



Nebraska State Education Association
www.nsea.org • (800) 742-0047

2023-24 Bylaws & Resolutions

Official Bylaws for:

- NSEA
- NSEA Aspiring Educators
- Education Support Professionals (ESP)
- Ethnic Minority Affairs Committee (EMAC)
- Higher Education Affairs Committee
- NSEA-Retired
- Teacher Education and School Accreditation Committee (TESAC)





Dear NSEA Colleague:

It is NSEA's mission to ensure that educators have a voice in creating the policies that affect public education. All members have a voice in governing our union as well. The Bylaws set forth the guidelines we must follow to allow all members to move our association forward, together. This booklet guides the operation of your Association and the Resolutions section sets down the Association's guiding principles – these are the maps we follow to get where we're going together.

These principles, proposed and approved by members, have allowed your Association to endure and serve as the leading advocate for the education profession and public education for 156 years. Also included on these pages: the bylaws of the NSEA-Retired, the Ethnic and Minority Affairs Committee, the NSEA – Aspiring Educators, the NSEA Higher Education Affairs Committee and the Education Support Professionals Committee. Essentially, these pages define the NSEA in the following manner:

- The Mission Statement and Strategic Objectives set the direction of the Association — why the NSEA exists, what it works to accomplish, and what the Association sets as its primary goals.
- The Bylaws — the fundamental rules which govern such basic internal questions as the definition of membership, election of officers, and the process of setting dues. The provisions of these Bylaws can never be suspended and may only be changed by a two-thirds majority in a secret ballot at our annual Delegate Assembly — and then only after delegates have received prior notice of the proposed change as defined in the NSEA Bylaws. These rules determine how the organization operates.
- The NSEA Resolutions are formal expressions of belief and principle. They are determined by deliberations and majority vote of the Delegate Assembly. Resolutions provide philosophical direction to leaders in the Association on specific courses of action.



Thank you for supporting your professional Association with your membership and your commitment to quality public education.

Sincerely,

Jenni Benson, President

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MISSION STATEMENT & STRATEGIC GOALS

■ Mission Statement

We, the members of the Nebraska State Education Association, believe the purpose of public education is to promote a democratic society. Therefore, the following principles guide our union's work.

Our Vision

Our vision is a great public education for every student.

Our Mission

The mission of the Nebraska State Education Association is to advocate for all education professionals, empowering them to provide an excellent public education for every student.

Our Core Values

We value equal access to a quality education that is adequately and equitably funded.

We value diversity as being vital to the education process and integral in preparing students to function in a democratic society that protects human and civil rights.

We value being accurately informed activists who contribute to the ever-changing system of public education.

We value partnerships that foster excellence, nurture a desire for lifelong learning, and create responsible, productive citizens.

We value the expertise of education professionals and recognize that fair compensation and respect are vital for a quality public education.

We value positive, professional relationships with our members, students, families, staff, and leaders that lead to collaborative action.

■ Strategic Goals

1. NSEA will advance a culture of racial, economic, and social justice by improving educational opportunities for all students.
2. NSEA will partner with national and local affiliates to strengthen our organizational capacity.
3. NSEA will advocate for the economic well-being of our members and the protection of their statutory rights.
4. The NSEA supports a political environment that promotes and protects public education.
5. The NSEA will support governance structures that are responsive to the needs of our membership.

BYLAWS OF THE NEBRASKA STATE EDUCATION ASSOCIATION

■ Article I: Membership

SECTION 1. Any person employed in a publicly-funded educational institution as a certified staff member or in an educational support professional position shall be eligible for membership in the Nebraska State Education Association, hereinafter referred to as NSEA. Any person joining NSEA shall agree to its purposes and objectives, shall maintain membership in the affiliated local association and the National Education Association (NEA) where eligible, and shall agree to abide by the provisions of these Bylaws.

SECTION 2. There shall be eight classes of membership in NSEA: Active Professional, Active Educational Support Professional, Substitute, Reserve, Special Services, Aspiring Educators, Retired, and Staff.

- (a) Active membership shall be of two types, Professional and Educational Support Professional (ESP). Active Professional membership shall be open to any person who is engaged in or who is on a leave of absence from the profession (teaching, administrating or substituting) or is serving as an elected officer of NSEA or a chartered local association, or whose

employment status is in dispute and for whom NSEA is providing legal services. Active Professional members shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational or technical certificate required by their employment. Active Professional members regularly employed 50 percent or less of the normal schedule for full-time faculty members (as verified by the local association) are eligible to join NSEA as half-time Active members. Active Professional members shall be eligible to be voting delegates to the NSEA Delegate Assembly and the NEA Representative Assembly. Educators employed under contract to an educational employer as a substitute teacher holding at least a baccalaureate degree are eligible for Active substitute membership. The Active substitute receives all the benefits of Active membership. Dues for Active substitutes employed full-time are 100 percent of Active Professional dues; for substitutes employed less than full-time, the dues are 50 percent of NSEA Active dues. Where no local association is available, an Active Professional may join NSEA/NEA directly.

Active Educational Support Professional (ESP) membership shall be open to any person who is employed

in or who is on a leave of absence from an educational support position in a school district, college, university or other institution devoted primarily to educational work or who is serving as an executive officer of NSEA, or whose employment status is in dispute and for whom NSEA is providing legal services.

Active ESP members shall be eligible to be voting delegates to the NSEA Delegate Assembly and the NEA Representative Assembly. Where no local association is available, an ESP may join NSEA/NEA directly.

- (b) Substitute membership shall be open to any educational employee employed on a day-to-day basis (not under contract to an educational employer) who is otherwise eligible for Active membership, and has the option of joining NSEA as a Substitute member unless said employee is drawing educational retirement benefits and is eligible for NSEA-Retired membership. Substitute members shall receive Educator's Liability Insurance. Substitute members shall not be entitled to vote or hold NSEA office, nor shall they be entitled to legal services. Dues for Substitute members shall be 25 percent of the dues paid by Active full-time members. Other benefits shall be determined by the NSEA Board of Directors.
- (c) Reserve membership shall be open to any person who is on a leave of absence of at least six months from the employment that qualifies the individual for Active membership, or who has held Active membership but whose employment status no longer qualifies that individual for such membership.
- (d) Aspiring Educators membership shall be open to any student enrolled in or preparing for a program of study in an accredited institution of higher learning that qualifies the student for a career in education or serving as an elected NSEA Aspiring Educators officer or an officer of one of its affiliates. A student who is eligible for NSEA membership in both Aspiring Educators and Active membership categories may, with the approval of the NSEA Executive Committee, join NSEA as an Aspiring Educators member.
- (e) NSEA-Retired membership shall be open to any NSEA member who has retired and reached the age of forty-five (45) years or more, or an individual who is eligible to receive benefits under a school employee retirement system in Nebraska or another state and who was employed for at least five (5) years in a position that qualified them for Active membership but is no longer so employed. NSEA-Retired members are eligible to vote and hold NSEA-Retired office and to be voting delegates to the NSEA Delegate Assembly and the NEA Representative Assembly and may hold appointive positions in the NSEA. NSEA-Retired members shall be eligible to receive benefits and services of the NEA, NEA-Retired, NSEA, and NSEA-Retired that are authorized by the respective Boards of Directors.

- (f) Staff membership shall be open to any person whose primary professional employment is with NSEA or its affiliated local associations.
- (g) Members who currently hold life memberships as of July 1973 will continue to have all the rights and privileges of Active members.
- (h) Any member may appeal the assigned class of membership to NSEA Board of Directors.

SECTION 3. Any person joining as an Active member after the time of initial eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues that is commensurate with the remaining portion of the membership year.

SECTION 4. The right to vote and to hold elective office or appointive position shall be limited to Active members except as otherwise provided.

SECTION 5. All Active members shall be eligible to receive NSEA services, to obtain assistance in the protection of professional and civil rights, and to receive reports and publications of NSEA.

SECTION 6. The membership year shall coincide with the NEA membership year. Membership shall be continuous unless terminated for cause.

SECTION 7. Adherence to the NEA Code of Ethics shall be a condition of membership.

SECTION 8. Members of any class shall have no right or interest either legal or equitable to the distribution of the property of NSEA.

SECTION 9. The NSEA Board of Directors shall have the power to resolve any question of membership status after due notice and hearing.

■ Article II: Officers

SECTION 1. The officers of NSEA shall be President, Vice President, and all NEA Directors for Nebraska and shall constitute the Executive Committee. No person shall hold more than one of these offices simultaneously.

SECTION 2. The term of office of the President and the Vice President shall be three years, and no person shall be elected to the office of the President or Vice President for more than two consecutive terms; provided, however, the term of the office of the President for the term commencing the 2020-2021 NSEA year shall be a four-year term. The term of office of each such officer shall commence on September 1.

SECTION 3. The NSEA year shall be September 1 to August 31.

SECTION 4. Any Active member is eligible to hold NSEA office of President, Vice President or NEA Director. No fewer than 90 days prior to the regular Delegate Assembly at which elections shall occur, NSEA shall notify Active members of vacancies to be filled by publishing a notice in NSEA's magazine, *The Voice*.

Nominations for the offices of President, Vice President and NEA Director must be filed in writing with the NSEA Executive Director no later than February 15 of the year in which the election is to take place. All candidates who file during the nominations window will be provided the NSEA Elections Guidelines. Any candidate who wishes to have campaign information included in the Delegate Assembly digital packet must submit the information to the Executive Director or Associate Executive Director no fewer than 45 days prior to Delegate Assembly. To have their name placed on the ballot, the candidates for the offices of President, Vice President or NEA Director must be nominated by February 15.

If a vacancy occurs after February 15, candidates for General Officer positions must be nominated from the floor during the Delegate Assembly to have their names placed on the ballot.

The number of votes cast for each nominee for each office shall be announced to the Delegate Assembly by the Chair of the Elections Committee, and the candidate receiving a majority of votes cast shall be elected. Should no candidate receive a majority vote in the first ballot, a run-off election shall be held immediately between the two candidates receiving the greatest number of votes.

SECTION 5. The President shall preside at all general meetings of NSEA and the Delegate Assembly and shall serve as Chair of the Board of Directors. The President shall perform the duties which usually devolve upon the chief officer of NSEA and the duties which are prescribed by these Bylaws and the policies of the NSEA Board of Directors. The President shall serve as the first Alternate NEA Director for Nebraska and be an ex officio member of all committees of NSEA.

SECTION 6. The Vice President shall serve as presiding officer in the absence of the President. The Vice President shall serve as the second Alternate NEA Director for Nebraska and be an ex officio member of all committees of NSEA. In the absence of both the President and Vice President, the senior NEA Director shall serve as Chair pro-tempore.

SECTION 7. In the event of a vacancy in the office of President, the Vice President shall become President and shall assume the duties and authority of that office for the remainder of that term. If a vacancy in the office of Vice President occurs during the first or second year of a term, such vacancy shall be filled by the NSEA Board of Directors, which shall elect a successor to serve until the next meeting of the Delegate Assembly. The Delegate 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 NSEA Board of Directors shall elect a suc-

cessor for the remainder of the term. If a vacancy in the office of NEA Director occurs during the first or second year of a term, the NSEA Board of Directors shall recommend the appointment of an interim NEA Director to the NEA Board of Directors. Such interim Director shall assume the duties until a new NEA Director to complete the unexpired term is elected at the next Delegate Assembly. In the event a vacancy occurs during the third year of a term, the NSEA Board of Directors shall recommend the appointment of an interim Director to the NEA Board of Directors to assume the duties for the remainder of the term.

■ **Article III: Board of Directors**

SECTION 1. The NSEA Board of Directors shall consist of the President; the Vice President; the NEA Directors for Nebraska; the at-large representatives of the Ethnic Minority Affairs Committee (EMAC), the Higher Education Academy, and Education Support Professionals (ESPs); elected representatives of NSEA-Retired and the NSEA Aspiring Educators; and representatives of each NSEA district association. The Board shall be apportioned on the basis of one person-one vote. Each NSEA district association shall be entitled to at least one member on the NSEA Board of Directors. Each district association member of the Board must represent the same number of constituents (with variation not to exceed plus or minus 10 percent). The representation ratio of NSEA Board of Directors members to constituents shall be determined by the NSEA Board of Directors.

NSEA Delegate Assembly and District associations shall elect representatives to the NSEA Board of Directors. Representatives must be Active members of NSEA in accordance with NSEA policy to insure open nominations, ballots and a system for run-off vote. Representatives may be elected for no more than two consecutive terms of three years and shall assume office on September 1 following their election. No person shall hold simultaneously more than one seat on the NSEA Board of Directors, either as a general officer or as a district association Representative or President.

The President of NSEA shall inform the president of the district when the district qualifies for an additional representative. Insofar as possible, an equal number of members shall be elected each year. The length of the initial term of new members shall be determined by the Board rotation.

- (a) A vacancy on the NSEA Board of Directors shall be filled by the district affected. Such appointments shall extend to the end of the unexpired term of the position being filled.
- (b) If a vacancy occurs in an at-large representative position on the NSEA Board of Directors during the first or second year of a term, such vacancy shall be filled by the NSEA Board of Directors, which shall elect a successor to serve until the next meeting of the Delegate Assembly. The Delegate 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 NSEA Board of Directors shall elect a successor for the remainder of the term.

Districts losing a seat on the NSEA Board of Directors as of the membership count on January 15 shall drop a member at the close of the NSEA year by not electing a representative for the vacant post. Districts gaining a seat on the NSEA Board of Directors shall add a member at the beginning of the next NSEA year.

If a county or local association is transferred to another NSEA district by action of the NSEA Board of Directors, district association representative(s) who are members in that local association or county will continue to serve on the NSEA Board through the next August 31. Any vacancy created by this action will be filled by election or appointment by the respective district association.

SECTION 2. The NSEA district presidents shall be invited to attend all meetings of the Board of Directors each year as ex officio members without the right to vote. In the absence of any Board member, the district president may assume the seat of an absent director from the same district with voting privileges. NSEA members elected at the NEA level to be members of the NEA Board of Directors shall be invited to attend meetings of the NSEA Board as ex officio members without the right to vote. NEA-budgeted funds must be utilized for expenses.

SECTION 3. The NSEA Board of Directors shall exercise the managerial and corporate powers of NSEA subject to the provisions of the Bylaws and any policies established by the Delegate Assembly.

SECTION 4. The NSEA Board of Directors shall enact its own rules and procedures for governing the conduct of its meetings.

SECTION 5. After the second unexcused absence from any regularly-scheduled NSEA Board meeting in an Association year, the position of the director shall be brought before the Board of Directors to determine if the position shall be declared vacant.

The resignation of any Board member during their term shall be accepted and memorialized through action of the Board at their next meeting or through electronic voting. Vacancies shall be filled as outlined in the Bylaws.

SECTION 6. Meetings of the NSEA Board of Directors shall be called by the President or by a majority of the NSEA Board of Directors. The total necessary expenses of holding these meetings shall be paid by NSEA.

SECTION 7. The NSEA Board of Directors shall adopt an annual financial budget and provide for the receipt, safekeeping, investment and expenditures of NSEA funds.

SECTION 8. The NSEA Board of Directors shall, on its own initiative or as directed by the Delegate Assembly, appoint committees deemed necessary to achieve the purposes of NSEA, and shall perform other duties prescribed or implied by the Bylaws and policies of the Delegate Assem-

bly deemed necessary for the welfare of NSEA. Vacancies shall be filled in the manner of the original appointment.

SECTION 9. The NSEA Board of Directors shall have authority to charter local education associations. The NSEA Board of Directors shall have authority to suspend, revoke or reinstate the charter of an association.

SECTION 10. An affiliate organization whose objectives are compatible with the objectives of NSEA may be established by the NSEA Board of Directors. An affiliate organization may be established by filing a written application with the NSEA Board of Directors. Such application shall include a copy of the proposed Bylaws, which shall require that members of the affiliate organization shall also be members of NSEA. NSEA services for an affiliate organization shall be determined by the NSEA Board of Directors.

SECTION 11. The NSEA Board of Directors shall make all arrangements for general meetings of NSEA.

SECTION 12. A majority of all voting members of the NSEA Board of Directors will constitute a quorum for the purpose of conducting official Board business at a regularly scheduled meeting. A two-thirds majority of the total voting members of the Board will constitute a quorum for the purpose of conducting official Board business at a meeting other than a regular meeting.

Article IV: Executive Director

SECTION 1. The Executive Director shall be selected by the NSEA Board of Directors, who shall negotiate a memorandum of agreement for a period not to exceed three years.

SECTION 2. The Executive Director shall supervise and coordinate the administrative, financial and professional activities of NSEA and shall direct its employed staff in accordance with policies and procedures adopted by the NSEA Board of Directors. The Executive Director shall serve as editor of official publications of NSEA, be the keeper of the official seal of NSEA; and perform such other duties as the NSEA Board of Directors may direct.

SECTION 3. The Executive Director shall serve as treasurer and shall receive and be responsible for the safekeeping and accounting of the funds of NSEA. The Executive Director may designate a deputy to be known as the Treasurer/Comptroller to perform duties as may be delegated. The Executive Director and Treasurer/Comptroller shall give bond in such amount as the NSEA Board of Directors may require and the premium of said bond shall be paid by NSEA. The Executive Director shall make an annual report of the funds of NSEA, which the NSEA Board of Directors shall have audited by certified public accountants and published.

SECTION 4. The NSEA Board of Directors shall name an acting Executive Director to perform the duties of Executive Director when the Executive Director is unable to perform said duties.

Article V: Delegate Assembly

Section 1. There shall be an annual meeting of selected members representing state, district and chartered local associations, to be known as the Delegate Assembly. Special meetings may be called by a two-thirds vote of the NSEA Board of Directors or by petition by a majority of the official delegates in attendance at the previous regular session.

SECTION 2. Active, Retired and Aspiring Educators members of NSEA are eligible to be delegates to the Delegate Assembly as provided in Section 3. All delegates shall have equal rights and shall be entitled to one vote, except as designated in Section 3.

SECTION 3. The Delegate Assembly shall be composed of the General Officers of NSEA, the president and vice president of each district association, voting members of the Board of Directors, the presidents of Aspiring Educators and NSEA-Retired and a number of delegates on the basis of:

- one delegate for each 300 NSEA Aspiring Educators members or major fraction thereof;
- one delegate for each 300 NSEA-Retired members or major fraction thereof;
- each NSEA cluster delegate (local associations with fewer than 26 Active members shall be clustered for representation at Delegate Assembly):
- one delegate for each 50 Active members or major fraction thereof of each chartered local association.

Past Presidents of NSEA shall be non-voting delegates to the Delegate Assembly. The Delegate Assembly shall be the final judge of the qualifications of all delegates. The Assembly shall be apportioned on the basis of one person-one vote. Election of all delegates shall be by open nomination and balloting.

SECTION 4. The President shall notify each local association of the number of delegates to which it is entitled, based on the membership in NSEA as of January 15 of the calendar year in which the Delegate Assembly convenes.

SECTION 5. The Delegate Assembly shall be the legislative and policy-forming body for carrying out the purposes of NSEA. In performance of the functions, the Delegate Assembly shall receive and act on items of business officially submitted. The Delegate Assembly shall have the final authority in all matters not otherwise specified in these Bylaws.

