

NEVADA STATE EDUCATION ASSOCIATION
RESOLUTIONS



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RESOLUTIONS OF THE NEVADA STATE EDUCATION ASSOCIATION

A. SERVE AS THE STATE VOICE FOR EDUCATION

A-1 PUBLIC EDUCATION IN NEVADA

The Nevada State Education Association believes that free public educational opportunities for every American must be preserved and strengthened.

The NSEA encourages members to show their support of public education by sending their children to public schools.

The NSEA urges that public school programs be conducted only in non-sectarian facilities.

The NSEA also believes that free public schools are the cornerstone of our social, economic and political structure and are of utmost significance in development of our moral, spiritual and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to:

- a. achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life;
- b. compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being;
- c. use critical thinking, creative thinking, and problem-solving skills;
- d. exercise attitudes of good citizenship, societal productivity, and global awareness;
- e. appreciate the aesthetic and moral qualities of life;
- f. formulate values for their lives that will lead to continual growth and self fulfillment;
- g. recognize and appreciate the cultural, social, political and religious differences found throughout the nation and world;
- h. use leisure time effectively and develop sound physical health habits;
- i. develop skills in the practical/vocational and fine arts.

The NSEA further believes that public education is founded on the conviction that public schools are indispensable to national unity, common purpose and equality of opportunity.

The NSEA believes that education must also be provided for all children and youth, including those without a permanent legal address.

The NSEA recognizes the need for cooperation between school, community and governing groups in meeting the needs of homeless children and youth. (78, 86, 89, 94, 02)

The NSEA opposes any "education-for-profit" or "voucher" system that diverts funds, goods, or any student services away from public education. (05)

A-2 EDUCATIONAL OPPORTUNITY FOR ALL

The Nevada State Education Association believes that education is a lifelong process and that the public schools serve a constituency that embraces all age groups.

The NSEA also believes that education should be:

- a. suited to the needs of the individual;
- b. non-segregated;
- c. available beyond the traditional school day and school year;
- d. required through the secondary school;
- e. available at public expense;
- f. controlled by local and state boards of education;
- g. and guaranteed by the Constitution of the United States.

The NSEA further believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, non-public, non-segregated schools.

The NSEA believes that public and non-public schools should be accredited under uniform standards established by the appropriate agency.

The NSEA urges the Nevada State Board of Education to deny licenses to those institutions whose policies and/or practices prevent the integration of those institutions. (86, 99, 02)

A-3 PUBLIC UNDERSTANDING

The Nevada State Education Association believes that professional associations must promote public understanding of education and encourage wide public and parental participation in supporting the education process.

The NSEA also recognizes its responsibility to publicize adverse educational conditions and to support local associations in attempts to improve conditions in their districts. (78, 02)

A-4 EXCELLENCE IN EDUCATION

The Nevada State 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, community, and individual commitment to excellence in education.

The NSEA also believes that mastery is a standard of excellence achieved when students demonstrate the ability to use what has been taught and have command of subjects sufficient for problem solving, decision making, and further educational growth.

The NSEA reaffirms its support of high standards for teaching and learning in which the student becomes an active participant in the mastery process.

The NSEA further believes that sufficient resources and program alternatives should be provided for the proper placement for the attainment of required skills. (86, 02)

A-5 ACCOUNTABILITY AND ASSESSMENT

The Nevada State Education Association believes accountability is a shared responsibility of education employees, legislators, government officials, school boards, parents, and taxpayers.

The NSEA opposes any attempt to transform assessment into a testing program that would seek to measure all students, teachers, or school systems by a single standard and then impose upon them a single program, rather than to provide opportunities for multiple programs and objectives. (78, 94, 02)

A-6 FEDERAL SUPPORT OF PUBLIC EDUCATION

The Nevada State Education Association believes that a major federal role is to:

- a) ensure equality of educational opportunity for all;
- b) to collect basic data to be used in public schools and to engage in research;
- c) develop and consult in activities that support quality education programs;
- d) grant supplemental aid where adequate funds cannot be raised in order to provide all students with a high quality education.

The NSEA also believes that any federal program, such as a "voucher" system or an education for profit system that would dilute or misdirect funding for public education, would not be in the

best interests of our nation's children or the future of our country. (05)

The NSEA deplors federal policies and programs that serve to undermine America's historical commitment to free public education.

The NSEA seeks federal support of public education in line with the following principles:

- a. the federal share of financing public education must be at least one-third of the total costs;
- b. that present federal programs of specific aids be continued, expanded and improved by consolidations, simplified administration and reporting, and that their evaluation be primarily a state and local responsibility;
- c. federally funded instructional programs should have maximum education employee 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. that further expansion related to federal support of education be general in nature and that these funds be allocated without federal control to state education agencies to supplement and to be used as state public education funds;
- e. that the amount of aid be generally predictable for year-to-year planning;
- f. that the federal funds not be used as a reason for cutbacks in any existing or proposed state funded programs;
- g. that distribution of some federal funds within states permit the same administrative discretion as for state public education funds;
- h. that expenditure of federal funds be only for the purpose for which state and local districts may expend their own public funds;
 - i. federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting freedom of belief with the tradition of separation of church and state, and provide for judicial review as to its constitutionality.

The NSEA opposes all legislation that includes funds, goods, or services related to the instructional process for non-public schools or non-public students, any "education-for-profit" system or "voucher" system. (94, 02, 05)

A-7 FINANCIAL SUPPORT OF PUBLIC EDUCATION

The Nevada State Education Association believes that public education in Nevada must be supported by a broad-based system of taxation which produces an ample, equitable and stable funding source. (99, 02)

A-8 FEDERALLY OR STATE MANDATED CHOICE/PARENTAL OPTION PLANS

The Nevada State Education Association opposes federally or state-mandated parental option or choice plans that compromise the Association's commitment to free, equitable, universal, and quality public education for every student.

The NSEA 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. (02)

A-9 ONE UNION, ONE VOICE

NSEA believes in unity, collaboration, solidarity, and outreach amongst a diverse set of community groups, members of the faith community, our fellow union brothers and sisters, bipartisan political allies, and other coalitions and alliances on the national, state and local levels to speak as the voice of educators. (17)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

EDUCATIONAL EQUITY

B-1 CLASS SIZE

The Nevada State Education Association believes that:

- a. excellence in the classroom can best be attained by small class size in grades K-12, which allows for the optimum development of a student's potential,
- b. class size and daily student-teacher contacts must allow for individual attention to each pupil.

The NSEA urges its affiliates to seek an optimum class size of 15 students in K-3, 1 to 22 in grades 4-6, 1 to 25 in grades 7-12, along with a maximum load of 125 for secondary teachers. Pre-K-5 resource classroom 1 to 10, 6-12 resource classroom 1 to 12, and specialized programs 1 to 8.

