

Preliminary New Business Item Report
September 2016

A. LGBTQ Rights and Protections

The National Education Association shall implement an action plan to prevent acts of discrimination and violence targeted at people who are perceived or identify as lesbian, gay, bisexual, transgender or questioning (LGBTQ). This plan will include

- 1. Calling upon our members and society to take action to promote a culture of safety, support, affirmation that ensures civil rights and advocacy for LGBTQ members and students;*
- 2. Promoting the full dignity and humanity of all of our students and members; and*
- 3. Addressing the underlying issues that promote a culture of escalating intolerance and acts of violence.*

Pursuant to this action plan, NEA will join the national effort to counter the widespread discrimination against individuals who are LGBTQ by:

- 1. Encouraging and supporting state and local affiliates to join efforts to enact and defend national and state legislation combating discrimination on the basis of sexual orientation or gender identity and expression.*
- 2. Partnering with Civil Rights and LGBTQ Rights organizations to identify, create (as needed), and disseminate resources and materials to address the unique needs of ethnic minority LGBTQ students and educators.*
- 3. Supporting and promoting Gay, Lesbian and Straight Education Network's (GLSEN) annual Day of Silence to symbolize the silencing effect of anti-LGBTQ bullying and harassment.*
- 4. Supporting the pending legal challenges to newly enacted state laws that purport to license discrimination against LGBTQ individuals including:*
 - i. the pending challenge to North Carolina's H.B. 2, which prohibits access to restrooms in accordance with one's gender identity, prohibits localities from extending protections to LGBTQ individuals, and eliminates a state remedy for discrimination of any type prohibited by state law;*
 - ii. the soon to be brought challenge to Mississippi's H.B. 1523, which purports to license discrimination by public and private actors based on three specific religious beliefs about marriage; and*
 - iii. other challenges to similar state laws. Such support would consist of joining the cases as an amicus or other appropriate action and publicizing those challenges through existing NEA communication vehicles.*
- 5. Calling on the U.S. Department of Education to enforce Title IX's prohibition against discrimination as it pertains to North Carolina or any other state that takes similar steps to prohibit restroom access based on gender identity, unless and until those states commit to ensuring that all students, including transgender students, have access to restrooms in accordance with their gender identity.*
- 6. Continuing to raise awareness among NEA members and affiliates of the rights and protections available to LGBTQ staff and students by broadly circulating and publicizing through existing NEA communication vehicles, the guidance developed by the NEA Office of General Counsel on religious exemption laws (including so-called religious freedom restoration acts and religious opt-out bills) as well as the NEA supported "Schools in Transition: A Guide to Support Transgender Students in K-12 Schools," and further legal guidance on transgender student issues.*
- 7. Ensuring that all contracts for NEA meetings contain explicit requirements that all meeting vendors may not discriminate against any NEA member or attendee based on that individual's sexual orientation or gender identity.*

8. *Continuing to work with state affiliates and the LGBTQ community in states and localities impacted by the ongoing backlash in order to raise awareness of, and support ongoing local and state efforts to reverse the backlash.*
9. *Developing and implementing by October 2016 a comprehensive plan to combat the backlash, which will consist of legal, communications and coordination with state affiliates and partner organizations to support rapid response at the state legislative level to such discriminatory initiatives and continued legal and communications support for the pending challenges to those initiatives.*

NEA is currently assembling a cross departmental work group to address comprehensively the issues in NBI A. It is anticipated that this work team will: schedule monthly stories on NEA media properties on the issues addressed in the NBI; engage partners in advocacy work on local, state and national levels; develop webinars and other methods of engaging and educating members and continue to provide engagement opportunities to members previously engaged through activities such as the recent NEA/GLSEN Gay Straight Alliance Summit.

NEA is also working closely with litigants challenging anti-LGBT laws throughout the country. We are currently drafting and intend to file an *amicus curiae* brief in the United States Court of Appeals for the Fourth Circuit in mid-October in support of those who challenge North Carolina's H.B. 2. This law, among other things, requires public schools to treat transgender and gender nonconforming students in a discriminatory manner. We anticipate similar participation in other cases litigating the legal rights of LGBT students, including challenging so-called religious freedom laws designed to legitimize LGBT discrimination. NEA will publicize our filings through NEA communications.

We continue to educate NEA, its affiliates, members and the larger community about our Legal Guidance on Transgender Students' Rights, published in June 2016. Members and school districts throughout the country are relying on this guidance. We continue to educate staff and members about this emerging area of law through formal trainings and individualized guidance and counseling. As issues arise in local schools and communities, individual members have reached out for guidance and advice that NEA has been providing, and will continue to provide.

NEA is working on including standard language in all meeting vendor contracts to prohibit discrimination against any member based on sexual orientation or gender identification. Finally, we are developing a comprehensive plan for rapid response to state level anti-LGBT individuals that will include legal, communications, and coordination with state affiliates.

1. Online Membership Form

NEA will develop and implement a secure, digital membership form and an online process for members to join.

An important feature of NEA360, currently under development, is the delivery of a secure online member log-in for the Association to support an online process for members to join. The member log-in will allow individuals the opportunity to enroll during campaigns at their local buildings. It will have a secure server digital certificate to assist in protecting member privacy.

2. Special Education Reform

Using the Legislative Action Center and other appropriate NEA media properties, NEA will involve educators, parents and students in efforts to bring special education reform to the forefront and

advocate for legislation to fully fund the Individuals with Disabilities Education Act (IDEA). NEA will use the Education Insider and other appropriate publications and social media vehicles to highlight supportive legislators and to engage stakeholders in contacting policymakers via Facebook, Twitter and email.

