

MEA Platform, Goals & Objectives and Resolutions April 2026

Errata Sheet

MEA Platform

Change dates from 2024-2025 to **2025-2026**

Goals & Objectives

Change dates from 2024-2025 to **2025-2026**

Resolutions

Change dates from 2024-2025 to **2025-2026**

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A. Education in Michigan

1. Educational Opportunity for All

The Michigan Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be non-segregated, and be offered beyond the traditional school day and school year.

The Association further believes that a diverse equitable and just society enriches all individuals. Similarities and differences among races, ethnicity, color, national origin, language, geographic location, religion **AND NON-RELIGION**, gender, sexual orientation, gender identification, age,

physical and mental ability, size, occupation, and marital, parental, or economic status form the fabric of a society.

The Michigan Education Association believes that, regardless of the immigration status of students or their parents, every student has the right to a free public education, including multilingual services and primary language instruction, in an environment free from harassment. The Association also believes that education should foster the values of appreciation and acceptance of the various qualities that pertain to people as individuals and as members of diverse populations. The Association further believes in supporting the individuals' choice of hairstyle.

The Association further believes in the importance of observances, programs, and curricula that accurately portray and recognize the roles, contributions, cultures, and history of these diverse groups and individuals.

The Association encourages affiliates and members to become part of programs and observances that may include cultural and heritage celebrations and/or history months.

11. Safe School Climate

The Michigan Education Association believes that a safe school climate is the right of all students and school employees. The Association also believes that communities must develop policies and practices that promote safe schools. The Association further believes that it is in the best interest and safety of all students if education employees are immediately informed of students with known serious behavior problems or violence-related potential. Students and education employees must be safe from physical, verbal and psychological violence, and all forms of harassment. Plans and procedures regarding discipline and/or harassment must include due process and services to help reduce future incidents. **THE ASSOCIATION FURTHER BELIEVES THAT NO EMPLOYEE SHOULD EXPERIENCE ANY FORM OF RETALIATION BY ANY PARTY WHEN SEEKING REMEDIES AFTER AN ACT OF VIOLENCE.**

The Association believes that all staff must be trained in conflict resolution strategies, trauma-informed practices, and restorative practices to help students in the promotion of safe schools. The Association also believes that plans and procedures must be consistently enforced, visible, and easily accessible for the safe and orderly conduct of school activities and events.

The Association further believes that school security personnel must be properly trained to respond to confrontational and violent situations. In addition, all staff should be provided with appropriate, ongoing training on how to create, promote, and maintain a safe school climate. The Association believes that training qualified school mental health professionals, law enforcement officers, and other personnel in restorative justice practices will also foster a safe school community. The Association also believes that school districts should assess and provide appropriate levels of campus monitor/student ratios based on their respective student enrollments and needs.

The Association also believes that all school buildings should have controlled access. School design should incorporate technologies which facilitate safety. Additional safety measures

should be implemented when school facilities are used for public events. Schools should not be open for classes when the building is used as a polling location.

The Association further believes behavior that does not match the expectations for school safety is often a result of trauma, adverse conditions, or the absence of conflict resolutions, anger management, and problem-solving skills. Therefore, students must be taught strategies and skills, including conflict resolution, that develop respect, self-discipline, and self-control. Students must learn to distinguish between their own rights and responsibilities and the rights and responsibilities of others. Appropriate services and placement within education programs and/or with state and/or community agencies must be provided for students who disrupt the learning environment or who are dangerous to other students, education employees, and themselves.

The Association believes that appropriate school behavior begins and is reinforced in the home. Programs that provide assistance and training in child development, effective parenting skills, and strategies for dealing with disruptive students must be available for parents/guardians. Schools can be instrumental in identifying and recommending strategies that can assist parents/guardians. (2023)

15. Students Rights and Responsibilities

The Michigan Education Association believes that basic student rights include the right to safe and stable ~~school~~ **EDUCATIONAL** environments; free inquiry and expression; freedom of the press; due process; gender equity; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.

The Association believes that LGBTQ+ students have the right to privacy and confidentiality regarding their sexual orientation, gender identity, and gender expression. The Association also believes a safe and inclusive environment ensures that all transgender students have access to the bathroom or locker room of their choice and protects them from breaches of confidentiality. The Association further believes that gender-neutral options should be available. Further, educators and peers must respect these students and their choices of whether or not to reveal their orientation, identity, or expression.