SECTION 6. The Delegate Assembly shall elect the General Officers of NSEA and the at-large representative of the Ethnic Minority Affairs Committee (EMAC), the Higher Education Academy and the Education Support Professionals (ESPs). All elections shall be by ballot except when there is only one candidate for the position. In this case, the Chair shall declare such candidate elected.

Nominations for General Officers and the at-large Board representative positions must be filed in writing with the NSEA Executive Director no later than February 15 of

the year in which the election is to take place. All candidates who file during the nominations window will be provided the NSEA Election Guidelines. Any candidate who wishes to have campaign information included in the Delegate Assembly digital packet must submit the information to the Executive Director or Associate Executive Director no fewer than 45 days prior to Delegate Assembly. To have their name placed on the ballot, the candidates for General Officers and the at-large Board representatives must be nominated by February 15.

If a vacancy occurs after February 15, candidates for General Officers and at-large Board representative positions must be nominated from the floor during the Delegate Assembly to have their name placed on the ballot.

SECTION 7. The Delegate Assembly shall adopt its own procedural rules.

SECTION 8. A quorum of the Delegate Assembly shall be a majority of the delegates registered as attending, with at least four separate NSEA governance districts having a quorum present.

SECTION 9. In the event of an emergency, the NSEA Board of Directors may postpone the annual meeting known as the Delegate Assembly for a period not to exceed six months. In the event of such postponement, all officers, members of the NSEA Board of Directors and committees shall remain in office until the Delegate Assembly next convenes.

Article VI: District Associations

SECTION 1. The district associations shall be configured to guarantee one-person one vote representation on the NSEA Board of Directors. A committee composed of the NSEA District Presidents and the NSEA Bylaws Committee shall annually review NSEA's governance compliance with the one person one vote requirement and shall develop a district boundary model guaranteeing compliance with NEA affiliation standards. The Committee shall recommend the plan to the NSEA Board for its consideration. Prior to the adoption of any district configuration by the NSEA Board, the model shall be distributed to the Executive Committee of each of the existing districts and the details provided to local associations and members through mailings and NSEA publications. The NSEA Board will then solicit comments and recommendations for a period of 30 days. Thereafter, the NSEA Board will make any appropriate changes in the model and adopt the new district structure. Any changes in the district structure will become effective September 1 following the adoption of change. Each district shall be composed of contiguous counties. The plan may move a local from a county to a contiguous district in order to create a district model that is in compliance. In addition, the NSEA Board of Directors may create statewide districts.

SECTION 2. Each district association shall adopt its own Bylaws which shall be consistent with the Bylaws of the Association. Each district association shall submit such reports to NSEA as the NSEA Board of Directors may direct.

■ Article VII: Local Associations

SECTION 1. Local association membership groups may, upon application and approval by the NSEA Board of Directors, be chartered as affiliated local education associations. Chartered local associations shall be continuous unless the charter is revoked by the NSEA Board of Directors or the local association terminates its affiliation with the NSEA and the National Education Association as provided by these Bylaws.

Existing chartered local associations may, by a vote of the membership subject to local association Bylaws, determine if the local will include Educational Support Professionals as Active members of the local association.

If there is no chartered local association available for Active Educational Support Professional (ESP) membership, then ESP employees of a single employer or school system may create a separate local association consistent with these Bylaws and seek its own charter from the NSEA. Such association shall have the same rights and privileges as any other local association as provided in these Bylaws.

SECTION 2. Active membership in a chartered local association shall be open only to members of the NSEA and the NEA.

SECTION 3. Each chartered local association shall adopt Bylaws consistent with the Bylaws of NSEA. A copy of the Bylaws and any changes thereto shall be filed with NSEA.

SECTION 4. No person shall be an Active member of more than one local association.

SECTION 5. Each local association shall be entitled to a delegate or delegates in the Delegate Assembly as provided by Article V, Section 3, of these Bylaws. All delegates shall be elected by ballot.

SECTION 6. Each local association shall file a report of its activities on forms provided by NSEA.

SECTION 7. A charter of a local association may be revoked by the NSEA Board of Directors as provided herein.

- (a) The NSEA Board of Directors may revoke the charter of a local association for adequate cause, which includes but is not limited to (i) financial malpractice; (ii) failure to follow democratic procedures; (iii) violation of its charter; (iv) serious dereliction of duties in the performance of union responsibilities; or (v) for any other act or omission that compromises the integrity of the NSEA or the National Education Association, or conflicts with their mission and purpose.
- (b) If the NSEA Legal Review Committee determines, by two-thirds (2/3) vote, that there is adequate cause under section (a) of this Bylaw to revoke a local association's charter, it shall recommend to the NSEA Board of Directors that the charter be revoked. As

soon as possible after said vote, the President shall send to the NSEA Board of Directors a copy of the recommendation of the Legal Review Committee, and shall include with said recommendation a written statement setting forth the basis for the Legal Review Committee's determination that there is adequate cause for revocation of the charter. The written statement shall be sufficiently specific so as to enable the local association to prepare a defense.

Any action taken by a local association to disaffiliate from the NSEA or the National Education Association after the Legal Review Committee has made an adequate cause determination pursuant to section (b) of this Bylaw shall be of no effect.

- (1) At least 30 days prior to the meeting of the NSEA Board of Directors at which the recommendation of the Legal Review Committee is to be acted upon, the President shall send to the local association subject to revocation of its charter, a notice advising it that the NSEA Board of Directors will be taking action on the possible revocation of its charter which sets forth the date, time, and place of the meeting of the NSEA Board of Directors at which said action may be taken. The President shall include with said notice a written statement setting forth adequate cause pursuant to section (b) of this Bylaw and a copy of the rules and procedures that shall be followed by the NSEA Board of Directors in acting upon the possible revocation of the local association's charter.

A hearing shall be held before the NSEA Board of Directors, pursuant to the rules and procedures adopted by the NSEA Board of Directors for such purpose, to determine whether to revoke the charter of the local association. On the basis of the evidence and arguments presented at the hearing, the NSEA Board of Directors shall vote on the question of whether the local association's charter shall be revoked. If more than one-third (1/3) of the members of the NSEA Board of Directors who vote on the question vote "no," the charter of the local association shall not be revoked. If two-thirds (2/3) or more of the members of the NSEA Board of Directors who vote on the question vote "yes," the local association's charter with the NSEA shall be revoked as of the announcement of the vote.

- (2) If the NSEA Board of Directors revokes the charter of a local association, the name of the local association, as well as any other assets of the local association provided or funded by the NSEA or the National Education Association, shall revert to and become the property of the NSEA.
- (3) No financial obligation or liability of the local association which may exist at the time its charter with the NSEA is revoked shall be assumed by or become an obligation of the NSEA.
- (4) If the NSEA Board of Directors revokes the charter of a local association, the local association shall

have the right to appeal to the Delegate Assembly, provided that written notice of such appeal is filed with the President by at least ten percent of the active members in good standing of the local association or by three-fourths (3/4) votes of the highest governing body of the local association within 45 days after the decision of the NSEA Board of Directors is made known to the local association. The Delegate 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 Delegate Assembly, the decision of the NSEA Board of Directors shall remain in full force and effect.

- (5) The NSEA Board of Directors shall adopt such rules and procedures as may be necessary to implement this Bylaw.

SECTION 8. Disaffiliation by a local association from the NSEA or the National Education Association shall be as provided herein.

- (a) A local association may only terminate its affiliation with the NSEA and the National Education Association, if a majority of the members voting in a mail ballot election of the full membership of the local association, conducted by the American Arbitration Association or a comparable independent third-party election services provider approved in advance by the National Education Association, vote in favor of disaffiliation. No such disaffiliation election shall be conducted or effective without first (i) providing at least 60 days' written notice to the membership, the National Education Association, and the NSEA, of the mail ballot election and the basis for the proposed disaffiliation; (ii) providing at least 30 days' written notice to the membership, the National Education Association, and NSEA, of a general membership meeting to be scheduled at an accessible place and time immediately before disaffiliation ballots are mailed out; (iii) holding that membership meeting in a manner that allows ample opportunity for discussion and debate over the affiliation issue; and (iv) allowing at least one representative of the National Education Association and one representative of the NSEA to address the membership at that membership meeting.
- (b) If a local association terminates its affiliation with the National Education Association and the NSEA, the name of the local association, as well as any other assets of the local association provided or funded by the NSEA or the National Education Association, shall revert to and become the property of the NSEA.

SECTION 9. The NSEA may establish a trusteeship over a local affiliate as provided herein.

- (a) The NSEA may establish a trusteeship over a local affiliate for the purpose of (i) correcting corruption or financial malpractice; (ii) restoring democratic procedure; or (iii) correcting a serious dereliction of du-

ties in its performance of union responsibilities.

- (b) If the NSEA Legal Review Committee determines that there is adequate cause under section (a) of this Bylaw to establish a trusteeship, as soon as possible after said vote, the President shall send written notice to the local association of the determination and the cause therefore which shall be sufficiently specific so as to enable the local association to prepare a defense.

Any action taken by a local association to disaffiliate from the National Education Association or the NSEA after the NSEA Legal Review Committee has made an adequate cause determination pursuant to section (b) of this Bylaw shall be of no effect.

- (c) At least 30 days prior to the meeting of the Board of Directors at which the trusteeship is to be acted upon, the President shall send to the local association subject to the trusteeship, a notice advising it that the NSEA Board of Directors will be taking action on the possible trusteeship of the local association which sets forth the date, time, and place of the meeting of the NSEA Board of Directors at which said action may be taken. The President shall include with said notice a written statement setting forth adequate cause pursuant to section (b) of this Bylaw and a copy of the rules and procedures that shall be followed by the NSEA Board of Directors in acting upon the possible trusteeship over the local association.

A hearing shall be held before the NSEA Board of Directors, pursuant to rules and procedures adopted by the Board of Directors for such purpose to determine whether to establish a trusteeship. On the basis of evidence and arguments presented at the hearing, the NSEA 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 NSEA Board of Directors who vote on the question vote "no," no trusteeship shall be established. If two-thirds (2/3) or more of the members of the NSEA Board of Directors who vote on the question vote "yes," a trusteeship shall be established over the local association as of the announcement of the vote. As soon as possible after said vote, the NSEA Board of Directors shall appoint a trustee.

- (d) Subject to the control and direction of the NSEA Board of Directors, a trustee shall have the power to:
- (1) Conduct the affairs of the trustee association, including supervisory control over its officers, employees, and other representatives;
 - (2) Take possession of the books, records, funds, and other assets of the trustee association, to be held in trust for and used only in the proper conduct of its affairs;
 - (3) Remove officers and staff of the trustee association, and replace them if deemed appropriate for the duration of the trusteeship; and

- (4) Take such other actions as in a trustee's judgment are necessary for the preservation of the rights and interests of the NSEA and members of the trustee association.

The NSEA Board of Directors 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 trustee association, if available; otherwise, such expenses shall be paid by the NSEA.

- (e) The NSEA Board of Directors shall terminate a trusteeship as soon as the cause for its establishment has been remedied. Prior to the termination of a trusteeship, a trustee shall conduct an election, in accordance with the applicable provisions of the governing documents and policies of the trustee association and the NSEA 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 trusteeship, a trustee shall return control of the books, records, funds, and other assets of the trustee association to its appropriate officers. A trustee shall make a final accounting of a trusteeship, and submit copies to the NSEA Board of Directors and the trustee association.
- (f) No financial obligation or liability of the trustee association which may exist at the time a trusteeship established, or which may be incurred during a trusteeship, shall be assumed by or become an obligation of the NSEA.
- (g) If the NSEA Board of Directors establishes a trusteeship or refuses to terminate an established trusteeship, the trustee association shall have the right to appeal to the Delegate Assembly, provided that written notice of such appeal is filed with the President by at least ten percent of the active members in good standing of the trustee association or by three-fourths (3/4) votes of the highest governing body of the trustee association within 45 days after the decision of the Board of Directors is made known to the trustee association. The Delegate 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 Delegate Assembly, the decision of the NSEA Board of Directors shall remain in full force and effect.
- (h) The NSEA Board of Directors shall adopt such rules and procedures as may be necessary to implement this Bylaw.

■ Article VIII: National Education Association

SECTION 1. The Association shall be an affiliate of the National Education Association of the United States.

SECTION 2. The NEA Directors for Nebraska shall be elected consistent with the provisions set forth in Article II, Section 4.

SECTION 3. Election as a district representative on the NSEA Board of Directors also constitutes election as a state delegate to the NEA Representative Assembly for a term coinciding with the term as an NSEA member.

■ Article IX: Review Board

SECTION 1. To aid in the administration and application of the Bylaws and the other policies and procedures of NSEA, there is created a Review Board.

SECTION 2. The Review Board shall hear and render findings relating to matters in dispute over which it is granted jurisdiction. The Review Board shall adopt rules of procedure, subject to the approval of the NSEA Board of Directors, to govern the conduct of the proceedings.

SECTION 3. The Review Board shall be composed of the district presidents of NSEA. No president shall participate in a matter involving a local affiliate or member from the district that president represents.

SECTION 4. The jurisdiction of the Review Board shall include hearing and making findings in the following disputes:

- (a) The removal of any officer or member of the NSEA Board of Directors of NSEA or an officer of a district association, or a member of any committee of NSEA, for conduct not in the best interests of NSEA.
- (b) The censure, suspension or expulsion of a member of NSEA for violation of the Code of Ethics of the Education Profession or for conduct not in the best interests of NSEA. In the censure, suspension or expulsion of a member, the Review Board shall be empowered to establish the conditions for reinstatement or for removal of the censure.
- (c) The interpretation and application of actions of the NSEA Board of Directors or Delegate Assembly to determine if such actions are consistent with the provisions of the Bylaws of NSEA. Any recommendations for remedial action shall be referred to the appropriate governing body, with the right of appeal to the Delegate Assembly.
- (d) The challenge of any state or district election results made by any association member. The findings of the Review Board shall be submitted to the NSEA Board of Directors and the parties of interest.

SECTION 5. Disputes shall be heard only on request of the NSEA Board of Directors, the Delegate Assembly, a local affiliate, or upon petition of 10 percent of the certified delegates of the Delegate Assembly. Members who are subjected to such action shall be guaranteed due process and appeal rights to the Board of Directors.

■ **Article X: Finance**

SECTION 1. The fiscal year of NSEA shall begin September 1 and end August 31.

SECTION 2. The annual membership fee for all classes of membership shall be recommended by the NSEA Board of Directors to each Delegate Assembly and adopted by the Delegate Assembly.

SECTION 3. The annual membership fee for Active members shall be paid to the treasurer of a chartered local education association, except when membership in a local association has been waived and transmitted to the association treasurer/comptroller. Dues paid by electronic funds transfer will be transmitted directly to NSEA. Local dues transmitted to NSEA by electronic fund transfer will be remitted to the local association treasury. Fees for other classes of membership may be paid directly to the association treasurer/comptroller.

SECTION 4. The Executive Director shall notify all delegates no fewer than 30 days prior to the convening of the Delegate Assembly of any changes in the membership fee recommended by the NSEA Board of Directors.

SECTION 5. The Executive Director or the Executive Director's designee shall pay all claims on NSEA consistent with the Financial Policies adopted by the NSEA Board of Directors.

SECTION 6. Any accumulated funds of NSEA shall be invested by direction of the NSEA Board of Directors.

SECTION 7. All properties and permanent investments of NSEA, together with any funds received by gift, bequest, devise or transfer, shall be deposited in a permanent fund. The NSEA Board of Directors shall provide for the safekeeping and investment of such fund. The income from the fund may be used for accomplishing the purposes of NSEA unless the terms of the gift, bequest, or devise provide otherwise. The principal of the fund

may be expended only upon a two-thirds vote of the Delegate Assembly.

SECTION 8. No indebtedness shall be incurred in any fiscal year which exceeds an amount equal to one-third of the annual income from membership fees of NSEA of the preceding fiscal year except with the approval of the Delegate Assembly.

■ **Article XI: Initiative and Referendum**

SECTION 1. Ten percent of the Active members of each district association may propose any measure by petition or may order a referendum upon any act of the Delegate Assembly or the NSEA Board of Directors. When such initiated measure or referendum is proposed, it must, at the earliest possible date, be submitted by the NSEA Board of Directors to chartered local associations for vote by the Active members of NSEA. Such proposal or referendum shall become effective if it receives a majority of the votes cast upon the proposition by individual Active members.

■ **Article XII: Amendments**

SECTION 1. Amendments to these Bylaws may be adopted by a two-thirds vote of the Delegate Assembly. Amendments shall be proposed in writing at least 45 days prior to the Assembly and referred to the Bylaws Committee for study and report.

SECTION 2. The President shall notify all delegates of proposed amendments to these Bylaws prior to convening a Delegate Assembly by causing the same to be published in the NSEA's magazine, *The Voice*, no less than 30 and no more than 60 days prior to the Assembly or in any other manner as may be provided by law.

■ **Article XIII: Parliamentary Authority**

SECTION 1. *Robert's Rules of Order, Newly Revised*, shall be the authority for all matters of procedure not covered by NSEA Bylaws.

