intimidation, retribution, marginalization, or any forms of bullying and harassment.

The Association also believes that early-career members should be encouraged to participate in and pursue appropriate leadership opportunities at the local, state, and national levels of the union. The Association further believes that affiliates should encourage early-career members to seek election to become seated delegates at the annual Representative Assembly.

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

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

The Association supports and encourages, whenever possible, policies and practices such as affordable child care services

so that members with children may have improved opportunities to participate in Association activities. Members should also support public education by sending their children to public preK through post-secondary educational institutions. (1969, 2021)

J-4. Minority Participation in the Association

The National Education Association believes that at every phase of governance and on all decision-making levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions consistent with Association affirmative action policies.

The Association also believes that its affiliates should maintain a commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association further believes that there is a need for systematic evaluation of minority participation at all levels. (1972, 1996)

J-5. Aspiring Educator Member Participation

The National Education Association believes that eligible students should have the opportunity to join the Association. The Association also believes that students

should be encouraged to participate in the Association at the local, state, and national levels. Preprofessional and leadership training should be priorities.

The Association further believes that its members should promote membership in the NEA Aspiring Educator Program to all eligible students, including student teachers in members' classrooms, and provide opportunities for community outreach, professional development, racial and social justice advocacy, and political action. The Association believes that advisors of NEA Aspiring Educator chapters should be members of the Association.

The Association believes that state affiliates should facilitate the establishment of chapters in all higher education institutions that offer teacher preparation programs.

The Association also believes that local and state affiliates should collaborate with student programs in order to facilitate the transition from student to professional membership status within the Association so that Aspiring Educator members become involved in the activities and leadership pathways of the professional Association and its affiliates. (1991, 2024)

J-6. Retired Member Participation

The National Education Association believes that Retired members are a valuable asset and should be active participants within the Association at the local, state, and national levels.

The expertise of Retired members should be utilized in all areas of the Association.

The Association also believes that its members should promote membership in the Retired Program to all eligible members. (1976, 2013)

J-7. Promotion of Education as a Career Choice

The National Education Association supports the establishment of student organizations whose goal is to promote the field of public education as a lifelong profession that is vital and essential to every community. The Association believes that its state and local affiliates should support these student organizations and their efforts to build partnerships with government, business, and community stakeholders to advance the profession. (1980, 2022)

GLOBAL EDUCATION PROFESSION

J-8. Universal Education Employee Rights

The National Education Association supports the efforts of all associations of education employees in the world to secure basic rights for their members. The Association commends those education employees and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of education employees obtain their basic rights as listed in the NEA resolutions.

The Association condemns all governments for their roles in any acts of injustice against education employees and their

organizations and, thus, the children and youth of those countries. The Association urges the U.S. government to refrain from supporting any governments that suppress academic freedom and literacy.

The Association also urges the U.S. government to refrain from any plan for overt or covert action that would destabilize or overthrow any government or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions. (1981, 1995)

J-9. Organizations of Other Nations

The National Education Association believes that a strong international community of education employees is necessary to promote international understanding and to defend the interests of education employees in all countries. The Association actively supports Education International and will continue to cooperate with professional education organizations of other nations. (1969, 1995)

New Business Items— 2024 NEA Representative Assembly

New business items (NBIs) submitted at the 2024 Representative Assembly (RA) included both action to adopt business by RA delegates and, following a suspension of the rules approved by the assembly, action to refer all outstanding new business to the Board of Directors. The NEA president charged the NEA New Business Item Review and Support Committee with the task of proposing recommendations for the NEA Board's consideration in taking final action on all NBIs referred by the RA. NBIs listed here are grouped on the basis of the corresponding governance action taken to approve them.

New Business Adopted by the RA

1. IDEA Funding Initiative

Building on the efforts of Fulfill the Promise (fulfillthepromise.net), in order to expand our network of community partners, stakeholders, and state and local affiliates to further our mission, in collaboration with state and local affiliates, NEA shall provide an online resource to enhance transparency in funding for the Individuals with Disabilities Education Act (IDEA) and add to the push towards full congressional funding of IDEA.

The online resource will be hosted on nea.org and provide access to information on IDEA funding gaps by school district, as well as an advocacy action center where a user can find and send a pre-drafted, customizable email to their congressional representative expressing the importance of full congressional funding for IDEA.

This initiative aims to inform and engage stakeholders across all zip codes,

fostering community-driven discussions on optimizing IDEA funding for the betterment of local education.

2. Budget Breakdown of Division Spending

NEA shall include in the annual budget report a breakdown of NEA organizational division spending with an overall amount allocated for each division.

3. Strike/Crisis Action Readiness

NEA will actively work to assist state and local affiliates in ending the attacks on public education and organized labor by:

1. Working with local and state leaders to create a common definition of strike and action readiness.
2. Ensuring that all state and local affiliates are aware of resources and trainings available through NEA on strike and/or action readiness.

3. Providing training to all interested state and local affiliates on strike and/or action readiness.
4. Helping state and local affiliates remove potential financial barriers to accessing trainings on strike and/or action readiness.
5. Assisting interested state and local affiliates to connect regionally and across the nation to build stronger solidarity and support networks;
6. Providing guidance and/or information to state and local affiliates interested in establishing strike/action/crisis funds; and
7. Integrating these tactics into the Campaign to Promote, Protect, and Strengthen Public Education.

12. Amazon's Anti-Worker Rights Stance

The NEA shall use existing staff and resources to spread awareness via social media to NEA members about Amazon's attack on workers' rights and the National Labor Relations Board.

13. State Anti-Trans Laws

NEA shall update the link to "What to Know about State Anti-Trans Laws" on the NEA website and update this area of the site monthly.

14. LGBTQ+ Support and Protection

NEA shall add a section to "LGBTQ+ SUPPORT & PROTECTION" on the NEA website listing the NEA supports available to NEA LGBTQIA+ members. Additionally, it will list federal and state laws that either protect or hinder LGBTQIA+ educators. This section should include where

LGBTQIA+ curriculum is part of standards in states and where is now banned. This section should also include mental health service resources for LGBTQIA+ members, resources for districts to support their LGBTQIA+ employees, and resources for allies to support adult LGBTQIA+ educators and staff.

New Business Referred to the Board

Approved as part of ongoing priority work at additional cost

25. International Transgender Day of Visibility and Coming Out Day

NEA shall add International Transgender Day of Visibility and Coming Out Day to their LGBTQ+ Support and Protection Section on their website to engage more awareness around LGBTQ+ education and essential awareness days.

33. Early Childhood Designation on Registrations

NEA shall modify the K–12 designation on registrations to preK–12 to include early childhood.

45. Educators Experiencing Trauma

NEA will use existing website and social media platforms to provide information to members on how to assist educators suffering from:

- The harmful effects of trauma.
- Acute trauma/complex trauma.
- Secondary/vicarious trauma.
- Generational trauma.

By providing resource links to counseling and services for educators suffering trauma, including training and resources

in the NEA Teacher Quality Program and recorded webinars.

83. International Holocaust Remembrance Day

NEA shall promote the celebration of International Holocaust Remembrance Day on January 27 annually on its website and through other appropriate media to recognize the more than 12 million victims of the Holocaust from different faiths, ethnicities, races, political beliefs, genders, and gender identification, abilities/disabilities, and other targeted characteristics.

92. Maternal Mortality

NEA will work with educational, public health, and other organizations to offer resources and direct assistance to support educators, school counselors, social workers, psychologists, as well as whole schools and communities serving people affected by maternal mortality.

NEA will encourage professional learning that addresses implicit bias among staff and students so that all people are treated fairly and equally.

NEA will call for increased research on the causes of these disparities and supports working with coalition partners to increase investment in efforts to decrease maternal mortality rates in the United States.

103. Recognition of the holidays Eid Al-Fitr and Eid Al-Adha

NEA shall recognize Eid Al-Fitr and Eid Al-Adha on the NEA calendar annually as they are the two (2) major holidays celebrated by our Muslim educators and students nationwide.

New Business Referred to the Board *Approved in the general concept because the ideas fit within scope of the 2024–2026 Strategic Plan and Budget*

6. Palestinian Nakba Education

NEA will use existing digital communication tools to educate members and the general public about the history of the Palestinian Nakba.

The Nakba, meaning “catastrophe” in Arabic, refers to the forced, violent displacement and dispossession of at least 750,000 Palestinians from their homeland in 1948 during the establishment of the state of Israel.

Educating about the Nakba is essential for understanding the Palestinian diaspora narrative and experience, including the ongoing trauma of our Palestinian American students today. Teaching about the Nakba fosters critical thinking and empathy among students, promoting a deeper understanding of historical injustices and their contemporary ramifications.

7. Anti-Zionism and Anti-Semitism Information

NEA will use existing digital communication tools to educate members about the difference between anti-Zionism and antisemitism.

22. Transgender and Non-binary 504 Plans

NEA will produce video and digital content explaining how guardians of transgender and non-binary students experiencing gender dysphoria can advocate and qualify for a 504 with a gender transition/support plan, and how members can

support families pursuing 504s to address gender dysphoria. NEA will use existing means of communication to publicize and share this new content.

23. Multilingual Education Incentives

NEA, using existing resources, will draft model legislation to be brought to policymakers at the state and federal level, calling for the design and implementation of incentive programs for educators pursuing training and/or certification in multilingual education.

24. Respect for Education Profession

NEA will convene a group of members to identify policy and practice issues shared by teachers and education support professionals and recommend strategies that can be used by state and/or local affiliates to foster respect for the education profession.

29. Academic Freedom and Free Speech for Palestine

NEA will use its existing media outlets to defend educators' and students' academic freedom and free speech in defense of Palestine at K-12 schools, colleges, and universities.

38. Southern State Labor Movement Strategy

NEA will form a task force comprised of 50% NEA staff and 50% local and state affiliate leaders from Southern states to draft a 12-month plan to strengthen the labor movement in the South, increase union membership in the seven (7) Southern states with the lowest labor union

membership, and empower members to collectively advocate for their rights and create positive change within their school districts and communities.

42. Atrocities Against Humanity

NEA shall host a series of webinars (at least three) designed to educate members about historical and ongoing genocide, ethnic cleansing, and crimes against humanity.

The webinars should include:

- Definitions of the terms.
- Brief examinations of different historical and ongoing events—including U.S. involvement and the responses of organized labor.
- Legislative attempts to restrict teaching the truth about these atrocities.

47. Transformative Social-Emotional Learning (TSEL)

NEA shall provide information through existing communications about Transformative Social-Emotional Learning (TSEL) through the lens of equity to promote perseverance and collaborative problem-solving in students.

48. Holocaust Remembrance and Related Resources on NEA Website

NEA will post the words “Stand up Against Antisemitism” circling a Jewish star on its website during the month of January in honor of Holocaust Remembrance and Jewish American Heritage Month.

54. Student Absenteeism

NEA will use existing free tools and resources from the non-profit initiative,

Attendance Works, to publish on NEA social media the data on the worsening national crisis of chronic absenteeism as well as the local and state success stories highlighting the coordination of restorative, family-centered approaches.

NEA will call on union and government state leaders to work with school districts to create or integrate at least one multicultural family event in the 2024-2025 school year that works to identify and communicate in multiple languages possible local reasons for student absence and ways families and communities can support students.

These events would emphasize how families and communities benefit from educated students, develop workable non-punitive solutions to student absenteeism, and call attention to the existing local resources to support families experiencing household hardship. School districts and state leadership would share the engagement experience before and after via digital family media communication to maximize outreach.

56. Undocumented Immigrants' Protections

NEA will use existing media channels to publicize our opposition to all measures that make undocumented immigrants subject to criminal charges if detained, such as those in Texas, Oklahoma, and Iowa.

57. American Teachers Association (ATA)

NEA shall utilize existing digital media resources to develop a landing page highlighting the American Teachers Association (ATA). The page will promote

equity in education, strengthen member accessibility to historical information, and support members with quality resources that protect and preserve an accurate and comprehensive account of the relationship between ATA and NEA that includes the social, cultural, economic contexts, and impact on the organization's power.

To uphold the Association's beliefs and advance racial and social justice, NEA shall consider the following:

- Because NEA values its commitment to partnership and collective action, the pivotal events that led to the historic merger of ATA and NEA must be prominently featured and at the fingertips of members.
- Because NEA values its commitment to equity and representation, historic Black educators of the ATA (and its former iterations), such as Mary McLeod Bethune, must be lifted and recognized for their contributions to education, justice, the Civil Rights movement, and advancing opportunities for students and educators of color.
- Because NEA upholds tradition and honors members, notably exhibited at the annual NEA Human and Civil Rights Awards, all members must be informed of the historical significance of these events.
- Because NEA successfully merged with ATA, NEA has made radical changes. Particularly noting the establishment of Bylaw 3.1(g), which ensures an increase of ethnic minority representation at the Representative Assemblies, the commitment to

eradicating institutional racism, and a resolution that acknowledges the existence of the ideology of White supremacy and its role in shaping the dominant culture as a root cause of institutional racism, structural racism, and White privilege.

91. Brown v. Board of Education Anniversary

NEA will partner with state and local affiliates throughout 2024 to commemorate and celebrate the 70th anniversary of the *Brown v. Board of Education* decision.

NEA will honor the authentic legacy of *Brown v. Board of Education* through:

- Teacher learning programs and resources designed to expand historical understanding of Brown
- Forward-looking programs that document the degree of ongoing racial and socioeconomic divisions in public schools today to underscore the urgency with which we must fully dismantle segregation in our schools.

93. Social Media Safety

NEA will advocate for comprehensive digital literacy programs in schools that educate students about responsible social media use, online safety, and the identification of misinformation.

NEA will research and/or assemble existing credible research information and data regarding the risks that screen time and social media have on children and adolescents and provide this information to its membership and the public.

NEA will provide professional development opportunities for state and local affiliates to enhance their understanding of the impact of social media on students' well-being and equip them with strategies to support students in navigating the digital world.

NEA will assist its state and local affiliates with engaging parents and guardians in educational initiatives that promote digital citizenship and provide resources to help them support their children in using social media responsibly.

NEA will encourage the establishment of student-led organizations or clubs focused on promoting positive online behavior, digital well-being, and raising awareness about the potential risks associated with social media use.

95. Conflicts in Sudan, Congo, and Rwanda

NEA will use existing digital communication to educate members on the ongoing conflict in Sudan, Congo, and Rwanda about the impact on learning and students who are immigrants from those nations.