The Association further believes ~~that randomly searching students~~ **RANDOM SEARCHES AND UNLAWFUL ARRESTS OF STUDENTS** without reasonable suspicion is a violation of their constitutional freedoms and is detrimental to school safety, restorative justice, student morale, instructional time, and nurturing learning environments.

The Association also believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work and assessments, and conformance to school rules and regulations that do not abrogate these rights. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each person involved in the educational process. (2023)

26. Home Schooling

The Michigan Education Association believes that home-school programs cannot provide the child with a comprehensive education experience.

The Association believes that, if parental preference home-school study occurs, students enrolled must meet all state requirements. Instruction should be DELIVERED by persons ~~who are certified~~ **LICENSED** by the appropriate state education certification agency, ~~and a curriculum~~ **USING CURRICULA** approved by the State Department of Education. ~~should be used.~~

The Association further believes that such home-school programs should be limited to the children of the immediate family, with all expenses being borne by the parents.

27. Charter School Accountability

The Michigan Education Association acknowledges the value set forth in the original conception of charter schools as innovators within local public school districts, provided such charter schools are authorized by and held accountable to local democratically elected school boards or their equivalent, and meet certain basic procedural and substantive safeguards that apply to public schools. **THE MEETINGS OF THESE BOARDS MUST BE HELD AT TIMES AND PLACES THAT ALLOW EDUCATION EMPLOYEES, LOCAL AFFILIATES, AND THE COMMUNITY TO PARTICIPATE IN EDUCATIONAL DECISION-MAKING.** These basic safeguards protect schools in our communities as well as our nation's commitment to a free public education system that is accessible to all.

The Association believes that the competitive market model of charter schools promising school improvement simply by way of introducing competition into local school systems is a failure, and that basic accountability to the community is the only way to ensure options that are high quality and demonstrate sustainable student growth. The Association also believes that handing over the education of our students to privately managed, largely unaccountable charter schools that do not answer to locally elected school boards or their equivalent jeopardizes student success, undermines the public education system, and harms our students and educators, particularly in communities of color.

The Association further believes that all educators deserve the right to a collective voice through bargaining and representation, and that an organized workforce is a better guardian of quality standards for students and educators alike. Educators in public charters therefore must be allowed to organize and fully participate in the union.

The Association supports both communities organizing for quality public education and educators working together to improve and hold accountable charter schools while supporting state and local efforts to preserve public school funding and services by eliminating such funding and services from unaccountable privately managed charters that do not comply with those basic safeguards and standards.

32. Artificial Intelligence

The Michigan Education Association believes that the development and expanding use of Artificial Intelligence (AI) technologies will continue to impact students, educators, public education,

and the greater community. The Association also believes that the use of AI in public education should align with the following principles:

- a. AI tools should support the needs of students and educators.
- b. The implementation of AI must be equitable, accessible, and inclusive to ensure that no community is disadvantaged or excluded.
- c. AI tools and their implementation must be free of cultural, racial, and gender biases, and they should not perpetuate or amplify existing biases or discrimination.
- d. Educators should be involved in the development of best practices for pedagogical applications of AI.
- e. **EDUCATORS SHOULD BE EMPOWERED TO DETERMINE THE USE OF AI IN THEIR CLASSROOMS IN ACCORDANCE WITH THEIR PROFESSIONAL RESPONSIBILITIES, DISCRETION, AND ACADEMIC FREEDOM.**

[e] f. The use of AI in public education should be transparent, including its applications, what data is collected, and how that data is used.

[f] g. AI should not compromise the privacy of educators, students, or their families.

[g] h. Educators and students should be provided guidance and training on the ethical use of AI tools.

[h] i. Evaluation of AI implementation should be ongoing to ensure it supports the needs of students and educators, and aligns with ethical standards and practices.

The Association further believes that AI tools should not be used to replace educators nor their professional judgment. (2023, 2025)

B. Professional Competence

2. National Certification

The Michigan Education Association supports voluntary national certification by which the profession grants recognition to an individual who has met qualifications specified by the profession. The Association recognizes that this function is filled by the National Board of Professional Teaching Standards (NBPTS), which is composed of a majority of practicing public school teachers **AND SCHOOL COUNSELORS**.

The National Board of Professional Teaching Standards established appropriate assessment procedures by which individuals demonstrate exemplary practice in pedagogy and in subject matter areas, issues certificates to all individuals who meet NBPTS-established standards, maintains a roster of those who have been certified and encourages reciprocity with state teacher credentialing agencies.

The Association also supports the periodic evaluation of such certification procedures to ascertain whether cultural, economic, gender, racial or age bias is perpetuated by the requirements for certification.

