New Business Adopted by the
2014 Representative Assembly

NEA Campaign Against Toxic Testing (2014-A)

NEA will conduct a comprehensive campaign to end the high stakes use of standardized tests, to sharply reduce the amount of student and instructional time consumed by tests, and to implement more effective and responsible forms of assessment and accountability.

As part of this comprehensive campaign, NEA will call on:

• The President and Congress to overhaul the Elementary and Secondary Education Act, end the every year testing mandates, and repeal federal requirements that state standardized test scores be used to evaluate educators;

• The President and Congress to lift the mandates requiring states to administer outdated tests required under the No Child Left Behind Act;

• The U.S. Department of Education, U.S. Consumer Protection Bureau, and the Federal Trade Commission to create a testing ombudsman to serve as our students’ and families’ watchdog over the testing industry and to examine the industry players’ market power in education;

• States to lift the mandates requiring school districts to administer outdated tests, unaligned to current curriculum, stop requiring the use of such tests for any high stakes purposes, and ensure that standardized tests are never used for purposes for which they were not designed or validated;

• State affiliates to survey teachers to determine how many formative and summative assessments are given, and report that data disaggregated to identify state-mandated assessments, district-mandated assessments, educator-designed assessments (at the school or district level) or classroom-designed assessments by a teacher for a particular class;

• The public to support the use of grade span (i.e., once in elementary school, once in middle school, and once in high school) standardized tests to reduce the amount of federally-mandated tests;

• NEA to partner with Education International and its affiliates to raise awareness about the widespread misuse of standardized tests and commercialization of public education on a global scale; and

• NEA and its affiliates will collaborate and form coalitions with the American Federation of Teachers, school board associations, administrator organizations, PTAs, PTSOs, other parent groups, business groups, such as Chambers of Commerce, and any other groups seeking to eliminate high stakes testing and its misuses.
Redefining Public School Accountability (2014-B)

NEA will convene a broad representative group of NEA leaders from the national, state and local level to develop plans for a full system of public school accountability and support, which will:

- Build on the significant work done to date by NEA to identify the indicators of a quality public education, and the measures of whether or not those criteria have been met;
- Engage stakeholders across the education community in the necessary deliberations to establish real accountability and support systems for our public schools;
- Examine what steps NEA can take to build further on the components of excellence in teacher evaluation and accountability identified in NEA’s Policy Statement on Teacher Evaluation and Accountability as well as the Commission on Educational Equity and Excellence;
- Engage stakeholders in the civil rights community and respond to the growing inequality in opportunities and resources for students across our nation; and
- Report to the NEA Board by its February 2015 meeting with a recommendation as to the steps NEA should take to move forward in all of these areas in order to establish a real public school accountability and support system for all our public schools.

Common Core State Standards (2014-C)

In recognition of supporting quality teaching, as well as learning over testing, NEA will work with state affiliates in states that have adopted the Common Core State Standards or other state standards to ensure that the standards are properly implemented and that educators are empowered to lead that implementation process.

NEA will:

- Assist and promote state affiliates in their efforts to work with state legislatures, departments of education, school boards and other appropriate bodies to collaboratively develop implementation plans that include appropriate frameworks, curriculum and textbooks, as well as high quality, educator-led professional development. Teachers and education support professionals need time, tools and materials to help students succeed;
- Support and promote affiliates to empower educators to lead these efforts and take back the teaching profession. This includes empowering to create authentic, classroom-based curriculum, instructional strategies, assessments and quality professional development;
- Work to end the inappropriate use of standardized tests; and
- Effectively communicate with state leaders on state projects.

Remedial and Developmental Education (2014-2)

NEA supports Remedial and Developmental Education at the college level and supports the adequate funding for such programs and courses. NEA will share the importance of this issue using existing resources. It will identify states where programs are being undermined and eliminated, and inform state affiliates of the need for state funding of college level
remedial and developmental programs and courses.

**Core Arts Standards (2014-3)**

NEA will explore strengthening its relationship as organizational partners with the National Coalition for Core Arts Standards and the Americans for the Arts while continuing its role as participants in the collaborative process of formally launching the Core Arts Standards that describe what students should know and be able to do as a result of quality curricular arts education programs including dance, media arts, music, theatre, and visual arts delivered by highly-qualified arts educators.

