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## NEA Pushes LGBTQQ Agenda on Schools

NEA Executive Director John Stocks urged delegates at the 2013 Convention to be “social justice patriots” who stand “with the LGBTQQ community against bigotry and for marriage equality.” He heralded “that wonderful Supreme Court decision striking down the Defense of Marriage Act” and gave thanks to NEA general counsel Alice O’Brien and the NEA legal team for their joint submission of a brief to the Supreme Court targeting DoMA.

The board of directors and delegates brought forth and passed several “New Business Items” that directly relate to sexual identity issues. Even topics not expressly or uniquely about LGBTQQ (lesbian, gay, bi-sexual, transgender, queer, and questioning) issues were presented as such at the convention and in union literature. Bullying, the number of psychological counselors at schools, and suicide prevention were all discussed under the umbrella of helping LGBTQQ teachers and students.

### Gay Marriage

Delegates passed a New Business Item (NBI) submitted by the NEA Board of Directors that states: “The NEA shall encourage the Obama administration to ensure all legally married people have equal access to federal benefits regardless of their state of residence.” An impassioned plea in favor of this was given by a delegate who fervently wishes to have benefits such as his health care coverage and his pension cover his “husband” in the state where they reside, which has not approved gay marriage. If the Obama administration acted on this, it would amount to de facto institution of gay marriage in

every state.

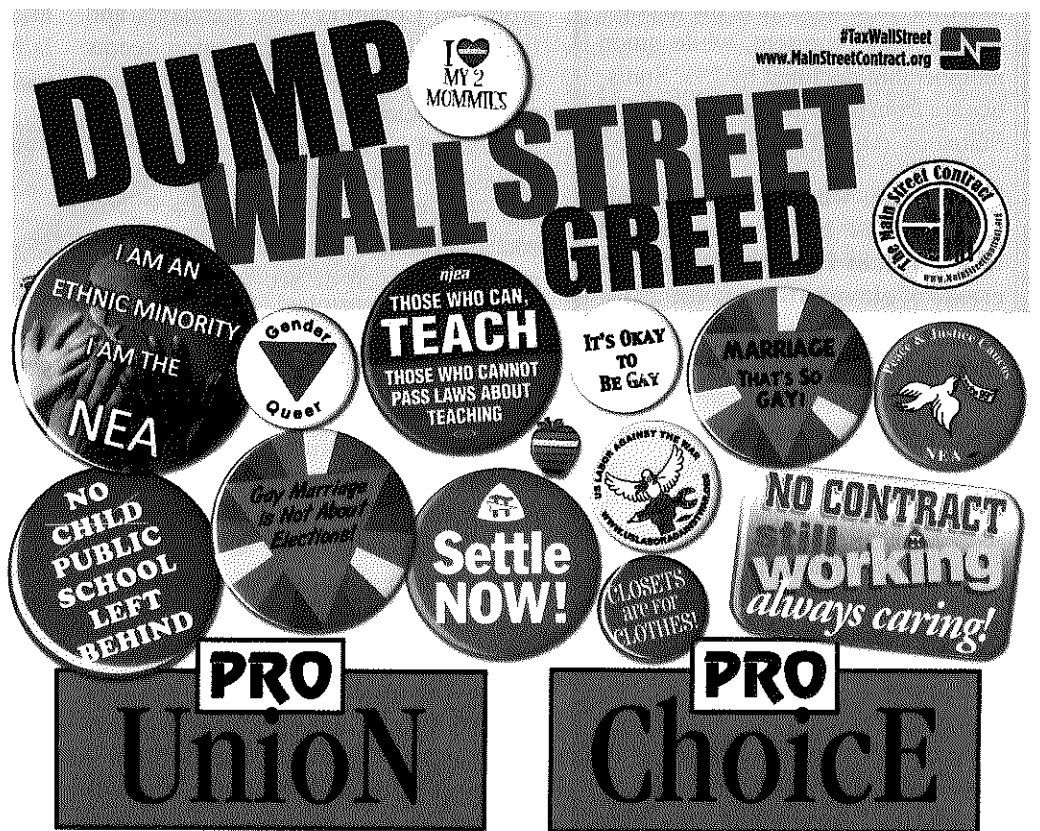
A speaker who encouraged fellow delegates to vote against this item told the assembly that the union’s strong focus on alternative sexual lifestyles is troubling to NEA members in his state, and contributes to the decline in union membership.