100. English Language Learner Educator Training

NEA shall create up to two (2) micro-credentials for educators of students who are English language learners that are specific to the needs of newcomers.

109. US Supreme Court Education

NEA will use its resources and influence to inform its membership and the general public about the history and purpose of the Supreme Court in our system of constitutional government. The Court

serves as a guardian of the rights and freedoms of the American people by ensuring equal justice under the law.

New Business Referred by Board to Executive Committee

Approved in the general concept because the ideas fit within scope of the 2024–2026 Strategic Plan and Budget

15. State-level IDEA Funding

NEA shall encourage state leaders to support state legislation that calls upon Congress to fully fund IDEA. Example legislation such as SJM 8007 from the Washington state legislature will be shared as a template for other states to consider.

21. IDEA Day of Action

NEA shall schedule meetings with the IDEA Full Funding Coalition to discuss a plan to officially endorse and use its communication infrastructure to promote a national/local “day of action” to commemorate the 50th anniversary of the Individuals with Disabilities Education Act (IDEA) that highlights the \$30 billion in additional funds Congress indicated that it could provide and that discusses how existing IDEA funding can and should be accurately tracked.

27. World Hijab Day

NEA will use existing digital media to promote World Hijab Day on February 1, 2025.

32. State Vice President Full-Time Release Grant Program

The NEA will conduct a study to identify the benefits and costs of creation and implementation of a State Vice President Full-Time Release grant program.

49. Climate and Ecology Justice

The National Education Association shall establish a task force, which shall convene through digital means, to draft a new NEA Policy Statement on Climate and Ecology Justice for consideration by the NEA Board of Directors to submit to the Representative Assembly that:

- a. Defines the terms and issues of ecological justice that impact students, educators, and communities, and includes intersectional issues of environmental racism and Indigenous rights.
- b. Identifies the institutional law, policy, and regulation, existing or needed, that members can organize at the local, state, and national levels to prevent and mitigate climate change and prevent industrial disasters to protect students, educators, and our communities. The policy statement shall specifically include the call to protect, consult, and learn from Indigenous communities on issues of protecting the Earth.
- c. Identifies the structures and responses members can use to prevent, mitigate, prepare for, and respond to, the effects of climate change and industrial disaster, including transitions to green industry and green schools, testing the safety of water

and air, and holding institutions and industries accountable for keeping students, educators, and communities safe.

- d. Defines the learning needs of students through state standards that include corporate global climate impact, restorative practices (notably by Indigenous communities globally), and actionable steps that educators and students can take, including lobbying and sharing their climate change stories.
- e. Spells out the human rights that every child, educator, and community should have, including the right to clean water, the right to clean indoor and outdoor air, and the right to clean food.
- f. Includes the role military industrialization plays in accelerating carbon emissions, polluting resources, and destroying habitats.
- g. Is written with a framework to drive change within our union infrastructures at the local, state, and national level and within legal actions of local, state, and federal governments.
- h. Is drafted with the flexibility to include additional concepts, policy approaches, and suggestions the task force deems necessary.

60. Antisemitism Strategy

NEA shall use the NEA Jewish Affairs Caucus “Screening Out Hate” checklist with existing online communications and a “Combating Antisemitism Toolkit” to help pre-K through higher education staff,

students, and families identify and respond to anti-Jewish hate crimes and incidents.

62. Expense Voucher Reimbursement Deadline

NEA shall reimburse members who submit expense vouchers for NEA-sponsored and affiliated events and activities no later than four (4) weeks after submission.

72. NEA's Immigration/Border Position

NEA will use existing media channels to publicize our opposition to all efforts to shut down the southern border and further limit the right to seek asylum in the U.S.

99. Republican Members

NEA will update or refine a strategic program to help Republican members advance a pro-public education agenda within the Republican party.

110. Climate Smart Communities

NEA will examine Climate Smart Communities and other sustainable schools across the country that integrate the curriculum to facilitate comprehensive energy reduction, decarbonization, sustainability, and indoor air quality projects.

NEA will work to educate its state and local affiliates and provide training on collective bargaining to support sustainable schools.

New Business Referred by Board to Executive Director

Approved in the general concept because the ideas fit within scope of the 2024–2026 Strategic Plan and Budget

19. Culturally Responsive Pedagogy in Teacher Education Programs

NEA shall collect information about culturally responsive pedagogy in teacher education programs from Aspiring Educators, using existing resources, such as the Aspiring Educators Survey. Higher education institutions promoting culturally responsive pedagogy in their teacher education programs shall be posted using existing channels.

96. School Nurses and Mental Health in Schools

NEA shall send letters to strongly urge the White House, the U.S. Department of Education (USDOE), the U.S. Department of Health and Human Services (HHS), and NEA state and local affiliates to be inclusive of the critical role of school nurses when it comes to the mental health crisis of youth in our schools. NEA will also advocate for the inclusion of school nurses in task forces and training that might exist.

NEA shall also use digital platforms to convey this message. NEA will write up to two (2) articles in the *NEA Today* that interview an array of school nurses from around the country about their role in addressing students' mental health while in school.

115. Vetting Guide

NEA shall create a guide for local and state affiliates and individual NEA members to assist with becoming more critical in the vetting of organizations and their resources to be applicable in educational settings and our union spaces.

This guide will include a set of sample guiding questions, research methods, and online tools/websites that can be used to increase the understanding of individual, organizational, corporate, and political connections, alliances, and partnerships that individuals leading those entities may have as well as the entity itself as an organization.

This guide will be an indicator of our agreed upon values and created in alignment of the values and beliefs that NEA stands for as a social and racial justice institution.

New Business Referred by Board to President

Approved as part of ongoing priority work at additional cost

78. Educator Training for Students with Disabilities

NEA shall develop and implement a new professional learning series on educating and supporting students with emotional, physical, cognitive, behavioral, and developmental disabilities. These trainings would be designed for teachers, support staff, and service providers.

This training series would provide a starting point to offer shared language and introductory level approach to inclusive

practices to enhance social participation and increase academic outcomes.

Modules to include:

- American Sign Language (ASL) basics.
- Modifying and differentiating work.
- Creating accessible and sensory-friendly environments (e.g., visual supports).
- Social-emotional learning best practices.
- Supporting students with language delays/differences (e.g., assistive and augmentative communication basics).

New Business Referred by Board to Appropriate Committee

Approved in the general concept because the ideas fit within scope of the 2024–2026 Strategic Plan and Budget

77. Seclusion Study

NEA will petition the U.S. Department of Education to conduct a study on how state education agencies (SEAs) monitor the placement of Title I and special

education students in secluded spaces and to identify potential human and civil rights violations. Data collected shall include what records and information SEAs require local school districts to submit, in addition to information required to be provided to the public on issues including, but not limited to: identification of school districts that incorporate programs using seclusion; frequency and duration of those incidents; types of spaces where students are secluded; and the demographics of affected students (e.g., gender, race, national origin, disability status and type of disability, limited English proficiency, etc.).

84. Equal Rights Amendment

NEA will use its digital and other resources to educate its members about the history, evolution, importance and current status of the Equal Rights Amendment and constitutional protections against sex-based discrimination.

NEA will call upon the archivist of the United States to print the Equal Rights Amendment and see that the Equal Rights Amendment is finally published.

National Education Association Policy Statements

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A Policy Statement shall set forth NEA's position with regard to a particular subject, and may include expressions of opinion, intent, or belief; may call for actions that are specific in nature and terminal in application; and may indicate support for or opposition to federal legislation. An adopted Policy Statement shall continue in force unless and until further

action is taken with regard to that Policy Statement by a subsequent Representative Assembly. The statements are arranged chronologically by year of initial adoption. Dates for the first year adopted and last year amended are shown following the statement title. If only one year is shown, the statement has not been revised by the Representative Assembly.

Affirmative Action Policy for Ethnic Minorities and Women

Adopted by the 1997 Representative Assembly

Preamble

Because the effects of ethnic and gender discrimination by particular employers and by society in general cannot be remedied simply by ending discriminatory practices and utilizing employment practices that treat people equally regardless of ethnicity or gender, affirmative action may be necessary to achieve true equal employment opportunity.¹

Definitions

For purposes of this Policy Statement, the following definitions apply:

1. The term “affirmative action” means any measure, beyond simply terminating and prohibiting discriminatory practices, that may be used to increase or maintain the percentage of ethnic minorities or women in an educational or other public employer’s workforce, or a particular segment of an educational or other public employer’s workforce.

2. The term “discrimination” means denying an employment opportunity or benefit, or taking any adverse employment action, against ethnic minorities or women

solely on the basis of their ethnicity or gender.

3. The term “diversity” means the inclusion of a specified percentage of ethnic minorities or women in an educational or other public employer’s workforce, in order to obtain the educational benefits of an ethnically or sexually diverse workforce, to provide ethnic minority or female role models for all students, or to alleviate the effects of societal discrimination.

4. The term “education or other public employee” means a person employed in a professional or education support position by an educational employer or in any position by another public employer.

¹ NEA’s current policies reflect a concern with the fact that there traditionally has been a disproportionately low percentage of men employed as teachers in elementary schools, and support the use of affirmative action to cure such underrepresentation. The failure to address this concern in this Policy Statement does not in any sense mean that NEA is altering its position in this regard. To the contrary, it remains the position of NEA that, in appropriate circumstances, affirmative action should be used to increase the percentage of male elementary school teachers. However, because the historical and legal variables involved in the underrepresentation of male elementary school teachers are so markedly different from those involved in regard to ethnic minorities and women, NEA believes that the problems should not be dealt with in the same Policy Statement.

5. The term “educational or other public employer” means a public school district, a college or university, any other public entity which employs education employees, or any other public employer.

6. The term “ethnic minority” means those persons designated as ethnic minority by statistics published by the United States Bureau of the Census. This designation shall specifically include American Indian/Alaska Native, Asian, Native Hawaiian or other Pacific Islander, Black, and Hispanic.

7. The term “qualified” means that the person meets the legal requirements for holding the position, and has the skills necessary to perform the functions of the position.

8. (a) When affirmative action is used to cure the effects of past ethnic or sexual discrimination by a particular educational or other public employer, the term “underrepresented” means that the percentage of ethnic minorities or women in an educational or other public employer’s workforce is significantly below the percentage of qualified ethnic minorities or women in the relevant labor market;

(b) When affirmative action is used to achieve or maintain diversity in an educational or other public employer’s workforce, the term “underrepresented” means that the percentage of ethnic minorities or women in an educational or other public employer’s workforce is significantly below the percentage that is necessary to achieve the educational and societal benefits of ethnic or sexual diversity.

Principles

1. NEA reaffirms its strong support for the use of affirmative action in employment (a) to cure the effects of past ethnic or gender discrimination by the particular employer involved, and (b) to achieve or maintain ethnic or gender diversity in an employer’s workforce.

2. When necessary for the above purposes, affirmative action should be used with regard to recruitment, training, employment, assignments, transfers, promotions, layoff, recall, and other aspects of the employment relationship.

3. The employment of a non-ethnic minority or male employee should not be terminated solely for the purpose of curing the effects of past discrimination by the particular employer involved, or achieving or maintaining diversity in an employer’s workforce. When a fiscal exigency, a reduction in student enrollment, or other bona fide factor requires a reduction in an employer’s workforce, affirmative action may be appropriate to maintain—but not to increase—the pre-existing percentage of ethnic-minority or female employees in the workforce.

4. Affirmative action should be used, in certain circumstances, to make choices among qualified individuals. An ethnic-minority or woman applicant who is not qualified for the position in question should not, on the basis of ethnicity or gender, be given preference over a qualified non-minority or male applicant. An employer should be allowed to use affirmative action training programs and take

other ethnic- or gender-conscious actions in order to expand the pool of qualified ethnic-minority or female applicants for employment positions.

5. The use of affirmative action is appropriate when ethnic minorities or women are underrepresented in an employer's workforce as a whole, or when they are underrepresented in the professional educator, education support, or administrator/supervisor categories of an educational employer's workforce. Whether the use of affirmative action is appropriate to deal with the underrepresentation of ethnic minorities or women at a school building, in an operational department, or in some other segment of an employer's workforce should be determined on a case-by-case basis after assessing all of the relevant factors.

6. (a) Decisions as to the use of affirmative action in employment including decisions as to the relationship between affirmative action and seniority—should be made voluntarily by the employer and the local employee organization through collective bargaining or other form of bilateral decisionmaking.

(b) Although NEA urges its affiliates to support the use of affirmative action in employment as recommended in this Statement of Policy, affiliates are free

to decide for themselves what positions to take in this regard. Accordingly, the NEA will not deny support to an affiliate that is seeking to enforce contractual or statutory employment rights solely because those rights are contrary to positions recommended in this Statement of Policy.

7. (a) Whether NEA participates in litigation involving affirmative action will be determined on a case-by-case basis after considering all of the relevant factors, including, among others, the NEA policy on the issue presented, the position (if any) taken by NEA affiliates, and the precedential effect of the litigation.

(b) NEA will participate in litigation involving the relationship between affirmative action and seniority only with the approval of an NEA governing body (i.e., Representative Assembly, Board of Directors, or Executive Committee).

(c) A court should have the power to impose an affirmative action remedy that is contrary to the seniority rights of employees only when there has been a judicial finding that the underrepresentation of ethnic minorities or women in the workforce is attributable to unlawful discrimination by the particular employer involved, and then only to the extent that the remedy is necessary to cure the effects of the unlawful discrimination.

Privatization and Subcontracting Programs

Adopted by the 2000 Representative Assembly, amended 2023

Preamble

Certain forms of private sector involvement have the potential to adversely affect public education and other public services and impair NEA’s ability to achieve its organizational goals and objectives. This Policy Statement (1) sets forth the criteria that are used by NEA in order to determine whether and under what circumstances it will oppose or support private sector involvement in public education, and (2) based upon those criteria, indicates the position taken by NEA with regard to certain commonly-used forms of such involvement.¹

Definitions

For purposes of this Policy Statement, the following definitions apply:

1. The term “public school” means a preK program, an elementary school, or a secondary school that is supported by tax dollars; that is under the jurisdiction of and subject to comprehensive regulation by a governmental entity; that, subject to reasonable pedagogically-based distinctions, provides access to all resident students; that is financially and educationally accountable to the public or its elected representatives; and that seeks to inculcate in its students basic values that are rooted in the democratic and egalitarian traditions of our country;

2. The term “privatization program” means a private school tuition voucher program, a private school tax credit/deduction program, or other program pursuant to which public funds are used—directly or indirectly—to subsidize preK–12 private school education;

3. The term “subcontracting program” means an arrangement pursuant to which private sector entities are used to perform functions—either support or professional—that traditionally have been performed by public elementary and secondary school employees, public higher education employees, or other public employees;

¹ This Policy Statement does not deal with all forms of private sector involvement in public education. Thus, for example, charter schools are not addressed. The position that NEA takes with regard to charter schools is set forth in the Policy Statement on Charter Schools adopted by the 2017 Representative Assembly.