**Performance Assessments for Preservice Candidates (2014-5)**

NEA will form a representative task force of NEA members to explore the use of teacher performance assessments for preservice teacher candidates.

The task force will consider:

- Support teacher performance assessments that are authentic measures of teaching, locally scored by experienced college, university and school-based teaching professionals, provide formative information to candidates and faculty, and inform program development or improvement of teacher preparation programs;
- Assure that the use of performance assessments in teacher education meet appropriate criteria and are adopted and implemented with input from college, university and school-based teaching professionals, and teacher candidates;
- Support affiliates’ efforts to ensure that experienced college, university and school-based teaching professionals are integrally involved with the development, adoption and implementation of teacher performance assessments and other state requirements for entry into the teacher profession;
- Support affiliates’ efforts to oppose any state or national mandate that undermine faculty and curriculum in teacher preparation programs and the involvement of school-based teaching professionals in the preparation and assessment of preservice teacher candidates;
- Assure that multiple measures are used to assess a student’s readiness to enter the teaching profession and that the edTPA developed by SCALE and scored by Pearson, Inc., currently mandated in several states, and other similar models, are not the only measure of a student’s readiness to enter the profession;
- Support affiliates’ efforts to oppose the use of student test score data to evaluate teacher education programs and the forcible implementation of any one-size fits all, corporatized model of teacher performance assessment; and
- Explore ways to work cooperatively with other teacher preparation stakeholders within NEA to engage in a deeper dialogue about teacher performance assessment.

The task force will forward its report and any recommendations for further action to the NEA Board of Directors by the May Board meeting.

**Authentic Language Programs (2014-7)**

NEA will work with parent and community organizations to promote student
access to high quality, teacher delivered, authentic language programs, which include face-to-face instruction, that lead to literacy in the domains of reading, writing, listening and speaking in multiple languages within public schools.

School Board Members (2014-8)

During the 2014-2015 year, NEA, through existing conferences, will support and encourage active and retired member candidates and current NEA members of local and state school boards by presenting workshops about local, state, and national association policies, as they relate to being a school board member.

Migrant Refugee Children (2014-9)

Move that in continuation of the NEA’s advocacy for the protection and welfare of all children, the NEA will work with Education International to:

• Take all appropriate and necessary actions to ensure that the children who are crossing our borders to prevent being murdered, physically violated, and other such horrendous actions against them, be given the support, shelter, protection, and education our children are entitled;

• Take appropriate actions to ensure that these children be treated on a case by case basis to make sure that their welfare and safety be assured; and

• NEA write a letter to US President and the Director of the Department of Homeland Security denouncing the deplorable treatment of migrant refugee children detained at the border and insist that ALL children deserve humane treatment; and that all associations and members of NEA support and uphold the United Nations Convention on the Rights of the Child and the UN Declaration of Human Rights.

Press Response to Actions Hostile to NEA’s Position (2014-10)

The NEA will respond with a news release to any action openly hostile to the NEA’s position, as expressed in its resolutions or legislative platform. The news release is to be sent to the media outlets in the community where the hostile action takes place, including rationale for protesting the action along with the distribution of talking points to our members. The NEA president shall determine when such a news release is warranted.

Dual Language Immersion Programs (2014-11)

NEA will, through existing publications and electronic media, promote the implementation and expansion of dual language immersion programs and native/heritage language instruction programs.

Classroom Door Locks (2014-13)

NEA, using existing publications and social media, will urge state and local associations to encourage school districts and college trustees to change classroom door locks by installing a locking system or allowing an education professional to lock the door from the inside at times of danger to students.

Employee and Student Lactation Support (2014-15)

NEA, using existing publications and social media, will urge state and local
associations to encourage educational institutions to adopt policies for employee and student lactation support. These policies will include setting aside, in each workplace a clean, safe, non-restroom location that is shielded from the public view, to be designated as an area in which any nursing mother is able to take breaks of reasonable length during the school day to express milk to feed her child.

**Economic Growth Agenda (2014-16)**

The 2014 Annual Meeting and Representative Assembly encourages the National Education Association Executive Committee to investigate and form alliances with pro-public education groups and causes that are working toward an agenda of economic growth that will benefit all Americans and that will strengthen the middle class with more economic security and opportunity. Further, the Association will inform its members, through electronic communications, about how they may contribute to achieving that agenda.