Along with the NBI, the convention also passed Legislative Amendment 16, stating that the NEA supports “ensuring all legally married people have equal access to federal benefits regardless of their state of residence.” Legislative Amendments become the agenda the union pushes when lobbying the U.S. Congress.

### Educating Students the LGBTQQ Way

The NEA continues to move the gay agenda full speed ahead in public schools. Two new business items adopted by NEA delegates aim to ensure that students are taught about LGBTQQ people. Some delegates objected to the suggested curriculum, which is in conjunction with The Gay, Lesbian and Straight Education Network. Those delegates claim the organization is extreme and the curriculum is inappropriate for students. The items that were adopted are:

**NBI 21.** NEA will use existing resources, assist state affiliates in urging policy makers on the district and state level to push for legislation similar to California’s FAIR Education Act



 Coalition of Labor Union Women  
Some buttons and bumper strips seen at the 2013 NEA Convention

(Senate Bill 48) that requires schools to integrate factual information about social movements, current events, and history of LGBTQ people and people with disabilities into existing social studies lessons along with all historically underrepresented groups.

**NBI 30.** NEA will encourage all states and NEA Affiliates to use existing means of communication to promote developmentally appropri-

ate instructional resources in order to help all educators integrate lesbian, gay, bisexual, and transgender (LGBT) history, people, and issues into their instruction. . . .

Another NBI calling for more school counselors and social workers was adopted in part to help students who question their sexual identity or are facing problems because they are not heterosexual. During the “Sexual Orientation and Gender Identification Committee” hearing, the consensus was that it was outrageous for school counselors or social workers to inform parents when told by a student that the student has chosen an alternative sexual lifestyle.

An African-American delegate took the floor of the convention to express anger that the struggle for racial equality was repeatedly presented by the NEA as closely related to the LGBTQQ quest for equal marital and other rights. He said that the struggle for racial equality was not at all the same thing and urged the NEA to stop making the comparison.

## NEA: Dues Up, Membership Down

Delegates at the Atlanta National Education Association (NEA) convention voted to increase teachers’ dues by three dollars. The dues increase will go directly to a “special fund” called “Great Public Schools,” which the NEA leadership will allocate to certain union affiliates in amounts they determine. Delegates added the caveat that union leaders must inform them as to how this money is spent.

Full-time union teachers will pay \$179 in national dues for the 2013-14 school year. This is in addition to dues paid to their state affiliate; for Ohio Education Association members, state dues are an additional \$508. Ohio is not a right-to-work state, so most teachers must join the union. In Virginia, a right-to-work state, fewer than 20% of teachers join the union.

While the NEA is still the largest workers union in the nation, membership is down. Some teachers choose to quit the union as state laws change to allow this. The union is more socially liberal than the majority of teachers and some do not subscribe to the radical union agenda. Union President Dennis Van Roekel still

claims three million NEA members, but the modified 2013-14 NEA Strategic Plan and Budget predicts 2,410,200 full-time members. Of those, 1,685,000 are “active teaching professionals.” The balance is made up of those who do not pay as much in dues as teachers such as education support professionals, staff, substitutes, retired, and student members. Total NEA annual dues amount to over \$347 million.

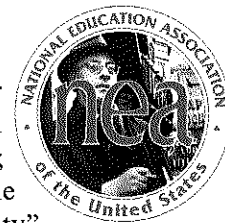
The union Executive Committee received a 3% bonus at a time when other budget areas are being cut. Some union members were unhappy about this. Delegates at the 2013 convention passed New Business Item 47, which demands that union leadership provide justification for any future bonus they receive.