NSEA Resolutions

Adopted at the 2023 NSEA Delegate Assembly

■ **Serve as State's Voice for Education**

A-1 Vision for Public Education

The Nebraska State Education Association (NSEA) supports a vision for public education which will allow local school districts, local education associations, and NSEA members to experiment with and formalize new forms of instructional decision-making. The Association also supports educational innovations which will enhance student learning and protect student and employee rights. (April 2015)

A-2 Free Public Education

The NSEA believes free public education is the cornerstone of our social, economic and political structure and is of primary significance for the development of our moral, ethical, intellectual and multicultural values. The Association opposes any attempt to diminish a free public education. (April 2015)

A-3 Education for All

The NSEA believes the State of Nebraska is obligated to provide an effective public educational experience for all children from preschool through twelfth grade at public

expense. The Association further supports expanding the scope of public education, to encourage lifelong adult education services without eroding any current programs. (April 2015)

A-4 Equal Opportunity for Education

The NSEA believes all persons should be given equal opportunity for education and participation in school sponsored activities. Written student policies should be consistent with the guidelines established by federal and state agencies regarding discrimination. In cases of alleged discrimination based upon race, creed, color, national origin, gender, sexual orientation, marital status, age, economic status, physical disability, immigration status, or size, students should be given a written copy of these policies and their rights should be protected. (April 2015)

A-5 Support for Special Needs Education

The NSEA believes in a free public education for all students with disabilities in Nebraska, as provided by the Individuals with Disabilities Education Act and its rules and regulations which provide for the implementation of IDEA at the state level. The Association supports funding which provides programs which will meet the needs of students with disabilities in general and special education settings. The Association also supports the inclusion of a school nurse within the IDEA. (April 2015)

A-6 Preschool Programs

The NSEA believes public preschool programs should be provided by school districts. (April 2015)

A-7 Tax Equity

The NSEA believes that public education in Nebraska should be funded by a variety of taxes levied in an equitable manner and designated for the support of public education. (April 2015)

A-8 Public Funds for Public Schools

The NSEA believes in the principle that revenues of the state and its political subdivisions collected for education be expended for accredited public schools only. (April 2015)

A-9 Fiscal Autonomy Local School Districts

The NSEA believes local subdivisions of state government should be allowed to levy taxes for school financing and to spend local and state monies according to their own needs. (April 2015)

A-10 State Aid

The NSEA supports legislation for state aid to public preschool, elementary and secondary schools which:

- (a) Equalizes educational opportunities for all students.
- (b) Offers incentives to school districts that employ and retain experienced, well-trained professional educators.
- (c) Equalizes taxes for all Nebraska citizens.
- (d) Provides at least one-half of the total operating costs of the public schools from state funds. (April 2015)

A-11 New and Expanded Educational Programs

The NSEA believes legislation requiring new or expanded educational programs should be financed by state funds. (April 2015)

A-12 State School Lands

The NSEA believes in maximizing the revenue producing potential from state-owned school lands and funds to secure and enhance long-term funding for public schools and education employee salaries. (April 2015)

A-13 Federal Impact Aid

The NSEA believes officials of the federal government must provide economic stability for federally impacted school districts through federal appropriations in an amount equal to the increased per-pupil costs of those districts. (April 2015)

A-14 Reorganization

The NSEA believes all real property should be included in unified school districts which provide coordinated programs of instruction from preschool through the twelfth grade. Such unified districts should meet the educational needs of all children and guarantee full contractual rights and salaries to all education professionals. (April 2015)

A-15 Educational Service Units

The NSEA believes in the role of Educational Service Units in providing services, but not supervision, for local education agencies. (April 2015)

A-16 Vouchers and Tuition Tax Credits

The NSEA believes vouchers and tuition tax credits for parents of public and non-public school students constitute a serious threat to public education and opposes legislation that provides for vouchers and tuition tax credits. (April 2015)

A-17 Public School Privatization

The NSEA believes that public education services should be performed by public education employees. The Association opposes, in public school districts and educational institutions, any privatization or sub-contracting/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 or reduces resources otherwise available to achieve and/or maintain a system of quality public education or the potential to otherwise negatively impact public education;
- (d) Abrogate previously contracted benefits, reduce compensation, deny fringe benefits, and/or reduce or eliminate accumulated retirement experience and benefits;
- (e) Have not been agreed to by the affected affiliate.

Where sub-contracting/contracting out exists, the Association also believes that all personnel who are employed

through the sub-contractor to work in the School District or educational institution must meet the highest standards of accountability. (April 2015)

A-18 Charter & Non-Traditional Public School Options

The NSEA believes in innovation in public education. The Association believes that when concepts such as charter schools and other non-traditional school options are proposed, all educational employees must be directly involved in the design, implementation and governance of these programs.

The Association also 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 professional staff and financial responsibility.

The NSEA believes educational sites using state and federal tax dollars should provide enrollment opportunities for all students and be located in economically and culturally diverse communities. Charter and non-traditional public school enrollment including staff and support staff should equally reflect the racial, ethnic, and socio-economic composition of schools. The educational sites must be held accountable to the same professional standards as a public school.

The Association also believes the funding of education meets the needs of all students regardless of disabilities, economic status, home language, immigration status, sexual orientation, age, gender, color, national origin, or race.

Furthermore, the Association believes that programs must be adequately funded, must include start-up monies, must not divert current funds from the regular public school programs and must contain appropriate procedures for regular periodic assessment and evaluation. (April 2015)

A-19 Home Schools

The NSEA believes that home schooling programs based on parental choice do not provide children with a comprehensive educational experience, and that educational and social development is best achieved in an accredited public school setting.

NSEA also believes that home-schooled children must be immediate family members, and that all related educational expenses are the responsibility of the parent/guardians.

Further, the Association believes that students who are home schooled must meet Nebraska State Department of Education requirements including: approved curriculum, criterion reference assessments, and instruction by certificated individuals.

The Association also believes that home-schooled students are not eligible to participate in public schools' extra-curricular activities. In addition, the Association believes that local public schools have the authority to determine grade placement and/or graduation credits for home-schooled students entering or re-entering public schools. (April 2015)

A-20 Public Relations for Education

The NSEA supports an appropriate public relations program that enhances the public's support for public education. (April 2015)

A-21 Educational Partnership

The NSEA believes members should be active participants in community/business/education partnership programs and believes the strength of these programs lies in joint planning, implementation and evaluation by professional educators, business personnel and community citizens. (April 2015)

A-22 State Legislators' Salaries

The NSEA supports efforts to increase salaries of state legislators, as representatives and voices for public education within the government. (April 2015)

A-23 Lease-Purchase Plan for School District Financing

The NSEA supports the concept of lease-purchase financing as appropriate for school districts. (April 2015)

■ Promote Quality Education, Curriculum and Assessment

B-1 Family Participation

The NSEA believes that active family participation is essential to the successful education of children. We believe that families should be included as partners in their children's education; and encourage educational employees to support programs and local policy which promote the active participation of the family. (April 2015)

B-2 School Age and Attendance Laws

The NSEA believes in compulsory school attendance from ages six to eighteen. (April 2015)

B-3 Student Achievement

The NSEA is dedicated to use its resources and to assist its local associations and members to promote high levels of student achievement in every Nebraska school.

NSEA believes that to accomplish this goal each educational entity must provide:

- (a) A quality teacher in each classroom;
- (b) A safe, respectful, disciplined learning environment;
- (c) Quality professional development for all;
- (d) Full funding and resources provided for the above.

NSEA further believes that accountability for creating an effective learning environment that will lead to high levels of student achievement must be shared by students, parents, teachers, local administrators and school boards, the community, the Nebraska Department of Education, and the Nebraska Legislature. (April 2015)

B-4 Standards for Student Learning

The NSEA believes in high academic standards that clearly describe expectations for what students should know and be able to do. Throughout the implementation of any

content and performance standards, all students must be provided the instructional opportunities and learning conditions necessary to attain the standards. The NSEA believes that effective implementation of standards must insure that:

- (a) Students, parents/guardians, educational employees, community members and government officials share in the accountability.
- (b) Professional development is provided for all educational employees to help align their practices to the standards.
- (c) Educational 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.
- (d) Full funding and resources are provided for development and implementation.
- (e) Curriculum includes, but is not limited to, required standards. Standards should not be used to narrow the curriculum to the exclusion of art, music, physical education, world languages, global competencies, humanities and other educational programs.
- (f) Standards should be introduced into the curriculum at a rate that allows educational employees opportunities to adapt their practice, work with each other, and pilot their work in a concerted fashion.
- (g) Assessments are used to evaluate each student's progress toward attaining standards.
- (h) Appropriate attention is given to the needs and developmental levels of each student, including students with special needs and English Language Learners (ELL).
- (i) Education employees participate in the review and refinement of standards and assessments. (April 2015)

B-5 Class Size

The NSEA believes that excellence in the classroom can best be attained by a small size. Class size maximums must be based on the type of students, grade level, subject area content, and physical facilities.

The Association also believes in optimal class sizes in regular programs, and a proportionately lower number in programs for students with exceptional needs. Weighted class size formulas should be implemented to reflect the inclusion of exceptional students.

The Association further believes in establishing workload maximums for all curricular areas, not to exceed the recommendations of their respective national organizations.

The Association believes that the Nebraska Department of Education should on a yearly basis, collect and report class size data that reflects the class size experienced by most students. (April 2015)

B-6 Multiple Curricular Preparation

The NSEA believes that the number of preparations a K-12 teacher is assigned must be in reasonable proportion to the amount of plan time made available to the teacher. The NSEA also believes that when K-12 teachers are given multiple preparations, all due consideration must be given to class size and the student composition of the classes in order to assure that the expectations placed upon the teacher are reasonable and equitable in order to provide students with a quality education. (April 2015)

B-7 Adequate Supplies

The NSEA believes school districts should furnish educational employees with adequate instructional supplies and equipment. (April 2015)

B-8 Assessment of Student Learning

The NSEA believes in the on-going comprehensive assessment of student growth. The student's level of performance is best assessed with authentic measures directly linked to the lessons teachers teach and the materials teachers use. The NSEA believes the primary purpose of assessment is to:

- (a) Assist students and their parents/guardians in identifying the student's strengths and needs.
- (b) Encourage students to become lifelong 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 NSEA also believes that no one measure should be used to determine a student's performance. Teachers and school districts should utilize a variety of measures to accurately assess student growth. Methods of assessment should be free of cultural, racial and gender biases. Assessment should, in addition to measuring the acquisition of facts and knowledge, measure the student's social development, the ability to think critically, and to apply learning to new situations.

The NSEA further believes that classroom teachers must be involved in the development and implementation of assessment systems, the criteria for assessment of students and dissemination of results. (April 2015)

B-9 Standardized Testing of Students

The NSEA believes that standardized tests should be used to improve the quality of education and instruction for students. Standardized tests are most useful when selected by educational professionals closest to the classroom and integrated with assessment information specific to local programs. Local associations should advocate the design and use of a variety of developmentally and linguistically appropriate assessment techniques that allow necessary accommodations for students with special needs that are bias-free, reliable, and valid.

The Association also believes that assessments must be appropriate for their purpose. In addition, a minimum of three years is needed to adequately develop and alter assessments, in order to ensure accuracy.

The NSEA opposes the use of standardized tests when:

- (a) Used as the criterion for the reduction or withholding of any educational funding.
- (b) Used inappropriately to compare students, teachers, programs, schools, communities and/or states, because resources, funding, student abilities differ vastly.
- (c) Used as a single criterion for high-stakes decision-making, such as determining whether or not a student may graduate from high school.
- (d) Used when they do not match the developmental levels or language proficiency of the student.
- (e) Used to evaluate individual teachers or to determine the compensation or employment status of educational employees.
- (f) Used when programs are specifically designed to teach to the test.

The Association further believes that the administration of standardized tests by local school districts and the state of Nebraska includes the responsibility to educate the stakeholders in the purpose of the test, the meaning of test results, and the accurate interpretation of conclusions. (April 2015)

B-10 Education for All Students with Disabilities

The NSEA supports a free, appropriate public education for all students with disabilities in a least restrictive environment, which is determined by general and special education teachers, pupil personnel and related service providers, educational support professionals who work with the student, administrators, parent/guardian, and the student, as appropriate. There must be a full continuum of placement options and services/delivery models available to students with disabilities to meet their individualized program needs. (April 2015)

B-11 Concept of Inclusion

The NSEA believes that it is the responsibility of the school district to provide a full continuum of services in the least restrictive environment for students with disabilities. This continuum of services may include, but not be limited to, a categorical special education classroom, resource room settings and inclusion in general education settings with appropriate accommodations.

The Association also believes that all materials produced by or for education purposes must be accommodating to all students.

Furthermore, the NSEA supports the least restrictive environments that are based upon the student's individual learning, social and emotional needs. Consideration for service delivery models should include appropriate staff to adequately address the disabled student's needs in all settings, including the general education classroom. (April 2015)

B-12 Internet Usage and Programming

The NSEA believes that developers of Internet materials should strive for quality, accurate information, correct grammar usage and promotion of educationally-sound programming. Parents/ guardians and educational employees should

monitor students' use of the Internet. (April 2023)

B-13 Fair and Equal Access to Broadband Technology

The NSEA believes equity and freedom of access to information unimpeded by geographic, economic, social, or cultural constraints is essential to students' success.

The Association also believes students must have access to reliable, affordable home broadband to ensure their technological literacy and ability to complete homework. The Association also believes lack of access to reliable broadband hurts students' opportunities to succeed in education. The Association further believes that rural, urban, and low-income families are vulnerable to a homework gap.

The Association also supports increased federal, state, and local resources, along with public/private partnerships, to fully ensure broadband needs are met for all Nebraska students. (April 2019)

B-14 Library Media Programs

The NSEA believes that library media programs provided by certificated library media specialists have a positive impact on the education of all students. Strong library media programs help students develop life-long learning skills necessary for success in a changing global society. (April 2015)

B-15 Family Life Education

The NSEA believes that age-appropriate human growth and development courses or units should be included in the public school curriculum. (April 2015)

B-16 Science Education

The NSEA 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 the content and curriculum must be based on national and/or state Science Education Standards. (April 2015)

B-17 Environmental Support

The NSEA believes environmental education and ecology programs should be included in the curricula and practiced within the district.

The NSEA also supports legislation and appropriations to preserve our natural environment. (April 2015)

B-18 Fine Arts Education

The NSEA believes that artistic expression is essential to an individual's intellectual, aesthetic, and emotional development. The Association also believes that the fine arts transcend cultural barriers, foster multicultural understanding, and enhance critical thinking skills. The Association further believes that pre-kindergarten through adult education curricula must include a balanced, comprehensive, and sequential program of fine arts instruction for all students, regardless of geographical location or economics. The fine arts are defined as visual art, music, drama and dance. These students must be taught by a licensed fine arts teacher, 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, as well as, the same amount of planning time provided for all teachers.

The Association further believes in the promotion, expansion, and implementation of an academic fine arts program in curricula and as a requirement for high school graduation. (April 2015)

B-19 Physical Education

The NSEA 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 preschool through adult in or on facilities designed for that purpose. Physical education programs and curricula should follow national and/or state standards as set forth by the appropriate professional organizations; should be developmentally appropriate, sequential, cooperative in nature, and culturally and gender 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, and develop a fitness plan that is tracked for progress.
- (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 and be provided the same amount of planning time. (April 2015)

B-20 Teaching Democratic Principles

The NSEA believes educational institutions should promote democratic principles, uphold respect for law, uphold respect for order, and protect individual rights. (April 2015)

B-21 Culturally Responsive Education

The NSEA believes that culturally responsive education is critical to building equitable and inclusive school curricula. The Association also believes that culturally responsive education recognizes and embraces cultural differences to create a more just learning environment. The Association further believes that culturally responsive education promotes recognition of individual and group differences and similarities in order to reduce all forms of prejudice and discrimination to develop self-esteem as well as respect for others.

Culturally responsive education seeks to develop a whole school environment that is inclusive of cultural considerations (e.g., curriculum, instructional materials, learning and testing, respect for cultural differences, etc.). The development of a culturally responsive environment is ever-evolving and ongoing.

A culturally competent pedagogy connects students' cul-

tures, languages, and life experiences with the school curriculum. Leveraging a student's knowledge and experiences from families and communities helps them to access and connect with the curriculum and develop academic skills. (April 2023)

B-22 Study of Diverse Cultures

The NSEA believes the cultural heritage of all persons should contribute to their positive self-image. It is important that the study of the diverse cultures, and their important contributions to humankind, be included in the curriculum of our Nebraska schools to promote mutual respect and understanding of diversity. These cultures should be presented in such a manner that persons with that cultural heritage can feel self-worth from the curriculum. (April 2015)

B-23 Educational Television and Public Radio

The NSEA believes in the continued development and financial support of statewide instructional television programming and national public radio as supplements to the instructional curriculum of each school district. (April 2015)

B-24 Technology Education

The NSEA believes in the inclusion of technology literacy in school curricula including internet training with access for all students and educational employees. (April 2015)

B-25 Language Learners

The NSEA recognizes that language learners must have programs available that address their unique needs and provide equal opportunity to all students regardless of their primary language. Programs for students who are learning English should emphasize grade-level proficiency while concurrently providing meaningful instruction in all other curriculum areas. In planning a comprehensive program for language learners, age, academic needs, individual differences in language acquisition abilities, environmental factors, and best teaching practices must be considered. Students should be taught in language acquisition and development programs designed to meet their specific needs.

The Association believes that model language acquisition programs are those in which language minority students demonstrate an increase in English language acquisition and success throughout the grade levels should be promoted and supported at the federal, state, and local levels.

The Association supports funding of linguistically appropriate instructional materials, resources, and programs for language learners, as well as professional development programs for education employees who work with these students.

The Association also supports bilingual and multilingual competence and supports programs that assist individuals in attaining and maintaining proficiency in their native languages before and after they acquire proficiency in an additional language. (April 2019)

B-26 Distance Education

The NSEA believes that quality distance education can create or extend learning opportunities not otherwise available to all students. The NSEA believes that, to ensure quality, distance education courses must:

- (a) Be at least as rigorous as similar courses delivered by more traditional means.
- (b) Meet accreditation standards.
- (c) Have content that is relevant, accurate, meets state and local standards, and is subject to the normal processes of collegial decision making.
- (d) Meet the objectives and requirements out-lined in the official course description.
- (e) Have student/faculty ratios that ensure the active engagement of students and high academic achievement.
- (f) Have appropriate procedures mutually agreed upon by the instructor and the institution for evaluation and verification that the student is submitting individual own work.
- (g) Have instructors whose qualifications are the same as those of instructors teaching in traditional classes and who are prepared specifically and comprehensively to teach in this environment.
- (h) Be integrated into the mission and consistent with the overall offerings of the institution.
- (i) Provide fair use exemptions for participants' access to copyrighted materials for educational purposes.

The Association further believes that the institution offering the courses must provide:

- (a) Adequate infrastructure.
- (b) Appropriate facilities and equipment.
- (c) Libraries and laboratories as needed.
- (d) Adequate support and technical professionals on or off campus.

The NSEA also believes that the rights of the education employees delivering and monitoring the courses must be protected through the normal process of collegial decision making and, when relevant, collective bargaining. These rights should include, but not be limited to:

- (a) Determining the appropriateness of the introduction of distance education into a school setting and the uses and impact of such education.
- (b) The intellectual property rights of instructors.
- (c) Revenue received from distance learning courses.
- (d) Revisions to, reuse of, and duration of such courses.
- (e) Distance learning teachers must have additional planning time, and/or additional compensation, ongoing technological training and support to insure quality learning for all students.

The NSEA further believes that the rights of the students taking the courses must be protected. These rights must include, but not be limited to:

- (a) Appropriate equipment, technical support, libraries, and laboratories.
- (b) Appropriate student services.
- (c) Accurate course descriptions and expectations prior to enrollment.
- (d) Individualized interaction with their instructor.
- (e) Opportunities for appropriate student-to-student interaction. (April 2023)

■ Promote the Health and Welfare of Children and/or Students

C-1 Cooperative Improvement of Instruction

The NSEA believes students, parents/guardians, local education association representatives, professional educators, administrators, boards of education and community groups should work cooperatively to structure the curriculum and the school environment to best serve the students. (April 2023)

C-2 Responsibility of Society to Children

The NSEA believes that all of society is responsible for meeting the basic needs of Nebraska's children and youth. (April 2015)

C-3 Coalition for Children

The NSEA believes it is essential to establish a coalition of associations and organizations which have an interest in the well-being of all of Nebraska children and youth. (April 2015)

C-4 Building Supervision

The NSEA believes all schools in session with students in attendance shall be monitored at all times by an administrator who is certificated and so designated by the board of education. (April 2015)

C-5 Safe Learning and Teaching Environments

The NSEA believes that a safe school climate is the right of all students and school employees. The Association also believes communities must develop policies and practices that ensure safe schools.

The Association also believes students and education employees must be safe from physical, verbal, and psychological violence, the threat thereof, and all forms of harassment. Education employees have the right and responsibility to protect the safety and welfare of students and school personnel. 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. In addition, all staff should be provided with appropriate training on strategies for establishing and maintaining a safe school climate.

The Association further believes that school security personnel, school resource officers, and designated staff must be properly trained to interact with students and intervene with those exhibiting violent behavior.

