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NATIONAL  
EDUCATION  
ASSOCIATION

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*Great Public Schools  
for Every Child*

# 2007 Handbook

# **NEA Handbook 2006–2007**

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

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# Foreword

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The *NEA Handbook* is published 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, and the Legislative Program, resolutions, 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 plan, membership, and recognized NEA caucuses.

Online editions of the handbook appear on the Association's web site at [www.nea.org/handbook](http://www.nea.org/handbook) and through access to *Connect*, NEA's Intranet site, at [connect.nea.org/policydocs/handbook.html](http://connect.nea.org/policydocs/handbook.html).

Questions and other comments related to the *NEA Handbook* may be emailed to [Handbookeditor@nea.org](mailto:Handbookeditor@nea.org).

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*NEA Executive Office*  
*1201 Sixteenth Street, NW*  
*Washington, DC 20036*



# The National Education Association

## Vision, Mission and Values

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*Adopted at the 2006 NEA Representative Assembly*

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### **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.

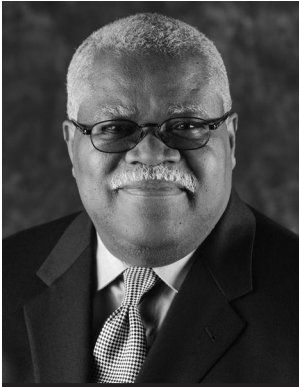
**Professionalism.** We believe that the expertise and judgment of education professionals are critical to student success. We maintain the highest professional standards, and we expect the status, compensation, and respect due all professionals.

**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.







## NEA's Inspiration and Motivation

---

It starts with a child in a classroom. Nature gave the child an inquisitive mind and an insatiable appetite for learning. The child's family provided shelter and nourishment, as well as love and encouragement.

The child enters the classroom and finds a safe and stimulating environment. Textbooks are new and up to date. There are computers for research, art supplies for special projects, and laboratory materials for science experiments. Most important of all, there's a qualified and caring teacher who has time to give every child the individual attention that he or she deserves.

That's how it is supposed to be in a classroom—and for most of the 49 million children in our nation's public schools, that's how it is. But most is not good enough.

The vision of the National Education Association is that every child has a basic right to a great public school. And we won't rest until this vision becomes reality.

This vision is the impetus for everything we do. It is reflected in the mission statement and core values that were adopted by our Representative Assembly in 2006 and in the daily actions of 3.2 million NEA members.

When we sound the alarm about the misguided obsession with one-size-fits-all tests, it isn't only to relieve teachers from burdensome paperwork, but to let them get back to the kind of teaching that engages and inspires students.

When we call for smaller classes, it isn't to lighten our workload, but to give each child more of our time and attention.

When we advocate for pre-K programs and tutors and other investments in education, it isn't to make our jobs easier. We do it all for that child in the classroom.

The world has changed tremendously since I started teaching science some 40 years ago. Many cell phones today are more powerful than the first large computers.

Schools must keep up with the changing world, and the NEA is doing its part.

We have more resources than ever to help teachers and administrators—including toolkits, information on our website and webcasts.

We have recognized and responded to changes in the political environment. We can no longer take it for granted that all elected officials support public education.

We have recognized the achievement gaps that reflect divisions in our society, and we are leading the effort to bridge those gaps. We have redoubled our efforts to work together with parents, students and members of the community to strengthen and improve our public schools.

NEA has adapted to a changing world – our vision, mission, and core values reflect this change.

We still believe that great public schools are a basic right for every child.

We still represent the system of public education that has built the greatest society in the history of the world.

We know that education is vital in ensuring that our nation remains committed to justice, democracy and mutual respect for our fellow citizens.

And, yes, we still know that public education opens the door of opportunity—and we are committed to keeping that door open.

These are the principles that guide us every day, and help us keep our bearings in a fast-moving world.

NEA exists to provide a quality education to all children and to serve the needs of its members. The two go hand-in-hand. We enhance the professionalism of education employees by providing them with opportunities to develop their skills and improve their teaching techniques, and we advocate for the kind of compensation and working conditions that they deserve as professionals.

Our inspiration and our motivation remain the same. It all starts with a child in the classroom.

**Reg Weaver, *president***



# The Foundation for Success

---

The National Education Association is proud of our leadership in helping to make public schools great for every child. We share America's desire for its public schools to succeed, and we readily acknowledge our vital role in this endeavor. While we are making strides toward this goal, we know that we have much work ahead of us to fulfill this mission.

Our Strategic Plan and Budget reflects our commitment to help every child succeed. The Association's Strategic Goals (on page 41) provide a powerful underpinning for the Strategic Plan and Budget as NEA works to close the achievement gaps, reach out to ethnic minority communities, improve our members' salaries, and provide strategic support on tax and economic policies and school funding. The Strategic Plan and Budget also advances NEA's work to recruit, retain, and engage members as well as build our grassroots capacity.

Through this strategic planning and budgeting process, NEA has taken aggressive steps to create more effective and efficient ways of operating, while at the same time preserving and enhancing the quality of the products and services it delivers. While the Strategic Goals are designed to address key challenges, the Operational Service Areas address regular, ongoing programs and services that define the organization's core functions, such as providing affiliates relevant and meaningful programs and services; advocating for the economic, legal, political, professional and social interests of members; communicating with leaders, staff, and the general public; governance activities and leadership development; and the Association's business operations.

This venture is a marked departure from previous years. Specifically, the Association's Vision, Mission, and Core Values along with the Strategic Goals have formed the foundation upon which everything else is built so that all plans going forward are in alignment and based on a clear purpose.

Governance and staff leadership along with key stakeholders of the organization have actively engaged in self-examination for the purpose of building a more focused and stronger NEA that will serve our members, our affiliates, and our key customers—the nation’s public school students—in the best way possible. The Association’s current strategic planning process integrates planning, budgeting, and continuous quality improvement. This helps to ensure that the budget allocations will be based on sound and well thought-out plans.

The Strategic Plan and Budget has also been crafted, communicated, and implemented through a highly participative process. A team of leadership and staff have worked together to identify what the role of the Association should be as we protect public education and education employees in these uncertain times.

The goal of the planning process was to establish a clear direction for the Association as communicated by an action-oriented two-year strategic budget. The Association’s budget is its most important planning document; augmenting it with a companion workplan provides a framework for achieving long-range goals by setting measurable objectives.

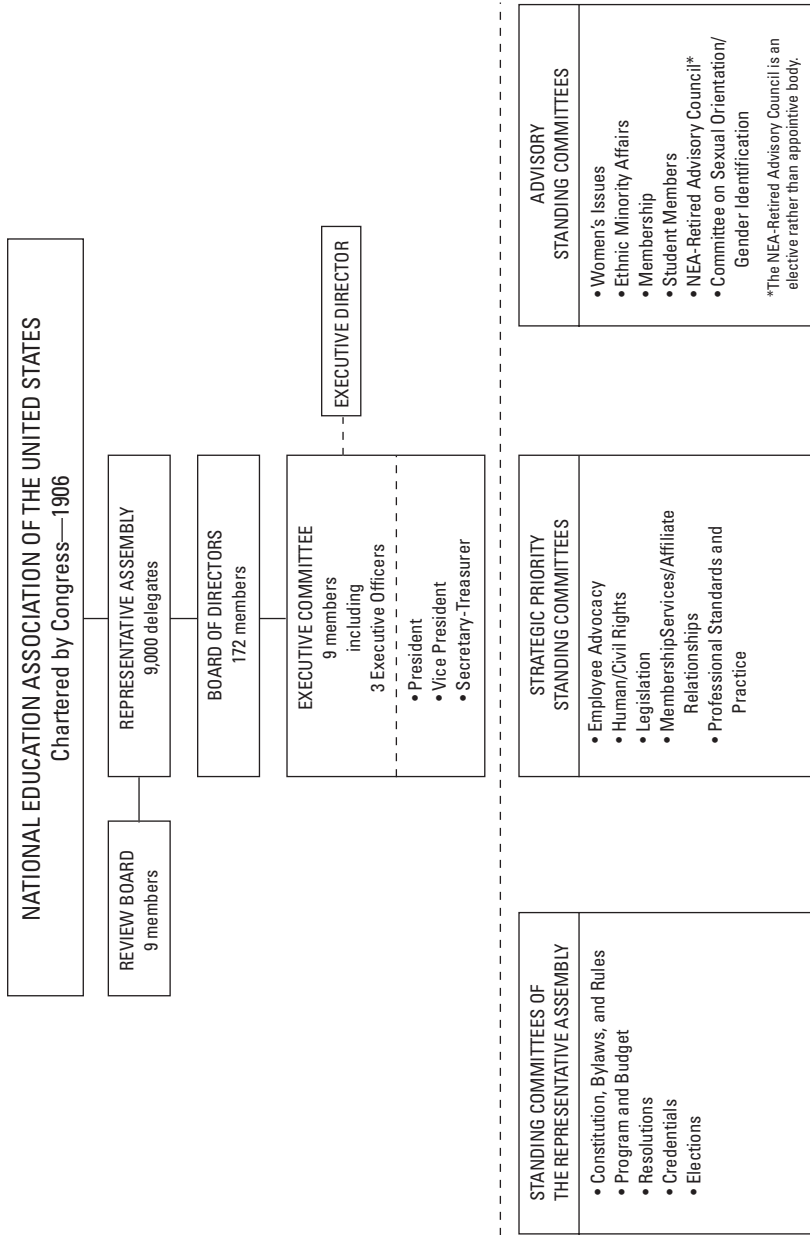
A key success factor in developing and implementing any strategic plan is the ability to quickly assess when adjustments are needed. With that in mind, NEA developed indicators to regularly track and chart progress in meeting the Association’s goals.

There are, and will continue to be, significant returns on investments made by NEA. Our products and services impact the daily lives of millions of students and education employees. The goals we have set for the future will enhance opportunities for children and public education within an ever-changing political, social, and economic environment.

We have embarked on an ambitious goal to ensure that no students are denied their basic right to a quality public education. We are now positioned as an organization to capitalize on opportunities, address challenges, and provide the leadership to make this vision a reality!

**John I. Wilson**, *executive director*

## NEA Structure



Note: This chart does not include ad hoc internal committees of the Board of Directors and Executive Committee.



# NEA Governance

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## 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 9,000 delegates representing local and state affiliates, Student 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.

REG WEAVER, *president*  
(202-822-7944)

DENNIS VAN ROEKEL, *vice president*  
(202-822-7499)

LILY ESKELSEN, *secretary-treasurer*  
(202-822-7479)



## **Board of Directors and Executive Committee**

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

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 Student members of the Association.

The Board may also include at-large representatives of ethnic minorities, administrators, classroom teachers in higher education, and Active members employed in educational support positions. The Board meets four times a year, plus one meeting in conjunction with the Annual Meeting.

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.

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.

## **Board of Directors**

### **Alabama**

- JUDY W. BELL, counselor (K-6), Kitty Stone Elementary; 2006-2009
- ANITA GIBSON, classroom teacher (elem.), ELL/At-Risk K-8, DeKalb County School System; 2001-2009
- SARA S. HORTON, education support professional, Transportation, Mobile County Public Schools; 2002-2008
- JO ANN SPRAGGINS, classroom teacher (elem.), K-3 Special Education, Vestavia Hills Elementary West; 2004-2007 *Partial*

### **Alaska**

- KATHLEEN L. WIGHT-MURPHY, classroom teacher (sec.), special education, Grades 6-8, Colony Middle School; 2004-2007

## Arizona

ANNIE K. CREGO, classroom teacher (elem.), Grades 5-6, South Beaver Magnet School; 2005-2008

JANIE HYDRICK, classroom teacher on assignment (K-12), Mesa Public Schools Career Ladder; 2006-2009

## Arkansas

CATHY KOEHLER, classroom teacher (elem.), Library Media Specialist, Baseline Elementary; 2006-2009

## California

JANICE L. AULD, classroom teacher (elem.), Kindergarten, Harmon Johnson Elementary School; 2002-2008

CAROLE C. BAILEY, classroom teacher (elem.), Counselor/Project Teacher, Colonel Mitchell Page Middle School; 2005-2008

DARLA L. BRAMLETTE, classroom teacher (elem.), Kindergarten, Amy B. Seibert School, 2006-2009

ERROL J. CAMPBELL, classroom teacher (sec.), Marketing, Grades 11-12, Fremont High School; 2004-2010

TAMARA L. CONRY, classroom teacher (sec.), Math, Grades 7-8, Paradise Intermediate School; 2003-2008

GUY V. DE ROSA, teacher on special assignment, Staff Developer, Language Arts, El Monte City School District; 2004-2010

MARGIE GRANADO, classroom teacher (elem.), K/1, Montebello Teachers Association; 2006-2009

BRUCE A. LEE, classroom teacher (sec.), Technology, Grades 6-8, Thomas Starr King Middle School; 2005-2008

CAROL MATHEWS, classroom teacher (sec.), Drama 9-12/English 9, Mira Costa High School; 2006-2010

JAMES M. ROGERS, classroom teacher (sec.), Social Studies, Grade 8, Imperial Middle School; 2006-2009

VIRGINIAANN G. SHADWICK, classroom teacher (higher ed.), Librarian, San Francisco State University; 2003-2009

MARC R. STERNBERGER, education support professional, Speech/Language Pathologist, Psychological Services; 2005-2008

PATTY BLUME TAYLOR, counselor (elem.), Local President, San Bernardino Teachers Assoc.; 2003-2009

KC WALSH, classroom teacher, Local President, Oak Grove Educators Assoc.; 2006-2010

PATRICIA E. WHYTE, classroom teacher (sec.), Spanish, Grades 9-12, Vallejo High School; 2003-2009

CHARLIE YOUNG, classroom teacher (sec.), U.S. Government, Grade 12, Modesto High School; 2006-2009

## Colorado

BARBARA CLEMENTI, classroom teacher (sec.), Language Arts, Heaton Middle School; 2003-2009

BRENN A. ISAACS, classroom teacher (elem.), Grade 5, Aurora-Littleton UniServ; 2005-2008

## Connecticut

RAE M. BACZEK, classroom teacher (sec.), Math, Grades 9-12, Greenwich High School; 2003-2009

MAUREEN A. HONAN, classroom teacher (elem.), Special Education Resource, Pomperang High School; 2005-2008

## Delaware

SARAH E. ROSS, classroom teacher (elem.), Rehoboth Elementary School; 2001-2007

## District of Columbia

LESLIE RICHARDS, classroom teacher (higher ed.), Sociology, Univ. of DC, Washington, DC; 2004-2007

## Federal Education Association

TRUDY H. POLLARD, classroom teacher (sec.), Social Studies, Lakenheath Middle School, United Kingdom; 2004-2007

## Florida

RUBY GEORGE, classroom teacher, Duval Teachers United; 2003-2009

ROBERT C. HAM, classroom teacher (sec.), Social Studies, Grades 9-12, Geography, Local President, Marion Education Assoc.; 2005-2008

CARIMENIA F. HAMPSHIRE, education support professional, Administrative Support Assistant, Clay County School Board; 2001-2007

ROBERT L. RUSHLOW, education support professional, Maintenance, Island Coast Service Unit; 2002-2008

## Georgia

KAREN C. SOLHEIM, classroom teacher (sec.), ELA 9-12, Oconee County High School; 2006-2009

SHIRLEY L. WHITE, classroom teacher (elem.), Grade 1, North Lafayette Elementary; 2004-2007

## Hawaii

JAN TURNER, classroom teacher (elem.), Grade 4, Solomon Elementary; 2006-2009

## Idaho

TERRI M. SANDERS, classroom teacher (elem), Special Education, Grades 3-4, Mountain Home AFB; 2004-2007

## Illinois

KATHLEEN E. GRIFFIN, classroom teacher (elem.), Albert Einstein Elementary School; 2006-2009

ALBERT J. LLORENS, classroom teacher (sec.), Mathematics/Track Coach, Thornridge High School; 2005-2008

GARY R. MILLER, classroom teacher (sec.), Physical Science, Williamsville High School; 2005-2008

- MIKE ORR, classroom teacher (sec.),  
Driver Education, Rockridge High  
School; 2005-2008
- TERRIE A. TUDOR, classroom teacher  
(elem.), Drama, Grades 6-8, Hubble  
Middle School; 2006-2009
- WILLIAM S. WRIGHT, classroom teacher  
(sec.), U.S. History, Glenbard North  
High School; *Home*: 69 Hampton Rd.,  
Montgomery 60538 (630-896-1474)  
[wrightiea@aol.com] 2004-2007

## Indiana

- CALLIE MARKSBARY, classroom teacher  
(elem.), Grade 2, Vinton Elementary;  
2004-2007
- NATHAN G. SCHNELLENBERGER, class-  
room teacher (sec.), Science, Grade  
8, Forest Park Jr. Sr. High School;  
2005-2009
- RICHARD B. WRIGHT, classroom teacher  
(sec.), Eastbrook High School,  
Marion; 2002-2008

## Iowa

- GAYLE Y. JEFFERS, classroom teacher  
(sec.), French, Grades 9-12, East High  
School; 2001-2007
- JIM YOUNG, classroom teacher (elem.),  
Grade 4, Hansen Elementary School;  
2003-2009

## Kansas

- MARK FARR, classroom teacher (sec.),  
Science, Grades 9-12, Nickerson High  
School; 2006-2008 *Partial*
- PAMELA J. TAVERNER, classroom teacher  
(sec.), Language Arts, Grade 12,  
Clearwater High School; 2001-2007

## Kentucky

- RICHARD D. DAVENPORT, education  
support professional, Bus driver,  
Anderson County Bus Garage;  
2005-2009
- DIANE MCKIM, classroom teacher (sec.),  
Physics and Math, DuPont Manual  
High School; 2005-2008

**Louisiana**

CYNTHIA HENDERSON, classroom teacher,  
C.E. Byrd High School; 2007 *Interim*

**Maine**

GRACE LEAVITT, classroom teacher (sec.),  
Spanish, Grades 9-12, Greely High  
School; 2006-2009

CRYSTAL D. WARD, classroom teacher  
(sec.), Government and U.S. History,  
Lewiston High School; 2000-2008

**Maryland**

ABBY P. BEYTIN, classroom teacher  
(elem.), Kindergarten, Timber Grove  
Elementary; 2003-2009

ANNA-MARIA HALSTEAD, classroom  
teacher (elem.), Eleven Month  
Teacher, Carroll County Public  
Schools; 2004-2007

JOHN T. RILEY, classroom teacher (elem.),  
Instructional Consultation Facilitator,  
Cresaptown Elementary School;  
2005-2008

BARBARA YOST, education support  
professional, Educational Secretary,  
Prospect Elementary; 2006-2007  
*Interim*

**Massachusetts**

MAUREEN L. CARLOS, classroom teacher,  
Coping Room 7&8, Acting Team  
Evaluation Chairperson; 2006-2009

EILEEN A. CLEARY, classroom teacher  
(elem.), Special Education, Grades 9-  
12, Brockton High School; 2005-2008

JACQUELINE A. GORRIE, classroom  
teacher (elem.), Kindergarten, Pole/  
Summer Street School; 2001-2007

JOHN L. REED, classroom teacher (sec.),  
Social Studies and Mentor Trainer,  
Barnstable High School; 2002-2008

GERARD P. RUANE, classroom teacher  
(sec.), Social Science, Grade 7,  
Linden School; 2001-2007

## Michigan

DONNA A. ANDERSON, education support professional, Paraprofessional, Farms Intermediate School; 2004-2007

CONNIE BOYLAN, education support professional, Library Media Paraprofessional, Norris Elementary; 2006-2009

THOMAS W. BRENNER, classroom teacher (sec.), Grades 9-12, Novi High School; 2005-2009

JOYCE LALONDE, classroom teacher (elem.), Grade 4, Rose Kidd Elementary School; 2002-2008

LYNN S. MASON, classroom teacher (sec.), P.E and Health, Grades 6-8, Belding Middle School; 2002-2007

KATHERINE MURPHY, classroom teacher (sec.), Biology and Chemistry, Grades 9-10, Belleville High School; 2006-2008 *Partial*

ANA V. SANCHEZ, classroom teacher (elem.), on full-time release, MEA/ Pontiac; 2004-2007

## Minnesota

ROBERT J. GARDNER, classroom teacher (sec.), English, Grades 10-12, Edina High School; 2005-2008

PAUL M. MUELLER, classroom teacher (sec.), Career and Technical Education, Brooklyn Center Junior/Senior High School; 2000-2007

MARY B. SUPPLE, classroom teacher (middle), Math and Science, Grade 6, Richfield Middle School; 2004-2007

## Mississippi

RENA BUTLER, classroom teacher, Coahoma County Middle School; 2006-2007 *Interim*

## Missouri

DON SCHULTE, classroom teacher (sec.), Social Studies, Pattonville High School; 2004-2008

CHARLES E. SMITH, classroom teacher (sec.), English, Grades 9-12, Center Senior High School; 1999-2007

## Montana

SHERRY L. MCMORRIS, classroom teacher (elem.), Computers, Technology, Central Elementary Sidney Public Schools; 2003-2009

## Nebraska

MARK SHIVELY, classroom teacher (sec.), Special Education, Teacher Administrative Center; 2005-2008

ARTHUR TANDERUP, classroom teacher (sec.), Library/Media Specialist, Tekamah-Herman Schools; 2001-2007

## Nevada

KENNETH D. BUHRMANN, classroom teacher (sec.), English, Grades 11-12, McQueen High School; 2005-2008

TOM WELLMAN, classroom teacher (sec.), Counselor, Community College High School; 2005-2008

## New Hampshire

KEVIN FLEMING, classroom teacher (sec.), Social Studies, Winnacunnet High School, Hampton; 2004-2008

## New Jersey

RONALD G. BURD, classroom teacher (elem.), Physical Science, Grade 8, Woodglen School; 2003-2009

JAMES L. GAVITT, classroom teacher (sec.), Special Education, Grades 9-12, Middle Township High School; 2006-2009

MICHAEL GORDY, education support professional, Paraprofessional, Winslow Township Upper Elementary School; 2006-2007 *Partial*

JACQUI GREADINGTON, classroom teacher (sec.), Vocal Music, Grades 7-8, East Orange Education Association; 2002-2008



WALTER P. KRICHLING, JR., classroom teacher (sec.), Social Studies, Grade 8, Timberlane Middle School; 2004-2007

MICHAEL KRUCZEK, classroom teacher (sec.), Math and Computer, Grades 9-12, Phillipsburg High School; 2006-2007 *Partial*

THOMAS MACGREGOR, classroom teacher (sec.), Business Education, Grades 9-12, CCTEC; 2006-2009

SUSAN VIGILANTE, classroom teacher (elem.), Grade 3, Borough School; 2001-2008

FRANK J. ZAREMBA, PHD., classroom teacher (sec.), History, Grades 9-12, Middlesex County Vo-Tech High School; 2005-2008

## **New Mexico**

CAROL L. TEWELEIT, classroom teacher (sec.), Middle School Counselor, Mountain View Middle School; 2006-2009

## **New York**

JOSEPH S. DUSHKO, classroom teacher (elem.), Special Education, Sherburne-Earlville Elementary School; 2006-2009

DEBBIE MINNICK, education support professional, Paraprofessional, South Hill Elementary; 2003-2007

## **North Carolina**

MELISSA E. BARTLETT, classroom teacher (sec.), ESL, K-12/Language Arts, 6-9, Center for 21st Century Skills; 2006-2009

HIAWATHA FOSTER, classroom teacher (sec.), Grades 9-12, Myers Park Senior High School; 2001-2007

SUSAN H. MARTIN, classroom teacher (elem.), Technology, Grove Park Elementary School; 2005-2008

## **North Dakota**

PAULINE F. WAHL, classroom teacher (elem.), Social Studies, Grade 6, Jim Hill Middle School; 2001-2007

---

**Ohio**

MARSHALL J. BUCKLEY, classroom teacher (elem.), Math and Science, Grade 6, Orchard Hollow Elementary; 2003-2009

DELORIS ROME HUDSON, classroom teacher (sec.), Life Skills, Family and Consumer Sciences, Grade 9, Hamilton Freshman School; 2004-2007

MICHAEL JORDAN, classroom teacher (elem.), Social Studies, Grade 8, Bath Middle School; 2006-2009

WILLIAM W. LEIBENSPERGER, classroom teacher (sec.), English, Grades 9-12, Sout-Western City School; 2006-2009

REBECCA J. MAYER, classroom teacher (elem.), Math and Science, Grade 5, Edison Elementary; 2005-2008

LEE C. SCHREINER, classroom teacher (elem.), Gifted (Enrichment), Grades K-4, Alton Hall Elementary School; 2005-2008

KATHRYN E. TURNING, classroom teacher (sec.), Social Studies, Grades 9-10, Wooster High School, Wooster; 2001-2007

**Oklahoma**

LINDA S. HAMPTON, classroom teacher (elem.), Language Arts, Grades 4-8, Pleasant Grove School; 2002-2008

GREG A. JOHNSON, classroom teacher (sec.), Choir Director, Mustang High School; 2003-2009

**Oregon**

ELIZABETH H. NAHL, counselor (elem.), Child Development Specialist, Orenco Elementary School; 2004-2008

KAREN WATTERS, classroom teacher (elem.), Grade 3, East Primary; 2006-2009

**Pennsylvania**

RICHARD W. ASKEY, classroom teacher (elem.), Grades K-8, Downey School; 2004-2007

VALERIE C. BROWN, classroom teacher (elem.), Grade 3, Hoover Elementary School; 2006-2009

MARY A. COPLOFF, classroom teacher (middle), Enrichment Specialist, Grades 6-8, Central Mountain Middle School; 2005-2008

SUSAN DILLON, classroom teacher (sec. and higher education), English, Grade 12, California Area School; 2002-2007

RICHARD D. EBERLIN, classroom teacher (sec. and higher education), Physics, McDowell Senior High School; 2002-2009

MICHAEL L. EVANS, classroom teacher (elem.), Behavior Support, Grades K-6, Turner School; 2001-2008

TIMOTHY T. GRAHAM, classroom teacher (elem.), Instructional Support, Linwood Elementary School; 2005-2007 *Interim*

LINDA A. WHITE, education support professional, Educational Secretary, Lakawanna Trail School; 2003-2009

### **Rhode Island**

TIA G. SCIGULINSKY, classroom teacher (sec.), Social Studies, Grades 10-12, Newport School Department; 2001-2007

### **South Carolina**

JOYCE R. WILSON, classroom teacher (elem.), Math and Science, Grade 5, West Pelzer Elementary; 2006-2009

### **South Dakota**

MARLYS B. PEARSON, classroom teacher (sec.), Gifted Education, Ed/Language Arts, Edison Middle School; 2002-2008

### **Tennessee**

PAULA BROWN, classroom teacher (elem. and sec.), Instructional Coach, Project GRAD Knoxville; 2005-2007 *Interim*

NITA JONES, classroom teacher (elem.),  
Counselor, Dyersburg Primary  
School; 2001-2009

GUY STANLEY, classroom teacher (sec.),  
Speech, Theatre Debate, Psychology,  
Greenbrier High School; 2002-2008

## Texas

GINNY LEE EVANS, classroom teacher  
(sec.), ESL/Sheltered Social Studies,  
Hebron High School; 2005-2008

RITA HAECKER, classroom teacher  
(elem.), Bilingual, Grade 1, Kocurek  
Elementary; 2004-2007

RHONDA GAIL SCHELL, classroom  
teacher (elem.), Special Education/  
Inclusion, Martin Elementary School;  
2006-2009

## Utah

RYAN C. ANDERSON, classroom teacher  
(sec.), English/Art, Grand County  
High School; 2005-2008

JESSE DEHAY, classroom teacher (sec.),  
Counselor, Grades 7-9, Fairfield Jr.  
High School; 2005-2009

## Vermont

JOYCE SULLIVAN, classroom teacher  
(sec.), English, Grades 7-8,  
Brattleboro Area Middle School;  
2003-2009

## Virginia

MEG GRUBER, classroom teacher (sec.),  
Earth Science, Forest Park High;  
2001-2007

PRINCESS R. MOSS, classroom teacher  
(elem.), Music, Virginia Education  
Association; 2006-2009

STEPHEN G. WHITTEN, classroom teacher  
(sec.), English, Grade 6, Bluestone  
Middle School; 2005-2008

## Washington

KATHLEEN AXTELL, education sup-  
port professional, ESP/Paraeducator  
Council President, WEA Chinook  
UniServ Council; 2006-2009

KEVIN TEELEY, classroom teacher  
(elem.), Grade 5, Lake Washington  
Education Association; 2005-2007

*Partial*

DAVID THEISEN, classroom teacher  
(elem.), Grades K-6, Covington  
Elementary; 2002-2008

KARLE WARREN, classroom teacher  
(elem.), 5th Grade, Heights  
Elementary; 2003-2009

## **West Virginia**

JOSH D. STOWERS, classroom teacher  
(sec.), Biology and Physical Science,  
Capital High School; 2006-2009

## **Wisconsin**

ROBERT W. FITZSIMMONS, classroom  
teacher (sec.), History, Grades 9-  
12, Beloit Memorial High School;  
2004-2008

PAUL W. HAMBLETON, classroom teacher  
(sec.), English, Grades 9-12, Baldwin-  
Woodville High School; 2003-2007

SALLY J. HEIDEMAN, classroom teacher  
(sec.), Tremper High School;  
2001-2007

SHELLY C. MOORE, classroom teacher  
(sec.), Drama/English, Ellsworth  
High School; 2005-2008

GLENN N. SCHMIDT, classroom teacher  
(elem.), Special Education, Northside  
Elementary, Sun Prairie; 2003-2009

## **Wyoming**

KATHY VETTER, classroom teacher (sec.),  
Special Education, Wheatland High  
School; 2006-2009

## **Student Directors**

BENJAMIN J. BOBIER, 2006-2007

MICHAEL S. WEISBROD, ] 2006-2007

CHERRYLL WILKERSON, 2006-2007

**Retired Directors**

AL BEAMISH, 2002-2008

SARAH E. BORGMAN, 2004-2007

AGNES H. CHAVIS, 2005-2008

JEAN M. DOBASHI, 2004-2007

LINDA A. SOMO, 2006-2009

JIM SPROUL, 2006-2009

**At-Large Directors**

SUSAN WILLIAMS BROWN, classroom teacher (higher ed), Mathematics, Gadsden State Community College; 2004-2007

JANIS Y. EGGERT, education support professional, Transportation, Lebanon Community Schools; 2004-2007

ZACH GALVIN, administrator, Vice Principal, Natick High School; 2006-2007 *Partial*

ARTHUR GOFF, education support professional, Special Education; 2004-2008

KAY HANSEN, education support professional, Paraprofessional, Denmark Elementary; 2006-2009

RAY HEIDEMAN, education support professional, Paraprofessional, Trempen High School; 2001-2008

VERONICA HENDERSON, education support professional, Custodian of Records, Baltimore County Public Schools; 2005-2008

DAVID C. HOCKADAY, education support professional, President Support Staff, Michigan Education Association; 2001-2007

SHIRLEY HOWARD, education support professional, Bus Driver, Midland I.S.D; 2003-2009

REBECCA S. MARKS, education support professional (middle), Educational Sign Language Interpreter/Translator, Burke High School; 2005-2008

YOLANDA C. MOLINA, education support professional, Entry Data Specialist/Migrant Recruiter, Mercedes I.S.D.; 2003-2009

THERESA MONTAÑO, higher education, Chicana/o Studies, Cal State University Northridge; 2004-2007

MICHAEL MUSSER, education support professional, Carpenter, Facilities Services Dept.; 2006-2009

SALLY PESTANA, higher education, Medical Laboratory Program Technician, Kapiolani Community College – Univ. of Hawaii; 2005-2008

SHARON SCOTT, education support professional, Cherokee Elementary School; 2002-2008

CHUCK THOMPSON, education support professional, Bus Driver, Radnor Township; 2004-2007

### **Nonvoting At-Large Directors**

TOMMIE MCCUNE, Black Caucus, classroom teacher (elem.), Reading, Grades 4-5, Altavista Elementary School; ] 2006-2007

MARTY MEEDEN, *chairperson*, American Indian/Alaska Native Caucus, classroom teacher (elem.), Grades K-8, Buena Vista School; 2006-2007

ROBERT MUÑOZ, *chairperson*, Hispanic Caucus, classroom teacher (elem.), Grade 6, Grace Warner Elementary School; 2006-2007

LOUISE WATKINS, *chairperson*, Asian Pacific Islander Caucus, classroom teacher (sec.), Mathematics, Grade 6, McLean 6th Grade Center; 2006-2007

## Honorary Director

JOHN HARDING LUCAS, administrator  
(retired)]

## Executive Committee

REG WEAVER, *president*, NEA  
Headquarters, 2002–2008

DENNIS VAN ROEKEL, *vice president*,  
NEA Headquarters, 2002-2008

LILY ESKELSEN, *secretary-treasurer*,  
NEA Headquarters, 2002-2009

MICHAEL BILLIRAKIS, classroom teacher,  
2001-2008

MARK S. CEBULSKI, classroom teacher  
(sec.), Social Studies, Cedarburg  
High School; 2003-2009

CAROLYN CROWDER, classroom teacher  
(elem.); 2003-2009

MICHAEL MARKS, classroom teacher  
(sec.), Debate/Drama, Hattiesburg  
High School; 2001-2007

REBECCA (BECKY) PRINGLE, classroom  
teacher (sec.), Physical Science,  
Susquehanna Township Middle  
School; 2001-2007

MARSHA S. SMITH, classroom teacher  
(sec.), Team Leader-health, Physical  
Education, ESOL, Foreign Language,  
Earl B. Wood High School;  
2002-2008

## 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

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*NEA's committee structure provides for standing committees of the Representative Assembly, strategic priority standing committees, advisory standing committees, and special committees. These committees report to the president, Board of Directors, and Executive Committee between meetings of the Representative Assembly.*

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## Standing Committees of the Representative Assembly

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*Five committees exist to facilitate the operations of the Representative Assembly: Constitution, Bylaws, and Rules; Program and Budget; Resolutions; Credentials; and Elections. Authorized by the Constitution, Bylaws, or Standing Rules, these committees were established by action of the Representative Assembly and report to the Representative Assembly.*

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### **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 11.

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 12. The committee's composition and duties are set forth in Standing Rule 12. 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 10. 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 Student members as there are Retired and Student directors (i.e., six

Retired members and alternates and three student members and alternates).

At-large representatives of ethnic minorities, administrators, classroom teachers in higher education, and Active members employed in educational support positions 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 accredited delegates to the NEA Representative Assembly. The Retired and Student members and alternates are elected, respectively, by the accredited Retired and Student 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 10.

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## **Strategic Priority Standing Committees**

*The following committees advance one or more of NEA's strategic priorities.*

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### **Committee on Employee Advocacy**

The Committee on Employee Advocacy is responsible for proposing policies and activities to achieve a pluralistic education workforce and advance the economic interests, protect job security, improve the terms and conditions of employment, and secure the right to collective bargaining for all education employees.

The committee advises the Association on ways to improve national, state, and lo-

cal cooperation in coordinated advocacy efforts to achieve specific objectives in such areas as health care, employee compensation and benefits, and bargaining and organizing strategies.

### **Committee on Human and Civil Rights**

The Committee on Human and Civil Rights is responsible for proposing policies and activities to attain equitable treat-

ment for all and eliminate discrimination in all forms and at all levels, including the international level. The committee may also work with elements of policies and activities related to excellence and equity in public education and to preserving public education.

In advancing these policies, the committee will review the full range of human and civil rights, including the elimination of discrimination from the education system and from the Association family; review the enforcement of constitutional, contractual, and statutory rights of members and citizens; and monitor the status of basic human rights within the international community.

### **Committee on Legislation**

The Committee on Legislation is responsible for advancing policies to expand and protect the quality of public education and secure its adequate and equitable funding and to develop and recommend the NEA Legislative Program. The committee will regularly review and make recommendations to refine the Legislative Program.

### **Committee on Membership Services and Affiliate Relationships**

The Committee on Membership Services and Affiliate Relationships is responsible for advancing policies and activities to attract, represent, and serve members. The committee advises the Association on strategies to achieve cooperation in programs requiring coordinated local, state, and national efforts, such as the strategic planning process, and the formulation of new roles for the Association and its leaders in the restructuring of schools. Its general objective is to propose policies and activities to guide the efforts of NEA and its affiliates to achieve complete integration of Association services to affiliates and members.

### **Committee on Professional Standards and Practice**

The Committee on Professional Standards and Practice is responsible for proposing policies and activities to achieve restructuring of public schools and enhance the preparation, practice, and professional standards of education employees. In addition, the committee reviews developments in educational technology, curriculum, accountability and assessment, and other current education issues.

## Advisory Standing Committees

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*The advisory standing committees make recommendations to the governing bodies on matters of concern to the constituencies that they represent.*

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### Women's Issues Committee

The Women's Issues Committee is responsible for proposing policies and programs related to issues of particular concern to women. The committee's focus includes multicultural sex equity topics and federal and state initiatives designed to achieve equal rights under the law for women. The committee reviews Association programs affecting women and advises the president and the governing bodies on their implementation as appropriate.

### Ethnic Minority Affairs Committee

The Ethnic Minority Affairs Committee is responsible for proposing policies and programs related to issues of concern to ethnic minority groups. It monitors Association implementation of its policies and governance provisions regarding ethnic minorities. The committee also reviews Association programs affecting ethnic minorities and makes recommendations regarding their implementation as appropriate.

### Membership Committee

The Membership Committee is responsible for developing policies and programs to serve NEA's diverse membership. The committee considers strategies for enhancing the understanding of both the unique needs and common concerns of specific member constituencies and

develops program recommendations to meet those needs and to integrate common concerns into coordinated programs. The committee's responsibilities include: (a) reviewing member recruitment strategies and campaigns, (b) tracking member involvement in governance and program activities, and (c) identifying evolving program needs for members.

### Advisory Committee of Student Members

The Advisory Committee of Student Members makes recommendations regarding the direction of the NEA Student Program. The committee monitors how issues related to the preprofessional needs of students are addressed, including the coordination of Association efforts to recruit and serve student members and the development and implementation of strategies to retain student members as NEA Active members following their employment.

### NEA-Retired Advisory Council\*

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

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\*The NEA-Retired Advisory Council is an elective, not an appointive, body.

It develops recommendations to enhance the recruitment of NEA-R members and utilize NEA-R members as a resource in advancing NEA strategic priorities.

### **Sexual Orientation/Gender Identification Committee**

The Sexual Orientation/Gender Identification Committee is responsible for proposing policies and programs related

to issues of concern to gay, lesbian, bisexual, and transgendered individuals. It monitors NEA implementation of policies related to the full inclusion and safety of gay, lesbian, bisexual, and transgendered members and students. The committee reviews policies related to sexual orientation and gender identification and advises the president and governing bodies as appropriate.

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### **Symbol of the United Education Profession**

This symbol, adopted by the NEA Executive Committee in 1966, combines the legacy of the past ( $\pi$  for  $\pi \alpha \iota \delta \epsilon \iota \alpha$ , 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.





# History and Development of the NEA-ATA Relationship

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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 dinner during the NEA Annual Meeting features past presidents of NEA and ATA as a symbol of the union of the two organizations.

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 2006 NEA Representative Assembly in Orlando, Florida featured a 40th Anniversary celebration of the NEA-ATA merger of 1966, and recognized NEA and ATA leaders who were actively involved in the mergers of the dual state affiliates.

# Strategic Plan for 2006–2008

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## 2006–2008 Strategic Goals

1. Assist at least 12 states to secure public policies and associated funding for closing the achievement gaps.
2. Increase by 10% the positive image and support of NEA by ethnic minority opinion leaders and sustain the support among the general ethnic minority public.
3. In partnership with state affiliates, achieve a minimum of \$40,000 starting salary for teachers and a living wage for ESP in 20% of NEA locals and assist higher education locals to engage in effective salary campaigns.
4. Organize for membership growth and affiliate development which results in a 2% net annual growth in membership, while retaining at least 90% of the current members who are eligible for membership and engaging at least 10% of the total membership.
5. Ensure all state affiliates have available research, technical assistance, and/or other appropriate strategic support on tax and economic policies and school funding (“TEF”) that will enable them to develop and implement a plan to increase and stabilize funding for public schools.

## 2006–2008 Operational Services

1. Through state affiliates, provide programs and services that are relevant and meaningful.
2. Advocate the economic, legal, political, professional, and social interests of all members.
3. Communicate with leaders, staff, members, and the general public in a timely manner.
4. Enhance leadership development and govern NEA in an efficient manner based on democratic principles.
5. Administer the business operations of NEA that ensure organizational effectiveness.



# NEA Program and Administration

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*The NEA staffing structure is designed to help realize the Association's strategic priorities, as determined by governance. Most staff are based in functional 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 priority work.*

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## **EXECUTIVE OFFICE**

(202-822-7000)

(FAX: 202-822-7974)

(FAX: 202-822-7012)

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 that range from information to assessment.

WEAVER, REG, *president*

THOMPSON, JOYCE (PAT), *confidential assistant*

VAN ROEKEL, DENNIS, *vice president*

ESKELSEN, LILY, *secretary-treasurer*

WILLIAMS, MELLISA, *confidential assistant*

## **Office of the Executive Director**

(202-822-7154)

FAX: 202-822-7012)

WILSON, JOHN I., *executive director*

KELLY, TERESA, *confidential assistant*

## **Office of the Deputy Executive Director**

(202-822-7517)

(FAX: 202-822-7092)

STOCKS, JOHN, *deputy executive director*

JOHNSON, DERRICK, *manager*

MALLARD, LISA

## **Office of the Chief Financial Officer**

(202-822-7177)

(FAX: 202-822-7974)

MCPHERSON, MICHAEL, *chief financial officer*

BARTLEY, DEBORA

CURTIS, YOLANDA

MARTINEZ, STEVEN, *manager*

NGUYEN, THANG

POLCHINSKI, GERARD

WILSON, PAMELA (PAM)

## **General Counsel**

(202-822-7035)

(FAX: 202-822-7033)

The Office of General Counsel provides advice and assistance to NEA governance, staff, and affiliates with regard to labor relations, individual rights, education reform, political activity, 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 and its affiliates. Through the Office of General Counsel, NEA participates in test cases and other significant litigation in federal and state courts. Robert H. Chanin is the NEA general counsel. He has primary responsibility for coordinating the legal activities of NEA's Office of General Counsel.

CHANIN, ROBERT H., *general counsel*

JOSEPH, MAURICE, *deputy general counsel*

SIMPSON, MICHAEL D., *assistant general counsel*

BERRIAN, MARIE

CHMIELEWSKI, CYNTHIA

FELIPE, MARIA (NANCY)

MCCORMICK, MARGARET (PEG)

WILKOF, RICHARD B. (RICK)

WILLIAMS, KATHLEEN D.

## **Governance and Policy**

(202-822-7000)

(FAX: 202-822-7012)

(FAX: 202-822-7974)

The Office of Governance and Policy facilitates governance policymaking and coordinates the Annual Meeting and meetings of the Board of Directors, Executive Committee, and governance committees. It also tracks and reports on

governance actions, as well as develops, implements, and communicates Association policies through financial, technical, and other support for governance bodies. The office maintains the Association archives, and is responsible for International Relations, Minority Community Outreach, strategic scheduling and advance, speechwriting for the NEA officers and Executive Committee, and the correspondence unit.

SWANN, CYNTHIA, *director*

ANDERSON, MELINDA

BEHRER, STEPHEN

BIRKMEIER, PAUL

EVANS, THERMAN

GATTIS, OLIVIA AGUILAR

KELLY, TERESA

JONES, AARON

MENDIOLA, CATHERINE

MITCHELL, PAULISSA

MORRIS, LOUISA

PARKER, JOYCE, *manager*

SMITH, LUCILLE

TALLINGTON-FIELDS, PATRICIA

TAYLOR, YOLANDA

THOMPSON, JOYCE (PAT)

TIMMONS, GARY, *manager*

USSERY, ERNESTINE

WALSTON, CHARLES

WILLIAMS, MELLISA

## **International Relations**

(202-822-7488)

(FAX: 202-822-7023)

International Relations manages NEA membership in Education International (EI), articulates NEA policy in international forums, and maintains communication with EI-affiliated national education

unions around the world. The office analyzes international education experiences and incorporates the learnings relevant to NEA's strategic priorities. The office also monitors and works with the United Nations, intergovernmental agencies, and international nongovernmental organizations (NGOs) on issues that affect children, education, the education profession, women, and human and trade union rights.

CHRISTIANSON, JILL  
 DUPREE, MONTRÉ

### **Minority Community Outreach**

(202-822-7364)  
 (FAX: 202-822-7633)

The Minority Community Outreach office works with ethnic minority organizations and communities to achieve our mutual goal of a great public school for every child. By forging partnerships and alliances with minority communities, and organizing joint actions with them, NEA seeks to increase its visibility with minority groups and garner minority support for measures that will close the achievement gaps among minority students in public schools.

BARNES, RHONDA (NIKKI)  
 BUTTERFIELD, ROBIN  
 FINUCANE, MATTHEW  
 HENDERSON, JACQUELINE  
 JARAMILLO, RITA

### **Labor Outreach**

(202-822-7000)  
 (FAX: 202-822-7012)

EDWARDS, MICHAEL, *senior policy advisor and director*

### **FIELD OPERATIONS**

(202-822-7517)  
 (FAX: 202-822-7092)

The overall goal of the NEA Field Operations is to build an integrated field operation that meets or exceeds the needs of affiliates and headquarters in order to achieve the strategic initiatives of the NEA. In an effort to create one integrated field delivery system to state affiliates, the NEA Field Operations will include the NEA Regional Offices (Mid-Atlantic, Midwest, Northeast, Pacific, Southeast, and West) and the following NEA departments: Affiliate Learning and Effectiveness (ALE), Constituent Relations (CR), Educational Support Professional Quality (ESPQ), Government Relations (GR), National Membership Strategy (NMS), and Public Relations (PR).

The NEA Deputy Executive Director is responsible for the overall management and coordination of the NEA Field Operations. The regional directors and the department directors within the NEA Field Operations report directly to the NEA Deputy Executive Director.

### **Field Operations Administration**

STOCKS, JOHN, *deputy executive director*  
 FRIEDMAN, GRACE HWANG  
 GANT, CONNIE

JOHNSON, DERRICK, *manager*  
MALLARD, LISA

### **NEA Regional Offices**

The essential role of the regional office is to reflect to the NEA the needs, perspectives and priorities of the state affiliates and to reflect to the state affiliates the strategic initiatives of the NEA.