Completed

NEA has and will continue to advocate for fully funding the Individuals with Disabilities Education Act through lobbying meetings, letters to members of Congress, digital advocacy and social media. This is part of NEA's ongoing work as part of the Strategic Plan and Budget.

3. IDEA Full Funding

NEA will promote a digital campaign to advocate for the full federal funding of the Individuals with Disabilities Education Act (IDEA) while bringing special education reform to the forefront, by collecting written stories via electronic means and creating video clips using the personal stories and experiences of educators, parents, and students to highlight the detrimental impact that inadequate funding and resources has on the achievement of students with disabilities in our schools. NEA will promote the written stories and video clips utilizing Facebook, Twitter and NEAToday.org with articles outlining steps that stakeholders can use to lobby their legislators for funding appropriations.

NEA will work with state affiliates and coalition partners and through NEA social media platforms to collect stories about the personal impact of inadequate special education funding. We will create videos of these stories for distribution on NEA's digital platforms and social media. The videos will also be highlighted by the weekly Education Insider and www.edvotes.org articles, and will be used to encourage continued advocacy by NEA members through cyber-lobbying efforts via the Legislative Action Center.

4. Alliance to Reclaim Our Schools

NEA will support state affiliates and locals with up to/not exceeding \$100,000 in resources to effectively participate in the Alliance to Reclaim Our Schools (AROS) and the nationally coordinated October 6 walk-ins as allies unite around racial justice, full funding and support for community schools, more teaching, less testing, and holding all schools that are publicly funded to the same high standards.

Locals signing up for the Walk Ins are exploring creative approaches to coalition and partner work and building relationships with parents and community leaders. Locals are just now determining resource needs for AROS coalition work or in support of the October 6 walk ins. (See NBI 11 below for additional information).

5. Common Enrollment Systems

- 1. The NEA oppose "Common Enrollment" systems, that combine publicly governed District schools and privately managed charter schools on a single enrollment application.*
- 2. An article on the effects these common enrollment systems have had on districts where enacted be published digitally.*
- 3. President Eskelsen García write a letter of concern which local associations can submit to local media outlets where a common enrollment system is in place or being considered.*

NEA has begun discussions about the content for an article. We also will develop a sample letter of concern from President Eskelsen Garcia for potential local association use.

6. Authentic Language Programs

NEA will work with parent and community organizations to promote student access to high quality educator delivered authentic language programs that lead to literacy in the domains of listening, speaking, reading and writing in multiple languages.

NEA will identify and collaborate with a partner(s) to promote high quality, educator delivered, authentic language programs that lead to literacy in all domains of speech. The findings of access, structure and outcomes will be shared via webinar/recorded video. In addition, NEA members engaged in authentic language programs will be featured on www.NEAEdJustice.org.

7. Parental Opt-Out Model Legislative Language

For state and local affiliates who request it, NEA will update and revise the model legislative language (continuing the intent outlined below) to abide by new Every Student Succeeds Act (ESSA) law and policy regarding parental rights to opt their child out of high stakes testing without adverse consequences. Existing language was written and published on NEA.org as a result of implementation of NBI #4 at 2015 RA: Provide, on the NEA website, model legislative language for use at the state level, legislation of this kind can be introduced by members or parents' rights groups for sponsorship by friendly legislators or as a statewide initiative to the people that prevents punitive actions or negative consequences carried out by districts and/or school staff including but not limited to program placement decisions or other exclusionary consequences for students who do not take state mandated assessments. (2015-4) (<http://www.nea.org/home/62527.htm>)

NEA will create updated model state legislation to reflect the Every Student Succeeds Act's provisions on parental rights to opt out of assessments without adverse consequences. The model legislation will be posted on www.NEA.org, www.GetESSARight.org, edCommunities (www.mynea360.org) and other appropriate NEA digital platforms.

10. National Retirement Security Advocacy Day

Working with the NEA-Retired Executive Council, the Center for Advocacy will plan and hold a national retirement security advocacy day in the spring of 2017. The purpose of this one day on Capitol Hill would be to focus on effective and beneficial Social Security Reform including the repeal of the Government Pension Offset (GPO) and the Windfall Elimination Provision (WEP), opposition to mandatory coverage of Social Security and opposition to privatization. Activities for this day would include visits to Congressional offices and a national call-in effort. Participants would include (but not be limited to) NEA Board members representing NEA-Retired, NEA-Retired Executive Council members, state-retired presidents/chairs and the NEA-Retired Rapid Response Team.

In partnership with the NEA-Retired Executive Council and state affiliates, NEA will identify retired members to fly in during the April 2017 Super Week for a lobbying day. During that Super Week, NEA will hold an issue briefing for retired members on Social Security reform, repeal of the Government Pension Offset and the Windfall Elimination Provision, opposition to mandatory coverage of Social Security and opposition to privatization, as well as an overview of the current political landscape. We will prepare lobbying materials to be used for the lobbying day and will help retired members secure meetings with members of the House Ways and Means Committee and Senate Finance Committee, emphasizing members of the Subcommittee on Social Security. A national call-in day will be organized and promoted through NEA's digital platforms in conjunction with the lobbying day. We will utilize www.edvotes.org to run articles about the lobbying day and promote continued digital advocacy.

11. Alliance to Reclaim Our Schools Walk-in

NEA will encourage its Pre-K-12 and Higher Ed locals to affiliate or participate in AROS-Alliance to Reclaim Our Schools and NEA will support the next major AROS nationally coordinated Walk-in on October 6 with social media and media support, with internal communications that notify affiliates and locals, and within existing means—budgets, staffing—provide training and support for locals/affiliates choosing to join the event.