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

The Association 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 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. (April 2019)

C-6 Educational Competition

The NSEA believes competition between students, educational employees and schools can be beneficial only if it is used to enhance learning. (April 2015)

C-7 Student Behavior

The NSEA believes local associations and boards of education should develop effective disciplinary policies to maintain orderly classroom management and to correct disruptive behavior.

The Association also believes that these written policies must contain plans and procedures that are fair, equitable, and consistently enforced. The Association further believes that school personnel must be properly trained to interact with students exhibiting violent behavior.

The Association believes that policies promoting educational processes which emphasize prevention, effective interventions, and rehabilitation will decrease the use of out-of-school suspensions, expulsions, in school arrests, and the phenomenon that is commonly referred to as the “school-to-prison Pipeline” that can lead to future incarcerations.

The Association further believes that it is in the best interest and safety of all that all education employees are confidentially and promptly informed of students with known serious or violent behavior concerns. This is especially important in our ever-mobile society as students move from school to school.

The Association believes that appropriate school behavior begins and is reinforced in the home. Parents/guardians of children who are disruptive often need support and training in order to reduce inappropriate behavior and increase student learning. Programs that provide assistance and training in child development, effective parenting skills, and strategies for dealing with disruptive students must be available for parents/guardians. Schools can be instrumental in identifying and recommending

strategies that can assist parents/guardians. (April 2019)

C-8 Student Stress and Anger

NSEA believes that increasing mental, emotional, and environmental pressures can significantly impact students’ health and success, resulting in drug and alcohol abuse, violence, vandalism, school dropouts, self-injuring behaviors, and suicide among children and youth.

The Association 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 are necessary to help students deal with stress and anger.

The Association further believes that schools must work collaboratively with the community, local, state, and national agencies to ensure that these children and young adults receive comprehensive interventions and services that support their physical and psychological well-being, and that these interventions and services should be made available to all children and young adults beginning at preK. (April 2019)

C-9 Complex Trauma

The NSEA believes that complex trauma impacts the brain development of children. Complex trauma causes systemic and individualized educational barriers that interfere with children’s emotional and physical health and impedes access to education.

The Association recognizes the risks of secondary trauma faced by those who support these children and that they themselves may need support.

The Association understands that trauma crosses all segments of society and is often compounded by the effects of poverty, institutional racism, and other adverse childhood experiences.

The Association also believes that school districts should provide complex trauma training for education employees, and programs to address the effects of trauma. (April 2019)

C-10 Bullying

The NSEA believes that the school environment, including school-sponsored events and activities, should be free from all forms of bullying. Bullying is the repeated intimidation of others by real or perceived infliction of physical, verbal, written, electronically transmitted, or emotional abuse.

The Association also believes that bullying in schools is not limited to students but may affect school employees as well. The NSEA further believes that professional development, materials, and resources should be available to all staff to address the issue of bullying. (April 2015)

C-11 Weapon Free Schools

The NSEA 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. The Association also believes that individuals who bring unauthorized guns and other deadly weapons should be excluded from school and school grounds until undergoing mandatory prescribed intervention.

The Association further believes that a weapon free learning environment should include security systems within the school campus and security/evacuation plans that are reviewed and practiced regularly.

The Association also believes the prevention of firearm violence should include providing families with information regarding the prevention of unauthorized access to firearms.

The Association also believes that students and education employees should never be allowed to carry firearms in an educational environment, unless explicitly used for school-sanctioned activities. Arming education employees as a preventative measure against armed intruders creates an unsafe environment, placing students and school personnel at greater risk. (April 2019)

C-12 K-12 Guidance and Counseling

The NSEA believes increased guidance and counseling services, especially at the elementary school level, would enhance student self-concept and help ensure full individual academic growth potential.

The Association also believes that a District should provide to all students in every building full-time school counselors who are trained and available to help students deal with personal, social, academic and vocational concerns. (April 2015)

C-13 Programs for Student Stress

The NSEA supports appropriately accredited and licensed mental health and aftercare programs for students suffering mental, emotional and environmental pressures. The Association urges local affiliates to support legislation and publicity for these programs. (April 2015)

C-14 School Nursing Services

The NSEA believes local school boards should provide adequate student-to-nurse ratios, that Registered Professional Nurses should deliver school health services and that the Nebraska Department of Health should continue to provide a School Nurse Consultant. (April 2015)

C-15 In-service on Communicable Diseases

The NSEA believes all educational employees should receive in-service training about communicable diseases, including, but not limited to, herpes, hepatitis and HIV/AIDS. (April 2015)

C-16 Child Abuse

The NSEA believes professional educators must report to proper authorities any suspected or observed evidence of child abuse. (April 2015)

C-17 Protection from Exploitation

The NSEA 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 believes that regulations restricting the purchase of games and toys based on age appropriateness 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 also believes that, through media literacy education, education employees, parents/guardian, and children must become critical users of mass media, the Internet, and other products accessible to children.

Furthermore, the Association 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. (April 2015)

C-18 Missing Children

The NSEA supports the NEA in its efforts to locate missing children by working cooperatively with local programs and authorities to raise awareness of missing children. (April 2015)

C-19 Substance Abuse

The NSEA believes that inhalant, drug, alcohol, and tobacco/nicotine abuse negatively impacts student health and welfare, and interferes with effective instruction and student learning. NSEA supports:

- (a) Appropriate educational experiences to educate students about the serious consequences of participating in any aspect of the illegal drug trade.
- (b) Standardization of drug laws, including the sale and distribution of drugs.
- (c) Prohibition of the production, sale and distribution of drug paraphernalia.
- (d) Improvement of drug prevention and rehabilitation programs.

- (e) Mandated drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of a controlled substance.
- (f) Research on the genetic and neurological damage done to children through parental substance abuse and the impact on student learning and behavior.
- (g) Strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages.

The NSEA opposes the illegal use of drugs and controlled substances, and believes that severe penalties for illegal production, distribution and sale should be strictly enforced. (April 2015)

C-20 Environmentally Safe Schools

The NSEA believes that all educational facilities must have healthy indoor and outdoor air quality, be smoke-free, and be safe from environmental and chemical hazards, and provide clean water. School districts should conduct periodic testing for harmful water and airborne particles/agents that are detrimental to the health of students and educational employees.

The Association believes in the establishment and enforcement of standards of the Occupational Safety and Health Administration to ensure health and safety. (April 2017)

C-21 Student Transportation

The NSEA believes in safe and orderly transportation of students. In compliance with State and Federal rules and regulations, procedures must be developed collaboratively, enforced, and constantly reviewed and revised to ensure this. In addition to an annual vehicle inspection, the proper agencies should also conduct random inspections.

The Association also believes that local school districts should provide students with transportation for all school-related activities. Students should not be transported by public school employees in their personal vehicles for these activities. (April 2015)

C-22 School Safety and Emergency Plans

NSEA believes that schools, school districts, and school transportation systems must have written plans that delineate procedures that include, but are not limited to, lockouts, lockdowns, evacuations, and shelters. Plans must include rapid reaction criteria and procedures coordinated with on-campus personnel, community and other appropriate first responders. Emergency plans for each school site must be developed by school personnel in partnership with the community. Emergency plans should also include a proactive preventative threat assessment program and participation in a well-designed, monitored, and maintained statewide reporting system for school safety concerns.

The Association also believes for these plans to be effective, they must be practiced, monitored, and updated on a regular and consistent basis with input from all stakeholders. Adequate training of all school staff is vital to the success of any school emergency plan. Plans must include stress management/counseling strategies as follow up care for students, and staff when appropriate.

The Association supports the development of a statewide school safety and emergency system through the adoption of appropriate protocols with adequate school safety funding. (April 2019)

C-23 Comprehensive School Health, Social and Psychological Programs and Services

The NSEA believes that to promote health and wellbeing, every student, pre-K through higher education, should have direct and confidential access to comprehensive health, social, and psychological programs and services, including trauma sensitive care. Such programs and services can be effective with ongoing communication and coordinated partnerships between social, school, home and community resources.

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

The Association believes that, to provide effective physical and behavioral/mental health services in the school setting, the following are essential:

- (a) School counseling programs providing a focus on academic, career, and social/emotional development so students achieve success in school and are prepared to lead fulfilling lives as responsible members of society.
- (b) Health services, provided by a licensed school nurse, promoting the health of students through prevention, case finding, early intervention, and remediation of specific health problems. With appropriate staffing, to safely accommodate students with special health needs and chronic illness
- (c) School psychological services promoting the behavioral/mental health of students through prevention, identification, early intervention, and remediation of specific behavioral/mental health issues that interfere with the learning process and providing crisis intervention of traumatic events and mental health counseling.
- (d) School social work services providing crisis intervention, individual and group counseling, behavior management, and coordination with student families and community resources.
- (e) Other specialized clinicians who identify, diagnose, and accommodate learning disabilities and other conditions adversely affecting the ability to learn and succeed in a school setting.
- (f) A healthful psychological climate and a safe physical environment at the building, classroom, and individual levels.

The Association supports legislation that provides comprehensive care to all children and supports community, state, and national efforts to coordinate these services.

C-24 Health Care for All Children

The Nebraska State 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.

C-25 Nutrition

The Association believes that no student shall be denied the opportunity of a school meal or be publicly identified or stigmatized for needing free or reduced meals or the inability to pay a school meal debt. (April 2021)

■ Promote Professional Excellence Among Educators

D-1 Education as a Career

The NSEA believes students should be encouraged to pursue a career in the field of education. (April 2015)

D-2 The Teaching Profession

The NSEA 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.

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

- (a) Designs and facilitates instruction that incorporates the students' developmental levels, skills, and interests with content knowledge.
- (b) Develops collaborative relationships and partners with colleagues, families and communities focused on meaningful and deep learning.
- (c) Provides leadership and advocacy for students, quality education, and the education profession.
- (d) Demonstrates in-depth content and professional knowledge.
- (e) Participates in on-going professional learning as an individual and within the professional learning community.
- (f) Utilizes multiple and varied forms of assessments and student data to inform instruction, assess

student learning, and drive school improvement efforts, including trauma sensitive practices in schools.

- (g) Establishes environments conducive to effective teaching and learning.
- (h) Integrates cultural competence and an understanding of the diversity of students and communities into teaching practice to enhance student learning.
- (i) Utilizes professional practices that recognizes education as vital to strengthening our society and building respect for the worth, dignity and quality of every individual.
- (j) Strives to overcome the internal and external barriers that impact student learning. (April 2015)

D-3 Professional Educator Preparation

The NSEA believes all professional educators should have:

- (a) A broad general education.
- (b) In-depth academic preparation in areas of specialization.
- (c) Mastery of the knowledge and skills necessary to perform their duties.
- (d) An understanding of their professional rights and responsibilities, including the NEA and Nebraska Codes of Ethics.
- (e) Increased intern experiences in the candidates' endorsed fields.
- (f) An understanding of their rights and responsibilities in redefining and restructuring the curriculum to better serve student needs.

The Association also believes that pre-professional educators should not be assigned as substitute teachers during their student teaching experiences. (April 2015)

D-4 Mentoring

The NSEA believes it is the responsibility of the Association to be actively involved in the mentoring process. (April 2015)

D-5 Professional Development for Education Professionals

The NSEA believes that continuous professional development is essential for education professionals to achieve and maintain the highest standards of student learning and professional practice. The Association also believes that professional development should:

- (a) Be based upon clearly articulated goals and objectives reached by consensus of the school community.
- (b) Be designed, directed by, and differentiated to meet the needs of impacted professionals at each site.
- (c) Support education professionals in meeting the needs of students.
- (d) Be incorporated into and aligned with (not added to) professional work expectations.

- (e) Be college and career-ready standards-referenced and incorporate effective practice, relevant data, and current research.
- (f) Be supported by adequate funding and 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 evaluation component to determine effectiveness.
- (k) Respond to, refine, improve, and adjust the professional development according to the feedback provided by the participants.
- (l) Not usurp regular planning time for teachers.
- (m) Provide initial and ongoing training and support for the implementation of new and expanded programs and skills.
- (n) Provide initial and ongoing training and support in the development of new and revised curricula and instructional strategies.
- (o) Provide time during the regular work day and work year for inquiry, research, reflection, and collaboration.
- (p) Provide time for individual and collaborative study of student data to improve student learning.
- (q) Provide opportunities for mentoring and peer coaching with colleagues on an ongoing basis.
- (r) Provide a depth of subject matter knowledge and a great understanding of the impact of culture, gender, and learning styles.
- (s) Provide opportunities to assume new roles and career paths, including leadership positions.
- (t) Provide flexibility for collaboration of community partners with a variety of resources.
- (u) Provide initial and ongoing training and support for the use of technology as an instructional tool.
- (v) Provide initial and ongoing training in the support and use of trauma sensitive practices. (April 2019)

D-6 Evaluation of the Professional Educator

The NSEA believes evaluation of the professional educator must be conducted on a scheduled basis for the purpose of improving performance. The association also believes that evaluations of teachers must be comprehensive — based on multiple indicators that provide teachers with clear and actionable feedback to enhance their practice — with components that include indicators of teacher practice, teacher contribution and growth, and contribution to student learning and growth. The evaluator must hold a current Nebraska Administrative certificate, remain current in best classroom practices, and have opportunities annually to prepare and teach lessons. Written evaluations followed by timely conferences that suggest

possible solutions and reasonable timelines to correct alleged deficiencies are pre-requisite for non-renewal of a professional educator's contract. If, following such an evaluation, a teacher's practice fails to meet performance standards, a teacher should be provided with clear notice of the deficiencies, and an improvement plan should be developed by the teacher, local association and employer. The procedures must be developed mutually by and acceptable to the local association, the administration, and the governing board. The evaluation process should be based on pre-identified criteria. (April 2015)

D-7 Teacher Competency Testing

The NSEA opposes the use of state or federally mandated professional educator competency testing for evaluation or recertification, except when administered by teacher preparation institutions to evaluate teacher candidates prior to recommendation for their initial teacher certification. (April 2015)

D-8 International Teacher Exchange Program

The NSEA supports an active international teacher exchange program. (April 2015)

D-9 Qualified Educational Support Professionals

The NSEA believes that qualified Education Support Professionals are a vital resource and should be employed and retained to ensure the quality of education for all public school students.

The Association also believes that Education Support Professionals should be employed only to enhance the effectiveness of the professional educators, not used in place of certified teachers. (April 2016)

D-10 Professional Development for Education Support Professionals

The NSEA believes that paid professional development should be provided throughout a career of Education Support Professionals. Professional development programs should provide equal opportunities for Education Support Professionals to gain and improve the knowledge and skills important to their position and job performance. Professional development programs should ensure that Education Support Professionals 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.

The Association further believes that professional development course offerings should be ongoing throughout the school year, should be made available by education stakeholders, and employees should be compensated for time outside the scheduled work day. (April 2015)

D-11 Education Support Professional Excellence

The NSEA believes that education support professionals (ESPs) are integral to the foundation of school communities and must be treated with the respect, recognition, and value due all professionals. The Association also believes that ESPs deserve fair compensation and appropriate professional development.

Across the comprehensive range of their contributions, quality ESPs—

- (a) Develop collaborative relationships and partner with

educators, students, families, and communities

- (b) Provide leadership and advocacy for students, quality education, and their professions
- (c) Participate in ongoing professional development as individuals and within the professional learning community
- (d) Process and maintain student records and other vital, confidential information
- (e) Establish environments conducive to working and learning by maintaining accessible, clean, operational, and safe schools and facilities
- (f) Ensure optimal indoor air quality that aligns with or exceeds state regulations and federal standards
- (g) Prepare nutritious and safe meals and ensure that school districts are in compliance with state regulations and federal standards, including free and reduced meal programs
- (h) Improve and protect student health and welfare by providing first aid, monitoring immunizations, conducting health screenings, and assisting sick, injured, or impaired students
- (i) Educate and empower students to independently maintain good health
- (j) Provide direct services and support to students and their families to promote student learning and well-being
- (k) Participate in the design and implementation of school safety and security policies and crisis prevention, preparedness, and response plans
- (l) Repair, maintain, and operate machinery and equipment essential to the safe, efficient operation of schools and facilities
- (m) Maintain high standards for technology, communications, and networks in schools and facilities
- (n) Transport students safely to and from schools and school-related events. (April 2023)

D-12 Education Support Professional Excellence

The NSEA supports public service loan forgiveness programs. Loan forgiveness should be based upon successful completion of years of service, and not be dependent upon specific loan types, location of employment, or repayment plans. Loan repayment and forgiveness criteria, as well as information on predatory lending practices should be provided to all aspiring and practicing public servants prior to incurring educationally related debt. (April 2023)

■ Promote Academic and Professional Freedoms for Teachers and other Educational Employees

E-1 All-Inclusive Membership Organization

The NSEA believes all educational employees in Nebraska should be members of the United Education Profession, national, state and local associations. (April 2015)

E-2 Equal Opportunity Guidelines

The NSEA believes all persons should be given equal opportunity for employment, promotion, compensation and leadership in all activities. Written personnel policies should be consistent with the guidelines established by federal, state and local agencies. These guidelines should be considered for advising NSEA members of their rights regarding acts of alleged discrimination based upon race, creed, color, national origin, gender, gender identity, gender expression, sexual orientation, marital status, economic status, age, physical disability, health, size, or participation in Association activities. (April 2023)

E-3 Academic and Professional Freedom

NSEA believes academic and professional freedom, guaranteed by the First Amendment of the Constitution, are essential to American education. Academic freedom includes:

- (a) The right of educational employees and students to explore, present and discuss divergent views in the quest for knowledge.
- (b) The right to choose textbooks and teaching materials that present opposing or differing views.
- (c) Freedom to implement board-approved curricula and support materials chosen by professional staff without specific notification to parents/guardians.
- (d) Teaching techniques that encourage students to think analytically and independently.
- (e) The right to criticize the policies and programs of the school without fear of reprisal. (April 2023)

E-4 Time to Teach

The NSEA believes every professional educator needs “time to teach.” This includes:

- (a) Hours during which an educator is actually teaching.
- (b) Occasions which enhance the student/professional educator relationship.
- (c) Reasonable, carefully-defined workloads.
- (d) Duty-free lunch periods of no less than thirty (30) minutes.
- (e) At least fifty (50) consecutive minutes for planning and student consultation during the student day without other assigned duties.
- (f) Elimination of non-instructional tasks.
- (g) Instructional loads and class sizes adjusted to the particular learning process involved.
- (h) Scheduled time during the school day to participate in curriculum planning, creation and implementation, or restructuring. (April 2015)

E-5 Accountability

The NSEA believes educational employees can be held accountable only to the degree that other parties who share responsibility for public education are also held accountable. (April 2015)

E-6 Pressures on Educational Employees

The NSEA believes organized efforts to impede public education should be monitored and reported to the NSEA Board of Directors. School districts should assist educational employees whose academic freedom or employment is threatened by philosophical or self-interest groups. (April 2015)

E-7 Selection and Challenges of Materials and Teaching Techniques

The Nebraska State 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.