Other new business items adopted at the Atlanta convention include affirmations that the NEA and its members will: lobby for the *Keep Student Loans Affordable Act*; promote access to after-school programs for preschool children; oppose new parent trigger laws; publicize “undocumented immigrant” student activism; advocate for educators who are “victim-

ized because of their accent, culture, and country of origin”; and push to include “Africa in Antiquity” curriculum for awareness of “Africa’s role in creating math, science, philosophy, literature, and maritime travel.”

Delegates adopted a new business item stating that the NEA will publish information about efforts of pro-firearms groups that push for “guns and/or weapons training” in schools. The rationale given was that “efforts of the National Rifle Association and other groups to arm public school teachers and others as a response to highly-publicized school shootings is misguided. More guns in schools make them less safe.”

The NEA convention has never been known for sticking to education issues. Along with a measure concerning the cholera epidemic in Haiti, delegates approved new business items concerning: genetically modified organisms; lead contamination; a raise in the federal minimum wage; raising awareness of institutional racism; advocat-



ing for the *Social Security Fairness Act*; and stopping “assaults on” voting rights.

Another New Business item passed called for “a change in the nation’s course and priorities by endorsing a national budgetary strategy that increases tax revenues from the wealthy and large corporations, [and] emphasizes conversion from military spending to peace time employment,” with future spending focused on social programs.

The union also agreed to “commit resources to mobilize people around the country” to march on Washington, D.C. in support of Civil and Immigration Rights on August 28.

## EDUCATION BRIEFS

The average Ohio teacher made \$56,715 in 2012, while Ohio Education Association union officers and staff made an average of \$100,553. Thus, average union employees made \$43,838 more than the average teacher they represent, while union membership declined by 7%. Statistics are from the U.S. Bureau of Labor Statistics. (MediaTrackers.org, 7-15-13)

In Chicago, where public schools are \$1 billion in the red, students won't benefit from the budget increase of almost 10% for the 2013-14 school year. Rather, "classroom spending" will decrease by \$68 million because the district must make a \$405 million union employee pension plan payment and fund the raise won by teachers in the 2012 strike. No money is available from taxpayers because the maximum property tax percentage has been reached. Moody's again downgraded the district's credit rating, making borrowing problematic. (EAGNews.org, 7-25-13)

Since the Dept. of Education "Kids Zone" student site offered a "quote of the day" from Chairman Mao Zedong, the feature has disappeared. Mao's quote stated: "Our attitude towards ourselves should be 'to be satiable in learning' and towards others 'to be tireless in teaching.'" Not only was the quote from a merciless Communist dictator, it used the word "satiabile" instead of the correct "insatiable," which rendered the quote incoherent. Two sentences prior in Mao's text states, "Whoever refuses to study these problems seriously and carefully is no Marxist." (FrontPageMagazine.com, 3-25-13)

71% of Americans recently surveyed by Gallup said the Founding Fathers would not like America today. Respondents were asked, "Overall, do you think the signers of the Declaration of Independence would be pleased or disappointed by the way the United States has turned out?" By political persuasion, 83% of conservatives, 54% of liberals, and 68% of moderates answered that America today is not as answered. In 2001, 58% of those surveyed said that the founders would not be pleased. (The Washington Times, 7-5-13)

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Web site: <http://www.eagleforum.org>  
E-mail: [education@eagleforum.org](mailto:education@eagleforum.org)

## National Education Association: Just Say No to Common Core Tests

The NEA struggles to remain solidly aligned with the Democratic Party although the union opposes most of Pres. Obama's education policies. At the 2013 National Education Association convention in Atlanta, union leadership both promoted Common Core standards and fought against them. The union seems afraid to directly rebuke President Obama and his policies. Delegates introduced — but failed to pass — two measures that condemned Obama's education policies outright and were critical of Secretary of Education Arne Duncan; both measures called on Obama to fire Duncan.

Common Core is inextricably linked to the Obama administration, although the administration and Common Core proponents often deny this. Arne Duncan bragged about Obama's role in Common Core creation at a UNESCO meeting in Paris on Nov. 4, 2010. He stated:

In March of 2009, President Obama called on the nation's governors and state school chiefs to 'develop standards and assessments that don't simply measure whether students can fill in a bubble on a test, but whether they possess 21<sup>st</sup>-century skills like problem-solving and critical thinking and entrepreneurship and creativity.' Virtually everyone thought the president was dreaming.