Recruitment for the October 6 Walk In is well underway, with 363 and counting schools signed up across the 25 locals who have signed up to participate thus far (as of September 9). Multiple locals are already thinking about capacity building and developing community and parent tables. Sixty-eight percent of signups thus far have asked for help with media outreach in their local communities. Seventy-six percent have requested social media, message training and support. NEA is providing this support to all locals and states interested in forming AROS tables or learning more about AROS.

12. Monitoring Water Quality

The NEA will encourage its membership through existing media to advocate for annual monitoring of their school district's water quality. NEA Government Relations will work actively with the EPA to develop national environmental regulations requiring annual monitoring of water quality in all U.S. public school districts, with follow-up remediation plans where needed.

NEA will lobby the Environmental Protection Agency and Members of Congress to develop regulations for monitoring school districts' water quality. We will encourage members to advocate for water quality monitoring and any proposed legislation using NEA social media platforms, the Legislative Action Center, the Education Insider and www.edvotes.org.

13. Working Conditions of Early Childhood and Adult Education Members

The NEA will support affiliates interested in organizing campaigns to improve the working conditions of members working in early childhood and adult education and prospective members working with early and adult learners. Support will include addressing professional issue inequities such as gender-based pay disparities, benefits, professional development, license requirements and due process protections. NEA's support would include assisting affiliates in sharing resources and the work of members already engaged in this work.

Staff have met to review the NBI and are currently developing a work plan to fulfill the intent.

14. Government Pension Offset/Windfall Elimination Provision

The NEA shall request that our recommended (primary) candidate, Hillary Clinton, write a letter directed to NEA members stating that one of her priorities as president will be to work to repeal the GPO/WEP (Government Pension Offset/Windfall Elimination Provision).

NEA will request that Secretary Clinton sign a drafted letter supporting repeal of the Government Pension Offset and Windfall Elimination Provision. We will work with the Clinton campaign to distribute the letter to NEA members.

15. Save/Strengthen Social Security

The NEA will present to the 2017 Representative Assembly (RA) an electronic executive summary of the NEA's organizing efforts to save/strengthen Social Security and repeal of the offset provisions of Social

Security—the Government Provision Offset (GPO) and the Windfall Elimination Provision (WEP). Included in the presentation will be descriptions about what is being done now, will be ongoing and proposed for the future.

NEA will draft a summary report of lobbying efforts around Social Security and repeal of the Government Pension Offset and Windfall Elimination Provision. The report will specifically include information regarding the April 2017 lobbying and call-in day (see NBI 10 above), ongoing lobbying efforts, work done through NEA's digital and social media platforms and future plans. The report will be included either in the Representative Assembly delegate packets or other appropriate avenues.

17. Blaine Amendments

NEA will use NEA digital media properties to disseminate information detailing the consequences of repealing Blaine Amendments in the 38 states which have them.

NEA will draft an article for distribution on NEA digital media properties detailing the consequences of repealing Blaine Amendments in the 38 states that have them.

19. Western Governors University

The NEA, through their representation on the NEA Member Benefits Board, will ask the NEA Academy to sever all ties with Western Governors University.

The Member Benefits Corporation Board will meet in October 2016. This NBI will be on the agenda for that meeting. Board members will consider the NBI, discuss the issues and report the outcome back to the NEA.

21. State and Local Educator Evaluation Systems

NEA will publish a survey report of current state and local educator evaluation systems to reflect states and locals with professional development and growth systems. The survey shall be completed by August 30, 2016. The survey should reflect the state(s) and known locals with professional growth and development plans. The survey will be published to assist in removing standardized test scores from teacher evaluations.

Completed

NEA has published a survey report of current state and local educator evaluation systems. The report was disseminated to state affiliates on August 26, 2016.

24. El Dia de la Raza and Indigenous People's Day

NEA shall encourage its members to urge their school districts to celebrate the 2nd Monday of October as El Dia de la Raza and Indigenous People's Day. Information shall be disseminated through NEA Today and on digital properties.

NEA will identify and consolidate resources for background information, instructional materials and celebration ideas. These resources will be made available on existing NEA digital properties and will feature NEA members engaged in El Dia de la Raza and Indigenous People's Day on www.NEAEdJustice.org.

25. Anti-Abuse Contract Language

NEA will gather, create and disseminate contract language to protect education employees from physical or emotional violence, sexual harassment, and abuse against them by students.

NEA will conduct a search of its contract language database and compile contract language related to physical or emotional violence, sexual harassment and abuse against educators by students. We will also create new language as needed. This information will be shared with state affiliate collective bargaining coordinators for dissemination through their state networks.

26. American Indian/Alaska Native and Asian, Native Hawaiian, other Pacific Islander and Indigenous students

NEA will encourage local leaders to share the personal stories of American Indian/Alaska Native and Asian, Native Hawaiian, other Pacific Islander and Indigenous students who have been denied and those that have succeeded in being able to wear symbols of cultural significance at their graduation ceremony to highlight the much needed support of cultural inclusion in their educational career. These stories will be shared digitally by NEA using existing media resources or in the NEA Today.

NEA will identify individuals who have been successful in supporting their American Indian/Alaska Native and Asian, Native Hawaiian, other Pacific Islander and Indigenous students and will feature their stories on existing NEA digital properties, including www.NEAEdJustice.org.

28. Local President Release Time Grant Program

That NEA have the appropriate committee explore the expansion of the Local President Release Time Grant Program to provide more grants to fund a larger number of local affiliates.

The NEA Local President Release Time Grants Committee will meet at the end of September. The committee will explore expansion of the program during the current committee cycle and any recommendations related to the NBI will be included in the committee's final report in April 2017.