NSEA opposes combining classes with a team teaching approach or any other alternative model designed to circumvent established class size requirements. (03)

The NSEA also believes that class size maximums must be established, with Nevada State Education Association involvement, based on the type of students, subject area content, physical facilities, and other criteria.

The NSEA further believes that local affiliates should seek the implementation of a weighted class size formula to reflect the inclusion of exceptional children.

The NSEA believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The NSEA believes that caseload maximums should be established for all specialized programs.

The NSEA urges local affiliates to resist efforts to circumvent laws, regulations and policies that mandate maximum class size or caseloads for specialized programs.

The NSEA believes that the use of discriminatory academic tracking based on socioeconomic status, race or gender must be eliminated in all public school settings. (78, 86, 90, 91, 93, 94, 95, 98, 02)

SPECIFIC PROGRAMS FOR INDIVIDUALS

B-2 LEAST RESTRICTIVE ENVIRONMENT

The Nevada State Education Association supports a free appropriate public education for all students with disabilities in the least restrictive environment, as established in IDEA.

The NSEA will support programs only when:

- a. they provide favorable learning experience for both students with disabilities and general education students;
- b. general and special education teachers, administrators, education support professionals and parents share equally in the planning and implementation;
- c. education employees are prepared for those roles;
- d. appropriate instructional materials, appropriate training, support services and pupil personnel services are provided for the education employee and students with disabilities;
- e. modifications are made in class size, scheduling, and curriculum designed to accommodate the shifting demands that a least restrictive environment creates;
- f. there is a systematic evaluation and reporting of program developments;
- g. adequate additional funding and resources are provided for a least restrictive environment;
- h. appropriate classroom settings are maintained by the districts for those students who require a more restrictive environment.
(78, 86, 90, 91, 93, 94, 95, 98, 02)

B-3 DIPLOMAS FOR SPECIAL NEEDS STUDENTS

The NSEA believes that a system should be available which allows individuals who had an IEP prior to age 22, to obtain an adjusted high school diploma after age 21. (05, 06)

B-4 EARLY CHILDHOOD EDUCATION

The NSEA recognizes the value of quality early childhood education (ECE) programs to prepare children to enter school ready to learn. The association also believes that ECE programs should include a full continuum of services for parents/guardians and children. (DA 5/2011)

B-5 EDUCATIONAL PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The Nevada State Education Association believes programs to address the unique needs and to provide equal opportunities for English Language Learners (ELL) must be provided regardless of their primary language.

The NSEA urges that the programs for ELL's emphasize proficiency (the ability to understand, speak, read, write, and reason in English) as a primary goal to enable these students to reach their full potential in an English-speaking society.

The NSEA also urges that those students whose primary language is other than English be placed in appropriate programs designed to meet their specific needs. Under no circumstances should English Language Learners be enrolled in Special Education classes solely because of linguistic difference.

The NSEA also believes English Language Learner education programs should be promoted and supported at the federal, state, and local levels. This includes full funding of all instructional materials, resources, and programs for students with limited English proficiency, as well as the training of education personnel who work with these students.

The NSEA further believes education employees, through a bargaining or other bilateral decision making process, must be fully involved in the development and implementation of programs serving ELL students, including the assignment of teachers and the terms and conditions of their employment. Education employees should be compensated at their 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 NSEA 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.

The NSEA believes that English Language Learners (ELL) should experience positive learning situations in all facets of their schooling, including mandated assessments.

The NSEA also believes that ELL students should only be assessed based on their language acquisition level for the particular needs of the students. (92, 98, 00, 02)

The NSEA further believes that ELL students have the right to access and utilize programs designed to assist them. Accordingly, the Association supports the inclusion of bilingual staff, such as social workers, school counselors, and school success monitors to assist bilingual families in becoming active participants in their children's education. (08)

The NSEA also believes in the use of alternative programs, such as pull-out programs or cooperative consulting model, which involve an ELL teacher. (03)

The NSEA further believes education personnel should not be required to translate when translating is not within their job description. (92, 93, 95, 97, 00, 02)

B-6 GIFTED, TALENTED, AND CREATIVE STUDENTS

The NSEA believes that Gifted and Talented Education is a valuable program which should be accessible for all students.

The NSEA also believes students should be admitted according to the Nevada Administrative Code and the Nevada Revised Statutes with assessments free from cultural and linguistic bias. (04, 06)

B-7 PROGRAMS/POLICIES FOR DISRUPTIVE STUDENTS

The Nevada State Education Association believes that education at public expense is a right that comes with student responsibility that cannot be flagrantly abused.

The NSEA believes behavior should not need to affect a “majority” adversely to be seen as a problem.

The NSEA also believes that the attendance of individuals who have little desire to learn or conform to reasonable regulations, seriously interferes with the educational goals and safety of others. (03)

The NSEA further believes these students should participate in programs and/or schools designed to help modify behaviors that are deemed as disruptive and seriously interfere with the educational goals and safety of students. (17)

The NSEA further believes that local affiliates should seek support from local school boards in establishing policies, programs and/or schools designed for disruptive students which implement enacted state laws. (78, 90, 00, 02, 03)

The NSEA believes discipline in all aspects and locations of the school environment should be clearly defined. These procedures should be established and presented to all education employees, along with resources for implementation. (03)

The NSEA believes in adequate planning time, materials, small class sizes, bus seating capacity and facilities for all professionals included in these programs. (08)

CURRICULUM CONTENT

B-8 COMMUNICATION SERVICES TO EDUCATION

The Nevada State Education Association believes that the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education.

The NSEA also believes that programs which involve marketing and/or product promotion such as Channel One (Whittle) exploit students.

The NSEA further believes that local affiliates should engage in efforts to prevent marketing and/or product promotion programming in public schools. (90, 97, 02)

B-9 CULTURAL DIVERSITY AND INSTRUCTIONAL MATERIALS AND ACTIVITIES

The Nevada State Education Association urges its Board of Directors to take continued action for implementation of:

- a. a state textbook list that recommends multi-ethnic materials;
- b. local association workshops on human relations and related fields;
- c. a State Department of Education ongoing course of study that focuses on minority issues and human relations. (78, 84, 90, 94, 02)

B-10 FINE ARTS EDUCATION

The Nevada State Education Association believes that every child in Nevada should have an appropriate Fine Arts Education.

The NSEA supports comprehensive Fine Arts programs in all the school districts taught by properly licensed Fine Arts specialists.

The NSEA also believes that artistic expression is the foundation of an individual's intellectual, aesthetic, and emotional development.

The NSEA therefore:

1. supports the adoption of the National Standards for Education in the Arts, and
2. urges the Nevada Legislature to establish a Fine Arts requirement for high school graduation, and
3. supports the creation of a full-time State Arts Supervisor position to oversee the implementation of the standards, as well as professional development relative to implementation of the standards, and
4. supports maintaining separate music and art classrooms in every public school.

