

NEA Convention Inhospitable to Diverse Viewpoints

LOS ANGELES — The National Education Association held its annual convention here in July, purporting to represent a diverse membership of 2.7 million educators, a third of whom are Republicans. Diversity of viewpoints, however, was given short shrift.

The badges tell the story: messages bashing President Bush, supporting gays and lesbians, criticizing the No Child Left Behind law, demanding public education for all children, endorsing unions, calling for a boycott of Wal-Mart because “it does not support public education and exploits labor.” A handful of more conservative badges for sale by intrepid individuals garnered little attention.

Although NEA president Reg Weaver proclaimed, “Every voice is welcome, every voice will be heard,” most proposals by the Conservative Educators Caucus were not allowed to be heard on the floor. That group crafted amendments that would, among other things:

- extend the resolution encouraging “compassion and respect for all living things” — currently in the animal-vivisection section — to human life in the family-planning section
- “deplore the advocacy of adult/minor sexual contact”
- promote the academic freedom of students in “an unprejudiced learning environment” without indoctrination “through intimidation, unfair grading practices, withholding of information, or by any other means.”

Conservative proposals killed

All the conservative caucus proposals were buried in committee without opportunity for floor debate, except that Washington State delegate Randy Jack-

son was allowed to present the academic freedom measure to the 9,000 delegates, who without debate voted to send it back to committee.

The convention handed a victory to the large Gay, Lesbian, Bisexual and Transgender Caucus by easily passing its proposal for the NEA to “develop a comprehensive strategy to deal with the new and more sophisticated attacks on curricula, policies, and practices that support GLBT students, families, and staff members in public schools.” The stated rationale for this proposal was that “Extremist groups are using increasingly sophisticated and aggressive tactics to attack school districts with affirming GLBT policies, curriculum and practices.”

Sissy Jochmann, leader of the Conservative Educators Caucus, spoke in opposition to the GLBT proposal. She objected to its exclusion of an important group that needs to be treated with respect and tolerance — “ex-gays.” She was booed. Proponent Tom Nicholas of Connecticut was applauded when he countered that the American Psychiatric Association says there is no evidence that there is such a person as an ex-gay.

‘National Everything Association’

Contemplating the large number of liberal resolutions with no connection to education, Jackson observed, “Some have said that the acronym NEA really should stand for the ‘National Everything Association.’”

Non-education resolutions passed by the NEA include a call to boycott Wal-Mart, a defense of race-based affirmative action, opposition to the privatization of Social Security, support of full veterans benefits for Filipinos who fought with



Buttons worn at the 2005 Convention of the National Education Association

the U.S. during World War II, a call for a withdrawal of troops from Iraq except for humanitarian deliveries, support of a moratorium on capital punishment, and endorsement of the International Criminal Court.

A report by the Human and Civil Rights Committee recommended that the NEA and its state affiliates determine whether vendors or contractors have a history of profiting from slavery and, if so, whether they have established plans for addressing such profit through reparations or other appropriate strategies. The NEA board of directors approved this recommendation.

Teacher membership declines

The NEA budgeted for zero active membership growth in 2003-04 and nearly hit its target. It actually had a .1% increase in membership, but this figure reflects an increase in education support professionals (who pay lower dues) and a decrease in teachers and other certified employees for the first time in more than a decade.

Retiree members are plentiful but at \$15 apiece their dues are nominal. As a result, recruitment of active members is now a major concern for the nation's largest teachers union.

Schwarzenegger Faces Off with Unions Calls Special Election on Tenure, Funding

Californians will vote November 8 in a high-stakes battle between Gov. Arnold Schwarzenegger and teachers unions.

The governor in June called a special election for this fall to decide several education-related initiatives bitterly opposed by teachers unions. One would change a constitutional provision guaranteeing school districts a minimum funding hike each year. The proposal would eliminate a requirement that the state repay money that was withheld by the governor in times of fiscal crisis.