29. Racist Stereotypes and Mascots

NEA, using existing resources and reports, will inform our members on the impact of racist stereotypes and mascots on students. They will focus on how racist imagery affects students in their emotional/social growth, stress, brain development, health, educational success and safety issues. NEA will then develop a virtual toolkit of best practices and effective materials for working with students exposed to these racist images. NEA will also develop a training module on how to combat inequalities due to these racist images among our students. This module will be made available to affiliates and community groups as appropriate.

NEA has already linked several stories on www.NEAEdJustice.org. (See, for example, <http://educationvotes.nea.org/2015/12/13/17-year-old-helps-native-americans-stay-in-school-wins-against-racist-school-mascots/>). We will continue to share these personal stories and will highlight resources available to aid students through emotional/social growth, stress, brain development, health, educational success and safety. We will work with partners to craft a best practices toolkit for educators.

32. Homeless Students in the Classroom

NEA will publish several articles in existing NEA digital properties informing educators and the community about the plight of homeless students in the classroom.

NEA will continue ongoing coverage of the issue of homeless students throughout its communications properties. An updated article and/or item will be posted in winter or spring on www.NEAToday.org and other relevant properties.

33. Complaints against States that Limit Educator Opinions

Using the successful complaint filed by the American Civil Liberties Union (ACLU) in New Mexico as a model, NEA will collaborate with the ACLU and state member organizations to file complaints against states that limit or prevent educators from openly and freely voicing their opinions on Common Core State Standards (CCSS), Next Generation Science Standards, or other state standards, and/or district/state mandated assessments as these laws/regulations/codes violate the First Amendment rights of educators.

NEA has reviewed the complaint filed by the ACLU in the New Mexico case and will alert state and local affiliate counsel about the case through the quarterly NEA E-Letter to lawyers who represent NEA affiliates and/or members. In that alert, NEA will also offer to partner with state affiliates on similar lawsuits. Finally, NEA will reach out to ACLU New Mexico as well as the national ACLU office and offer to partner on similar lawsuits.

36. Private Charter/Voucher Schools

NEA will publicize our opposition to the ongoing attack on public education, to the spread of private charter/voucher schools, and to school closures. The NEA will publicize the role of private charter/voucher schools in ultimately closing schools altogether, leaving thousands of young people and families without a school at all, and often creating entire communities where no schools exist. Therefore denying the fundamental right to a public education.

NEA is in the process of scheduling a webinar to address this topic.

39. Response to Threats and Violent Incidents

The Conservative Educators Caucus is requesting that instructional material consistent with all NEA governing documents regarding suggested response to threats and violent incidents be provided on all NEA and affiliate websites.

NEA will seek additional information and clarification on the intent of this NBI. Upon further direction and content, this will be scheduled on appropriate NEA digital and social media properties.

41. Save Our Schools March for Public Education and Social Justice

NEA will donate \$10,000 to the Save Our Schools March for Public Education and Social Justice Rally and Activist Conference.

Completed

NEA donated \$10,000 to the Save our Schools March.

43. Public Access to Quality Water Supplies

NEA will engage, collaborate, and partner with organizations prioritizing the crafting of federal legislation that will ensure public access to quality water supplies that meet EPA standards for public health free of poisons, toxins, and pollutants for all citizens, regardless of race, income, or zip code.

NEA will work with coalitions and other like-minded organizations to support and advocate for legislation that will ensure public access to clean water in accordance with Environmental Protection Agency standards.

44. Lead Poisoning

NEA will communicate, through digital media properties, the dangers of lead poisoning to infant, toddler and child cognitive development, as well as the potential genetic effect on future generations born of our members that are exposed to lead through drinking water and other means.

NEA has covered this topic extensively on numerous media properties since the onset of the Flint water crisis (See, for example, <http://neatoday.org/2016/03/03/flint-water-crisis-educators/>). Additional research and writing related to lead poisoning has been assigned for a www.NEAToday.org article to run in late 2016 or early 2017.

45. Qualifications for Secretary of Education

NEA will develop a list of job qualifications to be given to our recommended presidential candidate and members of the US Senate that candidates for Secretary of Education should possess. This should include such things as formal training in education, experience as a public school educator, and no financial, employment, or positions supporting the education privatization industry.

NEA will generate a list of qualifications to be submitted to our recommended presidential candidate and the Senate shortly after the November election.

46. Seal of Biliteracy

NEA, through existing media, will inform members about the “Seal of Biliteracy,” which recognizes graduating high school seniors who have attained proficiency in two or more languages. NEA will encourage states that have not yet adopted the Seal to do so.

NEA will identify members who have succeeded in convincing their state to adopt a Seal of Biliteracy and provide a model toolkit for advocacy towards achieving the same in states without a Seal of Biliteracy. Members and resources will be featured in existing NEA digital and print properties.

48. Facts and Evidence to Support Claims and Policies

NEA will encourage and empower its members to question, challenge and demand other stakeholders and themselves to provide facts and evidence to support their claims, ideas and policies.

NEA is in the process of updating a systematic process to provide facts and evidence to support claims, ideas and policies. We are also updating tools to assist members in questioning and challenging, in an appropriate and convincing way, ideas and claims not based on fact.

50. Defending Public Education from Privatization

NEA will educate and organize as many of their members to encourage its affiliates to utilize existing materials and programs to defend public education from the privatization process that threatens the

existence of America's democratic school system. NEA will educate its members on how to identify and effectively correct and refute myths, misinformation, fabrications, half-truths and lies that form the prevalent corporate reformers narrative that is allowing and validating the dismantling and privatizing of America's public schools system.