**Data Privacy (2014-18)**

The National Education Association will support and encourage legislative efforts to protect the privacy of students’ and school districts’ employees’ data. It will be incumbent upon the federal government as well as each state to inform school district employees and parents of any and all data collection and disclose such intentions to affected individuals and their legal guardians.

**Fracking (2014-19)**

NEA shall use existing resources and publications to educate its members about the environmental and health effects of shale gas fracking.

**Drop-Out Prevention Initiatives (2014-21)**

NEA will support drop-out prevention initiatives and programs led by NEA members to increase graduation rates by increasing awareness nationwide and across constituency groups of the importance of daily school attendance Pre-K through Grade 12. NEA will participate in making September the School Attendance Awareness month. NEA shall also partner with other organizations committed to this effort.

**Arne Duncan (2014-23)**

The NEA Representative Assembly joins other educators and parents in calling for the resignation of U.S. Education Secretary Arne Duncan for the Department’s failed education agenda focused on more high-stakes testing, grading and pitting public school students against each other based on test scores, and for continuing to promote policies and decisions that undermine public schools and colleges, the teaching education professionals, and education unions.

**Due Process, Tenure, and Seniority (2014-24)**

NEA, through its existing resources and facilities, will promote the work of affiliates to protect the right of due process, tenure, and seniority and, through existing print, social and other earned media, educate parents, taxpayers, school board members, and members that the
right of due process has not been overly burdensome to school districts or taxpayers, does not impair or otherwise harm student learning, and fairly protects educators who are falsely accused.

Suicide Prevention (2014-25)
NEA shall make available to members, officers, and staff, existing evidence-based training and existing resources in suicide prevention, alertness, intervention, and postvention skills to support education employees with suicide thoughts. NEA will make this available through the Health Information Network.

Cultural Competency (2014-26)
The NEA will include within the NEA’s Cultural Competency training examples that address Asian, Native Hawaiian, Pacific Islander, Hispanic, Native American, Alaska Native, and Black cultures, in regard to student learning. NEA shall consult with the EMAC officers to obtain comprehensive resources to accomplish this.

Executive Officer Visibility (2014-27)
NEA will encourage and support greater national visibility and involvement by our NEA executive officers on the vital issues of public education, our union, and the students we serve.

Perkins Reauthorization (2014-30)
The NEA will work together through its existing connections to advocate for the Perkins reauthorization currently in Congress. Either by letters, phone calls, or direct contact, Perkins Authorization should also be included in one of the Board of Directors Capitol Hill advocacy efforts at their national meetings. In addition, NEA will use existing channels, such as edvotes.org, to update NEA members on the status of Perkins funding.

Defined Benefit Pension Plans (2014-31)
Move that NEA condemn the actions of organizations such as the Pew Charitable Trust and the Arnold Foundation which are funding and leading a concerted attack on public employee defined benefit pension plans, and further direct our Executive Officers and appropriate NEA divisions to communicate our concerns by all necessary means to the above organization, the public, and our members.

Contract Language (2014-32)
NEA will collect and make available contractual language in consultation with National Board Certified Teachers (NBCTs), equivalently certified professionals, candidates, and bargaining team experts to steer state, unit, and local bargaining, policy and/or legislation to encourage:
- Mentoring;
- Financial incentives and assistance;
- Release time; and
- Ongoing support for current, upcoming, and renewing NBCTs.

Degrees Not Debt Campaign (2014-33)
The NEA, in solidarity with higher education faculty and students, shall endorse the Degrees not Debt Campaign.
Moreover, the NEA will commit social media resources to build awareness to locals so that each local would be able to mobilize people during the week of action in the fall.

**Electronic Publications (2014-35)**

The NEA will provide members with a method to opt out of receiving specific NEA printed/mailed publications should they prefer to access publications electronically.

**Peer Assistance and Review Models (2014-36)**

NEA will explore ways to gather and share local strategies, pitfalls, and successes of peer assistance, and review models, and facilitate increased communication among local presidents engaged in these efforts.

**Laureate Education Inc. (2014-37)**

Using existing resources and publications, the NEA shall educate its members about the threat that the for-profit corporation Laureate Education Inc., which owns 75 colleges and universities in 30 countries, poses for the future of higher education in our world today.