A second initiative backed by Gov. Schwarzenegger would change the teacher tenure system to require teachers to work for five years (instead of two) to receive tenure. In addition, the plan would permit a teacher to be fired after receiving two consecutive negative evaluations. Firing a public school teacher in California is currently extremely rare and difficult. (See *Education Reporter*, Apr. 2005.)

A third initiative, not directly endorsed



by the governor, would prohibit public employee labor unions (including teachers unions) from using members' dues for political purposes without annual written consent by the members. It is known as the Paycheck Protection Initiative.

Also on the ballot will be a constitutional amendment requiring parental notification before an abortion may be performed on a minor. This issue is of concern to parents in light of the varying policies of California school districts on parents' right to consent to off-campus medical services. (See *Education Reporter*, Apr. 2005.)

NEA Republican Caucus Hijacked

Over the last year the National Education Association's Republican Educators Caucus has been taken over by union members seeking to “infiltrate the Republican Party” with an NEA agenda. The strategy has been abetted by NEA top leadership, who are almost certainly not Republican.

With the assistance of NEA lobbyist Randall Moody, Shawna Adam helped organize a coup to oust the previous chairwoman of the caucus at the July 2004 NEA convention. Moody coordinates the union's political activities, which overwhelmingly support Democrats.

Following a dinner meeting with NEA president Reg Weaver, Adam was elected as the new chairwoman at the July 2005 Republican Caucus meeting prompting four of the six officers and more than three-quarters of the caucus members — 132 of 167 — to quit. The 35 who remained were joined by 35 new members.

Adam promptly led a union march against California Gov. Arnold Schwarzenegger's fiscal and school reform

efforts (see related article on this page) and persuaded the convention delegates to commit \$171,125 for a campaign against education policies of the Bush administration, Republican governors and state legislatures with whom the NEA disagrees. Her resolution, which was adopted by the NEA convention, was reportedly written by an NEA staff officer.

“NEA Republicans [should] take on the GOP agenda to change the anti-public education to pro-public education. NEA Republicans are the obvious choice to change their party from within, help infiltrate the Republican Party with an anti-voucher agenda,” Adam told delegates.

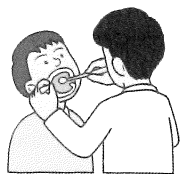
The NEA Conservative Educators Caucus signed up numerous disaffected Republicans in the wake of the Adam takeover of the Republican caucus. Sissy Jochmann, chairwoman of the Conservative Educators Caucus, noted that such Republicans “are not finding the Republican caucus representing their views.” (*Washington Times*, 7-7-05)

EDUCATION BRIEFS

Maryland school board settles homosexual sex-ed lawsuit. The Montgomery County school board in late June approved a settlement of a lawsuit that led to a federal court order blocking implementation of a controversial sex-education curriculum. (See *Education Reporter*, June 2005.) The settlement, believed to be the first of its kind in the country, prohibits the board from denigrating religious beliefs regarding homosexuality; requires procedures to give parents the opportunity to know what is being taught and to decide whether their children will be permitted to attend; gives the two plaintiff organizations seats on the citizens advisory committee; and requires the board to pay \$36,000 of legal fees incurred by the plaintiffs.

Teenagers faced one of the toughest summer job markets in history. The Center for Labor Market Studies at Northeastern University projected that only 36.7% of 16- to 19-year-olds would be employed this summer, down from 45% in 2000. Reasons cited by the report include a surge in retired workers, college graduates unable to find work in the career labor market, and an increase in immigrant labor over the past several years.

No report cards until dental checkup. A new Illinois law requires students attending kindergarten, 2nd and 6th grades to undergo dental checkups. The final report card will be withheld for children who don't comply, subject to certain exceptions.



What NEA Convention delegates don't want to know. At the 2005 NEA Convention in Los Angeles, the delegates defeated New Business Item #1: "NEA will commission a statistically valid survey of members and potential members to determine the extent which NEA resolutions affect membership." (Read some of the controversial resolutions on pages 3 & 4.)