4. The term “private school tuition voucher program” means a program pursuant to which public funds are used to pay, in whole or in part, the tuition for a student to attend a private school—either by direct payment to a private school, or as reimbursement to a student’s parents;

5. The term “private school tuition tax credit/deduction program” means a program that provides a tax advantage—either in the form of a credit against income tax, or a deduction in computing income tax—to persons who pay for, or contribute to, the cost of private education;

6. The term “sectarian private school” means a private school that is affiliated with a religious group, institution, or organization, or that includes a religious component in its educational program;

7. The term “economic security” means the right to continued employment in the same or a substantially equivalent position, with the same or substantially equivalent compensation, benefits, and working conditions;

8. The term “whole student approach” means that in order for effective learning to take place, every student must be healthy, safe, engaged, supported, and challenged;

9. The term “public-private partnership” means an arrangement between private investors and a public entity regarding the financing and/or operation of public projects;

10. The term “social impact bond” means an arrangement between private investors and a public entity in which the

private investors pay the up-front cost of providing the service and the government repays the costs—with interest—only if goals are met.

Principles²

A. Criteria

NEA reaffirms its strong and historical commitments to (1) promoting the cause of public education, (2) preserving the principle of separation of church and state, (3) protecting the economic security of public employees, and (4) achieving racial integration in the public schools and preventing resegregation. Consistent with these commitments, NEA is opposed to any privatization or subcontracting program that:

1. Has the potential to reduce the resources that otherwise would be available to achieve and/or maintain a system of quality public education, or the potential to otherwise negatively impact on public education;

2. Allows public funds to be used for religious education or other religious purposes, or otherwise weakens the wall of separation between church and state;

3. Places the economic security of public employees at risk, without regard to individual job performance, so that the services in question can be performed by private sector employees; or

4. Has the purpose or effect of causing or maintaining racial segregation,

² These Principles are set forth in summary terms. The underlying analysis, and the rationale for the positions taken, are contained in the May 2000 Report of the NEA Special Committee on Educational Privatization.

including institutional or systemic racism, in the public schools.

B. Application of Criteria

1. Private School Tuition Voucher Programs

a. NEA opposes private school tuition voucher programs that pay for students to attend private or home schools *in order to obtain educational services that are readily available to them in public schools to which they have reasonable access*. School voucher programs reduce the resources that otherwise would be available for public education, and otherwise impair the ability of the affected public school districts to provide a quality education.

NEA also opposes the foregoing type of private school tuition voucher programs because they have the potential to reduce the student population in the affected school districts, which in turn could result in the displacement of public education employees. This places the economic security of public education employees at risk, without regard to individual job performance, so that the services in question can be performed by private sector employees.

To the extent that sectarian private schools participate in voucher programs of this type, public funds are used to pay for religious education and other religious activities. NEA opposes such participation because it weakens the wall of separation between church and state.

b. NEA does not take a categorical position for or against private school tuition voucher programs that pay for

students to attend private schools *in order to obtain educational services that are not available to them in public schools to which they have reasonable access*—such as, for example, secondary schools for students who reside in school districts that operate only elementary schools, or specialized services for disabled students.

If the unavailable services are provided by sectarian private schools, NEA would oppose the program to the extent the public funds are used to pay for religious education and/or other religious activities.

If the participating private schools are not sectarian, or if the funds made available to sectarian private schools are used only for secular purposes, the acceptability of the program would depend on whether it is feasible for the public schools to provide the services in question, related actions of the school district, and other such factors. Because these factors can best be assessed in context, NEA defers to the judgment of the relevant state and local affiliates.

2. Tuition Tax Credit/Deduction Programs

Because tax credits/deductions have the same potential financial impact on public education as the direct payment of public funds, tuition tax credit/deduction programs are the functional equivalent of tuition voucher programs. Accordingly, the position that NEA takes with regard to tuition tax credit/deduction programs is the same as the position that it takes with regard to tuition voucher programs.

3. Privatization Programs Pursuant to Which Public Funds are Used to Provide Services, Materials, and/or Other Assistance to Private Schools or to Students Who Attend Such Schools

NEA does not oppose the use of public funds to provide services, materials, and/or other assistance to private schools or to students who attend private schools in all circumstances. Such assistance may be acceptable if the services, materials, and/or other assistance (a) are not part of the basic educational program that is provided by the private school, but are ancillary to that program, (b) as a general matter, do not in and of themselves provide an incentive for public school students to transfer to private schools,³ (c) do not negatively impact on the ability of public schools to implement their own educational programs, and (d) are secular in nature and are incapable of diversion to religious use—such as bus transportation or secular library books, as opposed to tape recorders, computers, etc. NEA’s position regarding programs of this type will be determined on a case-by-case basis, after considering the structure, financial implications, and operation of the program in question.

4. Subcontracting Programs Pursuant to Which Private-Sector Entities Are Used to Provide Public Services

NEA will oppose specific subcontracting programs under which private-sector entities are used to provide public services if it determines that the programs have a negative impact on public education, reduce or eliminate the number of staff employed that currently provide that educational service, reduce pay and/or benefits from existing staff providing that educational service, or have a negative impact on the whole student approach to education, or if—because sectarian entities are engaged to provide the services—faith-based discrimination is enabled by the contract. NEA’s position with regard to programs of this type will depend in most cases on two issues. First, is a contractor capable of providing employees who have the professional development, commitment, character, and workplace stability to participate in the whole student approach. Second, whether they place the economic security of public education employees at risk, without regard to individual job performance, so that the services in question can be performed by private-sector employees.

³ The qualification “as a general matter” is necessary because the result might be otherwise in a particular case. Thus, for example, a student might attend a private as opposed to a public school if publicly funded transportation were available.

On this latter basis, NEA opposes the use of private-sector transportation companies if it results in the displacement of publicly-employed school bus drivers, the use of private-sector food service companies if it results in the displacement of publicly-employed school cafeteria workers, and any other program that simply replaces public education employees with private-sector employees. NEA opposes the use of private-sector companies that are hostile to labor unions or that interfere with employees in the exercise of their right to organize and bargain collectively. NEA opposes no-bid contracts with private-sector companies. NEA opposes requests for proposals (RFPs) that do not affirmatively provide opportunities for female- and minority-owned businesses to compete. NEA opposes contracts with faith-based providers who discriminate against employees or program participants on the basis of religion.

NEA's position regarding subcontracting programs and pilot programs under which the use of private-sector entities does not result in the displacement of public employees because the services in question have not traditionally been performed by public employees cannot be determined in the abstract. The acceptability of such programs can best be determined in context—after considering such factors as the economic and programmatic feasibility of using public employees to provide the services, related actions of the school district or employer, the nature and track record of the particular private-sector entity involved, and whether the local Association has been consulted. Should pilot programs be deemed successful, the employees in

said program shall be accreted into the appropriate bargaining unit. NEA does not take a categorical position for or against programs of this type, but defers to the judgment of the relevant state and local affiliates.

Privatization by Attrition

NEA opposes the privatization of employees based on hire date in which employees with more seniority may remain employees of the district, and newer employees are employees of a private-sector entity. While this method mitigates the immediate damage of privatization, it creates an incentive for forcing older employees out, and ultimately ends with an entirely privatized group of employees and inferior services for our students.

Social Impact Bond

NEA generally opposes Social Impact Bonds (SIBs), also known as pay for success bonds, which allow private investors to finance government services. Investors receive a negotiated return rate when providers achieve contractually determined benchmarks. When SIBs are promoted to fund social services at little to no risk, promised cost savings are too often achieved by cutting personnel costs, either by employing non-union labor or understaffing services. SIBs may cost more than traditional funding due to the extra administrative and transaction costs. In evaluating whether to support a specific social impact bond funding proposal, local associations should require a comprehensive cost analysis that incorporates both short- and long-term expenses, as well as

short- and long-term savings, and a plan for maintaining programming after the term of the contract. Proposals to achieve savings by displacing public employees should be rejected.

Social Impact Bond contracts frequently shield providers from public oversight and accountability, including the accountability measures inherent in the public bonding process. Contracts, which should be open for public review and comment prior to execution, should confirm that all documents related to a SIB-financed program are public records. All parties and agents to SIB bidding and contracting should also be required to disclose conflicts of interest. Providers should be required to provide regular progress reports conducted by an external evaluator. Such reports should be publicly available. The

government party to the contract should retain the right to audit the project. Providers should also be subjected to the same civil rights requirements as a public employer.

Furthermore, using social impact bonds to finance social services may displace innovative and experimental approaches to social problems. Investors will not fund projects for which returns may not be measurable within the term of the program and will not fund programs that target populations most in need of intervention, due to the risk of not meeting benchmarks. SIBs should not be used to maintain successful programs that have been eliminated due to budget cuts; instead, public funding should be restored. SIBs should be reserved for truly innovative programs, in which investors bear actual risk.

Kindergarten and Prekindergarten

Adopted by the 2003 Representative Assembly, amended 2013

Introduction

The term “early childhood education” is used by educators to refer to educational programs provided for children from birth through age eight. Within this eight-year span, there are four separate developmental age groups: infants and toddlers (i.e., children from birth to age three); pre-kindergarten children (i.e., children age three and up who have not yet entered kindergarten); children in kindergarten; and children in the primary grades (i.e., grades one through three). Because there are significant differences in the patterns of growth and learning of the children in each of these developmental age groups, it is appropriate to deal with each group separately rather than consider early childhood education in the aggregate.

This Policy Statement sets forth NEA’s positions with regard to kindergarten and prekindergarten.¹ For purposes of discussion, the positions are grouped into two categories—relating to the availability and financing of kindergarten and prekindergarten, and the educational quality of kindergarten and prekindergarten.

Availability and Financing

A. Kindergarten

1. Availability

Because of the proliferation of prekindergarten programs, kindergarten may no longer be the primary bridge between home and formal education. But it still serves an important transitional function: in kindergarten children are expected to learn the basic academic and social skills that prepare them for the demands of first and subsequent grades. In order to ensure that this expectation is met, kindergarten attendance should be mandatory, and all states should offer a publicly-funded, free, quality kindergarten program.

Wide age spans in kindergarten classes can make it difficult for teachers to implement a curriculum that accommodates children’s substantially different levels and paces of learning. In order to reduce the age span, there should be a uniform entrance age for kindergarten. This means that there should be both a minimum and maximum cut-off date: children should not

¹ These positions are set forth in summary terms. The underlying analysis, and a more complete rationale for the positions taken, are contained in the April 2003 Report of the NEA Special Committee on Early Childhood Education.

be allowed to enter kindergarten before they reach a minimum age, or if they are above a maximum age. In terms of the uniform age itself, children should be required to have reached age five at the beginning of kindergarten and should be required to enter kindergarten not later than their sixth birthday.

The minimum and maximum entrance ages should generally be applied; however, there should be a mechanism that allows for exceptions on a case-by-case basis. This mechanism should not simply accommodate any parents who wish to enroll their children in kindergarten before they are five years of age or delay the entrance of their children until after they are six years of age. The mechanism should rather include specific criteria for determining whether an exception is warranted, and the final determination should be made by the school district after appropriate consultation with the parents and the kindergarten teacher. Because these criteria can best be determined in context, NEA defers in this regard to the judgment of its affiliates, with the following caveat: because of the problems that it generally creates for kindergarten classes, parents who seek to enroll children who are not yet five years of age should bear a particularly heavy burden of persuasion.

2. Financing

The public schools should be the primary provider of kindergarten, and—as a component part of the public school program—should be financed in the same manner as the rest of the public school program. But the money should come from

“new” funding sources. This does not necessarily mean that additional taxes must be imposed, but that the funds necessary to finance mandatory full-day kindergarten—including the money to recruit and adequately compensate qualified teachers and education support professionals—should not be obtained at the expense of other educational priorities.

NEA recognizes and respects the right of parents to send their children to private kindergarten—just as it does the right of parents to send their children to private elementary/secondary schools. The issue, however, is whether public funds should be used to pay for private kindergarten. Based upon the NEA Policy Statement Regarding Privatization and Subcontracting Programs, NEA’s answer to this question is “no.”

B. Prekindergarten

1. Availability

There is no longer any serious doubt about the value of prekindergarten. Children who participate in quality prekindergarten programs perform better academically and exhibit better cognitive and social skills—on both a short-term and long-term basis—than similar children who do not participate in such programs. And, this is true for all children, not just those from disadvantaged backgrounds. NEA supports the establishment in every state of a non-mandatory “universal” prekindergarten for all three- and four-year-old children—i.e., all such children whose parents want them to enroll should have access to, but not be required to attend, a

publicly-funded, free, quality prekindergarten program.²

There are specific advantages to public as opposed to private prekindergarten, and the public schools should be the primary provider. Criteria should be designed to ensure program quality (essentially the same requirements that would apply to public school prekindergarten) and preserve the principle of church/state separation.

2. Financing

The existing pattern of financing for prekindergarten differs from K–12 education in that the federal contribution is substantially greater and exceeds that of the states. This difference derives from the fact that prekindergarten—including Head Start—has focused on children from disadvantaged families, and the federal government traditionally has played a special role in providing educational access and opportunity for such children. Consistent with this tradition, the federal government should provide funds sufficient to make prekindergarten available for all three- and four-year-old children from disadvantaged families. State (including as appropriate local) governments should be responsible for providing the additional funds necessary to make prekindergarten available to all three- and four-year-old children. Both

the federal and state governments should use “new” money to fund prekindergarten—not money taken from other areas of education and childcare which also have important unmet needs.

Educational Quality

Although the positions taken with regard to early childhood education should reflect the different patterns of growth and learning for each of the four developmental age groups included within the definition of early childhood education, there is an affinity between kindergarten and prekindergarten with regard to the criteria for a quality education program. Accordingly, in order to avoid redundancy, this Policy Statement discusses kindergarten and prekindergarten together, noting as appropriate the relevant differences.