The Association deplors pre-publishing censorship, book-burning crusades, and attempts to ban books from school library media centers and instructional materials. Educators must have the opportunity to research instructional materials and resources that would be made available to all students. 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. (April 2021)

■ Protect the Rights of Educational Employees and Advance Their Interests and Welfare

F-1 Agency Shop

The NSEA believes in the principle of agency shop for employees who are members of a bargaining unit represented by an organization that is recognized for negotiations. (April 2015)

F-2 Substantive and Procedural Due Process Rights

The NSEA believes all educational employees shall be guaranteed both substantive and procedural due process in their employment relations with their respective boards of education regarding matters of termination, retirement and reassignment. Written notice of impending contract termination or cancellation shall include the following:

- (a) The right to request a hearing.
- (b) Any statutory or contractual time limits.
- (c) The right to present evidence at an administrative hearing.
- (d) The right to be heard by an impartial third party. (April 2015)

F-3 Employee Involvement in Decision Making

The NSEA supports training in shared decision-making models for all educational employees. School districts should provide for employee input in their decision-making processes. (April 2015)

F-4 Commission of Industrial Relations

The NSEA supports the Commission of Industrial Relations as an agency for settling employment disputes in the public sector. (April 2015)

F-5 Scope of Negotiations

The NSEA supports collective bargaining and the expansion of the scope of negotiations to include all terms and conditions of employment. (April 2015)

F-6 Economic Development, Education, and Teacher Compensation

The NSEA believes that the economic growth and vitality of Nebraska depend upon a well-educated citizenry and competitive workforce. Excellence in public schools and post-secondary education is central to economic development. A high-quality staff is one of the primary determinants of student achievement and success. Therefore, the Association believes the Legislature should fund regionally- and nationally-competitive salaries and benefits for education employees. (April 2015)

F-7 Withdrawal of Professional Services

The NSEA believes educational employees should have the legal right to withhold professional services. Educational employees should withdraw services as a last resort for correcting intolerable conditions or when boards of education are unwilling to negotiate in good faith. (April 2015)

F-8 Minimum Provisions for Negotiated Agreements

The NSEA affiliates shall negotiate formal agreements with their governing boards which include these minimum provisions:

- (a) School calendar, school day and student contact time.
- (b) Policies related to the use and implementation of salary schedules.
- (c) Full recognition for experience and preparation for salary placement on an index salary schedule.
- (d) Full-family health, accident and dental insurance premiums paid by employer from the first day of employment, with continued utilization of NSEA-endorsed programs.
- (e) Maximum long-term disability coverage, based on primary offsetting benefits, with premiums to be paid by employer.
- (f) Index extra-curricular schedules which include all additional teaching and non-teaching responsibilities.
- (g) Salary settlements that equal or exceed cost-of-living increases, excluding increments.
- (h) Career increments above the schedule for added years of service.
- (i) Reduction-In-Force policy.
- (j) Maximum class-size formulas, with appropriate reduction for placement of disabled, at-risk and gifted children within that class.
- (k) Severance pay for unused leave time.
- (l) Insurance coverage to spouse/dependents for the term of the contract in case of the educational employee's death.

- (m) Extra-duty assignments only with the consent of the educational employees.
- (n) Leave policies.
- (o) Language of the individual teaching contract form compatible with the contract form recommended by the Commissioner of Education.
- (p) A professional growth policy, compatible with the provisions of State Law.
- (q) Educational employees' evaluation.
- (r) An early retirement option incentive or voluntary separation from employment.
- (s) Transfer of full educational employee experience and training between districts for salary placement.
- (t) Fifty (50) consecutive minutes for planning and student consultation during the student contact day.
- (u) Language to define the district's support of educational employees who suffer physical and/or verbal abuse which occurs within the line of duty.
- (v) Just cause and fair dismissal clauses.
- (w) Parental leave to educational employees without loss of salary, for the birth, adoption, or emergency care of their family members.
- (x) Grievance procedure, including binding arbitration and the right of the Association or its affiliates to file grievances.
- (y) Educational employees' compensation for year-round school programs.
- (z) The right to reside in communities or neighborhoods of their choice.
- (aa) Distance education class loads, student contact hours, additional planning time and/or additional compensation, and contract hours for instructors must be defined. There must be guarantees that technology and distance education will not be used to supplant employees.
- (ab) Correct placement on the salary schedule. (April 2015)

F-9 Equitable Salaries

The NSEA believes that salary and compensation for teachers and all education employees should be equitable, regardless of the school district size, geographic location, or economic wealth.

The Association also believes that state aid resources for teacher compensation and guidelines for minimum salary(ies) are needed to provide equity and economic competitiveness. Local associations should bargain compensation and benefits above the state standards that may be established. (April 2015)

F-10 Comparable Salaries

The NSEA believes educational employees should receive salaries and compensation comparable to those in other professions requiring similar preparation. (April 2015)

F-11 Restructuring of Schools

The NSEA believes educational employees must have release time during student contact hours for participating in restructuring activities or receive appropriate compensation for restructuring activities outside the regular student contact day. (April 2015)

F-12 Mandated Course of Study

The NSEA believes that educational employees should be compensated for any mandated course of study by the mandating governing body or agency. (April 2015)

F-13 Equality in Subject Areas

The NSEA believes all subject areas of education are of equal importance. The NSEA also believes that preferential treatment in preparation opportunities or compensation is inequitable. (April 2015)

F-14 Negotiations of Salaries and/or Fringe Benefits

The NSEA believes in the right of local associations to negotiate salaries and benefits with their governing boards under the Commission of Industrial Relations Act without property tax and budget limitations imposed by the Legislature. (April 2015)

F-15 Pre-professional Educators' Liability Insurance

The NSEA believes each college or university should require proof of liability insurance from every pre-professional educator. (April 2015)

F-16 Minimum Criteria for Additional Compensation Beyond the Single Salary Schedule

The NSEA believes that designing and implementing any new or additional educational employee compensation structure should be administered through a successful exchange process. The Association supports legislative incentives for local negotiated alternative salary systems.

The Association also believes that any system that provides additional compensation to educational 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.
- (b) Any additional compensation beyond the salary schedule must not be based on education employee evaluation, student achievement scores 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.
- (d) The system should not directly or indirectly limit the number of education employees who are eligible for the additional compensation.
- (e) Full funding should be available to sustain the sys-

tem. The allocation of funds to provide the additional compensation should not prevent increases in the basic compensation for all education employees; and

- (f) The systems 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. (April 2015)

F-17 Professional Leave

The NSEA encourages local association affiliates, boards of education and school administrators to establish policies for granting professional leave to educational employees, without loss of salary, to attend educational meetings and to participate in professional organization activities. (April 2015)

F-18 Health Examinations

The NSEA believes physical and mental examinations of education employees should be required only when there is probable cause except when mandated by state or federal laws. 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 individual 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 the employee should be guaranteed the right to select a medical professional. (April 2023)

F-19 Reduction-In-Force Policy

The NSEA believes every educational employee in the State of Nebraska should be covered by a reduction-in-force policy based on seniority. To protect affirmative action programs, NSEA supports the following guidelines:

- (a) Majority and minority personnel should be reduced in proportion to the overall percentage of staff they represent.
- (b) Any employee so reduced should be given preferential re-employment for two years for any position for which that person is legally qualified.
- (c) Re-employment should be in the same majority/minority proportions without loss of tenure or financial benefits.

The NSEA also believes educational employees facing reduction in force are entitled to information about employment opportunities inside and outside of education. Retraining of educational employees terminated because of reduction in force is the responsibility of the governing boards. (April 2015)

F-20 Educational Employee Replacement

The NSEA believes that educational employees should not be eliminated or replaced by distance learning, packaged in-

structional programs or privatization. (April 2015)

F-21 Year-Round School

The NSEA supports the concept of year-round school programs that are mutually developed by classroom professional educators and other interested parties. (April 2015)

F-22 Retirement Benefits

The NSEA affirms its support for the current Defined Benefit retirement plans for providing core retirement benefits for retired educational employees and supports legislation that will improve and enhance retirement benefits for all active and retired educational employees.

The NSEA believes retirement benefits offered for educational employees should include, but not be limited to, the following un-prioritized items:

- (a) An annual, automatic Cost of Living Adjustment (COLA) that is linked to the Consumer Price Index-Urban (CPI-U) Consumer Price Index – Elderly (CPI-E) with a minimum of 3 percent per year.
- (b) A Restoration of Purchasing Power (ROPP) COLA that would increase retirement payments for retirees to provide 95 percent of the purchasing power of the pension at the time of retirement.
- (c) Introduction of a benefit for current and future retirees that would provide assistance with medical costs after retirement.
- (d) An increase in the formula benefit multiplier above the current 2.0 percent of the highest 3-year average salary times the number of years of creditable service.
- (e) A lowered actuarial reduction for those retirees who are at least 55 years old but do not qualify for Rule of 85 — the reduction being 3 percent for “Rule of 84;” 6 percent for “Rule of 83;” 9 percent for “Rule of 82;” 12 percent for “Rule of 81;” and 15 percent for “Rule of 80.”

The NSEA also believes that Retirement Systems for educational employees should be fully funded, with the majority of the cost borne by the employers and/or the State; that any state contributions to the retirement system from general tax revenues should be distributed equitably to all public school employees in the state; and that all public employees retirement boards of trustees should have a composition that guarantees representation proportional to the fund assets of each member group, with member organizations having a greater voice in the selection of those trustees. (April 2016)

F-23 Social Investments of Retirement Funds

The NSEA believes the Nebraska Investment Council should resist any efforts to limit retirement fund investments based on social issues. (April 2015)

F-24 Social Security

The NSEA believes that Social Security and pension income are intended to keep our elderly and disabled citizens out of poverty. The Association further believes these funds should not be used as a source of revenue for the state.

Therefore, the Association supports the position that Social Security and pension funds should not be subject to state income tax. (April 2015)

■ **Secure Professional Autonomy**

G-1 Professional Self-Governance

The NSEA believes in professional self-governance with authority to set the standards of licensure, practice, ethics and competence. The Association believes members must adhere to the Nebraska Professional Practices Commission “Code of Ethics” and its legal implications. Furthermore, the Association believes that members should be aware of the NEA Code of Ethics. (April 2015)

G-2 Teacher Certification

The NSEA supports the legal requirement that all Nebraska professional educators shall be certificated by the State of Nebraska in order to practice the profession of teaching within the state, and that such certification be granted only after successful completion of a prescribed course of study in a teacher-training institution accredited by the State Board of Education and the Council for the Accreditation of Educator Preparation. (April 2016)

G-3 Certification Fee

The NSEA believes that fees should not be assessed for certificates issued by the Nebraska Department of Education. The operation of the Professional Practices Commission and the Nebraska Department of Education should be funded by the Legislature. (April, 2023)

G-4 Professional Educator Specialization

The NSEA believes professional educators should be assigned classroom responsibilities only in their areas of specialization or training.

Furthermore, the Association believes that when a teacher shortage exists, the State of Nebraska should grant K-12 teacher certification only to individuals who have received appropriate educational training in their respective fields of education. (April 2015)

G-5 School Accreditation

The NSEA believes superior educational opportunities for all Nebraska students can best be provided through quality standards of school accreditation. In each accredited school, one-half of the teaching faculty members shall have a minimum of a Master’s Degree or its equivalent. (April 2015)

G-6 Early Childhood Education

The NSEA supports fully accredited early childhood programs for all children, taught by certificated professionals. (April 2015)

G-7 Coordination of Higher Education Programs

The NSEA supports coordination of higher education programs within the state. (April 2015)

G-8 Screening/Selecting Policies

The NSEA believes college instructors who teach education courses should have successful accredited school teaching experience in the areas for which they prepare

others. The NSEA also believes that more selective policies should be implemented for admittance into teacher education programs with systematic monitoring conducted throughout prospective teachers’ training. (April 2015)

■ **Unite Educational Employees for Effective Citizenship**

H-1 Political Rights

The NSEA believes all educational employees have the right and the responsibility to be politically active citizens. (April 2015)

H-2 The Education Employee as a Citizen

The NSEA 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 legislation and policies 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. (April 2017)

H-3 The Right to Vote

The NSEA 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 procedures 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. (April 2017)

H-4 Member Involvement in Community Organizations

The NSEA encourages its members to become involved in community organizations and to influence those organizations to address issues of common concern to their local, state, and national education associations. (April 2017)

H-5 Participation in Professional Associations

The NSEA believes that an education employee has the right and responsibility to participate fully in professional associations. Policies adopted by governing boards should provide release time without loss of pay to education employee fulfilling leadership responsibilities or attending professional meetings. Release time should be equitably provided to all education employees, without harassment and without preference given to educational position. (April 2017)

H-6 Arbor Day

The NSEA believes all Nebraskans should take pride in Arbor Day. The Association encourages its members to work for and promote activities in their local communities on Arbor Day. (April 2015)

H-7 Indigenous People's Day

The NSEA believes that the history of colonization needs to be recognized and acknowledged. To do so, the Association believes that the name of the current holiday known as "Columbus Day" should be renamed and recognized as "Indigenous People's Day" in recognition of the early indigenous peoples that were living in the United States before colonization by European settlers. (April 2021)

H-8 Martin Luther King, Jr. Day

The NSEA believes that Martin Luther King, Jr. Day should be recognized and acknowledged. The Association recognizes the significance of the observance to emphasize our need for racial healing, justice, and equality through nonviolence. (April 2023)

H-9 César Chávez Day

The NSEA believes that César Chávez Day should be recognized and acknowledged to focus on the importance of labor organizing and promoting equitable human relations. The Association encourages the observance of this day to promote reflection and action for social justice. (April 2023)

H-10 Veterans Day

The NSEA believes that all people of this state should honor and memorialize the sacrifices and heroic acts of all who have served in the Armed Forces. Veterans Day should be maintained as a legal holiday. Students should be taught the importance and magnitude of the sacrifices made by veterans in the protection of the United States during war and peace. School systems should plan observances to promote the celebration of veterans' courage, patriotism, and sacrifice for every member of society. (April 2023)

H-11 Observance of Juneteenth

The NSEA believes that Juneteenth should be recognized and acknowledged. The Association encourages the promotion and celebration of this day to commemorate the fulfillment of the Emancipation Proclamation and the freedom of enslaved people in the United States on June 19, 1865. (April 2023)

H-11 Observances Celebrating Women

The NSEA believes in the importance of celebrating women as heroines for both their broad and specific contributions to society. The Association also believes that these celebrations must recognize the intersectionality, challenges, and triumphs of women who identify as Native People and Asian, Black,

Latin(o/a/x), Middle Eastern and North African, Multiracial, and Pacific Islander people. The Association further believes that these celebrations must also recognize the intersectionality, challenges, and triumphs of women who are transgender and non-binary. (April 2023)

■ Promote and Protect Human and Civil Rights

I-1 Racism, Sexism, Sexual Orientation, and Gender Identification Discrimination

The NSEA believes in the equality of all individuals. Discrimination, stereotyping and harassment based on such factors as race, gender, sexual orientation, gender identification, disability, ethnicity, immigration status, occupation, and religion must be eliminated. (April 2016)

I-2 American Indian/Alaskan Native Education

The NSEA 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 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 the 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.
- (n) Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level.
- (o) Preservation of the Native languages of the indigenous people of Nebraska. (April 2023)

I-3 Asian and Native Hawaiian or Other Pacific Islander Education

The NSEA recognizes that the complex and diverse needs of Asian and Native Hawaiian or other Pacific Islander children require the direct involvement of Asian and Native Hawaiian or other Pacific Islander educators, parents/guardians, and community leaders in the development of programs that preserve the rich heritage of their cultures. 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 Native Hawaiian or other Pacific Islander students.
- (c) Education of Asian and Native Hawaiian or other Pacific Islander adult refugees.
- (d) Dissemination of programs and information that include the values, heritage, language, culture, and history of Asian and Native Hawaiian or other Pacific Islanders.
- (e) Recognition of Asian and Native Hawaiian or other Pacific Islander educators as role models.
- (f) Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level.

The Association encourages opportunities to preserve, promote, and perpetuate Asian and Native Hawaiian or other Pacific Islander heritage and culture. (April 2016)

I-4 Black American Education

The NSEA 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 devel-

opment 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 re-segregation of the public schools through special classes, or through overrepresentation in special education programs and underrepresentation in gifted programs.
- (j) Opposition to the re-segregation of public schools through overrepresentation and/or underrepresentation in charter schools.
- (k) Dissemination of information and programs that include the values, heritage, language, culture, and history of Black Americans.
- (l) Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level. (April 2016)

I-5 Hispanic Education

The NSEA 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, promotion, and retention of Hispanic educators at all levels of the education profession.
- (e) Recruitment, training, employment, and retention of bilingual, bicultural, and culturally competent teachers, counselors, and other professional and support staff to meet the needs of Hispanic students.
- (f) English proficiency programs that are designed to meet the language and cultural needs of Hispanic students.
- (g) Dissemination of information and programs that include the values, heritage, language, culture, and history of Hispanics.
- (h) Assistance to affiliates in meeting the educational needs of Hispanic students.
- (i) English proficiency programs that are designed to meet the needs of Hispanic students.
- (j) Involvement of Hispanics in lobbying efforts for federal programs.
- (k) Involvement of Hispanic educators in developing educational materials used in classroom instruction.
- (l) Coordination with Hispanic organizations and concerned agencies that promote the values, language, culture, and history of Hispanics.
- (m) Involvement of Hispanics in professional development programs dealing with cultural pluralism and Hispanic values.
- (n) Opposition to the re-segregation of the public schools through over-representation in special education programs and under-representation in gifted programs.
- (o) Opposition to the re-segregation of the public schools through over-representation and/or under-representation in charter schools.
- (p) Programs that address the alarming dropout rates of male students and the disproportionate teen pregnancy rate of Hispanic female students and encourage continuing education.
- (q) Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level.

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. (April 2016)

I-6 Educational Programs in Support of Lesbian, Gay, Bisexual, Transgender, and Questioning Students

The NSEA supports appropriate and inclusive education-

al programs that address the unique needs and concerns of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students. The Association also supports efforts and contributions by educators, parents/guardians, community leaders, organizations, and partners in the development of these programs. Specific programs should provide:

- (a) Acknowledgement of the significant contributions of diverse LGBTQ persons in American history and culture.
- (b) Involvement of educators knowledgeable in LGBTQ issues in the development of educational materials that integrate factual information about the history, social movements, and current events of LGBTQ people.
- (c) Developmentally appropriate local, state, and national resources. (April 2019)

I-7 Human Relations Training for Educational Employees

The NSEA believes in the inclusion of human relations training as part of teacher education programs in Nebraska colleges and as a requirement for certification for teachers or administrators. The NSEA further believes that all educational employees should receive human relations training. (April 2015)

I-8 Minority Designated Scholarships

The NSEA supports scholarships for higher education that will facilitate the recruitment, entry, and retention of minority students.

The NSEA also supports the right of an institution, organization, or individual to designate or accept donations for scholarships meant specifically for minorities.