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School Funding Litigation

Courts Demand More Money As Lawmakers Resist Raising Taxes

State courts are playing a game of chicken with legislatures around the country in an effort to force lawmakers to spend more money on schools.

The Kansas supreme court boldly threatened to order all schools in the state closed this fall if the legislature failed to come up with \$143 million for the next school year. Twelve days into a July special session, the legislature capitulated under pressure from the Democratic governor. The court further warned that it might order an additional \$568 million for the 2006-07 school year, which would result in a 35% increase.

The Kansas courts relied on a 2001 study that estimated Kansas was \$800 million short of providing a "suitable" education guaranteed by the state constitution. Conservative attempts to amend the state constitution to block judicial spending decisions failed. Kansas already spends nearly \$10,000 per student on education.

Showdowns are occurring around the country between state courts with expansive readings of constitutional provisions and legislators loath to raise taxes. Lawmakers in Montana, New York and Texas are still deliberating on how to respond to court orders to increase school spending, and some officials openly question the power of courts to order more spend-

ing. Some court-imposed deadlines have passed without legislative action.

In the last two years, plaintiffs have won almost every major school finance case, losing only in Massachusetts. (See *Education Reporter*, Jan., Feb. and Apr. 2005.) Some 45 out of 50 states have been told to change their tax and spending formulas to comply with court orders in school funding cases in recent decades.

Missouri legislators voted in May to overhaul the state's school funding system in response to a legal challenge brought by more than half the school districts in the state. The new law sets a minimum funding level of \$6,117 per pupil, with additional funds available to districts enrolling disproportionate percentages of students who are disadvantaged, disabled or non-English-speaking.

However, it is unknown where the \$113 million in additional state aid for next year will come from, and the school district plaintiffs have announced plans to continue pursuing their case.

Missouri Senate Majority Leader Charlie Shields said he plans to pursue a proposed constitutional amendment next year that would bar courts from getting involved in school funding matters. (*Missouri Lawyers Weekly*, 6-13-05)

Average Teacher's Salary: \$46,752

American public school teachers earned an average of \$46,752 in 2003-04, according to a survey of state education agencies by the National Education Association released in June. Connecticut

paid its teachers the most, for an average of \$57,337. South Dakota teachers were paid the least, averaging \$33,236. The complete state-by-state breakdown follows:

Average teacher salaries of public school teachers in 2003-04: State Average Salary

Alabama	\$38,325	Nebraska	\$38,352
Alaska	\$51,736	Nevada	\$42,254
Arizona	\$41,843	New Hampshire	\$42,689
Arkansas	\$39,314	New Jersey	\$55,592
California	\$56,444	New Mexico	\$38,067
Colorado	\$43,319	New York	\$55,181
Connecticut	\$57,337	North Carolina	\$43,211
Delaware	\$49,366	North Dakota	\$35,441
District of Columbia	\$57,009	Ohio	\$47,482
Florida	\$40,604	Oklahoma	\$35,061
Georgia	\$45,988	Oregon	\$49,169
Hawaii	\$45,479	Pennsylvania	\$51,835
Idaho	\$41,080	Rhode Island	\$52,261
Illinois	\$54,230	South Carolina	\$41,162
Indiana	\$45,791	South Dakota	\$33,236
Iowa	\$39,432	Tennessee	\$40,318
Kansas	\$38,623	Texas	\$40,476
Kentucky	\$40,240	Utah	\$38,976
Louisiana	\$37,918	Vermont	\$42,007
Maine	\$39,864	Virginia	\$43,655
Maryland	\$50,261	Washington	\$45,434
Massachusetts	\$53,181	West Virginia	\$38,461
Michigan	\$54,412	Wisconsin	\$42,882
Minnesota	\$45,375	Wyoming	\$39,532
Mississippi	\$35,684		
Missouri	\$38,006	National Average	\$46,752
Montana	\$37,184		

Source: National Education Association

Book of the Month



The American Citizens Handbook, Hugh Birch-Horace Mann Fund, National Education Association, 4th ed., 1951, 591 pp.