THE ASSOCIATION FURTHER SUPPORTS DISTRICT AND STATE-LEVEL FINANCIAL ASSISTANCE IN PAYING FOR THE NBPTS COMPONENTS TO ENCOURAGE PARTICIPATION IN THE PROCESS AS WELL AS COMPENSATED MENTORSHIP PROGRAMS. THE ASSOCIATION ALSO SUPPORTS FINANCIAL INCENTIVES FOR THOSE WHO CERTIFY AND MAINTAIN CERTIFICATION.

Further, the Association encourages locals to support and recognize National Board Certification candidates and National Board Certified teachers through the collective bargaining process. Issues of support, recognition and incentives, as well as equity and equal access to the National Board process, are matters to be considered for collective bargaining. (2002)

13. Media and Technology

The Michigan Education Association believes that every school classroom, office, teacher workroom, and library/media center should have affordable, high-speed, seamless, and equal access to the internet.

The Association also believes that education employees are essential to the development of an acceptable use policy (AUP) and to the appropriate use of media and technology for communications related to school activities. (NEA B75) (October 2011)

The Association believes that the school district must obtain the permission of parents/guardians/caregivers and students over 18 years of age through signatures on an AUP before allowing students access to the internet.

The Association believes that it is the responsibility of a school district to provide professional development and training in internet usage to its employees.

The Association believes that internet access and activities for students should be age appropriate and should foster critical use. **FILTERING OF INTERNET WEBSITES MUST MAINTAIN A BALANCE BETWEEN THE PROTECTION OF STUDENTS AND THE OPEN FLOW OF INFORMATION. STUDENTS SHOULD HAVE ACCESS TO MULTIPLE INFORMATION-GATHERING RESOURCES, INCLUDING SEARCH ENGINES AND ARTIFICIAL INTELLIGENCE (AI) TOOLS.** Any documentation material produced as a result of internet access should be properly cited and comply with copyright laws.

C. Educational Programs Adapted to Individual and Social Needs

4. Teaching Critical Thinking

The Michigan Education Association believes that critical thinking is an essential part of well-rounded education. The Association also believes that educators play a vital role in teaching critical thinking skills through developmentally appropriate practices. ~~The Association further believes that developmentally appropriate practices enable students to analyze, synthesize, evaluate, determine the importance and relevance of arguments and ideas, and identify erroneous or fallacious reasoning and logic.~~ **THE ASSOCIATION FURTHER BELIEVES THAT DEVELOPMENTALLY APPROPRIATE PRACTICES ENABLE STUDENTS TO:**

- a. **ANALYZE AND EVALUATE INFORMATION**
- b. **CREATE SOLUTIONS INCORPORATING NEW AND ORIGINAL WORK**
- c. **DETERMINE THE IMPORTANCE AND RELEVANCE OF ARGUMENTS AND IDEAS**

- d. **IDENTIFY ERRONEOUS, BIASED, OR FALLACIOUS REASONING AND LOGIC**
- e. **DISTINGUISH FACT FROM OPINION**
- f. **IDENTIFY PROPAGANDA**
- g. **EVALUATE RELIABILITY AND VALIDITY OF SOURCES IN ALL TYPES OF MEDIA**
- h. **CONSIDER HISTORICAL AND CONTEXTUAL CONTENT**
- i. **RECOGNIZE ARGUMENTATIVE STYLES AND METHODS.**

21. Educational Programs in Support of Lesbian, Gay, Bisexual, Transgender, Non-Binary, and Questioning Students

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

- a. Acknowledgement of the significant contributions of diverse LGBTQ+ persons in American 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 (2020-all)
- d. **CULTURALLY RESPONSIVE AND AFFIRMING APPROACHES FOR COMPREHENSIVE SUPPORTS FOR LGBTQ+ STUDENTS INCLUDING, BUT NOT LIMITED TO, COUNSELING, SOCIAL WORK SERVICES, AND SOCIAL TRANSITION SUPPORTS.**

31. Education for all Students with Disabilities

The Michigan Education Association supports the availability of a full continuum of programs and services for students with disabilities.