The NSEA opposes changes in criteria for scholarships specifically for minorities that would allow non-minority students to be eligible for these scholarships. (April 2015)

I-9 Organized Prayer in Public Schools

The NSEA opposes any constitutional amendment that provides for organized prayer and/or prayer time in the public school environment. (April 2015)

I-10 The Issue of Abortion

The NSEA has no position on abortion. (April 2015)

I-11 Weapons Freeze

The NSEA believes all nations should adopt a verifiable freeze on the testing, production and deployment of nuclear and chemical weapons, and all delivery systems. (April 2015)

I-12 Care and protection of Persons with Behavioral/Mental Health Disorders

The NSEA believes that it is society's responsibility to provide quality care for persons who have behavioral/mental health disorders. Such persons should have access, as needed, to diagnosis, primary hospital care, outpatient services, necessary medication, social services,

and housing in the least restrictive environment. Financial assistance for such care should be based upon the ability of the individual to pay.

The Association also believes that individuals with behavioral/mental health disorders 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 behavioral/mental health disorders should not be subject to capital punishment.

I-13 Use of Prejudicial Terms and Symbols

The NSEA believes prejudice is deplorable and the use of names, symbols, caricatures, emblems, logos, and mascots that promote prejudice should be discontinued.

I-14 Human Trafficking

The NSEA is committed to the abolition of all forms of human trafficking. Human trafficking is the acquisition, transportation, recruitment, and harboring of persons by means of threat, force, fraud, or coercion for the purpose of exploitation as defined by the United Nations Protocol to Prevent, Suppress, and Punish Trafficking in Persons. (April 2019)

I-15 Hair Discrimination

The Association believes that it is important to eliminate discrimination in the workplace or schools against individuals wearing natural hairstyles such as braids, twists, cornrows, and locks. The Association believes that wearing natural hairstyles is a human right. (April 2021)

I-16 Racial Justice

The NSEA believes in the necessity of racial healing to strengthen our society as a whole. To this end, Nebraska, as well as the United States, must make a transformative investment in the physical and mental health and economic opportunities of Native People and Asian, Black, Latin(o/a/x), Middle Eastern and North African, Multiracial, and Pacific Islander people, and their communities. Racial justice in education and throughout Nebraska and the United States will be realized when we ensure systemic fair treatment resulting in equitable opportunities and outcomes for people of all races. The Association acknowledges that both historical and current practices have systemically disadvantaged and denied rights, opportunities, and equality for people of color. Implemented through both policies and laws, biased practices have manifested in the conditions our students and educators face in their schools and communities.

The Association believes that honest and open conversations about the racism that continues to threaten equity, fairness, and justice in our nation are necessary to produce the critical changes needed to achieve racial healing and justice. The Association will work with community/business/education partners to develop, initiate, and promote programs that will lead us to repair, heal, organize, and advocate to achieve racial

justice so that every student and educator may fulfill their full potential. (April 2022)

■ Obtain for its Members the Benefits of an Independent, United Education Profession

J-1 Professional Associations

The NSEA 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 interest of its members and advances a strong, healthy, educational environment. (April 2015)

J-2 Membership Participation

The NSEA believes that every member has the right and obligation to participate fully in the Association. The opportunity to participate should be without fear, intimidation, discrimination, harassment, retribution and/or any forms of bullying. (April 2021)

J-3 Minority Participation in the Association

The NSEA believes that there should be ethnic minority participation at every phase of governance and on all decision-making levels of the Association.

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 ethnic minorities at all levels of the organization.

The Association further believes that there is a need for systematic evaluation of ethnic minority participation at all levels. (April 2017)

J-4 Student Member Participation

The NSEA 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. Pre-professional and leadership training should be priorities.

The Association further believes that its members should promote membership 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 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 affili-

ates 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. (April 2017)

J-5 Promotion of Teaching as a Career Choice

The NSEA 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. (April 2017)

J-6 Retired Member Participation

The NSEA believes that retired members are valuable assets whose expertise should be utilized at the national, state, and local levels.

The Association also believes that its members should promote membership in the Retired Program to all eligible members. (April 2017)

BYLAWS: NSEA — ASPIRING EDUCATORS

■ Article I: Name, Purpose

SECTION 1. The name of this association shall be the NSEA Aspiring Educators, hereinafter referred to as NSEA AE. NSEA Aspiring Educators shall be affiliated with the National Education Association (NEA) through the Aspiring Educators and with the Nebraska State Education Association (NSEA).

SECTION 2. Purpose.

(a) The purposes of NEA Aspiring Educators shall be:

1. To develop an understanding of the education profession within prospective educators.
2. To provide a united student voice in matters affecting their profession.
3. To influence the conditions under which prospective educators are prepared.
4. To advance the interests and welfare of students preparing for a career in education.
5. To forward the aim of quality education.
6. To promote and protect human and civil rights.
7. To stimulate the highest ideals of professional ethics, standard and attitudes.

(b) The purposes of NSEA-AE shall be:

To develop a state organization of NSEA Aspiring Educators chapters fostered by the NEA and the NSEA for the promotion and development of professional attitudes

among students preparing to enter the teaching profession.

1. To interest capable individuals in teaching as a career by:
 - a) Encouraging a careful, selective standard for persons admitted to approved programs of teacher education.
 - b) Positively influencing the way in which prospective educators are prepared.
 - c) Striving for improved conditions under which teachers work and students learn.
 - d) Developing among future educators, an understanding of the teaching profession through participation in professional activities.
 - e) Informing future educators of the history, ethics, organization, policies and programs of local, state and national education associations.
 - f) Giving students preparing to teach practical experience working together with local, state and national education associations on problems concerning education.
- (c) Executive Committee members shall be responsible for attending all official meetings of NSEA-AE. The Committee by a five-eighths (5/8) vote of members shall have the ability to seek advice from the NSEA Review Board on removal of any member who fails to attend two (2) official meetings of the Committee in one semester without a valid excuse. The NSEA Review Board may conduct a hearing and establish conditions for removal of office.

SECTION 3. Governance

- (a) NSEA Aspiring Educators shall be governed by its Bylaws and Standing Rules, and other actions as mandated by the Delegate Assembly that are consistent with these Bylaws.
- (b) NSEA Aspiring Educators may pursue objectives that are consistent with the stated purposes of NEA, NEA-SP and NSEA.

■ Article II: Membership

SECTION 1. Eligibility

- (a) NSEA Aspiring Educators membership shall be composed of students at the undergraduate or graduate level, who are members in good standing of a recognized chapter of NSEA Aspiring Educators, where available. NSEA Aspiring Educators membership is not available to anyone currently eligible for active NEA membership.
- (b) NSEA Aspiring Educators shall not deny membership on the basis of race, creed, national origin, age, or gender identity and expression.

SECTION 2. Membership within the NEA

- (a) Members of NSEA Aspiring Educators shall be recognized as members of the NEA Aspiring Educators with the attending rights and privileges, provided they are recognized as members of NSEA Aspiring Educators by their respective college chapters, where available.

SECTION 3. Membership within the NSEA

- (a) NSEA Aspiring Educators members shall be recognized as student members of NSEA and have all privileges of student membership, provided they are recognized as members of NSEA Aspiring Educators and their respective college chapters, where available.

SECTION 4. Membership and Fiscal Year

- (a) The membership and fiscal year of NSEA Aspiring Educators shall concur with the NSEA membership and fiscal year, September 1 through August 31 each year.

SECTION 5. Dues

- (a) The NSEA Aspiring Educators Executive Committee shall recommend the annual state dues to the Delegate Assembly each year.
- (b) The dues amount shall be recommended by the NSEA Aspiring Educators Executive Committee to the NSEA Board of Directors, which sets dues for all categories of NSEA membership. Local chapter and national dues will be in addition to state dues.

SECTION 6. Code of Ethics

- (a) NSEA Aspiring Educators members shall adhere to the Code of Ethics of the Education Profession.

■ Article III: Chapter Affiliation

SECTION 1. Affiliation shall mean a relationship based on a reciprocal contractual agreement between NEA, NSEA and a local chapter and shall continue until a local or state association withdraws or is disaffiliated.

SECTION 2. Minimum Standards for Affiliation

- (a) The affiliate shall conduct all elections with open nominations and a secret ballot, unless the candidate is unopposed, in which case the candidate may be declared elected by acclamation.
- (b) The affiliate shall require unified membership in NEA, NSEA and NSEA Aspiring Educators.
- (c) The affiliate shall have the same membership and fiscal year as NSEA Aspiring Educators and NSEA.
- (d) The Constitution, Bylaws, Standing Rules or other governing documents of the affiliate shall be compatible with the Bylaws of the state association.
- (e) The affiliate shall apply the one person-one vote principle for representation to those governing bodies, which elect NEA Aspiring Educators representatives, and the affiliate shall strive for involvement of ethnic minorities in NSEA Aspiring Educators.

SECTION 3. Procedure for Affiliation. A chapter seeking affiliation shall file a written application, including copies of its governance documents with the NSEA Aspiring Educators President. The NSEA Aspiring Educators Executive Committee shall act on the application at its first official meeting after the date of filing.

SECTION 4. Local Chapter Affiliation

- (a) Local chapters may be chartered at institutions offering four years or more of college work provided that the institutions meet either of the following criteria:
 1. They are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved for teacher education by the appropriate state department of education; or
 2. They are accredited by the appropriate regional association and approved for teacher education by the State Department of Education.
- (b) Local chapters may be chartered at institutions offering at least two, but less than four, years of college work, provided that the institutions meet either of the following criteria:
 1. They are accredited by the appropriate regional association; or
 2. They are recommended by the state legal agency responsible for approving such institutions, provided the graduates of such institutions can be admitted to an NCATE-accredited institution with advanced standing.

- (c) Potential chapters shall be granted a one-year probationary period in which to reach minimum standards for affiliation.
- (d) Each local chapter will submit to their region representative a monthly report consisting of its meeting format, activities and planned programs, to be used for the NSEA Aspiring Educators newsletter.

■ Article IV: State Officers

SECTION 1. Executive Committee Composition

- (a) The state officers shall be President, President-Elect and Secretary.
- (b) Regional Representatives from each NSEA Aspiring Educators Region (Metro, Northeast, Southeast, Western) shall be elected as members of the Executive Committee. Regional Representatives will be elected from each region's delegation, by delegates from each region, at Delegate Assembly.
- (c) An Underclass Representative, a freshman or sophomore at the time of election at Delegate Assembly, shall also serve on the Executive Committee.
- (d) Students appointed or elected to an NEA national committee or office shall be included as an ex-officio member of the Executive Committee without voting privileges, and duties assigned and determined by the Executive Committee.
- (e) Liaisons from NSEA active shall be included as ex-officio members of the Executive Committee without voting privileges.

SECTION 2. Election. The President, President-Elect, Secretary and Underclass Representative shall be elected by a majority vote of delegates at Delegate Assembly, to be held in the spring of the year. Voting delegates shall elect representatives from each of the four regions. Beginning in 2016, and continuing from that time forward, there will not be an election for President as the President-Elect will ascend to the presidency.

SECTION 3. Notice of elections for state office will be communicated to NSEA Aspiring Educators chapter advisors and NSEA Aspiring Educators members in the Spring semester each year. Candidates will file a candidate application form no later than 15 days prior to Delegate Assembly. After receipt of all application forms, candidate biographies will be shared with all members by email one week prior to Delegate Assembly.

SECTION 4. Term of Office. Officers shall assume duties on August 1 following the Delegate Assembly at which they are elected and shall serve a term of one year. The existing Executive Committee shall assist the newly elected Executive Committee through a transitional meeting prior August 1.

SECTION 5. Eligibility. To be eligible for office or an Executive Committee position, a candidate must be:

- (a) An undergraduate or a graduate student enrolled in an accredited institution. The President-Elect shall be a student with at least four semesters of study remaining at the time

of election. The Underclass Representative shall be a freshman or sophomore at the time of election.

- (b) Preparing for a career related to PK-20 education.
- (c) A unified member of NSEA Aspiring Educators 30 days prior to Delegate Assembly.
- (d) In good standing with their local chapter.

SECTION 6. Duties

- (a) The duties of the President shall be:
 1. To preside at all NSEA Aspiring Educators Executive Committee meetings, as well as at Delegate Assembly.
 2. To appoint committees, make specific assignments of Executive Committee members, and appoint appropriate observers to NSEA committees, with the advice and consent of the Executive Committee.
 3. To accept responsibilities and commitments requested by NEA, NEA-SP, NSEA and NSEA Aspiring Educators.
 4. To be responsible for contacting each chapter in the state periodically during the year.
 5. To be spokesperson-at-large for NSEA Aspiring Educators.
 6. To serve as a member of and regularly attend meetings of the NSEA Board of Directors.
 7. To be representative to NEA Aspiring Educators national meetings.
- (b) The duties of the President-Elect shall be:
 1. To assume presidential responsibilities in the absence of the President.
 2. To share the responsibilities of contacting chapter affiliates on a regular basis.
 3. To act as State Membership co-chair with the Underclass Representative.
 4. To serve as an observer to one of the NSEA ad hoc committees, if so appointed by the NSEA Aspiring Educators president.
 5. To maintain social media sites in collaboration with the Underclass Representative.
 6. To work with NSEA Communications to publish and distribute a newsletter once a semester to advertise chapter, state and national activities (See also Article VI, Sec. 4. f.).
 7. To carry out duties as assigned by the President.
- (c) The duties of the Secretary shall be:

1. To keep minutes of all Executive Committee meetings and to distribute those minutes to all chapters within 15 days of each meeting.
2. To keep a list of all chapter officers and sponsors.
3. To distribute information to the chapters at the President's request.
4. To keep in touch with the NEA Aspiring Educators and secure information for the chapters that the President deems advisable.
5. To record the proceedings of the NSEA Aspiring Educators Delegate Assembly and submit such proceedings to the NSEA Aspiring Educators advisor not later than 30 days after the close of Delegate Assembly.
6. To serve as an observer to NSEA ad hoc committees if so appointed by the NSEA Aspiring Educators President.
7. To send the NSEA Aspiring Educators Executive Committee meeting proposed agenda through e-mail to all chapter presidents a week prior to the meeting date.
8. To perform other duties as directed by the President.

(d) Duties of the Underclass Representative are:

1. To represent the views and interests of underclass NSEA Aspiring Educators members during meetings of the Executive Committee.
2. To keep a digital portfolio of NSEA Aspiring Educators activities including pictures, fliers and memorabilia.
3. To co-chair the membership committee with the NSEA Aspiring Educators President-Elect.
4. To perform other duties as directed by the state President and Executive Committee.

SECTION 7. Vacancy

(a) In the event any state officer cannot perform their duties, or is seen to be unfit to perform their duties:

1. A written list of grievances must be presented to the Executive Committee and the officer in question by any member or members of NSEA Aspiring Educators.
2. The officer so charged shall have the right to appear, with counsel, before the Executive Committee to respond and present their case within 30 days of notification of grievances.
3. After the designated 30 days, a majority vote of the Executive Committee is required to remove the charged officer.

(b) When an office is vacated during a term of office:

1. In the event of a vacancy in the office of the President,

the President-Elect shall assume the duties and authority of that office for the remainder of the term.

2. In the event of a vacancy in the office of the President-Elect, the Secretary shall assume the duties and authority of that office for the remainder of the term.
3. In the event of a vacancy in the office of the Secretary, a member of the Executive Committee shall be appointed to assume the duties and authority of that office for the remainder of the term. The Executive Committee shall elect the replacement.
4. In the event of a vacancy in the office of Regional Representative or Underclass Representative, the President will notify chapters of the vacancy. Chapters will nominate freshman or sophomore candidates. The Executive Committee will elect the new Representative.
5. In the event of a vacancy, an officer has the right to decline succession to higher office.

Article V: Regions

NSEA Aspiring Educators membership shall be divided into the following regions: Metro, Northeast, Southeast, Western.

Article VI: Executive Committee

SECTION 1. The Executive Committee shall be composed of the three elected state officers, one representative from each of NSEA Aspiring Educator's four regions, and an Underclass Representative.

SECTION 2. The duties of Regional Representatives shall be:

- (a) To represent each region at the state level.
- (b) To provide direct assistance in chapter membership drives.
- (c) To foster communication with NSEA Aspiring Educators chapters in their region by contacting either the chapter president or advisor by e-mail or telephone once a month.
- (d) To serve as an advisor to NSEA ad hoc committees if so appointed by the NSEA Aspiring Educators president.
- (e) To attend and/or report at the NSEA governance district meetings within the region in which the representative was elected.
- (f) To collect and present regional chapter activity reports at each NSEA Aspiring Educators Executive Committee meeting. Reports shall be sent to NSEA's staff advisor and NSEA Aspiring Educators Executive Officers prior to each meeting.

SECTION 3. The duties of Executive Committee shall be:

- (a) To administer the policies and priorities of NSEA Aspiring Educators.

- (b) To serve in the planning, coordinating and work of all state meetings and leadership conferences..
- (c) To coordinate regional meetings.
- (d) To attend and/or report at NSEA governance district meetings.
- (e) In the event the president cannot attend the NSEA Board of Directors meeting, there will be representation from the NSEA Aspiring Educators Executive Committee.
- (f) To assist the president-elect in publication of a newsletter once a semester, in an endeavor to advertise chapter, state and national activities to potentially increase membership.
- (g) To be available to attend officer meetings, trainings, NSEA Aspiring Educators conferences and NSEA Aspiring Educators Delegate Assembly.

SECTION 4. An absence by a state Executive Committee member from two state Executive Committee meetings will constitute a vacancy in that position.

Article VII: Procedural Rules, Voting

SECTION 1. Meetings will be conducted in accordance with the most recent revised edition of *Robert's Rules of Order*.

SECTION 2. Voting

- (a) At Executive Committee meetings, each member of the committee shall have one vote.
- (b) Required votes for all measures shall be a simple majority unless otherwise specified in the Bylaws.
- (c) Delegate Assembly votes will be allotted in this manner:
 1. Each chapter with at least three (3) active members on the NSEA membership roles as of March 1 of the association year or thirty (30) days prior to Delegate Assembly will be entitled to at least three (3) voting delegates.
 2. In addition to the three (3) delegates, each chapter will have one (1) delegate for each twenty (20) members (or major fraction thereof).
 3. Any NSEA Aspiring Educators member is eligible to serve as a delegate.
 4. Delegates shall be determined by election from each local chapter.
- (d) Members of the NSEA Aspiring Educators Executive Committee shall be ex-officio voting delegates.

SECTION 3. Quorum. A quorum for any NSEA Aspiring Educators meeting shall mean a simple majority of members present and voting.

SECTION 4. Election of state officers.

- (a) The election of all officers, state and regional, shall occur at Delegate Assembly.
- (b) Each prospective candidate for state office shall be formally nominated from the floor at NSEA-AE Delegate Assembly and have filed the appropriate application for the office.
- (c) Elections shall be held in descending order by rank.
- (d) Prospective candidates may file for no more than two state office positions at any one Delegate Assembly.
- (e) If no candidate receives a majority of votes, a run-off election shall be held between the two candidates with the most votes.

SECTION 5. Election of Regional Representatives.

- (a) Each region shall elect, during the regional meeting at Delegate Assembly, a Regional Representative to serve as a member of the NSEA Aspiring Educators Executive Committee.
- (b) Each delegate will be limited to one vote during elections of Regional Representative.

SECTION 6. Duties of delegates to Delegate Assembly:

- (a) To set NSEA Aspiring Educators goals and objectives for the following year..
- (b) To establish the NSEA Aspiring Educators policies and Bylaws.
- (c) To approve the annual NSEA Aspiring Educators dues.
- (d) To elect the state Executive Committee.
- (e) To elect delegates to the NSEA Delegate Assembly (number of delegates decided by NSEA Bylaws).