#### **Mid-Atlantic Regional Office**

NEA Headquarters  
1201 16th St., N.W.  
Washington, DC 20036  
(202-822-7111)  
(FAX: 202-822-7170)

HAMILTON, TAMARA, *regional director*

BEARD, FRANCES A.  
HORSLEY, EDWIN  
JONES, ROBIN L.  
RANKIN, TERESA  
STRUNK, BOB

#### **Midwest Regional Office**

Alamo Plaza  
1401 17th St., #950  
Denver, CO 80202  
(303-294-3541)  
(FAX: 303-293-8797)

EMBREE, MICHAEL, *regional director*

ALEXANDER, KAREN  
CANTY MERRILL, MARY A.  
MARTINEZ, PATRICIA  
SCHWOCH-SWOBODA, DEBRA

#### **Northeast Regional Office**

NEA Headquarters  
1201 16th St., N.W.  
Washington, DC 20036  
(202-822-7143)  
(FAX: 202-822-7170)

BUTERA, MICHAEL, *regional director*

BOYD, MICHELE  
MANNY, LINDA  
SLAUGHTER, DENNIS

#### **Pacific Regional Office**

1350 Bayshore Highway, #730  
Burlingame, CA 94010  
(650-347-6000)  
(FAX: 650-347-8983)

WALLER, JOANN, *regional director*

BULJAN-BERGERO, MARIJA  
HUBBARD, ROSE ANN  
MAITLAND, CHRIS

#### **Southeast Regional Office**

1745 Phoenix Blvd., #330  
Atlanta, GA 30349  
(770-996-9047)  
(FAX: 770-996-2212)

MAZYCK, EVON, *regional director*

CAMPEN, SARA  
CURTIS, DELONA  
DEMEYERE, WAYNE  
LEMON-CUSACK, ARLETHIA  
THOMPSON, KATRINA

## West Regional Office

Alamo Plaza  
1401 17th St., #950  
Denver, CO 80202  
(303-294-3548)  
(FAX: 303-293-8797)

ROGERS, MARILYN, *regional director*

BATTIN, JEANNIE

CLEMONS, RUSSELL

GROSS, LAURA

JOHNSON, BEVERLY

PONS, MICHAEL

## Affiliate Learning and Effectiveness

(202-822-7100)

(202-822-7174)

(FAX: 202-822-7974)

(FAX: 202-822-7168)

Affiliate Learning and Effectiveness (ALE) represents the state affiliates' interests within the decision-making process of the NEA and it coordinates the development and delivery of all NEA training activities for affiliate leaders and staff, as well as skills enhancement and development of all NEA membership categories (preK-12, ESP, HE, Retired, and Student). It is the voice for the state affiliate elected leaders and management staff. Part of the department's program includes The National Council of State Education Associations (NCSEA) representing the needs and wants of state affiliates within the NEA. The Council is made up of state affiliate presidents and executive directors.

The staff works directly with state affiliate governance, management and staff to implement programs of mutual interest. ALE partners with the Constituent

Relations department to ensure a coordinated approach to meeting state and local affiliate needs. The particular focus of training and organizational development is on training designed to advance the achievement of the strategic plans of NEA and its state and local affiliates with emphasis on organizing, organization development and effectiveness, facilitation skills, dispute resolution, collective bargaining, and managing change.

MYLER, MEL, *director*

AFI, NAS

CEDEÑO, RUBÉN

COOK, WILLIE

ELMORE, CARA

FITZGERALD, TIM, *manager*

GOLD, DONNA

GROOMS, GENE

HALSTEAD-WORRELL, BARBY, *manager*

HAND, DANIEL, *manager*

JEFFERSON, EDITH L., *manager*

KIM, MAE TAKAKO TANAKA

LANEY, MARGARET M.

OCHS, KARL

ROOT, SARAH

SMITH, JACQUELINE

VINCENT, BRENDA

ZIMMERMAN, LISA

## Constituent Relations

(202-822-7100)

(FAX: 202-822-7624)

Constituent Relations promotes and implements unified strategies to achieve national, state, and local Association goals and ensure the development of effective affiliates serving education-related employees, retirees, and students.



Constituent Relations also administers NEA's program for UniServ staff and UniServ managers. Constituent Relations provides direct assistance to the governance councils, (National Council of Urban Education Associations, National Council for Higher Education, NEA-Retired, and the NEA Student Program.

Constituent Relations helps plan, coordinate, and implement the delivery of NEA programs to state affiliates through an integrated structure focused on activities designed to strengthen membership and improve services to affiliates. Those programs include the UniServ program, working with staff and managers, the National Education Employees Assistance Funds, the Released Time Presidents' program, the NEA Affirmative Action Intern program, and the UniServ Academy.

HARRELL, DOROTHY, *director*  
ABRAHAM, DEBRA  
ANDERSON, KIMBERLY  
BECK, CYNTHIA  
BLAKE, DON  
CRENSHAW, TODD  
DEAN, SARA  
FLEMING, DONNA  
INCLÁN, ROCÍO  
JEFFERSON, EDITH L., *manager*  
JEUNG, BETTY  
LILYQUIST, CANDACE  
LYONS, KATHLEEN, *manager*  
MORRIS, DAVID  
SIMON, DINA  
SMITH, MARK  
STAPLES, MALCOLM, *manager*  
WILK, VALERIE  
WILLIAMS, PHADRA

## Higher Education

The Higher Education program provides organizing and development assistance to the states, working with staff assigned specifically to higher education, initiates research, and works in collaboration with other higher education associations and unions. The Higher Education conferences and seminars bring together educational and political leaders, along with college and university faculty and staff, to discuss current issues and future educational trends.

## NEA-Retired Organization

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 in several categories are eligible to join NEA-Retired as pre-retired and as lifetime members. The NEA-Retired regional conferences and annual meeting addresses issues of concern to retirees as well as education professionals in general. Programs also address legislation, mentoring, intergenerational partnering, and collaboration with other retired organizations.

The NEA-Retired officers are elected by retired delegates to the NEA Representative Assembly.

MATTESON, BARBARA, *president*, 1166  
Dorado Vista Drive, Tucson, AZ  
85715 (home: 502-298-7520), (fax:  
502-298-7520), e-mail: matteson@  
dakotacom.net

CURRAN, TOM, *vice president*, 52 Aquila Road, Raymond, ME 04071 (summer: 207- 655-3648), (winter: 407- 498-3107), (cell: 207- 650-4971), e-mail: ETCWJH@aol.com

CRAIG, GENE, *secretary*, 306 West Lincoln Avenue, Libertyville, IL 60048 (home: 847 362 0305), (cell: 847 975 1576) e-mail: seagc@aol.com

### **Student Program**

The NEA Student program helps NEA affiliates strengthen services to pre-professional members and coordinates NEA efforts to attract students to the teaching profession. This office administers the Community Learning Through America's Schools (CLASS) program and the Student Organizing Assistance and Resources (SOAR) grant programs, Outreach To Teach. It also collaborates with other units to involve and engage student members in the Association.

Pre-professional development workshops are offered to enhance membership, leadership development, and teacher quality.

Staff support is provided to the NEA Advisory Committee of Student Members.

DANIELS, ANTHONY, *chairperson*  
(202-822-7915)  
(FAX: 202-822-7624)

### **Urban and Rural Initiatives**

(202-822-7155)  
(FAX: 202-822-7997)

The Urban and Rural Initiatives program helps strengthen and coordinate

NEA's efforts to improve urban and rural education. The Urban and Rural Initiatives' staff identify and analyze critical education issues and the special needs of educators and students in both urban and rural school districts. Staff members also work with NEA affiliates to foster collaborative relations between local affiliates and parents and local affiliates and political, religious, business and community groups. Urban and Rural Initiatives also administers the NEA Urban and Rural Grants programs. Constituent Relations provides assistance to the National Council of Urban Education Associations (NCUEA).

### **UniServ Program**

NEA Constituent Relations administers the UniServ program for local and state affiliates. NEA supports a UniServ staff of 1,800 at the local and state levels. UniServ staff members have primary responsibility for delivering services to NEA members. The program provides assistance and support for UniServ Managers including Professional Development activities and their National Conference. Support is also supplied for the Membership Service and Affiliate Relationships Committee and the UniServ Advisory Committee.

### **National Education Employees Assistance Fund, Inc.**

(202-822-7164)  
(FAX: 202-822-7624)

The National Education Employees Assistance Fund, Inc. is a nonprofit corporation that links NEA and 34

participating state affiliates. The fund supports interest-free loans to education employees and other financial assistance to affiliates in crises that emerge from disputes between education employees and boards of education. Letters of credit on file to capitalize the fund now amount to more than \$4,382,000.

*Board of Directors*

WARREN L. WILLIAMS, exec. dir., Indiana State Teachers Association, 150 W. Market St., Indianapolis, IN 46204, *chairperson*

DAVID E. HELFMAN, Executive Director, Maryland State Teachers Association, 140 Main Street Annapolis, MD 21401, *vice-chairperson*

KATHLEEN LYONS, Constituent Relations manager, NEA staff liaison, *secretary/administrator*

CAROLYN DUMARESQ, Executive Director, Pennsylvania State Education Association, 400 N. Third Street, Box 1724, Harrisburg, PA 17105, *board member*

LELA ODOM, Executive Director, Oklahoma Education Association, 323 East Madison, Oklahoma City, OK 73105, *board member*

## **Education Support Professional Quality**

(202-822-7131)

(FAX: 202-822-7624)

Education Support Professional Quality's strategic focus promotes qualified education support professionals (ESP) in classrooms and work sites. NEA

believes that education support professionals offer valuable services and deserve quality support to improve their working conditions and help them deliver quality work.

With NEA's support, ESP Quality develops products that address the issues, concerns, and needs of members in each of the nine job categories; assists state affiliates with advancing the job skills, trades, and levels of ESP members; implements relevant certification, licensing, and accreditation policies and statutes that elevate ESP professionals; offers crisis intervention programs to assist state affiliates in preventing and reversing the privatization of education support services; and provides support to affiliates to develop comprehensive ESP programs and organize plans to help deliver needed services to members.

The Education Support Professional Quality department also has administrative responsibilities for the National Council for Education Support Professionals.

DOVE, ROXANNE, *director*

CONNOR, LISA

DANDRIDGE BRINKLEY, JESSICA

GARCIA, LYDIA

JEFFERSON, EDITH L., *manager*

LOUCKS, HAZEL

MCDANIELS, JEFFREY

NELSON, CAROL

NEPHEW, MAREENA

RIVERA, RAFAEL

SMITH, AGNES

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## Government Relations

(202-822-7300)

(FAX: 202-822-7741)

NEA's Government Relations department supports the Association's efforts to restore public confidence in public education by promoting bipartisan federal and state legislation and policies aimed at strengthening public schools, colleges, and universities.

Within Government Relations, Federal Policy and Politics staff members promote NEA's Legislative Agenda through direct advocacy on Capitol Hill, at the White House, and throughout the executive branch. Staff members work to support initiatives that strengthen public education, ensure children's health and safety, maximize student learning, and foster respect for all school employees.

The staff supports the Association's capacity to wage effective, unified campaigns and to support candidates, from the school board to the White House, who are committed to public education and the nation's children. Staff members work with elected officials, the two major political parties, and other national organizations in support of a public education agenda. Staff also promotes members' involvement in the political process as a means of impacting education policy.

The State Policy and Politics staff provide assistance and information services—including grassroots activities, cyber-advocacy, research, and state policy and ballot initiative tracking—to help advance the legislative and political objectives of the Association. Staff develop

model legislation, testimony, legislative implementation guides, talking points, and background papers. Staff also administer a groundbreaking cyber-advocacy program that enables tens of thousands of people across the country to receive timely, up-to-date information about state legislation and legislative trends.

The Political Action Committee (PAC) staff plan and manages national PAC fundraising and provides support to NEA's Fund Council.

The Field Program, located in Washington, D.C., and Denver, Colorado, works directly with state affiliates to enhance their effectiveness in legislative advocacy, political activities, grassroots advocacy, and fundraising.

## The NEA Fund for Children and Public Education

The NEA Fund for Children and Public Education is the political arm of NEA members nationwide. NEA Government Relations administers the Fund. The Fund works to ensure that public education issues take a position of prominence at the federal level.

The Fund contributes to the campaigns of candidates for federal races—regardless of political party—who measure up on public education issues. The NEA Fund targets resources to those political races in which it can have the greatest impact. Through the Fund, NEA also provides financial assistance to allied organizations.

NEA does not use dues dollars to support candidates or political parties. Only

member contributions to the NEA Fund for Children and Public Education can ensure that those making critical education policy decisions will hear the voice of educators.

SHUST, DIANE, *director*

### **Administration**

LI, OFELIA B.  
STATON, TAMIKA  
MILLER, DEIRDRE, *manager*

### **Federal Policy and Politics**

ANDERSON, KIM  
CAMPOS, AL  
FARFAGLIA, RICK  
LEWIS, CARRIE  
MOODY, RANDALL, *manager*  
NOUSEN, STEVE  
O'BRIEN, NANCY  
PEREZ, FELIX  
REDDY, SHILPA  
RUBERG, KEN  
SCOTT, MERWYN

### **State Policy and Politics**

ALLEN, NATHAN  
BAUM, MALOU  
COLES, KAY  
CORTEZ, CORINA  
MCINERNEY, RAYMOND  
ROLAND, PHYZZELL  
SMITH, ELVIRA  
SWEENEY, JAKE  
WALKER, DOUGLAS, *manager*

### **Political Action Committee**

GOODE, TORRIE  
HERETICK, MARY ALICE  
LANOFF, SHERI, *manager*  
MORRIS, CONNIE SKINNER  
RITZEL, GERALDINE (JERRY)

### **National GR Field Team**

#### ***Mid-West, Northeast & Southeast***

BOSAK, TRICIA  
CHASE, SUE  
COBB, MARY JANE  
FRIEL, DENNIS, *manager*  
GRASSO, FRANK  
HEDGEPEETH, LEE  
HUBBARD, DOTTIE

#### ***Mid-Atlantic, Pacific & West***

ANDERSON, SCOTT  
DAISE, THAD, *manager*  
FLOYD, DEBORAH  
OUTCEL, JOHN  
PADILLA, DOMINIC  
SAURI, MONICA  
SLEDGE, JAMES  
WILLIAMS, SONDR A. B.

### **National Membership Strategy**

(202-822-7199)  
(FAX: 202-822-7849)

The National Membership Strategy Department (NMS Department) is responsible for the management of:

- The National Membership Strategy, the NEA's six-year initiative to collaborate with its affiliates, to prevent attacks on its base, to improve its market share in all membership categories and to expand into new markets.

- Membership research and intelligence, in collaboration with other departments, that supports the organizing function of the state and national affiliates; and,
- The management of NEA's intense and crisis organizing efforts that target opportunities or respond to threats across all regions and membership categories.

QUESADA, CARMEN, *director*  
 CHOI, JOANNA  
 DEDMAN, TIM  
 EAGAN, ROBERT  
 GRIPPER, GERRY  
 HENDRICKSON, RACHEL  
 LAWSON, HARRY  
 LYNN-RIGSBY, JUANEY  
 MELAMED, BARRY, *manager*  
 MILLER, RICHARD  
 MITCHELL, MELANIE  
 RIVERA, JORGE  
 SCOTT, SHAWN  
 TERRELL, LENNELL  
 WAID, BETSY  
 WILLIAMS, GEORGE

## Public Relations

(202-822-7200)  
 (FAX: 202-822-7292)

The goal of NEA Public Relations is to position NEA as the nation's leading advocate for public education and public educators by providing information to the general public and NEA key stakeholders through an integrated program of paid and earned media, including print, broadcast and interactive vehicles.

NEA's public outreach campaign includes national, state-level, and grassroots

media relations, advertising, marketing, and public service campaigns. Through its outreach to NEA members, NEA affiliates, policymakers, education organizations, and the general public, Public Relations delivers current news and perspectives on public education. The department builds and maintains collaborative relationships between NEA and its state affiliates. It also works with special interest groups and relevant business, media, and political leaders to garner support and promote the Association's commitment to public education.

In developing its ties with NEA state and local affiliates, NEA Public Relations seeks to promote the NEA strategic goals, to build a strong organization, to develop effective public relations campaigns and to work toward message consistency and discipline.

NEA Public Relations is also responsible for NEA's Read Across America program, which helps to focus the nation's attention on the importance of motivating children to read in addition to helping them master basic skills.

LINEBAUGH, ANDREW, *director*

## Administration

SCOTT, TONYA, *manager*  
 GRIFFIN, HEATHER

## Advertising and Broadcast Services

SNIDER, STEVE, *manager*  
 BARNES, SHADÉ  
 COSENZE, CHRIS  
 DUCEY, DAVE  
 GREEN, DARRIUS

HRISTAKOS, JIM  
JOHNSON, SEWELL  
LEWIS, ERIC

### **Executive Communications**

SPEIGHT, ANITRÁ, *manager*  
CAHOON, CECIL  
GONZALEZ, MIGUEL  
HUDGINS, MICHELLE  
JONES, MICHAEL  
LYONS, JASMINE  
PARKS, RAMONA  
ROBERTSON, K. SARA  
POTTER, WILL

### **National Communications**

GRANT, STEVE, *manager*  
CAMPOS, CHRISTIANA  
CARTER, JOYCE (RENÉ)  
JENKINS, BERNADETTE (DEANE)  
JOHNSON, KAREN  
MAIERS, STACI  
MERINA, ANITA  
ZLOCHIVER, BRONNA

### **State Communications**

GATTIS, EDDY, *manager*  
ALVAREZ, BRENDA  
FERNANDEZ, CELESTE  
GRISSOM, STACEY  
LEMKEN, STEVE  
WOFFORD, CORY

## **THE CENTER FOR GREAT PUBLIC SCHOOLS**

The Center for Great Public Schools is the umbrella for all NEA departments responsible for content and the implementation of the relevant components of the NEA Strategic Plan. Within this Center,

selected NEA departments coordinate their work to craft a quality public policy to advocate at the bargaining table, in state legislatures, and in Congress. Staff connected to the Center are tasked with analyzing current and proposed policy, recommending improvements to existing policy, and developing new policy proposals. To assist in this task, staff scan for trends, best practices, and future needs of the public schools. We encourage our staff to document the state of affairs and publish their work within NEA guidelines. Staff are available to provide technical assistance to state affiliates and their colleagues in the NEA's Field Operations. This Center incorporates strategic communications planning into its work and project development from the inception. This Center will champion the criteria for a Great Public School and support the effort of NEA to make access to such a school the basic right of every child.

## **Collective Bargaining and Member Advocacy**

(202-822-7080)  
(FAX: 202-822-7833)

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. A major strategic goal for the NEA and CB&MA is to achieve a \$40,000 starting salary for all teachers, a living wage for all ESPs, and engage higher education affiliates in effective salary campaigns.

The Collective Bargaining and Compensation staff provide 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). Grants, training, consultation, software applications, publications, and conferences are provided to assist state affiliates.

Legal Services Programs staff administer the Kate Frank/DuShane Unified Legal Services Program, which provides 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.

RAABE, BILL, *director*  
 BILAL-THREATS, DA'AIYAH  
 CORNEJO, MARIA-LILY

CRAWFORD, TIMOTHY  
 FEAKES, M. LYNN  
 GLADDEN, MELANIE (FAITH)  
 GONZALEZ GARRETT, CHRISTINE G.  
 HASKINS, KAREEMA  
 HUTTON, MARILYN A.  
 KAISER, CINDI DE CAPITEAU  
 KILPATRICK, DAVID D.  
 KING, DONOVAN  
 LEWIS-CARMON, GINA  
 LONG, LISA  
 MALONE, CAROL H.  
 MCKENZIE, NANCY L.  
 QUICK, CHERYL A.  
 SCHLEIN, DAVID  
 SOLOMON, JOEL  
 THOMPSON, JACQUELINE  
 WINANS, DAVE  
 WORTHERLY, KENYA  
 YORK, CAROLYN

## Education Policy and Practice

(202-822-7321)

(FAX: 202-822-7482)

The Education Policy and Practice Department serves as NEA's primary policy and practice center on elementary and secondary education issues. The Department is partially organized based on the Great Public Schools criteria adopted at the RA. There is a staffed desk for each of the seven GPS criteria: school readiness, standards/curriculum, testing/accountability, teaching and learning conditions, quality educator workforce, parent/family involvement, and funding. EPP has five additional desks covering special education, high school reform, 21st century skills/STEM issues, English Language Learners, and vouchers/charters.



EPP is also the lead department on the reauthorization of ESEA, including the implementation of NEA's strategies for the reauthorization, as adopted at the 2006 RA. In addition, EPP serves as NEA's lead liaison with the U.S. Department of Education.

EPP also monitors and responds to attacks on public education, such as vouchers, through the Toolkit to Advance Public Education.

EPP staffs both the Professional Standards and Practices Committee and the ESEA Advisory Committee.

PACKER, JOEL, *director*

BRILLIANT, KAY, *associate director*

BROOKS, DARLENE G.

DEPP-TYLER, RITA

EUBANKS, SHYRELLE

FLOYD, RICHARD L.

FOLEY, BETH

HAGEY, JANIS

HARRIS-AIKENS, DONNA

KAPINUS, BARBARA

KOCHUK, NANCY

MALARZ, LYNN

MARTÍNEZ, LUIS-GUSTAVO

MILLER, SCOTT

NOGAN, SUSAN

PREJEAN, ANDREA

RALABATE, PATTI

RATNAYAKA, MANJUSRI

REED, PATRICIA

SEIDEL, SYLVIA

TATE, ROBERT (BOB)

TUCK, KATHY

WILLIAMS, GWEN

ZEMBAR, THOMAS

## External Partnerships and Advocacy

(202-822-7446)

(FAX: 202-822-7117)

External Partnerships and Advocacy is responsible for programs and outreach initiatives that build collaborative relationships between NEA and other organizations and entities in support of NEA's vision that every student has the basic right to attend and achieve in a great public school. By fostering mutual respect and shared responsibility with parents, families, and communities, the EPA staff seeks to ensure all public students have a quality education that will help them succeed in the future.

Staff collaborate with various external partners such as parent organizations, community organizations, education organizations, foundations, the private sector, and other advocacy groups to:

- formulate and deploy strategies/programs aimed at closing achievement gaps;
- providing adequate resources to teachers and education support professionals;
- preparing students for technology of the 21st century;
- increasing starting salaries for teachers and ensuring a living wage for education support professionals;
- assisting state affiliates to increase and stabilize state funding for public schools;
- assisting local affiliates to build coalitions and engage the public in conversations that result in community support of NEA state policies.

MCLAURIN, PHIL, *director*  
HERNÁNDEZ, RUFINA, *associate director*  
ARUM, PETER  
BREEDLOVE, CAROLYN  
CHAPELLE, NESA  
HANTGAN, ROBERTA  
MASSIE, RUTH  
MCCLARTY-ROBERTS, GABRIELLE  
NORTHCUTT, AUDREY FAYE  
SAUCEDO, TOMÁS  
SOVIK, LIZA  
STEIN, BARBARA, *manager*

## **Human and Civil Rights**

(202-822-7700)

(FAX: 202-822-7578)

NEA Human and Civil Rights advocates for social justice, equity, and equal access for public school employees and students in order to achieve the goal of a great public school for every child.

Divided into the Equity and Access Group, the Leadership Development and Training Team, and the Administrative Team, HCR:

- Works with NEA affiliates, external organizations and members, to help school employees create learning environments that are both safe and challenging for all students.
- Develops and sponsors workshops, trainings, and conferences for members, leaders, and staff;
- Provides content and technical information to members and affiliates on meeting challenges such as closing the achievement gaps, overcoming discrimination and stereotyping based on race, ethnicity, income, gender, language, or sexual orientation, and eliminating

bullying and sexual harassment in our schools;

- Trains minorities and women to assume leadership roles within the Association;
- Produces resources guides, training materials, newsletters, research reports, policy briefs, and other materials related to human and civil rights and improving the education of minorities, girls and young women, and English language learners;
- Administers the annual Human and Civil Rights Awards Program to honor individuals and affiliates that stand up and defend human and civil rights.

In addition, HCR annually conducts three major events just prior to the NEA Representative Assembly: the Ethnic Leaders Meeting, the Joint Conference on Concerns of Minorities and Women, and the Human and Civil Rights Dinner. HCR also conducts a Human and Civil Rights Coordinators Meeting every two years.

HCR works with four NEA Standing Committees: the Ethnic Minority Affairs Committee, the Human and Civil Rights Committee, the Sexual Orientation and Gender Identification Committee, and the Women's Issues Committee. Moreover, HCR works with the following caucuses: the American Indian/Alaska Native Caucus, the Asian-Pacific Islanders Caucus, the Black Caucus, the Hispanic Caucus, and the Gay and Lesbian, Bisexual and Transgender Caucus.

### **Office of Director**

SIMMONS, SHEILA, *director*

### **Administrative Services and Program Support**

DIAZ-DELGADO, SAMARA (SAM)  
GREEN, ALEXZINE  
NEPHEW, SHANNON  
SMITH, JEANITA  
WILLIAMS, SABRINA, *manager*

### **Equity and Access**

TIJERINA, JOE, *associate director*  
ALSTON, DENISE  
BACON, LINDA  
CABRAL, LINDA  
DIANDA, MARCIE  
GREENE, JUDY  
HAYNES, AISHA  
SHERIDAN, DAVID  
VERDUGO, RICHARD

### **Leadership Development and Training**

BAILEY, MONIQUE  
BARKER, GLADIES (GAYE)  
CANTON, NELSON  
GILMORE, AL-TONY, *manager*  
GLYMPH, CASSANDRA  
HICKS, DIANE  
KIM, ROBERT  
PHELPS, GENEVIEVE (JENNY)  
RIOS, PAMELA  
WRIGHT, PATRICIA

### **New Products and Programs**

(202-822-7358)  
(FAX: 202-822-7482)

The NEA New Products and Programs Department (NPP) is responsible for maintaining quality control of the NEA-endorsed professional development and school improvement products; delivering NEA programs on-line, establishing

and maintaining the curriculum and content for the NEA Academy; determining the feasibility of an online-accreditation process for a Great Public School; and providing technical assistance to state affiliates on NEA products and programs to support our members.

The current products and programs that NPP offers include, Keys to Excellence for Your Schools (KEYS), a research-based program to help our affiliates address quality school issues; and I Can Do It, a high quality classroom management program originally developed by our California affiliate, is now available on-line. NPP manages a process for determining the professional needs of our members and affiliates, and recommending and/or developing products and programs which meet those needs. NPP also provides assistance to the NEA state affiliates to support their capacity in implementing or piloting professional development programs to increase student achievement.

TE, BOUY, *director*  
BLANFORD, TOM, *associate director*  
ARCILLA, AURORA  
HODGE, ROMAINE  
JAMES, LINDA  
LUNARIA, DANILO  
NACSON, JACQUES  
WASHINGTON, DON  
YILMAZ, SONIA JASSO

### **Research**

(202-822-7400)  
(FAX: 202-822-7697)

NEA Research supports the NEA Center for Great Public Schools by

conducting surveys and policy research, developing current and historical trend data sets, and providing analyses that support and advance the Association's strategic goals. NEA Research collaborates with outside research groups and federal and state research agencies. The work of the department focuses on the following areas: Teaching and Learning, Pre-K-12, Funding for Great Public Schools/ Education Finance and Economics, Education Support Professionals, and Higher Education.

NEA Research regularly publishes statistical reports and research and briefing papers. In collaboration with NEA Collective Bargaining and Member Advocacy, the department hosts a biannual Research Conference.

HENDERSON, RONALD D., *director*  
 WILLIAMS, CHUCK T., *assoc. director*  
 ARRIGO, DOROTHY  
 CAIN, TIFFANY  
 COMSTI, MARISSA (CHI CHI)  
 COSTANZO, REX  
 CUTLIP, GLEN  
 DEMAREST, ELIZABETH (BETTY)  
 DETALLA-PAYNE, BRONWYN  
 DIAL, THOMAS  
 DRURY, DARREL W., *manager*  
 FINDLAY, CHRIS  
 GANDY, LEAH  
 GARRISON, WAYNE  
 GLENN, ROBERT W.  
 HERSHCOPE, MELISSA  
 HILL, LINDA J., *manager*  
 HOLMES, DWIGHT  
 HURLEY, EDWARD J.  
 KAHN, MICHAEL M., *manager*

LESTER, DENISE  
 MANALAYSAY, SOLITA  
 MCKEON, DENISE, *manager*  
 MCQUAIDE, JUDITH  
 MITCHELL, DEBORAH  
 PETKO, MICHAEL  
 SANARES, MARIA NENITA F.  
 SHEFFIELD-THOMPSON, CATHIE  
 SMITH, BILL  
 TANG, WEIZHONG (TIM)  
 WALTERS, JOANNE  
 WHITING, BROOKE E.  
 WOLMAN, PAUL  
 YEARGIN, ALLISON

### **Teacher Quality**

(202-822-7350)

(FAX: 202-822-7482)

Committed to the view that the teacher is the single most important factor affecting student achievement, the Teacher Quality department seeks to help teachers achieve high standards of practice and maintain those standards throughout their careers.

In advocating quality teaching that ensures quality learning, the department advances a definition and an understanding of a quality teacher that incorporates rigorous standards and offers comprehensive support systems to meet those standards. It develops policies, products, services, and information to support the professional growth of NEA members and to sustain a diverse workforce of quality teaching professionals.

The department serves members and advances the profession by:

- Providing resources, including grants to state and local affiliates

targeted to innovative programs that promote teacher quality;

- Offering technical assistance and services, including training programs, workshops, and seminars; help in developing partnerships and coalitions; and implementation of model programs;

- Working with national partners on the development and application of rigorous standards for the preparation, licensure, advanced certification, and quality professional development of teachers. Partners include: the National Council for Accreditation of Teacher Education (NCATE); the Interstate New Teacher Assessment and Support Consortium (INTASC); and the National Staff Development Council (NSDC);

- Providing access to information on effective practice, promising programs and strategies, teacher quality standards and support systems, and relevant and timely research;

- Supporting members through the teacher development continuum, which includes new teacher recruitment, preparation and accreditation, induction and mentoring, licensure and certification, continuing professional development, teacher evaluation, teacher leadership, and advanced certification.

EUBANKS, SEGUN, *director*

CARMON, SUSAN, *associate director*

ANDERSON, MARGARET

DAVIN, LINDA

DORRINGTON, ADRIANE

FERGUSON, SARAH

JOHNSON, GREG

LOPEZ, CARMEN

SOSSA-SCHWARTZ, GLADYS

STANFORD, ANGEL

WAGONER, FAYE

## OTHER NEA DEPARTMENTS

### Conference and Facilities Management

(202-822-7680)

(FAX: 202-822-7767)

Conference and Facilities Management coordinates the internal and external conference planning of the Association and oversees building operations, building security, procurement, and the creative design, printing and mailing services. Staff also ensure adequate insurance coverage and risk management for all Association activities, coordinates Association telephone communications coverage, and provide administrative oversight of the NEA Café and catering services.

Within Conference and Facilities Management, Conference and Travel Services staff schedule and help plan more than 3,000 Conference Center meetings a year. Staff members also arrange for airline and ground transportation, car rentals, and hotel reservations for governance leaders and staff. External Meeting Services staff members plan and coordinate approximately 300 meetings and conferences outside NEA, as well as the Annual Meeting.

Purchasing staff oversee the procurement and assignment of equipment, supplies, and furniture. Facilities Services staff are responsible for all areas of building services, safety, maintenance, and appearance. Print Media Production staff

provide graphic design, printing, copying, and mailing services throughout the Association.

NUANES, RICHARD J., *director*  
AGUIRRE, MARTIN  
ARCE, JOSÉ, JR.  
ARNOLD, JANE  
BALDORADO, VICTOR  
BARBER, JUSTIN  
BENGERO, DANILO R.  
BRADLEY, ELLEN S.  
BROWN, ANTHONY (TONY)  
CARROLL, ANGELA D.  
CEDEÑO, KELLY  
COBLE, FRANCES  
COOPER, JOHN  
CORONADO, LUIS  
DAVIS, LORENZO  
DOMINGUEZ, KIMBERLY  
EARL, DENARD  
FARRELL, KENNETH M.  
GARRETT, SCHALOYN  
GOODE, JEFFREY L.  
HOWARD, ROBERT, JR.  
HUBBARD, ROBERT (TINO)  
JACKSON, JEANNETTE  
KEHS, CATHLEEN (CATY)  
KUZNESOV, ANNA  
LAUFE, MARK T.  
LEE, DANIEL J.  
LUCAS, EVERETT B.  
MACK, CHARLES E.  
MARLETT, JAMES  
MCCOY, SEAN  
MOSLEY, CHRISTINE ZEHENDER  
NUGENT, VANESSA  
OKOCHI, TOSHIE  
PALOMO, MARIA C.  
PORTER, REUBEN

PRICE, NINA  
RAMOS, JOSE AGUSTIN  
RIVERA, DEBORAH  
ROBINSON, CARL  
ROLAND, JEROME  
ROLLOCKS, MICHAEL  
SPARKS, JAMES  
TUCK, FRED  
TURNER, SHIRLEY  
VALENTIN, WILLIAM T.  
VAUGHAN, WILLIAM E. (BUSTER)

### **Enterprise Technology Services**

(202-822-7501)

(FAX: 202-467-6783)

Enterprise Technology Services (ETS) provides state of the art information technology tools that help NEA and affiliates maximize the Association's resources to promote their agenda, conduct day-to-day business, and recruit and serve members efficiently and effectively leveraging the Internet. ETS provides integrated information systems for membership, legal services, finance, compensation, budgeting, bargaining, content entry and content management, government relations, human resources, UniServ grants and representatives training, delegate allocation, and registration. ETS maintains a technical infrastructure of networks, servers, security, databases, system software, Internet connectivity, and disaster recovery plans to support the operation of the information systems. ETS provides a coordinated approach to technology for both NEA and the affiliates through a continually updated technology plan, staff development workshops, the Information Technology Conference,

and ongoing consultations. ETS conducts research to assess the impact of new technology and changes in service upon NEA and its affiliates.

COLLINS, JANICE (JAN), *chief information officer*  
DADE, JANET, *director*

BAO, SU  
BASURTO, CESAR A., *manager*  
BLAKE, RICHARD  
BRINKLEY, HENRY  
BROWN, LILLIAN  
CHEN, KENNETH W.  
COMPTON, STEVEN E.  
CONSTANT, GLORIA A., *manager*  
COTTERILL, PETER  
DALY, RAY  
DOBBS, JOHN  
DUNNE, SEBASTIAN  
GARRISON, MARGARET  
HERRINGTON, BRAD M.  
HEYER, CHRISTOPHER  
HURLBURT, MICHAEL  
JOHN, ANIL  
JONES, JIMMY  
KAPUSTIK, JOHN  
KENDAL, JOHN W.  
KIEGER, MICHAEL J.  
KOTHANDARAMAN, RAJAN  
LI, HUIING (HELEN)  
MANAS, BRUCE  
MCCORMICK, ARTHUR (MAC)  
MERWIN, TOMAS (TOM), *manager*  
MILLS, R. ANTHONY, *manager*  
MITCHELL, JANET  
MULLER, KEN  
NGUYEN, DONALD K. (DON)  
NYANTAKYI, EMMANUEL (MANNY)

PATRICE, THADDEUS DOMONIC  
PERRY, VALERIE F.  
QAZI, DHUVA  
RAUL, ROBIN  
SAUCEDO, MOIRA  
SCIMONELLI, DONNA M.  
SEIDMAN, DAVID T.  
TAYLOR, VLONEEKA (MIMI)  
TODD, PATRICIA  
TRAN, TUAN (ANDY)  
TURNER, MALCOLM CRAIG  
VAZQUEZ, MICHAEL  
WEBBER, MANNY  
WEITZEL, DEREK  
WEXLER, NICOLE  
WHALEN, KEITH  
WILKINSON, SHIRLEY  
WILLIAMS, IAN  
WILLIAMS, STEVE  
WILSON, LORRAINE  
WOLKIN, JAN M.

## **Financial and Membership Services**

(202-822-7069)

(FAX: 202-822-7669)

Financial and Membership Services includes two teams. The Financial Services team includes NEA General Fund and Special Purpose Fund accounting, Financial Systems Application Support, and Affiliate Assistance and Business Development. The Membership Services team includes Membership Management and Systems Support as well as Financial and Regulatory Compliance.

Financial Services is responsible for the receipt, recording and disbursement of NEA general funds. The team utilizes the Financial Management System to

gather and report the financial information in support of the Association's strategic budget. The team safeguards the assets of the Association, establishes and maintains effective internal controls, provides accurate periodic financial reports in conformity with generally accepted accounting principles, collects membership dues, and coordinates the investment of Association funds. Accounting services for NEA Special Purpose Funds, including the Employees' Retirement Plan of NEA, NEA Post Retirement Health Care Trust, NEA Members Insurance Trust, NEA 401K Retirement Savings Plan, NEA Media Fund, NEA Ballot Fund Initiative/Legislative Crisis Fund, NEA-Retired, NEEAF and other NEA Council entities are also provided.

Financial Services team members seek to enhance the productivity of NEA and affiliate staff by evaluating business process needs and upgrading and expanding the utility of supported financial software tools. The team also coordinates the implementation of administrative policy and procedures that improve and enhance the overall operation of NEA. Team members provide training to NEA and affiliate users through onsite training, computer-based training, Internet based training, Internet-based conferencing and application sharing, as well as coordinate services for NEA and state and local affiliates in accounting, business, and financial matters, including the annual meeting of state affiliate business management executives and production of the monthly

Business Managers Connection newsletter for affiliate financial executives.

The Membership Management and Services team is responsible for overseeing the Individuals & Affiliates System that manages NEA membership information, ensuring data integrity, providing mailing extracts for NEA publications, providing trend analysis, and defining system enhancements required by law or changing business needs. The team also provides analysis and assistance to NEA and state affiliate program area projects, evaluates state affiliate membership processing procedures, and develops and provides system training to NEA and state association staff. They are responsible for allocating and registering delegates to the annual Representative Assembly, maintaining the NEA Convention System, responding to membership-related policy inquiries, and assuring compliance with NEA Bylaws, Constitution, and Standing Rules.

As part of Membership Services, the Financial and Regulatory Compliance team is responsible for the financial reporting for the NEA Fund for Children and Public Education and assuring compliance with various Federal Election Commission, Internal Revenue Service, and Department of Labor rules and regulations governing NEA and affiliates. Additionally, this office works closely with the Office of Internal Audit and Budget and Human Resources in the development of personnel benefits cost projections and monitors actual results throughout the year.



THOMPSON, BILL, *director*  
ANDERSON, DAVID  
AWRICH, HOWARD  
BINDER, STAN  
CURRIE, FRANCES  
DASSONVILLE, NANCY  
EDGEWORTH, SHERRY  
FRENCH, KAREN  
GRINDLE, JOCELYN  
GUESS, KATHERINE J.  
HARGROVE, TIMOTHY  
JOHNSON, CATHERINE (KITTY)  
KRISHNA, VIJAYA (V.J.)  
LARREA, TAMMY (MIMI)  
LE, VI T.  
MAN, MICHAEL  
MARKOFF, DOUG  
MILEO, JOAN  
PERRUSO, GAIL  
PINKNEY, NIKOLE  
POWELL, JAMES (DOC)  
ROBERTS, TAMARA (TAMI)  
ROUSSEAU, LORI  
SHANNON, BRIAN  
SNOW, DOUGLAS  
STEPHENSON, ALTAMEAD  
STRECKER, JANET  
TAKACS, JOE  
VU, THINH  
WILLIAMS, CATHY

## **Human Resources/Organizational Effectiveness**

(202-822-7600)

(FAX: 202-822-7619)

Human Resources develops and implements a comprehensive human resource support system that recruits, maintains, and empowers a competent and diverse NEA workforce. Human Resources

negotiates and maintains contracts with each of the three recognized staff bargaining units at NEA and consults on a broad range of personnel-related issues. Human Resources partners with the leadership to strengthen their capacity to set clear organization direction, develop and manage performance systems and create an environment where people thrive. Organization Development strategies are employed to align the people systems with the organization's mission, vision, values and goals.

The unit also oversees workplace environmental and ergonomic issues, analyzes and classifies position descriptions to ensure consistency and pay equity, and recruits an NEA workforce that reflects NEA affirmative action objectives. This office administers a broad benefits program, maintains the time, attendance, and payroll system for NEA employees, and promotes the ongoing education, training, and learning of all NEA staff. Through the Health and Wellness function, NEA employees receive preventive screening, fitness training, and general wellness support.

GARCIA, JULIE, *director*  
AQUINO, MARILYN  
BARAJAS, GLORIA  
BATTLE, KIMBERLY  
BURNSIDE, NADINE L.  
CHUNG, SOO  
DOYON, MARY  
EL-ATTRACHE, LORETHA  
FELLOWS, COLLEEN  
GROVES, JIM  
HARDEMAN, SANDRA

HEALY, DONNA  
 HUNDLEY, WILLIAM (CHARLIE)  
 JACKSON, THERESA  
 MATTHEWS, HELENE  
 MCCRAE, ESTHER  
 PANGILINAN, AL  
 PENN, CORENE  
 SLUCHANSKY, STEVEN  
 SPRATLEY, WANDA  
 STEPHENS, LILLIAN  
 THOMAS, PATRICIA  
 VALL-LLOVERAS, LUIS  
 WALKER, ANDREA

## Interactive Media

(202-822-7207)

(FAX: 202-822-7206)

NEA's Interactive Media department creates the Association's magazines and main website, NEA.org. Working with other NEA departments, state and local affiliates, and with NEA members themselves, IM staff create products that engage and mobilize members and the public, and help build a national presence for the Association.

This department publishes *NEA Today*, the nation's largest education magazine (circulation 3.1 million; on the web at [www.nea.org/neatoday](http://www.nea.org/neatoday)); *This Active Life* (for NEA-Retired members, on the web at [www.nea.org/activelife](http://www.nea.org/activelife)); *Tomorrow's Teachers* (for NEA Student Program members, [www.nea.org/tomorrowsteachers](http://www.nea.org/tomorrowsteachers)); *the Advocate* ([www2.nea.org/he/advo-new/index.html](http://www2.nea.org/he/advo-new/index.html)) and *Thought & Action* ([www2.nea.org/he/tanda.html](http://www2.nea.org/he/tanda.html)) for higher education members; and *RA Today* ([www.nea.org/annualmeeting/](http://www.nea.org/annualmeeting/)

[raaction/index.html](#)) during the Annual Meeting. NEA.org uses multimedia presentations, blogs, discussion boards, and polls to attract greater attention to issues that are critical to the Association. IM also provides content for *Connect*, NEA's intranet.

IM works with NEA's Center for Great Public Schools and PR to build a unified communication strategy into the Center's major initiatives from their inception.

HIRAOKA, LEONA, *director*  
 ASIF, RIZWANA  
 BLACKBURN, MARSHA P.  
 CHAVEZ-TALLEY, PAULA  
 CHOVAN, MICHELLE  
 DURANT, SHEALA  
 FISCHER, WILLIAM E., *manager*  
 FLANNERY, MARY ELLEN  
 GARDNER, BONNIE  
 HAMMOND, JOSEPH  
 HOLCOMB, SABRINA  
 JEHLEN, ALAIN  
 KOPKOWSKI, CYNTHIA  
 LEHANE, CON  
 LITVINOV, AMANDA  
 LONG, CYNTHIA  
 LOPEZ, CHRISTIAN  
 LUQUIS, LAVONNE, *manager*  
 PADGETT, DEBBIE  
 RITTER, BRAD  
 ROSALES, JOHN  
 SPENCE, EARLINE, *manager*  
 TONER, MARK, *manager*  
 TRUED, ALICE  
 WALKER, TIMOTHY  
 YOUNG, JOHN  
 ZAUBER, KAREN

## **Marketing and Information Services**

(202-822-7898)

(FAX: 202-822-7377)

Marketing & Information Services supports NEA's efforts to ensure a great public school for every child by developing and implementing strategies to generate non-dues revenue. Such strategies include selling advertising in NEA Today, This Active Life and on the NEA web site, and securing corporate sponsorships to underwrite a portion of the NEA Annual Meeting and other NEA events.

Marketing & Information Services is also responsible for acquiring and marketing professional books and materials through the NEA Professional Library (800-229-4200; [www.nea.org/books](http://www.nea.org/books)).

Additionally, Marketing & Information Services is responsible for promoting the NEA Teacher ToolKit and NEA created online professional development opportunities. Marketing & Information Services also works closely with other NEA departments to provide strategic marketing support for NEA products.

COFFIN, LYNN M., *director*

GEIER, RICK

HENSON, BRANITA GRIFFIN

JOHNSON, LAURIE

## **RELATED NEA ORGANIZATIONS**

### **Health Information Network**

(202-822-7570)

(FAX: 202-822-7775)

This year, the National Education Association Health Information Network (NEA HIN) celebrates its 20<sup>th</sup> year as NEA's health and safety division. By establishing HIN as a separate 501(c)(3) organization in 1987, NEA honored its commitment to promoting the health of public education employees and students. HIN links members with local, state, and national health organizations in the pursuit of providing health and safety information nationally through NEA's state and local affiliates. Additionally, NEA HIN advocates for adequate health protections in the workplace and develops training and technical assistance materials that help employees and students practice healthy behaviors and make healthy decisions.

NEA HIN's mission is to improve the health and safety of school personnel and students by providing the school community with vital and timely information that will support teaching and other educational services and increase student achievement. Since its inception, NEA HIN has addressed numerous health and safety related issues that affect NEA members and students, including HIV/AIDS, substance abuse, breast and cervical cancer, teen pregnancy, mental wellness, physical activity and nutrition, school safety, and school environmental quality, including asthma and indoor air quality.

As a non-profit organization, NEA HIN raises most of its own operational

and program funds from government agencies, corporations and private foundations. HIN has its own Board of Directors, comprising NEA officials, corporate officers, private citizens, and members of the medical community. HIN tackles some of today's most critical health issues, offers health and safety training sessions at national, state and local meetings and conferences, carries out projects targeting important issues in public health, and distributes health-related information literature in both hard copy and online.

HIN's success lies both in its broad reach and in its ability to merge science and research-based principles with innovative approaches and political realities in order to create positive change in the public health of communities. Using this methodology, HIN engages NEA's audience with action-oriented and dependable resources that help them to improve their health and wellbeing.

NEWBERRY, JERALD, *Executive Director*  
 BODDIE, JAMILA  
 KOLSKY, ZAK  
 ROMNEY, HUGH  
 SIMPSON, BETTE  
 SATHRUM, PAUL R.  
 WILINSKI, BOBBIE  
 YOUNG, JENNIE

## **The NEA Foundation for the Improvement of Education**

(202-822-7840)

(FAX: 202-822-7779)

([www.neafoundation.org](http://www.neafoundation.org))

The NEA Foundation was created in 1969 by the NEA to inspire public

education employees to ensure that all students succeed. Since the creation of its endowment in 1985, the foundation has awarded grants to thousands of NEA members throughout the country to support innovative work and professional development. It believes that student success depends on having a quality teacher in every classroom and quality education support professionals in every school and higher education institution.