A. NEA supports full-day—as opposed to half-day—kindergarten and prekindergarten.³ There is ample evidence to demonstrate that the subsequent academic performance of children who attend full-day kindergarten and prekindergarten is better than that of similar children who attend half-day programs, and that they also make significantly greater progress in learning social skills. This is true not just for children from low-income families, but for all children. Nor is it the mere increase

² The reference to three- and four-year-old children assumes that when children reach five years of age they will be enrolled in kindergarten. But this is the recommended minimum entrance age for kindergarten, and some children may not enter kindergarten until after they have reached that age. Such children should be eligible to attend the prekindergarten program.

³ As used in this Policy Statement, the term “full-day” is not intended to refer to a specific number of school day hours, but means rather that the starting and ending times for kindergarten and prekindergarten are keyed to the regular school day. Implicit in our support for full-day kindergarten and prekindergarten is support for “full-year” programs—i.e., programs that operate for the regular school year.

in hours that leads to these positive effects, but rather what children experience during the day.

B. The curriculum and pedagogy in kindergarten and prekindergarten should foster all areas of a child's development—thinking, problem solving, and the development of social and physical skills, as well as basic academic skills. Toward this end, the curriculum and pedagogy should incorporate components of both the “child-centered” and “didactic” approaches. In an effort to avoid “curriculum shovedown” in kindergarten— i.e., an attempt to push expectations from the primary grades down into kindergarten—academic skills should be properly integrated into the overall kindergarten curriculum, and taught in a manner that is developmentally appropriate for the children involved. The curriculum and pedagogy for prekindergarten should not be identical to that in kindergarten, but should reflect the fact that there are developmental differences between three- and four-year-old children and five-year-old children that may tip the balance in prekindergarten even further away from didactic academic instruction.

C. NEA's basic position with regard to size is set forth in Resolution B-12. After opining “that excellence in the classroom can best be attained by small class size,” the Resolution states that “[c]lass size maximums must be based on the type of students, grade level, subject area content, and physical facilities.” Consistent with this statement, NEA does not recommend any specific number as the optimum size for kindergarten and prekindergarten. The reference in Resolution B-12 to “optimal

class sizes” is intended to apply to classes at all educational levels, and is not tailored to kindergarten and prekindergarten. As regards kindergarten and prekindergarten, it is relevant to note the research consensus that, in order to achieve the greatest academic gains, children should be taught in small classes at the earliest possible point in their school careers.

D. Resolution F-28 provides that all “classroom teachers should be provided with support staff to assist in the educational process.” When dealing with kindergarten and prekindergarten children—who because of their age require assistance in performing various life skills, pose unique health and safety concerns, etc.—the primary need is for additional adult supervision in the classroom. Accordingly, kindergarten and prekindergarten teachers should have the assistance of a full-time classroom aide. The purpose of this classroom aide should be to assist the classroom teacher—and, as indicated in Resolution F-28, NEA “believes that the employment of education support professionals should not be a rationale for increasing class size.”

E. Assessment of kindergarten and prekindergarten students should be holistic, and involve all developmental domains (i.e., physical, social, emotional, and cognitive). Multiple sources of information should be used (for example, obtaining parent information as well as direct observation of the child), and children should be given an opportunity to demonstrate their skills in different ways, allowing for variability in learning pace and for different cultural backgrounds. For this reason, the use of large scale, standardized tests

is inappropriate. And, because the development of young children is uneven and greatly impacted by environmental factors, assessment results for some children may not be reliable until they are in the third grade or beyond.

The purpose of any assessment of kindergarten and prekindergarten students should be to improve the quality of education, by (1) providing information that will enable kindergarten and prekindergarten teachers to work more effectively with the children, and first grade or kindergarten teachers, as the case may be, to individualize the curriculum to facilitate learning, (2) identifying children with special needs, developmental delays, and health problems (i.e., vision and hearing), and (3) developing baseline data against which future data can be compared.

F. Teachers, education support professionals, and administrators who work in kindergarten and prekindergarten should be qualified to perform their functions effectively. These employees should be considered qualified if they hold the license and/or certificate that the state requires for their employment.

Although this same basic rule should apply with regard to kindergarten and prekindergarten teachers, the two situations are somewhat different. Because “a teaching license should signify that an individual entering the teaching profession is competent to teach,” Resolution G-3, and because all states require public school kindergarten teachers to be licensed, any concerns regarding the qualifications of teachers at the kindergarten level are adequately addressed. In many states,

however, public school prekindergarten teachers are not required to have a state license, but can be employed if they have some type of training in child development and obtain some type of certification in early childhood education. There should be appropriate mechanisms to ensure that prekindergarten teachers who do not hold a state license possess the requisite knowledge and skills and are working towards full prekindergarten licensure in states where such licensure exists.

Consistent with Resolution D-16, it is NEA’s belief that “continuous professional development is required for education professionals to achieve and maintain the highest standards of student learning and professional practice.” And, consistent with Resolution D-16, NEA believes that “continuous professional development is required for education support professionals to achieve and maintain the highest standards of professional practice in order to meet the needs of the whole student.” This professional development should be provided at school district expense.

G. Resolution A-5 expresses NEA’s belief that “parents/guardians who are active participants in the education of their children increase the likelihood of the achievement of educational excellence.” Because kindergarten and prekindergarten are critical transition points for children—prekindergarten is generally a child’s first organized educational experience, and kindergarten is the bridge to the more structured environment of first and subsequent grades—such parental involvement is particularly important at these levels. Training programs should be made available to

parents/guardians to prepare them to take an active role in the education of their kindergarten and prekindergarten children, and provide them with an understanding of the expectations that will be placed on their children, and the new policies and procedures that their children will experience, in kindergarten and prekindergarten.

This Policy Statement refers simply to kindergarten and prekindergarten children and makes no special mention of children with disabilities or other exceptional

needs. In Resolution B-1, NEA “advocates the establishment of fully funded early childhood special education programs,” and states that “[t]hese programs and necessary services should be readily accessible for children with disabilities and staffed by certified/licensed teachers, qualified support staff, and therapists.” Implicit in this Policy Statement is the unqualified endorsement of the foregoing positions with regard to kindergarten and prekindergarten.

Teacher Evaluation and Accountability

Adopted by the 2011 Representative Assembly, amended 2022

Introduction

Consistent with NEA’s belief that the “teaching profession is a cornerstone of society,” “composed of individuals meeting the highest standards” of “evaluation” and “accountability,” (NEA Resolution D-1), and recognizing that evaluation and accountability systems too often leave teachers without the feedback or support needed to enhance practice and advance student learning, NEA sets forth below the criteria for the types of teacher evaluation and accountability systems necessary to ensure a high quality public education for every student.

I. High Quality Teacher Evaluation Systems

NEA believes that our students and teachers deserve high quality evaluation systems that provide the tools teachers need to continuously tailor instruction, enhance practice, and advance student learning. Such systems must provide both ongoing, non-evaluative, formative feedback and regular, comprehensive, meaningful, and fair evaluations. Such systems must be developed and implemented with teachers and their representatives, either through collective bargaining where available, or in partnership with the affiliate representing teachers at the state and local level.

a. All teachers should be regularly evaluated by highly trained evaluators

on the basis of clear standards as to what teachers should know and be able to do. Such standards should be high and rigorous and define the rich knowledge, skills, dispositions, and responsibilities of teachers. Such standards may be based on national models such as the NEA Principles of Professional Practice, the Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards, the Standards developed by the National Board for Professional Teaching Standards, or statewide standards for the teaching profession.

b. Evaluations must be comprehensive – based on multiple indicators to provide teachers with clear and actionable feedback to enhance their practice – and must include all three of the following components:

i. ***Indicators of Teacher Practice*** demonstrating a teacher’s subject matter knowledge, skill in planning and delivering instruction that engages students, ability to address issues of equity and diversity, and ability to monitor and assess student learning and adjust instruction accordingly. Such indicators may include the following indicators or others chosen by a local or state affiliate: classroom observations, proof of practice (e.g., lesson plans, curriculum plans, student assessments, minutes from team planning meetings, curriculum

maps, and teacher instructional notes), teacher interviews, and self-assessments.

ii. **Indicators of Teacher Contribution and Growth** demonstrating a teacher's professional growth and contribution to a school's and/or district's success. Such indicators may include the following indicators or others chosen by a local or state affiliate: completion of meaningful professional development that is applied to practice; structured collaboration with colleagues focused on improving practice and student outcomes (e.g., by way of professional learning communities and grade or subject teams); evidence of reflective practice; teacher leadership in the school, district, or educational community; collaborative projects with institutions of higher education; and positive engagement with students, parents, and colleagues.

iii. **Indicators of Contribution to Student Learning, Growth, and/or Development** demonstrating a teacher's impact on student learning, growth, and/or development. Such indicators must be authentic, recognize that there are multiple factors that impact a student's learning which are beyond a teacher's control (which must include, but not be limited to, learning challenges and poor attendance), and may include the following indicators chosen by a local or state affiliate: student learning objectives developed jointly by the teacher and principal/evaluator; teacher-selected assessments; student work (papers, portfolios, projects, presentations); and/or teacher defined student development objectives. High quality, developmentally appropriate teacher-selected assessments that provide valid, reliable, timely, and meaningful

information regarding student learning, growth, and/or development may be used for quality, formative evaluation. Standardized tests, even if deemed valid and reliable, may not determine any part of an educator's evaluation or be used to support any employment action against a teacher.

c. Evaluations must be meaningful, providing all teachers with clear and actionable feedback linked to tailored professional development. Such feedback should include regular non-evaluative formative feedback – meaning feedback that serves only to inform practice and that does not contribute to formal evaluation results – as such feedback is often the most effective way to improve teacher practice. Such non-evaluative feedback may include self-reflection, peer observation and/or teacher approved surveys of students to assess engagement and learning behaviors.

d. Evaluations must be fair, conducted by highly trained and objective supervisors or other evaluators as agreed to by the local affiliate, whose work is regularly reviewed to ensure the validity and reliability of evaluation results. If an evaluation will be the basis for any action relating to a teacher's employment, ratings by more than one evaluator must be provided in support of the action. Where a teacher believes an evaluation does not accurately reflect the respective level of practice, the teacher must have the right to contest the evaluation, and have access to the information necessary to do so.

e. To satisfy these requirements, evaluation systems must be adequately funded and staffed, and fully developed and validated, including by training all teachers

on the new systems, before they are used to make any high stakes employment decisions. NEA recognizes that our schools do not currently have enough staff trained to provide meaningful evaluative and non-evaluative feedback to teachers. To expand the number of people who can do so, the Representative Assembly directs NEA to examine existing mentorship, peer assistance, and peer assistance and review programs, and report back to the October 2011 NEA Board meeting regarding those programs, their compliance with the requirements set forth in D-11 (Mentor Programs) and D-13 (Peer Assistance Programs and Peer Assistance & Review Programs), and to make programmatic recommendations as to whether to expand such programs or develop others in partnership with state and local Associations.

II. High Quality Teacher Accountability Systems

NEA believes that teachers are accountable for high quality instruction that advances student learning. High quality teacher accountability systems, developed and implemented with teachers and their representatives either through collective bargaining where available, or in partnership with the affiliate representing teachers at the state and local level, should be based on the following principles.

a. All teachers are responsible for providing a high quality education to students and supporting the efforts of colleagues and their school as a whole to do the same. To fulfill that responsibility, teachers have the right to a safe and supportive working environment including ongoing

non-evaluative feedback on their practice that supports teachers' efforts to innovate and the right to regular, confidential evaluations.

b. All teachers have the responsibility to continually enhance their practice and to stay current in subject matter and pedagogical approaches by reflecting and acting on feedback received, accessing professional development opportunities provided, and collaborating with colleagues to enhance instruction. To fulfill that responsibility, teachers have the right to increased autonomy over instructional practices, time during the school day for collaboration with colleagues, a decisionmaking role in professional development, the right to have such development tailored to enhancing skills identified as needing improvement in both non-evaluative feedback and in evaluations, as well as the ability to pursue advanced coursework and degrees as part of professional development.

c. If, through a high quality evaluation system, a teacher's practice fails to meet performance standards, a teacher should be provided with clear notice of the deficiencies and an improvement plan should be developed by the teacher, local Association, and employer. The improvement plan should provide the teacher with a reasonable opportunity – including time, high quality professional development, and support – to meet expectations. In addition, the teacher should receive regular and frequent feedback from the district and the local Association regarding progress during the support program period. What constitutes a reasonable opportunity will depend on the nature of the deficiencies identified,

but in no event should an improvement plan exceed one school year. During the period in which a teacher is implementing an improvement plan, the district shall provide a support program mutually agreed upon by the district and the local Association, which shall include the assignment of an accomplished teacher to assist the teacher not meeting performance standards in improving practice and to ensure a quality education for that teacher's students.

d. If a teacher fails to improve despite being given a reasonable opportunity to do so, or otherwise fails to meet expectations, the teacher may be counseled to leave the profession or be subject to fair, transparent, and efficient dismissal process that provides due process. Such a process should include: notice to a teacher of the basis for the dismissal; early disclosure of all evidence on which the dismissal is based; an early mandatory meeting between the teacher, employer, and the teacher's representative to discuss possible resolution; and, failing such resolution, a prompt hearing before an impartial third party, such as an arbitrator, on the charges.

e. NEA believes that it is appropriate and fitting for accountability systems to continue to differentiate between the rights and responsibilities of probationary teachers, meaning those teachers in their initial years of employment who may be nonrenewed upon notice at the end of a school year, and career teachers, meaning those teachers who have successfully served through the probationary period and may be dismissed only for cause as defined by state law or local agreement or policy.

- Probationary teachers should receive ongoing support for at least the first two years of their employment from locally developed and fully supported induction programs. The focus of such induction programs should be supportive and non-evaluative, designed to provide beginning teachers with the support they need to learn and thrive in the teaching profession. Districts should be encouraged to partner with colleges and universities to develop joint induction programs. No beginning teacher should go for weeks, much less years, without receiving any feedback on their practice.
- Probationary teachers should become career teachers if they meet or exceed expectations at the conclusion of their probationary employment period as defined by state law. A probationary teacher should have the right to require that the school district conduct the necessary evaluations within this time period, so that an appropriate determination can be made as to career status.
- Probationary teachers who meet or exceed expectations at the conclusion of their probationary employment period as defined by state law, and who are not granted career status, should have the right to contest that denial before an impartial third party, such as an arbitrator.
- Once a probationary teacher has attained career status, that status should not be lost and should be portable from one school district

to another within a state. If a career teacher's performance fails to meet expectations, the teacher may be counseled out of the profession or dismissed pursuant to a fair, transparent, and efficient dismissal procedure that provides due process before an impartial third party, such as an arbitrator.