The NSEA urges its members to become involved in the promotion, expansion, and implementation of Fine Arts programs in the curriculum. (83, 86, 90, 94, 95, 97, 02)

B-11 GENOCIDE EDUCATION

The Nevada State Education Association believes that education regarding acts of genocide will help students to empathize with others and to respect diversity.

The NSEA also believes that education about genocide should be included in the school curriculum. (96, 02)

B-12 GLOBAL EDUCATION

The Nevada State Education Association supports and encourages the restoration and continuation of age-appropriate studies in world history and geography throughout the K-12 curriculum. (78, 02, 08)

B-13 HIV/AIDS EDUCATION

The Nevada State Education Association believes that AIDS/sex education, which provides children and youth with information appropriate to their ages, is an integral part of the curriculum in all academic areas; such as language arts, science, history, social studies, etc. AIDS/sex education is basic to education.

The NSEA also believes that the public schools have an important role in AIDS/sex instruction and that education employees must have the academic preparation to teach in this area.

The NSEA further believes that education personnel, school boards, and parents should be involved in establishing AIDS/sex education programs as an integral part of the school curriculum.

The NSEA believes that curriculum in AIDS/sex education be developed.

The NSEA also believes that education personnel who teach the AIDS/sex education curriculum should be legally protected from censorship and lawsuits. (78, 86, 90, 94, 97, 02, 07)

B-14 HOLOCAUST EDUCATION

The Nevada State Education Association believes that the lessons of the Holocaust will lead to greater understanding of, and respect for, diversity.

The NSEA also believes inclusion of Holocaust education should be included in the school curriculum.

The NSEA further believes that Holocaust education could be included in any appropriate curricular areas. (96, 98, 02)

B-15 INVOLVEMENT OF STUDENTS

The Nevada State Education Association believes education personnel should set up specific communication avenues with secondary students, and then base education programs on what is learned regarding students' interests and needs. (78, 94, 02)

B-16 NATURAL RESOURCE EDUCATION/ENVIRONMENTAL EDUCATION

The Nevada State Education Association recognizes that Natural Resource Education/Environmental Education provides Nevada residents information relative to the use, and potential use of the natural resources of the great state of Nevada. It is further recognized that Natural Resource/Environmental Education is mandated by NRS 389 for K-12 classrooms.

The NSEA also recognizes the need for the development and improvement of educational programs that will:

- a. promote the concept of the interdependence of humanity and nature;
- b. develop an awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment;
- c. promote an understanding of the necessity to protect endangered, threatened, and rare species;

- d. promote an understanding of the necessity to protect the earth's finite resources;
- e. promote the concept of pollution reduction;
- f. promote a yearly environmental awareness week to be celebrated during the International Earth Day Observance.

The Nevada State Education Association also recognizes it is the responsibility of each NSEA local to work with its school district to implement a district-wide plan of recycling and conservation of resources. This program would encompass every classroom, every school and every facility within the Nevada public education system.

The NSEA urges its members to support environmental programs in school systems for learners of all ages.

The NSEA believes that the State Department of Education should assume the responsibility for providing funds, coordinating materials and member training to meet this urgent need. (90, 02)

B-17 LABOR MOVEMENT EDUCATION

The Nevada State Education Association believes that the influence of the labor movement and unionism on the growth of the United States should be an integral part of the curriculum in our schools.

The NSEA urges education employees, curriculum committees and authors to include material which 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. (91, 94, 02)

B-18 LIBRARY PERIOD FOR ALL ELEMENTARY STUDENTS

The Nevada State Education Association believes that all elementary children should have a regular weekly library period. (92, 02)

B-19 MINORITIES AND WOMEN IN TEXTBOOKS

The Nevada State Education Association believes that educational materials -- textbooks, reference materials, audio-visual material and supplementary reading in all subjects -- should portray our cultural diversity and the achievements of minority groups and women.

The NSEA supports continued firm stands by the Department of Education Textbook Commission and local school districts to test and adopt curricular content which recognizes the contributions to society of minority, ethnic and cultural diversity.

The NSEA also supports the development of attitudes in Nevada youth which further these beliefs. (78, 90, 02)

B-20 PATRIOTISM

The Nevada State Education Association urges all school districts and education personnel to strive to instill in students a sense of patriotism by urging them to perform public service, work towards the civil and human rights of all U.S. citizens, learn about the significance of, and respect for, our patriotic symbols, and protect the environment. (90, 91, 02)

B-21 PHYSICAL EDUCATION

The Nevada State Education Association believes that physical education is necessary for the students' physical and mental health.

The NSEA also believes in having physical education programs in all Nevada elementary schools which will be staffed by properly licensed physical education specialists. (85, 86, 88, 90, 95, 02)

B-22 STUDENT ELECTIVES

The Nevada State Education Association urges providing high school and intermediate/middle school students curriculum choices that support the humanities and arts through expansion and flexibility of school scheduling. (02)

B-23 STUDENT INVOLVEMENT IN POLITICS

The Nevada State Education Association believes in encouraging students to become involved in the political process by registering to vote, weighing the issues, and taking part in the political process. (78, 90, 97, 02)

B-24 SUBSTANCE ABUSE EDUCATION

The Nevada State Education Association recognizes that education personnel are concerned by the growing substance abuse problem and have created educational programs designed to emphasize the effects of substance abuse.

The NSEA believes local school districts and their education personnel should design programs which include early identification of children who are at risk of substance abuse and dependency, increase student self-esteem, build student refusal skills, and develop student discipline procedures appropriate to grade level.

The NSEA also believes local school districts should provide in-service to all education employees on the effects of substance abuse and that every school program should include an intervention program at every grade level and a program of parent and community education.

The NSEA further believes continued cooperation with law enforcement agencies, the medical community, legislators, professional substance abuse counselors, parents, and the community, will assist in reaching the best possible solutions within the community and school environment for the treatment and rehabilitation of youth.

The NSEA also believes every local school district should adopt a policy which condemns the use and abuse of chemical substances, mandates the inclusion of a substance abuse curriculum at each grade level with appropriate intervention programs, and establishes a consistent discipline procedure for students who use, or are under the influence of, chemical substances at school. (90, 94, 02)

B-25 TECHNOLOGY IN THE EDUCATIONAL PROCESS

The Nevada State Education Association believes technology is a viable tool in advancing and managing instruction and, as such, should be integrated into curriculum and instruction.

The NSEA also believes school districts must monitor the use of technology by students to insure responsible and appropriate use. (93, 99, 02)

B-26 VOCATIONAL, CAREER, AND TECHNICAL EDUCATION

The NSEA believes that preparation of students for vocational, career, and technical jobs should be the responsibility of Secondary Ed in collaboration with business and industry.

The NSEA supports vocational, career and technical education as a major component of education advocates that every student have the opportunity to enroll in classes without restrictions.