The Association believes that such programs and services ought to:

- a. Provide favorable learning experiences for both special and general education students;
- b. Include provisions for impacted teachers, support staff and administrators to share equally in planning and implementation;
- c. Guarantee that all impacted teachers and support staff are prepared for these jobs;

- d. Ensure that students with physical disabilities and/or medical needs requiring nursing procedures have their medical needs met by certified/professional school nurses;
- e. Provide appropriate instructional materials, supportive services and pupil personnel services for the teachers, support staff and students with disabilities;
- f. Accommodate modifications in class size, using a weighted formula, scheduling and curriculum design to ensure that the needs of students with disabilities are met;
- g. Testing students with special needs should have appropriate alternative options;
- h. Ensure systematic evaluation and reporting of program developments. In addition, placement patterns must be examined periodically to ensure that students with disabilities are placed in appropriate programs, and further, they are not placed disproportionately by gender or ethnicity;
- i. Provide adequate additional funding and resources to fully support students with disabilities;
- j. When necessary, the student and/or family should have access to translation and interpretation services surrounding the IEP process;
- k. **ENSURE STUDENTS WITH DISABILITIES ARE ENTITLED TO RECEIVE SPECIAL EDUCATION AND RELATED SERVICES UNTIL THE STUDENT EXITS DUE TO AGE AND/OR RECEIVES A HIGH SCHOOL DIPLOMA OR EQUIVALENT.**

42. Social Studies Education

The Michigan Education Association believes that teaching social studies is an integral part of a student's education. Social studies include courses and content that study the functions of human society, its institutions, and societal structures. These include history, geography, economics, political science, anthropology, archaeology, psychology, and sociology.

When designing or adopting social studies curriculum, the Association believes the following should always influence decisions:

- a. Up-to-date, accurate, and unbiased information
- b. Intentional inclusion of material that accurately portrays historically marginalized and underrepresented groups
- c. Contain a diverse representation of cultures
- d. Personal accounts, **ORIGIN STORIES**, and other primary sources with supplemental materials that are drawn from representative samples
- e. Inclusive curriculum, especially selections that allow students to see positive depictions and contributions of underrepresented individuals
- f. World maps that depict up-to-date national boundaries and names of countries

Historical maps made available and presented in context. (2024, 2025)

D. Comprehensive School Health, Social and Psychological Programs and Services

1. Service Access

The Michigan Education Association believes that every student, pre-K through higher education, should have direct and confidential access to comprehensive health, social, and psychological programs and services. Such programs and services must be interactive and coordinated within and between school, home, and community settings. School and community efforts must also be integrated to promote the well being of children and youth and to build support for school and community health programs.

The Association also believes that schools should provide:

- a. A healthful psychological climate and a safe physical environment.
- b. Food services that provide nutritious meals and that help students to select nutritionally appropriate foods.

The Association further believes that programs in the schools should provide:

- a. A planned, sequential, pre-K through 12 health education curriculum that promotes sound nutrition and that includes education concerning the health risks associated with obesity and eating disorders.
- b. A planned, sequential, pre-K through 12 health education curriculum integrating various health topics (such as drug abuse, the dangers of performance enhancing dietary herbal supplements, violence, safety issues, universal precautions, and HIV education), taught by teachers specifically prepared to teach the subject, that enables students to develop the essential knowledge and skills to maintain personal, family, and community health.
- c. Regular physical activity as an active form of learning that encourages a healthy lifestyle and promotes physical, mental, and emotional wellness. This physical activity should be provided through physical education classes, recess, and movement activities scheduled throughout the day. The Association also believes that recess allows students to develop interpersonal and problem-solving skills and that it is not a substitute for a comprehensive physical education program. Furthermore, withholding recess as a form of discipline is counterproductive to health child development and restorative justice practices.
- d. Worksite health promotion to improve the health status of school staff to set an example for desired student behaviors.

The Association believes that services in the schools should include:

- a. Counseling programs that provide developmental guidance and broad-based interventions and referrals that promote the physical and psychological health of students. **THE ASSOCIATION SUPPORTS A RECOMMENDED SCHOOL COUNSELOR-TO-STUDENT RATIO OF AT LEAST ONE SCHOOL COUNSELOR TO EVERY 250 STUDENTS. SCHOOL COUNSELORS SHOULD SPEND AT LEAST 80 PERCENT OF THEIR TIME PROVIDING**

DIRECT AND INDIRECT SERVICES TO STUDENTS, AND 20 PERCENT OR LESS OF THEIR TIME IN PROGRAM PLANNING AND SCHOOL SUPPORT.