NEA will update by December 2016 a reading list of books on school privatization. This list will be shared with state affiliate staff on a shared online worksite and made available on demand. We will also publish a list of "must read" blog posts or articles from 2016 that explain privatization and its impacts. This list will be shared with state affiliate staff on an online worksite and will be made available on demand. NEA will also continue to use vehicles such as www.edvotes.org to highlight the efforts of parents, students and educators to fight privatization schemes. We will continue to partner with Media Matters for America, the Center for Media and Democracy, HedgeClippers and other entities that are exposing individuals and organizations seeking to privatize public education. Finally, NEA will partner with the producers of a new film, Backpack Full of Cash, which explores the privatization of public education and its impact on the nation's most vulnerable children. NEA will share information with state affiliates about the film, use our social media vehicles to encourage educators to see it and develop a tool kit to distribute to members who see the film.

54. Gender Equality and Safety in Schools

NEA will encourage all state and local affiliates to use existing means of communication to promote developmentally appropriate resources that help all educators support gender equality and safety in our schools such as, but not limited to, "Building a Gender Friendly School Environment: A Toolkit for Educators and Their Union," from Education International. This resource can be found at <https://download.eiie.org/docs/IRISDocuments/EI%20Campaigns/EFAIDS%20Programme/2007-00169-01-E.pdf>.

NEA will promote awareness of the importance of gender equity and highlight tools available to educators wishing to create a more equitable school environment. Specifically, we will highlight the stories of educators working for gender equity on www.NEAEdJustice.org and share them broadly among state affiliates and locals.

55. National Charter Schools Week

The NEA will petition the President of the United States to remove the "National Charter Schools Week" designation from the week that has traditionally been reserved for "Teacher Appreciation Week."

NEA will lobby the White House and key Members of Congress to remove the "National Charter Schools Week" designation from the week that has traditionally been reserved for "Teacher Appreciation Week."

57. Transgender and Gender Nonconforming Awareness Training

NEA will encourage all state and local affiliates to use valid and existing resources to provide transgender and gender nonconforming awareness training for faculty, staff, and administrators such as, but not limited to, "The Teaching Transgender Toolkit: A Facilitator's Guide to Increasing Knowledge, Decreasing Prejudice & Building Skills." This resource can be found at <http://www.teachingtransgender.org>.

NEA will promote and engage members on educational materials related to transgender issues through a variety of methods. These could include webinars, presentations at NEA and other

appropriate conferences and meetings, posting of modules on-line and promotion of materials through, emails, social media and local and state affiliates.

58. Experienced Educators in the Protected Age Category

The NEA will utilize existing resources to publish and promote a position statement stressing contributions made by experienced educators in the protected age category in terms of dedicated service to students and mentorship to new educational employees. The statement will cite news accounts of experienced educational employees being targeted for harassment and dismissal; will condemn the discriminatory practices that lead to targeting, harassment and forced retirements of members; and will advocate for the support and retention of experienced educational employees.

NEA is currently researching and collecting the contributions made by experienced educators and news accounts of experienced educators targeted for harassment and dismissal. This research will be used to inform the position statement. We are also exploring the best avenue to publish and promote the position statement.

60. Model Language on Transgender and Gender Nonconforming Students

NEA will provide all state and local affiliates with existing model language developed jointly by Gay, Lesbian and Straight Education Network (GLSEN) and the National Center for Transgender Equity focused on district policy on transgender and gender nonconforming students that our school boards can adopt. This resource can be found at:

http://www.glsen.org/sites/default/files/GLSEN%20Trans%20Model%20Policy%2016_0.pdf.

NEA will continue to promote awareness of the importance of transgender equity. We will highlight model school board legislation available to educators wishing to create a more equitable school environment, will highlight the stories of educators working for transgender equity on www.NEAdJustice.org and will share the model policy broadly among state affiliates and locals.

63. Association Accessibility to Students in Higher Education

The NEA Executive Committee shall look at the benefits of making the association more accessible to students at colleges, universities and trade centers by:

- 1. Identifying best practices of training all education career members with an emphasis on aspiring educators to have the skills and knowledge necessary to promote and recruit NEA membership at all college, universities and trade centers.*
- 2. Include an organizing component that will recruit highly skilled individuals into all of the education careers, (i.e., licensed educators, Education Support Professionals (ESP), Specialized Instructional Support Personnel (SISP), and Career and Technical Educators (CTE).*
- 3. Rebranding/naming the program that identifies the program to potential members.*

Their findings and recommendations shall be reported to the NEA Board of Directors, State Affiliate Presidents and the National Councils prior to the 2017 Representative Assembly.

NEA is currently exploring and gathering data on 1) best practices of training all education career members to promote and recruit NEA membership at all colleges, universities, and trade centers; 2) an organizing component that will recruit highly skilled individuals into all education careers; and 3) the rebranding/naming of the program so it resonates with all potential members. Avenues through which we will explore and gather data may include: the annual State Student Organizer Conference (attended by state affiliate student program staff), the annual pre-RA Student Leadership Conference and an “awareness campaign” targeting current student program chapter

leaders. The campaign will help student leaders raise awareness around various education careers and where they are housed pre-professionally on college, university, and trade center campuses. A final report of findings and recommendations will be provided.

64. United Nations International Peace Day

The NEA shall inform its members through existing media of the negative correlation between tax dollars spent prosecuting continuous wars and the ongoing lack of public investment in education. The NEA will advocate for peace and, by publicizing online instructional resources, encourage its members to support the United Nations International Peace Day on September 21, 2016.

NEA will promote the United Nations International Day of Peace on September 21, by including it in its online diversity calendar and providing a hyperlink to the International Day of Peace website on www.NEA.org. Additionally, NEA will publish an article by December 2016 on the correlation between federal tax dollars spent on war and the federal investment in education. Included in the article will be a link to the National Priorities Project website with a calculator showing a variety of services, educational personnel and programs that could be funded with one percent of defense spending – such as more than 65,000 elementary school teachers or nearly 600,000 Head Start slots for one year.