SECTION. 7. Copies of the minutes of the Delegate Assembly shall be sent to each chapter within sixty (60) days of the Delegate Assembly.

Article VIII: Meetings

SECTION 1. NEA Representative Assembly

- (a) NSEA Aspiring Educators delegates to the NEA Representative Assembly shall be selected in accordance with NEA policy
- (b) Any NSEA Aspiring Educators member is eligible to serve as a delegate to the NEA Representative Assembly.
- (c) The delegate(s) shall be elected by an every member ballot after NSEA Aspiring Educators Delegate Assembly.

SECTION 2. NEA Aspiring Educators National Meeting

- (a) The newly elected NSEA Aspiring Educators President-

Elect shall be a representative to the annual NEA Aspiring Educators meeting.

- (b) NSEA Aspiring Educators delegates to the NEA Representative Assembly shall serve as delegates to the NEA Aspiring Educators national meeting.

SECTION 3. State and Regional Meetings. These meetings will be held annually in accordance with the recommendation of the Executive Committee.

■ Article IX: Amendments

SECTION 1. Amendments to these Bylaws may be proposed by any chapter or the state Executive Committee and shall be made available to chapter officers prior to the Delegate Assembly at which the vote will be taken. This restriction may be waived by a three-fourths (3/4) vote of delegates at the Delegate Assembly.

SECTION 2. Amendments to these Bylaws shall be adopted by an affirmative vote of two-thirds (2/3) of the voting delegates at Delegate Assembly.

SECTION 3. Amendments to these Bylaws may be considered at Delegate Assembly.

BYLAWS: EDUCATION SUPPORT PROFESSIONALS COMMITTEE

■ Article I: Purpose

The purpose of the Education Support Professionals Committee is to promote respect and understanding of ESPs and to advocate for ESPs to be involved in the Association. The Committee shall plan and implement programs that:

- (a) Advocate for the rights and needs of ESPs.
- (b) Recruit ESP members and leaders.
- (c) Train ESP members and leaders.
- (d) Facilitate communication to NSEA membership.

All NSEA members are encouraged to participate in the activities and programs of the Committee.

■ Article II: Membership

SECTION 1. Membership on the Committee is open to all active NSEA members.

■ Article III: Executive Committee

SECTION 1. The NSEA president will appoint the ESP chair, vice chair and membership of the Executive Committee annually, with approval by the Board of Directors.

SECTION 2. The Executive Committee will consist of up to 10 members, with at least one from each NSEA governance district. The majority of the Executive Committee membership shall be ESP members.

SECTION 3. Duties of the Executive Committee shall be to:

- (a) Monitor the progress of the state and local associations in meeting goals set by the Committee.
- (b) Prepare a written Committee report for the NSEA Delegate Assembly workbook.
- (c) Plan goals and activities for each Association year consistent with the purpose of the Committee.
- (d) Identify ESP concerns and propose appropriate policy,

resolution, and/or NSEA bylaw changes.

- (e) Represent and promote the activities of the ESP Committee to all NSEA governance districts.

SECTION 4. Members of the Committee who receive national training provided by the Association shall submit a report to the Executive Committee.

■ Article IV: Duties of Committee Chairs

SECTION 1. The Chair shall:

- (a) Preside over all general membership meetings.
- (b) Call and preside at meetings of the Executive Committee.
- (c) Appoint any sub-committees needed.
- (d) Work collaboratively with the NSEA Board of Directors, officers, staff and members.

SECTION 2. The Vice Chair shall:

- (a) Act as presiding officer at the request of or in absence of the Chair.
- (b) Assist the Chair in his/her duties, as requested.
- (c) Assume duties as assigned by the Executive Committee.

■ Article V: Amendments to Bylaws

SECTION 1. Bylaws may be amended by submitting proposed changes to the NSEA Board of Directors.

■ Article VI: Parliamentary Authority

SECTION 1. Roberts Rules of Order, Newly Revised, shall govern the proceedings of the organization.

■ Article VII: Expense Reimbursement

SECTION 1. Requests for reimbursement of expenses shall be on an NSEA voucher and shall be subject to the reimbursement policy of the NSEA Board of Directors.

BYLAWS: ETHNIC MINORITY AFFAIRS COMMITTEE

■ Article I: Purpose

The purpose of the Ethnic Minority Affairs Committee is to promote respect and understanding of minority and ethnic groups and their involvement in Association activities. The Committee shall plan and implement programs that promote:

- (a) Minority leadership training.
- (b) Minority student achievement.
- (c) Respect of minority and ethnic cultural differences.
- (d) The recruitment of minority members to participate in NEA RA and other Association governance activities.
- (e) Policies related to issues of concern to minorities and ethnic groups by recommending policy to the NSEA Board of Directors.
- (f) Recruitment of minorities and ethnic groups into the teaching profession.

All NSEA members are encouraged to participate in the activities and programs of the Committee.

■ Article II: Membership

SECTION 1: The NSEA EMAC shall be open to any NSEA member including, but not limited to, those who have self-identified as one of the NEA four identified racial minorities: Black, Hispanic, American Indian/Alaskan Native, and Asian/Pacific Islander.

■ Article III: Officers

SECTION 1: The general officers shall be Chair, Vice Chair and Secretary. The Chair shall be appointed by the NSEA President for a term of one year. The Vice Chair and Secretary shall be elected for terms of three years.

SECTION 2: Any active member of NSEA, in good standing and belonging to one of NEA's four identified racial minorities – Black, Hispanic, American Indian/Alaska Native, Asian/Pacific Islander – is eligible to serve as a general officer.

SECTION 3: Election of the Vice Chair and Secretary shall occur at the annual meeting.

■ Article IV: Executive Committee

SECTION 1: The Executive Committee shall consist of the general officers and two at-large representatives from each of the four identified racial minority groups.

SECTION 2: Qualifications for at-large representatives on the Executive Committee shall be the same as those specified in Article II, Section 2.

SECTION 3: The at-large members of the Executive Committee shall be elected for three-year terms. Executive Committee members shall be elected on a rotating basis, with a portion elected each year.

SECTION 4: Meetings of the Executive Committee shall be called by the Chair. The Executive Committee shall meet four times during the Association year. A quorum for any NSEA EMAC meeting shall mean a simple majority of members present and voting.

SECTION 5: Duties of the Executive Committee shall be to:

- (a) Monitor the progress of the state and local associations in meeting the goals of the Minority Involvement Plan.
- (b) Prepare an Annual Report on Minority Involvement for the NSEA Board.
- (c) Plan goals and activities for each Association year consistent with the purpose of the Committee.
- (d) Prepare and submit an annual budget to the NSEA Board of Directors for its approval.
- (e) Identify minority concerns and propose appropriate policy, resolution, and/or NSEA bylaw changes.
- (f) Represent and promote the activities of the Ethnic Minority Affairs Committee to their respective NSEA District leadership.

SECTION 6: The position of any elected officer or at-large representative shall be declared vacant immediately after the second absence, during a term, from any regularly scheduled Ethnic Minority Affairs Committee meeting unless the individual has given prior notice to the chair of the Executive Committee.

SECTION 7: Interim vacancies of the at-large positions shall be filled by appointment by the NSEA President. Such appointment shall extend to the next regular election, at which time a person shall be elected for the unexpired term.

SECTION 8: In the event that an NSEA District has no elected Ethnic Minority Affairs Committee member, the NSEA President shall appoint, with recommendations from District presidents, an NSEA member from that District(s), to serve as a non-voting member of the Executive Committee.

SECTION 9: Members of the Executive Committee, who receive training provided by the Association, shall have an obligation to share that information or training with the NSEA membership.

■ Article V: Elections

SECTION 1: With the exception of the Chair, which shall be appointed by the NSEA President, the general officers and at-large representatives shall be elected by secret ballot from the four NEA identified minority groups.

SECTION 2: Elections shall be held during the annual meeting of the Ethnic Minority Affairs Committee. Any NSEA member from one of the four NEA identified minority groups is eligible to vote at the annual meeting.

SECTION 3: Candidates for offices may:

- (a) File for office with the EMAC Chair one month prior to the annual meeting or;
- (b) Be nominated from the floor.

Article VI: Duties of General Officers

SECTION 1: The Chair shall:

- (a) Preside at all general membership meeting.
- (b) Call and preside at meetings of the Executive Committee.
- (c) Appoint any committees needed.
- (d) Be a delegate to the NEA Regional MLT.

SECTION 2: The Vice Chair shall:

- (a) Act as presiding officer at the request of or in absence of the Chair.

- (b) Assume duties as assigned by the Chair or Executive Committee.

SECTION 3: The Secretary shall:

- (a) Prepare official minutes of all Executive Committee and general meetings and submit them to the chair and membership.
- (b) Prepare appropriate correspondence as directed by the Chair.

Article VII: Amendments to Bylaws

SECTION 1: Bylaws may be amended by submitting proposed changes to the NSEA Board of Directors.

Article VIII: Parliamentary Authority

SECTION 1: Roberts Rules of Order, newly Revised, shall govern the proceedings of the committee.

Article IX: Expense Reimbursement

SECTION 1: Requests for reimbursement of expenses shall be on an NSEA voucher and shall be subject to the reimbursement policy of the NSEA Board of Directors.

BYLAWS: HIGHER EDUCATION AFFAIRS COMMITTEE

Article I: Purpose

The purpose of the Higher Education Affairs Committee (HEAC) is to promote respect and understanding of issues and concerns of members in Higher Education, and advocate for Higher Education in the Nebraska State Education Association (NSEA) and the National Education Association (NEA). The Committee shall plan and implement programs that:

- (a) Advocate for the rights and needs of Higher Education faculty and professional staff.
- (b) Recruit Higher Education members and leaders at all levels.
- (c) Provide training and professional development for Higher Ed members and leaders.
- (d) Facilitate communication between the HEAC and NSEA membership.

All NSEA members are encouraged to participate in the activities and programs of the Committee.

Article II: Higher Education Affairs Committee Membership

Membership in the Higher Education Affairs Committee is open to all active NSEA Higher Ed members. Individuals may join the HEAC by contacting their NSEA Organizational Specialist for Higher Education, an officer of the HEAC, a member of the Executive Committee, or a member of the NSEA Board of Directors.

Article III: Executive Committee

SECTION 1. The NSEA president is responsible for appointing the chair and vice chair of the HEAC annually with approval by the NSEA Board of Directors. Six additional members of the Committee and two alternates for a total of ten members will be named to the HEAC Executive Committee by the NSEA president. Selection should maximize geographic and demographic representation among members and include at least one professional staff member.

Article IV: Duties of Committee Chairs, Executive Committee Members

SECTION 1. The Chair shall:

- (a) Call and preside at meetings of the HEAC Executive Committee.
- (b) Prepare agendas of meetings as necessary.
- (c) Appoint any sub-committees needed.
- (d) May serve as an ex-officio member of any HEAC.
- (e) Work collaboratively with the HE representative on the NSEA Board of Directors, members of the NSEA Board of Directors, officers, staff, and HE members.

SECTION 2. The Vice Chair shall:

- (a) Act as presiding officer at the request of or in absence of the Chair.

- (b) Assist the Chair in his/her duties, as requested.
- (c) Assume duties as assigned by the HEAC Executive Committee.
- (d) Serve as a member of all committees appointed by the Executive Committee.
- (e) Work collaboratively with the HE representative on the NSEA Board of Directors, members of the NSEA Board of Directors, officers, staff, and HE members.

SECTION 3. Members of the HEAC Executive Committee shall:

- (a) Monitor the progress of Committee goals.
- (b) Prepare a written Committee Report for the Delegate Assembly.
- (c) Plan goals and activities for each Association year consistent with the purpose of the Committee.
- (d) Identify HEAC member concerns and propose appropriate policy, resolution, and/or NSEA bylaw changes to address those concerns.
- (e) Represent and promote the activities of the HEAC to all NSEA Governance Districts.

SECTION 4. Members of the HEAC including the Chair and Vice Chair who receive national training provided by the Association shall submit a report to the Executive Committee and the NSEA Board of Directors within twenty days of the conclusion of the event. Those who participate in trainings, events, and/or conferences are required to submit a Travel and Expense Voucher to NSEA within the guidelines listed.

Article V: Amendments to Bylaws

SECTION 1. Bylaws may be amended by submitting proposed changes to the NSEA Board of Directors.

Article VI: Parliamentary Authority

SECTION 1. *Robert's Rules of Order Newly Revised* shall govern the proceedings of the committee.

Article VII: Expense Reimbursement

SECTION 1. Requests for reimbursement of expenses shall be on an NSEA Voucher and subject to the reimbursement policy of the NSEA Board of Directors.

Approved by NSEA Board December 2019

BYLAWS: NSEA-RETIRED

Article I: Name

The name of this membership body shall be the Nebraska State Education Association-Retired (NSEA-Retired).

Article II: Purpose

NSEA-Retired shall be dedicated to the promotion of retirement with dignity, happiness, and adequate income by:

- (a) Promoting the social, professional and economic status, and general welfare of retired public school employees,
- (b) Providing a forum for united action with others who are devoted to the cause of public education,
- (c) Promoting voluntary participation by its members in civic and educational affairs.

Article III: Objectives

The objectives of NSEA-Retired shall include, but not be limited to:

- (a) Gain members through recruitment and develop them through communication.
- (b) Communicate to members through NSEA and NSEA-Retired publications.
- (c) Provide economic benefits and services to retired members, primarily through NSEA's and NEA's legislative and special services programs.

- (d) Improve teacher retirement.
- (e) Help elect NSEA-endorsed candidates through the use of retired member volunteers.
- (f) Participate in lobbying NSEA's legislative programs.
- (g) Provide pre-retirement training and counseling through seminars and self-help publications.
- (h) Provide leadership development and training opportunities through an annual meeting and communications.
- (i) Provide support for NSEA's programs and policies.

Article IV: Membership

SECTION 1. NSEA-Retired membership shall be open to any NSEA member who has retired and reached the age of forty-five (45) years or more, or an individual who is eligible to receive benefits under a school employee retirement system in Nebraska or another state and who was employed for at least five (5) years in a position that qualified them for Active membership but is no longer so employed. NSEA-Retired members are eligible to vote and hold NSEA-Retired office and to be voting delegates to the NSEA Delegate Assembly and the NEA Representative Assembly and may hold appointive positions in the NSEA. NSEA-Retired members shall be eligible to receive benefits and services of the NEA, NEA-Retired, NSEA, and NSEA-Retired that are authorized by the respective Boards of Directors.

SECTION 2. Pre-retired Subscribers. Any member of NSEA, who has paid the appropriate lifetime fees and who is not yet

retired, shall be considered an NSEA-Retired Pre-retired Subscriber. Pre-retired Subscribers shall be eligible to receive benefits and services of the NEA that are authorized by the NEA Board of Directors, and are eligible to receive benefits and services of NSEA-Retired that are authorized by the NSEA-Retired Board of Directors.

SECTION 3. NSEA-Retired requires unified membership.

SECTION 4. Retired membership is limited to persons who support the purposes and programs of the Association.

Article V: Officers and Their Duties

SECTION 1. The officers of NSEA-Retired shall be President, Vice President, Secretary, and Treasurer.

SECTION 2. Any member of NSEA-Retired in good standing shall be eligible to be a candidate for President, Vice President, Secretary, or Treasurer of the Association.

SECTION 3. The President shall call regular and special meetings of the Board of Directors and shall preside at those meetings. The President shall serve as the first NSEA-Retired delegate to NSEA Delegate Assembly, the NEA-Retired Annual Meeting, and NEA Representative Assembly. The President shall appoint members of all standing and special committees, with the advice and consent of the Board of Directors, unless otherwise provided. The President shall be an ex-officio member of all committees except the Nominating Committee. The President shall serve as an ex-officio member of the NSEA Board of Directors.

SECTION 4. The Vice President shall preside at meetings in the absence of the President. If the office of President becomes vacant, the Vice President shall fill that vacancy for the remaining term of office. The Vice-President shall assist the District Directors and Local Presidents in membership promotion and in the formation of and development of new local associations.

SECTION 5. The Secretary shall maintain appropriate records of all meetings of the Board of Directors and other meetings as directed by the President.

SECTION 6. The Treasurer shall chair the Budget Committee and maintain appropriate records, which will be filed for audit.

SECTION 7. Elections for the offices of President and Vice President shall occur every three years beginning in 2005. Elections for the offices of Secretary and Treasurer shall occur every three years beginning in 2007.

SECTION 8. Vacancies, except for the office of the President, shall be filled by majority vote of the NSEA-Retired Board of Directors for the remainder of the terms affected.

Article VI: Board of Directors and Administration

SECTION 1. The Board of Directors shall be the governing body of NSEA-Retired and shall be composed of the elected officers and the District Directors. The non-voting ex-officio member of the Board of Directors shall be the liaison from the NSEA Board of Directors.

SECTION 2. The NSEA-Retired Board of Directors shall provide leadership in carrying out the objectives of the organization, and shall advise the NSEA on matters relating to retirement. The NSEA-Retired Board shall be authorized to fill vacancies in its body as outlined in the Bylaws.

SECTION 3. The Executive Director of the NSEA shall be the chief executive officer of NSEA-Retired. The Executive Director or his or her designee shall (a) be responsible for the effectuation of all policies of the NSEA-Retired Board, (b) be an ex-officio member of all committees, (c) be invited to attend all meetings of members and the Board, (d) cause minutes of said meetings to be preserved, (e) cause all required notices to be given, and (f) have other duties as may be delegated to him or her by the Board.

Article VII: District Directors

SECTION 1. (a) NSEA Elkhorn, Panhandle, Sandhills, and Tri-Valley Districts shall each elect one District Director for a three-year term; NSEA Metro and Capitol Districts shall elect two District Directors for three year terms. Each District Director must live in the district he or she represents and be an active member of NSEA-Retired. (b) Any elected, voting member of the NSEA-Retired Board of Directors who accumulates two unexcused absences during a single term may be removed from the Board, and the Board shall appoint a qualified person to fill the remainder of the term.

SECTION 2. Each District Director shall be elected by active NSEA-Retired members residing in the appropriate District in an every-member ballot in the spring of the final year of the term of office.

Article VIII: Nominations, Terms and Elections

SECTION 1. Nominations: A member may be nominated for office by declaring in writing his/her intent to be a candidate. Nominees must be members in good standing of NSEA-Retired.

SECTION 2. Terms

- (a) All officers and District Directors shall serve terms of three years or until their successors are appointed or elected. No board member may serve more than three consecutive elected terms in the same office.
- (b) Elections for the director of Metro-2 shall occur every three years beginning in 2009. Elections for the director of Capitol-2 shall occur every three years beginning in 2021. Elections for the directors of Metro-1, Panhandle, and Tri-Valley Districts shall occur every three years beginning in 2010. Elections for the directors of Capitol, Elkhorn, and Sandhills shall occur every three years beginning in 2011.

SECTION 3. Elections

- (a) All officers and directors shall be elected by every-member ballots in the years designated in Bylaws Article V Section 7 and Article VIII, Section 2(b).
- (b) A plurality vote is necessary for election.