- b. Services that identify, diagnose, and resolve learning disabilities.
- c. Health services provided by a licensed professional school nurse that promote the health of students through prevention, case findings, early intervention, and remediation of specific health problems, that provide first aid and triage of illness and injuries, and that provide health counseling.
- d. A nurse-to-student ratio at each site that is appropriate to provide quality school health care.
- e. Comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment) to supplement school nurses.
- f. If deemed appropriate by local choice, family-planning counseling and access to birth control methods with instruction in their use.
- g. Coordination with community agencies for support and follow-up activities.

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

The Association urges its affiliates to support legislation to provide comprehensive care to all children and supports community, state, and national efforts to coordinate these services.
(2003)

F. Employment Practices and Standards

9. Benefits

The Michigan Education Association believes that benefit structures and costs to employees should be subject to collective bargaining or, in non-bargaining jurisdictions, incorporated into legislation, employer policy, and/or other sources that establish the terms and conditions of employment. The Association also believes that all education employees should be eligible for benefits that include, but are not limited to:

- A. Comprehensive insurance programs
 - 1. Health
 - 2. Dental
 - 3. Vision
 - 4. Hearing
 - 5. Life
 - 6. Legal
 - 7. Workers' compensation

8. Long-term physical and mental disability
9. Prescription drug
- B. Paid leaves
 1. Sick leave with unlimited accumulation
 2. Personal leave with unlimited accumulation
 3. Bereavement leave
 4. Parental leave, including adoption
 5. Family leave
 6. Dependent care leave
 7. Sabbatical leave
 8. Professional leave
 9. Association leave
 10. Religious leave
 11. Vacation time
- C. Additional remuneration
 1. Severance pay
 2. Tuition reimbursement
 3. Retirement compensation
 4. Unemployment compensation
 5. Benefit extension for laid-off employees
- D. Personal assistance
 1. Personal assault protection, and in the event of assault, counseling services and leave that is not subject to sick or personal leave
 2. Employee assistance program
 3. Reimbursement for damages to or loss of personal property at work site
 4. Child care and pre-school education
 5. An opportunity to participate in a cafeteria-type plan or plan authorized by section 125 of the U.S. federal tax code.

The Association further believes that education employees and their spouses, domestic partners, and/or dependents, **REGARDLESS OF IMMIGRATION STATUS**, should have equal access to all benefits applicable to them.

The Association believes that comprehensive insurance programs should be provided for education employees on official leave of absence or parental leave.

The Association also believes that provisions should be made for retirees, their spouses, domestic partners, and/or dependents at their option to continue in the comprehensive health, dental, prescription drug, and hearing and vision programs.

The Association further believes that, if school districts consolidate, regionalize, share services, or separate, education employees should not lose their tenure or have their salary, benefits, or seniority reduced. (2019)

11. Protection of Members

The Michigan Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of members from physical attacks on their persons or property and that provide reimbursement for loss.

The Association urges that guidelines be developed for action leading to prevention of verbal abuse or harassment of members by any individuals. Members must take the responsibility to call attention to such cases so that appropriate action may be taken.

THE ASSOCIATION BELIEVES THAT EDUCATION INSTITUTIONS MUST HAVE AN APPROPRIATE DOCUMENTED PROCESS TO REPORT ASSAULTS AND THREATS OF VIOLENCE AGAINST EDUCATION EMPLOYEES TO THE DISTRICT LEVEL IN A TIMELY MANNER. EDUCATION INSTITUTIONS SHALL MAINTAIN RECORDS OF THIS DATA.

THE ASSOCIATION BELIEVES THAT WHEN EDUCATION EMPLOYEES ARE THE VICTIMS OF PHYSICAL ATTACK, VERBAL ABUSE, THEFT, VANDALISM, OR HARASSMENT – INCLUDING INCIDENTS DUE TO GENDER, SEXUAL ORIENTATION AND GENDER IDENTITY, OR OTHER CAUSES – THEY SHOULD RECEIVE THE FULL SUPPORT OF THEIR EMPLOYER IN PURSUING LEGAL AND OTHER REMEDIES, RECEIVING APPROPRIATE AND EQUITABLE CARE FOR INJURIES, AS WELL AS RECEIVING REIMBURSEMENT FOR THEIR PERSONAL AND PROPERTY LOSS. TIME LOST DUE TO INJURIES FROM ATTACKS SHOULD NOT BE DEDUCTED FROM ACCUMULATED SICK LEAVE OR PERSONAL LEAVE.