How far the NEA has come in 54 years! Thanks to one of our readers in Washington State, the *Education Reporter* has obtained a copy of this inspirational book revealing a very different NEA at mid-century.

Originally intended to promote citizenship among young people reaching voting age, this NEA handbook is a sort of civics almanac. It includes essays on citizenship, brief biographies of "heroes and heroines of American democracy," reprints of historical documents that are the "great charters of American democracy," and a description of our legal system.

A section entitled "A Golden Treasury for the Citizen" offers passages suitable for memorization by children with the preface, "It is important that people who are to live and work together shall have a common mind — a like heritage of purpose, religious ideals, love of country, beauty, and wisdom to guide and inspire them." Numerous Old and New Testament selections are included, including the Ten Commandments, the Lord's Prayer and the Golden Rule.

The book unabashedly celebrates old-fashioned virtue and patriotism. The Boy Scout's oath, national songs and uplifting poems appear alongside geography facts, a household budget form, and a chart of compound interest figures.

Not everything in the volume is uncontroversial. It devotes a large chapter to promoting the United Nations. It praises public education and decries the declining proportion of national income then devoted to education. It contains a rather embarrassing endorsement of eugenics as a goal of education, so that "highly gifted young people" are encouraged to bear children to "greatly improve our national stock."

Multiculturalism and the cult of ethnic victimhood clearly had not yet taken hold of the NEA. Instead, the union embraced "the creation of national unity" and "Americanization" as explicit tasks for the schools.

To leaf through *The American Citizens Handbook* is to step back in time to an era when the NEA took for granted that there is a shared American heritage of Judeo-Christian values, patriotism and civic virtue to be inculcated by schools. Contrast that approach with the 2005 NEA convention resolutions.

Some NEA Resolutions Passed at the 2005 Convention in Los Angeles

A-2. Educational Opportunity for All. The Association believes that all schools must be accredited under uniform standards established by the appropriate agencies in collaboration with the Association and its affiliates.

A-11. Use of Closed Public School Buildings. The Association believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools.

A-14. Financial Support of Public Education. The Association believes that:

- Funds must be provided for programs to alleviate race, gender, and sexual orientation discrimination and to eliminate portrayal of race, gender, sexual orientation and gender identification stereotypes in the public schools.
- Full-day, every day kindergarten programs should be fully funded.

A-15. Federal Financial Support of Public Education. The Association believes that funding for federal programs should be substantially increased, not merely redistributed among states. The Association opposes any federal legislation, laws, or regulations that provide funds, goods, or services to sectarian schools.

A-24. Voucher Plans and Tuition Tax Credits. The National Education Association believes that voucher plans, tuition tax credits, or other funding arrangements that use tax monies to subsidize pre-K through 12 private school education can undermine public education; reduce the support needed to fund public education adequately; cause racial, economic, and social segregation of students; and threaten the constitutional separation of church and state. The Association opposes voucher plans, tuition tax credits, or other such funding arrangements that pay for students to attend sectarian schools.

A-31. Federally or State-Mandated Choice/Parental Option Plans. The Association believes that federally or state mandated parental option or choice plans compromise free, equitable, universal, and quality public education for every student. Therefore, the Association opposes such federally or state-mandated choice or parental option plans.

B-1. Early Childhood Education. The National Education Association supports early childhood education programs in the public schools for children from birth through age eight. The Association also supports a high-quality program of transition from home and/or preschool to the public kindergarten or first grade. This transition should include communication and cooperation among parents/guardians, the preschool staff, and the public school

staff. The Association also believes that early childhood education programs should include a full continuum of services for parents/guardians and children, including child care, child development, developmentally appropriate and diversity-based curricula, special education, and appropriate bias-free screening devices. The Association believes that federal legislation should be enacted to assist in organizing the implementation of fully funded early childhood education programs offered through the public schools. These programs must be available to all children on an equal basis and should include mandatory kindergarten with compulsory attendance.