To this end, The NEA Foundation supports a variety of efforts by teachers, education support professionals, and higher education faculty and staff to improve student learning in the nation's public schools, colleges, and universities. Its work includes varied grant and award programs; studies and reports on topical education issues; workshops, conferences, and symposia; publications based on grantees' work; and opportunities to contribute to public education through its endowment.

The Foundation's programs for 2006–2007 include continued support of our flagship grant program, Closing the Achievements Gaps, that places union-district collaboration at the center of closing the achievement gaps district-wide for economically disadvantaged and minority students while making progress for all. The foundation has awarded grants to: the Hamilton County Education Association (Chattanooga, TN) and the Hamilton county Board of Education, and their partners; Milwaukee Teachers' Education Association and Milwaukee Public Schools, and their partners; and the Seattle Education Association and Seattle Public Schools, and their partners.

The foundation will also be conducting a symposium on teacher leadership to improve the literacy of struggling readers and funding grants to improve professional development for public education employees and raise student achievement progress for all. On behalf of the NEA, the Foundation awards fine arts grants and occasional awards, such as NEA's Books Across America, which provides funding to public school libraries for books and materials. In addition, the foundation will continue to celebrate excellence in education through a variety of awards presented at its annual gala.

Detailed information on all of The NEA Foundation's grants, programs, awards, and publications can be found on its website, [www.neafoundation.org](http://www.neafoundation.org). The website also includes descriptions of funded projects, grant guidelines, and full text of downloadable, free publications.

The NEA Foundation's Board of Directors, which determines the policies and oversees the operation of the foundation, includes leading figures in education, business, culture, and the NEA.

### **Board of Directors:**

*Chair:* LOUIS G. LOWER, II, President & CEO, The Horace Mann Companies, Springfield, IL

*Secretary-Treasurer:* JOHN I. WILSON, Executive Director, National Education Association, Washington, DC

R. JOSEPH BOWER, Director Business Development, Pricewaterhouse Coopers, LLP, Washington, DC

MARK CHICHESTER, Executive Director, Aspen Institute Socrates Society, Washington, DC

THERESE CRANE, Education Advisor, AOL, Dallas, TX

LAURI FITZ-PEGADO, Principal, The Livingston Group, Washington, DC

CHRISTOPHER P. GARDNER, President & CEO, Gardner Rich & Company, Chicago, IL

LIONEL C. JOHNSON, Vice President & Director International Government Relations, Citigroup, Inc., Washington, DC

NITA JONES, Representative, NEA Board of Directors, Dyersburg, TN

HERB LEVITT, Representative, National Council of Urban Education Associations, Edison, NJ

ELIZABETH LISBOA-FARROW, President & CEO, LISBOA, Inc., Washington, DC

JESSICA MENDOZA, U.S. Olympian, Camarillo, CA

LARRY NELSON, Director Global Education & Learning Community, SUN Microsystems, Menlo Park, CA

HARRIET SANFORD, President & CEO, The NEA Foundation, Washington, DC

STEVEN SIDEL, President, Discovery Education, Discovery Communications, Inc., Silver Spring, MD

JEAN MARGARET SMITH, Sr. Vice President, Public Affairs & Administration, Nickelodeon, New York, NY

AARON WALLACE, Chief of Staff, Florida Education Association, Tallahassee, FL

REG WEAVER, President, National Education Association, Washington, DC

JESSIE T. WOOLLEY-WILSON, Executive Vice President, LeapFrog Enterprises, Inc., Emeryville, CA

**Staff:**

HARRIET SANFORD, *President & CEO*

CAROL EDWARDS, *Director of Programs*

GLORIA LYONS, *Director of Administration*

IAN BLYTH, *Communications Associate*

SUSAN BURK, *Planning & Special Projects Manager*

JENNIFER DAVIS, *Development Assistant*

DEANNA DUNCAN GRAND, *Development Officer*

NEDRA J. HELENBURG, *Administrative Assistant*

JOCELYN HUBER, *Grants Manager*

CAROL S. MCGUIRE, *Executive Assistant*

ANNA D. SMITH, *Database Specialist*

**NEA Member Benefits**

900 Clopper Rd., Suite 300

Gaithersburg, MD 20878

(800-637-4636)

(301-251-9600)

(FAX: 301-527-8210)

(www.neamb.com)

The NEA Member Benefits Program is delivered through NEA’s Member Benefits Corporation (NEA’s MBC), a wholly owned subsidiary of the NEA. NEA’s MBC is governed by an eight-member Board of Directors.

NEA Member Benefits offers quality products with broad accessibility to

the NEA membership. These products include:

**NEA Insurance Programs**

- NEA DUES-TAB Insurance\*
- NEA Group Term Life Insurance Plan\*
- NEA AD&D Insurance Plan\*
- NEA Guaranteed Issue Life Plan\*
- NEA Preferred Term Life Insurance Plan\*
- NEA Level Premium Group Term Life Insurance Plan\*
- NEA Premier Accidental Death Insurance Plan\*
- NEA MemberCare® Critical Illness Benefit
- NEA MemberCare® In-Hospital Plan
- NEA Income Protection® Plan
- NEA MemberCare® Long-Term Care Insurance Program
- NEA MemberCare® Medicare Supplement Program \*
- NEA Homeowners® Insurance
- NEA Members Auto & Home Insurance Program®

**NEA Financial Services Programs**

- NEA RateSmart<sup>sm</sup> Credit Card
- NEA-Sponsored Money Market Account®
- NEA-Sponsored CD
- NEA Rewards<sup>sm</sup> American Express® Card
- NEA WorldPoints® Credit Card
- NEA Quantum<sup>sm</sup> Credit Card
- NEA Platinum Plus® Credit Card

- NEA Premier Gold® and School Days® Credit Cards
- NEA-Retired Credit Card
- NEA Home Financing Program®
- NEA Personal Loan® and NEA Line of Credit®
- NEA National Board Certification Loan®

### NEA Investment Programs

- NEA Valuebuilder® Variable Annuity TSA
- NEA Valuebuilder® Mutual Fund TSA
- NEA Valuebuilder® Mutual Fund 457
- NEA Valuebuilder® Traditional and Roth IRA
- NEA Valuebuilder® Post Employment Healthcare Reimbursement Account
- NEA Valuebuilder® Retirement Income Director

### NEA Consumer Discount Programs

- NEA Car Rental Program®\*\*
- NEA Magazine Service®
- NEA Bookstore
- NEA Cellular
- Collette Travel
- NEA Long Distance
- Nolo

### NEA Member Education Guides

- Managing Credit
- Homeowners Insurance
- Understanding Medicare and Medicare Supplement Insurance
- Tax-Deferred Annuities

- Understanding Your Disability Income Protection Needs
- A Shopper's Guide to Long-Term Care Insurance

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\*Provided by the NEA Members Insurance Trust®

\*\*Includes Hertz and Alamo

Note: Not all products are available in every state  
No dues dollars are used to market NEA Member Benefit products.

### *Board of Directors*

- LILY ESKELSEN, *chairperson*, Secretary-Treasurer, National Education Association, 1201 16th St., N.W., Washington, DC 20036, (202-822-7479), [LiEskelsen@nea.org](mailto:LiEskelsen@nea.org)
- DENNIS VAN ROEKEL, Vice President, National Education Association, 1201 16th St., N.W., Washington, DC 20036, (202-822-7499), [DvanRoekel@nea.org](mailto:DvanRoekel@nea.org)
- WILLIAM BJORK, President, NEA-Alaska, 4100 Spenard Rd., Anchorage, AK 99517, (907-274-0536), [bill.bjork@neaalaska.org](mailto:bill.bjork@neaalaska.org)
- SARAH BORGMAN, Director of Retired, Wakarusa, IN, [whadyapple@aol.com](mailto:whadyapple@aol.com)
- AL MANCE, Executive Director, Tennessee Education Association, 801 Second Ave., N., Nashville, TN 37201-1099, (615-242-8392), [amance@TEA.NEA.org](mailto:amance@TEA.NEA.org)

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SHERIDAN PEARCE, President, Federal Education Association (Designee for Reg Weaver), 1201 16th Street, N.W., Washington, DC 20036, (202) 822-7857; *spearce@nea.org*

TERRI SANDERS, Mountain Home, ID, *tsanders@fiberpipe.net*

*NEA Member Insurance Trust  
2006–2007*

The NEA Members Insurance Trust exists solely for the benefit of NEA members. Insurance programs currently available to members include the NEA Preferred Term Life Plan, the NEA Group Term Life Plan, the NEA Level Premium Term Life Plan, the NEA Joint Protection Plan, the NEA Accidental Death and Dismemberment Plus Insurance Plan, the NEA Guaranteed Issue Life Plan, the NEA Premier Accidental Death Plan and the NEA MemberCare Medicare Supplement Program.

The NEA Members Insurance Trust also provides NEA DUES-TAB life insurance to eligible members. NEA DUESTAB offers, among other benefits, a special \$150,000 unlawful homicide benefit for deaths that occur on the job.

*Trustees*

LILY ESKELSEN, *chairperson*, National Education Association, 1201 16th Street, NW, 8th Floor, West Wing, Washington, DC 20036, (202) 822-7479, *LiEskelsen@nea.org*

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DR. VALERIE MAHOLMES, Washington DC, *maholmev@mail.nih.gov*

JUDY L. SCHAUBACH, President, Education Minnesota, 41 Sherburne Avenue, St. Paul, Minnesota 55103, (651) 227-9541, *judy.schaubach@educationminnesota.org*



*NEA Member Benefits Staff*

PHOEBUS, GARY, *President & Chief*

*Executive Officer*

MENTZER, RON, *Chief Financial Officer*

MERRILL, MARVIN, *President Emeritus*

ABRIGO, PAMELA

ADAMS, KIMBERLEY S.

ALLEN, MICHAEL

AUSTIN, GARY

BACON, ANISHIA

BAGGOTT, PAT

BARNES, CANDY

BENSKIN, CONNIE

BOONE, ROBIN

BOSWELL, BRYAN

BYRD, JUANITA

BRADLEY, KARLA

CHANG, JOANNE

CHRISTIAN, ANGELA

CLARK, TRUDI

COOKE, ELLEN

CUNNINGHAM, LEE

CUPOLO, KATHY

CURRY, CATHY

DAVIS, BETTY

DAVIS, RICHARD

DEANE, BERNADETTE

DISK, JENNIFER

DRERUP, AMY

DRUMMOND, LISA

EUGENE, STEVE

EVANS, CECILIA

FELL, LEISA

FORDE, JACQUELINE

FRATTINI, CHARLOTTE

GANN, DINA

HARDEY, SUSAN

HARDWICK, CHAD

HIGHT, DIANE

HOU, JULIA

HUDSON, BARRY

ISABELLA, CHRIS

JIANG, JENNY

JONES, KEN

JOSEPHS, ALDEANE

KEEFE, ANDY

KENDALL-FREAS, GUY

KNIGHT, JASON

KRUMBIEGEL, SNOOKIE

LEE, MARYGRACE

LEE, RICK

LENDRIM, SARAH

LEVY, STEVE

LINDSEY, KIMBERLY

LOWELL, CHRIS

LUMB, STAN

LYONS, VALERIE

MABEY, SEAN

MANCUSO, MARIE

MARQUES, BOB

MARTIN, RANDY

MCCLAIN-JOHNSON, CAROLYN

MCKAY, KATHLEEN

MELVILLE, HOLLY

MERCHANT, JO ANN

MUENCH, TERESA

OSTERLING, BRIAN

PANGELINAN, DULCE

PARAMBIL, JOE

PERLMAN, SLOANE

PICONE, LIZ

PIERCE, RON

PRICE, MARY

PROFITT, BEN

REID, ZACH

REILLY, MIKE

REMPE, MARK

RICHARDS-SOLOMON, MARIAN

ROBINSON, CHERYL

ROBINSON, SIS

ROBINSON, WINI  
ROSALES-ESMIEU, NINA  
ROUGH, MAUREEN  
RUGGIERO FOX, SUE  
SCHRUEFER, ELIZABETH  
SCOTT, CHARLENE  
SEPP, DIEM  
SHODIYA, ZAC  
SMITH, ANN  
SMITH, RICHARD  
SMITH, SUE  
SNOWDEN, PAT

SOTIR, LISA  
ST. CLAIR, CATHY  
STERLING, STACIE  
TERWILLIGER, DOUG  
THOMPSON, WILFRED, JR.  
VANDEGRIFT, MAVIS  
WEAVER, MAUREEN  
WENDLAND, JOHN  
WHITFIELD, MURIEL L.  
WILLIAMS, TERRI  
WILSON, PAM



# Other Organizations

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## **National Council of State Education Associations (NCSEA)**

*Pres.:* CAROLYN DUMARESQ, Executive Director, Pennsylvania State Teachers Association, 400 N. 3rd St. P.O. Box 1724 (717-255-7000; Fax 717-255-7128), [cdumaresq@psea.org](mailto:cdumaresq@psea.org)

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*Coordinating Vice-Pres. for*

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*Executive Director:* MEL MYLER, Dir., NEA State Affiliate Relations/ Training and Organizational Development, NEA Headquarters, 1201 16th St., N.W., Suite 817, Washington, DC 20036 (202-822-7749; Fax: 202-822-7974), [mmyler@nea.org](mailto:mmyler@nea.org)

NCSEA assists officers and staff of NEA state affiliates in improving the organization, administration, and activities of state education associations. The council serves as a forum for communication and interchange 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 meeting held in late June at the NEA RA. The annual fall meeting is held in late November.

## **National Council of Urban Education Associations (NCUEA)**

*Pres.:* SUSIE JABLINSKE, Annapolis, MD [E-mail: [susiej@aol.com](mailto:susiej@aol.com)]

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*NEA Liaisons:* NEA Urban and Rural Initiatives, NEA Headquarters (Office: 202-822-7155; Fax: 202-822-7997)

### **Regional Directors**

*East:* SHEILA M. FINLAYSON, Annapolis, MD [Email: [sfinlayson@mstanea.org](mailto:sfinlayson@mstanea.org)]

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*Director-At-Large:* SERGIO MARTINEZ, Norwalk, CA [Email: [sminca@earthlink.net](mailto:sminca@earthlink.net)]

Membership in NCUEA is limited to urban education associations that have achieved an actual or has a potential membership of 1,000 or that are recommended for membership by a member association. Membership is also open to UniServ councils organized along similar lines. Each member association must be an affiliate of NEA. Dues are \$300 annually, payable after September 1 of each year.

NCUEA conducts two annual conferences 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 urban leaders and to set the year's program through the adoption of new business items. The Summer Conference 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 lobby the appropriate NEA bodies during the year in order to gain acceptance

of the NCUEA programs. In addition, NCUEA has a seat on the NEA Fund for Children and Public Education.

*NCUEA News* is published seven times a year. It summarizes and interprets actions of NEA governing bodies and committees that are of particular interest to urban leaders.

NCUEA encourages closer working relationships with both state and national associations and seeks to act as a change agent in advocacy for members and the improvement of education for children.

### **National Council for Higher Education (NCHE)**

*Pres.:* KATHY SPROLES, Salinas, CA

*Vice-Pres:* JAMES RICE, Worchester, MA

*Secy. Treas:* CHRISTINE DOMHOFF,  
Poland, OH

BILL RICKETTS, *Membership Chair*,  
Omaha, NE

CARLA NACCARATO-SINCLAIR, Post Falls,  
WA

BEVERLY STEWART, Berwyn, IL  
EVERETT FORD, Concordia, KS

ARMANDO VAZQUEZ-RAMOS, Long  
Beach, CA

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 state-wide affiliate. Any NEA member currently employed in a college or university, or on leave from or seeking employment at such an institution, or any member of the NEA-Retired whose primary employment was in higher education can obtain an individual membership. Any K-12 NEA member or affiliate staff member who supports NCHE's purposes and activities can 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 Advisory Committee on Membership, 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 Kindergarten-Graduate 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.

The *NCHE Newsletter* is published four times a year to keep members informed on the issues and activities of the council and its officers.

## The Education International (EI)

THULAS NXESI, *president*

FRED VAN LEEUWEN, *general secretary*

REG WEAVER, *executive board*, North America and the Caribbean Regional Representative

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NEA is a member affiliate of Education International (EI), an international organization of national education unions. The Education International gathers into one powerful organization national member affiliates of teachers and other education employees from all stages of education, with a view to enabling them to exert an influence corresponding to the importance of their social function.

The aims of the organization are (a) to further the cause of teachers and education employees, their trade unions, and their professional rights; (b) to promote peace, democracy, social justice, and equality for all peoples; (c) to seek and maintain trade union rights; (d) to enhance the conditions of work, terms of employment, and professional status of education employees and to support mem-

ber organizations and their representation before the United Nations, its specialized agencies, and other intergovernmental organizations; (e) to support and promote professional freedoms of teachers and education employees and the right of their organizations to participate in the formulation and implementation of educational policies; (f) to promote the right to education for all persons in the world, without discrimination; (g) to foster education toward international understanding, good will, peace, freedom, and human dignity; (h) to combat all forms of racism, bias, or discrimination in education due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status, or national or ethnic origin; (i) to develop the leadership roles and involvement of women in society, in the teaching profession, and in organizations of teachers and education employees; (j) to build solidarity and mutual cooperation among member organizations; (k) to encourage, through member organizations, closer relationships among teachers and education employees in all countries and at all levels of education; (l) to promote and assist in the development of independent and democratic organizations of teachers and education employees; and (m) to promote unity among all independent and democratic trade unions, both within the educational sector and with other sectors.

The 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 Teacher Unions (IFFTU). As the Global Union Federation (GUF) for the education sector, EI has a membership of 348 national education unions, in 169 countries representing over 30 million workers in education.

## **National Council for Education Support Professionals (NCESP)**

*Pres.:* KAREN MAHURIN, Salem OR

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*Midwest Reg. Dir.:* MAX BOCHMANN,

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*Northeast Reg. Dir.:* JACKIE AUBREY,

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*Pacific Reg. Dir.:* MICHAEL MUSSER,

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*Southeast Reg. Dir.:* VICKIE JACQUET, Duson, LA [E-mail: [Vivaciousv@excite.com](mailto:Vivaciousv@excite.com)]

*West Reg. Dir.:* BOB MCCARTY,

Torrington, WY [Email: [mcbob75@hotmail.com](mailto:mcbob75@hotmail.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 develop programs which, when implemented by NEA, will have a positive impact on the problems faced by ESP; (4) to impact the development of ESP training and make recommendations as needed, using ESP members when appropriate; (5) to identify and support candidates for NEA offices who will actively work for implementation of NCESP-adopted programs and positions; and (6) 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. NCESP represents NEA education support professional members as an official observer at the NEA Executive Committee, Budget Committee, and NEA Board meetings. The Council is committed to advancing the interests of education support professionals at the local, state, and national levels; (7) to fully integrate ESP members into all NEA programs.

Membership in NCESP is open to both individuals and organizations. Organizational membership is open to ESP locals and state affiliates. Individual members have voting rights and must be active

in NEA/ESP. Associate memberships are open to all NEA members or affiliates who support the specific objectives of the Council.

NCESP meets twice yearly at the National ESP Conference and again at the NEA Representative Assembly. Meetings are held to discuss all Council business, conduct Council elections, and vote on Constitution and Bylaw changes and new business items.

The NCESP NETWORK newsletter is published at least four times annually to keep members informed about the issues and activities of the Council and its officers.

# State Affiliates

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*Statewide professional associations in every state, commonwealth, and the District of Columbia, and the Federal Education Association, are dedicated to advancing the cause of education and to improving the status of their members. Affiliation with the 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 state affiliates is contained in Bylaw 8.*

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## **ALABAMA**

**Alabama Education Association**

**422 Dexter Ave.**

**Montgomery 36103-4177**

**(334-834-9790) (FAX: 334-262-8377)**

**8:15 a.m.–4:45 p.m. Monday-Friday**

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

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## **ALASKA**

**NEA-ALASKA**

**4100 Spenard Rd.,**

**Anchorage 99517**

**(907-274-0536) (FAX: 907-274-0551)**

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ALCANTRA

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## **ARIZONA**

**Arizona Education Association**  
345 E. Palm Lane  
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## **ARKANSAS**

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STEVEN STEWART

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## FEDERAL

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**E.S.T. with D.S.T.**

Active members of this association are primarily American teachers in Stateside and Overseas Dependents Schools operated by the U.S. Department of Defense in the following areas: Stateside—Camp Lejeune, N.C.; Dahlgren, Va.; Ft. Benning, Ga.; Ft. Bragg, N.C.; Ft. Campbell, Ky.; Ft. Jackson, S.C.; Ft. Knox, Ky.; Ft. Stewart, Ga.; Ft. Rucker, Ala.; Laurel Bay, S.C.; Maxwell AFB, Ala.; Quantico, Va.; Robins AFB, Ga.; and West Point, N.Y. Overseas—Azores, Bahrain, Belgium, Cuba, England, Germany, Greece, Holland, Iceland, Italy, Japan, Korea, Okinawa, Guam, Spain, and Turkey.

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## GEORGIA

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**Indianapolis 46204-2875**  
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**Iowa State Education Association**  
**777 Third St.**  
**Des Moines 50309-1301**  
**(515-471-8000) (FAX: 515-471-8017)**  
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**Baton Rouge 70821-0479**  
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**Jackson 39202-3086**  
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**Helena 59601**  
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### **Nebraska State Education Association**

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**Lincoln 68508**

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

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**Las Vegas 89121**

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**New Jersey Education Association**

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

**Trenton 08536-1211**

**(609-599-4561) (FAX: 609-392-6321)**

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## **NORTH CAROLINA**

### **North Carolina Association of Educators**

**P.O. Box 27347**

**Raleigh 27611-7347**

**(700 S. Salisbury St., Raleigh 27601)**

**(919-832-3000) (FAX: 919-829-1626)**

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Bismarck 58502-5005  
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### **Ohio Education Association**

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**Harrisburg 17105-1724**  
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## **SOUTH CAROLINA**

### **South Carolina Education Association**

**421 Zimalcrest Dr.  
Columbia 29210  
(803-772-6553) (FAX: 803-772-0922)  
8:30 a.m.-5:00 p.m. Monday-Friday  
June-July: 8:30 a.m.-4:00 p.m.  
E.S.T. with D.S.T.  
www.thescea.org**

*Pres.:* SHEILA C. GALLAGHER; *sgallagher@thescea.org*

*Vice-Pres.:* JUDY W. FAIR; *judyfair@msn.com*

*Exec. Dir.:* CHIP ZULLINGER; *czullinger@thescea.org*

*Dir.-Business Services:* RAM'ON WIDEMAN

## **SOUTH DAKOTA**

### **South Dakota Education Association**

**411 E. Capitol Ave.  
Pierre 57501  
(605-224-9263) (FAX: 605-224-5810)  
8:00 a.m.-5:00 p.m. Monday-Friday  
C.S.T. with D.S.T.  
www.sdea.org**

*Pres.:* DONNA DEKRAAI; *donna.dekraai@sdea.org*

*Vice-Pres.:* LARRY LUCAS; *lucasmsd@gwt.net*

*Treas.:* MARTIN SIEVERDING; *tbone@gwtc.net*

*Exec. Dir.:* RACHEL HENDRICKSON, *Interim*; *rhendrickson@nea.org*

*Chief Financial Off.:* PAUL MCCORKLE  
*General Counsel:* ANN PLOOSTER

## **TENNESSEE**

### **Tennessee Education Association**

**801 Second Ave., N.  
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.  
www.teateachers.org**

*Pres.:* EARL WIMAN; *ewiman@tea.nea.org*

*Vice-Pres.:* GERA SUMMERFORD; *summerfordg@yahoo.com*

*Exec. Dir./Secy.-Treas.:* ALPHONSO C. MANANCE; *amance@tea.nea.org*

*Asst. Exec. Dir.-Affiliate Services:* MITCHELL JOHNSON

*Asst. Exec. Dir.-General Counsel:* BRYAN MCCARTY

*Mgr.-Communications:* A.L. HAYES

*Mgr.-Government Relations:* JERRY WINTERS

## **TEXAS**

### **Texas State Teachers Association**

**316 W. 12th St.  
Austin 78701-1892  
(512-476-5355) (FAX: 512-469-0766)  
8:00 a.m.-5:00 p.m. Monday-Friday  
Member Advocacy Center  
7:00 a.m.-7:00 p.m. Monday-Friday  
C.S.T. with D.S.T.  
www.tsta.org**

*Pres.:* DONNA NEW HASCHKE; *dannah@tsta.org*

*Vice-Pres.:* ANN HEUBERGER; *annah@tsta.org*

*Exec. Dir.:* E.C. WALKER; [ecwalker@tsta.org](mailto:ecwalker@tsta.org)

## **UTAH**

**Utah Education Association**

**875 E. 5180 S.**

**Murray 84107-5299**

**(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.utea.org](http://www.utea.org)**

*Pres.:* KIM CAMPBELL; [kim.campbell@utea.org](mailto:kim.campbell@utea.org)

*Vice-Pres.:* ELLEN THOMPSON; [ellen.thompson@utea.org](mailto:ellen.thompson@utea.org)

*Exec. Dir.:* SUSAN KUZIAK; [susan.kuziak@utea.org](mailto:susan.kuziak@utea.org)

*Dir.-Government Relations:* VIK ARNOLD

*Dir.-Communications:* MARK  
MICKELSEN

*Dir.-Teaching & Learning/UniServ:*  
KAYE CHATTERTON

*General Counsel:* MICHAEL MCCOY

## **VERMONT**

**Vermont-NEA**

**10 Wheelock St.**

**Montpelier 05602-3737**

**(802-223-6375) (FAX: 802-223-1253)**

**8:00 a.m.–5:00 p.m. Monday-Friday**

**E.S.T. with D.S.T.**

**[www.vtnea.org](http://www.vtnea.org)**

*Pres.:* ANGELO J. DORTA; [adorta@vtnea.org](mailto:adorta@vtnea.org)

*Vice-Pres.:* TOM GALLAGHER; [prevost@pshift.com](mailto:prevost@pshift.com)

*Secy.-Treas.:* JEFF ISHAM; [jisham@madriver.com](mailto:jisham@madriver.com)

*Exec. Dir.:* JOEL D. COOK; [jcook@vtnea.org](mailto:jcook@vtnea.org)

## **VIRGINIA**

**Virginia Education Association**

**Gamble's Hill, 116 S. 3rd St.,**

**Richmond 23219**

**(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.veaweteach.org](http://www.veaweteach.org)**

*Pres.:* PRINCESS MOSS; [pmoss@veanea.org](mailto:pmoss@veanea.org)

*Vice-Pres.:* JEFFREY COBB; [notes2jeff@yahoo.com](mailto:notes2jeff@yahoo.com)

*Exec. Dir.:* ROBERT WHITEHEAD; [rwhitehead@veanea.org](mailto:rwhitehead@veanea.org)

*Dir.-Business/Treasurer:* BRENDA CLOYD

*Dir.-Legal Services:* DENA  
ROSENKRANTZ

*Dir.-Government Relations:* ROBLEY  
JONES

*Dir.-Communications:* WILLIAM  
JOHNSON

*Dir.-Field Services:* JOANN KARSH



## 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: 253-946-4735,  
4692)**

**Winter: 8:00 a.m.–4:30 p.m. Mon.–Fri.**

**Summer: 8:00 a.m.–4:00 p.m. Mon.–**

**Fri. P.S.T. with D.S.T.**

**www.washingtonea.org**

*Pres.:* CHARLES HASSE; *chasse@wash-*  
*ingtonea.org*

*Vice-Pres.:* DAVID SCOTT; *dsScott@wash-*  
*ingtonea.org*

*Exec. Dir.:* ARMAND L. TIBERIO; *atibe-*  
*rio@washingtonea.org*

## WEST VIRGINIA

**West Virginia Education  
Association**

**1558 Quarrier St.**

**Charleston 25311**

**(304-346-5315) (FAX: 304-346-4325)**

**8:00 a.m.–5:00 p.m. Monday-Friday**

**E.S.T. with D.S.T.**

**www.wvea.org**

*Pres.:* CHARLES R. DELAUDER; *charles.*  
*delauder@wvea.org*

*Vice-Pres.:* DALE LEE; *djlee@citlink.net*

*Secy.:* DORIS TUCKWILLER-WOOD; *dc-*  
*tuckwd@aol.com*

*Exec. Dir.:* DAVID A. HANEY; *dhaney@*  
*nea.org*

*Government Relations:* MISTY

PEAL-AUVILLE

*Communications:* KYM RANDOLPH

*General Counsel:* BILL MCGINLEY

## WISCONSIN

**Wisconsin Education Association  
Council**

**33 Nob Hill Dr., P.O. Box 8003**

**Madison 53708-8003**

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

**8:00 a.m.–5:00 p.m. Monday-Friday**

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

**www.weac.org**

*Pres.:* STAN JOHNSON; *johnsons@*  
*WEAC.org*

*Vice-Pres.:* TERRY MEYER; *meyert@*  
*weac.org*

*Secy.-Treas.:* MARY BELL; *bellm@weac.*  
*org*

*Exec. Dir.:* DAN BURKHALTER; *burkhal-*  
*terd@weac.org*

*Dir.-Affiliate Relations:* DICK TERRY

*Dir.-Government Relations:* BOB BURKE

*Dir.-Business Administration:* JANE

OBERDORF

*General Counsel:* BRUCE MEREDITH

## WYOMING

**Wyoming Education Association**

**115 E. 22nd St., Ste.1**

**Cheyenne 82001-3795**

**(307-634-7991) (Toll free: 1-800-442-**  
**2395) (FAX: 307-778-8161)**

**8:00 a.m.–5:00 p.m. Monday-Friday**

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

**www.wyoea.org**

*Pres.:* KATHRYN VALIDO; *kvalido@nea.*  
*org*

*Vice-Pres.:* CRAIG WILLIAMS; *crwiliams@nea.org*  
*Treas.:* KAY ANN SAXTON; *jrsaxton@allwest.net*  
*Exec. Dir.:* JEAN HAYEK; *jhayek@nea.org*  
*Business Manager:* CAROL SUTHERLAND  
*Dir.-Government Relations:* JASON MINCER  
*Dir.-Communications:* RON SNIFFIN

## DIRECT NEA AFFILIATES

**DISTRICT OF COLUMBIA**  
**University of the District of Columbia**  
**Faculty Association/NEA**  
**4200 Connecticut Ave., N.W.**  
**Washington, DC 20008**  
**(202-274-7108) (FAX: 202-274-5251)**  
**10:00 a.m.–5:30 p.m. Monday-Friday**  
**E.S.T. with D.S.T.**

NEA members in the District of Columbia are not served by a state-level affiliate, but are represented by the UDC Faculty Association and the Mid-Atlantic Office.

*Pres.:* LESLIE RICHARDS; *lrichards@udc.edu*  
*Vice-Pres.:* WILLIAM WHITE

**UNIVERSITY OF HAWAII**  
**PROFESSIONAL ASSEMBLY**  
**1017 Palm Dr.**  
**Honolulu, HI 96814**  
**(808-593-2157) (FAX: 808-593-2160)**  
**8:00 a.m.–5:00 p.m.**  
**H.S.T. Only**  
**www.uhpa.org**

*Pres.:* MARY TILES; *mtiles@uhpa.org*  
*Vice-Pres.:* RICHARD NETTELL; *nettell@hawaii.edu*  
*Secy.:* RUTH HORIE; *ruthh@hawaii.edu*  
*Treas.:* DUANE STEVENS; *dstevens@uhpa.org*  
*Exec. Dir.:* J.N. MUSTO; *musto@uhpa.org*  
*Assoc. Exec. Dir.:* JOHN H. RADCLIFFE  
*Assoc. Exec. Dir.:* JAMES KARDASH  
*Assoc. Exec. Dir./Comptroller:* LINDA SAWAI

**UTAH SCHOOL EMPLOYEES**  
**ASSOCIATION (USEA)**  
**864 E. Arrowhead Lane**  
**Murray, UT 84107-5211**  
**(801-269-9320) (FAX: 801-269-9324)**  
**8:00 a.m.–5:00 p.m. Monday-Friday**  
**M.S.T. with D.S.T**  
**www.useautah.org**

*Pres.:* JERRY SPRAGUE; *jerrysprague@useautah.org*  
*Pres. Elect.-Treas.:* ROGER PATE; *useautah@aol.com*  
*Secy.:* WENDI KESLER; *useautah@aol.com*  
*Exec. Dir.:* MIKE HEPNER; *mhepner@nea.org*, *hepner\_m@msn.com*



# Nongovernance Affiliates

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*Nongovernance affiliates are professional organizations (other than NEA local and state affiliates) and nonprofessional organizations that enter into a reciprocal contractual agreement with NEA. Further information is contained in the Constitution, Article VIII, and in Bylaw 8.*

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## **National Association of School Nurses, Inc. (NASN), [www.nasn.org](http://www.nasn.org)**

*Historical Background:* The Association was established originally as a department of NEA by the 1968 NEA Representative Assembly; 1970-71 was its first year of operation with elected officers. It became an NEA affiliate in 1977 and was incorporated in 1979.

*Core Purpose/Mission:* NASN's core purpose is to advance the delivery of professional school health services to promote optimal learning in students.

## **Family and Consumer Sciences Education Association (FCSEA)**

*History:* The association was organized in 1927 and became the twenty-second department of NEA in 1930. In 1969 the organization incorporated, changed its name to the Home Economics Education Association, and became an affiliate of NEA. The name was changed to Family and Consumer Sciences Education Association in June of 1995.

*Purpose:* The purpose of the association is to improve the quality of family and consumer sciences instruction in the nation's classrooms by:

- promoting family and consumer sciences as an integral part of the total educational program

- informing educators and others of the value of family and consumer sciences in the educational program

- bringing together educators in the field of family and consumer sciences for the promotion of studies and discussion of questions pertaining to family and consumer sciences in school programs

- engaging in and encouraging research on family and consumer sciences education

- disseminating the findings to members, other educators, and persons interested in education

- acting as liaison with other groups dedicated to the above purposes and to the improvement of education in general.

## **International Technology Education Association (ITEA), [www.iteaconnect.org](http://www.iteaconnect.org)**

*Background and Purpose:* Established in 1939, the International Technology Education Association is the only national organization dedicated solely to the growth and improvement of technology education as an intrinsic part of education. The association works through its members at every level of the educational system and functions at international, national, state, and local levels.

*Membership:* Professional ITEA membership is open to teachers, supervisors, administrators, and teacher educators directly involved with technology education programs. Dues are \$70 annually.

ITEA student membership is available to full-time graduate and undergraduate students in technology education programs. Dues are \$30 annually and may be renewed once after graduation at the same rate.

ITEA sustaining memberships are supportive memberships for commercial and industrial firms, educational organizations, educational institutions, and foundations. Sustaining memberships begin at \$350 annually; institutional memberships are \$210.

Elementary school memberships offer learning activities designed for elementary teachers, opportunities for program excellence, *The Technology Teacher* and the opportunity to share technology activities throughout the community for \$140 per school.

*Meetings:* Annual international conferences held alternately in major cities throughout the United States; annual Conference and Trade Show.

*Additional Programs:* ITEA sponsors one youth organization, the Technology Education Collegiate Association (TECA). Membership in TECA is open to undergraduate students preparing for careers in technology education who are ITEA college student members and participate in TECA chapter activities.

Other programs of ITEA include the following affiliate councils: ITEA Council of Supervisors (CS), Council on Technology Teacher Education (CTTE), and Technology Education Council for Children (TECC).

*Publications:* The ITEA journal, *The Technology Teacher*, is published eight times during the school year and provides members and technology educators with a variety of information, including research, technical articles, and association news. ITEA's elementary journal, *Technology & Children*, will be published quarterly. Periodically the association releases monographs, reports, position papers, and special-use documents. The association offers a curriculum materials catalog which includes publications and video on current trends, research, curriculum activities, and advocacy issues. The association also publishes a research journal, *Journal of Technology Education*.

# Membership

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## Categories of Membership

*Active.* Active membership is open to any person (i) who is employed by or in a public school district, 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; or (iv) who is serving as an executive officer of the Association or of a state or local affiliate. The Association allows 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. 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 his or her 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. NEA does 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 are not 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 September 1, 1993.

The 2006–2007 dues of an Active member engaged in or on limited leave of absence from professional educational employment are \$145. (See Bylaw 2-7.a.)

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.

The 2006–2007 dues of an Active member employed in an educational support professional position are \$80.50. (See Bylaw 2-7.a.)

The dues of an Active member who has left an educational 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 educational support professional position.

The dues of an Active member who is an exchange teacher from another country shall be waived if the exchange teacher continues to hold membership in a national teacher organization in his or her country of residence, if 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 if the state and local NEA affiliates grant full membership rights and a dues waiver to the exchange teacher.

The dues of an Active member employed 50 percent or less but over 25 percent the normal schedule for a full-time employee, who is not employed as a substitute, and who is not eligible for membership as a full-time employee through another local association are one-half the dues of an Active member as appropriate. Thus, in 2006–2007 the amounts for part-time Active members are as follows:

- An Active member engaged in professional educational employment pays dues of \$76.00.

- An Active member employed in an educational support professional position pays dues of \$44.00.

The dues of an Active member employed 25 percent or less the normal schedule for a full-time employee, who is not employed as a substitute, and who is not eligible for membership as a full-time employee through another local association are one-quarter the dues of an Active member as appropriate. Thus, in 2006–2007, the amounts for quarter-time Active members are as follows:

- An Active member engaged in professional educational employment pays dues of \$41.75.

- An Active member employed in an educational support professional position pays dues of \$25.75.

The dues of Active members employed as substitutes are one-fourth of the Active dues, as appropriate. For the 2006–2007 school year, those figures are as follows:

- An Active member employed in a professional substitute position pays dues of \$41.75.

- An Active member employed as a substitute in an educational support professional position pays dues of \$25.75.

- An Active member who is on a leave of absence of at least six months from his or her educational position has two options with respect to membership:

1. He or she is eligible for Active membership with full voting and membership rights; or

2. He or she may join as a Reserve member, pay one-half the dues of an Active member (in 2006-2007, \$69.00 for Active members engaged in professional educational employment and \$37.00 for those employed in educational support professional positions), and forgo voting and membership rights. (See Reserve membership.)

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

*Reserve.* Reserve membership is open to any person who is on a leave of absence of at least six months from the employment that qualifies him or her for Active membership or who has held Active or Educational Support membership but whose employment status no longer qualifies that individual for such membership.

Dues of Reserve members are one-half the dues of Active members as appropriate (in 2006-2007, \$69.00 for those Active members engaged in professional educational employment and \$37.00 for those employed in educational support professional positions).

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

*Retired.* Retired membership is 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 him or her 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.\*

The dues of Retired members are established by the Board of Directors and payable either through the Retired Membership for Life Program or on an annual basis. An individual may join as a Retired Member for Life in 2006-2007 by making a one-time, lump-sum payment of \$200. The 2006-2007 annual dues of Retired members are as follows: \$25 for any person who retired on or after September 1, 1973, and \$5 for anyone who retired prior to September 1, 1973.

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\*A state affiliate must require its retired members to be NEA Retired members if the affiliate has a membership category for retired members and grants such members governance rights. Upon the vote of the board of directors or equivalent body of the state affiliate, this requirement shall be waived for persons who were retired members of the affiliate during the 1984-85 membership year if such members had governance rights during 1984-85 or have been granted such rights subsequently.



All NEA 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. Preretired 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.

*Student.* Student membership is open to any student (a) who is enrolled in a postsecondary program that is preparatory for employment in a position that would make him or her eligible for Active membership or (b) who is serving as chairperson of the NEA Advisory Committee of Student Members, except that anyone who has ever been eligible for Active membership through professional educational employment shall not be eligible for Student membership. A student member is required to maintain membership in the state affiliate if the affiliate has a membership category for student members. The dues of Student members are established by the Representative Assembly in the program budget. Dues are \$15 in 2006–2007.

Student 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 Student members on the Board of Directors and in the Representative Assembly.

*Substitute.* Substitute membership is open to any educational employee employed on a day-to-day basis who is eligible for Active membership unless (i) said employee is drawing educational retirement benefits and is eligible for NEA Retired membership; or (ii) said employee is included in a bargaining unit with full-time educational employees. In the latter case, the employee is eligible for Active membership at the reduced rate of one-fourth of the Active dues, as appropriate. The option to join the Association as a Substitute member is 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.

The dues of a Substitute member, established by the NEA Board of Directors, are \$15 in 2006-2007. Substitute membership entitles the member to the following benefits approved by the Board:

1. Receipt of NEA's every-member publication, NEA Today.
2. Coverage under the Educators Employment Liability (EEL) Program.
3. Eligibility for special services as applicable.

Substitute members do not have governance rights within the NEA.

*Staff.* Staff membership is open to any person employed full time by NEA or any of its affiliates in a staff position. Dues of Staff members are one-half the dues of Active members engaged in professional educational employment, or \$69.00 in 2006–2007.

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.

*Life Membership.* 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.

## **Benefits of Membership**

NEA members receive a variety of timely and informative periodicals, including *NEA Today*, and publications for higher education, educational 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. NEA Research studies professional problems and issues and provides information to state and local affiliates. NEA Field Operations oversees the six

regional offices and assists officers and staff of local and state affiliates in a variety of ways. NEA departments of the Center for Great Public Schools coordinate their work to craft a quality public policy to advocate at the bargaining table, in state legislatures, and in Congress. Human and Civil Rights provides a variety of programs and services, including assistance to affiliates implementing desegregation orders and integration plans, the Minority Leadership Training Program, and the Women's Leadership Training Program.

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 accidents 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 advice and consultation at no charge and discount their usual fees by 30 percent as a service to NEA members.

NEA DUES-TAB Insurance, provided by the NEA Members Insurance Trust, is intended to supplement any other insurance plans a member may have. It is available free to all Active (including Life Active who are actively employed in the field of education), Staff, and Reserve members who are actively employed in the field of education.

- It pays \$50,000 if death is caused by an accident or assault while the member is on the job or on Association business in the capacity of Association Leader
- It pays \$1,000 per year of continuous membership up to a maximum of \$5,000 for accidental death or dismemberment
- It pays \$150,000 for death caused by a homicide which occurs while the member is on the job
- It pays \$200 per year of continuous membership up to a maximum benefit of \$1,000 for death due to natural causes.

NEA Member Benefits programs are available to members in accordance with NEA policies. These programs include life, accidental death and dismemberment, supplemental medical, income protection, and auto and homeowners insurance. Other NEA Member Benefits programs include investments, such as the NEA Valuebuilder Annuity, NEA-Sponsored FDIC-Insured Money Market Account, and the NEA-Sponsored GoldCertificate CD. Credit and Loan programs include the NEA Credit Card Program, the NEA Personal Loan, NEA Line of Credit, and the NEA Home Financing Programs. The NEA Magazine Service and the NEA Car Rental Programs are included in the Discount programs.

**Table 1. NEA Membership, September 2006**

State 1	K-12 Act & Life 2	Higher Ed Act & Life 3	Retired Members 4	Student Members 5	Other (a) Members 6	Total (b) Col 2-6 7	# Inc./ Dec. fr Prior Year-end 8	# Inc./ Dec. fr Prior Year-end 9
ALABAMA	68,597	3,466	20,183	2,006	2,038	96,290	5,777	6.38
ALASKA	10,667	0	1,437	16	305	12,427	562	4.74
ARIZONA	30,826	162	1,995	351	743	34,077	1,820	5.64
ARKANSAS	13,655	26	2,274	577	212	16,744	99	0.59
CALIFORNIA	294,321	17,592	12,506	1,660	7,401	333,480	3,681	1.12
COLORADO	34,151	106	3,044	616	490	38,407	900	2.40
CONNECTICUT	35,586	0	3,949	226	2,005	41,766	1,337	3.31
DELAWARE	10,691	1	839	123	175	11,829	867	7.91
DC	155	147	75	6	416	799	-84	-9.51
FEDERAL	0	0	343	4	6,864	7,211	292	4.22
FLORIDA	116,903	4,142	2,859	496	2,491	126,891	7,143	5.97
GEORGIA	32,037	105	2,509	4,402	308	39,361	-874	-2.17
HAWAII	12,530	2,942	3,950	438	1,025	20,885	1,334	6.82
IDAHO	11,408	2	1,001	261	906	13,578	591	4.55
ILLINOIS	111,116	3,883	6,679	1,078	6,661	129,417	5,081	4.09
INDIANA	45,485	26	3,227	1,869	2,724	53,331	956	1.83
IOWA	28,048	1,075	1,346	660	6,615	37,744	-573	-0.14
KANSAS	24,469	874	1,415	1,535	795	29,088	612	2.15
KENTUCKY	30,517	13	3,672	2,323	873	37,398	1,667	4.67
LOUISIANA	13,952	36	750	244	291	15,273	-753	-4.70
MAINE	17,977	1,978	4,855	80	841	25,731	69	0.27
MARYLAND	60,373	39	2,738	211	230	63,591	3,770	6.30
MASSACHUSETTS	82,251	11,429	9,475	287	1,792	105,234	7,039	7.17
MICHIGAN	113,274	8,683	25,014	2,274	24,906	174,151	-2,490	-1.41
MINNESOTA	69,410	3,749	5,057	5,012	2,266	85,494	1,087	1.29
MISSISSIPPI	5,482	96	1,460	831	61	7,930	31	0.39
MISSOURI	27,762	404	3,458	1,478	606	33,708	1,609	5.01
MONTANA	12,444	939	881	749	353	15,366	475	3.19
NEBRASKA	20,464	1,038	3,605	1,703	1,915	28,725	2,381	9.04
NEVADA	25,848	0	746	251	423	27,268	5,055	22.76
NEW HAMPSHIRE	13,970	154	1,210	80	1,408	16,822	1,311	8.45
NEW JERSEY	165,635	3,913	21,065	1,038	3,538	195,189	6,576	3.49
NEW MEXICO	7,137	61	845	208	231	8,482	291	3.55
NEW YORK	30,670	2,513	4,623	303	3,126	41,235	691	1.70
NORTH CAROLINA	46,935	25	11,248	1,013	1,304	60,525	-1,060	-1.72
NORTH DAKOTA	7,005	27	732	714	513	8,991	429	5.01
OHIO	115,097	1,666	6,070	1,642	3,573	128,048	-941	-0.73
OKLAHOMA	23,955	266	1,657	1,226	500	27,604	1,449	5.54
OREGON	36,599	2,121	2,042	339	1,307	42,408	2,060	5.11
PENNSYLVANIA	134,818	1,080	17,905	9,043	19,467	182,213	8,419	4.84
RHODE ISLAND	7,361	1,946	1,706	3	577	11,593	447	4.01
SOUTH CAROLINA	9,976	8	2,332	844	380	13,540	-124	-0.91
SOUTH DAKOTA	5,810	172	574	539	146	7,241	-90	-1.23
TENNESSEE	45,450	112	6,506	4,330	1,309	57,707	2,009	3.61
TEXAS	39,184	1,041	1,991	738	489	43,443	676	1.58
UTAH	23,806	0	1,048	101	175	25,130	6,253	33.12
VERMONT	9,557	0	929	52	981	11,519	721	6.68
VIRGINIA	49,918	5	3,640	1,279	7,025	61,867	2,447	4.12
WASHINGTON	76,214	1,842	3,825	1,442	1,677	85,000	3,235	3.96
WEST VIRGINIA	12,696	329	1,071	331	300	14,727	-323	-2.15
WISCONSIN	82,688	3,282	8,382	1,900	2,205	98,457	1,329	1.37
WYOMING	5,231	155	707	82	287	6,462	321	5.23
OTHER	72	0	115	4	122	435	-398	-47.78
<b>TOTAL</b>	<b>2,310,183</b>	<b>83,671</b>	<b>231,565</b>	<b>59,018</b>	<b>127,371</b>	<b>2,811,930</b>	<b>85,709</b>	<b>3.14</b>

(a) Substitute, Reserve and Staff members; NEA Life members who also hold annual or lifetime membership in NEA-R; and preretired subscribers to NEA-R.