THE ASSOCIATION FURTHER BELIEVES THAT ALL EDUCATION EMPLOYEES WORKING WITH A STUDENT HAVING A RECORD OF VIOLENT BEHAVIOR OR SEVERE BEHAVIOR PROBLEMS SHOULD BE IMMEDIATELY INFORMED OF THE NATURE, EXTENT, AND DURATION OF THE STUDENT’S RECORD OF VIOLENT ACTS/DISRUPTIVE BEHAVIORS. BEFORE STUDENT PLACEMENT, THESE EMPLOYEES SHOULD ALSO BE PROVIDED WITH TEACHING STRATEGIES THAT MAY IMPACT THE STUDENT’S LEARNING STYLE AND A PLAN FOR BEHAVIOR MANAGEMENT AND MODIFICATION.

THE ASSOCIATION ALSO BELIEVES THAT EDUCATION EMPLOYEEES MUST HAVE THE RIGHT TO REVIEW AND PROVIDE DOCUMENTATION TO, AS WELL AS THE RIGHT TO PARTICIPATE – WITH ASSOCIATION REPRESENTATION – IN THE STUDENT DISCIPLINE HEARING.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools.

The Association also believes that education employees must have the right to review and provide documentation to, as well as the right to participate – with association representation – in the student discipline hearing.

The Association further believes that education employees have the right to refuse continued placement of the student in their school related settings when the safety of other students or education employees is in question. (1970, 2008)

H. Active Participation in Public Policy-Making

3. The Member as a Citizen

The Michigan Education Association believes that all members have the right and obligation to be informed and politically active citizens. **THE ASSOCIATION ALSO BELIEVES THAT, AS PRIVATE CITIZENS, EDUCATION EMPLOYEES HAVE THE RIGHT TO EXPRESS THEIR PERSONAL VIEWPOINTS IN PUBLIC WITHOUT FEAR OF CENSORSHIP, INTIMIDATION, OR UNLAWFUL ARREST.** It supports voter education to alert new voters of voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee members their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable members, **ESPECIALLY THOSE FROM UNDERREPRESENTED GROUPS**, to service in public office without personal loss and without curtailment of annual increments, tenure, retirement or seniority rights.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of members to involve themselves in the selection, election and reelection of qualified, committed candidates who support the established goals that will provide quality education.

The MEA is in support of the concept of public funding for congressional elections.

I. Professional Associations

6. Strikes

The Michigan Education Association believes that the **ABILITY TO STRIKE, OR WITHHOLD LABOR, IS A POWERFUL SOURCE OF LEVERAGE FOR EDUCATION EMPLOYEES TO NEGOTIATE FOR BETTER TERMS OR CONDITIONS. THE ASSOCIATION ENCOURAGES PREPARATION FOR THE POSSIBILITY OF LABOR ACTIONS AS PART OF A BROADER STRATEGY THAT INCLUDES COMMUNITY OUTREACH, PUBLIC ENGAGEMENT, AND EFFECTIVE MESSAGING. READINESS STRENGTHENS BARGAINING POWER.**

THE ASSOCIATION FURTHER BELIEVES THAT chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party. The MEA recommends several procedures to be used in resolutions of impasse, such as mediation, factfinding and political action. However, the Association realizes that in order to provide quality education, members may have no choice to resort to a strike for correcting conditions.

The Association urges the state government(s) to enact legislation with impasse resolution provisions up to and including those which would permit school employee affiliates to engage in strikes without incurring civil, criminal or other penalties.

The Association **FURTHER** believes that when a member picket line is established by the authorized bargaining unit, crossing it is strikebreaking. It jeopardizes the welfare of members and the

educational process. The Association denounces the practice of keeping schools open during a strike. In the event of a strike by employees, extracurricular and cocurricular activities must cease.

The Association denounces the staffing of schools with untrained, unqualified or noncertificated persons at any time. The Association will assist its affiliates in opposing laws or proposals which permit the hiring of noncertificated personnel for teaching positions.

The Association condemns the jailing of members, excessive bail and fines for school work-stoppages. The Association urges the state government to enact statutes guaranteeing members due process of the law when work-stoppage occurs, including the right to present their case to the state or courts before back-to-work orders are issued.

In the event of a strike at the school of placement, affiliates should work with colleges and universities of both student teachers and students in field placements to ensure that those students honoring the work stoppage will receive credit for previous service and assignments, and be provided an opportunity for a comparable alternative placement in order to complete all remaining preservice requirements. The Association further believes that teacher-training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking. The Association also urges that teachers refuse to supervise cadet teachers and/or students who are sent to public schools as aides or observers/participants and who are enrolled in any higher education institution whose placement directors cooperate in emergency certification practices designed to keep classrooms open in the event of a strike. (2008)