The NSEA also believes that adequate resources must be provided for educators to maintain, enhance, and expand quality vocational, career and technical programs. (04)

LEARNING ISSUES NOT RELATED TO SPECIFIC DISCIPLINES

B-27 CONTINUING EDUCATION - HIGHER EDUCATION

The Nevada State Education Association supports establishing funding and continuing evaluation of graduate, professional, and other continuing education programs to meet the needs of Nevada citizens.

The NSEA also supports the adequate funding of doctoral level programs at UNR and UNLV and encourages the creation of doctoral level programs according to the needs and desires of Nevada citizens. (78, 02)

B-28 DISCIPLINE IN ELEMENTARY SCHOOLS

The Nevada State Education Association believes students sent to the office for disciplinary problems should not arbitrarily be placed in other classrooms. (92, 02)

B-29 DISTANCE EDUCATION

NSEA believes that the state of Nevada should have a statewide public distance education program funded by a line item from the Nevada Legislature.

NSEA also believes that statewide public distance education programs staffed by Nevada certified teachers and be based on Nevada State Standards. (06)

B-30 HOME INSTRUCTION REGULATIONS

The Nevada State Education Association believes the social growth of the child is one of the priorities of an educational program.

The NSEA also believes that the liberalization of the Home Instruction Regulations might invite those already disposed to do so to utilize the opportunity for child neglect, educational neglect and/or child abuse.

The NSEA opposes any attempts to liberalize either the specifications governing the content, or deletion of standards, for the individuals who seek to provide home education in the State of Nevada.

The NSEA further believes school districts and the State Department of Education must fully enforce monitoring and evaluation guidelines to insure home school students are receiving an appropriate and quality education. (83, 87, 96, 02)

B-31 HOMEWORK

The Nevada State Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning.

The NSEA also believes that the type and the amount of homework assigned should be appropriate to a child's developmental level and determined by the teacher. (91, 95, 02)

B-32 SCHOOL TRANSPORTATION DISCIPLINE

The Nevada State Education Association believes students removed from buses for disciplinary reasons should not arbitrarily be placed on other buses. (02)

B-33 SOCIAL PROMOTION

The Nevada State Education Association believes that alternative programs should be provided for those students who are not eligible for promotion based solely on academic attainment.

The NSEA also believes that all education employees, parents and school board members should seek an end to the practice of social promotion of students or grade-level advancement based primarily on age and/or physical size. (78, 86, 94, 97,02)

B-34 DISCIPLINE/INTERVENTION PROGRAMS FOR ESP, STAFF AND STUDENTS

The Nevada State Education Association believes students who have demonstrated disruptive behavior should participate in an appropriate intervention program.

The NSEA also believes participation in such programs should be a mandatory requirement for students prior to continuing their education in a public school. (08)

C. PROMOTE HEALTH AND WELFARE

C-1 STUDENT HEALTH AND PERSONNEL SERVICES

The Nevada State Education Association believes that every student should have direct and

confidential access to health, social and psychological services within both school and community settings.

The NSEA also believes that health, social and psychological services to students must be provided by appropriately licensed and certificated professional personnel in a private and confidential setting.

The NSEA further believes that those services dealing with students' physical, mental and psychological well-being are best delivered when there is coordination within the school, as well as the school, home and community.

The NSEA believes these services must include:

- a. a nurse-to-student ratio at each site that is appropriate to provide quality school health care;
- b. preventive programs to promote optimum wellness in physical, social and emotional health to allow for the maximum level of school performance;
- c. programs for early identification and diagnosis of health and/or learning disabilities;
- d. programs such as direct services within the schools and referrals to, and coordination with, community and local governmental agencies that work to resolve identified disabilities;
- e. programs that promote health awareness for students, school employees, parents and community;
- f. programs that coordinate school, community and health care professionals to promote local, annual, voluntary student health care fairs;
- g. comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment) to supplement, but not supplant, school nurses.
- h. a school nurse at each school every day to provide quality school health care

The NSEA also believes that schools must assume an advocacy role for those students affected by circumstances that prevent them from functioning adequately in education settings. (90, 92, 02)

C-2 SPECIALIZED TRANSPORTATION TRAINING

The Nevada State Education Association believes that children with special needs should receive the assistance they need to succeed.

The NSEA also believes that a child's school day begins when the child leaves home to begin that day.

The NSEA further believes its affiliates should work with local school districts to assure that school bus drivers, especially those transporting special needs children, receive realistic training in dealing with discipline, health concerns, and other special needs of students. This training should assist drivers in not only protecting students, but also in assisting their development as students and young adults. (04)

The NSEA believes that drivers, in order to effectively serve these children, should be made aware of the students' disabilities and special needs prior to students being assigned to their bus. (92, 94, 02)

C-3 TEACHING STATIONS/WORK ENVIRONMENT

The Nevada State Education Association believes that appropriate, safe and healthful facilities are necessary for the education of Nevada's children. Facilities should be free of potential health hazards.

The NSEA also believes that all members should be assigned a work area appropriate to the curriculum being taught or duties being performed. Mechanical rooms, storage rooms or other areas which may present hardships shall be used for their intended purposes only.

The NSEA further believes that public school programs, such as spelling bees, ESL, and Gifted and Talented classes, should be held within public school facilities. (86, 92, 02, 07)

C-4 HIV TESTING OF STUDENTS AND EDUCATION EMPLOYEES

The Nevada State Education Association opposes mandatory/involuntary HIV testing of students, education personnel or applicants except where legally-defined probable cause exists.

The NSEA believes its locals should work with their schools to adopt the AIDS policy as written by the Nevada State Education Association legal staff. (91, 94, 02)

C-5 COUNSELOR ACCESS AND CONFIDENTIALITY

The Nevada State Education Association believes that every student should have unrestricted access to a school guidance counselor.

The NSEA also believes that the student-counselor relationship is confidential and opposes any attempts to require prior permission. (96, 02)

C-6 TREATMENT OF MEDICATED CONDITIONS

The Nevada State Education Association believes education personnel should be consulted when physicians make diagnoses and subsequent decisions regarding treatment of medicated conditions, as recommended by the National Institute of Mental Health. (02)

C-7 SCHOOL SAFETY

The NSEA believes that student and staff require a safe environment. The NSEA further believes that the lack of safety impedes learning. The NSEA also believes training and resources should be provided proactively to help prevent school violence.

The NSEA further believes that student bullying behavior is a major and persistent problem and further that these behaviors must be identified and addressed in a speedy and effective manner. (07)

D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

D-1 LICENSED EDUCATOR IN EVERY PROFESSIONAL EDUCATIONAL POSITION

The Nevada State Education Association believes that all educators must have the knowledge and skill necessary to perform their duties.

The NSEA also believes that professional educational positions, including specialized positions, be filled by educators holding an appropriate license, and that no teacher be required to teach any subject outside his or her major or minor field(s) of academic preparation.