(b) The totals in Column 7 represent NEA members in all classes existing for the 2005-2006 membership year—Active, Retired, Active-Life, Student, Substitute, Reserve and Staff. Only Active and Active-Life members count toward a state's eligibility for additional directors.

(c) Puerto Rico direct members are now included in Other.



# The Charter of the National Education Association

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## 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, Eliphaleet 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. Shawan, 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-Exempt**

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.

### **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 bylaw amendments affecting the administration of the property of the Corporation (see Article XI, NEA Bylaws\*) and the selection of the secretary of the Association (see Article V, Section 3[i], NEA Bylaws†).

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

†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

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## 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 teacher in the learning process and other employees in the educational effort, protect the rights of educational employees and advance their interests and welfare, secure professional autonomy, 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.*

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## **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 engaged in the profession of teaching or in other educational work who 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, age, handicap, marital status, or economic status, nor shall any organization which so denies membership be affiliated with the Association.

### **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 a retired or student 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 Student Members 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.

c. 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.

d. 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 Student Members shall comprise at least seventy-five (75) percent classroom teachers. 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. Beginning in 1993 and each third year thereafter, the President and the Vice-President 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. Beginning in 1994 and each third year thereafter, 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.

c. 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.

d. 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.

e. 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 (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 Student 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 rep-

resentation, 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 educational support 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 educational support 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. Student 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 educational support positions.

## **Section 2. Terms of Office.**

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

b. NEA state and at-large directors shall serve no more than two (2) terms. Prior service as a student 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 director shall have been Active members of the Association for at least two (2) years immediately preceding the election. All state 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. Student directors shall serve terms of one (1) year and may not serve more than two (2) terms. The directors shall be Student 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 non-feasance 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 (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 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:

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.

### **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 non-feasance 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 (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 and read by title to the Annual Meeting immediately prior to its proposed adoption. 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 printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

c. This Constitution may then be amended at the Annual Meeting by a two-thirds (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 printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

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 (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 (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

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## 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 each student in realizing his or her 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, Student, Retired, Substitute, Reserve, Associate, 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 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; or (iv) who is serving as an

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\*See note for Bylaw 2-1(g) on pg. 132.

executive officer of the Association or of a state or local affiliate. 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.

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 his or her 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.

c. Student membership shall be open to any student (i) who is enrolled in a post-secondary program that is preparatory for employment in a position that would make him or her eligible for Active membership or (ii) who is serving as chairperson of the NEA Advisory Committee of Student Members, except that any person who has ever been eligible for Active membership through professional educational employment shall not be eligible for Student membership. Student members shall be eligible to be voting delegates at the Representative Assembly. Student members shall maintain membership in the state affiliate provided the affiliate has a membership category for student members.

d. 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 him or her 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 his or her Active Life membership, provided that during the period of such membership, he or she 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.

e. 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.

f. 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 him or her for Active membership or (ii) who has held Active or Educational Support membership in the Association but whose employment status no longer qualifies that individual for such membership.

g. Associate membership shall be open to any person who is interested in advancing the cause of public education but who is not eligible for any other Association membership category. Associate members shall be eligible to receive such

benefits and services authorized by the Board of Directors.\*

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

i. 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.

j. 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 he or she 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.

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\*The provision for an Associate membership category cannot be implemented due to a limitation on Association membership eligibility in Article II, Section 2(a), of the NEA Constitution; the provision will be implemented if this constitutional limitation is removed.

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.**

The membership year shall be from September 1 through August 31.

## **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 educational support 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 educational 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 educational support 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 educational support position.

Any person (i) who joins as an Active member for the first time 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 educational support 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 his or her 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 Student NEA and/or for each year of their NEA Student membership up to four (4) years. The first-year Active member shall provide proof of membership in Student NEA to be eligible for credit, and the Association shall verify NEA Student 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 full-time 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 Student 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 member-

ship-for-life program 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 Associate members shall be established by the Board of Directors.\*

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, 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

\*See note for Bylaw 2-1(g) on pg. 132.



percent (50%) of the total combined national dues of such excess members; and (c) the Association shall not receive pursuant to Section n (1) (a) or 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.

(3) 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 2000-01 membership year and continuing through the

2009-10 membership year, the annual membership dues of Active members of the Association, as computed pursuant to Bylaw 2-7.a, shall be increased by five dollars (\$5.00) through the 2004-05 membership year; by six dollars (\$6.00) during the 2005-06 membership year; by seven dollars (\$7.00) during the 2006-07 membership year; by eight dollars (\$8.00) during the 2007-08 membership year; by nine dollars (\$9.00) during the 2008-09 membership year; and by ten dollars (\$10.00) during the 2009-10 membership year. The annual membership dues of Student members of the Association shall be increased by one-dollar (\$1.00) through the 2009-10 membership year. This dues increase shall 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 the 2001 Representative Assembly and each of the succeeding Representative Assemblies.

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.

## **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.

(1) 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.

(3) 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.

(4) 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, educational 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) Student members of the Association. The state affiliate shall receive a second credential when Student membership in the state reaches seven hundred fifty (750) and an additional credential for each five hundred (500) Student members thereafter. The allocation shall be on the basis of Student 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 educational support 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 he/she 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 Student Members shall recommend student 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. A member shall vacate the seat held if a change in the member's educational position shall violate the constitutional requirement for at least seventy-five (75) percent classroom teacher committee membership. 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.

## **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. Student directors shall be elected by duly elected student 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. Terms of the directors shall be staggered except for student directors.

d. 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 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 shall be from the same educational positions as the members being replaced and shall serve until the first opportunity that successor directors may be elected in accordance with the regular election procedure. Recommendations to fill vacancies in the office of retired or student director shall be made by the NEA-R Advisory Council or the Advisory Committee of Student 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. A state or the retired or student delegates to the NEA Representative Assembly may elect an alternate director to serve in the place of a state or retired or student 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-R or the number of student 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.

b. An alternate director shall be from the same educational position as the director who is replaced.

c. Alternate directors shall be certified to the NEA president in the same manner and at the same time as directors.

d. Prior to the opening of a Board meeting, the president of the state affiliate or the president of NEA-R or the chairperson of the NEA Advisory Committee of Student Members 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.

e. An alternate director shall not be a delegate to the NEA Representative Assembly by virtue of his/her seating as

an alternate director at any meeting of the Board of Directors.

f. An alternate director temporarily may fill a vacancy in the office of state, retired, or student director in accordance with requirements set forth in these Bylaws.

g. Service as an alternate director, whether prior to or following service as a state, at-large, student, or retired director, shall not be counted toward the two-term limit for any director position.

## 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 (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. Shall 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 by him/her in support of the Constitution, Bylaws, and/or established policies of the NEA, he/she may request a review by the NEA Executive Committee. If two-thirds (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 (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 him/her from subsequent election to the NEA Board of Directors or other NEA office, nor shall it in any other way affect his/her 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 his/her 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 mid-term vacancies.

### **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 Educational Support 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 his/her 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. in 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 (2/3) vote of the board of directors (or equivalent governing body) of the relevant state affiliate and by at least a two-thirds (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 (NEA-R).**

The NEA-Retired (NEA-R) shall be an organization comprised solely of the Retired members of the Association. The bylaws of NEA-R shall be adopted by the Board of Directors of NEA. The president of NEA-R 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 educational 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 representa-

tion 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. The affiliate shall require membership in the Association and in its local affiliate where eligible.

If an affiliate enrolls educational 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 Student membership in the Association for its student 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;

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 State Affiliates.**

a. The Association may establish a trusteeship over an affiliated state association for the purpose of (i) correcting corruption or financial malpractice or (ii)

restoring democratic procedures.

b. If the Executive Committee determines, by a two-thirds (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 association to prepare a defense.

Any action taken by the state 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.

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 state association 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 state 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 state association, including supervisory control over its officers, employees and other representatives;

(2) take possession of the books, records, funds, and other assets of the state association, to be held in trust for and used only in the proper conduct of its affairs;

(3) remove officers and staff of the state 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 state 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 his or her functions shall be paid out of the funds of the state 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 state association to terminate a trusteeship, the state 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 state 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 state 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 state association.

f. No financial obligation or liability of the state 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 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 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 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 state 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 state association or by a three-fourths (3/4) vote of the highest governing body of the state association within forty-five (45) days after the decision of the Board of Directors is made known to the state 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.

### **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 (NEA-R).**

The NEA-R shall operate in accordance with bylaws adopted by the Board of Directors, which shall be compatible with the Constitution and Bylaws of the Association.

The NEA-R 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 nongovernment 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.

## **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 (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 (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 (2/3) vote of the Board of Directors. Expenditures from this fund for any other purpose shall be authorized by a two-thirds (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 seven (7) 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. 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. 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 at the Annual Meeting. 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 that he or she exercises in regard to a secretary, aide, or other employee specifically assigned to assist him or her; or (iii) solely because he or she participates 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, and Hispanic.

## **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

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## Rule 1. Credentials Committee

**A. 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.

**B. 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.

## Rule 2. Certification of Delegates

**A. 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 student delegates to which they are entitled after March 15 and no later than April 1.

**B. 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.

**C. 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.

### **Rule 3. Registration**

**A.** Registration materials shall be sent by mail to all delegates prior to the time of the Annual Meeting.

**B.** 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.

**C.** 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 2.B identifying the delegate to be replaced.

**D.** Members other than delegates shall present evidence of membership and shall be given appropriate badges. Guests shall also be given appropriate badges.

**E.** Registration for the Annual Meeting shall be under the supervision of the Credentials Committee. Appeals shall be made to the same committee.

#### **Rule 4. Seating Arrangements**

**A.** Meetings of the Representative Assembly shall be open to members of the Association insofar as seating arrangements permit.

**B.** The auditorium seating plan shall be arranged to provide sections for delegates, nondelegate members, guests, and staff.

**C.** Admittance to the auditorium shall be by badge. The type of badge will determine admittance to the proper section.

**D.** Members of the news media shall be given an appropriate badge and admitted to the area reserved for their use.

**E.** 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.

**F.** The chairperson and members of each delegation shall assume responsibility for permitting only certified delegates and designated staff to sit in their section.

#### **Rule 5. State Delegations**

**A.** The first meeting of state delegations shall take place before the first business meeting of the Representative Assembly with all accredited delegates duly notified.

**B.** 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.

**C.** 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.

**D.** 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.

**E.** No state delegation shall vote by unit rule in the Representative Assembly. Each individual delegate shall have one (1) vote.

**F.** 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.

## **Rule 6. Order of Business and Debate**

**A.** 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.** 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.** 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.** The content of debate on any items for debate shall be displayed on all available screens by real-time captioning.

**E.** Any delegate who is recognized by the chair shall give his/her name and state, and shall indicate whether speaking as an individual or as spokesperson for the state delegation or the NEA Board of Directors 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 if speaking as an individual or three (3) minutes at one time if speaking for the delegation or the NEA Board of Directors, 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.

**F.** A member may yield the microphone or speaking time to another delegate only for the unused portion of his/her allotted time.

**G.** No member speaking on a question may move the previous question.

**H.** A motion to move the previous question shall apply to no more than the single question immediately before the Representative Assembly.

**I.** The motion to amend by substitution shall be treated as the motion to amend.

**J.** 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.

**K.** 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. The adoption of a new business item shall not include approval of any appropriations.

**L.** New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application.

New business items submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those items submitted after May 1 but prior to June 15 shall be included in the delegate packets given to delegates at registration.

New business items shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than 12 noon on the second day of the Representative Assembly and shall be submitted (1) by

petition of at least fifty (50) delegates, (2) by 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) by a governance body of the NEA or a state or local affiliate, or (4) by the Committee on Constitution, Bylaws, and Rules pursuant to Rule 10.G. The material shall be made available to the chairperson of each delegation on the following morning prior to the beginning of the Representative Assembly. Such material shall include a brief written rationale for each new business item.

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.

Items of new business submitted in accordance with this section shall be the first business item at all business meetings except the first business meeting of the Representative Assembly. These new business items shall be considered for at least one hour at the second business meeting and for at least 90 minutes at each subsequent meeting.

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.

**M.** 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. 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.

Legislative amendments submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those amendments submitted after May 1 but prior to June 15 shall be included in the delegate packets given to delegates at registration.

Legislative amendments shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than 12 noon on the second day of the Representative Assembly and shall be submitted (1) by petition of at least fifty (50) delegates, (2) by 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 (3) by a governance body of a state or local affiliate. The material shall be made available to the chairperson of each delegation on the following morning prior to the beginning of the Representative Assembly. Such material shall include a brief written rationale for each legislative amendment.

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.

**N.** 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.

**O.** 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.

**P.** 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.

**Q.** 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.

**R.** 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. 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.

**S.** At the request of the presiding officer and/or a majority of the delegates, any amendment or main motion shall be in writing.

**T.** 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.

**U.** 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.

**V.** 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.

**W.** 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.

New business items which impact the conduct of subsequent Annual Meetings shall be processed as follows:

1. If the Representative Assembly rejects the new business item, no further action shall be taken.

2. 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.

3. 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. Reports**

**A. Availability.** Copies of each report by a committee of the Association or of the Representative Assembly shall be

made available to each member of the Assembly before or at the time of the presentation of such report.

**B. Action.** The adoption or acceptance of committee reports does not include approval of any requested appropriation.

**C. 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 after consideration of all new business items.

**D. 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.

## **Rule 8. 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.

## **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 supercedes 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 after the opening of the Representative Assembly until noon on the second 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.

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. Definition of Resolutions, Committee, and Procedure**

### **A. Definitions 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. Composition of Resolutions Committee.**

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

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\*The Retired members are entitled to six (6) Resolutions Committee members and alternates and Student members to three (3) Resolutions Committee members and alternates.

NEA directors\*, and from among the Student members of the Association as the Student 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.

**C. Internal Editing Committee.** 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.

The functions of this committee shall be:

1. 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.

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\*The Retired members are entitled to six (6) Resolutions Committee members and alternates and Student members to three (3) Resolutions Committee members and alternates.

2. 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.

3. To draft new proposed resolutions.
4. To apply the definition of resolution set forth in A above to proposed amendments to resolutions and to new resolutions.

5. 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.

6. 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. State, Retired, Student, and At-Large Members.** 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. 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. The student delegates to the NEA Representative Assembly shall elect as many members and alternates to the Resolutions Committee as the number of student directors.\* Nominations of student members to the Resolutions Committee shall be open to all eligible NEA student members.

Members shall serve for one (1) year commencing September 1. No person shall serve more than six (6) terms as member.

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 student 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

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\*The Retired members are entitled to six (6) Resolutions Committee members and alternates and Student members to three (3) Resolutions Committee members and alternates.

on Constitution, Bylaws, and Rules before the close of the fifth business meeting of the Representative Assembly.

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.

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 Student Members, if feasible, or appointed by the president of the state affiliate or the chairperson of the NEA Advisory Committee of Student Members. Retired member vacancies shall be filled as provided in the bylaws of NEA-R.

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.

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.

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.

**E. 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.

**F. 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, amendments to resolutions, and requests to set aside resolutions for discussion shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than 12:00 noon on the second day of the Representative Assembly. Floor amendments to new resolutions and floor amendments to resolutions amendments shall be in order.

All new resolutions to be submitted from the floor for consideration 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.

At the request of any delegate, a proposed resolution shall be separately considered for the purpose of discussion or amendment.

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.

**G. 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 11. Constitution, Bylaws, and Standing Rules: Committee and Amendment Procedures**

**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. Constitution and Bylaws.**

1. *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 not later than the close of the seventh business meeting of the Representative Assembly. Documentation of timely submission shall be the responsibility of the contact person for the amendment.

(a) *Presentation by Title:* These amendments shall be presented by title by the chairperson of the committee to the Representative Assembly immediately preceding the Representative Assembly at which they are to be voted upon.

(b) *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.

2. *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.

(a) *Publication:* These amendments shall be printed in an official publication sent to all members at least sixty (60) days prior to their consideration.

(b) *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.

3. *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.

4. *Discussion:* 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.

5. *Titles for Amendments:* 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.

## D. Standing Rules.

1. *Submission:* Amendments to the Standing Rules may be proposed to the Representative Assembly by one or more of the following methods:

(a) By petition signed by at least twenty-five (25) certified delegates and submitted to the Committee on Constitution, Bylaws, and Rules for presentation to the Representative Assembly.

(b) By 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) 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.

(d) By a majority vote of the Committee on Constitution, Bylaws, and Rules.

2. *Time for Submission and Notice:* (a) A proposed amendment to the Standing Rules 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. (b) Documentation of timely submission shall be the responsibility of the contact person for the amendment. (c) 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) 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. *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.

4. *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 11.B.1 shall be designated for vote following adoption of the continuing amendment to the Constitution and/or Bylaws.

5. *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.

## **Rule 12. Elections, Committee and Procedure**

**A. Composition of Committee.** 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.

**B. Duties.** The committee shall be responsible for the conduct of elections and any other items on which votes are taken by printed ballots.

**C. 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.

**D. 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 April 1. 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 his or her 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.

**E. Campaign Expenses.** No portion of dues money collected at the local, regional, state, or national level shall be used to promote the candidacy of any individual for an NEA office.

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 printed in an appropriate NEA publication for inspection by any member.

**F. 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.

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 Minority Affairs Committee, and individuals who have notified NEA of intention to run for those positions.

**G. Nominations.** At the first business meeting of the Representative Assembly, nominations shall take place, as appropriate in each year, for the elections provided for by Article IV, Section 3; Article V, Section 1; and Article VI, Section 1 of the Constitution.

1. Nominations, as appropriate in each year, shall be made 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 educational support 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 candi-

dates, 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.

2. Nominations for each category shall be made in an order determined by a drawing by the candidates or their designees.

3. Consistent with the requirements set forth in Rule 12.H, each candidate shall be nominated from the floor by motion of a delegate who has full voting rights in the Representative Assembly. When all nominations have been made, 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.

Candidates or their designees shall speak in an order determined by a drawing by the candidates or their designees.

4. If the number of candidates nominated equals the number of positions to be filled, the chair shall declare such candidates elected.

5. 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.

**H. Elections.** Elections shall be by printed ballot by the delegates to the Representative Assembly.

1. The names of the candidates shall be placed on the first ballot in the order determined by lottery by the candidates or their designees immediately following the close of nominations at the Representative Assembly; on subsequent ballots the order also shall be determined by lottery by the candidates or their designees.

The candidates or their designees, no later than thirty (30) minutes after the nomination and acceptance speeches have concluded, shall assemble at a place 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.

2. 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:

(a) Executive officers (as appropriate for that year);

(b) Members (as appropriate for that year) to serve on the Executive Committee;

(c) Representatives of classroom teachers in higher education, if necessary, on the Board of Directors;

(d) Representatives of administrators, if necessary, on the Board of Directors;

(e) Representatives of Active members employed in educational support positions, if necessary, on the Board of Directors; and

(f) Representatives of ethnic minorities, if necessary, on the Board of Directors.

3. 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.

4. 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. Runoff elections for such positions will be held as necessary.

5. 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. Runoff elections for such positions will be held as necessary.

6. Active members employed in educational support 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. Runoff elections for such positions will be held as necessary.

7. 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 educational support positions on the

Board. Runoff elections for such positions will be held as necessary.

8. 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. Runoff elections for such positions will be held as necessary.

9. Polls for voting on amendments shall be open from 8:30 a.m. to 12 noon on the third day of the Representative Assembly at such place or places as the President shall designate.

10. 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.

11. 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.

12. 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.

13. 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.

**I. 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 13. Distribution of Materials**

**A.** 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 the chairperson of a state delegation to his/her own delegates.

**B.** No campaign literature or related materials may be distributed or posted within the seating area of the auditorium or where they are visible from the seating area, or from the polling places on election day.

**C.** The following rules shall apply to the use of exhibit and fundraising areas at the NEA Annual Meeting:

1. 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.

2. 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.

3. 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.

4. 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).

## **Rule 14. Prohibitions**

**A.** 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.

**B.** There shall be no consumption of alcoholic beverages in the Representative Assembly.

**C.** 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 15. Definition of Terms**

The following terms from the Constitution and Bylaws, when used in the Standing Rules, shall have these definitions:

**A.** 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 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 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 for each individual position shall mean that slate voting shall not be permitted.

**E.** 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.

# List of NEA Resolutions

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

### **PUBLIC PERCEPTIONS OF EDUCATION**

- A-1. Public Education
- A-2. Educational Opportunity for All
- A-3. Understanding and Support of Public Education
- A-4. Parental Involvement
- A-5. American Education Week
- A-6. Excellence in Education
- A-7. U.S. Department of Education
- A-8. Appointments by the President of the United States
- A-9. Business Support for Public Education
- A-10. School Boards
- A-11. Use of Closed Public School Buildings
- A-12. Black Higher Education Institutions
- A-13. School Accountability

### **FINANCING OF PUBLIC EDUCATION**

- A-14. Financial Support of Public Education
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- A-20. Federal Impact Aid
- A-21. Educational/Economic Stability of States
- A-22. Tax Reform
- A-23. Privatization and Subcontracting Programs
- A-24. Voucher Plans and Tuition Tax Credits
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- A-26. For-Profit Schools
- A-27. Funding for Extracurricular Programs
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- A-29. Educational Bureaucracy
- A-30. Improving and Maintaining Educational Facilities
- A-31. Acceptable Charter Schools and Other Nontraditional Public School Options
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- A-37. Rural Education
- A-38. Urban Development
- A-39. U.S. Federal Schools

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

### **LIFELONG LEARNING**

- B-1. Early Childhood Education

- B-2. Independent Reading Skills
- B-3. Middle School and Junior High School Programs
- B-4. Color Vision Deficient Students
- B-5. High School Diploma/Equivalency
- B-6. Adult Education
- B-7. Higher Education

### **EDUCATIONAL EQUITY**

- B-8. Class Size
- B-9. Diversity
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- B-11. Racism, Sexism, Sexual Orientation, and Gender Identification Discrimination
- B-12. American Indian/Alaska Native Education
- B-13. Hispanic Education
- B-14. Asian and Pacific Islander Education
- B-15. Black American Education
- B-16. Discriminatory Academic Tracking
- B-17. Equal Opportunities Through Mathematics and Science Education
- B-18. Left-Handed Students
- B-19. Student Peer Mentoring Programs
- B-20. Education of Refugee and Undocumented Children and Children of Undocumented Immigrants
- B-21. Education of Migrants
- B-22. Communication Between Educators and Non-English Speaking Parents, Guardians, and Caregivers
- B-23. Equity for Incarcerated Persons

### **SPECIFIC PROGRAMS FOR INDIVIDUALS**

- B-24. Alternative Programs for At-Risk and/or Students With Special Needs
- B-25. Gifted, Talented, and Creative Students
- B-26. Educational Programs for English Language Learners
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- B-28. Education for All Students with Disabilities
- B-29. Educational Programs for Adolescent Parents
- B-30. Homebound Instruction
- B-31. Correspondence Programs
- B-32. Youth and Adult Training Programs
- B-33. Education Through Service Learning and Community Service

### **CURRICULUM CONTENT**

- B-34. Junior Reserve Officer Training Corps
- B-35. Multicultural Education
- B-36. Global Education
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- B-38. School-to-Work/Career Education
- B-39. Vocational, Career, and Technical Education
- B-40. Vocational, Career, and Technical Student Organizations
- B-41. Fine Arts Education
- B-42. Physical Education
- B-43. Family and Consumer Sciences Education
- B-44. Family Life Education
- B-45. Environmental Education
- B-46. Science Education

- B-47. Sex Education
- B-48. HIV/AIDS Education
- B-49. Lifesaving Techniques
- B-50. Democracy and Citizenship Education
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- B-52. Metric System
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### **LEARNING ISSUES NOT RELATED TO SPECIFIC DISCIPLINES**

- B-58. Homework
- B-59. Discipline
- B-60. Conflict Resolution Education
- B-61. Standards for Student Learning
- B-62. Assessment of Student Learning
- B-63. Standardized Testing of Students
- B-64. Student Assessment Programs in Higher Education
- B-65. School Library Media Programs
- B-66. Media
- B-67. Technology in the Educational Process
- B-68. Cell Phones and Personal Communication Devices in Schools
- B-69. Internet Access
- B-70. Distance Education
- B-71. Communication Between Hearing and Deaf/Hard of Hearing People
- B-72. Credit-Hour Evaluation
- B-73. Transfer of Student Records
- B-74. Classroom Use of Animals
- B-75. Home Schooling

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

#### **HEALTH, WELFARE, SAFETY**

- C-1. Health Care for All Children
- C-2. Nutrition
- C-3. Substance Abuse
- C-4. Tobacco Products
- C-5. Family Stability for Children
- C-6. Dependent Children of Military Personnel
- C-7. Child Care
- C-8. Community Violence
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- C-10. Standards for Family/Domestic Crisis Care
- C-11. Child Abuse, Neglect, and Exploitation
- C-12. Out-of-Home Placement of Juveniles
- C-13. Protection of Infants with Disabilities
- C-14. Child Support Payments
- C-15. Extremist Groups
- C-16. Telephone and the Internet
- C-17. School Facilities: Design, Construction, and Function
- C-18. Environmentally Safe Schools
- C-19. Programs Before and After School
- C-20. Prevention of Child Abduction
- C-21. Missing Children
- C-22. School Transportation
- C-23. Comprehensive School Health, Social, and Psychological Programs and Services
- C-24. School Guidance and Counseling Programs
- C-25. Student Stress and Anger



- C-26. Safe and Orderly School Climates and Communities
- C-27. Student Sexual Orientation and Gender Identification
- C-28. Suicide Prevention Programs
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### **STUDENT RIGHTS/CONCERNS**

- C-30. Student Rights and Responsibilities
- C-31. Drug and Alcohol Testing of Students
- C-32. HIV/AIDS Testing of Students
- C-33. Optimizing Students' Time To Learn
- C-34. Media, Games, Products, and Children
- C-35. Impact of Homelessness and Poverty on Children and Youth

### **EQUAL ACCESS**

- C-36. Placement of Students with HIV/AIDS
- C-37. Extracurricular Participation
- C-38. Gender Equity in Athletic Programs
- C-39. Reduction of Gang-Related Crime
- C-40. Juvenile Offenders
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## **D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS**

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- D-2. Teacher Preparation Programs: Recruitment

- D-3. Teacher Preparation for Education Support Professionals
- D-4. Teacher Preparation Programs: Admissions
- D-5. Teacher Preparation Programs: Affiliate Participation
- D-6. Teacher Preparation Programs: Content and Evaluation
- D-7. Teacher Preparation Programs: Clinical Practice
- D-8. Hiring Policies and Practices for Teaching Positions
- D-9. Teacher Induction
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- D-13. Supervision of Extracurricular Activities

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- D-17. Professional Development in Behavior Management, Discipline, Order, and Safety
- D-18. Neurological Disorder Awareness
- D-19. Teacher Exchange Programs
- D-20. Education Employee Evaluation
- D-21. Competency Testing of Licensed Teachers

- D-22. Evaluation and Promotion in Higher Education
- D-23. Promote the Retention of Career Educators

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

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- E-3. Selection and Challenges of Materials and Teaching Techniques
- E-4. Development of Curriculum
- E-5. Development of Materials
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- E-7. Women in Instructional Materials
- E-8. Religious Heritage in Instructional Materials
- E-9. Impact of Federal and State Legislative Mandates
- E-10. Academic and Professional Freedom
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- F-9. Salaries and Other Compensation
- F-10. Minimum Criteria for Additional Compensation Beyond the Single Salary Schedule
- F-11. Benefits
- F-12. Faculty Reward Structures in Higher Education
- F-13. Economic Welfare
- F-14. Constitutional and Civil Rights—Employment Protection
- F-15. Continuing Employment and Fair Dismissal Practices
- F-16. Reduction in Force
- F-17. Mandated Training/Retraining
- F-18. Protection of Education Employees
- F-19. Personnel Policies and Procedures

- F-20. Site-Based Decision Making
- F-21. Faculty-Staff Governance in Higher Education
- F-22. Job Sharing
- F-23. Intern Programs
- F-24. Student Workers in Educational Institutions
- F-25. Education Support Professionals in the Classroom
- F-26. Summer School, Alternative Calendars, Extended School Day/Year, and Year-Round Schools

**PROTECTION OF EDUCATION EMPLOYEES**

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- F-28. Unemployment/Disability Compensation
- F-29. Subcontracting/Contracting Out
- F-30. Confidentiality of Employee Records
- F-31. Right to Privacy for Education Employees
- F-32. Privileged Communications
- F-33. Protection of Education Employee Advocates
- F-34. Protection of Education Employees from Age Harassment
- F-35. Protection of Education Employees from Harassment Because of a Disability
- F-36. Employee Rights Pending Court Action
- F-37. Allegations Against Education Employees
- F-38. Health Examinations
- F-39. Drug and Alcohol Testing
- F-40. HIV/AIDS Testing of Education Employees
- F-41. Employees with HIV/AIDS

- F-42. Hepatitis Vaccinations
- F-43. Health Care Issues Awareness
- F-44. Color Vision Deficient Employees
- F-45. Stress Management and Wellness Programs
- F-46. Medication and Medical Services in Schools
- F-47. School Nurses
- F-48. Save Harmless/Education Employee Liability
- F-49. Protection of Individuals in Clinical Practice Programs
- F-50. Transportation Liability Insurance
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- F-52. Volunteers in Public Schools
- F-53. Substitute Teachers
- F-54. Substitute Education Support Professionals
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- G-2. National Certification
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- H-2. The Right To Know
- H-3. The Right To Vote
- H-4. U.S. Constitutional Convention
- H-5. Member Involvement in Community Organizations
- H-6. Participation in Professional Associations
- H-7. National Health Care Policy
- H-8. Energy Programs
- H-9. Environmental Responsibility
- H-10. Historic Preservation
- H-11. Statehood for the District of Columbia

## **I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS**

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- I-1. Peace and International Relations
- I-2. International Court of Justice
- I-3. International Criminal Court
- I-4. World Hunger
- I-5. Covert Operations and Counterintelligence Activities
- I-6. Nuclear Freeze/Cessation

- I-7. Nuclear Facilities, Radioactive/Chemical Pollutants, and Waste Incineration
- I-8. Global Environmental Restoration
- I-9. International Consumer Protection

### **HUMAN AND CIVIL RIGHTS**

- I-10. Human Rights
- I-11. Civil Rights
- I-12. Human and Civil Rights of Children and Youth
- I-13. Family Planning
- I-14. The Right To Organize
- I-15. Displaced Workers
- I-16. Use of Union-Made Products and Services
- I-17. Migrant Workers
- I-18. Immigration
- I-19. Housing and Health Care for All
- I-20. Fair Housing
- I-21. Invasion of Privacy
- I-22. Freedom of Creative Expression
- I-23. Violence Against Women and Girls Worldwide
- I-24. Sexual Assault
- I-25. Human Relations in the School
- I-26. Bullying
- I-27. Martin Luther King, Jr. Day
- I-28. Freedom of Religion
- I-29. Gun-Free Schools and the Regulation of Deadly Weapons
- I-30. Victims of a Crime
- I-31. Military Veterans
- I-32. Veterans Day
- I-33. Traffic Safety
- I-34. Federal and State Support for Public Welfare

### **RIGHTS OF SPECIFIC GROUPS**

- I-35. Protection of Senior Citizens
- I-36. People Living with HIV/AIDS
- I-37. Disabilities Awareness
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- I-48. Reparation of Native American Remains
- I-49. Linguistic Diversity
- I-50. Inclusive Medical Studies
- I-51. Sexual Harassment
- I-52. Equal Opportunity for Women
- I-53. Personal Relationships in Higher Education
- I-54. Businesses Owned by Minorities and/or Women

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- J-2. Supporting Locals in Jeopardy

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- J-3. Membership Participation in the Association
- J-4. Minority Participation in the Association
- J-5. Student Member Participation
- J-6. Retired Member Participation
- J-7. Promotion of Teaching as a Career Choice

#### **GLOBAL EDUCATION PROFESSION**

- J-8. Universal Education Employee Rights
- J-9. Organizations of Other Nations

# NEA Resolutions 2006–2007

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## A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

### PUBLIC PERCEPTIONS OF EDUCATION

#### A-1. Public Education

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

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 each state must maintain a system of public education that prepares its citizens to—

- a. Achieve functional proficiency in English, with emphasis on the development of basic reading, writing, speaking, and listening skills
- b. Compute effectively to procure and/or dispense services and materials
- 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 and appreciate cultural,

social, political, and religious differences

- i. Use leisure time effectively and develop sound physical health habits
- j. Develop skills in and/or an appreciation for the practical/vocational and fine arts.

The Association believes that its members should support public education by sending their children to public educational institutions. (1969, 1998)

#### A-2. Educational Opportunity for All

The National Education Association believes that each student has the right to a free public education that should be suited to the needs of the individual and guaranteed by state constitutions and the United States Constitution. Education is a lifelong process, and public education serves a constituency that embraces all age groups. Access to and opportunities for postsecondary education should be widely available, and no qualified student 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. The Association further believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, non-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. (1969, 2006)

### **A-3. Understanding and 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 the success of our nation depends upon high standards of educational excellence. The Association supports a positive school environment, excellence in teaching, high standards for student behavior and achievement, and extensive parental involvement. The Association also recognizes its responsibility to promote excellence in public education and supports efforts to improve it. (1969, 2000)

### **A-4. 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. The Association also believes that a strong partnership must be formed among parents/guardians, schools, the Association, and the community to address the mutual interests of the entire community.

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

The Association 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 also 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. The

Association further believes that parents/guardians, students, community members, teachers, other education employees, and school board members should promote the successes of the collaboration between the school and the community. (2001, 2002)

### **A-5. 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-6. Excellence in 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 education. The Association also believes that excellence in 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 the student becomes an active participant in the mastery process.

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

### **A-7. 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 in the United States. 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-8. 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 be included in such appointments. (1970, 1990)

### **A-9. 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 of and/or the promoting of products that exploit students and/or institutions should be prevented. (1984, 1996)

### **A-10. 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. 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 interdistrict busing plan to have substantive influence on board actions and policies.

The Association believes that student participation in a school board's deliberative process should be encouraged; however, student input in the voting process should be advisory only. Wherever a school board includes student members, the Association also believes that the student members 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. (1980, 2006)

### **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 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. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association believes that the programs of historically Black institutions should continue to be reviewed and updated so that they will 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 also believes that closing, downgrading, or merging historically Black institutions would not be in the best interest of the educational community. (1980, 1995)

## A-13. School Accountability

The National Education Association supports effective and fair school accountability systems. The Association believes that these systems must promote high levels of student achievement 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 standards for student achievement, establishing multiple measures 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 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 the quality, quantity, and impact of support provided by each stakeholder

l. Identify and address the internal and external factors that impact student learning and development

m. Provide for the timely dissemination of assessment results to all stakeholders

n. Be applied in a fair and equitable manner

o. Include periodic evaluation and modification of the system

p. Provide for the development of a school improvement plan.

The Association believes that the school improvement process must, as 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, 2005)

## **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 race, gender, and sexual orientation discrimination and to eliminate portrayal of race, gender, sexual orientation, and gender identification stereotypes in the public schools.

n. Public funds must not be expended for any materials used to promote race, gender, or sexual orientation and gender

identification stereotypes and/or biases.

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, and the economically/educationally disadvantaged.

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 pre-kindergarten available for all three- and four-year-old children.

t. It is inappropriate to support the educational programs of a public school by the sale of non-nutritious foods and beverages to students during the school day.

u. Public funds should be based on student enrollment rather than student attendance.

The Association opposes providing any public revenues to pre-K through 12 schools for sectarian instruction. The Association also opposes providing such revenues to sectarian and nonsectarian pre-K through 12 private schools or to nonpublic school students in pre-K through 12 education, unless such revenues are used for educational services that are not available in public schools to which students have reasonable access. (1997, 2006)

## **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.

Therefore, federal funding formulas should reflect the most current, 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 make-up of local communities and maintain a gender balance to ensure accountability and equity. Parents/guardians, students, and educators should be included as members of these committees.

e. The amount of aid is generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Federal legislation complies with civil rights statutes and is consistent with the constitutional provision respecting the establishment of religion and provides for judicial review as to its constitutionality.

g. Categorical funding is assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association believes that federal monies budgeted for pre-K through 12 education must be equitably and adequately expended for public education at the pre-K through 12 level. The Association opposes any federal legislation, laws, or regulations that provide funds, goods, or

services to sectarian schools. The Association also opposes providing such funds, goods, or services to nonsectarian private schools or nonpublic school students in pre-K through 12 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 deplors federal policies and programs that serve to undermine America's historical commitment to free public education. (1983, 2006)

### **A-16. 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 the 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, as well as enrollment, should be a criterion for funding postsecondary education. The Association also believes that need-based student financial assistance should be available through all postsecondary education institutions as well as governmental agencies. (1986, 1998)

### **A-17. 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 influence neither undergraduate nor 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-18. Financial Crisis**

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

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

### **A-19. Public Education/National Defense**

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong U.S. 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, including education. (1985, 1997)

### **A-20. Federal Impact Aid**

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

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

The Association endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (1970, 1994)

### **A-21. 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-22. 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 public education and other public services
- b. Prevent excessive reliance on property tax or any other single tax
- c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden
- d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence
- e. Assure that statewide uniformity in property tax effort be required
- f. Provide for increased local and state funding of public education
- g. 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

h. Eliminate tax laws and rulings that are harmful to education employees and educational needs. (1978, 1996)

### **A-23. Privatization and Subcontracting Programs<sup>†</sup>**

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-24. 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 pre-K through 12 private school education can undermine public education; reduce the support needed to fund public education adequately; 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 pre-K 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. (1970, 2003)

### **A-25. Deleterious Programs**

The National Education Association believes that tax credit programs,

<sup>†</sup> See the Policy Statement on Privatization and Subcontracting adopted by the 2000 Representative Assembly.



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

### **A-26. For-Profit Schools**

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. The Association therefore opposes education for profit. (2000)

### **A-27. 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-28. 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 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.

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

## **QUALITY EDUCATION**

### **A-29. 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-30. 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. (1969, 2003)

### **A-31. Acceptable Charter Schools and Other Nontraditional Public School Options<sup>†</sup>**

The National Education Association supports innovation in public education. The Association believes that acceptable charter schools, which comply with Association criteria, and other nontraditional public school options have the potential to facilitate reforms, such as decentralized and shared decision making, diversity in educational offerings, and the removal of onerous administrative requirements. By developing new and creative methods of teaching and learning that can be repli-

cated in mainstream public schools, these schools may be agents for positive change. The Association also believes that, when concepts such as charter schools and other nontraditional school options are proposed, affected public education employees should be directly involved in the design, implementation, and governance of these programs.

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

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

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

a. Charter schools should serve as a laboratory for field-testing curricular and instructional innovations and/or to provide educational opportunities for students who cannot adequately be served in mainstream public schools.

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

b. Charter school programs must be qualitatively different from what is available in mainstream public schools and not just an avenue for parental choice.

c. Local school boards should be the only entity that can grant or renew charter applications.

d. The criteria for granting a charter should include a description of clear objectives, missions, and goals. Renewal of a charter should be contingent on the achievement of these objectives, missions, and goals.

e. Appeals of local school board decisions in charter applications should be made to a state education agency but appeals should be heard only on the grounds of arbitrary, capricious, or unreasonable decision making, not on the educational judgment of the local school board.

f. Private, for-profit entities should not be eligible to receive a charter.

g. Charter schools should have a limited right to contract with for-profit entities for services only to the extent that mainstream public schools can do so.

h. Charters should not be granted for the purpose of home schooling, including providing services over the Internet to home schooled students.

i. Charter schools should be nonsectarian in nature. Particular care should be exercised in granting charters to any religious institutions.

j. Private schools should not be able to convert to charter school status. If state law allows such conversions, the chartering agency should ensure that the converted school is significantly different in student body, governance, and education

program than its predecessor. This assurance should be especially vigorous in the case of schools with prior religious affiliation.

k. Charters should be granted for a limited period with five years being the norm.

l. Charter schools should be monitored on a continuing basis and the charter should be subject to modification or revocation at any time if the children's or the public's interest is at stake.

m. Charters should not be granted unless the chartering agency is satisfied that adequate startup resources will be available.

Charter schools should be designed and operated in accordance with the following principles:

a. Charter schools may have flexibility within the requirements of law dealing with curriculum, instruction, staffing, budget, internal organization, calendar, and schedule.

b. Charter schools must meet the same requirements as mainstream public schools with regard to licensure/certification and other requirements of teachers and education employees, health and safety, public records and meetings, finance and auditing, student assessment, civil rights, and labor relations.

c. Teachers and education support professionals should be considered public employees.

d. Teachers and education support professionals should have the same constitutional and statutory rights as other public employees.

e. Charter schools should be subject

to the same public sector labor relations laws as mainstream public schools and charter school employees should have the same collective bargaining rights under law and local practice as their counterparts in mainstream public schools.

f. Students should not be charged tuition or required to pay a fee to attend a charter school.

g. Students should not be involuntarily assigned to attend a charter school.

h. Charter schools should have some discretion in selecting or rejecting students if they are designed to serve a targeted student population. Students shall not be screened on the basis of race, religion, gender, sexual orientation and/or gender identification, English-language proficiency, family income, athletic ability, special needs, parental involvement in school affairs, intellectual potential, academic achievement, or cost of educating the student. Indirect screening such as denying admission because of the cost of transportation of a student shall not be permitted.

i. Charter schools should meet the needs of at-risk students and those students requiring special education services.

j. Employment in a charter school should be voluntary. Employees in conversion charter schools should be afforded an opportunity to transfer to a comparable position at another mainstream public school.

k. Charter schools should not disproportionately divert resources from mainstream public schools. Charter schools should receive the same amount of

money as a comparable mix of students in a mainstream public school. Adequate funds must be available for capital expenditures such as buildings and equipment that do not come from the operating budget of the charter school or the host district. (1993, 2005)

### **A-32. 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-33. 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 to enhance excellence in each local public school district.

The Association continues to support alternative programs for specific purposes in the public schools. (1989, 2001)

### **A-34. School Restructuring**

The National Education Association believes that school restructuring efforts must employ a 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. Provide the funding necessary to implement and sustain the restructuring
- d. Weigh the consequences of restructuring on all students, education employ-

ees, the entire school system, and the community. (2006)

### **A-35. Media Utilization**

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

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

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

### **A-36. Community Education**

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

The Association urges its state affiliates to become involved in the promotion,

expansion, and implementation of community education programs in their states. (1977, 1986)

### **A-37. Rural Education**

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

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

### **A-38. Urban Development**

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate 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-39. 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 is unalterably opposed to any attempt by Congress to privatize any of these federal schools. (1980, 2002)

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

### **LIFELONG LEARNING**

#### **B-1. Early Childhood Education<sup>†</sup>**

The National Education Association supports 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,

<sup>†</sup> See the Policy Statement on Kindergarten and Pre-Kindergarten adopted by the 2003 Representative Assembly.

including child-care, child development, developmentally appropriate and diversity-based curricula, special education, and appropriate bias-free screening devices. 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 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 also 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, 2003)

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

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

The Association also 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, 2005)

### **B-3. 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 exploration, and self-awareness that foster positive self-esteem.

The Association also encourages the development of guidance and counseling programs that stimulate parental and community involvement, and promote health services. (1976, 2005)

### **B-4. Color Vision Deficient Students**

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

### **B-5. 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 academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation.

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

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, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon achievement record, ability, and age and should be developmentally appropriate for the student. (1976, 1995)

### **B-6. Adult Education**

The National Education Association supports adult education programs that provide lifelong educational and career opportunities. The Association also 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, and responsible parents, citizens, and community members. (2006)

### **B-7. Higher Education**

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

The Association also supports access to postsecondary programs for all qualified students without regard to age, gender, sexual orientation, gender identification, 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. (1980, 2002)

## **EDUCATIONAL EQUITY**

### **B-8. Class Size**

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

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

### **B-9. Diversity**

The National Education Association believes that a diverse society enriches all

individuals. Similarities and differences among races, ethnicity, color, national origin, language, geographic location, religion, gender, sexual orientation, gender identification, age, physical ability, size, occupation, and marital, parental, or economic status form the fabric of a society.

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

The Association further believes in the importance of observances, programs, and curricula that accurately portray and recognize the roles, contributions, cultures, and history of these 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, 2002)

### **B-10. 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 acceptance, 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.

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)

### **B-11. Racism, Sexism, Sexual Orientation, and Gender Identification 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 identification, 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 legally recognized 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 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 and Pacific Islanders, Blacks, Hispanics, women,

gays, lesbians, bisexuals, transgendered persons, 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 who 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 identification, 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. Promote a safe and inclusive environment for all.

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

### **B-12. 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 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 a child has to be removed from his or her home, placement should be determined by the child's tribe

e. Recognition of American Indian/Alaska Native educators as role models

f. Involvement of American Indians/Alaska Natives in professional development programs dealing with cultural pluralism and Native values

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. English proficiency programs that are designed to meet the language needs of American Indian/Alaska Native students

i. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives

j. Assistance to affiliates in meeting the educational needs of American Indian/Alaska Native students

k. 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

l. Dissemination of information and programs that include the values, heritage, language, culture, and history of

American Indians/Alaska Natives

m. Control of Native lands by American Indians/Alaska Natives. (1976, 2000)

### **B-13. 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 efforts that provide for—

a. Programs establishing appropriate educational opportunities for Hispanic students

b. Grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics

c. Recognition of Hispanic educators as role models

d. Hiring and promotion of Hispanic educators at all levels of the education profession

e. The recruitment, training, and employment of bilingual 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 needs of Hispanic students

g. Dissemination of information and programs that include the values, heritage, language, culture, and history of Hispanics.