**Contingent Faculty (2014-38)**

NEA will work with other education organizations with expertise in contingent faculty employment issues (such as New Faculty Majority, as well as other higher education unions and the NEA Contingent Faculty Caucus) to identify the kinds of data pertaining to part-time and contingent faculty and professional staff positions that need to be collected and then to ask the Department of Education to expand the federal IPEDS (Integrated Postsecondary Education Data System) data collection to include such data.

**International Day of Peace Campaign (2014-39)**

NEA will take a position of support for an International Day of Peace Campaign starting September 21 and widely advertise support through publications, websites, and other appropriate means.

**Medically Fragile Students (2014-40)**

The NEA president will write a letter cosigned by the presidents of respective state affiliates to all State Legislators advocating for resources and support necessary for those nurses to best support their most medically fragile students and promote the issues on the NEA website.

**State Takeovers of School Districts (2014-41)**

NEA should call for a moratorium on state takeovers of school districts and that state takeover districts be returned to local control.

**Chemical Exposure Risks in Schools (2014-43)**

Using existing communication infrastructure, the NEA will, in coordination with the NEA Health Information Network (NEA HIN), provide information to NEA members about 2 chemical exposure risks in schools: polychlorinated biphenyls (PCBs) found in caulking and in florescent light ballasts and polyvinyl
chloride (PVC) found in PVC flooring and other plastic products. NEA HIN will include information on exposure sources, health effects of exposure, and solutions for remediation and removal.

**Union Communications (2014-45)**

That the 2014 NEA Representative Assembly support state associations in their efforts to protect the rights of all members to receive union communications at their work sites from their local, state, and national association.

**Respect For All Project (2014-48)**

To build safe and welcoming environments that are conducive to learning, NEA will, using existing resources, influence state and local educational institutions through our affiliates to advocate for the use of The Respect For All Project in our classrooms. Ground Sparks, Respect For All Project facilitates the development of inclusive, bias-free schools and communities by providing media resources, support, and training to students, educators, and service providers.

**Books with LGBTQ Themes (2014-51)**

NEA will, using electronic resources, publish a list of Pre-K–Graduate School recommended books in the *NEA Today* that have LGBTQ and gender non-conforming themes.

**Global Alliance for LGBT Education (2014-52)**

NEA will, using existing resources, influence state and local educational institutions through our affiliates to use GALE (Global Alliance for LGBT Education) and other vetted partners such as GLSEN (Gay-Lesbian Straight Education Network), Human Rights Campaign’s Welcoming Schools project, and the NEA Health Information Network to help all educators become a part of a global learning community which aims to promote the full inclusion of people who are disadvantaged because of their sexual orientation.

**Undocumented Youth (2014-56)**

The NEA will call on the Obama Administration to:

a. Suspend further deportations of undocumented youth and children; and

b. Extend the Deferred Action for Childhood Arrivals (DACA) program to refugee children fleeing oppressive conditions in native countries.

**Presidential Endorsement (2014-59)**

The NEA will carefully consider the practice of making early endorsements in presidential races.

**Career Technical Education Teacher Pipeline (2014-61)**

That NEA, through existing means, support efforts that increase awareness and address the need for a qualified career technical education teacher pipeline.

**Test Opt-Out (2014-67)**

NEA shall provide members with links to information regarding parents’ rights, specifically concerning their right to opt out of standardized tests for their children. This information will be provided via existing communication vehicles.
Anti-Union School Board Actions (2014-69)
The NEA shall request state presidents to annually submit a list of anti-union/anti-public education actions taken by school boards in their states. A national list shall then be created with contact information of local leaders to be disseminated to state presidents through existing communication channels. NEA shall encourage state presidents to disseminate the list to their locals, so members and leaders can share best practices in fighting these anti-public education toxic agendas.

Individuals with Disabilities Education Act (2014-70)
NEA, working in collaboration with the American Association of School Administrators (AASA), will encourage local school districts to invoice the federal government for the unpaid portion of Individuals with Disabilities Education Act (IDEA) funding due those districts.

DREAM Act (2014-72)
The NEA will provide tools for local actions in support of the DREAM Act, which includes a pathway to citizenship for undocumented youth and will advertise these to NEA members.

Living Wage (2014-78)
NEA will publicize, using existing digital and online communication vehicles, various state and/or local associations that endorse and/or contribute to living wage and/or minimum wage campaigns that may arise in the U.S.