68. Undocumented Immigrant Youth and Parents

The NEA will publicize:

- 1. Our commitment to the right of undocumented immigrant youth and parents to “come out of the shadows” and gain legal status to stay in the U.S. without fear of being deported.*
- 2. Our condemnation of the Supreme Court’s decision allowing states to refuse to comply with the Deferred Action for Childhood Arrivals (DACA) and Deferred Action for Parents of American and Lawful Permanent Residents (DAPA).*
- 3. Our commitment to the passage of a federal DREAM Act, so that undocumented youth can gain a pathway to citizenship.*

NEA will highlight on www.NEAEJustice.org stories of member action and engagement on the rights of undocumented youth and parents and the negative impact the recent Supreme Court decision has on DACA/DAPA eligible people. We will also continue to tell the success stories of DREAMERS and the need to pass the federal DREAM Act. In addition, we will work to have the issues addressed in Lily’s blog and will look to our partners to create online opportunities to push these messages and drive members and allies to action.

69. Cuts and Elimination of Special Education Programs

The NEA will publicize our rejection of the cuts and elimination of special education programs being waged across the country in the name of so-called “reform.” We will educate members and communities about how this policy is leading to the shutdown of successful special education programs.

NEA is conducting initial and ongoing discussions with the US Department of Education’s Office of Special Education and Related Services, the National Coalition on Personnel Shortages in Special Education and Related Services, the National Alliance of Specialized Instructional Support Personnel and Disability Rights Networks to advance, preserve and protect special education services and programs. In addition, NEA is conducting a VIVA Idea Exchange Project with members to ensure service providers observations and professional growth needs are heard, appreciated and used to influence decision makers.

72. State Labor Councils

NEA will publicize through existing media the benefits of joining and encouraging state affiliates to become members of their state's labor council.

Completed

NEA president Lily Eskelsen Garcia sent a memo to state affiliates publicizing the NEA/AFL-CIO Labor Solidarity Partnership, which sets forth the terms and conditions under which NEA affiliates can participate in AFL-CIO state and/or local labor councils. The memo highlighted NEA's belief that labor collaboration and solidarity are important elements in building a strong labor movement, enhancing the rights and benefits of our members, helping working families and their communities and promoting social and economic justice for all; and provided a link to the complete Partnership Agreement detailing the affiliation process (<http://www.nea.org/home/18303.htm>).

73. Assessment Literacy

NEA will use existing digital resources to promote assessment literacy among its members by publishing information and providing support materials.

NEA will create an Assessment Literacy group on edCommunities. We will identify an empowered educator and NEA member to serve as facilitator and will post information and support materials related to Assessment Literacy on an ongoing basis. NEA will also gather resources from the National Board for Professional Teaching Standards, which has a special Assessment Literacy project.

75. Third Grade Retention

NEA will use existing resources to educate members about punitive policies mandating 3rd grade retention on the basis of a single test score.

NEA has begun research on the use of punitive policies that mandate third grade retention, and how these policies can negatively impact students. We will provide a background document that examines the number of students potentially impacted and inequities in such policies. In addition to student impact, the document will provide information on policies and practices that best support literacy development in young children.

76. School Library Programs

Using data and information gathered for NEA RA 2015's NBI #89 for a report on the state of school libraries in NEA affiliates, along with other relevant information gathered from the American Association of School Librarians and other sources, NEA will use existing communication channels to educate parents, educators and the public on the continued erosion and elimination of school library programs that are staffed by professionally credentialed library teachers, especially in low-income communities of color. NEA will also advocate for equitable funding for school library programs staffed by professionally credentialed library teachers in these communications.

Publication of an article on the state of public school libraries will coincide with an article and promotion of NEA's Books Across America program, which provided grants to libraries in need. The article is expected to appear in early 2017, once the research and report has been finalized.

77. Substitute Educators

NEA will contact state affiliates to determine the status of substitute educators and to investigate how they can best be involved in their locals, state affiliates, and the NEA, and encouraged to become members where governing documents allow. A report will be produced and made available for downloading from the NEA website to assist affiliates and locals in organizing substitute educators.

Staff have met to review the NBI and are currently developing a work plan to fulfill the intent.

80. Religious Hate Speech

Through NEA existing media, and in collaboration with the NEA Student Program and the NEA Higher Education program, disseminate information on religious hate speech that leads to verbal abuse, violence and intolerance on school campuses focusing on the prejudice toward any world religion such as with anti-Semitism, Islamophobia and anti-Sikh.

NEA is reviewing existing materials and resources to determine what needs editing, updating or developing. NEA Centers will collaborate to propose a plan for disseminating information on religious hate speech and promotion of respect for all world religions.

81. Contingent Faculty Retirement Benefits

NEA, working with the NEA Contingent Faculty Caucus and other contingent Higher Education activists, will advocate for equal access to retirement benefits by investigating best practices and developing strategies for providing faculty and professional staff employed in part-time positions with appropriately prorated retirement benefits.

NEA is conducting a review of contract language in existing higher education collective bargaining agreements, as well as statutory provisions, to determine best practices. We will share our findings with higher education locals. In addition, we will consult as needed with higher education leaders to develop additional language designed to provide appropriately pro-rated retirement benefits. We will also reach out to locals with good contract and/or statutory language to determine the strategy they employed to secure it.

82. Affirmative Consent

NEA will partner with existing organizations working on the issue of affirmative consent, and then use existing communication and publication methods to disseminate information about affirmative consent, including some version of the definition of affirmative consent, such as: "affirmative consent means affirmative, conscious and voluntary agreement to engage in sexual activity." It is the responsibility of each person involved in the sexual activity to ensure that they have the affirmative consent of the other or others to engage in sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating or marital relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

NEA is investigating to determine which of its current partner organizations has taken a position on the affirmative consent issue. Based on the results of that investigation, NEA will work with that partner organization(s) to develop information for members on the affirmative consent issue and publicize that information in NEA communication vehicles.