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, 2000)

### **B-14. Asian and Pacific Islander Education**

The National Education Association recognizes that the complex and diverse needs of Asian and Pacific Islander children require the direct involvement of Asian 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 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 and Pacific Islander students

c. Education of Asian and Pacific Islander adult refugees

d. Dissemination of programs and information that include the values, heritage, language, culture, and history of Asian and Pacific Islanders

e. Recognition of Asian and Pacific Islander educators as role models.

The Association encourages opportunities to preserve, promote, and perpetuate Asian and Pacific Islander heritage and culture. (1979, 2001)

### **B-15. Black American Education**

The National Education Association recognizes that the complex and diverse needs of Black American children

require the direct involvement of Black American educators, parents/guardians, community leaders, and groups to assure the development of adequate and equal educational programs.

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

The Association further believes in efforts that provide for—

a. The preservation of Black heritage and culture

b. Funding of scholarships to facilitate the entry of Black students into the teaching profession

c. Recognition of Black educators as role models

d. Recruitment, hiring, retention, and promotion of Black educators, especially Black males at all levels of the education profession

e. Involvement of Black educators in developing educational materials used in classroom instruction

f. English proficiency programs in the regular instructional process for those Black students experiencing difficulty with standard English

g. Programs that address the alarming dropout rate among Black male students and the disproportionate teen pregnancy

rate among Black female students and encourage continued education, thereby increasing their participation in the work force

h. Development of athletic programs that promote educational excellence, not just athletic power

i. Opposition to the resegregation of the public schools through special classes

j. Dissemination of information and programs that include the values, heritage, language, culture, and history of the Black American. (1981, 2000)

### **B-16. Discriminatory Academic Tracking**

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

### **B-17. Equal Opportunities Through Mathematics and Science Education**

The National Education Association believes that mathematics and science education provide women and 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 minorities to enroll and participate actively in mathematics and science courses and/

or to become professionals in those fields. (1992, 1999)

### **B-18. Left-Handed Students**

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

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

### **B-19. Student Peer Mentoring Programs**

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

### **B-20. 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 in an environment free from harassment. 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 state where they reside. The Association also believes that the determination of legal residency status is the responsibility of the Immigration and Naturalization Service, not of educational systems or their employees.

The Association further believes that students who have resided in the United States for at least five years at the time of high school graduation should be granted amnesty by the Immigration and Naturalization Service, 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, 2005)

### **B-21. 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 bilingual/bicultural and remedial instructional programs that address the individual instructional needs of migrant students in the United States, regardless of the availability of federal and state funds to support such programs. (1975, 1996)

### **B-22. 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 parents 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-23. Equity for Incarcerated Persons**

The National Education Association believes that incarcerated persons, regardless of gender or age, are entitled to equal access to educational, recreational, and rehabilitative programs within all correctional systems. (1990, 2002)

## **SPECIFIC PROGRAMS FOR INDIVIDUALS**

### **B-24. Alternative Programs for At-Risk and/or Students With Special Needs**

The National Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of at-risk and/or students with special needs, pre-kindergarten through adult. The Association recommends early 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. Appropriate training should also be provided to education support professionals. In addition, parents/guardians and other school community members should be encouraged to acquire the training to effectively meet the needs of these students.

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

The Association believes that at-risk students who are assigned to an alternative

placement due to discipline issues should be required to exhibit regular attendance and adequate academic and behavioral progress, in accordance with planned interventions for the student's individual needs, prior to their return to a regular educational setting.

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

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

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

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

The Association encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, behavioral, emotional, or learning disabilities, or related problems to be licensed under regulations of each state's department of public instruction or other appropriate agency. (1977, 2006)



## **B-25. 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 not discriminate on any basis other than the exceptionality being identified.

The Association further believes that 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 such services to gifted children and support for all educators working with this special needs population. (1980, 2006)

## **B-26. Educational Programs for English Language Learners**

The National Education Association believes that English Language Learners (ELL) must have available to them programs that address their unique needs and that provide equal opportunity to all students, regardless of their primary language. Programs for ELL students should emphasize English proficiency while concurrently providing meaningful instruction in all other curriculum areas.

The Association also believes that ELL students 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 English-as-a-second-language (ESL) programs designed to meet their specific needs. These students should be in classes that are limited in size; use methods such as weighted formulas; and provide additional staffing, modified scheduling, and/or curriculum design to accommodate the demands of each ELL student. Students should not be enrolled in special education classes solely because of linguistic differences.

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

Educators, through a bargaining or other bilateral decision-making process, must be fully involved in the development and implementation of programs serving these students, 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 language before and after they acquire proficiency in English. (1981, 2002)

### **B-27. Speakers of Nonstandard English**

The National Education Association believes that students who enter school as speakers of nonstandard dialects 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. Under no circumstances should students who speak nonstandard dialects be enrolled in special education classes solely because of linguistic differences. (1997)

### **B-28. 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 educational environment, using appropriate instructional materials, support services, and pupil personnel services, must 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. 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 educational materials, professional development, and supportive services must be provided.

e. Students with physical disabilities and/or medical needs requiring nursing procedures must have their medical needs met by certified/professional school nurses.

f. 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.

g. 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.

h. A plan recognizing individual differences must be used in a systematic evaluation and reporting of program development.

i. Limitations must be made in class size and/or case loads, using methods such as weighted formulas, modified scheduling, and/or curriculum design to accommodate the demands of each IEP.

j. All teachers who serve students with disabilities must have scheduled access to resource personnel, instructional

assistants, paraprofessionals, co-teachers, and special education teachers.

k. The student's IEP should not be used as criteria for the evaluation of education employees.

l. Communications must be maintained among all involved parties.

m. Staff must not be reduced.

n. All staff must be adequately prepared for their roles through appropriate licensing and ongoing professional development programs.

o. Incentives for participation in professional development activities should, as mandated by law, be made available for education employees.

p. Education employees, as mandated by law, must be appointed to local and state advisory bodies on special education.

q. 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.

r. Local affiliates and education employees must be recruited, trained, and involved in monitoring school system compliance with federal special education legislation.

s. Adequate released 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.

t. 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.

u. Benefits for staff working with students with disabilities must be negotiated through collective bargaining agreements and must be honored.

v. Full funding must be provided by local, state, and federal governments. (1978, 2006)

### **B-29. 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—

a. Flexible scheduling and attendance policies

b. Appropriate guidance in continuing/alternative education programs and productive employment

c. Career development skills

d. Development of self-esteem

e. Promotion of sound health practices regarding nutrition, substance abuse, exercise, family planning, and parenting skills

f. On-site preschool and child care services

g. Free transportation. (1987, 2005)

### **B-30. 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-31. Correspondence Programs**

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

### **B-32. Youth and Adult Training Programs**

The National Education Association believes that the 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 the 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-33. 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)

## **CURRICULUM CONTENT**

### **B-34. 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 shall be subject to and conform to the provisions of the collective bargaining agreement. Any programs that currently do not meet said conditions shall be brought into compliance. (1997, 1998)

### **B-35. Multicultural Education**

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

The Association further believes that multicultural education encompasses at least three things: an idea or concept, an

educational reform movement, and a process. As an idea or concept, multicultural education assumes that all students can learn. As an educational reform movement, multicultural education seeks to develop an entire school environment that is inclusive of cultural considerations (e.g., curriculum, instructional materials, learning and testing, respect for cultural differences, etc.). As a process, the development of a multicultural school environment is ever evolving and ongoing. (1981, 2001)

### **B-36. Global Education**

The National Education Association believes that global education increases respect for and awareness of the earth and its peoples. Global education imparts information about 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 of and harmony with our global neighbors depends on a national commitment to strengthening the capability of the educational system to teach American children about the world. (1995, 1998)

### **B-37. Multiple World Language Education**

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

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, 2006)

### **B-38. School-to-Work/Career Education**

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adult, opportunities to become effective, responsible, productive citizens. To achieve this goal, career education must be interwoven into the total educational system and should include

programs in gender-free career awareness and exploration to aid students in career course selection. These programs should be combined with cooperative efforts on the part of educators and leaders from labor, business, and the community to provide school-to-work experiences that meet rigorous academic standards and are accorded the same level of accreditation as other education programs.

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

### **B-39. 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. (1976, 2006)

### **B-40. Vocational, Career, and Technical Student Organizations**

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

### **B-41. Fine Arts Education**

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development. The Association also believes that fine arts transcend cultural barriers, foster multicultural understanding, and enhance critical thinking skills. The Association therefore believes that every pre-K through 12 curriculum must include a balanced, comprehensive,

and sequential program of fine arts instruction for all students taught by a licensed specialist in a facility or room designed and equipped for that purpose. Resources must be provided to maintain and upgrade materials and provide for emerging technologies.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of an academic fine arts program in curricula. (1980, 2002)

### **B-42. 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 pre-k through 12 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 sensitive; 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

c. Provide for the special needs of students with low fitness, physical disabilities, or learning disabilities



d. Be taught by teachers licensed in physical education

e. Be taught with the same student/teacher ratio as other grade-level class sizes. (1991, 2004)

### **B-43. 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 sensitive. (2005)

### **B-44. 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 antibiased, culturally sensitive program. (1994, 2001)

### **B-45. 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.

The Association also urges its affiliates to support environmental programs in school systems and educational institutions and supports legislation and local policies that ensure a safe and healthy environment. (1973, 2006)

## **B-46. Science Education**

The National Education Association believes that the content in science education must be based on empirical evidence derived from the scientific method and must include the processes of that method. 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, 2006)

## **B-47. 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. Teachers 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 sexual abstinence, birth control and family planning, diversity of culture, diversity of sexual orientation and gender identification, parenting skills, prenatal care, sexually transmitted diseases, incest, sexual abuse, sexual harassment, homophobia, the effects of substance abuse during pregnancy, and problems associated with

and resulting from pre-teen and teenage pregnancies. (1969, 2002)

### **B-48. 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-49. Lifesaving Techniques**

The National Education Association believes that education employees and students should be trained in basic emergency lifesaving techniques. Such training should be included in both school curriculum and staff development. The Association also believes that education employees should be provided the

opportunity for training in CPR and the proper use of defibrillators. (1982, 2006)

### **B-50. 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. Active citizen participation in all aspects of public affairs
- i. Freedom of religion, speech, the press, petition, and assembly.

The Association encourages teachers, 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, 2005)

### **B-51. Labor Movement Education**

The National Education Association believes that the struggles of working men and women to establish 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 teachers, 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, 1996)

### **B-52. 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-53. 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 and Puerto Rico 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, 2005)

### **B-54. 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)

### **B-55. 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 indebtedness of the developing world. (1982, 2005)

### **B-56. 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, and sexual orientation/gender identification. Acts of genocide must be acknowledged and taught in order to provide insight into how such inhumanity develops, prevent its occurrence, and preclude its recurrence. (1993, 2005)

### **B-57. The Holocaust**

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all students about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (1981, 1993)

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

### **B-58. Homework**

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

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. (1985, 1990)

### **B-59. Discipline**

The National Education Association believes that a safe and orderly

environment, in which students are treated with dignity, will provide them with a positive learning experience. Effective disciplinary procedures enhance high expectations and quality instruction, thereby promoting self-control and responsible behavior in students while ensuring the right of all students to due process and an orderly learning environment.

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

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

## **B-60. 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 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, 2004)

## **B-61. 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 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 released 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 each student's progress toward attaining the standards and to his or her needs and developmental level.

f. Age appropriate placement, when used, includes appropriate interventions and supports designed to enhance skills in order to achieve grade level.

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, 2005)

## **B-62. Assessment of Student Learning**

The National Education Association supports ongoing comprehensive assessment of student growth. A student's level of performance is best assessed with authentic measures directly linked to the

lessons teachers teach and the materials teachers use.

The Association believes that the primary purposes of assessment 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 learning experiences for students.

The Association also believes that no one measure should be used to determine a student's performance. Teachers should utilize a variety of measures to accurately assess student 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 classroom teachers must be involved in the development of assessment systems and are best qualified to determine the criteria for assessment of students and dissemination of results. Instruments used to communicate student progress must be accurate and meaningful to students, parents, and other stakeholders. (1981, 2006)

### **B-63. 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. 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 educational professionals closest to the classroom and integrated with assessment information specific to local programs. Affiliates should advocate for, and states and test designers should employ, a variety of developmentally appropriate assessment techniques that allow 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 also 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. Stakeholders 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.

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, teachers, 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 motor skills and/or academic developmental levels or language proficiency of the student

g. Student scores are used to evaluate teachers or to determine compensation or employment status

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.

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, teachers, 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, 2004)



### **B-64. 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-65. School Library Media Programs**

The National Education Association believes every student must have a comprehensive school library media program within his or her educational setting. This program should include a certified/licensed school library media specialist and qualified education support professionals; a variety of print, nonprint, and electronic resources to supplement and complement curricular, personal, and leisure needs; relevant technology; and instruction in library research and information skills. The Association believes that school library media programs are negatively impacted if a media specialist does not have a substitute during his or her 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, 2005)

### **B-66. 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-67. Technology in the Educational Process**

The National Education Association believes that technology in the educational process improves the learning opportunities for students, improves the quality of instruction, and improves the effectiveness of education employees. Technology can provide 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.

d. Ongoing professional development must be provided for education employees in the use, integration, and applications of technologies to enhance instruction.

e. Students must have access to and instruction in technology and the responsible use of technology. Further, there must be equity in training, funding, and participation for all students.

f. Instructional technology should be used to support instruction and must be directed by a licensed teacher.

g. 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.

h. 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.

i. The impact of technology, telecommunications, and distance education on education employees should be subject to local collective bargaining agreements.

j. Education employees' participation in distance education 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.

k. Equity and freedom of access to information unimpeded by geographic, economic, social, or cultural constraints is essential.

l. Education employees should own the copyright to materials that they create in the course of their employment. (1981, 2005)

### **B-68. Cell Phones and Personal Communication Devices in Schools**

The National Education Association believes that schools should develop guidelines for the appropriate use of cell phones and personal communication

devices during the school day. Such guidelines should promote respect for privacy, intellectual integrity, and a positive learning environment. (2006)

### **B-69. 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 education employees are essential to the development of an acceptable use policy (AUP) and to the appropriate use of the Internet.

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

The Association believes that Internet access and activities should be age appropriate and monitored and should foster critical use. Any documentation material produced as a result of Internet access should be properly cited and comply with copyright laws. (1993, 2000)

### **B-70. Distance Education**

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

The Association opposes arrangements whereby elementary, secondary, and undergraduate students receive all or most of their education through distance

education and rarely, if ever, convene in an actual classroom. The Association recognizes that exceptions may be warranted in particular cases.

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

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

a. Distance education courses should be managed to ensure effective student and school participation, provide for regular interaction between students and their instructors and online classmates, and offer opportunities for offline activities.

b. Teachers who provide distance education at the elementary/secondary school level should be licensed in the subject matter taught and be skilled in learning theories, technologies, and teaching pedagogies appropriate for an online environment. Ongoing professional development is essential to ensure that teachers maintain the skills appropriate for an online environment.

c. Students who take distance education courses should receive the preparation and support necessary to enable them to function effectively in an online environment, which at a minimum should include—

1. Appropriate equipment, technical support, libraries, and laboratories

2. Appropriate services for elementary/secondary students, including on-site education employees to monitor

student performance and act as a liaison to the distance education instructor

3. Accurate course descriptions and clear expectations prior to enrollment

4. Reasonable student to instructor ratios that allow for individualized interaction with instructors

5. Opportunities for appropriate student-to-student interaction

6. Courses that are as rigorous as similar courses delivered by more traditional means

7. Courses that meet accreditation standards.

d. Support systems should provide resources to instructors, students, and parents that are comparable to those that would accompany face-to-face courses, as well as any additional support necessary for the online environment.

e. Multiple mechanisms, including appropriate technological safeguards, should be used on a regular basis to validate and authenticate student work. (1997, 2004)

## **B-71. 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 American Sign Language should be offered as a foreign/world language elective credit at both high school and college levels.

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

### **B-72. Credit-Hour Evaluation**

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

### **B-73. 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-74. 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 teachers encourage compassion and respect for all living things. (1989)

### **B-75. 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 that legislation should be adopted to provide comprehensive health care to all children. (1990, 1997)

#### **C-2. 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 supports programs within the education framework that promote understanding of proper nutrition.

In addition, the Association advocates efforts to develop uniform symbols that make clear to consumers which food choices promote good nutrition.

The Association further believes school food service programs must be nutritionally sound, appealing, and affordable. A choice of nutritious plant-based foods should be available. The Association also supports nutrition programs that are regulated by uniform standards, readily accessible, and are supported by public funds.

The Association believes that 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. (1990, 2006)

#### **C-3. 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 products and believes that federal legislation should be established to create a uniform age of 18 for purchase, possession, or use of tobacco products. (1972, 2003)

### **C-4. Tobacco 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.

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

The Association further believes that all places of public accommodation

should be smoke-free and that taxes on tobacco products should be increased. (1994, 2002)

### **C-5. 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.

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.

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

If a child's immediate family and/or extended family is unable to care for him or her, 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.

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, 2004)

### **C-6. 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-7. Child Care**

The National Education Association believes that all child care centers should have adequate facilities, 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-8. Community Violence**

The National Education Association believes that children who are exposed to community 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.

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

### **C-9. 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-10. 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—

a. Services that include protection, counseling, and therapy 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 ongoing communications of pertinent information between social service agencies and education employees

g. Mandated counseling for persons committing physical and/or psychological violence. (1992, 1999)

### **C-11. 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. (1974, 2000)

### **C-12. Out-of-Home Placement of Juveniles**

The National Education Association believes that when juveniles are removed from the home by 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 foster homes or other custodial facilities, the rights of both the juvenile 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 juvenile, and be nonprofit.

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

The Association also believes that the school and education employees who receive students with known serious behavior problems or violence-related potential shall be immediately informed of the violence potential of those students. (1992, 1994)

### **C-13. 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-14. Child Support Payments**

The National Education 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. (1983, 1993)

### **C-15. 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-16. Telephone and the Internet**

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

### **C-17. 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, presentation of instruction, 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, and adaptable to persons with disabilities. The Association supports facility designs that promote healthy indoor air quality through properly designed, installed, and maintained ventilation systems and the use of nontoxic materials. The Association further 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.

The Association 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 also believes that stable and sufficient funding must be provided for the design, construction, adequate and ongoing maintenance, and operation of the school facility. (1992, 2003)

### **C-18. Environmentally Safe Schools**

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

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.

The Association also believes in the establishment and enforcement of standards of the Occupational Safety and Health Administration (OSHA) 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 Materials Safety Data Sheets (MSDS).

Additional health hazards should not

be created when facilities are altered or repaired.

The Association believes that school districts must post MSDS and OSHA standards. Students and/or their parents/guardians, education employees, and the public should be notified of actual and potential hazards. All stakeholders should be involved in developing a plan for corrective action. The Association also believes in the development and enforcement of health and safety standards specifically for children. (1989, 2004)

### **C-19. 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-20. 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. (1984, 2000)

## C-21. 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.

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

## C-22. School Transportation

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

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

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

The Association further believes in safe and orderly transportation of

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

## C-23. Comprehensive School Health, Social, and Psychological Programs and Services

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

The Association also believes that schools should provide—

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

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

- a. A planned, sequential, pre-K through 12 health education curriculum that promotes sound nutrition and that includes education concerning the health

risks associated with obesity and eating disorders

b. A planned, sequential, pre-K through 12 health education curriculum that integrates various health topics (such as drug abuse, the dangers of performance-enhancing dietary herbal supplements, violence, safety issues, universal precautions, and HIV education); that is taught by teachers specifically prepared to teach the subject; and that enables students to develop the essential knowledge and skills to maintain personal, family, and community health

c. A planned, sequential, pre-K through 12 physical education curriculum

d. Worksite health promotion to improve the health status of school staff to set an example for desired student behaviors.

The Association believes that services in the schools should include—

a. Counseling programs that provide developmental guidance and broad-based interventions and referrals that promote the physical and psychological health of students

b. Services that identify, diagnose, and resolve learning disabilities

c. Health services provided by a licensed professional school nurse that promote the health of students through prevention, case finding, early intervention, and remediation of specific health problems; that provide first aid and triage of illness and injuries; and that provide health counseling

d. A nurse-to-student ratio at each site that is at least one school nurse to every 750 students in the school population

with adjustments to safely accommodate students with special health needs and chronic illness

e. Comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment) to supplement school nurses

f. If deemed appropriate by local choice, family-planning counseling and access to birth control methods with instruction in their use

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

The Association also believes that all health, social, and psychological services must be provided only by 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 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, 2006)

### **C-24. School Guidance and Counseling Programs**

The National Education Association believes that guidance and counseling programs should be integrated into the entire education system, pre-kindergarten through higher education. Such programs should be provided through a maximum

counselor/student ratio of 1:250 by appropriately certified and/or licensed school counselors who have been trained to support students in realizing their full potential in all areas of growth and achievement. School counselors should spend at least 80 percent of their time providing guidance and counseling services to students. (1987, 2004)

### **C-25. Student Stress and Anger**

The National Education Association believes that increasing mental, emotional, and environmental pressures result in drug and alcohol abuse, violence, vandalism, school dropouts, and suicide among children and youth.

The Association also believes stress and anger management programs, including follow-up support, that address the needs of children within both school and community settings, should be provided. Professional development to prepare education employees and training for parents/guardians is necessary to help students deal with stress and anger. (1980, 2002)

### **C-26. Safe and Orderly School Climates and Communities**

The National Education Association believes that a safe and effective school climate is necessary for promoting educational excellence in public schools. The Association also believes that all education employees, parents/guardians, students, school governing boards, and community members and agencies must work cooperatively to establish and maintain safe and orderly school communities. Students and education employees must

be safe from physical, verbal, and psychological violence, the threat thereof, and all forms of harassment. There must be procedures to prevent and eliminate all types of harassment that might occur. Plans and procedures regarding discipline and/or harassment must include due process.

The Association further believes that both schools and school districts must have written discipline plans and procedures that are fair, equitable, and consistently enforced as well as procedures for the safe and orderly conduct of school activities and events. The Association believes that there must be written safety plans for crisis situations. Crisis plans must be developed at each school site by school personnel, administrators, students, parents/guardians, community members, and emergency personnel. Plans must include stress management/counseling strategies as follow-up care for students and staff when crisis situations occur. These crisis plans must be provided to police and fire departments and other community agencies that might be called upon in a crisis situation. Parents/guardians must be made aware of the existence of these crisis plans.

The Association also believes that students must be taught strategies and skills, including conflict resolution, that develop respect, self-discipline, and self-control. Students must learn to distinguish between their own rights and responsibilities and the rights and responsibilities of others. There must be appropriate services and placement within regular education and alternative education programs and/or with state and/or community

agencies for students who disrupt the learning environment or who are dangerous to other students, education employees, and themselves.

The Association further believes that appropriate school behavior begins and is reinforced in the home. Parents/guardians of children who are disruptive often need support and training in order to reduce inappropriate behavior and increase student learning. Programs that provide assistance and training in child development, effective parenting skills, and strategies for dealing with disruptive students must be available for parents/guardians. Schools can be instrumental in identifying and recommending strategies that can assist parents/guardians. The Association believes that a safe and effective school has a positive environment in which education employees, students, parents/guardians, and the community care for, communicate with, respect, understand, and trust each other. (1994, 2004)

### **C-27. Student Sexual Orientation and Gender Identification**

The National Education Association believes that all persons, regardless of sexual orientation or gender identification, should be afforded equal opportunity and guaranteed a safe and inclusive environment within the public education system. The Association also believes that, for students who are struggling with their sexual orientation or gender identification, every school district and educational institution should provide counseling services and programs that deal with high suicide and dropout rates and the

high incidence of teen prostitution. These services and programs shall be staffed by trained personnel. (1988, 2002)

### **C-28. Suicide Prevention Programs**

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

### **C-29. 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)

## **STUDENT RIGHTS/CONCERNS**

### **C-30. Student Rights and Responsibilities**

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; gender equity; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and

equal educational opportunity.

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

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

The Association believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (1969, 2006)

### **C-31. Drug and Alcohol Testing of Students**

The National Education Association believes that mandatory drug and 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, 2003)

### **C-32. HIV/AIDS Testing of Students**

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

### **C-33. Optimizing Students' Time To Learn**

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

The Association also believes that—

a. Student absences from school have adverse effects on program continuity, academic achievement, 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 and academic achievement. 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, 1996)

### **C-34. 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. The Association further encourages its affiliates to provide means for education employees to assist parents/guardians in the selection of appropriate media, games, and products for their children. (1969, 2003)

### **C-35. Impact of Homelessness and Poverty on Children and Youth**

The National Education Association believes that education must be provided for all children and youth and also believes that poverty negatively impacts children's ability to learn and deprives them of the opportunity for academic success.

The Association further believes in the right of all children and youth, including those without a permanent legal address, to an education, adequate housing, and health care.

The Association believes that school and community groups should work cooperatively to meet the needs of homeless and impoverished children and youth. (1988, 1996)

## **EQUAL ACCESS**

### **C-36. Placement of Students with HIV/AIDS**

The National Education Association supports establishing local policy that ensures a free, appropriate public education

in a least-restrictive environment for all students infected with the human immunodeficiency virus (HIV) or with acquired immunodeficiency syndrome (AIDS).

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

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

### **C-37. 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.

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

### **C-38. Gender Equity in Athletic Programs**

The National Education Association believes that at all educational levels female and male students must have equal

opportunity to participate in athletic programs.

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

### **C-39. 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 the business community has an important role in reducing illegal activities by gangs. The Association further supports programs that lead to meaningful job opportunities for youths.

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

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

### **C-40. 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-41. Advertising of Alcoholic Beverages and/or Tobacco Products**

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

## **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. To achieve this goal, the profession must be composed of individuals who meet the highest standards. These standards must be established, maintained, and governed by the 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 expanded leadership roles and must have the time, resources, and decision-making authority to provide the highest quality of learning for each student. This goal can be achieved by the profession in partnership with other education employees, parents/guardians, the

community, the district, and the state. (1998, 2000)

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

The National Education Association believes that strong programs of teacher recruitment are necessary to maintain and enhance the teaching profession. Such programs should emphasize the recruitment of underrepresented candidates and should include a policy of affirmative recruitment. Preteaching programs and recruitment efforts should be developed at high schools and community/junior colleges in conjunction with institutions of higher education with teacher preparation programs. These efforts should include the active participation of practicing pre-K through 12 teachers.

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

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

Grants should be secured from both public and private sources to assist students planning to pursue a career in education. (1990, 2000)

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

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

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

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

## **D-4. Teacher Preparation Programs: Admissions**

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

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

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

### **D-5. Teacher Preparation Programs: Affiliate Participation**

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

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

The National Education Association believes that teacher preparation programs must—

a. Involve practicing, licensed pre-kindergarten through adult education teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the program

c. Involve teacher educators who are licensed and practicing in their field of expertise and who also demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment

e. Include tests, reports, student teaching, portfolio reviews, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Require courses in the liberal arts, subject or grade-level specialty, reading, methodologies for the instruction of students with limited English proficiency, and professional studies that include learning theories, curriculum design, classroom management, behavior management, discipline, student assessment, school accountability, school law, and teaching techniques

g. Include instruction and field experience in the uses of appropriate technology for managing and advancing instruction

h. Include instructional content and experience that address our multicultural, multi-ethnic diversity, recognize the contributions of ethnic and other minorities, and provide techniques for teaching culturally diverse students

i. Involve students preparing to teach in recognizing biases and acquiring the necessary skills and knowledge to assist them in creating a bias-free environment

j. Include instructional content and experience in research and information skills, group processes, shared decision making, strategic planning, the dynamics of intergroup communications, peace and conflict resolution, human growth and development, the changing role of the family, exceptional behaviors, and human relations

k. Include a variety of field experiences throughout the preparation program culminating in clinical practice

l. 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

m. Include instruction and practical experiences in the processes, strategies, realities, responsibilities, and challenges of shared decision making, problem-solving, and strategic planning

n. Include instructional content in awareness and educational programs of all special education areas recognized by federal law

o. Provide access to professional and preprofessional organizations related to the education profession and areas of certification

p. Promote involvement in an NEA Student Program local chapter that provides opportunities for community outreach, professional development, and political action

q. Be evaluated and accredited by the National Council for Accreditation of Teacher Education (NCATE)

r. Be funded at a level that ensures that NCATE accreditation is achieved and maintained. (1970, 2002)

### **D-7. 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 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 pre-K through 12 teacher in the same field of practice.

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

a. A comprehensive understanding of the central concepts and structure of the disciplines that they teach

b. A knowledge of how children learn, including how their approaches to learning differ

c. The ability to provide learning opportunities that support the intellectual, social, physical, and personal development of individual students

d. A variety of instructional strategies that encourage students to develop critical thinking skills, problem-solving techniques, positive social interaction, and active engagement in learning

e. The ability to plan instructional strategies based upon knowledge of the subject matter, the students, the community, and the curriculum goals

f. The effective use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual,

social, physical, and personal development of individual students

g. The use of active inquiry and collaboration between and among colleagues.

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, 2002)

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

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

The Association further believes that individuals under consideration for teaching positions must have completed a teacher education program meeting NCATE 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 believes that classroom teachers must have an active role in the hiring process, including the development of selection criteria, job descriptions, and interview instruments, and must par-

ticipate in the interview and selection process. (1999)

### **D-9. 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 one year 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, 2000)

## D-10. 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-11. 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. 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

d. 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

e. Seek consulting teachers who reflect the diverse population of the teaching staff



f. Provide that consulting teachers are properly compensated and provided adequate time to fulfill their responsibilities

g. Provide that consulting teachers receive extensive and ongoing training in mentoring/coaching skills, district initiatives and resources, and current education instructional methods

h. 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

i. Establish and convey to all consulting and participating teachers clear rules on allowable uses of documents, products, and communications arising from the program

j. Require extensive documentation based on ongoing assessments of each participant

k. 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 or a recommendation to initiate nonrenewal or termination proceedings is issued

l. Ensure due process protection and duty of fair representation procedures

m. 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, 1999)

## **D-12. Administrator Preparation**

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

## **APPROPRIATE STAFFING**

### **D-13. 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 staffing extracurricular activities and for hiring personnel who have the necessary skills and knowledge to perform those duties, and for providing staff members with appropriate ongoing training. Qualified education employees must be given the opportunity of first acceptance of paid positions. (1994, 1996)

## PROFESSIONAL DEVELOPMENT

### D-14. Professional Development for Teachers and Administrators

The National Education Association believes that continuous professional development is required for teachers and administrators 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. Support teachers in meeting the needs of students

d. Be incorporated into and aligned with (not added to) professional work expectations

e. Be standards-referenced and incorporate effective practice, relevant data, and current research

f. Be supported by adequate resources

g. Be career-long, rigorous, and sustained

h. Stimulate intellectual development and leadership capacity

i. Balance individual priorities with the needs of the school and the district

j. Include an ongoing assessment and evaluation component to determine effectiveness

k. Respond to, refine, improve, and adjust the professional development according to the feedback provided by the participants

l. 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

- 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, including leadership positions

- flexibility for the use of a variety of resources such as university-school partnerships, professional development schools, exchange programs, professional development resource centers, and cultural and business resources. (1976, 2006)

### D-15. Professional Development for Education Support Professionals

The National Education Association believes that professional development should be required throughout the career of education support professionals. Professional development programs should provide equal opportunities for these employees to gain and improve the knowledge and skills important to their position and job performance. Professional development programs should ensure that appropriate education employees have a decisive voice at every stage of planning,

implementation, and evaluation. The Association also believes that professional development and continuing education serve as catalysts to recruit, retain, and promote qualified education support professionals. (1998, 2006)

### **D-16. Professional Development Resource Centers**

The National Education Association believes that state/regional professional development resource centers provide an opportunity for education employees to share resources, experiences, and ideas for professional growth. The Association also believes that these centers should be established, funded, and accessible to all education employees. The Association further believes that members from local affiliates served by a center should comprise a majority of the membership of the professional development resource center policy board. (1982, 1999)

## **COMPETENCY**

### **D-17. 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 success. The Association also believes that all education employees must be provided professional development in behavior management, discipline, conflict resolution, safety plans and emergency procedures, emergency lifesaving techniques, and crisis management. (1994, 2000)

### **D-18. Neurological Disorder Awareness**

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

### **D-19. 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-20. Education Employee Evaluation**

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

Effective evaluation procedures supported by professional development programs will enable all education employees to keep abreast of developments in their areas of specialization. Such procedures, with sufficient resources, can help ensure job competency, identify deficiencies in performance, and provide options

such as counseling, training programs, a remediation plan, and opportunities to observe peers.

If following such an evaluation and after being given sufficient time, training, and opportunity for improvement, a person is then formally reevaluated and incompetency can be documented, dismissal proceedings with guaranteed due process may be instituted. Such proceedings must be implemented by administrators/evaluators who are properly trained and held accountable for appropriate and fair evaluation systems.

The Association also believes that the use of student achievement measures (e.g., grades, standardized test scores, etc.) as criteria in the evaluation process is inappropriate.

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

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

- a. Clear performance expectations that 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.

The Association further 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, an education employee shall not waive his or her right to due process in any subsequent contractual or legal proceeding. (1969, 2006)

## **D-21. 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-22. 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-23. Promote the Retention of Career Educators**

The National Education Association believes that experienced educators are valuable resources in the promotion of educational excellence. The Association also believes that experienced educators should be encouraged to remain in, or return to, the education profession. This encouragement should be accomplished through strategies consistent with NEA policy, including, but not limited to, enhanced salaries and benefits, a supportive and respectful work environment, a reasonable workload, a secure pension accompanied by retiree health care benefits, and retirement enhancements that reward extended years of service. These strategies can be achieved through bargaining, legislation, or other means. (2001, 2006)

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

### **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 teachers have the primary responsibility for instructional excellence and must have the primary authority to recommend improvements in instruction through a democratic decision-making process. The Association further believes all education employees should support high standards for instructional excellence and contribute to the continual improvement of education. The Association believes that no single program can meet the needs of every student. Mandated programs, such as scripted learning programs and pacing charts, restrict the ability of teachers to make decisions for appropriate, meaningful instruction in their classrooms. The Association recommends that education employees collaborate in the research, development, and field testing of new instructional methods and materials. (1969, 2005)

#### **E-2. 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, 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, 2001)

### **E-3. 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
- e. Address divergent points of view
- f. Contain sufficient activities to teach the concepts

g. Provide for the evaluation of higher level thinking.

Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (1969, 2006)

#### **E-4. 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 regards to—

- a. Student academic standards
- b. Alignment of curriculum with standards
- c. Unwarranted duplication of content
- d. Prevention of content gaps
- e. Content overload
- f. Developmentally appropriate content
- g. Appropriate accommodations and modifications for students with special needs.

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, 2004)

#### **E-5. 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 include strategies that encourage student interaction, be developmentally appropriate, include appropriate accommodations and modifications for students with special needs, be free of stereotypes, address divergent points of view, contain sufficient activities to teach the concepts, and 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, 2006)

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

The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers

must be involved in selecting educational materials and in preparing teachers in their use.

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

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

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

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

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

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

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

The National Education Association believes that federal and state mandates regarding school programs should be broad, general guidelines and should not be based on student achievement. Mandated programs should be established or eliminated only in conjunction with the Association and its state and local affiliates. Mandates should be assessed by affiliates and local stakeholders with particular attention to the impact on students, education employees, school programs, and finances. (1979, 1997)

### **E-10. 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. A teacher shall not be fired, transferred, or removed from his or her position 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 and pacing charts 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 antipublic education agendas violate both student and teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist. (2002, 2005)

### **E-11. 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 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 to modify them when necessary in order to address the needs and facilitate the success of each student. (2006)

### **E-12. 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, in the case of graduate students, to materials they create while working as teaching or research assistants. (1969, 2006)

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

The National Education Association believes that all education employees are essential to the learning environment. The Association recognizes that education support professionals promote positive role models that enhance the education process. (1990, 1991)

## **F. PROTECT THE RIGHTS OF EDUCATION EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE**

### **PAY EQUITY/COMPARABLE WORTH**

#### **F-1. Nondiscriminatory Personnel Policies/Affirmative Action<sup>†</sup>**

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, physical disability, political activities, professional association activity, age, size, marital status, family relationship, gender, sexual orientation, or gender identification.

Affirmative action plans and procedures that encourage active recruitment and employment of ethnic minorities, women, and persons with disabilities should be developed and implemented in accordance with Association policy. 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, 2002)

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

#### **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, and that factors such as the gender or race of the individual performing the job should never play a role in determining salary.

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, 1993)

#### **F-3. Uniform Compensation**

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

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

The National Education Association believes that education employees must continue to perform and develop professionally and that expenses incurred to do so are professional and therefore 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, 1993)

## **COLLECTIVE BARGAINING PROCESS**

### **F-5. 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. (1980, 1993)

### **F-6. 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-7. Strikes**

The National Education Association 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 teacher 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 a teacher preparation or credential program who have honored a work stoppage.

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

in school work stoppages.

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

The Association also urges its affiliates to establish practices and procedures to supply financial and emotional support as well as external and internal publicity for any local engaged in a strike. (1969, 1999)

## **BARGAINING ISSUES**

### **F-8. Basic Contract Standards**

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

- a. A grievance procedure that terminates with final and binding arbitration
- b. Just cause for any disciplinary action with guaranteed due process through final and binding arbitration and continuation of all employee rights, including full compensation and job security
- c. A seniority list that is updated, published, and distributed annually

d. Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and, to the extent legally permissible, affirmative action<sup>†</sup>

e. Employer-paid benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners, and their families

f. Membership in the association or the payment of a fair-share fee as a condition of employment

g. Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions

h. Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit

i. Specified class size, teaching load, and job description

j. A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit

k. Nondiscriminatory, fair, and equitable treatment of bargaining unit members

l. Contractually defined procedures for evaluation and promotion

m. Released time for association business with full pay and benefits

n. Parental/child rearing leave for employees to provide care for natural or adopted children

o. Contractually defined procedures

for ensuring education employee decision making in curriculum design and related instructional management and reporting systems

p. Time during the regular work day and work year for education employees to plan, to engage in professional development, to work on curriculum and assessment, to mentor and be mentored, and to provide professional leadership

q. Salary schedules based upon preparation, professional growth, and length of service and excluding 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

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

technology and distance education are used to supplement, not supplant, employees. (1989, 2006)

## **F-9. 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 classroom teachers to remain in the classroom and support professionals 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

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 not be 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.

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, 2002)

### **F-10. Minimum Criteria for Additional Compensation Beyond the Single Salary Schedule**

The National Education Association is opposed to the use of merit pay or performance pay compensation systems. However, the Association believes that any system that provides additional compensation to education employees beyond that provided by the single salary schedule should meet the following minimum criteria:

a. The design of the system must be accomplished through the collective bargaining process or in nonbargaining jurisdictions it should be incorporated into legislation, employer policy, and/or other sources that establish the terms and conditions of employment for education employees.

b. Any additional compensation beyond a single salary schedule must not be based on education employee evaluation, student performance, or attendance.

c. The criteria that are used to determine whether education employees receive the additional compensation should be clearly stated and subject to objective measurement. The system also should make clear how those criteria relate to the school district's educational objectives.

d. The system should not directly or indirectly limit the number of education employees who are eligible for the additional compensation. All education employees should be afforded a fair opportunity to meet the requisite standards and should receive the additional compensation if they do.

e. Full funding should be available to sustain the system. The allocation of funds to provide the additional compensation should not prevent increases in the basic compensation for all education employees.

f. The system 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. (2001)

### **F-11. Benefits**

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

- a. Comprehensive insurance programs
  1. Health
  2. Dental
  3. Vision
  4. Hearing
  5. Life
  6. Legal
  7. Workers' compensation
  8. Long-term physical and mental disability
  9. Prescription drug
- b. Paid leaves
  1. Sick leave with unlimited accumulation
  2. Personal leave with unlimited accumulation
  3. Bereavement leave
  4. Parental leave, including adoption
  5. Dependent care leave
  6. Sabbatical leave
  7. Professional leave
  8. Association leave
  9. Religious leave
- c. Additional remuneration
  1. Severance pay
  2. Tuition reimbursement
  3. Retirement compensation
  4. Unemployment compensation
  5. Benefit extension for laid-off employees
- 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 center

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 comprehensive insurance programs should be provided for education employees on official leave of absence or parental leave.

The Association also 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 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, 2005)

## **F-12. 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. (1995)

### **F-13. Economic Welfare**

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

### **F-14. Constitutional and Civil Rights—Employment Protection**

The National Education Association, recognizing the continuing erosion of civil rights, reaffirms its commitment to protect the 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. (1991, 2006)

### **F-15. 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. (1969, 2006)

### **F-16. 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. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action.<sup>†</sup> 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. 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—

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

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 reduction of supportive staff and special staff and non-replacement of retiring and other resigning teachers are both forms of reduction in force. (1975, 1997)

### **F-17. 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 released time for training, to compensate the employee at the employee's hourly rate of pay, and to provide for the cost of tuition, textbooks, and travel. (1988, 2005)

### **F-18. Protection of 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.

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 believes that when education employees are the victims of physical attack, verbal abuse, theft, vandalism, or harassment due to gender, sexual orientation and gender identification, or other causes, they should receive the full support of their employer in pursuing legal and other remedies, as well as receiving reimbursement for their personal and property loss. Time lost due to injuries from attacks should not be deducted from accumulated sick leave.

The Association also believes that education employees and the local affiliate must have the right to reflect professional concerns at a student suspension or expulsion hearing. (1970, 2002)

### **F-19. Personnel Policies and Procedures**

The National Education Association believes that personnel policies and procedures should be written and developed cooperatively by local affiliates and

their local boards of education or appropriate governing bodies. The Association also believes in a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (1969, 1999)

### **F-20. 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 released time for participating staff members. (1990, 1999)

### **F-21. 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-22. 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-23. 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-24. Student Workers in Educational Institutions**

The National Education Association recognizes the importance of providing

employment opportunities for students in educational institutions. The Association deplores, however, the practice of employing students that results in the reduction of the number of permanent education employees or positions. (1992, 1998)

### **F-25. 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 defining their duties.

The Association opposes the use of education support professionals to increase class size. (1969,1998)

### **F-26. 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. Employment in these programs must be on a voluntary basis. (1975, 1998)

## **PROTECTION OF EDUCATION EMPLOYEES**

### **F-27. Members Injured on the Job**

The National Education Association believes that the legal rights of members injured on the job need to be protected.

The Association encourages its state affiliates to assist members injured on the job so that those members have access to information regarding employment-related injuries and so that state affiliates may protect the rights of those members. (2000)

### **F-28. 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-29. Subcontracting/ Contracting Out**

The National Education Association believes that public school services should be performed by public education employees. The Association opposes, in public school districts and educational institutions, subcontracting/contracting out arrangements that—

- 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. Have not been agreed to by 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, 2006)

### **F-30. 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 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, 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, 1999)

### **F-31. 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 telephone and the Internet
- d. Security of computer files, passwords, and user codes from inappropriate or unauthorized access
- e. 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, 2006)

### **F-32. Privileged Communications**

The National Education Association believes that communications between all education employees and students must be legally privileged. 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, 1996)

### **F-33. 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 condemn 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 released 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 that, for conducting association business, its affiliates should be allowed to use school property without censorship, restraint, or other interference. (1976, 2000)

### **F-34. Protection of Education Employees from Age Harassment**

The National Education Association believes that education employees should be protected from harassment because of

age. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies that grant those at or approaching retirement age freedom in their options to continue education employment or to retire

b. Develop educational programs to help individuals recognize, understand, prevent, and combat harassment because of age

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of harassment because of age, resolves complaints promptly, and protects the rights of all parties. (1989, 1997)

### **F-35. Protection of Education Employees from Harassment Because of a Disability**

The National Education Association believes that education employees should be protected from harassment because of a visible/invisible disability. The Association encourages its affiliates to work with school districts and institutions of higher learning to—

a. Establish strong policies that ensure compliance with all provisions of the Americans with Disabilities Act and provide all necessary accommodation for full participation in all employment responsibilities

b. Develop educational programs to help individuals recognize, understand, prevent, and combat harassment because of a disability

c. Develop and publicize a grievance procedure that encourages the reporting

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of incidents of harassment because of a disability, resolves complaints promptly, and protects the rights of all parties. (2005)

### **F-36. 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-37. 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. The name of the employee should not be publicly revealed until and unless there is a finding of guilt.

Counseling from an outside community agency should be provided for any education employee accused of child abuse, with emphasis upon the fact that such referral does not presume guilt. Additional counseling should be available for the innocent employee after the case is decided.

The Association also believes in procedural and substantive due process for education employees accused of child abuse including a mechanism whereby false or unfounded accusations can be expunged from all records, and supports restoration of job status and all rights and benefits to education employees who are acquitted of child abuse charges. The Association further believes all members should be knowledgeable of current practices in dealing with such allegations. (1989, 1996)

### **F-38. Health Examinations**

The National Education Association opposes the imposition of physical and mental examinations 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 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 his/her medical records.

The Association also 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, 1995)



### **F-39. Drug and Alcohol Testing**

The National Education Association believes in a drug- and alcohol-free workplace. However, the Association believes that mandatory and/or random drug and alcohol testing of employees and job applicants is an unwarranted and unconstitutional invasion of privacy and opposes such testing. (1987, 1994)

### **F-40. HIV/AIDS Testing of Education Employees**

The National Education Association opposes mandatory/involuntary human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) testing of education employees or education employment applicants. (1987, 1993)

### **F-41. Employees with HIV/AIDS**

The National Education Association believes that education employees shall not be fired, nonrenewed, 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, 1993)

### **F-42. 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-43. 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-44. 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 an alternate method of identifying these items of information such as numbering or labeling the names of each color. (2004, 2005)

### **F-45. Stress Management 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 and wellness programs that facilitate the recognition, prevention, and treatment of stress-related problems. Such programs should 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, 1997)

#### **F-46. 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 established procedures should provide that—

a. Only licensed medical personnel be required to administer such medication or perform such medical services

b. A physician's written verification of the student's need for medication or services be required

c. Written permission of the parent/guardian be required

d. The initial dosage of medication not be given in the school except in life-threatening situations. Initial dosage is the first dosage administered from the prescription

e. Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication

f. Medication be 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 be available.