- Career teachers have the responsibility to reflect upon and enhance their own practice and to support and enhance the practice of their colleagues, particularly probationary teachers. NEA encourages local affiliates to institutionalize opportunities for career teachers to provide such support and enhance the practice of their colleagues by way of including in collective bargaining agreements or local policies provisions supporting professional

learning communities, partnerships with local/regional institutions of higher education, and mentorship and peer assistance programs.

III. The Role of the Association in High Quality Evaluation and Accountability Systems

The development, implementation, and enforcement of high quality evaluation and accountability systems are top priorities of NEA and its affiliates, presenting new opportunities and work for the Association and its affiliates. The Representative Assembly therefore directs that NEA support that work by providing the training and resources (including model fair dismissal procedures and other model language) needed to develop, implement, and enforce high quality evaluation and accountability systems that enhance instruction and improve student learning.

Digital Learning

Adopted by the 2013 Representative Assembly, amended 2018

In the fast-paced, worldwide, competitive workplace we now live in, our traditional school models are not capable of meeting the needs of the 21st century student. All students—preK through graduate students—need to develop advanced critical thinking and information literacy skills and master new digital tools. At the same time, they need to develop the initiative to become self-directed learners while adapting to the ever-changing digital information landscape.

This shifting landscape creates new opportunities for NEA, our affiliates, our members, and our profession in preschools, public elementary and secondary schools, and postsecondary institutions. The appropriate use of technology in education—as defined by educators rather than entities driven by for-profit motives—will improve student learning, quality of instruction, and education employee effectiveness, and will provide opportunities to eradicate educational inequities.

Digital technologies create new opportunities for accelerating, expanding, and individualizing learning. Our members and students are already actively engaged in building the schools and campuses of the future—including quality online communities. Increasingly, educators (including teachers, librarians/media specialists, faculty, and ESP staff) are becoming curriculum designers who orchestrate

the delivery of content using multiple instructional methods and technologies both within and beyond the traditional instructional day. Teaching and learning can now occur beyond the limitations of time and space.

NEA embraces this new environment and these new technologies to better prepare our students for college and for 21st century careers.

Ensure Equity to Meet the Needs of Every Student

NEA believes that educational programs and strategies designed to close the achievement and digital gaps must address equity issues related to broadband Internet access, software and technical support, and hardware maintenance. Also, technical support must be adequate to ensure that digital classrooms function properly and reliably for both educators and students. Under our current inequitable system of funding, simply moving to a large scale use of technology in preK–12 and postsecondary education will more likely widen achievement gaps among students than close them. For example, school districts with lower income populations simply will not be able to provide or maintain appropriate and relevant digital tools and resources for their students. We as a nation must address the issues of equity and access in a comprehensive manner in order to

see the promise and realize the opportunities that digital learning can provide.

To that end, NEA believes that student learning needs can best be met by public school districts and postsecondary institutions working in collaboration with educators and local associations to develop comprehensive and thorough digital learning plans that address all the elements of incorporating technology into the instructional program. These plans should be living documents, constantly reviewed and adapted as changing circumstances require, but always keeping the focus on student learning. Implementation of these plans should honor experimentation and creativity as part of the learning process for both educators and students, while always maintaining support for the professional judgment of educators. It is of critical importance that the use of technology is recognized as a tool that assists and enhances the learning process, and is not the driver of the digital learning plan.

These plans also should include the provision of adaptive technologies to meet individual students' needs, including assistive technology to support students who are English Language Learners and students with a variety of disabilities or challenges.

Support and Enhance Educator Professionalism

NEA believes that the increasing use of technology in preK to graduate level classrooms will transform the role of educators allowing the educational process to become ever more student-centered. This latest transformation is not novel, but part

of the continuing evolution of our education system. Educators, as professionals working in the best interests of their students, will continue to adjust and adapt their instructional practice and use of digital technology/tools to meet the needs and enhance the learning of their students.

All educators are essential to student learning and should have access to relevant, high-quality, interactive professional development in the integration of digital learning and the use of technology into their instruction and practice. Teachers need access to relevant training on how to use technology and incorporate its use into their instruction, ESPs need access to training on how best to support the use of technology in classrooms, and administrators need training to make informed decisions about purchasing equipment, technology use, course assignments, and personnel assignments. School districts and postsecondary institutions need to ensure that they provide interactive professional development on an ongoing basis, and to provide time for all educators to take advantage of those opportunities. The training needs to address both the basic preparation on how to make the technology work, and how to most effectively incorporate it into the educational program.

Educator candidates need problem-solving and creativity experiences and should have the opportunity to learn different strategies throughout their pre-service education and regular professional development so they are prepared for using not only the technology of today, but of tomorrow.

In these changing roles, it is important to protect the rights of educators, and to fairly evaluate the accomplishments of educational institutions as a whole. For example, the use of supplemental, remedial, or course recovery online instruction can affect the hours, wages, and working conditions of all educational employees, but can dramatically affect college and university faculty and staff.

Educators and their local associations need support and assistance in vetting the quality of digital course materials and in developing or accessing trusted digital venues to share best practices and provide support.

Furthermore, education employees should own the copyright to materials that they create in the course of their employment. There should be an appropriate “teacher’s exception” to the “works made for hire” doctrine, pursuant to which works created by education employees in the course of their employment are owned by the employee. This exception should reflect the unique practices and traditions of academia.

All issues relating to copyright ownership of materials created by education employees should be resolved through collective bargaining or other process of bilateral decisionmaking between the employer and the affiliate.

The ownership rights of education employees who create copyrightable materials should not prevent education employees from making appropriate use of such materials in providing educational services to their students.

Enhance and Enrich Student Learning

Optimal learning environments should neither be totally technology free, nor should they be totally online and devoid of educator and peer interaction. The Association believes that an environment that maximizes student learning will use a “blended” and/or “hybrid” model situated somewhere along a continuum between these two extremes.

NEA believes there is no one perfect integration of technology and traditional forms of delivering education for all students. Every class will need to be differentiated, and at some level every student needs a different approach. Professional educators are in the best position and must be directly involved in determining what combination works best in particular classes and with particular students.

Students’ maturity and developmental status determines how students adapt to the use of digital technology as they continually face more challenging materials. The use of technology in the classroom will help build self-reliance and motivation in students, but it must be appropriate to their developmental and skill level, as determined by professional educators.

As different digital tools are created and used, the impact of technology on traditional socialization roles must be considered. The face-to-face relationship between student and educator is critical to increasing student learning, and students’ interactions with each other are an important part of their socialization into society.

Additionally, assessment and accountability systems need to be carefully developed to ensure academic integrity and accurately measure the impact on students. Sensible guidelines and strategies should be used to ensure students are completing their own online assignments and taking the appropriate assessments.

The Role of the Association in Promoting High Quality, Digital Learning

The development and implementation of high quality digital learning must be a top priority of NEA and its affiliates. The Representative Assembly, therefore, directs that NEA demonstrate its support of digital learning by providing leadership and sharing learning opportunities to develop and implement high quality digital learning that enhances instruction and improves student learning. The Representative Assembly strongly encourages NEA to do this work in the field of digital learning in partnership with trusted organizations and experts who can work at the national, state, and local levels to assist states, school districts, colleges and universities, and local associations in developing their capacity for high quality digital learning.

The Representative Assembly also directs NEA to encourage its members and utilize their expertise to engage in professional learning that enhances their understanding of how to creatively and appropriately integrate digital tools and high

quality digital learning into their instruction. Such professional learning should include sharing of expertise by members who can serve as valuable mentors and professional partners for other members who are new to digital instruction.

The Representative Assembly further directs that NEA work with stakeholders, including parents, students, and policy makers, to seize the opportunities that digital technologies provide. Some educators now have access to the technological tools to further professionalize teaching, vastly enhance and enrich student learning, and meet the individual needs of every student. It is time to ensure that ALL educators have access and are prepared to use these digital tools.

Addendum

Blended and/or Hybrid Learning

Blended and/or hybrid learning is an integrated instructional approach in which a student learns, at least in part, at a supervised physical location away from home and through online delivery where the student has control over at least some aspects of the time and place of accessing the curriculum. The Policy Statement supports maximizing student learning by using both technology and real life educators in the process. It rejects the idea that effective learning can take place completely online and without interaction with certified teachers and fully qualified faculty.

The Definition of Fully Qualified Educators

The term “educator” includes teachers, librarians/media specialists, and education support professionals in preK–12 public schools, and faculty and staff of higher education institutions. Educators should be fully qualified, certified, and/or licensed to teach the subjects they are teaching, including in online instructional settings.

Technology as a Tool

Technology is a tool to enhance and enrich instruction for students, and should not be used to replace educational employees who work with students or limit their employment.

Special Education Services

Use of virtual learning to provide instruction to students receiving special education services for behavioral/self-regulation needs will be determined by the IEP Team. The enrollment in a virtual school will not be used as a behavior consequence.

Data Privacy

Safeguarding personal data must also be a top priority of NEA and its affiliates. NEA needs to demonstrate its commitment to protecting data privacy. Educators need to be informed about FERPA and state data privacy laws, regulations, and policies. NEA believes that professional development needs to include instruction about data privacy, including responsibilities and the rights of whistleblowers in the event of reporting a violation.

Charter Schools

Adopted by the 2017 Representative Assembly, amended 2021

Introduction

Charter schools were initially promoted by educators who sought to innovate within the local public school system to better meet the needs of their students. Over the last quarter of a century, charter schools have grown dramatically to include large numbers of charters that are privately managed, largely unaccountable, and not transparent as to their operations or performance. The explosive growth of charters has been driven, in part, by deliberate and well funded efforts to ensure that charters are exempt from the basic safeguards and standards that apply to public schools, which mirror efforts to privatize other public institutions for profit.

Charters have grown the most in school districts that were already struggling to meet students' needs due to longstanding, systemic, and ingrained patterns of institutional neglect, racial, and ethnic segregation, inequitable school funding, and disparities in staff, programs, and services. The result has been the creation of separate, largely unaccountable, privately managed charter school systems in those districts that undermine support and funding of local public schools. Such separate and unequal education systems are disproportionately located in, and harm, students and communities of color by depriving both of the high quality public education system that should be their right.

As educators we believe that “public education is the cornerstone of our social, economic, and political structure,” NEA Resolution A-1, the very “foundation of good citizenship,” and the fundamental prerequisite to every child’s future success. *Brown v. Bd. of Ed. of Topeka, Shawnee Cty., Kan.*, 347 U.S. 483, 493 (1954). The growth of separate and unequal systems of charter schools that are not subject to the same basic safeguards and standards that apply to public schools threatens our students and our public education system. The purpose of this policy statement is to make plain NEA’s opposition to the failed experiment of largely unaccountable privately managed charter schools while clarifying NEA’s continued support for those public charter schools that are authorized and held accountable by local democratically elected school boards or their equivalent.

I. **NEA supports public charter schools that are authorized and held accountable by public school districts.**

Charter schools serve students and the public interest when they are authorized and held accountable by the same democratically accountable local entity that authorizes other alternative school models in a public school district such as magnet, community, educator-led, or other specialized schools. Such charters should be

authorized only if they meet the substantive standards set forth in (a) below, and are authorized and held accountable through a democratically controlled procedure as detailed in (b) below.

a. Public charter schools should be authorized by a public school district only if the charter is both necessary to meet the needs of students in the district and will meet those needs in a manner that improves the local public school system. Public charters, like all public schools, must provide students with a free, accessible, non-sectarian, quality education that is delivered subject to the same basic safeguards and standards as every other public school, namely, in compliance with: i) open meetings and public records laws; ii) prohibitions against for-profit operation or profiteering as enforced by conflict of interest, financial disclosure and auditing requirements; and iii) the same civil rights, including federal and state laws and protections for students with disabilities, employment, health, labor, safety, staff qualification, and certification requirements as other public schools. When a charter is authorized in a public school district that has an existing collective bargaining agreement with its employees, the authorizer will ensure that the employees will be covered by a collective bargaining agreement. Discrepancies between the existing collective bargaining agreement and the newly authorized charter bargaining agreement need to be reported to the members. Those basic safeguards and standards protect public education as a public good that is not to be modified for profit.

In addition, charter schools may be authorized or expanded only after a district has assessed the impact of the proposed charter school on local public school resources, programs, and services, including the district's operating and capital expenses, appropriate facility availability, the likelihood that the charter will prompt cutbacks or closures in local public schools, and consideration of whether other improvements in either educational program or school management (ranging from reduced class sizes to community or magnet schools) would better serve the district's needs. The district must also consider the impact of the charter on the racial, ethnic and socio-economic composition of schools and neighborhoods and on equitable access to quality services for all district students, including students with special needs and English language learners. The impact analysis must be independent, developed with community input, and be written and publicly available.

b. Public charter schools should only be authorized by the same local, democratically accountable entity that oversees all district schools such as a locally elected school board or, if there is no school board, a community-based charter authorizer accountable to the local community.

Maintaining local democratic control over decisions as to whether to authorize charters at all, and if so, under what conditions, safeguards community engagement in local public schools. A single local authorizing entity also ensures comprehensive consideration of whether each option, and the mix of options offered in a district, meets the needs of students and

the community as a whole given the resources and facilities in the district. A single entity also permits effective integrated oversight of all schools, including charter schools, and a central mechanism for identifying and sharing successful innovations throughout local public schools.

The overall goal of the authorization and review process must be to improve the education offered to all students. That goal cannot be accomplished with a diffuse authorization system, comprised of multiple different entities, with differing partial views of the students served by a district and the overall scope of its educational offerings.

The local authorizer also must ensure that parents are provided with the same information about charters that is provided to parents about other district schools, as well as information about any significant respects in which the charter departs from district norms in its operations including the actual charter of the school.