B-7. Class Size. The National Education Association believes that excellence in the classroom can best be attained by small class size. The Association also believes in an optimum class size of fifteen students in regular programs and a proportionately lower number in programs for students with exceptional needs.

B-8. Diversity. The National Education Association believes that similarities and differences among races, ethnicity, color, national origin, language, geographic location, religion, gender, sexual orientation, gender identification, age, physical ability, size, occupation, and marital, parental, or economic status form the fabric of a society. The Association also believes that education should foster the values of appreciation and acceptance of the various qualities that pertain to people as individuals and as members of diverse populations. The Association further believes in the importance of observances, programs and curricula that accurately portray and recognize the roles, contributions, cultures, and history of these diverse groups and individuals.

B-9. Racial Diversity Within Student Populations. The Association believes that to achieve or maintain racial diversity, it may be necessary for elementary/secondary schools, colleges, and universities to take race into account in making decisions as to student admissions, assignments, and/or transfers.

B-10. Racism, Sexism, Sexual Orientation and Gender Identification Discrimination. Discrimination and stereotyping based on such factors as race, gender, immigration status, disability, ethnicity, occupation, sexual orientation and gender identification must be eliminated. Plans, activities, and programs must —

- ♦ Increase respect, understanding, acceptance, and sensitivity toward individuals and groups in a diverse society composed of such groups as American Indians/Alaska natives, Asians and Pacific Islanders, Blacks, Hispanics, women, gays, lesbians, bisexuals, transgendered persons, and people with disabilities

- ♦ Eliminate discrimination and stereotyping in curricula, textbooks, resource and instructional materials, activities, etc.

- ♦ Foster the dissemination and use of nondiscriminatory and nonstereotypical language, resources, practices, and activities

- ♦ Integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups who have been under-represented historically

- ♦ Eliminate subtle practices that favor the education of one student over another on the basis of race, ethnicity, gender, disability, sexual orientation or gender identification

- ♦ Encourage all members of the educational community to examine assumptions and prejudices, including, but not limited to, racism, sexism, and homophobia, that might limit the opportunities and growth of students and education employees

- ♦ Offer positive and diverse role models in our society including the recruitment, hiring, and promotion of diverse education employees in our public schools

- ♦ Coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and special health and care needs of diverse population groups

The Association encourages its affiliates to develop and implement training programs on these matters.

B-19. Education of Refugee and Undocumented Children and Children of Undocumented Immigrants. The National Education Association believes that, regardless of the immigration status of students or their parents, every student has the right to a free public education. The Association further believes that students who have resided in the United States for at least five years at the time of high school graduation should be granted amnesty by the Immigration and Naturalization Service, granted legal residency status, and allowed to apply for U.S. citizenship.

B-24. Educational Programs for English Language Learners. The Association believes that ELL students should be placed in bilingual education programs to receive instruction in their native language from qualified teachers until such time as English proficiency is achieved.

B-33. Multicultural Education. The National Education Association believes that multiculturalism is the process of valuing differences and incorporating the values identified into behavior for the goal of achieving the common good. Multicultural education should promote the recognition of individual and group differences and similarities in order to reduce racism, homophobia, ethnic and all other forms of prejudice, and discrimination and to develop self-esteem as well as respect for others.

B-34. Global Education. The National Education Association believes that global education imparts an appreciation of our interdependency in sharing the world's resources to meet mutual human needs.

B-36. School-to-Work/Career Education. Career education must be interwoven into the total educational system and should include programs in gender-free career awareness and exploration to aid students in career course selection.

B-41. Family Life Education. The Association believes that programs should be established for both students and parents/guardians and supported at all educational levels to promote —

- ♦ The development of self-esteem
- ♦ An understanding of societal issues and problems related to children, spouses, parents/guardians, domestic partners, older generation family members, and other family members.

The Association also believes that education in these areas must be presented as part of an anti-biased, culturally-sensitive program.