Charter School Standards (2014-80)
The NEA leadership shall develop a coordinated campaign and draft model state legislative language to require charter schools to comply with the same standards and requirements as traditional public schools in the areas of financial transparency, bidding of contracts, ethics (including nepotism), Freedom of Information Act (FOIA) requests, services offered to special needs students, and teaching staff qualifications.

Such campaign may involve the formation of a task force, cross-affiliate teams, and/or the redirecting of staff focus. The actual means will be at the discretion of NEA leadership.

Clean Energy Education (2014-82)
The NEA shall support the development of clean energy education in our schools. The NEA shall support teachers’ efforts to lead and educate students about clean energy industries by providing the teacher digital and electronic resources needed for interdisciplinary curricular.

Educator-Led Schools (2014-84)
The NEA shall use existing resources and digital/electronic publications only to educate its members about educator-led schools.

NEA will collect data on evolving educator evaluation systems to serve as a resource for our member affiliates on state and local levels. The NEA will share the findings in our existing resources as well
as share best practices including recommended models for educator evaluations.

Dropout Prevention (2014-86)
NEA will update their dropout prevention guides and publications to include updated statistics, strategies, and tools, with an emphasis on the connection between dropout rates/chronic absenteeism and the school to prison pipeline and the connection between dropout rates/chronic absenteeism and the cutting of vital programs such as preschool, health and human services, the arts, career technical education, etc. and distribute electronically.

Teachers at Title I Schools (2014-91)
NEA will advocate with education decision makers to allow only professional teachers who have completed an independently accredited teacher training program that includes student teaching to begin their careers at Title I schools. NEA will further advocate that all new teachers at Title I schools receive meaningful mentorship and support.

ADA, FLSA, and FMLA Webinars (2014-95)
NEA will provide webinars on the Americans with Disabilities Act (ADA), the Fair Labor Standards Act (FLSA), and the Family and Medical Leave Act (FMLA) on the NEA website for our members and leaders. NEA would encourage its state affiliates to make their leaders aware of these webinars on the NEA website.

Domestic Violence and Child Sexual Victimization (2014-98)
NEA shall promote and support through existing means and resources, information on impacts of domestic violence and child sexual victimization on families and children. NEA, through articles in NEA publications and other affordable means, shall emphasize the negative impacts of domestic violence and related trauma on children’s learning, brain development, and academic success.

American Postal Workers Union (2014-101)
In support of the American Postal Workers Union, the NEA, through a press release utilizing electronic media, will encourage its members to shop at stores other than Staples for their classroom supplies.

Special Education and Standardized Tests (2014-104)
The NEA will publicize our opposition to Arne Duncan’s intention to judge the success of special education programs by standardized test scores.
New Business Referred by the 2014 Representative Assembly

Referred to Executive Committee

Corporate Sponsors (2014-34)
NEA shall bring transparency to its processes of engaging with corporate sponsors. Further, before finalizing acceptance of corporate sponsorship, the NEA Board of Directors shall be made aware, be allowed to raise concerns, and give their consent. A full list of all corporate sponsors shall be available to the NEA membership.

Non-Dues Revenue (2014-47)
NEA shall disclose (annually), via existing communication vehicles, actual sources of all operational revenue not generated by membership dues since the year 2000. This includes funding sources of all non-profits and other organizations who have partnered with NEA on all projects concerning the teaching profession and schools. These organizations will provide full-disclosure of the specific amounts of money received from all sponsors, corporations, foundations, philanthropists, and others.

Keystone XL Pipeline (2014-55)
The Representative Assembly directs the NEA president to write a letter to President Obama expressing concern about the Keystone XL Pipeline and advocating for a sustainable economy, stronger policies on climate change, and protection of public and Native American lands.

Charter School Funding and Accountability (2014-58)
NEA will use existing resources to educate its members and the public about how charter schools are funded and what accountability standards to which they are held compared to public schools.

Fraudulent Claims (2014-62)
NEA will institute a protective policy to encourage members to uncover what can be typified as fraudulent claims made by administrators and other stakeholders.

Claims about Practices and Policies (2014-63)
NEA will encourage all members to ask from administration and other stakeholders sufficient facts or evidence to support their claims or demands about instructional practices, test scores, or policies.

Charter School Review (2014-64)
NEA will conduct an ongoing review of charter schools, holding charter schools accountable to the same educational codes of all 50 states.