The Association further 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 believes that such education employees should have the right to refuse to administer medication or perform medical services without fear of repercussion. (1977, 2002)

#### **F-47. 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 dealing with students with disabilities. (1980, 2006)

### **F-48. Save Harmless/Education Employee Liability**

The National Education Association believes that educational institutions should—

a. Provide legal liability protection for education employees when their duties include physical assistance to students

b. Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties

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, 2001)

### **F-49. 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 pre-K 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-50. Transportation Liability Insurance**

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require school systems and educational institutions to provide and to 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, 1995)

### **F-51. Part-Time or Temporary Education Employees**

The National Education Association believes that the increased use and/or abuse of part-time education employees threatens the academic integrity of the institution.

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, 1999)

### **F-52. 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 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.

The Association also believes that education employees should be involved in the decision-making process regarding the utilization of volunteers within local school systems. (1998, 2000)

### **F-53. 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 continuous professional development

d. Be provided with materials and information appropriate to the position in which they are substituting

e. Be entitled to and supported by state and national affiliates in collective bargaining.

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, 2005)

### **F-54. 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 an education support substitute must meet the same standards as the employee for whom he/she substitutes.

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 basic and fringe benefits for education support professionals substituting for permanent education support professionals on extended leave. (1992)

### **F-55. 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 re-employment 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 the service person's compensation so his/her family does not experience a loss of revenue or benefits. (1975, 2005)

### **F-56. 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-57. 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. (1973, 1986)

## **RETIREMENT/SOCIAL SECURITY**

### **F-58. Retirement**

The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

a. Boards of trustees with a majority elected by and from the membership and of sufficient size to ensure an adequate number of representatives from among retired members; subject to their fiduciary responsibilities, these boards should also

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

b. Retirement boards will be in charge of administering benefits as well as investments

c. Actuarial and investment policies that produce sound financing

d. Assets of the retirement system be used for the sole benefit of the beneficiaries of the system. Any other proposal to use the assets of a retirement system be adopted only if it is determined that it will have no negative actuarial impact on the system

e. All member pension plans, except higher education, have as a basis an adequate and fully funded defined benefit plan

f. A benefit that will maintain real replacement income levels of at least 75 percent of the highest single year's rate of salary after 30 years of service (and at least 50 percent after 20 years of creditable service) and automatic cost-of-living increases (without regard to age) to maintain purchasing power for retirees and beneficiaries. Normal retirement will also be available at age 55, irrespective of length of service, if fully vested, where actuarially sound.

g. Immediate and full vesting after not more than five years of service

h. Annual independent review and audit

i. Provisions for employee contributions to be a percentage of total compensation, not to exceed the amount contributed by employers. The employer may pay part or all of the employee contribution

j. Provisions permitting the purchase of credit earned while a member of another retirement system

k. Provisions permitting the purchase of credit for sabbatical leaves, maternity/paternity/adoption leaves, and any other approved leaves of absences

l. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service or at age 55 if fully vested, where actuarially sound, and with provisions that guarantee the employee with full benefits earned from all sources. Voluntary retirement should follow the same provisions

m. Disability retirement for a service-connected disability available to education employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service. The benefit formula for disability retirement should yield benefits comparable to those of normal retirement

n. Automatic cost-of-living increases, without regard to age, to maintain purchasing power for retirees and beneficiaries

o. A joint federal-state program to provide those who have been employed in two or more states, in Department of Defense Education Activity (DoDEA) schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates

are urged to support state statutes and proposed federal legislation or any program providing portability coverage

p. Full funding and equitable administration in the granting of retirement credit for service in the military, the Peace Corps, or Volunteers in Service to America (VISTA) or provision for purchasing up to five years of retirement credit for service in the military, the Peace Corps, or VISTA

q. Nondiscrimination on the basis of gender or marital status

r. Retirement credit for unused sick leave

s. All compensation, including extra-duty pay, in computing retirement benefits

t. Benefits not reduced by other sources of income, including Social Security benefits

u. Pre-retirement counseling

v. Retirement housing facilities that are funded from sources other than those designated for retirement benefits

w. Education employees' contributions and benefits that are not subject to federal income taxation

x. Nondiscriminatory Internal Revenue Service rules and regulations

y. An annual financial statement distributed to all members

z. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members. These plans should have actuarial tables that do not discriminate on the basis of race, gender, or national origin

aa. Provisions to purchase pension credit for any previous Department of Defense teaching service

bb. Fully paid comprehensive health insurance, including reimbursement for Medicare Part B premiums, for retired education employees, their spouses, domestic partners, and/or dependents

cc. Benefits that are free from double taxation or source taxation by states for retirees living outside of the state where the benefits were earned

dd. All retirement benefits for spouses equally available for domestic partners

ee. Benefit formulas that provide full-year credit for each school year worked and provide that credit regardless of the number of hours worked per day. (1969, 2002)

### **F-59. Investment of Retirement System Assets and Protection of Earned Benefits**

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

- a. General economic conditions
- b. The possible effect of inflation or deflation
- c. The role that each investment or course of action plays within the overall portfolio of the retirement program
- d. The expected total return from income and appreciation of capital

e. Needs for liquidity, regularity of income, and preservation or appreciation of capital

f. The adequacy of funding for defined benefit plans based on reasonable actuarial factors

g. Protection of the long-term employment interests and opportunities of participants in the plan

h. Opposition to investments in corporations whose policies or expenditures of funds undermine child welfare and/or public education, when other investments provide equivalent benefits to retirement system members.

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

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

The Association also believes that the boards of trustees of education employee retirement systems should make every effort, consistent with their fiduciary obligations, to participate in the decision-making process of corporations in which the systems hold stock by casting stockholder votes that benefit the interests of the participants and beneficiaries of the retirement systems and those of the united



education profession and by electing to corporate boards members and/or representatives who support public education. The Association further believes that the boards of trustees of public employee retirement systems should coordinate their voting in companies in which they have a mutual interest.

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

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of education employee retirement benefits. Retirement systems can best be protected by the passage of state constitutional protections

against any diminution of plan assets that is not in the sole interest of plan participants and beneficiaries or, absent such constitutional safeguards, by at least the passage of federal and/or state legislation that provides for protections against any diminution of plan assets that is not in the sole interest of plan participants and beneficiaries.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (1976, 2002)

### **F-60. Social Security**

The National Education Association believes that Social Security should be available to eligible education employees where desired, but should not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes Social Security benefits should be guaranteed at no less than the current level. The benefits should continue to guarantee inflation adjusted retirement income as well as continue to provide guaranteed inflation adjusted survivor benefits for the families of deceased workers and disabled workers and their families.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. The Association supports the goal of comprehensive health insurance for retirees.

The Association also supports the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. The Association further supports reforms to improve the financial security and stability of the Social Security system without the privatization of the system. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement. (1977, 2005)

### **F-61. Medicare**

The National Education Association believes in comprehensive health insurance for retirees. The Association also believes that Medicare is an important part of access to health care. The Association further believes that Medicare must be available as a universal guaranteed benefit that includes affordable prescription drug coverage and benefits for home healthcare and mental health services. (1999, 2004)

## **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.

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 National Council for Accreditation of Teacher Education (NCATE) standards as a minimum for granting, denying, or withdrawing the approval of teacher preparation programs. (1969, 2000)

#### **G-2. National 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, or age bias is perpetuated by the requirements for certification. (1987, 1998)

### **G-3. Licensure**

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

- high academic performance
- extensive clinical practice experience
- demonstrated knowledge of subject matter, pedagogy, and child development.

Every candidate, including those entering via alternative routes, should meet every standard prior to being granted a teaching license.

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.

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 public and private school (pre-K through adult). No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No emergency licenses should be issued. No assignments should be permitted outside the teacher's area of licensure without 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, standardized literacy and basic skills tests to determine competency should not be used.

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, 2006)

## **ACCREDITATION**

### **G-4. 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-5. 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 National Council for Accreditation of Teacher Education (NCATE).

The Association also believes that NCATE and its governing boards must include representatives of all levels of the teaching profession as well as students preparing to teach. (1969, 2000)

## **H. UNITE EDUCATION EMPLOYEES FOR EFFECTIVE CITIZENSHIP**

### **CITIZENSHIP RIGHTS**

#### **H-1. 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. (1969, 1997)

#### **H-2. 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. (1972, 1997)

#### **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.

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

The Association opposes all actions that encourage or result in voter disenfranchisement. The Association supports voter education programs and uniform registration requirements without restrictive residency provisions or restrictive identification requirements. (1971, 2006)

#### **H-4. U.S. Constitutional Convention**

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-5. Member Involvement in Community Organizations**

The National Education Association encourages its members to become

involved in citizen-based community organizations and to influence those organizations to address issues of common concern to their local, state, and national education associations. (1992)

#### **H-6. Participation in Professional Associations**

The National Education Association believes that every educational employee has the right and obligation to participate fully in professional associations. Policies adopted by governing boards should provide released time without loss of pay to education employee fulfilling leadership responsibilities or attending professional meetings. Released time should be equitably provided to all education employees, without harassment and without preference given to educational position. (1986, 1997)

#### **H-7. National Health Care Policy**

The National Education Association believes that affordable, comprehensive health care, including prescription drug coverage, is the right of every resident.

The Association supports the adoption of a single-payer health care plan for all residents of the United States, its territories, and the Commonwealth of Puerto Rico.

The Association will support health care reform measures that move the United States closer to this goal and that achieve universal and comprehensive health care coverage, control costs while assuring quality, emphasize prevention of health care problems, and are financed by means that assure greater equity in the

funding of that health care.

The Association also believes that until a single-payer health care plan is adopted, Congress should make no cuts in Medicare/Medicaid benefit levels or in federal funding of the Medicare/ Medicaid program. (1978, 2003)

## **H-8. 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, research, and public health and safety programs for all educational levels in the schools. (1977, 1997)

## **H-9. Environmental Responsibility**

The National Education Association believes that businesses and governmental agencies should be responsible 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 and governmental agencies should dispose of waste in a manner that will have the least possible impact on the environment. (1990, 1995)

## **H-10. 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. (1990, 1994)

## **H-11. 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)

## **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 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, and genocide. The Association further believes that Education International contributes to peace and international relations by promoting dialogue among the world's education employees.

The Association supports the U.S. Institute of Peace, which provides publications, information, programs, training, and research data in developing peace-making and conflict resolution skills. (1973, 2006)

#### **I-2. International Court of Justice**

The National Education Association believes in the concept of the rule of law throughout the world and recognizes that the International Court of Justice is one instrument to resolve international disputes peacefully.

The Association urges participation by the United States in deliberations before the court. (1986, 1997)

#### **I-3. International Criminal Court**

The National Education Association believes that the International Criminal Court is critically important as an instrument to help end the impunity of human rights violators, provide for the rule of law, and hold accountable those who commit the gravest human rights crimes, including genocide, crimes against humanity, and war crimes.

The Association also believes that the United States should ratify the Rome Statute of the International Criminal Court and recognize and support its authority and jurisdiction. (2005)

#### **I-4. World Hunger**

The National Education Association believes that worldwide attention needs to be focused on hunger and malnutrition. The Association supports continued relief to those in need as well as the education of children, youth, and adults concerning world hunger and its effects so that they may develop the capacity and the commitment to resolve these problems. (1975, 1989)

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### **I-5. Covert Operations and Counterintelligence Activities**

The National Education Association believes that U.S. covert operations and counterintelligence activities should be compatible with the basic principles of our democratic society.

The Association also believes that all such activities should be conducted under the jurisdiction of the executive and legislative branches of our government and that individuals must be held accountable when they work outside of the specific directives issued for a given operation. (1989)

### **I-6. Nuclear Freeze/Cessation**

The National Education Association believes that nuclear war is not survivable. The proliferation of weapons technology and the sale and distribution of conventional and nuclear weapons increase the possibility of nuclear war.

The Association also believes the United States and all other nations should adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, sale, distribution, and deployment of nuclear weapons, materials, and all systems designed to deliver nuclear weapons. The Association supports the development of treaties for the cessation of all nuclear weapons testing, providing they contain adequate verification and enforcement provisions. The Association also supports the development of treaties to eliminate the world's nuclear weapons arsenals. (1982, 2000)

### **I-7. Nuclear Facilities, Radioactive/Chemical Pollutants, and Waste Incineration**

The National Education Association believes that strict monitoring of nuclear facilities and radioactive/chemical pollutants and waste incineration should be required. The Association urges the development and implementation of new technologies for the safe transport and recycling of all wastes. The Association also urges regulation of the U.S. Department of Energy by an independent agency to reduce the further radioactive pollution of our environment.

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



potentially could result in environmental or health hazards. (1989, 1997)

### **I-8. 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 its ecological systems. In addition, the Association supports international efforts to reduce the levels of toxic metals and chemicals in the food chain. (1990, 2005)

### **I-9. 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.

Furthermore, the Association opposes coercing other nations to accept U.S. products that do not meet those nations' consumer, health, and safety standards or practices. (1990)

## **HUMAN AND CIVIL RIGHTS**

### **I-10. 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 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 an international judicial system that would 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 in nations without judicial safeguards such as the presumption of innocence and/or the right to counsel.

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

The Association opposes any federal, state, or local law; Executive Order; and/or amendment to the U.S. Constitution that curtails or infringes on basic human rights. (1977, 2005)

### **I-11. Civil Rights**

The National Education Association is committed to the achievement of a totally integrated society. The Association calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, philosophical beliefs, political beliefs, gender, sexual orientation, gender identification, age, disability, size, 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 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 opposes any federal, state, or local law; Executive Order; and/or amendment to the U.S. or state constitutions that curtails basic civil rights. (1969, 2004)

### **I-12. 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 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.

The Association also believes that children and youth in detention centers must

be provided educational programs that will enable them to become contributing members of society. Teachers in such centers must be prepared to provide instruction in life skills and learning skills.

The Association also opposes the imposition of the death penalty or life imprisonment without parole on individuals whose offenses were committed prior to age 18. The Association further condemns the practice of placing children and youth in trouble in abusive environments. The Association further 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 further 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, 2003)

### **I-13. Family Planning**

The National Education Association supports family planning, including the right to reproductive freedom.

The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities.

The Association also urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel. (1985, 1986)

### **I-14. 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 deplors 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. (1982, 1993)

### **I-15. 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 opposes the use of public funds to encourage the movement of U.S. companies to other countries at the expense of U.S. union labor. (1992, 1993)

### **I-16. 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 supports the use of appropriately established boycotts and picket lines. (1991, 1994)

### **I-17. Migrant Workers**

The National Education Association is concerned with the plight of migrant workers. The Association supports the efforts of migrant workers to be represented in collective bargaining by the organization of their choice. (1985)

### **I-18. Immigration**

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization without regard to national origin. The Association also supports policies that protect the integrity of the family unit. The Association believes that English and citizenship classes should be available in sufficient numbers to ensure that immigrating individuals can comply with all federal mandates for permanent residence and/or citizenship.

The Association opposes any immigration policy that denies human and/or civil rights or educational opportunities to immigrants and their children regardless of their immigration status, hinders workers' abilities to organize, imposes excessive fees and fines on those seeking legalization, or criminalizes individuals or groups who support or assist immigrants regardless of their status. The Association condemns such policies as inhumane and discriminatory. (1984, 2006)

### **I-19. Housing and Health Care for All**

The National Education Association believes that all members of our society have the right to adequate housing and health care. The Association supports programs to provide adequate housing and health care for the homeless and others in need of assistance. (1989, 1997)

### **I-20. Fair Housing**

The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association supports the elimination of the discriminatory practice of redlining. (1969, 1997)

### **I-21. Invasion of 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 by private and public agencies or individuals, especially the posting of addresses, phone numbers, and/or travel routes of individuals on Internet Web sites. The Association condemns the use of information gathered and stored and the exchange of such information, including library patron, medical, e-mail, and credit card 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, 2004)

## **I-22. Freedom of Creative Expression**

The National Education Association supports freedom of expression in the creative arts and therefore deplors 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)

## **I-23. Violence Against Women and Girls Worldwide**

The National Education Association condemns domestic and other violence against women and girls, as well as the tolerance of such violence, and believes that all nations should pass and enforce measures to curtail and prevent actions, policies, and practices that inflict pain, suffering, or death. (1993, 1997)

## **I-24. Sexual Assault**

The National Education Association believes that all members of society should be protected from becoming victims of 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. 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, 2005)

## **I-25. Human Relations in the School**

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in all schools, the Association calls for—

a. School recruitment and staffing policies that will ensure culturally diverse education employees

b. Appropriate classroom and other student-related activities, particularly those that are responsive to the cultural diversity and historical backgrounds of our society

c. Further development of continuing education programs to educate school and community personnel

d. Reduction of the ratio of students to licensed staff. This reduction should be to the level teachers determine to be essential to improved learning

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society

g. Development and implementation of curricula that teach students about positive human relations. (1972, 1999)

## **I-26. Bullying**

The National Education Association believes the school environment must be free from all forms of bullying. Bullying is the systematic and chronic infliction of physical hurt and/or psychological distress on one or more individuals. The Association recognizes that bullying in schools is not limited to students, but can include members of the entire school community.

The Association encourages its affiliates to work with local school districts and institutions of higher education to develop comprehensive schoolwide programs including all stakeholders to address 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. Provide training for all school employees in bullying prevention and intervention

d. Provide professional development materials and resources.

These programs should be reviewed, revised, and updated to reflect changing needs. (2004)

## **I-27. Martin Luther King, Jr. Day**

The National Education Association believes that Martin Luther King, Jr. Day should be a state holiday in every state to focus on the importance of human relations. The Association encourages the observance of this day to promote good will among all people. (1969, 2001)

## **I-28. Freedom of Religion**

The National Education Association believes that freedom of religion is a fundamental human right. The Association also believes that choice of religion is an intensely personal decision. 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 religion, the religious heritage and diversity of the United States, respect for the religion 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 normal school hours; treat all religions 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, 1999)

### **I-29. 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 undergoing mandatory prescribed intervention.

The Association further believes that strict prescriptive regulations are necessary for the manufacture, importation, distribution, sale and resale of handguns and ammunition magazines. The possession by the private sector of automatic weapons and military-style semiautomatic assault weapons should be illegal, except for historical and collection purposes, which

must be strictly regulated. A mandatory background check and a mandatory waiting period should occur prior to the sale of all firearms. The Association believes that minors shall not be allowed to buy, own, or sell firearms.

The Association also believes that gun owners should participate in educational programs that stress responsible ownership, including safe use and storage of guns. (1982, 2003)

### **I-30. Victims of a Crime**

The National Education Association believes that victims of a 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, 2001)

### **I-31. Military Veterans**

The National Education Association believes that many veterans of military conflicts are suffering physical, social, and psychological problems because of their involvement in combat and related military activities. The Association supports federal and state increases in benefits and programs, including retirement

benefits, for these military veterans to meet their needs. (1981, 1997)

### **I-32. Veterans Day**

The National Education Association believes that children and people of this nation should honor and memorialize the sacrifices and heroic acts of the men and women 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 service men and women 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)

### **I-33. 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 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. (1982, 1999)

### **I-34. Federal and State Support for Public Welfare**

The National Education Association believes that conditions that cause reliance on public welfare must be alleviated. The Association also believes that the federal and state governments 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, 1999)

## **RIGHTS OF SPECIFIC GROUPS**

### **I-35. Protection of Senior Citizens**

The National Education Association condemns the physical, mental, and economic abuse of senior citizens.

The Association also condemns those policies and practices that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs;



deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports 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 believes that its affiliates should join in political action to bring about legislative and administrative reform at the state and national levels. (1978, 1997)

### **I-36. People Living with HIV/AIDS**

The National Education Association believes that people living with human immunodeficiency virus (HIV) or with acquired immunodeficiency syndrome (AIDS) should be ensured fair and equitable treatment allowing equal access to education, employment, living conditions, and all rights guaranteed by law. (1994)

### **I-37. Disabilities Awareness**

The National Education Association believes that the human and civil rights of students, education employees, and community members with disabilities must be protected. The Association encourages its affiliates to educate their own members and the public at large to bring about an awareness of disability issues. (1999, 2001)

### **I-38. 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. (1988, 1997)

### **I-39. Protection of Persons with Mental Disabilities**

The National Education Association believes that the human and civil rights of individuals with mental disabilities must be protected.

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 disabilities should not be subjected to capital punishment. (1989, 1997)

### **I-40. Care of the Mentally Ill**

The National Education Association believes that it is society's responsibility to provide quality care for individuals suffering from debilitating mental illness.

Such persons should have access, as needed, to 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. (1986)

## **OPPOSITION TO ALL FORMS OF DISCRIMINATION**

### **I-41. Elimination of Discrimination**

The National Education Association is committed to the elimination of

discrimination based on race, gender, ethnicity, economic status, religion, disability, sexual orientation, gender identification, age, and all other forms of discrimination.

The Association believes that 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 courageous conversations in order to examine assumptions, prejudices, discriminatory practices, and their effects.

The Association condemns any code or system of discrimination and exploitation. The Association also believes that sanctions are both justified and necessary against governments, organizations, businesses, and/or groups that utilize or support discriminatory practices. (1976, 2005)

#### **I-42. Discrimination by Organizations**

The National Education Association believes that organizations are strengthened by offering membership on a non-discriminatory basis.

The Association shall not participate in programs sponsored by any organization and/or its auxiliary that 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, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue

any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association also urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses. (1974, 1998)

#### **I-43. Institutional Discrimination**

The National Education Association believes that the fabric of our society is strengthened when the contributions of all its diverse members are encouraged and embraced. The Association recognizes that institutional and public policies and practices sometimes discriminate against some segments of the population.

The Association deplores those social, institutional, and governmental actions and policies that engender discriminatory practices. The Association encourages its affiliates, in concert with community organizations, to educate the public to bring about an awareness of such policies and practices and to actively work to eliminate them. (1998, 1999)

#### **I-44. Use of Prejudicial Terms and Symbols**

The National Education Association deplores prejudice based on race, ethnicity, religion, sexual orientation, gender identification, gender, age, disability, size, marital status, or economic status and rejects the use of names, symbols, caricatures, emblems, logos, and mascots that promote such prejudice. (1992, 2002)

### **I-45. Hate-Motivated Violence**

The National Education Association believes that hate-motivated violence, including, but not limited to, physical and verbal violence against individuals or groups because of their race, color, national origin, religion, gender, sexual orientation, gender identification, age, disability, size, marital status, or economic condition is deplorable. The Association also believes that the threat or promotion of such violence is equally deplorable. The Association further 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. (1991, 2002)

### **I-46. 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-47. Internment/Containment Policies**

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, 1998)

### **I-48. Reparation of Native American 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 Native Americans 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 sacred items in museum collections should be returned to the tribes of their origin. (1989, 1998)

### **I-49. 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. (1987, 2004)

### **I-50. 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-51. 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. 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, 1999)

### **I-52. 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 identification, 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 national, state, and local 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. (1969, 2002)

### **I-53. 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-54. 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-55. 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, teachers and administrators 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 teachers and administrators because of desegregation and bilingual programs. (1969, 2004)

## **I-56. Ethnic-Minority Educators**

The National Education Association believes that multiracial teaching staffs are essential to the operation of schools. The Association deplores the current trend of diminishing numbers of ethnic-minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to achieve and maintain ethnic diversity in all categories of educational employment. The Association also urges Department of Defense Education Activity (DoDEA) schools to actively recruit and hire ethnic-minority educators.

The Association also believes that, whenever possible and/or appropriate, elders and/or community leaders of a particular culture should be invited to share their skills and knowledge as instructors of a culturally appropriate curriculum. (1979, 2006)

## **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 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—

- a. Targeted for take-over efforts
- b. Taken over by competing organizations
- c. 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, 1999)

## **MEMBERSHIP PARTICIPATION**

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

The National Education Association believes that every member has the right and obligation to participate fully in the

Association. The opportunity to participate in the Association must be afforded every member without fear, intimidation, or retribution.

The Association also believes that school policies should provide released time without loss of pay to those who are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities. (1969, 1994)

### **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. Student 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 Student Program to all eligible students, including student teachers in members' classrooms, and provide opportunities for community outreach, professional development, and political action. The Association believes that advisors of NEA Student chapters should be members of the Association.

The Association believes that state affiliates should facilitate the establishment of student 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 Student members become involved in the activities and leadership pathways of the professional Association and its affiliates. (1991, 2006)

### **J-6. Retired Member Participation**

The National Education Association believes that retired members should be active participants within the Association at the national, state, and local levels.

Retired members should be involved in areas such as political action, legislative lobbying, member training, crisis assistance, development and maintenance of educational excellence, welfare and safety of children, public relations, and retirement issues.

The Association also believes that its members should promote membership in the Retired Program to all eligible members. (1976, 2002)

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

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

The Association also believes that state and local affiliates should strive to build cooperative relationships and partnerships with government, business, and community leaders to promote the field of education as a profession and as a vital role in every community. (1980, 2006)

## **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 the Education International and will continue to cooperate with professional education organizations of other nations. (1969, 1995)

# Legislative Program For the 110th Congress

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## PREAMBLE

NEA works to fulfill the promise of a democratic society by promoting the cause of quality public education; advancing the education profession; expanding the rights and furthering the interests of education employees; and advocating human, civil, and economic rights for all.

The NEA Representative Assembly, through adoption of the Legislative Program, sets forth the federal legislative policies that facilitate accomplishment of the strategic objectives in pursuit of the Association's mission.

NEA is committed to excellence in education through a true partnership of the federal, state, and local levels of government. NEA continues to work with its affiliates to advance NEA's strategic priorities: advancing high student achievement; ensuring the highest possible teacher and education support professional quality; supporting school system capacity; building public, parental, and business support for public education; strengthening association capacity building; and providing administrative services and program support.

NEA members are central to educational excellence, and their compensation, status, and personal economic security must be significantly upgraded. NEA seeks provision of federal resources and programs to assist state and local govern-

ments with education reform and with their responsibility to enhance educational excellence and to assure equal educational opportunity as well as to assist in the provision of resources for the maintenance and operation of public schools, colleges, and universities.

NEA also seeks adequate protection and enforcement of civil and human rights and preservation and advancement of good public policy. NEA supports federal legislation consistent with its principles in these areas and strongly opposes legislation detrimental to these goals. NEA is engaged in a campaign to preserve and promote public education in the United States. This campaign includes an Action Plan to ensure "Great Public Schools for Every Child." NEA will advance the Legislative Program to the maximum degree possible and work to improve current laws governing elementary and secondary education.

The Legislative Program has been grouped in the following manner—

*High Quality Public Education*—Legislative issues designed to address the many factors that impact the quality of public education directly in the classroom or school.

*Supporting Student Achievement*—Legislative issues intended to create the best possible conditions for all children in support of both their development and education.

*A Voice in the Workplace*—Legislative issues linked directly to some of the most basic employee issues faced by all education employees.

*Good Public Policy*—Legislative issues related to ongoing concerns of national importance to both NEA members and the rest of the nation.

## **I. HIGH QUALITY PUBLIC EDUCATION**

### *a. STUDENT ACHIEVEMENT*

#### *NEA supports*

- federal programs that provide assistance to public schools to achieve excellence and to meet the needs of students at the early childhood, elementary, and secondary levels who have special needs;
- federal programs to enhance educational programs and improve student performance in all curricular areas;
- programs designed to eliminate education funding disparities between and within school districts;
- federal programs to assist schools in educational reform and restructuring efforts;
- programs to provide incentives for effective local schools and for reductions in class size;
- incentives to local school districts to provide optimum class size;
- federal programs designed to increase the high school graduation rate;
- programs that equitably assist schools in rural and urban areas to

meet the needs of their students to cope with the special strains of their environments;

- education programs that ensure equal educational opportunities for migrants;
- adequate funding for programs and personnel in the overseas schools for the dependents of military personnel;
- programs to meet the unique needs of rural communities;
- broadening the criteria by which pedagogical practices, particularly for the teaching of reading, are evaluated and approved for federal funding;
- a nationwide cohesive protocol to expedite the confidential informational exchange/transfer of all student records between education settings.

### *ASSESSMENTS*

#### *NEA supports*

- truth-in-testing legislation that provides for public release of information regarding the content (questions and answers), validity, reliability, and scoring of state tests required under federal law;
- ongoing evaluation of student achievement based on assessment measures that are directly linked to the lessons teachers teach and the materials teachers use;
- legislation allowing parents to opt their children out of all standardized tests without penalty for students, parents, teachers, or schools;

- amending the Elementary and Secondary Education Act (ESEA) to grant all states flexibility under ESEA to waive required annual testing and to design assessment programs that measure student achievement at least once in elementary, once in middle, and once in high school;
- federal legislation for, and implementation of, assessment plans that completely conform to NEA Resolutions.

*NEA opposes*

- reliance on a single test for determining a student's future or as an indicator of school success;
- federal requirements to make significant decisions about schools, teachers, or children based primarily on test scores;
- narrowing of the curriculum through an emphasis on test preparation.

*b. CHILD CARE AND EARLY CHILDHOOD EDUCATION DEVELOPMENT*

*NEA supports*

- federal programs to facilitate and enhance school readiness;
- federal assistance for early childhood education programs, including Head Start;
- early childhood development and education services by certified personnel for all children, with access ensured regardless of income;
- federal resources to enhance the availability and quality of public

school child care and early education programs, including preschool and before- and after-school programs;

- federal resources to support early childhood education programs that are school based, school linked, or established with formal partnerships with community-based organizations;
- coordination with the public school system of those child care services delivered by nonpublic providers and assurance of standards of excellence, nondiscrimination, and the separation of church and state;
- stringent educational, health, and safety standards to protect and enrich preschool and school-age children, including strict regulation and enforcement to ensure trained and licensed child care and development workers and qualified volunteer personnel;
- incentives for employers to establish quality child care programs at or near the work site.

*c. PARENTAL INVOLVEMENT*

*NEA supports*

- positive involvement of parents, guardians, or designated caregivers in the schools;
- federal programs to assist parents in gaining parenting skills and in understanding child growth and development;
- programs to provide incentives for appropriate parental and community involvement in schools;

- including professional development in the skills and knowledge needed for effective parental and family communication and engagement strategies as a requirement for professional development programs funded under ESEA.

effort to reduce illegal gang-related activities;

- the separation of juvenile offenders from adults in correctional facilities;
- legislation that requires the reporting of the over-representation of minority youth in juvenile correctional facilities.

#### *d. YOUTH DEVELOPMENT*

##### *JUVENILE JUSTICE*

###### *NEA supports*

- collaborative community efforts including programs to increase citizen and business group involvement in assisting and reclaiming youth who display disruptive or violent behavior and/or who have dropped out of school;
- access to effective rehabilitation facilities, support services, and educational programs, including vocational, career and technical education, for juvenile offenders;
- improved education programs about the serious effects of participating in any aspect of the illegal drug trade;
- development of a national database about illegal gang-related activities through information from law enforcement agencies, juvenile courts, social services, schools, and community groups for interstate and intrastate use;
- development of collaborative programs among family, school, community, business, social services, and law enforcement agencies in the

###### *NEA opposes*

- policies that encourage the breakup of families;
- prosecuting, detaining, and imprisoning youth in the adult criminal justice system.

##### *COMMUNITY SERVICE PROGRAMS*

###### *NEA supports*

- federal assistance for locally designed, voluntary community service programs that give all youth the opportunity to serve while enhancing their academic experience;
- federal assistance for state review of tort reform or other protective measures to address liability questions facing schools conducting voluntary programs.

###### *NEA opposes*

- federally required community service as a qualification for student financial assistance or graduation;
- use of community service workers to replace regular employees.

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## *GUIDANCE AND COUNSELING*

### *NEA supports*

- elementary and secondary school guidance and counseling and other pupil services, including school psychology and school social work and school-based student assistance program staff, provided by appropriately certified and/or licensed professionals;
- establishment of administrative structures to facilitate effective integration of guidance and counseling into the entire education experience;
- grants to expand and implement guidance and counseling programs provided by appropriately certified and/or licensed school counselors;
- a student-counselor ratio of not more than 250 students to 1 appropriately certified and/or licensed school counselor.

### *e. SAFE SCHOOLS*

#### *NEA supports*

- federal initiatives to prevent and combat violence and drugs in schools;
- the establishment and implementation, in consultation with school personnel and parents, by each school district of a well-publicized and uniformly enforced disciplinary code to provide an orderly learning environment;
- appropriate procedures to ensure the safety of school personnel required

by federal programs to make visits to students' homes;

- removal from the classroom of violent and/or disruptive students, including regular, exceptional, and students with an individualized education plan, and placement of those students in an appropriate alternative public school setting that meets their educational needs;
- removal from school buses and other areas of the school property of violent/disruptive students, including regular, exceptional, and students with individualized education plans, with no cessation of educational services;
- federal programs that promote the strict enforcement of truancy laws;
- disclosure to affected school personnel of relevant information/documentation concerning students who have exhibited violent behavior;
- provision of a school environment that properly protects students and employees from environmental health and/or safety hazards;
- facility design and construction practices that promote improved air quality in all school facilities;
- avoidance or reduction of pesticide and other toxic chemical applications in all school facilities and grounds; furthermore, NEA encourages notification of employees and the public of the product used, location, and date of application prior to its use;
- prompt and ongoing federal assistance, through grant and/or loan mechanisms, for school districts to

- identify and eliminate hazards and report their findings and activities to the public;
- sufficient training and proper safety protection for school personnel or others charged with identifying and/or removing such hazards;
- establishment of scientifically based nuclear-safe and waste-free zones surrounding schools;
- a ban on the sale to the public of military and autoloading firearms with a capacity of firing 10 rounds or more from a single clip;
- significant penalties for criminal actions involving use of guns or other weapons;
- restrictions, including a mandatory waiting period or instantaneous computer checks, to allow background checks for felony convictions or mental illness, on the manufacture, distribution, and/or sale of handguns in order to ensure a safer school environment.

*f. SCHOOL CHOICE*

*NEA supports*

- the provision of federal funding assistance to public charter schools that meet the following criteria:
  - have open admission policies and are tuition free;
  - are nonsectarian in their programs, admission policies, employment practices, and all other operations and are not affiliated with a sectarian school or religious institution;

- are fiscally accountable and subject to the same federal and state audit requirements as other public elementary and secondary schools in the state;
- have clear objectives, missions, and goals for which they are periodically assessed and held accountable to the public;
- directly involve school employees in their program design, implementation, and governance;
- meet the needs of at-risk students and those requiring special education services;
- have adequate start-up resources and funding mechanisms that do not harm the district or other traditional public schools in that given district;
- meet equivalent safety and health standards as required for existing public schools;
- comply with all federal, state, and local laws and policies regarding due process, nondiscrimination, and equal educational opportunity;
- have a teaching force that is state certified or licensed;
- operate on the basis of voluntary participation by students, faculty, and staff;
- ensure all school staff the same collective bargaining rights provided other public school employees under state law or by local practice;
- comply with the regular, periodic assessment and evaluation of

student academic achievement;

- parents' right to choose, at their own expense, a nonpublic education for their children;
- holding all private, nonpublic schools, corporations, companies, and organizations engaged in educating preK–12 students under 22 years of age and that accept any governmental/public funding, accountable under the same provisions of federal law as public schools.

*NEA opposes*

- the provision of federal funding assistance to private corporations and individuals for the establishment and operation of charter schools for profit;
- public funding of sectarian schools and public funding that enables nonsectarian preK–12 nonpublic schools to provide educational services that are available to students in public schools to which they have reasonable access;
- tuition tax credits for elementary or secondary schools;
- the use of vouchers or certificates in education;
- federally mandated parental option or “choice” in education programs;
- preferential treatment for nonpublic schools that receive federal funds under current law or concealment of financing, materials, and services received by nonpublic schools from public funds.

*g. EDUCATION FUNDING*

*NEA supports*

- maintenance of support for public education by exclusion from federal taxation of state and local property, income, and sales tax and interest paid on state and local bonds and other debt instruments;
- federal funding for public elementary and secondary education through a program of general aid and categorical assistance;
- adequate funding for impact aid; aid for the disadvantaged; desegregation assistance; assistance for English Language Learners (ELLs); second and subsequent languages and international studies programs; career and technical education; American Indian/Alaska Native education; Native Hawaiian education; magnet schools; immigrant education; migrant education; education for individuals with disabilities and for the gifted and talented; programs for arts in education; programs for medically fragile students; refugee education; child nutrition programs; school-based health programs; mental health and pupil services; technological improvements; school construction, renovation, and repair; and aid for school libraries; Gear-Up; and TRIO programs, including Upward Bound and Talent Search;
- greater funding of federal programs that otherwise reduce state or local resources available for public education;



- use of the latest federal census data available in distributing federal funds;
- a federal census procedure that contributes to a fair and accurate distribution of federal education program funds;
- federal funding for postsecondary education including programs of institutional, scholar, and student support, and including legislation to reduce or eliminate tuition costs in public higher education;
- grants to support vital research functions;
- efforts to:
  - ensure stable, adequate, and equitable funding of public schools historically receiving revenues derived from state and federal lands and natural resources;
  - ensure the sustainable use of these public lands and resources by current and future generations;
- student financial assistance to ensure access and choice for all students who wish to pursue postsecondary education regardless of personal financial means;
- support for the historically Black colleges and Hispanic serving institutions, Native American and Tribal Colleges, and developing institutions;
- establishment of a designation of 'Asian Pacific Islander Serving Institutions' for colleges and universities that serve a large number of Asians and Pacific Island students with eligibility for federal funding;
- a full partnership role for the federal government in assisting local school districts and postsecondary institutions by redirecting national priorities in order to provide substantial increases in federal education funding.

*NEA opposes*

- withholding funds from or otherwise penalizing school districts or education institutions that refuse to cooperate with the Department of Defense by providing information on or permitting testing of their students;
- provision of federal funding to schools and/or postsecondary institutions that practice discrimination;
- federal control of local schools;
- diverting public funds to nonpublic schools.

*g. EDUCATION EMPLOYEE  
PROFESSIONAL DEVELOPMENT*

*TEACHER RECRUITMENT AND  
RETENTION*

*NEA supports*

- programs to encourage and support the recruitment of talented individuals, particularly minorities, to enter and remain in the teaching profession;
- development and retention, through programs including scholarships and loan forgiveness, of current and future teachers for the pursuit of excellence in our nation's schools and post secondary institutions;

- provision of financial support during the student teaching process;
- federal initiatives to enhance compensation for all public school and postsecondary personnel in order to improve the quality of education and assist in attracting and retaining talented individuals;
- federal initiatives to assist education employees in securing affordable housing;
- designation of a Teacher Appreciation Day.

*EDUCATION EMPLOYEE  
PROFESSIONAL DEVELOPMENT*

*NEA supports*

- funding for induction programs for new teachers and education support professionals;
- establishment and funding of professional development opportunities designed and directed by teachers and education support professionals;
- national efforts to improve the professionalization of teaching;
- programs that provide adequate opportunities, experiences, and resources for education practitioners to teach and learn from peers;
- opportunities for staff development and in-service training for all education employees;
- the establishment of state or locally based paraeducator certification programs, coupled with requirements that school districts provide paraeducators with the necessary

training and professional development;

- requirements for state credentialing of participating nonpublic school personnel;
- assurance of professional development for all postsecondary members.

*NEA opposes*

- federal programs that would weaken state credential and/or licensure requirements;
- mandating arbitrary education requirements for paraprofessionals.

*NATIONAL BOARD FOR  
PROFESSIONAL TEACHING  
STANDARDS*

*NEA supports*

- the continuation of federal funding for the operation of the National Board for Professional Teaching Standards and, especially, the continuation and enhancement of the specific federal appropriation used to help defray the cost of candidate fees.

*EDUCATION RESEARCH AND  
DEVELOPMENT*

*NEA supports*

- federally funded independent academic research and development programs;
- participation of classroom teachers and other appropriate school employees in research efforts;

- dissemination of research findings to the classroom level;
- collection, through the National Center for Education Statistics, of accurate and timely data for education decision making.

*NEA opposes*

- politicization of federal research programs.

*i. SCHOOL MODERNIZATION*

*NEA supports*

- federal assistance for school construction, maintenance, renovation, and repair;
- federal assistance to public schools for the purpose of funding new construction or retrofitting sites to provide safe environments against the impacts of natural forces such as tornadoes, earthquakes, etc.

*EQUIPMENT AND MATERIALS FOR INSTRUCTIONAL USE*

*NEA supports*

- direct federal assistance to local school districts for technological improvement, including acquisition, maintenance, and servicing of computer equipment and software; for the development of software by classroom users; and for the training of classroom users of the technology;
- direct federal assistance to enable public schools and colleges to provide Internet access for their

students and employees;

- local school districts' ability to determine Internet use policy without federal restrictions;
- federal programs and policies that promote equity in the accessibility of technology and telecommunications in urban and rural communities;
- federal assistance to upgrade, service, maintain, and keep in working order all equipment and materials;
- achievement of equity in the distribution of federal funds;
- the transfer and transporting of excess materials, supplies, books (if not outdated), and equipment from federal schools that are closing to school systems in American Samoa;
- revision of copyright law to provide that education employees own the copyright to works that they create in the course of their employment;
- revision of copyright law to provide a digital age instructional exemption that would allow education employees and students to use copyrighted works in distance education under the same conditions as in traditional education.

*NEA opposes*

- revision of the copyright law in a manner that would limit educators' fair use of copyrighted material or the first-sale provision of copyright law;
- tax deductions to businesses for donation of computers to schools unless the computers are designated

solely for classroom use and software and training for users are provided.

*j. IDEA SPECIAL EDUCATION*

*NEA supports*

- the provision of appropriate educational opportunities within a full continuum of placement and service options for children with disabilities and sufficient resources to achieve these ends, with 100 percent federal funding for federally mandated educational services;
- reduction of class size and case load commensurate with the added responsibility of providing appropriate educational services to students with disabilities;
- union representation for education employees who are charged with violations of students' rights;
- preservice and in-service training components as well as appropriate financial resources and personnel to support education employees who work with individuals with disabilities;
- teacher, certificated related service providers, and parental involvement in the determination of placement of children with disabilities;
- the right, without fear of reprisal, of a teacher or related service employee to refer for diagnosis a student thought to be in need of special education services;
- federal policies that require implementation of the individualized

education plan (IEP) in the appropriate setting as determined by an appropriately constituted IEP team;

- the right of teachers, related service providers, and paraprofessionals to submit a written dissent to an IEP;
- the right of teachers, related service providers, and paraprofessionals to appeal to an independent arbitrator any aspect of an IEP, including the failure of a school to provide services and resources called for in the IEP;
- the right of teachers, related service providers, and paraprofessionals to advocate on behalf of students with disabilities, to inform parents of their rights under IDEA, to object to a local education agency's administration of the IDEA program, and to otherwise actively participate in the entire IDEA process without retaliation;
- simplification of administration and procedures and reduction of paperwork;
- assurance that children with disabilities are free from corporal punishment;
- the appropriation of federal financial resources to support employment of professional/certified school nurses to provide safe, quality medical services for students with disabilities.

*NEA opposes*

- shifting responsibility for financing traditional education-related services from the public sector to private providers, except in those limited

circumstances in which the student would not receive necessary, specific services in the absence of contracting out such services that meet the following criteria:

- hire persons or entities with demonstrated experience and expertise in providing high-quality service;
- use a competitive bidding process that is open to a range of potential vendors, nonprofit organizations, and school employees who are provided with equal information and access to district records;
- do not receive higher per-pupil allocations than public schools for comparable services;
- include full financial disclosure of the arrangements between the district and the service provider with guaranteed timely access to financial and other records to the public and subject to independent financial audits as part of the written contract;
- do not compromise community labor standards (public employee wages and benefits);
- ensure that employees who work directly for the private person or entity are represented by a collectively bargained contract, if available, or have the same rights provided other public school employees under state law or by local practice;
- comply with all federal, state, and local laws and policies regarding civil rights, nondiscrimination, and due process.

k. *POST-SECONDARY EDUCATION*

*NEA supports*

- providing financial assistance sufficient to enable all students to pay for college tuition, textbooks, and appropriate expenses, and to allow all students to remain in college, provided they are making satisfactory progress;
- emphasizing needs-based financial aid through grants, rather than loans;
- full federal funding of financial assistance programs including, but not limited to, Pell Grants;
- direct student loans for college and university students;
- a one-year grace period before students are required to begin repayment of student loans;
- loan forgiveness for students who become educational employees in public education institutions;
- reduction in the student loan default rate without undue limitation on access to postsecondary education for any qualified student;
- assurance of equality of educational opportunity;
- diversity in enrollments through programs that facilitate minority students' entrance into and completion of postsecondary education regardless of their immigration status;
- federal programs, including provision of resources for instruction, research, and library materials, that enhance effectiveness of and advance excellence in two- and four-

- year postsecondary education institutions;
- federal programs to enhance educational programs and improve student performance in all curricular areas;
- programs that encourage the recruitment and retention of post-secondary students from ethnic, tribal, and linguistic minorities, as well as those who are not citizens, and programs that address the educational needs of such students;
- promotion of research and development of knowledge, including access by students to advanced technological resources and teaching;
- assurance of equal treatment for two- and four-year institutions;
- solutions that provide fair and equitable treatment for contingent employees in higher education;
- reinstatement of the 50 percent rule in the Higher Education Act of 1965;
- retention of the Higher Education Act requirement that for-profit higher education institutions receive at least 10 percent of revenues from sources other than federal student aid funds;
- restoration of the dependents education allowance under Social Security;
- exemption from taxation and/or withdrawal penalties for Individual Retirement Account and 403(b) savings used for an individual's or his/her dependents' postsecondary education;

- exemption from taxation of educational scholarships, fellowships, or awards;
- full deductibility of interest on educational loans.

#### *NEA opposes*

- the use of withdrawal or incomplete grades as a basis for reducing or eliminating financial assistance to students who must interrupt their education for justifiable reasons;
- denying federal student aid funds to college students based on their immigration status or their enrollment in appropriate remedial courses;
- denying federal financial aid to college students who have been convicted of misdemeanor, nonviolent drug offenses;
- the use of draft registration as an eligibility criterion for financial assistance;
- use of dropout rates or completion rates in accountability measures used to qualify institutions for public financial support.

#### *ADULT EDUCATION*

##### *NEA supports*

- lifelong learning for adults through public schools and postsecondary institutions;
- special efforts to end illiteracy;
- coordination of efforts between adult education and K–12 programs;
- the provision of additional federal funds for adult, continuing, and alternative education programs.