B-42. Sex Education. The Association recognizes that the public school must assume an increasingly important role in providing the instruction. Teachers and health professionals must be qualified to teach in this area and must be legally protected from censorship and lawsuits. The Association also believes that to facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information and knowledge about sexuality and encourages affiliates and members to support appropriately established sex education programs. Such programs should include information on sexual abstinence, birth control and family planning, diversity of culture, diversity of sexual orientation and gender identification, parenting skills, prenatal care, sexually transmitted diseases, incest, sexual abuse, sexual harassment, homophobia.

B-43. HIV/AIDS Education. The National Education Association believes that educational institutions should establish comprehensive human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) education programs as an integral part of the school curriculum.

B-45. Environmental Education. The Association supports educational programs that promote —

- ♦ An awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment
- ♦ Solutions to such problems as pollution, global warming, ozone depletion, and acid precipitation and deposition

(Continued on page 4)

♦ The recognition of and participation in such activities as Earth Day

B-51. Education on Peace and International Understanding. The National Education Association believes that educational strategies for teaching peace and justice issues should include the role of individuals, social movements, international and nongovernmental organizations. The Association also believes that educational materials should include activities dealing with the effects of nuclear weaponry and other weapons of mass destruction, strategies for disarmament, and methods to achieve peace. Such materials should also cover major contributing factors to conflict, such as economic disparity, demographic variables, unequal political power and resource distribution, and the indebtedness of the developing world.

B-56. Conflict Resolution Education. The National Education Association supports the adoption and use, at all educational levels, of proven conflict-resolution strategies, materials, and activities by school districts, education employees, students, parents/guardians, and the school community to encourage nonviolent resolution of interpersonal and societal conflicts.

B-59. Standardized Testing of Students. The National Education Association believes that standardized tests should be used only to improve the quality of education and instruction for students. The Association **opposes** the use of standardized tests when —

- ♦ Used as the criterion for the reduction or withholding of any educational funding
- ♦ Results are used to compare students, teachers, programs, schools, communities, and states.
- ♦ Students with special needs of Limited English Proficiency are required to take the same tests as regular education students without modifications and/or accommodations.

B-70. Home Schooling. The National Education Association believes that home schooling programs cannot provide the student with a comprehensive education experience. When home schooling occurs, students enrolled must meet all state requirements. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used. The Association also believes that home-schooled students should not participate in any extracurricular activities in the public schools.

C-15. Extremist Groups. The National Education Association condemns the philosophy and practices of extremist groups and urges active opposition to all such movements that are inimical to the ideals of the Association.

C-23. Comprehensive School Health, Social and Psychological Programs and Services. The National Education Association believes that every child should have direct and confidential access to comprehensive health, social, and psycho-

logical programs and services. The Association believes that programs in the schools should provide —

- ♦ A planned sequential, pre-K through 12 health education curriculum that integrates various health topics (such as drug abuse, the dangers of performance enhancing dietary herbal supplements, violence, safety issues, universal precautions, and HIV education).
- The Association believes that services in the schools should include —
- ♦ Counseling programs that provide developmental guidance and broad-based interventions and referrals
 - ♦ Comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment)
 - ♦ If deemed appropriate by local choice, family-planning counseling and access to birth control methods with instruction in their use.

C-24. School Guidance and Counseling Programs. The National Education Association believes that guidance and counseling programs should be integrated into the entire education system, pre-K through higher education.

C-27. Student Sexual Orientation and Gender Identification. The National Education Association believes that all persons, regardless of sexual orientation or gender identification, should be afforded equal opportunity and guaranteed a safe and inclusive environment within the public education system. The Association also believes that, for students who are struggling with their sexual orientation or gender identification, every school district and educational institution should provide counseling services and programs that deal with high suicide and dropout rates and the high incidence of teen prostitution.

C-28. Suicide Prevention Programs. The National Education Association believes that suicide prevention programs including prevention, intervention, and postvention must be developed and implemented. The Association urges its affiliates to ensure that these programs are an integral part of the school program.