83. Martin Luther King, Jr. National Holiday

The NEA shall support local associations in their ongoing efforts to achieve respect for the Martin Luther King, Jr. National Holiday, guaranteeing that schools will not be in session on this day and all public school employees will be given a day to reflect upon and honor the important work and life purpose of Dr. Martin Luther King, Jr. The NEA shall encourage state associations to electronically publish a list of school districts that do not fully honor the Martin Luther King, Jr. National Holiday. At the request of local associations, NEA shall provide support for their efforts to achieve respect for Martin Luther King, Jr. Day through changes to contract language and/or district policies. Furthermore, through existing media, the NEA shall highlight the stories of association members whose fight to achieve respect for the Martin Luther King, Jr. National Holiday have yet to be realized.

NEA will work with The King Center and other appropriate partners to conduct research on school districts that do not fully honor Martin Luther King, Jr. Day. We will provide that information upon request and encourage state associations to publish electronically a list of those school districts. At the request of local associations, NEA will provide support for their efforts to achieve respect for Martin Luther King, Jr. Day through changes to contract language and/or district policies. In addition, we will highlight the stories of association members who continue to fight to achieve respect for the holiday.

85. Impact of Trauma on Students

NEA will work with existing coalition partners and existing means of communication to increase member awareness of resources and trainings available on the topics of what kinds of experiences are trauma for students, how trauma affects students and their education, and educating students who have experienced traumatic events.

Completed

NEA developed a backgrounder and handbook on educating students from poverty and trauma, which can be found on edCommunities (www.mynea360.org) in the following groups: Teaching the Whole Child, Eradicating School to Prison Pipeline, Trauma Informed Classroom/Strategies and Safe and Healthy Schools. Additionally, the handbook can be found on NEA's Achievement Gaps website (<http://www.nea.org/home/AchievementGaps.html>) at https://www.nea.org/assets/docs/20200_Poverty%20Handbook_flat.pdf.

94. Human and Civil Rights Caucuses

NEA will add a link to each HCR (Human Civil Rights) caucus to easily direct members to the caucus' home page.

NEA is in the process of gathering the website addresses of caucuses with webpages and will link them from the www.nea.org/hcr page once this information has been compiled.

95. Climate Change

The NEA will, using existing publications, including NEA Today publicize the work of NEA members educating students and their communities on issues of anthropogenic (human caused) climate change using innovative project-based learning and cross-curricular methods.

"A People's Curriculum for the Earth" was published in the May issue of *NEA Today* magazine. An additional NEA Today print and www.NEAToday.org story will be published once the necessary research has been completed, and will appear in the winter or spring print magazine.

97. Gentrification and Housing Displacement

Using existing electronic media vehicles, the NEA will share existing resources and articles that explain the negative impact that gentrification and housing displacement has on urban public schools and their students.

NEA will review resources on gentrification and housing displacement and will highlight our findings on www.NEAEdJustice.org or in other NEA media outlets, such as www.NEAToday.org.

98. Hearing Loss in Students

The NEA, through existing digital communication vehicles, share current information and resources to enable educators, parents and community members to recognize symptoms of hearing loss in students.

NEA has gathered and compiled relevant information and resources into a one pager. We are in the process of editing it prior to dissemination through existing digital communication vehicles.

99. Early Career Educator Programs

The NEA will encourage all state and local affiliates to create early career educator programs and/or committees through existing media vehicles. These programs will consist of early career educators and will support the goals of the NEA new educator engagement, recruitment, and supports campaign as well as other efforts to engage, support, and recruit new education employee workers to develop the leadership capacity of the young professional members of the NEA.

NEA is updating an assessment of affiliate early career educator programs and organizations and is in dialogue with interested affiliates about their programs for early career educators. The NEA Student Program has organized an initial Early Career Educator convening for September 10-12 in Milwaukee, Wisconsin. ECE leaders from 14 affiliates will gather to share, distill and make a plan to disseminate best practices for the creation and support of ECE programs and committees at affiliates that have yet to implement such programs, and committees to develop leadership capacity in young professional NEA members. This work is in partnership with the leaders of the new NEA Young Professionals Caucus. The current New Educator Outreach, Engagement and Supports campaign is also providing data to inform programming decisions related to early career educators, specifically identifying new educators' needs and interests for inclusion in on-going early career educator programming. Fifty-one of fifty-two affiliates are participating in the New Ed campaign, which runs through November 2016. Finally, the Board of Directors committee on Membership Organizing will also lead in assessing state and local early career educators programs and recommending steps for interested locals and affiliates.

101. Refugees

Through existing media, NEA will educate members about the conditions and plight of refugees attempting to enter the United States.

NEA will identify and highlight stories of the plight of refugees, including students, as they enter or attempt to enter the United States. We will also highlight NEA members who are helping them.

102. Educators Employment Liability Insurance

NEA will investigate to identify gaps in the Educators Employment Liability (EEL) insurance with regard to accidents in personal and/or district-owned vehicles during work-related activities and recommend changes if necessary.

NEA has contacted our Educators Employment Liability (EEL) policy broker to explore the cost and feasibility of providing liability coverage to NEA members for accidents during work-related activities while operating personal and/or district-owned vehicles.