The NSEA further believes that educators who have been assigned outside their major or minor field(s), and have continued in that assignment since before 1980, and appear on the Professional Standards Commission exceptions list, be granted the opportunity to continue to teach in that assigned area. (78, 86, 90, 92, 02)

D-2 STANDARDS OF EXCELLENCE

The Nevada State Education Association believes in high standards of excellence for educators and believes that such standards should be assured before licensing the educator.

The NSEA also believes the Nevada State Board of Education should develop a program of evaluation during the pre-service training of educators. (82, 85, 02)

D-3 PERFORMANCE EVALUATIONS

The Nevada State Education Association believes performance evaluations must clearly define the duties expected to be performed.

The NSEA also believes appropriate evaluations can only take place when performance expectations are clearly defined.

The NSEA further believes that evaluations should include input from the employee's immediate supervisor. (92, 99, 02)

D-4 COMPETENCY TESTING

The Nevada State Education Association believes that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking or promotion for licensed educators.

The NSEA also believes that competency testing does not address the educator's ability to perform his/her job duties.

The NSEA opposes competency testing of all licensed educators for continued employment. (82, 84, 86, 90, 02, 08)

D-5 PROFESSIONAL DEVELOPMENT RESOURCE CENTERS

The Nevada State Education Association believes that professional development resource centers provide an opportunity for school employees to share resources, experiences, and ideas for professional growth.

D-6 FIRST YEAR EDUCATORS

The NSEA believes in the importance of supporting first year educators.

The NSEA also believes that support for first year educators should include adequate guidance in procedure matters as well as ongoing professional development in curricular and classroom management issues.

The NSEA further believes a mentor for each first year educator would facilitate the success and continuation in the profession for first year educators. (03)

D-7 PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

The NSEA believes in financial compensation for teachers obtaining National Board Certification.

The NSEA also believes in equitable financial compensation for educational personnel in other areas with comparable national certifications. (06)

D-8 TRAINING AND INTERVENTION PROGRAMS FOR ESP, STAFF AND STUDENTS

The Nevada State Education Association believes education personnel should be offered training to assist with developing intervention programs. (08)

D-9 EVALUTIONS

NSEA believes an educator's evaluation should be assessed on an educator's professional responsibilities and instructional standards. An educator's evaluation should not be based on a student's achievement percentiles. (16)

NSEA believes an educator's evaluation must consider learning challenges. (16)

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

E-1 ACADEMIC FREEDOM AND CENSORSHIP

The Nevada State Education Association believes educators have a right and responsibility to assist students in reaching their academic and personal potential utilizing their professional experience, training, and knowledge of their students.

The NSEA also believes that academic freedom is essential to the teaching profession. Educators have the right and responsibility to examine divergent points of view and present them to students in an unbiased manner.

The NSEA further believes material chosen by an educator for classroom use should only be challenged in an orderly and objective manner through procedures mutually agreed upon by each association and their school district administration. (78, 90, 02, 05)

The NSEA opposes the use of district-wide standardized common questions for the final semester exams in specific subject areas. (05)

E-2 SPECIAL SERVICES PERSONNEL

The Nevada State Education Association believes the contribution to education provided by licensed/certified specialists is valuable.

The NSEA also believes school districts which have increased the special services available to the educator through employment of such specialists have enhanced the educational process.

The NSEA further believes additional funding and continued emphasis be given to:

- a. improvement of school libraries, media centers;
- b. availability of psychological services in every Nevada school district;
- c. availability of social workers;
- d. availability of homeless advocates;
- e. programs of elementary guidance and counseling;
- f. remedial and special education instruction;
- g. increasing the number of school nurses; and
- h. increasing the number of speech/language pathologists; and
- i. other special services. (04)

The NSEA urges school districts which employ specialists to implement these programs and consider them a necessary and integral part of the school program.

The NSEA believes that the Special Services Personnel should not be included when calculating pupil-teacher ratio of regular classrooms. (78, 86, 90, 97, 02)

E-3 SUPPORT PROFESSIONALS

The Nevada State Education Association believes education support professionals share the same community of interest with licensed personnel. (08)

The NSEA also believes that greater emphasis must be placed upon securing and maintaining the most capable education support professionals and providing on-going, comprehensive training and staff development.

The NSEA further believes in the development and implementation of staffing formulas in educational staffing, should be based on student population and square footage.

The NSEA also believes education support professionals should be considered full-time employees with maintenance of salary and benefits for each day of employment.

The NSEA also believes education support professionals should be allowed to transfer between school districts without loss of step on salary schedule, sick leave, or other related benefits. (91, 92, 94, 97, 98, 99, 02)

E-4 STUDENT GRADES

The Nevada State Education Association believes students earn grades.

The NSEA also believes that teachers are responsible for recording grades.

The NSEA further believes administrators do not have the right to arbitrarily change a student's grade.

The NSEA also believes if an administrator has reason to believe an error has been made in recording a student's grade, the administrator has an obligation to consult with the teacher to clarify the matter. (02)

F. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE

F-1 PAY EQUITY/COMPARABLE WORTH

The Nevada State Education Association believes that all workers should be paid on the basis of responsibilities, 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 NSEA 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 NSEA 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. (91, 93, 02)

F-2 SALARIES AND OTHER COMPENSATION

The Nevada State Education Association believes education employee member salaries should compare favorably with income in other professions and occupations requiring comparable preparation and responsibility.

The NSEA also believes that salary and benefit structures are matters for collective bargaining.

The NSEA further believes that salaries need to be increased to retain competent education personnel in the schools and attract persons of outstanding ability to these professions.

The NSEA believes that performance pay schedules, such as merit pay, are inappropriate.

The NSEA also believes proposed or legislated salary and benefit structures should be monitored.

The NSEA also believes members and their families should be protected from financial loss due to sickness, injury or death. (DA 4/12)

The NSEA further believes members should be protected by a fair and just system of remedies and consequences, which minimally insures due process. (DA 4/12)

The NSEA opposes legislation that bypasses or undermines the bargaining process or negotiated agreements.

The NSEA insists that salary schedules should:

- a. be based on preparation, academic degrees, experience, professional growth and full length of service;
- b. provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities;
- c. 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 NSEA supports the goal for a starting salary to be commensurate with the NEA recommendations for a qualified beginning educator with a Bachelor's Degree.

The NSEA also supports local associations' negotiations with local boards of school trustees to implement salary schedules with a 1 to 2.5 ratio.

The NSEA also 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.

The NSEA further supports an extended school day as a negotiated item, therefore, affected education personnel shall be compensated.

The NSEA supports a contractual procedure to compensate education personnel whose work hours are impacted by special circumstances requiring duty beyond the contracted work day. (78, 85, 86, 90, 91, 98, 02, 06)

F-3 TAX CREDIT FOR DUES

The Nevada State Education Association believes that the dues paid by members of professional and labor organizations should be treated as a tax credit.

F-4 NEGOTIATIONS RIGHTS

The Nevada State Education Association members recognize themselves both as working employees and as professionals who need the right to bargain effectively on all aspects of education.