Illustration: A grid of officer and District Director elections by year follows.

2022	2023	2024	2025	2026	2027	2028
Secretary	President	Metro-2	Secretary	President	Metro-2	Secretary
Treasurer	Vice President		Treasurer	Vice President		Treasurer
Metro-1	Capitol-1		Metro-1	Capitol-1		Metro-1
Panhandle	Elkhorn		Capitol-2	Elkhorn		Panhandle
Tri-Valley	Sandhills		Panhandle	Sandhills		Tri-Valley
			Tri-Valley			Capitol-2
5 will be elected	5 will be elected	1 will be elected	6 will be elected	5 will be elected	1 will be elected	6 will be elected

- (c) The new officers and District Directors shall take office on August 15 following their elections. If necessary, any officers shall remain in office until a successor is duly elected or appointed.

■ Article IX: Meetings

SECTION 1. There may be one or more annual meetings of the Association. There shall be a time for members to conduct association business at each meeting.

SECTION 2. The Board of Directors shall meet at least three times per year. The format for Board meetings and/or voting at the meetings may include conference calls, electronic meetings via the Internet, or other formats that include remote participation by Board members.

■ Article X: Committees

SECTION 1. The purpose of any committee shall be to assist the Board of Directors to govern or monitor activities of the Association more effectively.

SECTION 2. Committees may be formed or abolished by the President or by action of the Board of Directors. The President shall appoint all committee members.

■ Article XI: Finance

SECTION 1. The fiscal year shall begin September 1 and end August 31 of the next calendar year.

SECTION 2. Dues: Recommendations for changes in dues for the three categories of NSEA-Retired membership (annual, lifetime retired, and pre-retired lifetime subscribers) shall be made to the NSEA Board of Directors by a majority vote of the NSEA-Retired Board of Directors. The lifetime retired and pre-retired lifetime subscriber dues for any Retired member who joins after the 2020-2021 membership year and who was an Active ESP employee at the time of retirement shall be sixty percent (60%) of the dues of retired members in those membership categories.

SECTION 3. Investment

- (a) Lifetime and pre-retired lifetime dues shall be transferred to the NSEA Executive Director to be invested in the name of NSEA-Retired.
- (b) Annual dues and investment income from lifetime dues shall be used to finance meetings and activities of NSEA-Retired as directed by the NSEA-Retired Board of Directors.

SECTION 4. Grants or bequests may be used to fund special projects at the discretion of the NSEA-Retired Board of Directors.

■ Article XII: Local Retired Associations

Groups of ten (10) or more NSEA-Retired members may apply to the NSEA-Retired Board of Directors to be recognized as a Local NSEA-Retired Association. Local NSEA-Retired associations shall be continuous unless the recognition is suspended by the NSEA-Retired Board of Directors. Recognition of a local retired association may be suspended by the NSEA-Retired Board of Directors if its membership drops below ten (10) members.

■ Article XIII: – Amendments

SECTION 1. Amendments to these Bylaws may be submitted by the NSEA-Retired Board of Directors or by a member of NSEA-Retired. Amendments shall be submitted for discussion at one Board meeting, and shall be voted on at a subsequent Board meeting. A two-thirds majority vote of the NSEA-Retired Board of Directors shall be required to approve amendments to the NSEA-Retired Bylaws. Unless otherwise provided, an amendment shall take effect at the beginning of the fiscal year following its adoption.

SECTION 2. Amendments to these Bylaws must be in compliance with the NSEA, NEA, and NEA-Retired Bylaws.

■ Article XIV: Affiliation

The Association shall be an affiliate of the Nebraska State Education Association, the National Education Association, and NEA-Retired.

■ Article XV: Authority

All questions of parliamentary procedure not covered by By-laws shall be determined by *Roberts Rules of Order, Newly Revised*.

BYLAWS: TESAC

■ Article I: Purpose

The Nebraska State Education Association, through the proactive leadership of its Teacher Education and School Accreditation Committee and its participation on the Nebraska Council on Teacher Education, shall advocate for quality education in Nebraska. TESAC shall endeavor to:

- (a) Monitor and work for improvements in teacher education programs.
- (b) Maintain quality standards of school accreditation.
- (c) Enhance the public's perception of the public schools and the teaching profession.
- (d) Strengthen the teachers' images of themselves and their colleagues.
- (e) Keep abreast of the issues and activities affecting teacher preparation and school accreditation.

The members of TESAC shall represent the NSEA on NCTE, an advisory committee to the Nebraska State Board of Education.

■ Article II: TESAC Membership

SECTION 1. TESAC membership shall be NSEA active or retired members in good standing with the Association who are:

- (a) Appointed to NCTE in a voting or alternate role, or
- (b) Interested in serving on NCTE in the future.

SECTION 2. The NSEA President shall serve as an ex-officio member of TESAC.

SECTION 3. TESAC members must be approved by the NSEA Board at its April meeting.

SECTION 4. Vacancies on TESAC must be filled by recommendation of the NSEA President and a majority vote of the NSEA Board of Directors.

■ Article III: Voting Rights

SECTION 1. All NSEA members appointed to serve on TESAC have full voting rights and the right to hold office in TESAC.

SECTION 2. Any NSEA staff member serving on NCTE shall be a non-voting member of TESAC.

■ Article IV: Meetings

SECTION 1. NSEA TESAC members shall attend all TESAC and NCTE meetings.

SECTION 2. TESAC shall meet prior to and/or after NCTE regular or special meetings to conduct business relevant to its purpose and at any other time deemed necessary by the TESAC chairman or by a majority of the TESAC membership.

SECTION 3. A quorum for any TESAC meeting shall mean a simple majority of members present and voting.

SECTION 4. Individual TESAC members of NCTE Standing Committees or of NCTE ad hoc or task force committees shall meet whenever those committees meet.

SECTION 5. TESAC shall convene as a "committee of the whole" to discuss NCTE agenda items and propose any TESAC positions prior to the NCTE meeting.

SECTION 6. Sub-committees of TESAC may be formed as needed from among the members of the TESAC committee to complete committee work.

SECTION 7. It is extremely important that voting and alternate members attend each meeting of NCTE and TESAC when scheduled in order to fully execute their duties and represent NSEA.

SECTION 8. Where personal or family emergencies necessitate an absence, or where inclement weather prevents travel, a member shall be excused from attendance. The member shall notify the TESAC chair in advance of the meeting if attendance is not possible, or where absence is caused by emergency, as soon after the meeting as possible.

SECTION 9. The Chair of TESAC shall notify the committee, and the secretary shall note in the recorded minutes of the meeting, all absences and if that absence is to be recorded as excused (based on emergency or weather) or unexcused.

SECTION 10. The second unexcused absence within a single four-year term of office shall be considered grounds for removal from TESAC. The member so affected shall be notified by the Chair of TESAC and has the right to respond in person or in writing to the Chair's removal recommendation prior to TESAC taking action on the recommendation.

SECTION 11. If a majority vote of the TESAC membership approves the removal recommendation of any TESAC member, it shall be sent by the TESAC Chair to the NSEA President for action by the NSEA Board.

SECTION 12. A TESAC member shall be removed by majority vote of the NSEA Board.

Article V: Governance Structure

SECTION 1. The officers of TESAC shall be the chair, vice chair and secretary.

SECTION 2. Beginning in April of 2020, the Chair shall be appointed annually by the NSEA President from among the members of TESAC.

SECTION 3. Elections for vice chair and secretary shall occur annually at the last TESAC meeting prior to August 1. All nominations for vice chair and secretary shall be open to all members of TESAC and shall be made in regular meetings.

SECTION 4. Majority vote by secret ballot of those present shall constitute election. In case no nominee receives a majority vote of those present, a run-off election shall be held between the two nominees who received the highest number of votes in the regular election.

SECTION 5. The term of office shall be for one year, serving August 1 to July 31.

SECTION 6. The chair shall:

- (a) Prepare the agenda and preside at all regular and special meetings of TESAC.
- (b) Prepare a written report for Delegate Assembly.
- (c) Perform the usual and customary duties of a committee chair in addition to those which are prescribed by these Bylaws.
- (d) Serve as an *ex officio* member of all TESAC sub-committees.

SECTION 7. The vice chair shall serve as the presiding officer in the absence of the chair.

SECTION 8. The secretary shall keep minutes of TESAC meetings and submit those minutes to the NSEA President in a timely manner.

SECTION 9. The vice chair or secretary of TESAC may be removed from office by a two-thirds vote of the TESAC membership.

SECTION 10. Any vacancy in the position of vice chair or secretary occurring within the membership year shall be filled by the membership at the next regular or special meeting and shall serve until the next regular election.

SECTION 11. The chair of TESAC can be removed by the recommendation of the NSEA President and a majority vote of the NSEA Board.

SECTION 12. Any vacancy in the position of chair occurring within the membership year shall be filled by an appointment recommended by the NSEA President and ratified by the NSEA Board at their next regularly scheduled meeting. The new chair shall serve until the next regular appointment.

Article VI: NCTE Membership

SECTION 1. NSEA members nominated to serve on NCTE shall be NSEA active or retired members in good standing who have received guarantees from their administrators for release time to attend NCTE activities.

SECTION 2. Term of Office:

- (a) All NSEA/NCTE delegates shall be nominated for four-year terms, except as necessary to complete unexpired terms.
- (b) Terms shall begin August 1 and end July 31 of the fourth year.
- (c) NSEA members are limited to three four-year terms.
- (d) An additional four-year term can be approved by the NSEA Board of Directors if the member is serving as president-elect or president of NCTE.
- (e) Assumption of a vacancy shall not be counted against the 12-year limitation.
- (f) NSEA members who retire during their term of office may complete their term but will not be eligible for reappointment as NSEA members of NCTE.

SECTION 3. TESAC members shall recommend to the NSEA President, by majority vote, reappointments or filling of vacancies on NCTE.

SECTION 4. By March 31, the TESAC chair will send to the NSEA president the recommendations for appointment to NCTE as well as a complete listing of all proposed members of TESAC.

SECTION 5. The NSEA president will place the NCTE appointment recommendations and TESAC membership list for approval to the NSEA Board at their April meeting.

SECTION 6. Once approved, the NSEA president will notify the TESAC chair; the TESAC chair will be responsible for submitting recommendations to the Nebraska State Board of Education as required by the Nebraska Department of Education.

SECTION 7. NSEA staff members may be nominated as an alternate to NCTE with the written approval of the NSEA executive director.

SECTION 8. NSEA shall have members and alternates serving on NCTE as described in the NCTE Operational Policies.

SECTION 9. NSEA/TESAC delegation members on NCTE shall be appointed according to the general population as distributed among the eight State Board of Education districts and the NSEA membership as divided into the six NSEA districts.

SECTION 10. Any vacancy among the NSEA/TESAC delegation to the NCTE occurring within the membership year shall be filled as soon as possible through the process described in these bylaws and initiated by TESAC.

SECTION 11. When nominating NCTE members, consideration shall be given to the following:

- (a) A balance among early childhood, elementary, middle, and secondary teaching levels.
- (b) A balance among the major subjects/fields taught by classroom teachers. An attempt shall be made to include representatives of the following subjects/fields: Art; Coaching/Driver Education; Early Childhood Education; Elementary Education; English/Language Arts/Journalism/Speech/Theater/World Languages; Health and Physical Education; History/Social Studies, including Anthropology, Economics, Geography, Psychology and Sociology; Mathematics/Science, including Biology, Chemistry, Earth Sciences, Physics, Physical Sciences; Middle Level Education; Music; Special Education, High Ability Education, English as a Second Language; Career Education.
- (c) A balance among these specialist areas: Curriculum Supervisor; School Guidance Counselor; Library Media Specialist; School Nurse; Reading Specialist/Reading and Writing; School Psychologist; Other Special Services; Special Education Coordinator/Specialist, Audiologist, Speech Language Pathologist.
- (d) A balance between men and women.
- (e) A balance among ethnic/racial minorities.
- (f) A balance among NSEA-affiliated organizations and other state-wide “education-oriented” subject-area/specialist/professional organizations and associations.
- (g) A balance among the six governance districts of NSEA.
- (h) A balance among the eight State Board of Education Districts.

■ Article VII: Unit Rule

SECTION 1. No individual representing NSEA on NCTE shall advocate any position or vote for any proposition which is contrary to resolutions adopted by NSEA’s Delegate Assembly or policies adopted by the NSEA Board of Directors.

SECTION 2. The TESAC membership may, by majority vote, invoke unit rule.

- (a) The specific issue shall be identified and the recommended position on the issue shall be clearly identified by the leadership of TESAC.
- (b) Once approved by majority vote, each individual member of TESAC shall be bound to vote according to the decision of the majority.
- (c) Any delegate who, because of conscience, cannot support the majority position shall abstain from voting.

SECTION 3. Any position on an NCTE issue which would impact the official policy of NSEA shall be referred to the NSEA Board of Directors for prior approval.

SECTION 4. Failure to comply with this section shall be considered grounds for removal from the NSEA/ TESAC delegation. The procedures to be followed shall be the same as those set forth in Article IV Section K.

■ Article VIII: Expenses

SECTION 1. Expenses of NSEA members attending scheduled NCTE meetings shall be paid by the Nebraska Department of Education (NDE) according to its rules and regulations.

SECTION 2. Any remaining expenses not paid by the NDE shall be paid by NSEA in accordance with its budget and policies.

SECTION 3. All necessary and reasonable lodging, meal, and mileage expenses incurred for TESAC meetings that are not covered by the NDE shall be paid by NSEA in accordance with its budget and policies.

SECTION 4. Expenses of alternates shall be paid by the NDE only if the alternates serve as replacements for absent NCTE members during scheduled meetings. Otherwise, expenses of alternates shall be paid by NSEA in accordance with its budget and policies.

SECTION 5. Whenever necessary NSEA shall pay the cost of the substitute required by the member’s absence to attend TESAC/NCTE meetings.

■ Article IX: Amendments

Bylaws may be amended by submitting proposed changes to the NSEA Board of Directors.

■ Article X: Parliamentary Authority

Robert’s Rules of Order, Newly Revised shall be the authority for all matters of procedure not covered by these bylaws.

■ Article XI: NSEA Staff

SECTION 1. TESAC shall work in cooperation with the assigned NSEA staff member(s) to meet the purpose of TESAC.

SECTION 2. No member of TESAC, including officers, have the authority to assign additional work to NSEA staff beyond that which has been approved by the NSEA Executive Director and/or outlined in these Bylaws.

SECTION 3. NSEA staff may be trained by a national accrediting body and serve on an accreditation team with the approval of the NSEA Executive Director.

Approved by the TESAC membership: October 10, 2002; Approved by NSEA Board of Directors: February 1, 2003; Approved by the TESAC membership: June 9, 2016; Approved by the NSEA Board of Directors: August 27, 2016; Approved by the NSEA Board of Directors: January 25, 2020

NEW BUSINESS ITEMS

NSEA members serving as delegates to the annual meeting propose and vote on whether to advance New Business Items. A New Business Item directs the Association to conduct a certain action during the coming year. These New Business Items were approved by delegates at the 2023 Delegate Assembly.

■ NBI 1: Teacher Pay

NSEA will work with members, other relevant groups, and advocacy organizations to study the feasibility of developing and proposing state and/or federal action that would provide school districts the necessary additional funding to raise the starting teacher pay in Nebraska and to raise veteran compensation by similar amounts.

■ NBI 2: Unity Task Force

The NSEA will develop a diverse, statewide task force that will create a plan of actionable steps to facilitate and foster unity among NSEA members. This task force will identify if there is a current need for the development of a permanent standing committee. If warranted, the task force will develop an implementation plan, an artifact of “Generally Accepted Communication Principles”, and a narrative of restorative practices...all of which can be offered for adoption into district and local bylaws. All findings will be presented to the 2024 body of the Delegate Assembly. The committee will be asked to consider (but not limited to) the following headwinds and tailwinds to a unified NSEA: • Rural and Urban needs • Organizational racial diversity • Early career educators’ and experienced educators’ expectations and needs • Issues with historical knowledge slowing action-centered collaboration • Leveraging optimism • Current state of healthy versus toxic communication. This task force will be known as the NSEA Unity Task Force.

■ NBI 3: Children's Fund Appeal Form

An NSEA Children’s Fund Request Decision Appeal Form will be created. It will be available on www.nsea.org and will be available to members upon their request. The form will be available for members to formally appeal the donation request decision made by the NSEA Children’s Fund staff when the member is denied and believes the request is reasonable. The appeal form will be submitted to the NSEA Children’s Fund staff, who will forward it to the NSEA Board of Directors. The NSEA Board of Directors will then vote at the next regularly scheduled board meeting following the form’s submission to either uphold the denial of the NSEA Children’s Fund Request or overturn the decision and approve the appeal.

■ NBI 4: Governance Study

A committee will be formed, and a feasibility-cost/benefit study will be conducted regarding the NSEA adding ‘full-time-release’ to the duties of the NSEA Vice-President. The findings will be reported back to the 2024 NSEA Delegate Assembly in a presentation format. If the committee’s findings determine that having a full-time-release NSEA Vice-President would benefit our association and be feasible, then the committee will put forth necessary new business items and bylaw changes to the 2024 NSEA Delegation.

Adopted by the 2023 NSEA Delegate Assembly

Code of Ethics of the Education Profession

PREAMBLE

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orienta-

tion, unfairly:

- a. Exclude any student from participation in any program.
 - b. Deny benefits to any student.
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

**Adopted by the NEA
Representative Assembly, 2012**

STRATEGIC PLAN



THEORY OF CHANGE

When we increase the capacity of our Association to effect change through member organizing, political involvement, advancing racial, economic, and social justice issues, and responsive governance structures, then our members will be better prepared to advocate for and meet the needs of our students, our profession and public education.

GOALS

OUTCOMES



NSEA will advance a culture of racial, economic, and social justice by improving educational opportunities for all students.

1. Establish and promote an ongoing legislative agenda that advances human and civil rights.
2. Recruit and retain a diverse and inclusive population of educators.
3. Provide training and provide the support necessary to become aware and proficient in educating a diverse population.
4. Create an equitable environment for all Nebraska students.



NSEA will partner with national and local affiliates to strengthen our membership engagement and growth.

1. Promote and grow Association membership.
2. Strengthen member engagement.
3. Provide opportunities for professional growth in the Association and the education profession.
4. Communicate the Association's advancements within the profession.



NSEA will advocate for the economic well-being of our members and the protection of their statutory rights.

1. Protect collective bargaining rights.
2. Collaborate, educate and train members of local associations regarding bargaining.
3. Increase the capacity of staff and members to promote member rights.
4. Improve awareness of outside organizations and political threats.



The NSEA supports a political environment that promotes and protects public education.

1. Build and strengthen partnerships with external stakeholders.
2. Improve educators' effectiveness in their political engagement.
3. Be active in the election of pro-public education candidates.
4. Encourage and elect educators to political office.



The NSEA will support Governance structures that are responsive to the needs of our membership.

1. Monitor and adjust governance structures across the state to increase member representation.
2. Increase member engagement in leadership and governance.
3. Ensure a governance structure that meets the ever-evolving needs of the membership.
4. Promote common ground which is inclusive of all members throughout the state.