Lingering Impact of Slavery (2014-66)
The NEA President will write a letter to Congress in support of HR40 that
addresses the lingering impact of slavery as well as recommendations for “appropriate remedies.”

1) The TERRORS of slavery and the post-civil war era included these well-known philosophers like Kant and Locke deliberately re-imaging Africans from the initial creators of key aspects of civilization to one of savages in order to rationalize slavery and colonization, minstrelsy deliberately misrepresenting African physiognomy and intellect and destruction of the family, share-cropper exploitation, KKK, racial profiling, lynching, Jim Crow law and the Black Codes, redlining, and political, social and economic disenfranchisement, and the CIA admission of bringing cocaine into Los Angeles.

2) The LINGERING EFFECTS include subtle Jim Crow policies and thinking, policies of redlining, predatory loans, housing and job discrimination, miseducation of all peoples, self-hate which includes physiognomy and unconscious bias.

3) POSSIBLE BENEFITS (REMEDIES) FOR EDUCATION could include adequate learning conditions, cognitively, culturally and socially relevant curriculum, healthy nutrition programs in blighted neighborhoods, end of high-stakes testing, child slavery, and the end of the school-to-prison pipeline.

4) POSSIBLE BENEFITS (REMEDIES) FOR OUR COMMUNITIES could include stable neighborhoods, the end of food deserts where residents have little options for healthy, fresh food at competitive prices, upward mobility for future generations, cross-cultural understanding which would end racial profiling.

Prosthetics Coverage (2014-68)
The NEA will lobby insurance providers to ensure coverage for all prosthetics.

Affirmative Action (2014-71)
Strongly oppose Supreme Court’s Decision in *Schuette v. BAMN*. Therefore be it resolved that:

1. The NEA reaffirms our longstanding support for and commitment to affirmative action—desegregation and equal opportunity programs for higher education.
2. The NEA reaffirms our longstanding support for and commitment to the political rights of minority communities.
3. The NEA strongly oppose the U.S. Supreme Court’s decision in *Schuette v. BAMN* for betraying those principles.

Citizens United (2014-74)
NEA will use existing publications and resources to provide information to state and local affiliates and members regarding opportunities to be involved in activities to counteract the Supreme Court Citizens United decision.

Leonard Peltier (2014-76)
The NEA will write a letter to President Obama asking that a full investigation and a report be conducted and distributed regarding the arrest, conviction, and continued incarceration of Leonard Peltier.

Children Detainees (2014-83)
We ask that NEA President Dennis Van Roekel send a written letter to the Obama Administration urging them to address the basic needs of the children.
being detained at the U.S./Mexico border, so that they may maintain the fragility of their childhood. This request is in line with the belief statement of NEA’s core values, “...with a just society, we believe public education is vital to building respect for the worth, dignity and equality of every individual in our diverse society.”

**Solitary Confinement of Juveniles (2014-90)**

The National Education Association President will inform U.S. and State legislators of our unequivocal opposition to solitary confinement as a form of punishment of juvenile offenders in juvenile detention facilities.

**Educator’s Oath (2014-96)**

NEA shall adopt the following Educator’s Oath:

I swear to the best of my ability and judgment, this covenant:

I will honor the tried and tested gains we’ve made in education and gladly share such knowledge as is mine with those who are to follow.

I will respect the individual differences in all human beings.

I will remember there is an art to teaching as well as a science, and that warmth, sympathy, and understanding may outweigh narrowed instruction designed for singular outcomes.

I will not be ashamed to say, “I know not,” nor will I fail to call in my colleagues when the skills of another are needed for a student’s advancement.

I will respect the privacy of my students, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of success and hardship. If it is given me to inspire learning, all thanks. But it may also be within my power to squelch the love of learning; this awesome responsibility must be faced with great humbleness and awareness of my own frailty. Above all, I must not play judge.

I will remember that I do not treat a non-reader, a resistant learner, but an impressionable human being in need of an education, whose difficulties may affect the person’s family and economic future. My responsibility includes these related issues, if I am to care adequately for each student.

I will prevent ignorance by building a firm foundation; for this is preferable to remedial intervention.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those educated and those who are not educated.

If I do not violate this oath, may I enjoy life and art, respected while I live, and remembered with affection thereafter. May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of teaching those who I am given to educate.