D-8. Hiring Policies and Practices for Teaching Positions. The National Education Association believes that hiring policies and practices must be nondiscriminatory and include provisions for the recruitment of a diverse teaching staff.

D-21. Competency Testing of Licensed Teachers. The National Education Association believes that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking, or promotion of licensed teachers.

E-3. Selection and Challenges of Materials and Teaching Techniques. The Association deplores prepublishing censorship, book-burning crusades, and attempts to ban books from school libraries/media centers and school curricula.

E-10. Academic and Professional Freedom. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. A

teacher shall not be fired, transferred, or removed from his or her position for refusing to suppress the free expression rights of students.

F-1. Nondiscriminatory Personnel Policies/Affirmative Action. The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, retired or harassed because of race, color, national origin, cultural diversity, accent, religious beliefs, residence, physical disability, political activities, professional association activity, age, size, marital status, family relationship, gender, sexual orientation or gender identification. Affirmative action plans and procedures that encourage active recruitment and employment of ethnic minorities, women, persons with disabilities, and men in under-represented education categories should be developed and implemented.

F-2. Pay Equity/Comparable Worth. The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The “market value” means of establishing pay cannot be the final determinant of pay scales since it too frequently reflects the race and sex bias in our society.

F-45. Medication and Medical Services in the Schools. The Association believes that education employees who are not licensed medical personnel should be protected from all liability if they are required to administer medication or perform medical services.

H-1. The Education Employee as a Citizen. The Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates.

H-7. National Health Care Policy. The National Education Association believes that affordable, comprehensive health care, including prescription drug coverage, is the right of every resident. The Association supports the adoption of a single-payer health care plan for all residents of the United States, its territories, and the Commonwealth of Puerto Rico.

H-11. Statehood for the District of Columbia. The Association supports efforts to achieve statehood for the District of Columbia.

I-1. Peace and International Relations. The Association urges all nations to develop treaties and disarmament agreements that reduce the possibility of war. The Association also believes that such treaties and agreements should prevent the placement of weapons in outer space. The Association believes that the United Nations (UN) furthers world peace and promotes the rights of all people by preventing war, racism, and genocide. The Association supports the U.S. Institute of Peace, which provides publications, information, programs, training, and research data in developing peacemaking and conflict resolution skills.

I-2. International Court of Justice. The Association urges participation by the United States in deliberations before the court.

I-9. Human Rights. The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual, including equal access to education as embodied in the United Nations Universal Declaration of Human Rights.

I-12. Family Planning. The National Education Association supports family planning, including the right to reproductive freedom. The Association also urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel.

I-17. Immigration. The Association opposes any immigration policy that denies human and/or civil rights or educational opportunities to immigrants and their children regardless of their immigration status.

I-27. Freedom of Religion. The Association opposes any federal legislation or mandate that would require school districts to schedule a moment of silence.

I-28. Gun-free Schools and the Regulation of Deadly Weapons. The Association believes that strict prescriptive regulations are necessary for the manufacture, importation, distribution, sale and resale of handguns and ammunition magazines. A mandatory background check and a mandatory waiting period should occur prior to the sale of all firearms.

I-40. Elimination of Discrimination. The National Education Association is committed to the elimination of discrimination based on race, ethnicity, economic status, religion, disability, sexual orientation, gender identification, age, and all other forms of discrimination. The Association encourages its members and all other members of the educational community to engage in courageous conversations in order to examine assumptions, prejudices, discriminatory practices, and their effects.

I-44. Hate-Motivated Violence. The Association believes that federal, state, and local governments and community groups must oppose and eliminate hate-motivated violence.

I-48. Linguistic Diversity. The Association believes that efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged.

I-51. Equal Opportunity for Women. The Association supports an amendment to the U.S. Constitution (such as the Equal Rights Amendment). The Association urges its affiliates to support ratification of such an amendment. The Association endorses the use of nonsexist language.

The above text is excerpted from NEA resolutions adopted at the 2005 NEA Convention. Much language has been omitted, but no words have been changed.