The state's role in charter authorization and oversight should be limited to ensuring that local school districts only authorize charters that meet the criteria in (a) above and do so by way of a procedure that complies with (b). To that end, the state should both monitor the performance of districts as charter authorizers and hold districts accountable for providing effective oversight and reporting regarding the quality, finances, and performance of any charters authorized by the district. In addition, the state must provide adequate resources and training to support high quality district charter authorization practices and compliance work, and to share

best authorization practices across a state. States should entertain appeals from approvals or denials of charters only on the narrow grounds that the local process for approving a charter was not properly followed or that the approval or denial of a charter was arbitrary or illegal.

c. Unless both the basic safeguards and process detailed above are met, no charter school should be authorized and NEA will support state and local moratoriums on further charter authorizations in the school district.

II. NEA opposes as a failed and damaging experiment unaccountable privately managed charters.

Charters that do not comply with the basic safeguards and standards detailed above and that are not authorized by the local school board (or its equivalent) necessarily undermine local public schools and harm the public education system.

The theory that charter competition will improve public schools has been conclusively refuted. Charters have a substantial track record that has been assessed in numerous research studies. Those studies document that charters, on average, do no better than public schools in terms of student learning, growth, or development. And those charters that do perform better are not incorporated into district-wide school improvement efforts.

In fact, at their worst, charters inflict significant harms on both students and communities. Of the charter schools that opened in 2000, a full fifth had closed within five years of opening and a full third had closed by 2010. Because the very

opening of charters often prompts cutbacks and/or closures in local public schools, these alarmingly high charter closure rates subject students and communities to cycles of damaging disruption. Such disruption can leave students stranded mid-year. Even closures that occur at the year's end disrupt students' education and unmoors communities that previously had been anchored by the local public school.

Charters that are not subject to the basic safeguards and standards detailed above also open up the local public schools to profiteers. Such charters operate without any effective oversight, draining public school resources and thereby further harming local public schools and the students and communities they serve.

Finally, one particular form of unaccountable privately managed charters deserves specific discussion. Fully virtual, online, or non-classroom based charter schools cannot, by their nature, provide students with a well-rounded, complete educational experience, including optimal kinesthetic, physical, social, and emotional development. Accordingly, they should not be authorized as charter schools.

III. Organizing Communities for Quality Public Education

NEA stands for our students wherever they are educated. Relegating students and communities to unaccountable privately managed schools that do not comply with the basic safeguards and standards detailed above has created separate systems of charters that are inherently unequal. To counter the threat to public education of such charters, NEA supports both

communities organizing for quality public education and educators working together to improve charter schools.

a. NEA supports communities that are working to hold charters accountable whether that work takes the form of state legislative initiatives, local school board resolutions and actions, or efforts to raise local awareness of the need for charters to comply with the basic safeguards and standards detailed above. NEA also will support state and local efforts to preserve public school funding and services by eliminating such funding and services from unaccountable privately managed charters that do not comply with those basic safeguards and standards.

b. NEA believes that all educators deserve the right to collective voice and representation, and that an organized workforce is a better guardian of quality standards for students and educators alike. For that reason, state affiliates that seek to organize charter schools may continue to seek NEA's assistance in those organizing efforts.

Community Schools

Adopted by the 2018 Representative Assembly

Introduction

Consistent with NEA’s core values that “public education is the gateway to opportunity,” and that “all students have the human and civil right to a quality public education that develops their potential, independence, and character,”¹ and recognizing that opportunity gaps in our society have resulted in an uneven and unjust public education system where some communities have public schools that provide “individuals with the skills and opportunities to be involved, informed, and engaged in our representative democracy”² and some do not, NEA believes all schools should use research-backed school improvement strategies designed to support a racially just education system that ensures that all students and their families have the support needed to thrive and grow. The Community School Model (CSM) has a strong track record of closing opportunity gaps, supporting a culturally relevant and responsive climate, and causing significant and sustained school improvement. NEA supports the use of the Community Schools Model in public schools where the local staff and community are supportive.

¹ NEA Core value on Equal Opportunity—“We believe public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.”

² NEA Core value on Democracy—“We believe public education is the cornerstone of our republic. Public education provides individuals with the skills to be involved, informed, and engaged in our representative democracy.”

Definitions

Public Community Schools: Public community schools are both places and partnerships that bring together the school and community to provide a rigorous and engaging academic experience for students, enrichment activities to help students see positive futures, and services designed to remove barriers to learning. Students engage in real-world problem solving as part of their curriculum. Community schools involve and support families and residents in the public school community and organize the wealth of assets that all communities have to focus on our youth and strengthen families and communities. Public schools become centers of the community and are open to everyone.

Community School Model: Any public school can use the community school model, which is intended to be tailored to the specific needs of an individual school’s students, staff, families, and community members. The community school model advanced by NEA is based on Six Pillars of Practice as implemented through four key mechanisms.

Stakeholder: Stakeholder refers to anyone who is invested in the welfare and success of a school and its students, including administrators, educators, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, local unions, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as associations, parent-teacher organizations, and associations representing superintendents, principals, school boards, or educators in specific academic disciplines.³

Partners: Partner refers to external organizations and individuals that form informal and formal relationships with a school that is using the Community School Model to fill strategy needs. These organizations can include locally-owned businesses, local unions, advocacy groups, educator associations, parent-teacher organizations, religious organizations, schools, institutions of higher learning, nonprofit organizations, and other types of organizations that local stakeholders determine fill a strategic need and that align with NEA values.

The Six Pillars include

1. Strong and Proven Culturally Relevant Curriculum: Educators provide a rich and varied academic program allowing students to acquire both foundational

and advanced knowledge and skills in many content areas. Students learn with challenging, culturally relevant materials that address their learning needs and expand their experience. They also learn how to analyze and understand the unique experiences and perspectives of others. The curriculum embraces all content areas including the arts, second languages, and physical education. Teachers and ESP are engaged in developing effective programs for language instruction for English learners and immigrant students. Rigorous courses such as Advanced Placement or International Baccalaureate are offered. Learning and enrichment activities are provided before and after the regular school day, including sports, the arts, and homework assistance. The needs of parents and families are addressed through programs like English-as-a-Second-Language classes, GED preparation, and job training programs. These supports are based on identified needs.

2. High-quality Teaching and Learning: Consistent with NEA Resolutions, educators are fully licensed, knowledgeable about their content, and skillful in their practice. Instructional time focuses on learning and the use of authentic assessment rather than high-stakes testing. Individual student needs are identified and learning opportunities are designed to address them. Higher-order thinking skills are at the core of instruction so that all students acquire problem solving, critical thinking, and reasoning skills. Educators work collaboratively to plan lessons,

³ Great Schools Partnerships. Glossary of Education Reform. Stakeholders.

analyze student work, and adjust curriculum as required. Experienced educators work closely with novices as mentors, coaches, and “guides on the side,” sharing their knowledge and expertise. ESP members take part in professional learning experiences and are consulted and collaborate when plans to improve instruction are developed. Together, educators identify the methods and approaches that work and change those that do not meet student needs.

3. Inclusive Leadership: Leadership teams with educators, the community school coordinator, and other school staff share the responsibility of school operations with administrators. This leadership team ensures that the community school strategy remains central in the decision-making process.

4. Positive Behavior Practices (including restorative justice): Community school educators emphasize positive relationships and interactions and model these through their own behavior. Negative behaviors are acknowledged and addressed in ways that hold students accountable while showing them they are still valued members of the school community. All members of the faculty and staff are responsible for ensuring a climate where all students can learn. Restorative behavior practices such as peer mediation, community service, and post-conflict resolution help students learn from their mistakes and foster positive, healthy school climates where respect and compassion are core principles.

Zero-tolerance practices leading to suspension and expulsion are avoided.

5. Family and Community Partnerships: Families, parents, caregivers, and community members are partners in creating dynamic, flexible community schools. Their engagement is not limited to a specific project or program, but is on-going and extends beyond volunteerism to roles in decision making, governance, and advocacy. Both ESP and teachers are part of developing family engagement strategies, and they are supported through professional learning opportunities. Their voices are critical to articulating and achieving the school’s overall mission and goals. When families and educators work together, students are more engaged learners who earn higher grades and enroll in more challenging classes; student attendance and grade and school completion rates improve.

6. Coordinated and Integrated Wraparound Supports (community support services): Community school educators recognize that students often come to school with challenges that impact their ability to learn, explore, and develop in the classroom. Because learning does not happen in isolation, community schools provide meals, health care, mental health counseling, and other services before, during, and after school. Staff members support the identification of services that children need. These wraparound services are integrated into the fabric of the school that follows the Whole Child tenets.⁴ Connections to the community are critically

⁴ A **whole child** approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success.

important, so support services and referrals are available for families and other community members.

Public Community School Implementation:

Implementation of the Community Schools Model requires that dedicated staff and structures use proven implementation mechanisms and should ensure that decisions made by collaborative bodies do not abrogate the contractual protections of any union member.

1. **Community School Coordinator:** Every community school should have a community school coordinator that plays a leadership role at the school, is a member of the school leadership team, and is a full-time staff member. The CSC has training and specialized skills that supports building and managing partnerships in diverse communities, creating and coordinating an integrated network of services for students and their families, and optimizing both internal and external resources. The CSC connects students and their families with services in the community.

2. **Needs and Asset Assessment:** The foundation for the community school model is a school-based needs and asset assessment that assesses academic, social, and emotional needs and assets (including staff expertise and community supports of the school and surrounding community). The

needs and asset assessment, facilitated by the CSC, is an inclusive process in which families, students, community members, partners, teachers, ESP, administrators, and other school staff define their needs and assets. Problem-solving teams are established based on the needs determined in the needs and asset assessment.

3. **School Stakeholder Problem-solving Teams:** Every community school should have teams of school staff and other stakeholders (families, parents) dedicated to solving problems that are identified in the needs and asset assessment. The solutions identified by the stakeholder problem-solving teams change the way things are done in and outside of school hours and, at times, involve partnerships with outside organizations and individuals.

4. **Community School Stakeholder Committee:** The community school stakeholder committee (CSSC) coordinates between school staff, partners (organizations, businesses, town and city service providers), and stakeholders to ensure goals are achieved and obstacles are surmounted. The CSSC, which includes families, community partners, school staff, students, and other stakeholders from the school's various constituencies, works in collaboration with the school leadership team and supports coordination across and among community schools within a school district.

The Role of the Association in Advancing the Community School Model

Awareness. NEA believes that there must be increased awareness among its members and the public about the large body of evidence that demonstrates the efficacy of the Community School Model in supporting racial justice in education and closing opportunity gaps to achieve

measurable school improvement gains. NEA encourages schools and districts to use the community school model.

Advocacy. NEA has a responsibility to advocate for community school policies and procedures, legislation, and practices that will result in school improvement gains. As educators, NEA is in the best position to advance the adoption of community school policies.

Safe, Just, and Equitable Schools

Adopted by the 2022 NEA Representative Assembly

I. Our Vision for Safe, Just, and Equitable Schools

The National Education Association's vision for safe, just, and equitable schools is of thriving spaces that are safe and welcoming for all students, discriminatory toward none, integrate the social, emotional, physical, mental, and spiritual needs of the whole student, and equitably and fully fund the community school model with wraparound services and resources.

NEA's vision is the recruitment and retention of educators who reflect the community, with relevant professional development and tools for cultural competence and responsiveness, prepared to center students' needs and lived experiences, value all voices, and ensure voices that have been historically exploited, ignored, or silenced are empowered and heard.

NEA's vision is to emphasize evidence-based behavioral practices centered in the philosophy of restorative justice over the criminalization and policing of students, and which dismantle and eliminate inequitable policies, practices, and systems that deprive many of our students of their futures and disproportionately harm Native, Asian, Black, Latin(o/a/x), Middle Eastern or North African, Pacific Islander, and Multiracial students, including those who

identify as LGBTQ+, have disabilities, and/or are English language learners.

NEA believes all educators—which includes every adult working in our schools—are indispensable both for realizing our vision and for transforming our schools and the broader community so that we may end inequitable policies, practices, and systems to avert a crisis of criminalization of our youth and instead prepare every student to achieve their full potential and succeed in a diverse and interdependent world.

This Policy Statement sets forth principles to guide the beliefs, actions, advocacy, partnerships, and other organization-wide efforts to achieve and sustain NEA's vision for safe, just, and equitable schools for every student, educator, parent/guardian, and community.

II. Guiding Principles to Achieve Our Vision

NEA is committed to changing the policies and practices of the schools in which we work to ensure thriving spaces that are safe, just, and equitable. The Association is committed to beliefs, actions, advocacy, and partnerships for the removal of impediments that are entirely incompatible with our vision, such as institutional racism, white supremacy culture, inadequate

and inequitable school funding, and the criminalization and policing of students¹ in our schools—all of which perpetuate the school-to-prison and school-to-deportation pipelines.²

The Association demands a transformative investment in the physical and mental health of all students, including Native students and Asian, Black, Latin(o/a/x), Middle Eastern or North African, Multiracial, and Pacific Islander students,³ LGBTQ+ students, and students from all economic backgrounds and abilities. Policymaking that produces a frayed network of public services in our communities is incompatible with our vision. When equitably and fully-funded, this network—which includes public schools, libraries, parks, transportation, food security, access to health care and child care, affordable housing, and public service infrastructure—energizes students, families, and

their entire communities. The adoption of racial and social equity principles at all levels of policymaking will encourage systemic solutions to these issues. Racial and social justice in education and throughout the United States will be realized when we ensure fair treatment resulting in equitable opportunities and outcomes for people of all races and backgrounds.

Our work to achieve our vision for safe, just, and equitable schools is guided by five principles:

Guiding Principle 1: Adopting a Restorative Justice Philosophy to Create a Thriving School Climate

NEA's vision integrates the social, emotional, physical, mental, and spiritual needs of the whole student,⁴ in which students' identities and lived experiences are centered within a thriving and nurturing school climate.

¹ *Criminalization and policing of students* refer to practices and enforcement of school disciplinary policies that criminalize students' behaviors, subjecting students to potential penalties imposed by law enforcement instead of consequences imposed by educators.

² *School-to-prison and school-to-deportation pipelines* refer to policies and practices that directly and indirectly push Native, Asian, Black, Latin(o/a/x), Middle Eastern or North African, Pacific Islander, and Multiracial students, including immigrant and undocumented youth, out of school and on a pathway to prison and/or deportation including, but not limited to: harsh school discipline policies that overuse suspension and expulsion, increased policing and surveillance that create prison-like environments in schools, and overreliance by educators on referrals to law enforcement, the juvenile and criminal justice system, detention, and potentially deportation proceedings.