## *CAREER AND TECHNICAL EDUCATION*

### *NEA supports*

- the efficient and effective provision of adequate resources to local career and technical educational authorities, including K—12, secondary, and/or postsecondary institutions to maintain, enhance, and expand quality career and technical education programs;
- federal resources for programs that prepare students effectively for the high-technology environment that will exist throughout their working lives;
- direct federal assistance to secondary education agencies and postsecondary agencies and/or institutions for purchase or lease of up-to-date equipment for career and technical education programs in response to changes in the job market;
- the provision of equity and access to quality career and technical education programs for those underserved in the past, as well as for traditional students, and the use of career and technical education as a tool for eliminating biases in employment opportunities;
- the involvement of teachers and other appropriate education employees, parents, and students in development of secondary and postsecondary career and technical education programs;
- coordination of career and technical education programs with other

employment and training programs through public education institutions;

- cooperation with the business community in the implementation of career and technical education programs;
- effective school-to career initiatives;
- lowering Perkins funding allocation base limits to allow smaller school districts to participate in the program.

### *1. ENGLISH AS A SECOND LANGUAGE*

#### *NEA supports*

- adequately funded and culturally sensitive programs for English Language Learner (ELL) students that provide meaningful instruction in other curriculum areas through such programs as bilingual education and English language development and result in functional proficiency in English;
- federal legislation that emphasizes the development of multicultural/multilingual education programs in all public schools receiving federal monies;
- assurance of an adequate supply of trained bilingual teachers and paraprofessionals through programs to identify, counsel, tutor, and nurture bilingual students through their secondary schooling and postsecondary education.

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*m. FEDERAL IMPACTED AREAS*

*NEA supports*

- programs for school districts that require special assistance due to federal activity or policy;
- payments to ensure quality education for all children in school districts impacted by federal installations or activities or on American Indian reservations;
- forward funding of such payments for programs administered by the Department of Education;
- special standards for severely impacted districts;
- 100 percent of entitlement for school districts whose boundaries are coterminous with a military reservation and for school districts that are more than 50 percent impacted with federally connected pupils;
- adequate compensation to state and local governments for revenues lost as a result of federal property, presence, activity, or policy;
- assistance to communities and individuals adversely affected by closures of or cutbacks in federal installations or federally funded activities.

*n. FEDERAL ROLE IN EDUCATION*

*NEA supports*

- separation of church and state in federal education programs;
- continuation of the Cabinet-level U.S. Department of Education;

- direct federal funding to local education agencies for provision of classroom instruction;
- elimination of unnecessary paperwork;
- full federal funding for any state and/or local programs or activities mandated by federal law, while recognizing that the lack of full funding should not preclude the mandate if it relates to civil rights or other constitutional protections.

*NEA opposes*

- erosion of the role of the U.S. Department of Education or undermining the appropriate federal role in public education through legislative, budgetary, regulatory, or other measures;
- federal legislation, that is not related to civil rights or constitutional protections, that places mandates on states without full funding.

*BLOCK GRANTS*

*NEA supports*

- adequate funding for block grants to states for appropriate education programs;
- compliance of block grant programs with health and safety and civil rights laws;
- fiscal accountability and review for block grant programs;
- inclusion of teachers and other appropriate personnel in the planning process for block grant programs.



*NEA opposes*

- use of block grants as a budget-cutting device;
- use of block grants as a means of undermining programs to meet specific targeted needs;
- use of block grants to provide unconstitutional assistance, whether direct or indirect, to nonpublic schools.

## **II. SUPPORTING STUDENT ACHIEVEMENT**

### *a. CHILDREN'S HEALTH*

*NEA supports*

- access to quality prenatal, perinatal, and postnatal care services;
- development and maintenance of health care programs for children;
- federal resources to ensure quality, safe health care standards for all children, including strict regulation and enforcement by professional/certified school nurses;
- the development and enforcement of health and safety standards specifically for children for exposure to hazardous substances;
- federal funding for local development and delivery of curriculum about the human immunodeficiency virus and acquired immunodeficiency syndrome (HIV/AIDS) to empower students to protect themselves;
- legislation that provides that a licensed professional health care worker is present in every school for the duration of the student school day;
- legislation that provides for the inclusion of physical education and health education in appropriate federal education programs;
- programs for the prevention and treatment of prenatally transmitted drug dependency in infants and for remediation of special problems associated with such dependency;
- label warnings of the detrimental health effects of tobacco and alcohol sold domestically or internationally;
- label warnings of the detrimental health effects of herbal and/or natural performance enhancing and weight control dietary supplements;
- legislation requiring warning labels on everyday products that may be misused as inhalants and funding/creating programs to educate the public as to the detrimental health effects of such product misuse;
- messages about the health and safety implications of alcohol consumption, tobacco use, and substance abuse;
- elimination of direct and indirect broadcast advertising of alcoholic beverages and tobacco products;
- pregnancy-related counseling and support services, including prenatal care, for youth;
- federal funding for development and delivery of curriculum about blood-borne pathogens, thus empowering students to protect themselves from these life-threatening conditions.

*SCHOOL NURSES**NEA supports*

- federal funds to support safe, quality health care standards by professional/certified school nurses;
- federal programs to help achieve a school nurse-to-student ratio at each site that is appropriate to provide quality school health care;
- federal programs to enhance school-based health programs;
- establishment and funding of programs to support safe, quality medical practices provided by professional/certified school nurses.

*NEA opposes*

- requiring school employees, other than professional/certified school nurses, to perform medical procedures.

*b. CHILDREN'S SAFETY**NEA supports*

- establishment and funding of programs and standards to protect children from physical, sexual, or emotional abuse and/or neglect;
- federal legislation mandating a regularly updated tracking system used for identifying and locating registered sex offenders with appropriate safeguards;
- development of collaborative programs among family, school, community, business, social services, and law enforcement agencies in the effort to reduce family/

domestic violence, especially as it affects children;

- legislation to assist in developing programs to protect children from danger, ill health, or hunger;
- federal requirements that manufacturers add a bittering agent to all poisonous household products;
- cooperative public and private efforts for the identification, location, and return of missing children;
- federal assistance to schools and communities for implementation of effective youth suicide prevention programs;
- minimum standards for youth camps and school bus safety, including school bus capacity guidelines with student safety as the first priority;
- legislation restricting the number of students to be transported to and from school on a school bus to no more than two students per seat and absolutely no standees;
- federal funding for technology and training to enhance school bus safety, including products that assist drivers with pre- and post-trip inspection and route planning, and training to prevent and/or respond to safety threats;
- a federal ban on the importation, sale, or distribution of hate games in the United States and its territories;
- federal regulation on the sale or distribution of games that have gratuitous violence as an integral part of their play;
- legislation that protects children and youth from Internet pornography or

computer-generated pornographic images, consistent with First Amendment protections;

- additional support systems and shelters for victims of family violence;
- extension of Daylight Savings Time until the first Sunday in November.

*NEA opposes*

- the use of corporal punishment in any education agency that receives federal funds.

*c. CHILDREN'S NUTRITION*

*NEA supports*

- federal support for school meal programs that follow age-appropriate guidelines to provide adequate, appetizing, and nutritious foods;
- provision of nutrition assistance to families unable to meet basic nutrition needs.

*d. CHILD POVERTY/HOMELESSNESS*

*NEA supports*

- court-assured payment of designated child support;
- total federal assumption of the cost and operation of welfare programs based on standards of human dignity;
- establishment and funding of support programs for homeless or abandoned children;
- legislation, including programs of assistance, to lessen the problem of homelessness in the United States;
- a minimum wage indexed to the

cost of living and extended to all employees.

*e. YOUTH EMPLOYMENT*

*NEA supports*

- collaborative efforts by education and community leaders to implement appropriate local policies and incentives for exemplary in- and out-of-school programs to prepare youth for meaningful employment;
- paying youth at least the federal minimum wage;
- partnerships of public schools/post-secondary education with government, labor, business, and community-based groups in development and implementation of job training and retraining programs;
- strong, effectively enforced laws governing the employment of minors in order to protect young people's health and safety as well as their time for education.

*NEA opposes*

- the diminution or supplanting of public career and technical education by federally funded public or private training programs.

*f. SUBSTANCE ABUSE/  
DEPENDENCY*

*NEA supports*

- federal assistance to schools and communities for the establishment and funding of education programs that address prevention of substance

- abuse and rehabilitation of victims;
- development and implementation of comprehensive, community-based drug and violence prevention programs that link community resources with schools and that integrate services involving education, vocational, and job skills training and placement, law enforcement, health, mental health, community service, mentoring, and other appropriate services;
- improved and expanded drug treatment and rehabilitation programs that ensure access to all who need these services;
- education programs to prevent substance abuse;
- education programs to prevent the use and/or misuse of herbal and/or natural performance enhancing and weight control dietary supplements by students;
- standardization of laws prohibiting the production, distribution, and sale of illegal drugs and of the paraphernalia associated with their use;
- repeal of agricultural subsidies for tobacco;
- effective coordination of federal, state, and local enforcement/interdiction efforts.

*g. LEARNING OUTSIDE THE CLASSROOM*

*NEA supports*

- quality programming appropriate for a young audience;

- requirements for daily educational programming appropriate for young children;
- verbatim highlighted captions in commercials and educational children's programming as a means to help children learn to read;
- community centers that support arts education and foster an appreciation of the arts.

### **III. A VOICE IN THE WORKPLACE**

*a. SCHOOL EMPLOYEE RIGHTS*

*NEA supports*

- a federal statute that would guarantee meaningful collective bargaining rights to the employees of public schools, colleges, universities, and other postsecondary institutions, and that allows for the continued operation of state statutes that meet federally established minimum standards;
- improvement in the federal employment compensation law for public education employees;
- the preservation of educational employees' rights when working with violent children;
- just cause for any disciplinary action with guaranteed due process through final and binding arbitration;
- equal protection of public education employees under workers' compensation;
- amendment of the Fair Labor Standards Act (FLSA) to guarantee covered public employees a 15-minute

break for each three hours worked and a minimum 30-minute, duty-free lunch period;

- safe, hazard-free working environments for public education employees, with inspection and control standards equal or superior to those of Occupational Safety and Health Administration;
- federal protection of employees' rights to medical treatment of their choice for on-the-job injuries in a workers' compensation claim;
- protection of public school labor contracts from capricious cancellation;
- full worker protection rights for school personnel who are federal employees;
- protection against retaliation for government employees who seek to expose financial abuse and fraud in government programs;
- legislation to ensure availability to individuals of adequate insurance coverage at fair rates and affordable liability coverage at fair rates and affordable liability coverage for public institutions;
- a mutually designed, comprehensive personnel evaluation system with procedural guarantees and due process in every school system;
- testing as one of a number of elements for determining original certification;
- expansion of Section 125 of the Internal Revenue Code to include group long-term health care insurance premiums;

- assurance of the welfare and economic security of all postsecondary members.

*NEA opposes*

- denying employees bargaining rights solely because they participate in a site-based decision-making program, a faculty Senate, or other system of collegial governance;
- mandatory testing of school employees for HIV/AIDS;
- the sub-contracting or contracting out of public school services and/or positions when qualified educational personnel are available;
- restrictions on the political rights of government employees;
- federal initiatives that mandate or promote traditionally defined merit pay schemes or other pay-for-performance systems that link teacher compensation to student achievement;
- federal legislation giving financial incentives or pay to teachers based solely on the subjects or fields in which they teach;
- reduction in workers' compensation benefits provided to employees as a result of an on-the-job injury;
- any requirement that public employees use leave before becoming eligible for disability or workers' compensation benefits;
- requirements that education employees identify undocumented immigrant students and/or parents;
- the testing of teachers as a criterion for job retention, promotion, tenure,

- or salary increments;
- use of student test scores as an evaluative measure for education employee job retention, promotion, tenure, salary increments, and/or school performance.

### *PARITY BETWEEN PUBLIC AND PRIVATE EMPLOYEES*

#### *NEA supports*

- fair treatment of public employees, including those in public education, unfettered by governmental attempts to solve governmental economic problems at the expense of such employees;
- treatment of public employees equitable with that of private sector employees.

#### *NEA opposes*

- wage limits or controls on employee or retirement benefits or rights restrictions that single out public over private employees;
- the privatization of public sector jobs designed to reduce employee benefits;
- the privatization of public services and public sector jobs customarily provided in the public sector.

### *UNION REGULATION*

#### *NEA supports*

- amendment of the federal postal statutes to enable recognized employee organizations to use employer internal mail systems in public

school districts and postsecondary institutions;

- amendment of the National Labor Relations Act to prevent the permanent replacement of employees who participate in a strike;
- repeal of the so-called right-to-work provision of federal labor law;
- amendment of the Landrum-Griffin Act to permit required proportional representation of minorities in union governance;
- amendment of the National Labor Relations Act to overturn the Yeshiva decision by specifying that college and university faculty are not managers but are employees with collective bargaining rights under law.

#### *NEA opposes*

- inclusion of labor unions in the Hobbs Act or similar legislation.

### *b. SCHOOL EMPLOYEE RETIREMENT SECURITY*

#### *NEA supports*

- availability of voluntary Social Security coverage to eligible school employee groups where initiated by those groups in states in which public employees are not covered by Social Security;
- immediate and total repeal of the Social Security Offset/Government Pension Offset to reinstate equity between public and private sector employees and to restore to eligible individuals and survivors the full

- Social Security benefit earned by their spouses;
- immediate and total elimination of the Social Security Offset/Windfall Elimination Provision for members who have qualified for retirement or disability benefits from both Social Security and another government pension system;
- adequate federal insurance of state or local retirement and/or deferred compensation plans that are invested in institutions protected by the Federal Deposit Insurance Corporation;
- portability of pension rights and benefits through retention of retirement rights and assets;
- the right of an individual to transfer tax-sheltered savings to purchase retirement credit without adverse tax consequences;
- equitable retirement credits and/or buyback rights;
- fiduciary and reporting standards to inform members and to protect assets and earned benefits of retirement systems;
- standards for vesting and portability, ownership, and military or Peace Corps service credit;
- federal legislation ending discriminatory policies of residency requirements for military service credit in state retirement systems;
- protection of members' retirement income through automatic escalator clauses;
- use of Section 125 plans for retired educational personnel, with the

respective retirement fund designated as the employer;

- reinstatement of the three-year period for recovery of members' retirement contributions.

*NEA opposes*

- mandatory coverage of public employees under Social Security for employee groups that have declined coverage;
- merger of Social Security with any other public employee pension plan;
- diminution of retirement income;
- supersession of substantially equivalent or superior state retirement statutes by federal standards.

*c. PENSION FUND PROTECTION*

*NEA supports*

- public employee pension fund protection including, but not limited to, the following principal features:
  - maintenance of accurate minutes of trustee proceedings in order that all funding transactions will be visible to participants and the government;
  - regulation of selection of investment managers, adoption of investment objectives, and monitoring of the manager's performance;
  - active investment of resources so that funds are fully and productively invested at all times;
  - requirements that investments be socially desirable and fiduciarily responsible;

- regulations covering payments to beneficiaries in the proper amount as long as the fund remains solvent;
  - annual audit and actuarial valuation every three years;
  - annual reports to the Department of Labor and to the members of the pension fund;
  - a requirement that employers fully fund all promised retirement benefits including post-retirement medical benefits;
  - a prohibition on reduction of basic pension benefits, cost-of-living adjustment provisions, or post-retirement medical benefits to employees who have become vested in the plan;
  - an emergency provision that all benefits of a plan that becomes insolvent through fraud or poor investments would be paid by an agency such as the Pension Benefit Guarantee Corporation (PBGC);
  - the right to hire their own staff, i.e., executive directors, investment officers, and legal counsel;
  - a requirement that retirement boards have at least one retired member elected to the board;
  - a requirement that retirement boards be in charge of investments as well as benefits.
  - federal standards to assume that the expected rate of return on pension fund investments is commensurate with the expected risks of the investment;
  - eligibility of public employee pension fund representatives for appointment to creditor committees established to settle corporate Chapter 11 bankruptcies;
  - public employees' ability to make pretax contributions to 401(k) and similar pretax plans for retirement savings, in addition to existing retirement plans;
  - requiring all member pension plans, except those involving higher education, to have as a basis an adequate and fully funded defined benefit plan.
- NEA opposes*
- taxation of public employee pension benefits;
  - taxation of health care benefits provided to retirees.
- d. GENERAL EMPLOYEE RIGHTS*
- NEA opposes*
- policies that encourage the replacement of unionized workers by non-represented individuals in welfare-to-work programs;
  - policies that diminish employees' rights to be paid extra compensation for overtime work.



## IV. GOOD PUBLIC POLICY

### *a. PUBLIC HEALTH AND WELL-BEING*

#### *AFFORDABLE HOUSING*

##### *NEA supports*

- federal support for housing affordable to moderate-income individuals through incentives for construction and rehabilitation and fiscal policies that put mortgage loans within reach.

#### *CULTURE AND COMMUNICATIONS*

##### *NEA supports*

- partial reservation of cable television capacity for educational uses;
- funding for the National Endowment for the Arts;
- adequate public financing for public broadcasting;
- the public interest, fairness doctrine, equal time requirements, ascertainment, and affirmative action in broadcast regulation;
- federal legislation to preserve historically significant lands and structures.

#### *ENERGY*

##### *NEA supports*

- development and implementation of a long-range national energy policy that reduces dependence on foreign sources of energy; emphasizes research on, development of, and

rapid conversion to environmentally safe energy sources; and encourages conservation of current energy sources.

##### *NEA opposes*

- curtailment or closure of schools as a first resort in energy crises.

#### *ENVIRONMENT*

##### *NEA supports*

- protection of the environment and natural resources;
- the establishment and maintenance of federal wilderness areas, recreation areas, refuge areas, and designated local green areas;
- strict regulation of facilities that dispose of, store, or handle medical, toxic, or other hazardous materials;
- financial protection of individuals impaired by hazards;
- reduction in the rate of deterioration of the environment through incentives for product concentration, use of biodegradable packaging materials, decreased volume of original packaging limited to that required by the legitimate dictates of health and safety, waste recycling, and other means as feasible;
- standards and timely enforcement and funding for safeguarding against pollution of the air (e.g., acid rain), water, or food by chemicals or radiation;
- stronger federal action in solving the problem of toxic waste dumping.

*NEA opposes*

- weakening of environmental health and safety efforts through underfunding, laxity in regulatory standards, or other means.

*HEALTH CARE*

NEA supports a national health care policy that will mandate universal coverage with the highest quality health care at the lowest possible cost.

In pursuit of this goal, NEA supports—

- a tax-supported, single-payer health care plan for all residents of the United States, its territories, and the Commonwealth of Puerto Rico, adoption of which shall be supported at whatever level of government is appropriate;
- a national program of long-term care, including home health care for the chronically ill, including those with cognitive or mental impairments;
- containment of health care cost increases;
- coverage for full men's and women's reproductive health care;
- parity for mental health coverage;
- coverage for audiological services and/or devices;
- a major federal commitment to HIV/AIDS and other blood borne pathogens research to develop a preventive agent, effective treatments, and a cure;
- strict federal standards for staffing, safety, health care, and nutrition services provided by nursing homes;
- strengthened occupational health and safety standards and programs with diligent enforcement;
- establishment and funding of federal research efforts devoted to health care issues specific to women's health concerns;
- tax exemptions for health insurance and benefits;
- allowing retired state and local government employees to pay health care premiums with pretax dollars;
- tax exemption for accelerated death benefit payments for life insurance contracts;
- expansion of mental health services and the coordination with public schools on the provision of such services;
- the regulation of health maintenance organizations (HMOs), in particular health care management plans and their business practices, so that quality patient care is given top priority and doctor-recommended specialized treatment or prescribed medications are not denied by any HMO;
- legislation to require the federal government to fund medical transportation to enable qualified Medicare recipients to access medical care;
- a comprehensive Medicare/Medicaid system with protected benefits, including prescription drug benefits and benefits for home health care, mental health services, and non-medical aid;
- legislation to require the federal government to fund medical

transportation to enable qualified Medicare recipients to access medical care;

- Medicare as a social insurance program available on an optional basis to all school employee groups or individual active or retired education employees in states in which public school employees are not covered by Medicare;
- open enrollment for the purchase of Medigap insurance;
- qualification relief for members who elect into Medicare too late to qualify with the required 40 quarters;
- the provision of low cost, accessible, and high quality prescription drugs for all individuals, including prescription drugs imported/reimported from other countries meeting all applicable safety laws of the United States;
- prescription drug importation/reimportation legislation that:
  - encourages the utilization of evidence-based medications;
  - decreases prescription drug contamination and counterfeiting;
  - addresses incorrect dosages, sale of expired prescription drugs, and sale of drugs with inadequate usage directions;
- directing the federal government to negotiate prescription drug prices and use subsequent savings to fill the “donut hole” in Medicare Part D.

*NEA opposes*

- shifting of health care costs to the insured;

- any means test for Medicare;
- any capping of general fund support for Medicare B;
- any shift of the cost of health care under Medicare/Medicaid to the beneficiary and/or his or her family;
- any new barrier to eligibility for benefits under Medicare;
- mandatory coverage of public employees under Medicare for employee groups that have declined coverage;
- diminishing any health benefits received by active or retired members that have been achieved through state legislation or collective bargaining.

*JOBS/ECONOMY*

*NEA supports*

- full employment, including job training and development programs;
- federal incentives to enhance income security, education, job training and placement, child care, and family support services;
- educational and rehabilitation (jobs) programs for incarcerated individuals.

*SENIOR CITIZENS*

*NEA supports*

- increased availability of dependent care for all ages;
- a decent standard of living for the elderly, with support systems to prevent and/or treat physical and mental abuse;

- programs of assistance to lessen problems and concerns of older Americans in the United States.

## *SOCIAL SECURITY*

### *NEA supports*

- Social Security as social insurance, not welfare or a “means-tested” program;
- improved Social Security benefits for participants, especially low-income workers, dependents, and survivors;
- Social Security benefit equity for men and women through earnings sharing and/or benefit changes;
- guaranteed Social Security survivor/disability benefits for minor surviving children under the care of parents, grandparents, or other custodial adults;
- reductions in the Social Security retirement age;
- repeal of the Social Security “notch” that reduces benefits for individuals born between 1917 and 1926;
- strengthening the guaranteed benefit formula of the Social Security program by raising the taxable wage base subject to Social Security tax;
- legislation that protects the integrity of the Social Security trust fund, preserving funds for benefits;
- repeal of current taxes on and exemption from income tax of all Social Security benefits regardless of income;
- protection of the solvency of the Social Security system through
  - an actuarially sound tax base that maintains the integrity of the Social Security trust fund and through the use of general revenues, if necessary;
- maintaining and/or enhancing Social Security benefits;
- full annual cost-of-living protections for Social Security recipients;
- Social Security reform that:
  - maintains or enhances the economic security of current and future generations who contribute to the financing of the Social Security system;
  - guarantees a foundation of retirement income that permits older family members to live in dignity and reduces the economic burden on younger family members caring for older family members;
  - provides a sound base of universal insurance protections to families faced with wage loss due to old age, disability, or the death of the family wage earner;
  - is equitable, nondiscriminatory, and ensures as a minimum standard that individuals covered by Social Security receive at least the same level of economic benefit provided by the existing system;
  - minimizes Social Security fund investment risks;
  - maintains the current, low-level costs of administering Social Security;
  - fulfills Social Security’s existing commitments to covered employees and ensures current

noncovered and/or covered state and local government employees their current, expected level of non-Social Security benefits;

- is integrated with sound, long-run employment and worker training/education policies;
- recognizes that federal investment in a better educated workforce is sound educational and employment policy that will positively impact the individual's ability to contribute to the Social Security system;
- reflects careful deliberation concerning economic growth and labor market issues.
- legislative rather than regulatory determination of the process by which the Consumer Price Index (CPI) and any adjustments resulting from it are calculated.

*NEA opposes*

- limitations on post-retirement earnings for Social Security recipients;
- adverse effects on active or retired members of any CPI adjustment;
- privatization of Social Security.

*b. HUMAN AND CIVIL RIGHTS FOR SCHOOL CHILDREN*

*NEA supports*

- guaranteeing the right to a free and appropriate public education to all children, including the homeless;
- rigorous enforcement of civil rights laws, including desegregation activities, Patsy Mink Title IX Act

regulations, and programs for American Indians/ Alaska Natives, through full funding and appropriate administration actions and reporting requirements;

- federal programs that provide public school educators with resources and materials to combat the rising growth of hate groups;
- provision of federal funds to school districts for the education of children of undocumented workers, immigrants, refugees, and members of the diplomatic community;
- legislation that clarifies the implementation of Section 504 of the Vocational Rehabilitation Act in the public schools;
- revision of the Elementary and Secondary Education Act (ESEA) to protect the privacy of student information by requiring specific parental or legal guardian consent before turning over student information to military recruiters.
- NEA opposes
- any governmental attempts to re-segregate public schools;
- efforts to restrict or end federal court jurisdiction in civil rights matters, including restrictions on the use of busing as an available option to achieve desegregation;
- infringement of the principles of religious freedom through the introduction of sectarian practices in the public schools;
- use of economic hardship as grounds to cease implementation of programs designed to achieve

racial integration and/or educational equity;

- federal legislation that denies children's access to public education or health care based on their citizen/documentation status.

### *FOR THE GENERAL PUBLIC*

#### *NEA supports*

- obtaining, preserving, and strengthening basic civil and human rights under law;
- eliminating barriers restricting the individual exercise of rights;
- academic freedom;
- prohibiting the government from searching for or seizing from a bookseller or library materials that contain personally identifiable information concerning a patron;
- federal legislation designed to combat hate crimes, sexual harassment, and violence against all individuals;
- passage of a federal statute prohibiting employment discrimination on the basis of sexual orientation or gender identity and expression;
- legislation that would prohibit religious organizations that accept federal funds from discriminating in hiring and delivery of services on the basis of race, religion, gender, age, marital status, sexual orientation, gender identity and expression, or HIV/AIDS status;
- federal initiatives to deal with the growing national concern relating to stalking;
- full equality and opportunity—economic and educational—for all, including the addition of the Equal Rights Amendment to the Constitution;
- protection of American Indian/Alaska Native religious rights and practices;
- reproductive freedom without governmental intervention;
- the use of affirmative action to redress historical patterns of discrimination;
- freedom of inquiry and freedom of the press;
- protection of First Amendment rights and privacy issues in telecommunications;
- federal initiatives to deal with the growing national concern relating to racial profiling;
- action by Congress to support a demand to end slavery, genocide, violence, and atrocities worldwide;
- recognition of the Native Hawaiians as an indigenous people who have a special relationship with the United States and a right to self-determination under federal law;
- severe punishments for traffickers of forced labor and protections for victims;
- legislation to acknowledge the violation of civil liberties imposed on over 600,000 Italian-born immigrants in the United States and their families by the United States government;
- legislation calling for genetic non-discrimination in employee hiring

- and in the issuance of health insurance by employers and health benefits providers;
- legislation to study possible reparations to African Americans to address the past and residual effects of slavery in America;
  - rigorous protection of the rights of those detained in enforcement/interdiction efforts;
  - statehood for the District of Columbia;
  - national observances recognizing the contributions of ethnic-minority groups and women to this nation;
  - a national holiday honoring César Chávez;
  - federal legislation to create a National Museum of Women's history in Washington, DC;
  - enactment and enforcement of open and fair housing legislation;
  - equal opportunity and responsibility for women and men in and following military service;
  - citizen access to public records under the Freedom of Information and Federal Advisory Committee Act, including full public disclosure of federally funded chemical/biological warfare products;
  - federal legislation that enhances accessibility rights for individuals with disabilities;
  - full congressional review of Supreme Court nominees and judicial appointments;
  - confirmation of Supreme Court Justices and federal judges who support civil rights;
  - upgrading of the U.S. Institute of Peace into a U.S. Peace Academy with degree-granting authority;
  - representation of migrant workers in collective bargaining by the organization of their choice;
  - maintenance and enhancement of federally guaranteed parental and medical leave covering the birth or adoption of a child, the serious illness of a spouse or dependent family member, or the employee's own serious illness or injury;
  - reallocating funding from prison expansion for the purpose of incarceration of offenders of nonviolent crimes into rehabilitation, education, and other social services, including alternative and rehabilitative educational settings;
  - repeal of the five-year waiting period for financially eligible legal non-citizens to receive federally funded health care;
  - full veterans benefits for Filipinos who fought alongside the United States during World War II;
  - a moratorium on capital punishment at the state and federal levels because capital punishment is being carried out inequitably with regard to social class, race, ethnicity, gender, and other similar factors;
  - federal initiatives to ensure the safety of those incarcerated in federal, state, and local prisons.

*NEA opposes*

- infringement of due process rights;
- unreasonable constraints on foreign students and their dependents in the name of national security;
- any legislation or constitutional amendment designating English as the official language of the United States;
- arbitrary restrictions on the civil rights of persons who test positive for HIV/AIDS;
- internment or containment of racially identifiable segments of society;
- execution of juveniles and the mentally retarded;
- testing of individuals for drug or alcohol abuse without probable cause;
- tax benefits to organizations that promote hatred;
- immigration or visa restrictions that constitute an attack on labor unions, human rights, or national origin;
- financial restrictions that hinder legalization;
- disruption of the integrity of the family unit;
- exchange between agencies of confidential information about a citizen without the individual's knowledge;
- U.S. coercion of other nations to accept U.S.-produced tobacco and alcohol as trade items in contravention of these nations' laws and/or customs;
- governmental intrusion or monitoring of library materials and bookstore records.

*IMMIGRATION**NEA supports*

- comprehensive immigration reform that:
  - Promotes a fair and orderly system of legal immigration that also protects national security and civil liberties;
  - Recognizes the importance of family unity and rejects laws and delays that undermine keeping families intact; and
  - Deals effectively with undocumented immigrants who have worked and lived in the United States and may include a path to citizenship once they undergo background and security checks.

*NATIVE LANDS**NEA supports*

- legislation to protect existing Alaska Native ownership of Alaska Native Lands Settlement Act lands;
- protection of American Indian/Alaska Native and Native Hawaiian sacred sites;
- legislation to preserve and expand Native Hawaiian land ownership.

*UNITED NATIONS**NEA supports*

- world bodies dedicated to the furtherance of peace and human rights;
- U.S. participation in and equitable financing of the United Nations and related bodies;



- ratification of the U.N. Convention on the Elimination of All Forms of Discrimination Against Women;
- ratification of the U.N. Convention on the Rights of the Child.

### *VOTING AND ELECTION REFORM*

#### *NEA supports*

- election or polling reforms—including simplified voter registration procedures—that ensure that each member of the electorate, regardless of time zone, may cast a meaningful vote and that encourage citizens to exercise their right and responsibility to register, vote, and participate fully in the political process;
- a universal 24-hour voting period for all national elections;
- voting reform that allows for the verification of votes cast and has security safeguards;
- full disclosure of all sources of political financing;
- right of all citizens to participate in the election process through political action committees;
- reinstatement of the personal tax credit for political contributions;
- partial public funding of federal election campaigns;
- reauthorization and full enforcement of the Voting Rights Act;
- equal voter access and enfranchisement;
- voter verified paper ballots to be used in a dispute or recount in elections;
- ending the machine company secrecy of vote counting processes;

- transparent, independent, nonpartisan oversight and audits of elections;
- public ownership of voting systems, including the software that records and counts the votes;
- federal election days as holidays.

#### *NEA opposes*

- the utilization of voter ID cards for the privilege of voting in local, state, and national elections.

### *c. FISCAL POLICY*

#### *CREDIT UNIONS*

##### *NEA supports*

- programs that preserve the independence of credit unions to serve their members' best interests;
- federal legislation to protect the ability of credit unions to enroll members from multiple groups of employees.

##### *NEA opposes*

- federal legislation that adversely affects credit union members.

#### *EDUCATION AND NATIONAL SECURITY*

##### *NEA supports*

- strengthening national security by increasing federal funding for education;
- national security based on a sound economy, a well-educated populace, ratification of and adherence to

existing arms control treaties, and a stable world community;

- a mutual, verifiable nuclear freeze with cessation of testing, production, and further deployment of nuclear delivery systems and other destabilizing systems;
- programs for the special needs of veterans of foreign conflicts;
- legislation requiring a policy of economic conversion to facilitate the orderly redirection of resources from military purposes to alternative civilian uses, including education;
- consideration of caregiver responsibilities in the assignment of members of the armed services.

#### *NEA opposes*

- military or economic assistance to governments that permit violations of their citizens' rights;
- federal funding extending the arms race into outer space;
- expenditure of funds on development of nuclear attack "evacuation" plans;
- restrictions on academic research by artificial imposition of the "classified" designation to deny access to non-national security information or censorship of unclassified research;
- legislation or regulations that prevent educators in the United States from teaching or conducting research in any country.

## *TAXATION*

### *NEA supports*

- a progressive tax system based on individual and corporate ability to pay to yield sufficient revenues to address national needs;
- a tax system that provides for education and other social needs while achieving reduction of the national debt;
- equity in taxation rates between married and single tax payers;
- equity in tax policies for spousal benefits and domestic partner benefits;
- deferral of taxation on retirement annuity contributions;
- repeal of Internal Revenue Code provisions that jeopardize the availability or tax exemption of employee benefit plans, including the taxation of negotiated severance payments prior to separation from employment;
- exemption from taxation of employee benefits, including employer paid health and life insurance, legal services, and educational assistance;
- restoring the estate tax for the purpose of funding public education;
- recognition in the tax code for dependent care expenses;
- reduction or elimination of the percentage threshold required before an individual can qualify for an itemized deduction for certain medical expenses;
- exemption from tax liability for tuition remissions where available;

- exemption status within the tax code for professional business expenses, including continuing education, home office, home computers, educational travel, professional and union dues, and designation of such expenditures as “necessary” and “ordinary;”
- full miscellaneous deductions for educational materials purchased by all educators for classroom use.

*NEA opposes*

- unfair tax loopholes or giveaways such as tax abatement and foreign trade zones that reduce revenues and shelter corporations and high-income individuals from paying taxes;
- any constitutional amendment imposing limitations on taxes or the federal budget;
- shifting responsibility for financing traditional governmental services from a progressive tax structure to taxes disproportionately affecting low- and middle-income individuals;
- an extension of the moratorium on Internet taxes.

*TRADE*

*NEA supports*

- public input and congressional consultation during the negotiation and ratification of international trade agreements;
- social charters that guarantee high standards of human rights, environmental, and union protection;
- inclusion of education, human rights, environmental, and labor representatives on all negotiating and administrative bodies;
- systems of checks and balances for any international trade body whose decisions could erode democratic, human rights, environmental, or union protection.

*NEA opposes*

- any agreement lacking the inclusion of any social charter or other guarantees of high standards of human rights, environmental, and union protection;
- any agreement lacking a system of checks and balances on all international trade bodies whose decisions could erode democratic, human rights, environmental, or union protection;
- the adoption of Trade Promotion Authority (“Fast Track”) in Congress.

# List of New Business Items 2006–2007 Program Year

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## **New Business Adopted by the 2006 Representative Assembly**

- Quality Health Care Benefits (2006-A)  
Immigration Process (2006-1)  
Defined Benefit Plans (2006-2)  
Tax Treatment of Retiree Health Care Benefits (2006-4)  
Indoor Air Quality Symposium (2006-5)  
Respect for Diversity (2006-7)  
ESP Retirement (2006-8)  
In-State Tuition for Children of Education Employees (2006-10)  
Firms' Positions on Retirement Benefits (2006-11)  
Green Cleaning Programs (2006-13)  
Arts Education Advocacy (2006-14)  
NEA Caucus Registration and Communications (2006-15)  
Medicare Modernization Act (2006-16)  
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## **Referrals**

### **Referred to Appropriate Committee**

Right to Academic Freedom (2006-34)

### **Referred to President**

Danger of Transfats (2006-51)

### **Referred to Executive Committee**

Best Pedagogical Practices (2006-3)

National Health Insurance Pool  
(2006-28)

Michigan Civil Rights Commission  
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### **Referred to Annual Meeting Review Committee**

Indoor Air Quality Training (2006-31)  
Real-Time Captioning (2006-44)  
Anniversary of Public School  
Desegregation (2006-050)

### **Referred to PSP Committee**

Assessment Mechanisms for Licensure  
and Certification (2006-25)

## **Continuing Responsibility**

Elected School Boards (2005-13)  
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Gap (2005-15)  
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NEAFT Partnership (2001-A)  
NEAFT Partnership Budget (2001-32)

# New Business Adopted by the 2006 Representative Assembly

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## **Quality Health Care Benefits (2006-A)**

NEA, in partnership with state affiliates, will continue to be a leader in the nation in the battle for quality health care and benefits for its members and the general public. To improve the flow of information and awareness of health benefits issues throughout the organization, NEA will:

1. Build expertise on health benefits issues at the state affiliate level through development and delivery of a training module to governance and staff, as resources permit;

2. Build the State Health Care Benefits Liaison Network and set expectations for this group as the focal point for disseminating information and materials from the NEA to state and local affiliates and from affiliates to NEA;

3. Support state efforts to build health care coalitions for reform through technical support and information sharing;

4. Participate in national health care reform coalitions;

Increase member awareness of the nationwide health care crisis.

## **Immigration Process (2006-1)**

NEA will work with state affiliates to assure that any immigration process will protect the rights of all students, support a safe environment, and provide an

opportunity to learn. NEA will assist state affiliates in promoting and encouraging a safe learning environment that protects the rights of all education professionals to perform their duties without regard to the national origin and immigration status of their students.

## **Defined Benefit Plans (2006-2)**

NEA will continue to fight to preserve defined benefit plans and Social Security as a defined benefit plan. Such efforts will include the publication of at least two feature articles during the 2006-2007 school year in *NEA Today* and *This Active Life* about attacks on defined benefit plans and Social Security and NEA efforts to preserve them.

## **Tax Treatment of Retiree Health Care Benefits (2006-4)**

NEA will advocate the extension of beneficial tax treatment for retiree health care benefits.

## **Indoor Air Quality Symposium (2006-5)**

NEA, through the NEA Health Information Network, will provide funds to support the 2006 Indoor Air Quality (IAQ) Tools for Schools symposium. NEA will support 25 additional scholarships. The training includes a pre-symposium day for union members focusing

on organizing and activating members around indoor air quality issues, how to support IAQ affected staff, and sharing member experience and expertise.

### **Respect for Diversity (2006-7)**

Appropriate NEA leadership and staff will communicate with vendors that serve NEA functions about the diverse nature of the NEA membership and the need for marketing and communication techniques that are respectful of all members.

### **ESP Retirement (2006-8)**

NEA will publish a series of articles in *NEA Today* or on the NEA website that focus on ESP retirement, paying special attention to the disparities between teacher retirement and ESP retirement.

### **In-State Tuition for Children of Education Employees (2006-10)**

NEA will work with state affiliates by encouraging their public colleges and universities and legislators to honor requests for in-state tuition grants to children of active and retired public education employees who reside out of state.

### **Firms' Positions on Retirement Benefits (2006-11)**

NEA will identify and release the names of financial firms with which NEA and NEA Member Benefits do business that support converting defined benefit plans into defined contribution plans and firms that support Social Security privatization.

### **Green Cleaning Programs (2006-13)**

NEA will research the available Green Cleaning programs recommended by the U.S. Environmental Protection Agency and other health and government agencies. NEA will report to the delegates at the next RA on the status of the research and data collected on best practices and Green Cleaning programs through *NEA Today* and on the NEA website. Should any of these programs or products result in reductions of ESP staff, they would not be recommended for adoption.

### **Arts Education Advocacy (2006-14)**

NEA will designate staff and resources to advocate for arts education in appropriate venues such as national and state legislative programs, *NEA Today*, and the NEA website.

### **NEA Caucus Registration and Communications (2006-15)**

Any announcement of/invitation to an NEA-sponsored activity/event distributed to the NEA Board, NEA Executive Committee, state presidents, NEA Board of Directors, NEA large urban locals, NEA standing committee chairs and state coordinators for the NEA convention will also be distributed to the chairs of all NEA recognized special interest caucuses either by mail or electronic means. Forms listing new caucus chairs will be completed on duplicate paper and a copy will be distributed to the editorial staff of the *NEA Handbook* in a timely manner. A printed copy of the *NEA Handbook* will be distributed to all NEA recognized caucus chairs.

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## **Medicare Modernization Act (2006-16)**

NEA will work in coalition, provide information on the NEA website, and encourage members to e-mail the U.S. Congress in support of amending the Medicare Modernization Act of 2003, more commonly known as Medicare Part D in at least by directing the Medicare Administration to negotiate prescription drug prices directly with pharmaceutical companies and by eliminating the so-called “donut hole” where Medicare eligible persons currently pay 100% of their drug costs.

## **Threats to Academic Freedom (2006-18)**

NEA will alert members through regular publications and the Internet about threats to academic freedom in recent federal regulations and state legislation preventing educators in the United States from teaching and conducting research in so-called “terrorist states.”

## **Government Accounting Standards Board Statement 45 (2006-19)**

NEA will urge the Government Accounting Standards Board (GASB) to modify or eliminate GASB Statement 45. This information will be shared with NEA members and affiliates.

## **Affordable Homeowners Insurance (2006-20)**

The NEA, through NEA Member Benefits, will help members living in hard-to-insure areas find affordable homeowners insurance.

## **Nine Principles of Educational Excellence (2006-21)**

The Nine Principles of Educational Excellence will be included annually in *NEA Today* until it can be in the electronic version of the *NEA Handbook*.

## **Segregation Legislation (2006-22)**

The NEA opposes segregatory legislation passed in Nebraska and will collaborate with the Nebraska State Education Association to oppose and seek repeal of any provision of a Nebraska statute that directly or indirectly increases or enhances racial or economic segregation in Nebraska schools.

## **HPV Vaccine (2006-23)**

The NEA, through the NEA Health Information Network, will research and make available to NEA members and state/local affiliates information regarding the HPV vaccine, approved by the U.S. Food and Drug Administration on June 8, 2006. This vaccine has proven to prevent 70 percent of cervical cancers and pre-cancers and is recommended for girls and young women ages 9-26.

## **Judicial Intervention (2006-24)**

NEA will educate members about effective teaching strategies and support services needed to better serve the increasing numbers of students whose households have experienced any form of judicial intervention through the NEA website and other publications, including *NEA Today*. The articles will analyze the psychological, economic, social, and physical impact on students.



### **English Language Learners (2006-26)**

The NEA will establish a pilot program to provide access to the new English Language Learners/Multicultural modules by providing training in the modules for one staff person and one member leader from two state affiliates per NEA region, who will be responsible for developing and implementing state-based trainings in the modules for members.

### **Universal Health Care (2006-29)**

NEA will inform members about H.R. 676 and various states' plans for establishing universal health care through the NEA website and other publications, including *NEA Today*.

### **NEA-ATA Merger Anniversary (2006-30)**

NEA will preserve and display the exhibit commemorating the 40th Anniversary of the NEA/ATA merger at the NEA headquarters in Washington, D.C. for at least one year and will explore the feasibility of a permanent display of the exhibit. NEA will make this exhibit available to local and state affiliates at the expense of the local and state affiliate. NEA will make available the NEA/ATA merger DVD to Association members and local and state affiliates at their expense.

### **English Language Learners Best Practices (2006-32)**

Using existing communications vehicles such as *NEA Today* and the NEA website, NEA will publicize best practices for instruction for English Language

Learners (ELL) including but not limited to listing programs proven to be effective for attaining cognitive academic English for ELL, identifying current research on ELL pedagogy, and showing the relationship to closing the achievement gap.

### **Negative Propaganda (2006-33)**

NEA will create a committee to explore joining with other associations and organizations interested in public education with the purpose of creating, using the NEA website, a website dedicated to defending public education from negative propaganda in the media.

### **Full Funding of Individuals with Disabilities Education Act (2006-36)**

NEA will institute an extensive campaign to compel the U.S. Congress to fully fund the Individuals with Disabilities Education Act (IDEA). Activities will include informational and persuasive articles in *NEA Today*, detailing the effects of under funding and outlining ways education professionals and the community-at-large can influence legislators to move them to full funding.

### **Brown versus Board of Education (2006-37)**

The NEA stands proudly for the defense of the *Brown versus Board of Education* U.S. Supreme Court decision. The Louisville and Seattle school desegregation cases being heard by the U.S. Supreme Court are of vital interest to educators everywhere in America. The NEA will file an *amicus* brief in support of these two school desegregation plans.

### **Dangers of Particulates (2006-38)**

The NEA Health Information Network will make information available to members on the dangers of particulates such as fiberglass, chemical residues, insect body parts, and molds in schools. This information will include health impacts and testing methods. Testing information will include ways tests can be manipulated to make work sites appear to have no or low contaminant levels when inhabitants continue to have health problems.

### **Forum for Retirement and Benefits (2006-41)**

NEA will maintain the Forum for Retirement and Benefits as an annual training and coordinating event to be included in the 2006-2007 fiscal year. This event will be well publicized through print and electronic media with the intent of expanding participation of local and state leaders, staff and emerging benefits advocates.

### **School Closings (2006-42)**

The NEA will provide state affiliates with collective bargaining language and language for non-bargaining states to help ensure that public school employees continue to be paid and receive benefits should schools close due to a pandemic or natural disaster.

### **Supplemental Educational Services (2006-43)**

NEA will gather information from state and local affiliates that are providing Supplemental Educational Services (SES) required by the Elementary and Second-

ary Education Act. This information will include a description of the process by which SES certification was achieved. NEA will make the information available through regular channels to state and local affiliates wishing to become SES providers.

### **Teacher-Selected Textbook Adoptions (2006-48)**

NEA will work with state affiliates to promote teacher-selected textbook adoptions that integrate meaningful technology applications and up-to-date information connections that parallels that outside of education.

### **Training to Reinvigorate Local Economies (2006-49)**

NEA will work with state affiliates to encourage county and regional secondary and adult vocational, career, and technical schools, higher education institutions, and public schools to provide potential and current students with information as well as vocational, career, and technical education and training to reinvigorate local economies.

### **Terminology Regarding Race, Religious, Sexual Orientation or Other Differences (2006-52)**

NEA will use and promote “acceptance” and/or “respect” instead of “tolerance” where appropriate when referring to how one should relate to race, religious, sexual orientation, and other differences.

### **Striking Workers in Oaxaca City, Mexico (2006-53)**

President Weaver will write and publish a letter to the newly-elected president of Mexico denouncing the wave of government-ordered violence against striking teachers, workers, and social activists in Oaxaca City, Atenco, and other parts of Mexico while calling for thorough investigations and prosecutions of those responsible. NEA will demonstrate its support of Oaxacan teachers by donating \$10,000 through Education International to help pay the medical bills of members of Section 22 of the Mexican teachers union and their families who were injured during the June 2006 police attack on striking teachers in Oaxaca, Mexico.

### **Dangers of Pesticide, Herbicide, and Insecticide Exposure (2006-54)**

NEA, through the Health Information Network (HIN), will provide information to members on the dangers of pesticide, herbicide, and insecticide exposure. They will present information on adverse health consequences including respiratory difficulties, neurological damage and other reactions faced by chemically sensitive people. NEA HIN will make information available to encourage state affiliates and school districts to find and use safer alternative products and procedures.