The NSEA urges the State Legislature and all school districts in the State of Nevada to redefine legal bargaining provisions to include the following:

- a. a guaranteed daily preparation period during the students' day (K-12);
- b. student load per class;
- c. working conditions such as non-paid extracurricular activities;
- d. the general educational policy adopted by the school district. (78, 86, 90, 02)

F-5 PARENT CONFERENCES

The Nevada State Education Association believes teacher-parent conferences are a vital part of the education process.

The NSEA also believes these conferences are to be held at school during the teachers' work day and teachers should have adequate time during their work day to prepare for these conferences. If time is scheduled outside of the current work day, then the teacher shall control the scheduling and be compensated at his/her daily rate of pay.

The NSEA further believes the parent should attend these conferences. If the parent works, the parent's employer should excuse the parent from work to attend the conference with no loss of pay.

The NSEA believes bus driver-parent conferences are an important aspect of the discipline structure in the education process.

NSEA also believes scheduling accommodations should be made for bus drivers to attend these conferences during their work day, or compensation arranged if scheduled outside their work day. (86, 90, 02)

F-6 PROFESSIONAL PREPARATION DURING THE STUDENT CONTACT DAY

The Nevada State Education Association supports the concept of daily preparation time for educators during the student contact day. Time to prepare is an essential ingredient to the education program. (92, 02)

F-7 EMPLOYEE BENEFITS

The Nevada State Education Association believes that educational systems must provide employee benefits to ensure the personal welfare of school personnel.

The NSEA also believes that education employees should be provided with benefits that include, but are not limited to, childcare, adequate and affordable medical and dental protection for active education employees, their spouses, dependent children and domestic partners, substantial life insurance coverage and accident and liability coverage. (78, 84, 86, 89, 02)

F-8 RETIREE BENEFITS

The Nevada State Education Association supports legislation and funding that will guarantee adequate and affordable medical and pharmaceutical benefits for retired education employees,

their spouses, dependent children and domestic partners at the same premium and benefit levels as for active members.

The NSEA also supports maintaining the integrity and stability of the existing retirement system, with any substantial changes implemented only with input and representation from all individuals impacted by such changes. (93, 02)

F-9 IMPROVEMENT OF INSTRUCTION

The Nevada State Education Association believes that a prime responsibility of professional associations is to stimulate significant improvement in the quality of instruction.

The NSEA also believes that motivation for improvement is effective when it comes from one's peers.

The NSEA further believes that much of the responsibility to make educational changes should lie with the members, through their influence and involvement in democratic decision-making both in and out of school.

The NSEA urges leaders of local affiliates to negotiate contract provisions which will involve their members in the development and implementation of programs for instructional improvement and for curriculum development based on valid research relevant to the needs of the student in that local school system. (78, 86, 90, 02)

F-10 PROTECTION OF EDUCATION EMPLOYEES

The Nevada State Education Association advocates development and enforcement of laws that guarantee the safety of education employees from physical attacks on their persons or property and provide reimbursement for loss.

The NSEA also advocates that in no event shall time lost due to injury caused by such physical attacks be deducted from accumulated sick leave.

The NSEA believes that when education employees are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other restitution.

The NSEA also believes that the local association must have the right to reflect professional concerns at a student suspension or expulsion hearing.

The NSEA urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools, as well as in all extensions of the school proper, i.e., sporting events, field trips, school buses. (91, 00, 02)

F-11 PROTECTION OF MEMBER ADVOCATES

The Nevada State Education Association believes in the fundamental right of members and all education employees to organize in their own self-interest and to speak out in defense of members, other education employees, students and parents without fear of reprisal.

The NSEA opposes actions of those boards of education, administrators, and public officials who attempt to terminate, demote, transfer, or give punitive assignment to school employees for their leadership in education employee organizations or for their forthrightness in questioning apparent violations of their terms of employment.

The NSEA supports using every recourse to achieve redress of wrongs done to members and working for guarantees assuring that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (78, 90, 02)

F-12 PROTECTION OF EDUCATION EMPLOYEES

The Nevada State Education Association believes that educational institutions should:

- a. provide legal liability protection for education employees when their duties include physical assistance to students with temporary and/or permanent disabilities;

- 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 NSEA recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement. (78, 02)

F-13 JOB SHARING

The Nevada State Education Association believes in 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 NSEA also believes there must be fair and equitable distribution of work between both job sharers in terms of the total number of work hours and the work load.

The NSEA further believes job sharing conditions of work must be subject to collective bargaining, and that they require minimum conditions for successful implementation including:

- a) prorated application of the salary schedule with full recognition of years experience;
- b) an equitable share of all fringe benefits;
- c) the right to revert to full- time status. (91, 02, 08)

F-14 SUMMER SCHOOL, EXTENDED SCHOOL YEAR AND YEAR-ROUND SCHOOL

The Nevada State Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation and continuation of summer schools, the extended school year, and year-round schools.

The NSEA also believes policies governing these programs must take into consideration the impact on the community and be in accordance with the Nevada State Education Association's principles for professional salaries and class size. Employment in supplemental programs beyond the regular contract must be on a voluntary basis. (78, 02)

NSEA opposes discriminatory employment policies that force some people to choose between observing their religious holidays or maintaining their eligibility for earned leave. (DA 4/12)

F-15 HEALTH EXAMINATIONS

The Nevada State Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of education employees.

The NSEA believes 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 NSEA also believes that health-related information must not be released without the written consent of the employee. The employee must have the right to examine and, if needed, seek correction of his/her medical records.

The NSEA further believes that the costs of any required physical or mental diagnostic procedure should be borne by the federal, state or local agency that requires such procedure and that an education employee should be guaranteed the right to select his/her own physician. (91, 02)

F-16 RIGHT TO PRIVACY

The Nevada State Education Association believes that education employees should be guaranteed rights of privacy (at least equivalent to those afforded students and parents under federal legislation). These rights must include, but not be limited to:

- a. the right to access materials in personnel files, which includes being provided a list of all records maintained by an educational institution; being able to inspect and review such records; obtaining copies of records explanations, and

- b. interpretations of such records; and a record of past accesses;
- b. the right to be notified in writing within 10 working days of any placement of materials in an individual's file;
- c. the right to access records, to respond to any record, and to challenge records through formal or informal hearings;
- d. the right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading and distorted materials;
- e. the right to notification and enforcement of these rights by educational institutions;
- f. the right to be guaranteed the existence of only one personnel file per employee;
- g. the right to confidentiality of medical records;
- h. the right to be free from fingerprinting as a condition of continued employment;
- i. the right to refuse any type of polygraph or lie detector test. (91, 95, 02)

The NSEA also believes that personal information, including but not limited to mailing lists, should not be released to any outside organization without prior individual authorization. (03)

F-17 SUBSTITUTE TEACHERS (DA 5/2011)

The Nevada State Education Association believes in the importance of employing professional educators to fulfill the critical role of substitute teachers. This includes supporting the use of existing contracted licensed teachers who opt to substitute during non-contracted time.