³ Identities and their usage here acknowledges the *Report and Recommendations of the Racial Equity Language Review Stakeholder Group* adopted by the NEA Board of Directors in May 2020. Native People are named first, distinctly, recognized as the first people of this land with sovereign national and tribal status, and named together with Asian, Black inclusive of African American, Latin(o/a/x) inclusive of Hispanic and Chican(o/a/x), Middle Eastern or North African, Multiracial, and Pacific Islander people.

⁴ The *whole student* refers to the Whole Child tenets that call for all available educational resources to maximize the achievement, skills, opportunities, and potential of each student by building upon individual strengths and addressing individual needs. A Whole Child approach prepares students at all educational levels, including higher education, to thrive in a democratic and diverse society and changing world as knowledgeable, creative, engaged citizens, and lifelong learners.

Educators are critical to the development of evidence-based behavioral practices centered in a philosophy of restorative justice that promotes caring, trusting, and positive relationships among students and adults. Without the development of such practices, high quality teaching and learning cannot occur. The Association’s vision for a restorative justice philosophy is comprised of practices and processes that proactively build healthy relationships and a sense of community. Restorative practices to address conflict and wrongdoing, behavior, rule violations, and school climate can improve relationships between students, between students and educators, and between educators whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school’s adopted core values. Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual or individuals affected by the behavior. These practices represent a collective mindset that can help guide youth and adult behavior and relationship management in schools.

Restorative justice practices and processes do not replace but rather complement existing initiatives and evidence-based programs like Positive Behavior Interventions and Supports (PBIS) or social

and emotional learning models that assist in building a foundation and culture of caring.

Guiding Principle 2: Relevant Professional Development for Culturally Competent Educators

NEA believes that educators—which includes every adult working in our schools—must be fully supported so they are better prepared to respond to the social and emotional needs of each student to ensure development of the expertise and understanding of what it means to be culturally competent and responsive.⁵ A culturally competent pedagogy connects students’ cultures, languages, and life experiences with the school curriculum. Leveraging a student’s knowledge and experiences from their families and communities helps them to access and connect with the curriculum and develop their academic skills.

Support of students who suffer from childhood trauma requires whole school involvement and transformation. To achieve our vision, the Association and its affiliates must actively engage in developing the means for schools and educators to address trauma and its implications for creating safe, just, and equitable schools. Educators must be given ongoing opportunities to develop the expertise to work with students from different racial, ethnic, and economic backgrounds, and to support those students who may be affected by childhood trauma.

⁵ *Cultural competence* means the capacity to interact effectively and respectfully with people from different racial, ethnic, and/or economic backgrounds. Such competence includes understanding that different cultures have different communication codes and styles, being open to learning from others, to shift out of one’s own cultural paradigm, and to refrain from judging people before honestly exploring what motivates their behavior.

The Association must fully engage and authentically partner with stakeholders to develop and implement, with fidelity, training that is relevant, proven, substantial, and ongoing, and professional development tools that are responsive to the needs of students and educators and are designed to build and increase educators' cultural competence over the course of their careers. At a minimum, these programs must address:

A. Development of communications skills including strategies for peer-to-peer, educator-to-parent, and educator-to-student communication.

B. Development of cultural competence and responsiveness including awareness of one's own implicit biases⁶ and trauma, understanding culturally competent pedagogy, and becoming culturally responsive in one's approach to education and discipline/behavior.

C. Training developed for, and delivered to, pre-service, early career, and experienced educators.

D. Understanding of trauma and its effect on a student's education.

E. Knowledge and skills required to transform schools into trauma-informed environments.

Guiding Principle 3: Eliminating Disparities in Disciplinary/ Behavioral Practices

NEA is committed to ending harsh school discipline/behavioral policies that directly and indirectly contribute to a crisis of criminalization of our youth, and disproportionately harm Native students and students of color. National research shows that these policies specifically have a disparate impact on Native, Black, and Latin(o/a/x) students, including those who identify as LGBTQ+, have disabilities, and/or are English language learners. Regionally, Asian, Middle Eastern or North African, Pacific Islander, and Multiracial students experience harm and disparate outcomes as a result of such policies. NEA demands an end to school disciplinary/behavioral policies and practices that overuse suspension and expulsion; employ zero-tolerance⁷ policies that criminalize minor infractions of school rules; increase police presence and surveillance on school campuses that create prison-like environments; and encourage school staff to impose exclusionary discipline or refer students to law enforcement, juvenile justice authorities, and immigration services. Students who are suspended or expelled not only fall behind academically but are significantly more likely to drop out of school altogether, fail to secure a job, rely on social

⁶ *Implicit bias* means the deep-seated attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

⁷ *Zero-tolerance* refers to school disciplinary/behavioral policies and practices that set predetermined consequences or punishments for specific offenses or rule infractions. Zero-tolerance policies forbid persons in positions of authority from exercising discretion or changing punishments to fit individual circumstances.

welfare programs, and end up in prison or face deportation.

The Association will advocate for schools, school districts, and states, in ensuring public accountability to the communities they serve, to take appropriate steps to review their disciplinary/behavioral policies and practices for any disparate impact on the basis of race, ethnicity, or other protected characteristics; to take prompt and effective action to eliminate any disparate impact found; and to continue to monitor disciplinary/behavioral policies and practices to ensure that they are fair and nondiscriminatory.

Guiding Principle 4: Eliminating the Criminalization and Policing of Students in Schools

NEA believes the criminalization and policing of students obstructs a thriving and nurturing school climate. Native, Asian, Black, Latin(o/a/x), Middle Eastern or North African, Pacific Islander, and Multiracial students, including those who identify as LGBTQ+, have disabilities, and/or are English language learners are in greater jeopardy in schools with a presence of police and law enforcement.⁸ Schools with police presence rely more heavily on exclusionary discipline, and exclusionary discipline falls disproportionately on Black students and other students of color.

Ending the policing of students on school campuses is essential to ensure thriving spaces for all stakeholders and to facilitate policies that dismantle

inequalities and eliminate the criminalization of youth. The Association strongly opposes the policing of students in all of its forms which perpetuate the school-to-prison and school-to-deportation pipelines.

NEA recognizes the significance of physical school facilities as a reflection of what educators want our schools to be—welcoming, inclusive, and supportive environments for our students, parents/guardians, and communities.

Therefore, the Association demands an end to:

A. Participation in federal 1033 programs which deliver unnecessary weapons, vehicles, surveillance technology, and other equipment that unjustifiably militarize the police presence on school campuses.

B. Overreliance by educators on referrals to law enforcement which increase the likelihood of contact with the juvenile justice system.

C. Subjective and biased enforcement of disciplinary policies such as hair and dress codes.

D. Construction of prison-like school environments that employ metal detectors, random searches, and other building and design elements that diminish a thriving and nurturing school climate.

Guiding Principle 5: Student, Family, Organizational, and Community Engagement

NEA's vision is a safe, just, and equitable school in which all students' needs and lived experiences are centered and

⁸ *Police* or more specifically *law enforcement* refers to any sworn individual with the power to arrest, detain, interrogate, and issue citations.

voices that have been historically exploited, ignored, or silenced are empowered and heard. The social, emotional, physical, mental, and spiritual needs of the whole student must be strengthened and supported through education, family partnerships, and relationship building. Students, parents/guardians, and other caregivers must be engaged and trained in problem-solving techniques, conflict resolution skills, mental health and wellness, and cultural competence. The development and implementation of a restorative justice philosophy paired with restorative practices is essential for building healthy relationships and communities to prevent and address conflict and trauma. Students must be invested in their own success and understand that their actions and voices are critical in shaping and driving the decisions that affect their school communities and help create inclusive, bias-free, and thriving school climates.

The Association must fully engage and authentically partner with a comprehensive range of stakeholders that includes students, parents/guardians and family members, local and state affiliates, school boards, school districts, peer mentoring groups, community-based organizations, alternative schools/juvenile correctional institutions, mental health and wellness organizations, faith-based organizations, law enforcement, professional associations and advocacy groups, and social justice stakeholders to identify policies, practices,

and activities to achieve a shared vision for safe, just, and equitable schools.

III. Implementing an Association-Wide Plan to Achieve Our Vision

NEA will utilize the Framework for Racial Justice in Education⁹ to achieve our vision for safe, just, and equitable schools through the identification of strategies, activities, stakeholders, and internal and external levers of change required to influence sustainable transformation and learnings across school systems. The framework identifies three strategies: awareness, capacity building, and action encompassed within pre- and post-qualitative and quantitative evaluations. The framework also provides direction to focus the identified strategies, tactics, and activities while determining partnerships needed to leverage systems of change within the Association and institutions.

NEA will utilize the Racial Equity Impact Assessment (REIA)¹⁰ to guide the development and implementation of Association-wide plan activities. The REIA is designed to ensure stakeholders are proactively working to prevent bias and racial inequities from appearing in identified solutions.

The goals of NEA's plan are to:

A. Identify and support opportunities to engage, activate, and mobilize members and leaders to organize to achieve safe, just, and equitable schools for every

⁹ See *Report of the NEA Task Force on Safe, Just, and Equitable Schools*, Appendix C.

¹⁰ See *Report of the NEA Task Force on Safe, Just, and Equitable Schools*, Appendix D.

student, educator, parent/guardian, and community.

B. Develop an Association-wide understanding of the issues and impacts of the criminalization and policing of students.

C. Develop and strengthen NEA's partnerships and coalitions with organizations, movements, and legislators to advocate and organize for safe, just, and equitable schools.

D. Integrate and align the safe, just, and equitable schools vision and criteria across the NEA enterprise priorities and activities.

The Use of Artificial Intelligence in Education

Adopted by the 2024 NEA Representative Assembly

Introduction

Artificial intelligence (AI) is a rapidly advancing technology, actively changing how we teach, learn, work, and live. This Policy Statement sets forth principles regarding the use of AI in education and specifies the Association's role in supporting and advocating for students and educators in this domain.

Definitions

For purposes of this Policy Statement, the following definitions apply:

1. **Algorithmic bias:** “Systematic, unwanted unfairness in how a computer detects patterns or automates decisions,”¹ often based on characteristics and identities such as age, class, culture, disability, ethnicity, gender, location, nationality, political affiliation, race, religious background and practices, and/or sexuality.

2. **Artificial intelligence (AI):** Machine-based systems designed around human-defined objectives to perform tasks that would otherwise require human or animal intelligence.

3. **AI literacy:** Understanding what it means to learn with and about AI while gaining specific knowledge about how artificial intelligence works, the skills necessary to master AI tools, and how to critically navigate the benefits and risks of this technology.

4. **Data governance:** A set of practices that ensures that data assets are formally managed throughout a system/enterprise and that define the roles, responsibilities, and processes for ensuring accountability for and ownership of data assets.

5. **Educators:** People employed by an institution dedicated to pre-K–12 or higher education.

6. **Generative AI:** Artificial intelligence tools that generate text, images, videos, or other content based on existing data patterns and structures.

7. **Transparency:** Open disclosure of how AI systems work, including how they reach decisions and the data used to do so.

¹ U.S. Department of Education, Office of Educational Technology, *Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations* (Washington, DC, 2023), <https://www2.ed.gov/documents/ai-report/ai-report.pdf>.

Principles

PRINCIPLE¹

Students and educators must remain at the center of education

Learning happens, and knowledge is constructed through social engagement and collaboration, making interpersonal interaction between students and educators irreplaceable.² The use of AI should not displace or impair the connection between students and educators, a connection that is essential to fostering academic success, critical thinking, interpersonal and social skills, emotional well-being, creativity, and the ability to fully participate in society. AI-enhanced tools that undermine any of these critical aspects of teaching and learning should not be employed.

We envision AI-enhanced technology as an aid to public educators and education, not as a replacement for meaningful and necessary human connection. To move AI forward as an additive resource and tool, professionally and socially diverse educators (across race/ethnicity, gender, disability status, positions, and institutional levels) must be included in decision-making—inclusive of AI vetting, adoption, deployment, and ongoing use—to guarantee that these tools are used to improve job quality and enhance performance.

AI technology tends to reflect the perspectives—and biases—of the people who develop it. Furthermore, developers may not notice when their tools are biased against or do not adequately reflect the needs of people who differ from them demographically or in other ways. Notably, technology developers are overwhelmingly younger, White, cisgender, heterosexual, male, and people without disabilities.³ Actively involving a diverse and intersectional array of educators, including those with disabilities, in the development, design, and evaluation of AI systems ensures technology that is not only compliant with accessibility standards but also genuinely user-centric. Including the diverse and intersectional perspectives and experiences of people who are Native, Asian, Black, Latin(o/a/x), Middle Eastern or North African, Multiracial, and Pacific Islander, LGBTQ+, and from all economic backgrounds and abilities is essential if this technology is to be effective in its educational purpose.

Artificial intelligence should not be used to undercut educators by exposing them to unnecessary surveillance, undermining their rights, or taking over core job functions that are best done by humans. These tenets should be reflected in and protected through collective bargaining,

² Cecilia Ka Yuk Chan and Louisa H. Y. Tsi, “The AI Revolution in Education: Will AI Replace or Assist Teachers in Higher Education?,” *arXiv: 2305.01185* (2023), <http://arxiv.org/pdf/2305.01185>; Cathy McKay and Grace Macomber, “The Importance of Relationships in Education: Reflections of Current Educators,” *Journal of Education* 203, no. 4 (2021), <https://doi.org/10.1177/00220574211057044>; National Academies of Sciences, Engineering, and Medicine, *How People Learn II: Learners, Contexts, and Cultures* (2018), <https://doi.org/10.17226/24783>.

³ Stack Overflow, *2022 Developer Survey* (2022), <https://survey.stackoverflow.co/2022/>.

labor-management collaboration, and state laws.

AI-informed analyses and data alone should never be used for high-stakes or determinative decisions. While such data might be included among several other factors, the degree of its importance, weight, and reliability must be carefully considered in matters concerning items such as, but not limited to: employee evaluations; student assessment, placement, graduation, and matriculation; disciplinary matters; diagnoses of any kind; and matters of safety and surveillance. These decisions must rely primarily on the professional expertise and judgment of humans, who must consider equity, diversity, access, human rights, and other appropriate contextual considerations.⁴

PRINCIPLE 2

Evidence-based AI technology must enhance the educational experience

Artificial intelligence should only be adopted once there is data supporting a tool's appropriateness and efficacy with potential users and, for instruction-focused AI, its alignment with high-quality teaching and learning standards and practices. This evidence should come either from research conducted and reviewed by independent researchers or from industry-sponsored research that adheres to the same standards of methodology and peer review as independent research. If such research is unavailable, AI may be adopted on a pilot or trial basis if the evidence is being collected and analyzed in a timely manner,

with an agreement in place to cease the use of the technology if the results of the research do not show the intended benefits or do not serve educational goals.