By way of background, NEA conducted studies in 1991, 1996 and again in 2013 to evaluate the potential of removing the motor vehicle operation exclusion from the EEL policy for work-related activities. We will review these reports to glean a perspective on the obstacles (both monetary and governmental) to procuring liability coverage for the operation of a motor vehicle. Using this information, we will undertake a study to evaluate the “hold harmless” laws in each of the geographic states, the impact of sub-contracting transportation personnel as it relates to liability coverage, the identification of carriers interested in providing such coverage and the additional cost of procuring this coverage for NEA members.

NEA will work with its EEL broker to explore the insurance market for interest in and the cost of offering such coverage to NEA members. In order to provide NEA with an estimated bid to increase coverage for vehicle operation, the carrier will use other sources, which the broker and NEA will need to evaluate as to their relevance to the EEL program. Additionally, we will discuss various coverage options at the October 2016 EEL Claims Review meeting with NEA staff, the broker and the insurer. Following this research and discussion and the receipt of the quotes, we will prepare a report summarizing our exploration of the removal of the motor vehicle operation exclusion from the current EEL insurance policy.

103. Social Emotional Learning Curriculum

NEA will communicate using existing digital media with school districts to help ensure the social emotional learning curriculum—that process that helps students acquire knowledge and attitudes to help manage emotions—is implemented.

NEA will identify materials on social emotional learning curricula for the use of members in convincing their school districts to implement them. These materials will be featured on existing NEA digital or print properties.

106. Literacy in Multiple Languages

The NEA shall, through existing digital media, encourage members, state and local affiliates to advocate for all students to have equal access to programs that lead to literacy in multiple languages.

NEA will promote its newly revised professional development modules for educators working with English Language Learners. In particular, modules on advocacy and issues of equity and culture support the idea of literacy in multiple languages.

108. Alternate Assessments for Students with Disabilities

NEA will compile critical information from state work groups who are designing alternate assessments for students with disabilities. As states draft plans with intent to comply with ESSA guidelines and

regulations, this information will be posted quarterly on nea.org. NEA will provide an opportunity for members to comment and respond to this compilation of information on existing NEA online forums.

NEA is working closely with coalition partners and disability rights groups, i.e., Accountability Systems and Reporting, State Collaborative on Assessment and Student Standards, Assessing Special Education Students – sponsored by the Council of Chief State School Officers – and the National Disability Rights Network, as well as NEA’s IDEA Resource Cadre. NEA staff monitor, provide input and correspond with the U.S. Department of Education in the promulgation of regulations in concert with the Every Student Succeeds Act on academic assessments, including alternate assessments. NEA will use existing forms of communication (i.e., edCommunities and <http://getESSARight.org>) to share this information as it becomes available.

113. Climate Literacy Resolutions

NEA will encourage state and local affiliates to create climate literacy resolutions using as a model the Portland, Oregon School Board climate resolution, which was passed with the support of climate activists, members of Portland Association of Teachers, and Rethinking Schools magazine.

NEA will work with the Oregon Education Association and the Portland (OR) Association of Teachers to craft model school board resolutions regarding climate literacy. The model resolutions will be distributed through NEA digital platforms and other usual avenues.

115. Selective Mutism

The NEA will provide information through existing vehicles of digital media to teachers and education support professionals via the NEA IDEA Cadre Informational and Educational Resources for students affected by selective mutism that hinders their ability to be successful learners.

NEA has gathered and compiled relevant information and resources into a one pager. We are in the process of editing it prior to dissemination through existing digital communication vehicles.

119. Integration and Adjustment for Refugee Families and Children

In response to student mental health issues associated with war trauma, the NEA will identify existing resources that provide culturally responsive resources that address integration and adjustment for the whole child and partner with community organizations that work with refugee families and children. This list of resources will be made available to NEA members via the NEA website.

NEA will reach out to partners to identify and review resources that address this issue and will work to highlight those resources on www.nea.org/hcr.org or www.NEAEdJustice.org.

120. Full-Time State Affiliate Student Organizers

NEA will convene a virtual task force to develop a report of the benefits of having a full-time state affiliate student organizer. The virtual task force will consist of past and current student leaders.

NEA is currently reviewing the NBI and creating a work plan to fulfill its intent. We are working in partnership with the Student Chair to identify past and current student leaders, as well as others to join the task force.

121. Student Program Engagement in Budget Discussion

The NEA leadership will engage the NEA Student Program leadership and members in a budget discussion prior to the board adopting the program and budget.

NEA leadership will meet with the NEA Student Program leadership to discuss engagement of the Student Program in the budget development process.

122. Trauma-Informed Practices

NEA will publish an article through NEA digital media about Trauma-Informed Practices and their impact on educators.

A feature article on student trauma is slated for the winter 2017 issue of *NEA Today*. In addition, NEA will update and post on www.nea.org resources and information on available training related to student trauma. Content will also be promoted by www.NEAToday.org and on social media.

124. Curriculum on Ethnic Minorities' History, Culture and Cultural Contributions

The NEA will compile sample language to assist members in the development of curriculum that accurately portrays the history, culture and cultural contributions of ethnic minorities in the United States. This curriculum would be taught from Pre-K through college.

NEA will work with consultant(s) to craft language and model resolutions to distribute to membership through NEA channels.

125. Asian and Pacific Islander Student Data Disaggregation

The NEA will identify those states in which Asian and Pacific Islander (API) student data disaggregation has been successfully implemented to create a list of best practices. Disaggregating data among smaller subpopulations is important to help identify support services needed for at-risk API students. In order to interrupt institutional racism that leads to school-to-prison pipeline, lower high school graduation rates and higher mental health issues, we need to be able to create targeted outreach programs. In order to do this, educators need accurate disaggregated information for API students.

NEA will work with API community partners on the local, state and national levels to create an updated list of districts and states that currently disaggregate data. We will also work with partners and go through existing resources and research to create a list of best practices. This list will be made available on www.NEA.org and other NEA media properties as appropriate.