The NSEA also believes that substituted teachers perform a vital function in the maintenance and continuity of daily education.

The NSEA further believes that 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, substitute teachers must:

- a. Meet the same standards as other licensed teachers within the state; OR meet professional standards according to state law, and standards that are necessary to perform their jobs in a professional way.
- 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 NSEA condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by an extended absence should be filled by available licensed teachers who are eligible to be placed on contractual status by the school district.

The NSEA opposes the practice of replacing absent teachers by dispersing students to other classrooms.

The NSEA also opposes the use of individuals such as non-licensed education support professionals, part-time employees, or employees hired through private agencies to cover classes. This should not include education support professionals whose job title explicitly assigns them to sub within the classroom on a regular basis. (08)

The NSEA further opposes requiring teachers to substitute during their preparation time.

The NSEA supports the school districts in maintaining an adequate number of substitute teachers available for work to meet the needs of schools for substitutes whether if be for an hour or a day. (04)

The NSEA opposes requiring team teachers, cooperative/consultative model special education teachers, and/or specialists without assigned class schedules to serve as substitutes during periods of time where they have previously assigned contractual teaching responsibilities. (04)

The NSEA opposes the use of education support professionals as substitute teachers and the use of education support professionals to cover classes while teachers attend meetings and in-

services.

The NSEA urges all school districts to comply with the state law and utilize education support professionals to cover classes only during emergencies. (78, 86, 91, 97, 02)

The NSEA further believes that 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, 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 local, state, and national affiliates in collective bargaining. (09)

F-18 EDUCATION SUPPORT PROFESSIONALS

The Nevada State Education Association believes that the importance of employing substitute education support professionals in the maintenance and continuity of daily operations. The Nevada State Education Association believes the education support substitutes must meet the same standards as the employee whom he/she substitutes. (09)

The NSEA supports the right of the substitute employees to organize for collective bargaining purposes. The Nevada State Education Association also supports the practice of providing schedule pay and basic and fringe benefits for Education Support Professionals substituting for permanent Education Support Professionals on extended leave. (09)

The NSEA believes that the use of education support professionals must be educationally sound and that the responsibilities of education support professionals should be clearly defined,

The NSEA also believes that teachers must be involved in the selection and utilization of education support professionals.

The NSEA deplors the practice of administrators to employ education support professionals as secretaries and/or office help, or to provide teacher preparation time for purposes of economy, or as a rationale to increase or maintain large class sizes.

The NSEA urges local affiliates, district administrators, and Boards of School Trustees to develop, and/or review responsibilities of education support professionals.

The NSEA also urges its affiliates to develop regulations which allow the full use of education support professionals to free the teachers from non-teaching duties. (78, 86, 02)

F-19 OPPOSITION TO MANDATORY SOCIAL SECURITY

The Nevada State Education Association urges continued opposition to passage of mandatory Social Security for public employees. (78, 02)

F-20 SUBCONTRACTING

The Nevada State Education Association believes that employees should not be displaced by private service providers or by temporary or part-time workers.

The NSEA also believes that school districts should not:

- a. enter into subcontracting agreements that transfer education employees or that abrogate previously contracted benefits;
- b. reduce compensation;
- c. deny fringe benefits;
- d. reduce or eliminate accumulated retirement experience and benefits. (94, 02)

F-21 HUMANE AND PROPER TREATMENT

The Nevada State Education Association believes that personnel policies and practices must

guarantee that no person be employed, retained, paid, dismissed, suspended, admonished, demoted, transferred, harassed, or retired because of:

- a. race;
- b. ethnicity;
- c. color;
- d. national origin;
- e. language;
- f. geographic location;
- g. religion;
- h. gender;
- i. sexual orientation;
- j. gender identification;
- k. age;
- l. physical ability;
- m. size;
- n. occupation;
- o. marital status;
- p. parental status;
- q. economic status
- r. Mental health. (16)

The NSEA urges its local affiliates to encourage and support its school district's efforts to recruit a diverse workforce. (97, 02, 07)

The Nevada State Education Association further supports and advocates that all site administrators in the State of Nevada treat educational personnel with dignity and respect. (09)

F-22 SCHOOL TRUST LANDS FUNDS

The Nevada State Education Association believes that school trust lands are an important source of funding for public education. Furthermore, the Association supports efforts to ensure that trust land funds generate the maximum revenue possible for public education. The association also believes revenue from the trust lands should be used to supplement, not to supplant, revenue for general fund education budgets; thereby, maximizing educational dollars available to states to ensure a quality public education system.

G. SECURE PROFESSIONAL AUTONOMY

G-1 MEMBER REPRESENTATION

The Nevada State Education Association believes the State Board of Education should appoint an NSEA member representative to serve in an advisory capacity at all meetings. (78, 90, 97, 02)

G-2 NEVADA'S COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION

The Nevada State Education Association believes the Nevada Commission on Professional Standards in Education should be composed of a majority of practicing public school teachers.

The NSEA also believes the Nevada Commission on Professional Standards in Education should have exclusive authority over the issuance of licenses for professional educators, the approval of teacher preparation programs, and the suspension, revocation or withdrawal of such licenses and approvals. (02)

G-3 PROFESSIONAL QUALIFICATIONS

The Nevada State Education Association believes all positions should be filled by professionals with the appropriate background, training, license and experience. (86, 92, 02)

G-4 INITIAL LICENSURE

The Nevada State Education Association advocates rigorous standards for entry into the teaching profession, including:

- a. above average college grades;
- b. subject matter courses;
- c. field training experience which includes successful completion of student

- d. teaching;
examinations for comprehensive assessment of successful completion of teacher preparation which are valid and unbiased;
- e. examinations for licensing which are valid and unbiased;
- f. fingerprint and background checks.

The NSEA believes that a teaching license signifies that an individual entering the teaching profession is competent to teach.

The NSEA also believes that a teaching license must be legally recognized as the primary requirement for employment in every public and private school (K-12).

The NSEA further believes no license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching and, no temporary or emergency licenses should be issued.

The NSEA believes that no assignments should be permitted outside the teacher's area of licensing without appropriate concurrent retraining supported by the local district. (86, 90, 92, 99, 02)

G-5 RENEWAL OF LICENSE

The Nevada State Education Association believes that the teachers of Nevada are responsible for and capable of:

- a. actively pursuing their own professional growth;
- b. demonstrating their own initiative by taking coursework;
- c. pursuing additional degrees beyond their basic license;
- d. ascertaining their own professional needs;
- e. taking additional coursework in order to enhance the quality of instruction provided within their classrooms;
- f. and keeping abreast of changes in our society that impact education. (02)

G-6 REGISTERED SCHOOL NURSES, LICENSED PRACTICAL NURSES, CLINICAL AIDES, HEALTH ASSISTANTS AND HEALTH AIDES

The Nevada State Education Association believes in the appropriate development and use of a team approach to student health care.