Close attention must be paid to the needs of our most vulnerable learners, including students with disabilities, early learners, and emergent multilingual learners. AI technology must not conform to a purely ableist and privileged standard that neither serves nor adapts to the educational needs of students with disabilities. User cases that aid in the development of effective AI tools in education must be based on a range of disabilities (i.e., learning disabilities, hearing impairments, visual impairments, etc.). While some AI technology may improve accessibility and enhance these students' educational experiences, these students are susceptible to harm if AI is used inappropriately. There must be dedicated research and the establishment of clear guidance to help our schools ensure that AI-enabled technology is effective and appropriate for these students.

It is critical that systems, processes, and structures are created to ensure intentional and ongoing attention is paid to the extent to which biases built into AI technology and uses of AI-generated data further perpetuate racial injustice and social inequities in education. AI tools need to be carefully evaluated by educators, Native communities and communities of color, and rural communities to ensure these tools reflect the diversity of students' backgrounds and experiences and proactively avoid inequitable access to high-quality technology

⁴ See also *NEA Policy Statement on Teacher Evaluation and Accountability* on page 381.

and internet access. We must also ensure these tools do not subject students who are Native, Asian, Black, Latin(o/a/x), Middle Eastern or North African, Multiracial, or Pacific Islander to higher surveillance than their White peers, perpetuate school-to-prison and school-to-deportation pipelines, or create an over-reliance on content and assessment delivered by AI-enhanced technology rather than that of qualified educators.

Assessment of AI efficacy must not end after a tool is adopted. Innovations in technology, pedagogy, and content are ongoing, and AI tools must be reassessed regularly by educators to ensure they continue to provide the intended benefits and have not created unanticipated problems. Educators must be involved in both the initial and ongoing assessment of AI tools so that AI is used only if it will enhance, rather than detract from, students' educational experiences and their well-being. Educator involvement is critical to ensure that AI is implemented in ways that are effective, accurate, and appropriate for learners at all levels.

PRINCIPLE 3

Ethical development/use of AI technology and strong data protection practices

Artificial intelligence is far from flawless and requires human oversight, checks, and balances. Primary areas of concern include algorithmic bias, inaccurate or nonsensical outputs, violations of student and educator data privacy, and the considerable environmental impact of AI energy use. AI tools must be carefully vetted prior

to deployment and monitored after implementation to mitigate these hazards, guarantee ongoing transparency, and confirm that tools comply with current local, state, and federal laws. States, local districts, and higher education institutions should evaluate (and strengthen where necessary) their existing data governance plans prior to adopting AI tools. Particular attention must be paid to AI tools that aim to play any role in assessing/evaluating students or educators or would have monitoring or surveillance functions. AI tools proposed for any of these purposes should be approached with caution; evaluated, understood, and agreed to by appropriate interest holders (including students, educators, and families); and used with the understanding that AI data models and programming are biased, incomplete, quickly become outdated, and can result in unreliable and harmful results, particularly for Native students, students of color, and students with disabilities.

Educators, parents, and students must be made aware of what and how AI tools are used in schools and on campuses. Educators must receive ongoing learning opportunities that enable them to identify ethical hazards and how to handle them effectively if they arise. Institutional structures, such as review boards or scheduled audits, should also be put in place to enforce high-quality standards for the use of AI. Data collected through AI should be subject to protocols providing transparency about the types of data being collected and how the data is stored, utilized, and protected. These protocols must also clearly articulate whether and to what degree

AI is used for any form of monitoring or surveillance in educational settings and how this data will be governed. Additionally, these protocols must ensure the proprietary rights of students and educators in their original work.

Although these technologies operate in virtual spaces, AI and the cloud will consume increasing amounts of energy and require larger quantities of natural resources, which has the potential to increase greenhouse gas emissions. At present, generating a single image using a powerful AI model consumes as much energy as fully charging your smartphone.⁵ While it is nearly impossible for researchers to evaluate the full extent of the negative environmental impacts of AI technologies, decision-makers in school settings should be aware of the connection between AI and the environment and be mindful of environmental impacts throughout the planning and implementation phases.

PRINCIPLE 4

Equitable access to and use of AI tools is ensured

Gaps in educational opportunities, resources, and funding negatively affect student outcomes and are exacerbated for students living in rural areas, those who are Native, Asian, Black, Latin(o/a/x), Middle Eastern or North African, Multiracial, or Pacific Islander, and those who are LG-BTQ+. This has become clear regarding

educational technology, an area where students and educators in under-resourced schools and institutions have struggled to achieve equity. Deploying AI tools will further widen this digital divide if measures are not taken to guarantee access to all students and educators, from early childhood to higher education, regardless of ZIP code. Education systems must not only provide AI tools but also guarantee the technical support, devices, and internet infrastructure necessary to reliably access and use AI in the classroom and at home.

Artificial intelligence must also be used in equitable ways in schools and on campuses. To ensure all students – regardless of race/ethnicity, disability status, emergent multilingual learner status, or location – have access to learning opportunities that use AI to promote active learning, critical thinking, and creative engagement, we have to be intentional and proactive to prevent our biases from impacting how students experience AI technology. Educators must be cognizant of the potential for some students, particularly high-need learners, including students with disabilities and emergent multilingual learners, to be relegated to using AI only for rote memorization, standardized assessment, or finding answers to factual questions. Policies and procedures must be in place to guarantee that all students—not only the most advantaged or most advanced—are able to take full advantage of AI technology.

⁵ Melissa Heikkilä, “Making an Image with Generative AI Uses as Much Energy as Charging Your Phone,” *Technology Review* (Dec. 1, 2023). <https://www.technologyreview.com/2023/12/01/1084189/making-an-image-with-generative-ai-uses-as-much-energy-as-charging-your-iphone/>.

PRINCIPLE 5

Ongoing education with and about AI: AI literacy and agency

Effective, safe, and equitable use of AI technology in education requires that students and educators become fully AI literate and develop a greater sense of agency with this technology. The use of artificial intelligence extends into countless aspects of our personal and professional lives, and AI literacy must be part of every student's basic education and every educator's professional preparation and development.

Artificial intelligence is a vital component of the computer sciences but extends far beyond the computer science curriculum. Curricular changes should be made to incorporate AI literacy across all subject areas and educational levels so that all students understand the benefits, risks, and effective uses of these tools. These student learning experiences should be developmentally appropriate, experiential (allowing students to engage with various forms of AI-enhanced technology), and help students think critically about using AI-enhanced technology.

Educators must be afforded high-quality, multifaceted, ongoing professional learning opportunities that help increase their AI literacy and understand what, how, and why specific AI is being used in their educational settings. Learning opportunities must be provided to educators in all positions and at all career stages. Educators must know how to use AI in ways that are pedagogically appropriate within their content areas and for all learners, including early learners, students with disabilities, and emergent multilingual learners. These

learning opportunities must also help educators research and assess available evidence about effective AI uses in education; understand AI bias and know strategies for reporting and mitigating the harmful impacts of AI bias; and understand the ethical and data privacy hazards associated with AI-enabled technology and appropriate policies and standards in use by their educational institutions. Educators should be positioned to lead professional learning about the use of AI tools in educational settings.

Association Advocacy and Action

NEA believes that artificial intelligence has the potential to transform the educational experience for our students and the professional experience of educators. Therefore, it is imperative that NEA play a leading role in ensuring that the transformation is a positive one.

The expansive role that artificial intelligence plays in our education systems continues to grow, and it will impact us all in ways that we have yet to fully understand. NEA and its state and local affiliates should call for and actively engage in coalitions, research, commissions, and committees studying and making recommendations about AI adoption, effectiveness, and safety in education. Artificial Intelligence technology offers intelligence without consciousness, and NEA must ensure that the interpersonal human connection between students and educators is of primary importance, along with well-being, safety, equity, and access.

Racial and social justice are deeply held core values of the Association, and we

cannot tolerate a wider spread of discrimination, inequity, and injustice in our education systems for any reason, including for reasons related to biases in artificial intelligence algorithms. Students and educators with disabilities, Native people and people of color, or those who represent marginalized groups and identities are more likely to be negatively impacted by biased and incomplete AI data and tools and the decisions that can result from them, as well as the negative consequences of climate change intensified by the development of AI technologies.

Understanding the technology is critical but it is absolutely essential for all educators and administrators to have ongoing opportunities for the types of professional development described in the *NEA Policy Statement on Safe, Just, and Equitable Schools* (2022).⁶ That is, educators and administrators must have quality professional opportunities that allow them to develop “cultural competence and responsiveness including awareness of one’s own implicit biases and trauma, understanding culturally competent pedagogy, and becoming culturally responsive in one’s approach to education and discipline/behavior.”

This skill and knowledge will position educators and administrators to be able to select inclusive AI tools while also applying their pedagogical expertise to ensure the tools are effective and meet the needs of their diverse learners. Further, this knowledge can help educators see and understand biases that may result from AI

tools and develop appropriate remedies or approaches to help students succeed.

The NEA will advocate at the federal, state, and local levels to prevent the design, adoption, and use of AI tools and data that are unsafe or harmful, and the Association will be vigilant in applying its core beliefs to its advocacy.

NEA will advocate at the federal, state, and local level for the environmental impacts of AI to be considered in decision-making processes around the development and application of AI tools. Further, NEA will ensure any of its own materials, tools, or professional learning opportunities related to AI consider and cover its environmental impact.

NEA will advocate at the federal, state, and local levels for the ethical, safe, and appropriate use of effective AI tools and related data and for equitable access to this technology. Further, NEA will develop guidance to help affiliates and members advocate in bargaining and non-bargaining contexts. A critical component of the Association’s advocacy must be to ensure that the voices of students and educators with disabilities, Native and indigenous peoples, people of color, and those representing marginalized groups and identities are meaningfully engaged in policy development, rulemaking, and implementation efforts. Working in partnership with allies, particularly students and parents, will further strengthen the Association’s ability to influence positive policy and practice.

NEA, in partnership with allied organizations, should also develop high-quality

⁶ See *NEA Policy Statement on Safe, Just, and Equitable Schools* at page 403.

learning opportunities for its members on AI literacy, using AI in instructional contexts, and issues of AI ethics and equity. These opportunities should be multifaceted in terms of their format to have the greatest reach.

Other NEA Documents and History

History and Development of the NEA-ATA Relationship

In 1966, Black and white educators demonstrated their concern for the unity and integrity of the education profession by completing a merger of the National Education Association and the American Teachers Association (ATA).

The merger of NEA and ATA paved the way for merger agreements between African-American and white associations in state and local affiliates throughout the South. It also signaled NEA's great leap forward in terms of promoting civil and human rights of educators and children. For decades ATA had sought to eliminate discrimination in education, to eradicate racism in American society, to improve the education of children, and to strengthen the educational systems of communities.

ATA had its roots in the National Association of Teachers in Colored Schools, founded in 1904 by J.R.E. Lee of Tuskegee Institute in Alabama. Under the leadership of its first executive secretary, H. Councill Trenholm, ATA expanded its membership from 3,100 in 1944 to 11,000 in 1947. By 1963, ATA membership had grown to over 75,000 educators—Black and white—and the association had become known as an advocate of equality of educational opportunity for every child and equality of professional status for every teacher.”

Although the NEA governing documents had never placed racial restrictions

on membership, little was done in the early years to encourage Black educators to participate in Association affairs. While Booker T. Washington had addressed the NEA convention in 1884, there were few other signs of cultural pluralism in NEA.

NEA's first positive step toward organizational integration was the creation in 1926 of a committee to investigate the status of Black teachers in the United States. Two years later, the NEA Representative Assembly established the Committee to Cooperate with the National Association of Teachers in Colored Schools as a permanent committee with a regular budget appropriation. In 1940, the Joint Committee of NEA and the newly renamed American Teachers Association was established under the leadership of NEA President Donald DuShane and Dr. Trenholm.

Over the years the NEA-ATA Joint Committee did much to improve the status of Black educators in NEA. The committee obtained a ruling from the NEA Executive Committee that Black teachers could be certified as NEA members through the white state association in states where the black state association was not affiliated with NEA. The Joint Committee also succeeded in having the NEA Bylaws reinterpreted to permit the affiliation of so-called second state associations, which made it

possible for representatives of these associations to serve as delegates to the NEA Representative Assembly.

In July 1952, the Joint Committee recommended that the Board of Directors, pursuant to the policy established in the Bylaws by the 1950 Representative Assembly, choose for the 1953 Representative Assembly a city where there would be assured equality in all accommodations. Subsequently, the Board voted that the 1953 Representative Assembly be held in Miami Beach, Florida. Thus, in 1953, NEA became the first large national organization to hold its national convention in the South under nondiscriminatory conditions.

The NEA-ATA Joint Committee worked with the American Textbook Publishers Association and the Southern Textbook Publishers Association to identify textbook writers, editors, and consultants who were without racial bias. Working with the American Child Health Association, the Joint Committee studied the health and health problems of Black children. The Joint Committee sponsored courses, activities, and

publications about race relations and minority group problems.

In testimony to the effectiveness of the NEA-ATA Joint Committee, the 1966 NEA Representative Assembly, meeting in Miami Beach, gave unanimous approval to the merger of NEA and ATA, and ATA delegates approved merger by a vote of 178 to 3. The Human and Civil Rights Awards Ceremony during the NEA Annual Meeting honors and celebrates recipients from around the country who advance the cause of racial and social justice.

A highlight of the 1991 NEA Representative Assembly in Miami Beach was a commemoration of the 25th anniversary of the merger of NEA and ATA. The celebration featured Association leaders who were involved in the NEA-ATA merger and in the mergers of the dual state affiliates.

The 2016 NEA Representative Assembly in Washington, DC featured the 50th Anniversary celebration of the NEA-ATA merger of 1966.

Code of Ethics of the Education Profession

Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social

or cultural background, or sexual orientation, unfairly—

- a. Exclude any student from participation in any program;
- b. Deny benefits to any student;
- c. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in pre-

venting the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a noneducator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

—Adopted by the 1975 Representative Assembly, amended 2010

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