### **Advocacy for a Complete Curriculum (2006-56)**

NEA will disseminate data, both existing data and from currently-planned surveys, through established channels

and will encourage members and state affiliates to advocate for a complete curriculum that includes adequate time and resources for such content areas as physical education, health, the arts, career, vocational and technical education, family and consumer sciences, library sciences, and world languages.

### **Voting Rights Act of 1965 (2006-57)**

NEA will vigorously advocate through all communicative means the extension of the Voting Rights Act of 1965 prior to its expiration in 2007.

### **Increase in Diabetes (2006-58)**

NEA will bring to the attention of public policy makers through publications, affiliate programs, and social political policy, the human toll and the contributing factors in the dramatic increase in diabetes.

### **Teacher Certification Tests (2006-59)**

NEA will investigate Education Testing Service and other teacher certification companies to find how their tests are handled and the failure and loss rate at individual testing sites. NEA will advocate for independent auditing of scoring of educational licensure exams on a regular basis. Additionally, NEA will insist that score reports give meaningful feedback of individual strengths and areas of growth. NEA will work to lower testing costs and to allow the refund of preregistration fees for the next exam date if the applicant has already passed the test.

### **Auto-Immune Diseases (2006-60)**

NEA will utilize existing and pertinent communications vehicles and training sessions to assist NEA members and their students with the effects of auto-immune diseases such as Alopecia Areata, Lupus, multi-chemical sensitivity, etc. in the workplace or school environments.

### **Guaranteed Quality Health Care (2006-61)**

NEA will develop referendum/ballot initiative language that calls for guaranteed quality health care for all Americans. This language and technical assistance will be available at the request of state affiliates to aid in their own state health care ballot campaigns.

### **HUD Teacher Next Door Program (2006-62)**

NEA will carry out a balanced public relations program to inform members about all aspects of the U.S. Housing and Urban Development (HUD) Department Teacher-Next-Door and all similar programs with feature articles in *NEA Today* and posting information on the NEA website. NEA will work with HUD to improve the program to include all categories of Education Support Professionals and to expand the program in high-cost areas.

### **Internal Revenue Service Code Section 125 (2006-63)**

NEA will advocate changes in U.S. Internal Revenue Service Code Section 125 regulations to add the ability to include the cost of wellness and preventative

health care in pre-tax deductions. Suggested changes could include health club memberships, weight control, smoking cessation and other behavior modification programs that promote good health. Alternative and holistic practitioners, health trainers, nutritionists and massage therapists could also be included.

### **Positive Working Relationships (2006-64)**

NEA will continue to provide assistance and training to support state affiliates in managing conflicts and promoting positive working relationships between and among governance, management and staff.

### **Study of Pension Modifications (2006-65)**

NEA will study private sector moves to cut and tailor pensions as a prelude and warning to public employee organizations and groups, then provide this information through normal channels of communication.

### **Women and Minorities in Leadership Roles (2006-66)**

NEA will publish a series of articles in *NEA Today* and on the website that focus on the training and support offered by NEA to inform and encourage women and minorities to participate in leadership roles at the local, state, and national level.

### **American Labor Studies (2006-69)**

The NEA will support the American Labor Studies Center, and the Botto

House-American Labor Museum in Haledon, New Jersey, by promoting awareness of them among affiliates and members, urging them to contribute appropriate curriculum materials and to contribute financially to support the operation and maintenance of the Center.

### **Renewable Energy Technologies (2006-72)**

NEA endorses the '25x25' campaign's call that 25 percent of the nation's energy supply must come from clean, sustainable, and secure domestic renewable energy technologies such as wind, solar, biomass, and biofuels, geothermal, hydropower, renewable hydrogen and wave power by the year 2025.

### **Adult Education Programs (2006-74)**

NEA will work within state affiliates to identify states in which adult education programs are being eliminated or greatly curtailed. The NEA will develop a plan to assist those states with strategies to maintain adult education programs.

### **Multicultural Curriculum Resources (2006-75)**

NEA will develop multicultural curriculum resource links on the NEA website to offer sources in further integrating multicultural education into the curriculum.

### **Health and Physical Education Programs (2006-76)**

NEA will collaborate with the American Alliance for Health, Physical Education, Recreation and Dance to educate members and enable them to be well-informed advocates for required, comprehensive, developmentally appropriate health and physical education programs for all students and to work towards the goals of NEA Resolution B-41.\*

### **Free Expression of Member Views (2006-77)**

Through normal means of communication, NEA will survey state affiliates to determine the extent to which educators have been silenced or otherwise discouraged from expressing their opinions at professional development or staff training and will report the results of the survey to members before the 2007 Representative Assembly.

### **Bill and Melinda Gates Foundation (2006-78)**

NEA will offer organizational and member expertise to the Bill and Melinda Gates Foundation in the Foundation's efforts to improve public education and to inform membership of any developments due to these efforts through NEA publications and/or the website.

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\*Adopted at the 2006 RA as Resolution B-42.

# Representative Assembly Referrals

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## **Referred to Appropriate Committee**

### **Right to Academic Freedom (2006-34)**

NEA support for academic freedom and the educator's right to employ teaching practices that invite students to think rationally and objectively should be more than the simple assertion of its central role in education and democracy. NEA will publicly and vociferously reinforce the right of educators to use innovative and recognized classroom techniques and strategies that achieve this goal. NEA actions should include but not be limited to legislative proposals, public informational materials, and continued legal defense actions.

## **Referred to President**

### **Danger of Transfats (2006-51)**

NEA will propose and foster education programs to alert and educate Americans and children about the danger of transfats in the diet.

## **Referred to Executive Committee**

### **Best Pedagogical Practices (2006-3)**

The NEA will provide a monthly venue for the presentation and discussion of

professional research pertaining to best pedagogical practices. The content will include reviews of articles published in professional educational and popular journals. The venue will include *NEA Today* and the NEA website.

### **National Health Insurance Pool (2006-28)**

NEA will explore the creation of a national health insurance pool for the purpose of making available to all members a nationwide comprehensive health insurance program.

### **Michigan Civil Rights Commission (2006-45)**

NEA will submit an amicus brief to the Michigan Supreme Court supporting the finding of the Michigan Civil Rights Commission that signatures on an anti-affirmative action ballot initiative were obtained through voter fraud and that this initiative should be excluded from the Michigan ballot. Petition gatherers targeted black communities, claiming this initiative was pro-affirmative-action. NEA will investigate joining the federal lawsuit brought forward by civil rights organizations seeking to keep MCRI off the Michigan ballot on the basis of its violations of the Voting Rights Act of 1965.

## **Referred to Annual Meeting Review Committee**

### **Indoor Air Quality Training (2006-31)**

NEA will provide funds for a one day pre-RA training activity on Indoor Air Quality and environmental health issues prior to the 2007 Representative Assembly. It will include both nationally recognized speakers and Association leaders. It will be planned for 120 participants. Planners will invite participation from agencies and groups such as the U.S. Environmental Protection Agency, American Lung Association and asthma groups to further offset costs.

### **Real-Time Captioning (2006-44)**

Starting at the 2007 Representative Assembly, both the projection devices and all television monitors, minimum 50" or larger, in all bleacher and/or high traffic areas will provide real-time closed captions for deaf or hard-of-hearing members who choose to sit with their local delegations.

## **Anniversary of Public School Desegregation (2006-050)**

The NEA will recognize the 50th anniversary of public school desegregation in America at Little Rock Central High School with an appropriate ceremony at the 2007 Representative Assembly. The NEA will work with the Arkansas Education Association to ensure that the NEA/AEA/Little Rock Classroom Teachers Association has a prominent part in the ceremonies.

## **Referred to PSP Committee**

### **Assessment Mechanisms for Licensure and Certification (2006-25)**

NEA will assist state affiliates in working with chief state school officers and state boards of education to ensure choice/diversity in employing well researched assessment mechanisms for licensure and certification.

# New Business— Continuing Responsibility

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## **Elected School Boards (2005-13)**

NEA will continue to oppose attempts by Eli Broad and others to remove elected school boards from cities in California and other states or territories.

## **Federal Funds to Close the Achievement Gap (2005-15)**

NEA will advocate that all school districts receiving federal, state and local technology funds use those funds to close the achievement gap, enhance data systems to support accountability and provide the training necessary for teachers and education support professionals to become highly qualified users of technology to support pupil learning.

## **Guidance to Novice School Employees (2005-41)**

NEA will disseminate, through *NEA Today* and other publications, specific recommendations to members to prevent compromising situations that could lead to allegations of inappropriate professional behavior. NEA will design a leaflet or other publication especially for novice school employees outlining these recommendations and will distribute this publication to state affiliates for distribution to and retention by employees entering the profession.

## **History of Labor Unions (2005-81)**

NEA will research the possibility of offering, as part of existing training programs, either regional or national levels of training to support the significant history of labor unions. The training will emphasize delivery of age-appropriate curriculum to students.

## **Section 9528 of ESEA (2004-24)**

NEA will inform its members through all media resources about the provisions of Section 9528 of the Elementary and Secondary Education Act and about various methods to address those provisions and will urge locals and members to make sure that local school districts are fulfilling their mandate to inform parents and students about their rights to opt out of having their names released to the military.

## **NEAFT Partnership (2001-A)**

### *INTRODUCTION*

Because our members are on the front lines of the future of America, and because our work and our values are rooted in the well-being of the children of this nation and their families:

- The AFT and NEA are committed to work together on behalf of our member and on behalf of all those whom our members serve.



- We are committed to nurturing and improving public education above all. We are determined to fight for family needs, which must be met in order to make our public schools the equalizer they have been and should be for society. This encompasses quality of life issues, such as health care for all Americans, safe neighborhoods and a caring government.

### *NEAFT PARTNERSHIP*

Subject to the approval of the appropriate AFT and NEA governance bodies, we form the NEAFT Partnership. The NEAFT Partnership shall leave us free to differ and to conduct each organization's work separately and independently, but it shall bring us together in a new relationship focused at every level of our organizations on common interests we share about critical educational issues and issues of vital significance to children.

The NEAFT Partnership is the recommendation of the NEA and AFT unity discussion teams and advisory committees, which met between September and December 2000.

The NEAFT Partnership shall have the authority to make decisions and to advance common goals, but it shall be required to operate in conformity with policies and directives of the governance bodies of NEA and the AFT. The NEAFT partnership shall provide the two organizations with a common front in dealing with critical educational and social issues. It shall also advocate, support and coordinate mutually agreed upon national, state, regional and local activities.

The NEAFT Partnership shall be directed by a joint council, which shall be composed of 15 representatives from each organization, including the executive committees of each organization. The activities of the NEAFT Partnership shall be jointly funded and staffed by the AFT and NEA, and the council shall meet at least one time per year. The AFT and NEA shall be responsible for their own expenses and staff assignments.

The NEAFT Partnership shall establish clear measures of accountability and explicit checkpoints at which the organizations shall assess progress of joint activities and change direction as needed.

### *NEAFT PARTNERSHIP GOALS AND PROJECTS*

Common goals and projects of the NEAFT Partnership could include:

1. Advocating for interaction and collaboration throughout the organizations—at local, state, regional and national levels by:
  - a. Developing models for and facilitating interactions at all levels to increase joint action on issues of common concern.
  - b. Using the expertise of leaders, staff and consultants to facilitate work on joint projects at all levels.
  - c. Facilitating opportunities for members of NEA and the AFT to learn about their counterparts in the other organization and its affiliations—at local, state, regional and national levels. These interactions shall be designed to build

- relationships between the organizations at all levels.
2. Engaging in joint projects on issues of mutual interest by:
    - a. Holding jointly planned and executed conferences on substantive topics of common interest; following up with joint activities at all levels
    - b. Creating opportunities to learn and work together on issues of mutual concern, such as teacher quality, professional development, technology and school safety.
    - c. Creating opportunities for joint staff collaboration and training.
    - d. Coordinating legal actions
    - e. Coordinating legislative actions
    - f. Creating joint national publications and/or including sections within existing national publications to present issues of common concern and to report on joint activities.
    - g. Achieving collective bargaining rights in non-bargaining states.
    - h. Fostering conversation and joint activity among corresponding constituency groups in each organization.
    - i. Coordinating joint political education and information.
    - j. Working to achieve appropriate funding for public education.
  3. Increasing cooperation by:
    - a. Assisting states and locals in joint organizing ventures.
    - b. Developing joint strategies to counteract anti-union competing organizations and initiatives.
    - c. Creating forums and opportunities for learning about the experiences of merged states and locals.
    - d. Coordinating with the appropriate AFT and NEA departments the ongoing delivery of services to AFT-NEA merged states and locals.

### **NEAFT Partnership Budget (2001-32)**

The Representative Assembly directs the Board of Directors to develop and implement a procedure so that

A proposed budget detailing NEA's projected expenditures for activities of the NEA-AFT partnership will be distributed each year to the Board of Directors at its fall meeting and

At each Representative Assembly meeting a report of actual monies expended, the source of those monies in the NEA program budget, and the partnership activities that were funded will be distributed to the delegates.



# Affirmative Action Policy for Ethnic Minorities and Women

*Adopted by the 1997 Representative Assembly*

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## 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.\**

## 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 employer’s workforce, or a particular segment of an educational 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 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.

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\* 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.

4. The term “educational employee” means a person employed in a professional or educational support position by an educational employer.

5. The term “educational employer” means a public school district, a college or university, or any other public entity which employs educational employees.

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 employer, the term “underrepresented” means that the percentage of ethnic minorities or women in an educational 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 employer’s workforce, the term “underrepresented” means that the percentage of ethnic minorities or women in an educational 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 educational employment (a) to cure the effects of past ethnic or gender discrimination by the particular educational employer involved, and (b) to achieve or maintain ethnic or gender diversity in an educational 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 educational employment relationship.

3. The employment of a non-ethnic minority or male educational 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 educational employer’s workforce. When a fiscal exigency, a reduction in student enrollment, or other bona fide factor requires a reduction in an educational 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 educational 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 educational employment positions.

5. The use of affirmative action is appropriate when ethnic minorities or women are underrepresented in an educational employer's workforce as a whole, or when they are underrepresented in the professional educator, educational 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 educational 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 educational employment-including decisions as to the relationship between affirmative action and seniority-should be made voluntarily by the educational employer and the local employee organization through collective bargaining or other form of bilateral decision making.

(b) Although NEA urges its affiliates to support the use of affirmative action in educational 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 educational 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 educational 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*

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## Preamble

*Certain forms of private sector involvement have the potential to adversely affect public education 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.<sup>1</sup>*

## Definitions

For purposes of this Policy Statement, the following definitions apply:

1. The term “public school” means a pre-K 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 pre-K through 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;

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;

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<sup>1</sup> 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 2001 Representative Assembly.

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; and

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 and working conditions.

## Principles<sup>2</sup>

### 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 education 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 education 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 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 schools *in order to obtain educational services that are available to them in public schools to which they have reasonable access*. Such programs reduce the resources that otherwise would be available for public education, and otherwise impair the ability of the affected school districts to provide a quality public 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

<sup>2</sup> 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.



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,<sup>3</sup> (c) are not so costly as to 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

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<sup>3</sup> 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.

to religious use—such as bus transportation or secular library books, as opposed to tape recorders, computers, etc. NEA's position with regard to programs of this type will be determined on a case-by-case basis, after considering the structure and operation of the program in question.

*4. Subcontracting Programs Pursuant to Which Private-Sector Entities Are Used to Provide Services for Public Schools*

NEA will oppose specific subcontracting programs under which private-sector entities are used to provide educational support or professional services for public schools if it determines that the programs have a negative impact on public education, or if—because sectarian entities are used to provide the services—they weaken the wall of separation between church and state. NEA's position with regard to programs of this type will depend in most cases on 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.

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's position with regard to subcontracting programs under which the use of private-sector entities do not result in the displacement of public education employees because the services in question have not traditionally been performed by public education 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 education employees to provide the services, related actions of the school district, the nature and track record of the particular private-sector entity involved, and whether the local association has been consulted. 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.

# Charter Schools

*Adopted by the 2001 Representative Assembly, amended 2006*

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## Introduction

NEA Resolution A-1 expresses NEA's strong belief "that public educational opportunities for every American must be preserved and strengthened." Consistent with this belief, NEA "supports innovation in public education," NEA Resolution A-31, including education reform mechanisms that promote decentralized and shared decision making, diverse educational offerings, and the removal of onerous administrative requirements. The core assumptions that inform the charter school<sup>1</sup> concept—i.e., innovation, autonomy, and accountability—indicate that charter schools have the potential to facilitate these reforms and be positive change agents by developing new and creative methods of teaching and learning that can be replicated in mainstream public schools. Whether charter schools in fact will fulfill this potential—or instead simply relieve the pressure for genuine reform, and provide a gateway for further privatization—depends on how the charter schools are designed and implemented.

This Policy Statement sets forth certain criteria that NEA believes should be used to determine whether a charter school law and the charter schools that are established pursuant to that law are acceptable.<sup>2</sup> For purposes of discussion, these criteria are grouped into three categories, relating to (1) the granting of charters, (2) the design

and operation of the charter schools themselves, and (3) certain core organizational values of NEA that apply to all educational programs in all contexts.<sup>3</sup>

## Criteria

### 1. The Granting of Charters

a. In order for charter schools to fulfill their intended purposes, they should be designed to (1) serve as experimental laboratories for field-testing curricular and instructional innovations, with an eye to whether those innovations can be incorporated into "mainstream" public schools, or (2) provide educational

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<sup>1</sup> As used in this Policy Statement, the term "charter school" means a publicly funded elementary or secondary school that has been freed from some of the rules, regulations, and statutes that apply to other public schools in exchange for some type of accountability for producing certain results.

<sup>2</sup> It would be preferable if all of the criteria were included in a charter school law, but that is not essential. As long as the law does not provide otherwise, a requirement could be imposed by the implementing regulations or the chartering agency itself. In the final analysis, the determinative question is whether a particular charter school meets the criteria.

<sup>3</sup> These criteria are set forth in summary terms. The underlying analysis, and a more complete statement of the rationale for the positions taken, are contained in the accompanying Report of the NEA Special Committee on Charter Schools. The Report also discusses many of the subsidiary points that are relevant in applying the criteria.

alternatives for students who cannot adequately be served in mainstream public schools. It follows from these purposes that a charter should be granted only if the proposed charter school intends to offer students an educational experience that is qualitatively different from what is available to them in mainstream public schools, and not simply to provide a “choice” for parents who may be dissatisfied with the education that their children are receiving in mainstream public schools.

b. Local school boards are in the best position to evaluate charter school applications for educational management capacity and related purposes, determine how a charter school will impact mainstream public schools, establish procedures to maximize the cross-pollination of ideas, and monitor the operation of charter schools on an ongoing basis. Accordingly, applications for charters should be made to the relevant local school board, which in the first instance should have the authority to grant or deny the application. The procedure that is followed must include a public hearing allowing teachers, school employees, and the community the opportunity to testify to the positive and negative impact of the charter on the authorizing school district.

The decision of the local school board to grant or deny a charter school application should be subject to appeal to a state education agency, but the purpose of the appeal should not simply be to second-guess the educational judgment of the local school board. The burden should be on the appellant to demonstrate that the

local school board did not have reasonable grounds for its decision, and acted in an arbitrary or capricious manner.

The process outlined above also should be used with regard to decisions involving the renewal or revocation of an existing charter.

c. Because a charter school application should be judged more on the basis of what it says than on the basis of who says it, there should be few a priori restrictions on eligibility to receive a charter. The chartering agency should have broad discretion to grant a charter to any responsible group or entity that meets the relevant prerequisites, including a group of parents, a team of teachers, a community organization, a college or university, a union, etc. There should, however, be certain categorical prohibitions:

1. Private for-profit entities should not be eligible to receive a charter. Because for-profit entities have a financial obligation to their shareholders, which requires them to build a profit margin into their calculations, and because they typically lack roots in the local community, such entities should not have independent authority over the operation of a public school. Charter schools should have a limited right to contract with for-profit entities to provide management and other services-but only to the same extent, and under the same circumstances, as mainstream public schools.

2. There also should be an absolute prohibition against the granting of charters for the purpose of home-schooling, including online charter schools that seek to provide home-schooling over the

Internet.<sup>4</sup> Charter schools whose students are in fact home schoolers, and who may rarely if ever convene in an actual school building, disregard the important socialization aspect of public education, do not serve the public purpose of promoting a sense of community, and lend themselves too easily to the misuse of public funds and the abuse of public trust.

3. Although mainstream public schools should be eligible to convert to charter schools if they meet the relevant prerequisites, private school conversions should be prohibited. The net effect of such conversions is all too often simply the use of public money to pay for private school education. In those instances where private school conversions are allowed, there should be rigorous safeguards to ensure that the conversion to a charter school is done in more than name only. The chartering agency should direct its attention to the student body, the governing board, and the educational program of the proposed charter school, and determine the extent to which they will differ from their counterparts in the pre-conversion private school. This is a fact specific inquiry that must take place on a case-by-case basis, but a private school that converts to a charter school at the very least should not be permitted to give a preference to its former students in admission. Particularly careful scrutiny should be given to the application of any private school with a prior religious affiliation to be sure that the principle of church/state separation is not violated.<sup>5</sup>

d. Consistent with the purpose of charter schools as experimental laboratories, charters should be of limited duration so that the results of the experiment can be assessed. If the goals of the charter are being met, it can be renewed; if they are not, the charter can be revoked. Although a shorter or longer duration may be appropriate in particular circumstances, five years appears to reflect an appropriate balance between accountability, the opportunity for innovation to take hold, and the capital investment that often is necessary to start a charter school.

The charter holder should not be immune from scrutiny for the period of the charter. Because the public education that is provided to children is involved, the charter school should be monitored on a continuing basis, and should be subject to modification or closure at any time if the children or the public interest is placed at risk. School districts under state receivership should be ineligible for a charter.

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<sup>4</sup> The latter point is intended as an interim position. Online charter schools cannot be viewed in isolation, but are part of a broader question involving distance learning in general. NEA intends to establish a special committee to address this broader question, and the position taken in this Policy Statement regarding online charter schools will be revisited by the special committee on distance learning.

<sup>5</sup> If private school conversions are allowed, there should be an additional categorical prohibition against granting charters to sectarian private schools. See discussion below.

## 2. The Design and Operation of Charter Schools

a. In order to achieve their intended educational outcomes, it may be necessary for charter schools to be freed from some of the requirements that apply to mainstream public schools, and have increased autonomy in regard to such matters as curriculum, instruction, staffing, budget, internal organization, calendar, and schedule. In other areas, however, the status of charter schools as public schools and the strictures of accountability should predominate, and in these areas they should be subject to the same local and state statutory and administrative requirements as mainstream public schools. This would include, among other things, requirements dealing with health and safety, public records and meetings, licensure/certification of teachers and other employees, finance and auditing, student assessment, civil rights, and labor relations.

A related consequence of the fact that charter schools are public schools is that the teachers and educational support professionals who work in those schools should be public employees—and, as such, should have the same constitutional and statutory rights as other similarly situated public employees. This should be the case regardless of who holds the charter or manages the school on a day-to-day basis, although a private for-profit entity that has a management contract with a charter school should be allowed to use its own employees to provide the management services called for under the contract.

b. According to the definition of a “public school” contained in the “NEA Policy Statement Regarding Privatization and Subcontracting Programs” that was adopted by the 2000 NEA Representative Assembly, one of the essential characteristics of a public school is “that, subject to reasonable pedagogically-based distinctions, [it] provides access to all resident students.” It follows from this definition that students should not be charged tuition or required to pay a fee in order to attend charter schools. Moreover, because all students must be afforded an opportunity to attend a mainstream public school, students should not involuntarily be assigned to attend charter schools.

Charter schools should have some discretion in selecting or rejecting students. Like magnet and other specialty public schools, they should be allowed to serve an identified target population, such as at-risk students, students with a particular academic emphasis or interest, students with certain disabilities, and students from one educational level as opposed to others (i.e., elementary, middle or high school). But, again like mainstream public schools, there should be no screening of students on the basis of race, religion, gender, sexual orientation, English-language proficiency, family income, athletic ability, special needs, parental participation in school affairs, intellectual potential, academic achievement, or what it costs to educate particular students. Nor should charter schools be allowed to screen students indirectly. Thus, for example, no would-be student should be denied the opportunity to attend a charter

school because the school is unwilling to make adequate arrangements for his or her transportation.

c. A charter school is unlikely to be successful unless the participants in the educational experiment are committed to its goals and objectives—and this is true for employees as well as students. For this reason—and because no employee should be required to work in an environment that he or she finds unacceptable—employment at charter schools should be voluntary. In the case of public school conversions, any employees at the public school who do not support the conversion should be afforded an opportunity to transfer to a comparable position at another mainstream public school.

d. Charter schools should not disproportionately divert resources from mainstream public schools. The funding formula should provide a charter school with the same amount of money for its students that would be required to educate the same mix of students in a mainstream public school. Inherent in this formula would be adjustments to reflect cost differences between elementary and secondary school students, students with disabilities and other special needs, at-risk students, etc.

Applicants who seek a charter to start a new school—as opposed to a mainstream public school or an existing private school that seeks to convert to a charter school—may need to acquire a building and make other capital expenditures. A charter should not be granted unless the chartering agency is satisfied that adequate start-up resources will be avail-

able. The host school districts should not be required to provide additional money from their regular budgets to fund these capital expenditures, inasmuch as this would mean that the charter schools are disproportionately diverting resources from mainstream public schools. Nor is it particularly desirable for the additional money to come from the regular budgets of the charter schools, since this might result in their day-to-day operations being underfunded. An attempt should be made to obtain money to cover these start-up costs from some outside funding source (e.g., private non-profit foundations or the federal government).

### **3. NEA's Core Organizational Values**

a. NEA Resolution F-5 provides that “the attainment and exercise of collective bargaining rights are essential to the promotion of education employee and student needs in society.” Consistent with this fundamental principle, charter schools should be subject to the same public sector labor relations statutes as mainstream public schools, and charter school employees should have the same collective bargaining rights—under both state law and local practice—as their counterparts in mainstream public schools.

There is no single “best” answer to the question of how charter school employees should relate to mainstream public school employees in terms of bargaining unit structure and collective bargaining agreement coverage—i.e., whether charter school employees automatically should be included in the same bargaining unit

as other employees in the relevant school district and be covered by the same collective bargaining agreement, with the right to request “waivers” that could be agreed to by the union and the school district to address the charter school’s site-specific issues, or whether they should have the right to form separate bargaining units and negotiate their own collective bargaining agreements. This determination should be made on a case-by-case basis in the same manner that other decisions as to bargaining unit structure are made under the relevant labor relations statute.

b. NEA traditionally—and vigorously—has supported the principle of separation of church and state. If public funds are made available for unrestricted use by sectarian private schools—i.e., private schools that are affiliated with a religious group, institution, or organization, and that include a religious component in their educational programs—the wall of separation is breached. Sectarian private schools, therefore, should be ineligible to become charter schools, and particularly careful scrutiny should be given to char-

ter school applications from purportedly “secular” private schools with a prior religious affiliation. This prohibition should not prevent a religiously affiliated institution—such as a college or university—from obtaining a charter for a school that is housed in a separate facility that has no religious trappings and that offers an educational program that is purely secular in nature.

## **Conclusion**

As indicated at the outset of this Policy Statement, charter schools have the potential to impact positively, or negatively, on public education—and this in turn will depend on how such schools are designed and operated. In the final analysis, whether any particular charter school law—and the charter schools that are established pursuant to that law—passes muster must be determined on a case-by-case basis after considering all of the relevant factors. The criteria set forth in this Policy Statement are designed to provide an analytical framework that can be used in making that determination.



# Distance Education

*Adopted by the 2002 Representative Assembly*

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## Preamble

*Distance education is now widely used in elementary/secondary school education, higher education, and professional development for education employees. With the increasing sophistication of the Internet and other digital communication technologies, the use of distance education in all of these contexts undoubtedly will expand dramatically in the years ahead. NEA enthusiastically supports the continued and expanded use of distance education because it believes that distance education has the potential to improve learning opportunities for students, the quality of instruction, and the effectiveness of education employees. The positions taken in this Policy Statement are designed to ensure that distance education is used in a manner that enables it to fulfill this potential.<sup>1</sup>*

## Definitions

For purposes of this Policy Statement, the following definitions apply:

1. The term “distance education” means a form of education in which courses are delivered via the Internet (or other forms of digital technologies that may evolve from the Internet that exists today) without face-to-face interaction between student and instructor;

2. The term “traditional education” means the delivery of educational services by means that involve face-to-face interaction between student and instructor; and

3. The term “intellectual property” means certain legal rights protecting original works of the human intellect. One of these legal rights is “copyright,” which means the protection given to original works of authorship, such as literary, musical, or artistic works, by conferring

on the owner of a copyright the exclusive right to (a) reproduce the work, (b) distribute or sell the work, (c) make derivative works from the work, (d) perform the work, and (e) display the work.

## Criteria for Acceptability

This Policy Statement sets forth certain criteria that NEA believes should be used to determine whether the use of distance education is acceptable. These criteria are specific to distance education, and unless otherwise indicated are intended to supplement—not supplant—the criteria set forth in other NEA policies for determining the acceptability of educational

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<sup>1</sup> These positions are set forth in summary terms. The underlying analysis, and a more complete statement of the rationale for the positions taken, are contained in the accompanying May 2002 Report of the NEA Special Committee on Distance Education.

programs in other contexts. For purposes of discussion, the distance education criteria are grouped into two categories, relating to (A) student learning and (B) educational employment.<sup>2</sup>

### A. Student Learning

1. When properly used, distance education can enrich and enhance the education provided to students, but distance education is not an alternative to traditional education that can in all respects and in all contexts fulfill the mission of traditional education. In addition to providing instruction in academic subjects, a traditional education in a public elementary/secondary school is designed to prepare students for citizenship by instilling certain fundamental democratic values; to expose students to wide-ranging political, religious, and cultural views; to teach them tolerance and respect for those different from themselves; and to help students develop a sense of community. Because these purposes can be served only when students have regular face-to-face interaction with peers, teachers, and other education employees, NEA opposes—as a general matter—any arrangement pursuant to which elementary/secondary school students receive all or most of their education at home through distance education, and rarely if ever convene in an actual school building. In taking this position, NEA recognizes that exceptions may be necessary for certain students who cannot be adequately served by a traditional education program.

2. Although the importance of the face-to-face interaction component of

traditional education diminishes with the age and maturity of the students involved, it remains a significant function of an undergraduate higher education. For this reason, NEA—again as a general matter, with the recognition that exceptions may be warranted in particular cases—opposes undergraduate degree programs in which all or most of the courses are provided by distance education.

3. The question of how much distance education is “too much” can best be answered in context after considering the financial and programmatic feasibility of providing the courses through traditional education, the developmental level of the students involved, whether and to what extent the use of distance education would place the economic security of education employees at risk, whether there has been collective bargaining or other bilateral decision-making between the employer and the affiliate, etc. Accordingly, with regard to the appropriate balance between the use of traditional education and distance education at the elementary/secondary school level and in undergraduate higher education, NEA defers to the judgment of the affiliates involved.

4. Because of the nature of the student body and the purpose of the educational program, the face-to-face interaction component of traditional education is less likely to be a factor at the post-graduate level or in professional development for

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<sup>2</sup> Although this grouping is somewhat artificial, and there is to some extent an overlap between the two groups, this grouping contributes to the clarity of the presentation.

education employees. In these contexts, distance education may in some circumstances be the preferable—and, indeed, the only viable—way to provide educational services.

5. Once the decision to use distance education has been made—by a school district, a college or university, or a provider of professional development—the distance education should, as the NEA Standing Committee on Professional Standards and Practice put it, “enrich and enhance current Programs, not dilute their overall value.”<sup>3</sup> Toward this end, distance education should only be used for a type of instruction that is suited to online delivery. Several factors should be considered in this regard. One factor is the subject matter of the course. Another factor is the developmental level of the students, inasmuch as young children may not have the literacy skills or maturity necessary to participate in online education, and face-to-face interaction with teachers and peers may be essential to effective learning. Because these and other relevant factors can best be assessed in context, NEA defers to the judgment of the affiliates involved.

6. Although distance education can overcome physical and geographical barriers, its reliance on high level information technology has the potential to create new barriers based on economic and social status. If distance education is used at the elementary/secondary school level, these factors must be neutralized. All eligible students must be able to participate in distance education on an equitable basis without regard to the economic or social status of their family.

7. Unless otherwise indicated, distance education should be subject to the same criteria that NEA has adopted for quality education generally. Because distance education presents unique concerns, certain additional criteria should be used in evaluating its quality. These additional criteria include the following:

a. Consistent with Resolution G-3 (Licensure), which provides that “[a] teaching license must be recognized as the primary requirement for employment in every public and private school (pre-K through 12),” teachers who provide distance education at the elementary/secondary school level should be licensed in the subject matter taught. The license need not be from the state in which the educational services are received by students because this would have the practical effect of eliminating the multi-state use of distance education, nor is there any educationally sound reason why the teacher should be licensed in the state in which the educational services originate. Because NEA does not value a teaching license from any one state over that from any other state, it should be acceptable if a teacher who provides distance education to elementary/secondary school students is licensed in any state in the subject matter being taught.

Although licensure in the subject matter being taught is a necessary condition for any teacher, it is not a sufficient condition for a teacher involved in distance

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<sup>3</sup> 2000–01 Report of the NEA Special Committee on Professional Standards and Practice for the 2000–01 membership year, at p. 24.

education. Teachers who provide distance education should in addition be skilled in learning theories, technologies, and teaching pedagogies appropriate for the online environment. Moreover, because of the rapidly changing technology, these skills should be continuously updated through professional development.

b. Students who take distance education courses should receive the preparation and support necessary to enable them to function effectively in an online environment. Such preparation and support should include at least the following:

- Appropriate equipment, technical support, libraries, and laboratories;
- Appropriate student services, including at the elementary/secondary school level an onsite education employee to monitor student performance and act as a liaison to the distance education instructor;
- Accurate course descriptions and clear expectations prior to enrollment;
- Individualized interaction with their instructor; and
- Opportunities for appropriate student-to-student interaction.

c. Distance education courses should be managed to ensure effective student and school participation, provide for regular interaction between students and their instructors and online classmates, and offer opportunities for appropriate offline activities. Support systems should provide resources to instructors, students, and parents that are comparable to those that would accompany face-to-face courses, as well as any additional support necessitated by the special circumstances of

the online environment.

d. Because of the absence of face-to-face interaction between student and instructor, validating the authenticity of student work can be particularly challenging in distance education. Such validation can be done by the use of multiple assessment mechanisms on a regular and continuing basis throughout the course, including appropriate technological safe-guards.

e. The technological infrastructure supporting distance education should provide the necessary tools for instruction and interaction. The technology should work reliably, simply, and economically. Technical assistance should be available whenever needed by students or instructors.

The foregoing criteria are set forth in summary fashion, and do not address the many subsidiary points that would be relevant in applying them. Nor are these the only criteria that need to be considered in order to determine whether distance education meets acceptable standards of educational quality. The criteria are designed rather to establish a basic framework and provide NEA governance, staff, and affiliates with the guidance necessary to make day-to-day determinations.

## **B. Educational Employment**

1. Because decisions as to whether (i.e., for what purposes) and how (i.e., for what types of instruction) to use distance education have an impact on the working conditions of education employees, they should be subjects of collective bargaining or other process of bilateral decision-making between the affiliate and the employer.

2. The affiliate also should be involved in determining who should provide the distance education. If the distance education is to be provided in-house (i.e., by the employer's own employees), it should, to the extent possible, be assigned on a voluntary basis pursuant to a selection process that is jointly developed by the affiliate and the employer. If an outside entity is used to provide the distance education, the primary consideration in deciding whether to use a public sector or a private sector provider should be which of the providers is best able to provide services that meet the criteria for educational quality. This choice presumably will vary from case-to-case depending on the nature and purpose of the distance education involved. All other things being equal, however, there are certain characteristics of public sector providers—such as the absence of a profit motive and public access to financial and other records—that would justify a preference in their favor.

3. Distance education should be used only to improve the learning opportunities for students, improve the quality of instruction, and/or improve the effectiveness of education employees. Although distance education may inevitably have an impact on the location and nature of educational employment, it should not be used—in whole or in part, directly or indirectly—for the purpose of eliminating traditional education employee positions or reducing the hours or compensation of such employees. Nor should distance education be used solely for the purpose of reducing costs, if such use has an adverse effect on the economic security of

education employees. Whether distance education is used for proper purposes is a fact-specific inquiry that can only be determined on a case-by-case basis, after considering financial and programmatic needs, related actions of the employer, and other local factors. Accordingly, NEA defers in this regard to the judgment of the affiliate.

NEA also defers to the affiliate how best to deal with the impact of distance education on education employees, including the need for and nature of any transfers, reassignments, layoffs, and severance benefits, and NEA should provide training and other appropriate assistance to affiliates in this regard. NEA believes that any education employee who is displaced because of distance education should be eligible for retraining at the employer's expense, and the opportunity for such retraining should be made available as soon as the possibility of such displacement becomes reasonably clear.

4. It is commonplace for instructors involved in distance education to spend a substantial amount of time interacting with each student individually. With regard to this matter, the controlling NEA policy for both traditional and distance education employees is set forth in NEA Resolution B-8 (Class Size). This Resolution provides that “excellence in the classroom can best be attained by small class size... [and that] [c]lass size maximums must be based on the type of students, subject area content, physical facilities, and other criteria.”

The compensation that is paid to education employees who are involved in

both traditional education and distance education should reflect the principles set forth in NEA Resolutions F-9 (Salaries and Other Compensation) and F-10 (Minimum Criteria for Additional Compensation Beyond the Single Salary Schedule). Because the development of online courses is often complex and time-consuming and may require distance education instructors to invest extra time, particular attention should be given to Resolution F-8 (Basic Contract Standards), which embodies the basic principle of “extra-pay for extra-work.”

## Intellectual Property

Questions involving copyright ownership of materials created by education employees, and the use of copyrighted materials of others by education employees in providing educational services to their students, arise more frequently and are more complex in distance education than in traditional education. Accordingly, this Policy Statement deals with these questions for both distance and traditional education and supersedes all other NEA policies regarding intellectual property.

### A. Copyright Ownership

NEA believes that education employees should own the copyright to materials that they create in the course of their employment. Toward this end, the Copyright Act of 1976 should be amended to expressly recognize an appropriate “teacher’s exception” to the “works made for hire” doctrine,<sup>4</sup> pursuant to which works created by education employees in

the course of their employment are owned by the employee. This exception should apply at both the elementary/secondary school and higher education levels, and should reflect the unique practices and traditions of academia.

In the interim—unless and until legislative action is taken—all issues relating to copyright ownership of materials created by education employees should be resolved through collective bargaining or other process of bilateral decision-making between the employer and the affiliate. In the absence of special circumstances—under which it might be appropriate for the rights of ownership to be divided between the education employee and the employer, or to make some similar arrangement—such negotiated agreements should provide that copyright ownership vests in the education employee who creates the materials and that he or she has all of the legal rights that come with such ownership.

### B. Access to Copyrighted Materials

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. With regard to the right of education employees in traditional education to perform, display, reproduce, and distribute copyrighted materials for educational purposes, NEA

<sup>4</sup> The works made for hire doctrine is discussed in the May 2002 Report of the NEA Special Committee on Distance Education, at pages 58–60.

believes that the instructional exemption for traditional education in Section 110(1) and the “fair use” exemption in Section 107 of the Copyright Act of 1976 provide an appropriate balance between ownership and access.<sup>5</sup>

Because Section 110(2) of the Copyright Act of 1976—the instructional exemption for distance education—was intended to cover only the forms of distance education existing when the statute was enacted in 1976 and has limited application to educational services provided via the Internet and other digital technologies, education employees do not have adequate access to copyrighted materials under existing law in the distance education context. The Technology, Education, and Copyright Harmonization (“TEACH”)

Act rewrites Section 110(2) of the Copyright Act of 1976 for the digital age. NEA believes that the TEACH Act provides an appropriate balance between the interests of education employees who are owners of copyrighted distance education materials and the interests of education employees who seek access to such materials for educational purposes, and it supports the positions taken in the TEACH Act.<sup>6</sup>

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<sup>5</sup> Section 110(1) and the fair use exemption in Section 107 are discussed in the May 2002 Report of the NEA Special Committee on Distance Education, at pages 64-68.

<sup>6</sup> For a summary of the provisions of the TEACH Act, see May 2002 Report of the NEA Special Committee on Distance Education, Attachment E. As of April 2002, the TEACH Act was pending before Congress.

# Kindergarten and Pre-Kindergarten

*Adopted by the 2003 Representative Assembly, amended 2004*

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## 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 pre-kindergarten.<sup>1</sup> For purposes of discussion, the positions are grouped into two categories—relating to the availability and financing of kindergarten and pre-kindergarten, and the educational quality of kindergarten and pre-kindergarten.

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<sup>1</sup> 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.

## Availability and Financing

### A. Kindergarten

#### 1. Availability

Because of the proliferation of pre-kindergarten 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 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. Pre-Kindergarten**

### **1. Availability**

There is no longer any serious doubt about the value of pre-kindergarten. Children who participate in quality pre-kindergarten 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” pre-kindergarten 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 pre-kindergarten program.<sup>2</sup>

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<sup>2</sup> 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 pre-kindergarten program.

There are specific advantages to public as opposed to private pre-kindergarten, and the public schools should be the primary provider. Because of the realities of the current pre-kindergarten market, however, NEA does not oppose the inclusion in a state's universal pre-kindergarten program of private, non-profit, non-sectarian providers that meet specified criteria. These criteria should be designed to ensure program quality (essentially the same requirements that would apply to public school pre-kindergarten) and preserve the principle of church/state separation.

## 2. Financing

The existing pattern of financing for pre-kindergarten 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 pre-kindergarten—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 pre-kindergarten 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 pre-kindergarten available to all three- and four-year-old children. Both the federal and state governments should use “new” money to fund pre-kindergarten—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 pre-kindergarten with regard to the criteria for a quality education program. Accordingly, in order to avoid redundancy, this Policy Statement discusses kindergarten and pre-kindergarten together, noting as appropriate the relevant differences.

A. NEA supports full-day—as opposed to half-day—kindergarten and pre-kindergarten.<sup>3</sup> There is ample evidence to demonstrate that the subsequent academic performance of children who attend full-day kindergarten and pre-kindergarten 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 in hours that leads to these

<sup>3</sup> 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 pre-kindergarten are keyed to the regular school day. Implicit in our support for full-day kindergarten and pre-kindergarten is support for “full-year” programs—i.e., programs that operate for the regular school year.

positive effects, but rather what children experience during the day.

B. The curriculum and pedagogy in kindergarten and pre-kindergarten 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 pre-kindergarten 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 pre-kindergarten even further away from didactic academic instruction.

C. NEA's basic position with regard to size is set forth in Resolution B-8. After opining “that excellence in the classroom can best be attained by small size,” the Resolution states that “[c]lass size maximums must be based on the type of students, subject area content, physical facilities, and other criteria.” Consistent with this statement, NEA does not recommend any specific number as the optimum size for kindergarten and pre-kindergarten. The reference in Resolution B-8 to “an

optimum size of fifteen students” is intended to apply to classes at all educational levels, and is not tailored to kindergarten and pre-kindergarten. As regards kindergarten and pre-kindergarten, 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-25 provides that all “classroom teachers should be provided with support staff to assist in the educational process.” When dealing with kindergarten and pre-kindergarten 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 pre-kindergarten 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-25, NEA “opposes the use of education support professionals to increase size.”

E. Assessment of kindergarten and pre-kindergarten 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 pre-kindergarten students should be to improve the quality of education, by (1) providing information that will enable kindergarten and pre-kindergarten 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 pre-kindergarten 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 pre-kindergarten 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 pre-kindergarten 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 pre-kindergarten teachers who do not hold a state license possess the requisite knowledge and skills and are working towards full pre-kindergarten licensure in states where such licensure exists.

Consistent with Resolution D-14, it is NEA’s belief that “continuous professional development is required for [kindergarten and pre-kindergarten] teachers and administrators to achieve and maintain the highest standards of student learning and professional practice.” And, consistent with Resolution D-15, NEA believes that “professional development should be required throughout the career of [kindergarten and pre-kindergarten] education support professionals” to enable “these employees to gain and improve the knowledge and skills important to their position and job performance.” This professional development should be provided at school district expense.

G. Resolution A-4 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 pre-kindergarten are critical transition points for children—pre-kindergarten 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 pre-kindergarten 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 pre-kindergarten.

This Policy Statement refers simply to kindergarten and pre-kindergarten

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 “these 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 pre-kindergarten.

# Educational Excellence: Nine Principles

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The 1984 NEA Representative Assembly adopted An Open Letter to America on Schools, Students, and Tomorrow, which called for a total restructuring of American education.

The Representative Assembly also called for the development of an action plan to implement the Open Letter and directed that the plan be submitted to the NEA Board of Directors.

In December 1984 the Board adopted the Action Plan for Educational Excellence, which spelled out nine principles that should guide the NEA's continuing efforts to raise the quality of American education. The nine principles are as follows:

## **Principle One** **Students must master what is taught.**

The objective of education should be a demonstrated grasp of fundamentals, the competent use of skills, and command over subject matter, not mere passing grades. Mastery of what is taught must be America's standard of educational excellence, and schools need to offer the comprehensive curriculum and provide the time and resources that can make this mastery an achievable goal.

## **Principle Two** **Students must be active participants in learning.**

Students must become questioners and explorers, not just passive recipients of information. That active involvement demands learning environments free from disruptive behavior and learning activities designed to encourage student initiative.

## **Principle Three** **Full learning opportunity must be available for all students.**

All students must be provided learning opportunities that enable them to fully realize their individual potential, regardless of their economic, social, physical, or psychological condition.

## **Principle Four** **Learning should occur throughout life.**

Appropriate opportunities for learning must be available in all school districts for all age groups.

## **Principle Five** **Authority must be vested in the local faculty.**

Key decisions about teaching and learning should be made by those closest to students and the community, not by large bureaucracies whose assembly-line

approach diminishes expectations of students and teachers.

**Principle Six**  
**School staff must be professionally compensated.**

Salaries in education must become commensurate with those in comparable professions if the nation is to attract and retain the best teachers.

**Principle Seven**  
**There must be high standards for teacher preparation and practice.**

Professional competence must be rooted in intellectually stimulating and demanding teacher preparation programs,

rigorous personnel evaluation procedures, and meaningful professional and staff development programs.

**Principle Eight**  
**School/community resources must be coordinated to benefit students.**

Problems that affect students' ability to learn must be resolved by school/ community collaboration and coordination.

**Principle Nine**  
**Financial support to achieve educational excellence is required.**

Excellence in education depends on the combined resources of federal, state, and local governments.







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