The NSEA also believes the registered school nurse should develop, implement, evaluate and revise the individualized health care plan for each student with special health care needs.

The NSEA further believes the registered school nurse is solely responsible for the determination of when it is appropriate to delegate or assign nursing care responsibilities. Only the registered school nurse may delegate or assign nursing care responsibilities.

The NSEA believes the use of licensed practical nurses, clinical aides, health assistants and health aides must be in the best interests of the health, welfare and safety of pupils.

The NSEA also believes the responsibilities of licensed practical nurses, clinical aides, health assistants and health aides should be clearly defined.

The NSEA further believes that in many situations licensed practical nurses, clinical aides, health assistants and health aides can aid and assist a licensed school nurse in the delivery of health care services to students.

The NSEA deplors the practice of employing licensed practical nurses, clinical aides, health assistants and health aides as replacement for licensed school nurses for the delivery of health services to the pupils.

The NSEA also deplors the practice of utilizing other non-licensed personnel as clinical aides, health assistants and health aides.

The NSEA believes a school nurse consultant in the Nevada Department of Education would positively enhance the performance of licensed school nurses.

A school nurse consultant would review and propose legislation relating to school health services.

A school nurse consultant would assist Nevada schools in responding to health threats such as natural disasters and illness. (90, 94, 02, 06)

G-7 RECIPROCITY

The Nevada State Education Association believes that education personnel who have been employed in more than one state or in more than one school district in Nevada should not be penalized for relocating.

The NSEA urges the enactment of state legislation that will support federal legislation so that those who have been employed in two or more states will receive retirement benefits essentially the same as those benefits they would receive if they retired after a career in one state. (78, 86, 90, 93, 96, 02)

H. UNITE EDUCATION EMPLOYEES FOR EFFECTIVE CITIZENSHIP

H-1 THE EDUCATION EMPLOYEE AS A CITIZEN

The Nevada State Education Association believes it is the duty and responsibility of members to involve themselves in the selection, election and re-election of qualified, committed candidates who support the established goals which will provide quality education.

The NSEA urges local affiliates to seek written school board policies to guarantee members their political rights, including:

- a. participating in party organization;
- b. performing jury duty;
- c. discussing political issues publicly;-
- d. campaigning for candidates;-
- e. contributing to campaigns of candidates;
- f. lobbying;
- g. organizing political action groups;-
- h. running for and serving in public office without personal loss or curtailment of annual increments, retirement, or seniority rights. (78, 90, 02)

The NSEA expects that all members seeking election to a local, state or national position of leadership comply with the principals of The Association Educators as well as national, state and local tenants of ethical behavior and acceptable use policies of employee owned technology. (16)

H-2 THE MEMBER IN POLITICS

The Nevada State Education Association believes members should continue to take an active role in the recruitment, financial support and election of candidates for public office, as well as to seek office themselves.

The NSEA also believes that local associations should work with NSEA in the passage of legislation granting leave time for members elected to office.

The NSEA further believes members should support TIP (Together In Politics) through payroll deduction. (78, 90, 02)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

I-1 EQUAL TREATMENT

The Nevada State Education Association believes that all barriers should be eliminated to allow all individuals to exercise those democratic rights which are guaranteed to all citizens. These barriers include, but are not limited to:

- a. race;
- b. ethnicity;
- c. color;
- d. national origin;
- e. language;
- f. geographic location;

- g. religion;
- h. gender;
- i. sexual orientation;
- j. gender identification;
- k. age;
- l. physical ability;
- m. size;
- n. occupation;
- o. marital status;
- p. parental status;
- q. economic status;
- r. Mental health. (16)

The NSEA also believes that all education personnel set an example, both in the workplace and in the community, of fair and equal treatment for all people. (02)

I-2 HUMAN RELATIONS

The Nevada State Education Association believes that improved human relations are essential to the school environment.

The NSEA calls for:

- a. school recruitment and staffing policies that will ensure culturally diverse education personnel;
- b. appropriate classroom and other student-related activities, particularly those that are responsive to 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 at the level educators 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. (90, 02)

I-3 EQUAL OPPORTUNITIES FOR WOMEN

The Nevada State Education Association believes local affiliates should launch programs to remove any policies or practices that are discriminatory against women

The NSEA also believes state association staff and officers should assist local affiliates in efforts to eliminate inequities where gender discrimination exists. (78, 84, 90, 02)

I-4 TOXIC AND/OR NUCLEAR WASTE

The Nevada State Education Association believes education personnel and students are entitled to a safe environment.

The NSEA also believes that school 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.

The NSEA further believes individual states should have the right to determine whether potentially hazardous sites such as toxic and/or nuclear waste repositories, and their transportation routes, are located within their boundaries or the boundaries of bordering states. (90, 02)

I-5 OFFICIAL LANGUAGE-

The Nevada State Education Association believes in the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service and all other forms of communication.

The NSEA also believes that efforts to make English the official language of the United States are

detrimental to our existing cultural pluralism. (91, 02)

I-6 RIGHTS OF VICTIMS

The Nevada State 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 NSEA also believes that victims and their families must be made aware of, and have free access to, necessary services/programs funded by the appropriate government agencies. (94, 02)

I-7 CHILDREN OF IMMIGRANTS

The Nevada State Education Association opposes any policy that denies human and/or civil rights or educational opportunities to children, regardless of their immigration status. (02)

The Nevada State Education Association opposes the practice of school districts asking for proof of United States of America immigration status for purposes of enrolling students in public education. (05)

I-8 HUMAN AND CIVIL RIGHTS OF CHILDREN AND YOUTH

The NSEA 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. (04)

J. OBTAIN BENEFITS FOR INDEPENDENT UNITED EDUCATION PROFESSION

J-1 MEMBERSHIP

The Nevada State Education Association believes in:

- a. the importance of a large and unified membership throughout the state;
- b. affiliates working to increase membership;
- c. strict adherence to the rules and deadline for withdrawing members from the NSEA. (78, 02)

J-2 MEMBERSHIP PARTICIPATION IN ASSOCIATION

The Nevada State Education Association believes every member has the right and obligation to participate fully in the Nevada State Education Association.

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

The NSEA further believes:

- a. each member should be provided the same opportunity to hold office or otherwise serve in elected or appointed capacities;
- b. each member should be provided due process to resolve grievances resulting from Association practices. (78, 90, 91, 02)

J-3 NON-LICENSED EMPLOYEES

The Nevada State Education Association believes that all of the employees of a school district influence the quality of education.

The NSEA also believes in maintaining a liaison with existing organizations within the non-licensed field. (78, 02)

J-4 OPPOSITION TO UNIT RULE

The Nevada State Education Association opposes the use of unit rule. (78, 02)