**Redskins Name (2014-100)**

NEA continues to oppose the NFL’s Washington, D.C. affiliate’s use of “Redskins” and its continued support of institutional racism by updating all current NEA publications that reflect Native American cultural awareness and by having the NEA’s President write a letter to
the owner of the Washington, D.C.’s football team regarding NEA’s opposition on the use of “Redskins.”

Testing Hearing (2014-107)
NEA shall call for the Health, Education, Labor & Pension Committee to hold congressional hearings to investigate the over-emphasis, costs, poor implementation, and misuse of standardized testing in the nation’s K–12 public schools.

Referred to Annual Meeting
Review Committee

Charter Buses (2014-22)
The NEA will investigate the feasibility of using otherwise empty charter buses that are being contracted for Representative Assembly use from outside of the host city to allow the transport of local and state delegates along the buses’ routes to get to the RA site.

Caucus Rooms (2014-29)
At the 2015 Representative Assembly, upon request, NEA will make meeting rooms available to officially recognized NEA caucuses each day of the NEA Expo and Representative Assembly.

Caucus Meeting Space (2014-60)
The NEA, in its convention planning, shall ensure that all recognized NEA caucus groups have adequate room space to meet during the NEA RA. This is to be used as a consideration (but not a primary one) when choosing future meeting sites.

Community Outreach (2014-81)
NEA will provide an opportunity for retired and student members to work together on a community service project, in a school or schools, in the host city, prior to the start of the NEA Representative Assembly.

Ranked Choice Voting (2014-93)
In preparation for the 2015 Representative Assembly, the NEA shall study the logistics and costs associated with using a ranked choice ballot for voting in elections for office and tallying the results of the vote using an instant runoff voting system (IRV). The NEA will provide a report of their findings to the 2015 RA. The report shall include an explanation of how instant runoff voting works in practice for the purpose of member education.

Physically-Challenged Delegates (2014-106)
NEA will work to ensure equal opportunities for delegates with physical limitations at future NEA RAs.

Referred to Committee on
Constitution, Bylaws, and Rules

Campaign Expenditures (2014-73)
The NEA 2014 Representative Assembly requests the NEA President to charge a committee to develop a standing rule amendment that places a cap on NEA campaign expenditures for national officers and/or executive committee candidates.
Referred to Committee on Human and Civil Rights Awards

Lauri Wynn (2014-46)
The NEA will create an award to honor the life and work of Lauri Wynn. The award will be titled the Lauri Wynn Distinguished Leader Award and will be given annually to an NEA member who has served their union in a leadership position.

Referred to Health Information Network

Sexual Victimization (2014-92)
NEA shall use existing resources and electronic publications to identify and disseminate to state and local affiliates best practices for supporting and educating students who have experienced sexual victimization.

Referred to Legislative Committee

Real Education for Healthy Youth Act (2014-53)
To inform our youth about basic anatomy, healthy relationship skills, and safer sex practices. NEA will, using existing resources, influence state and local educational institutions through our affiliates to advocate for passing the Real Education for Healthy Youth Act. This legislation would authorize grants for comprehensive sex-education programs that are inclusive of LGBTQ students. It would require comprehensive sex education to cover sensitive and respectful discussions of gender, gender identity, and sexual orientation, among other topics.

Voter Suppression (2014-89)
Using existing resources, NEA will actively oppose legislation that results in voter suppression in all elections and will educate members and school communities to fight against attempts to control, manipulate, suppress, or discourage voting in all its forms.

Referred to Partnership Review Committee

Third Party Money (2014-54)
NEA will inform members about money directly received by third parties (like the Bill and Melinda Gates Foundation) before doing anything with it. NEA will inform about the rationale, intent, and expected use of the funds.
New Business–Continuing Responsibility

Workplace Discrimination and Harassment (2013-14)
NEA will gather stories of members who have been victims of age discrimination and other workplace harassment, share them using existing communication vehicles, and provide members with a toolkit they can use in this situation.

English Language Learners Policy Statement (2013-16)
The Representative Assembly shall request the NEA Board of Directors to develop a Policy Statement on English Language Learners (ELL) to be presented and adopted by the 2014 Representative Assembly. It shall include, but not be limited to, current NEA policy on English Language Learners, bilingual education, English-Only; definitions for highly qualified ELL teachers and student exit criteria; current research recommendations for best practices and parental involvement. It shall be developed by NEA members with experience and expertise on practice and research.