While NEA union leadership and delegates circled the wagons to protect themselves from Common Core at the convention, they were unwilling to step away from politics to speak directly against it, or to speak up for educating students well.

The NEA passed several "New Business Items" designed to protect teachers from Common Core. Some observers ask: What about the students? What about the future of public education? Although the NEA could be a force against Common Core and the federal takeover of American education, the union seems too aligned with the Democratic political machine to do more than squeak about testing that could negatively impact their own job security and paychecks.

NEA executive director John Stocks railed against "privateers and profiteers peddling their false promises," yet the delegates passed a Board of Directors proposed item agreeing to assist union affiliates, parent organizations, and communities in "advocating for and developing implementation plans to transition to Common Core State Standards (CCSS) and better assessments."

Union President Dennis Van Roekel decried "other people's solutions." He condemned the idea that "anyone can be an education reformer" and criticized those who are motivated by "profits. Big profits." Does Van Roekel not know the history of Common Core development? Is he unaware of the huge profits being realized by the education support companies and organizations thanks specifically to Common Core?

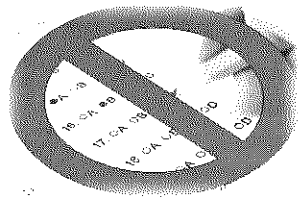
### Common Core Tests

Linda Darling-Hammond is developing the very tests that union members are fighting against, yet Darling-Hammond was a speaker at a 2013 NEA convention event. Union Executive Director Stocks hailed Darling-Hammond as "a renowned education expert." She is a prominent proponent of CC, was the head of Obama's education policy transition team, and is senior research advisor for the SBAC Common Core test development team.

Delegates passed a new business item asking for "a moratorium on using the outcome of the tests associated with the Common Core standards, except to inform instruction. . . ." Some delegates argued that a moratorium wasn't enough and that no high-stakes testing should ever occur. Testing is called high-stakes when it can be a factor in teachers receiving merit pay, rather than the usual union pay standard of seniority. The union demanded that schools "limit the reliance on and investment in high-stakes standardized tests, and decrease the reliance on CCSS-related tests in evaluating teacher performance." They adopted plans for the NEA to "develop a comprehensive strategy to affirm [their] opposition to the excessive and inappropriate use of high-stakes tests."

In a convention speech, union leader Stocks decried "[i]gnorant politicians who can't seem to understand that learning is more than testing." At the convention, it was decided that the NEA will send a letter to the National Conference of State Legislatures urging that all state legislators take the new Common Core standardized tests. The letter will demand that the legislators' test scores be published. Why the union chose to go after state legislators regarding Common Core is perplexing. CC was foisted upon legislators and voters, many of whom are only now finding out the negative impact it will have on public education.

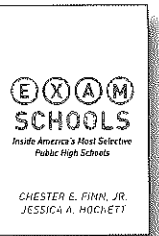
The NEA union wants American students to adapt to Common Core standards and tests but they would prefer that Common Core doesn't affect teachers.



## Book of the Month



**Exam Schools: Inside America's Most Selective Public High Schools**, Chester E. Finn, Jr. and Jessica A. Hockett, Princeton University Press, 2012, \$24.95.



Scores of years, tremendous energy, and billions of dollars spent attempting to raise the academic performance and graduation rates of underperforming students have accomplished very little. What has largely been ignored are ways to challenge and support those children who have high potential and are highly motivated. *Exam Schools* poses the question: Have we neglected our best and brightest students while seeking equality and uniformity in education?

The authors, along with the Fordham Institute and the Stanford University Hoover Institute, identified 165 public high schools as "exam schools"; the term refers to the exams taken in order to qualify for admittance to these schools. The authors define exam schools as public, self-contained, academically selective and competitive, with curricula aimed toward college-level work. Out of 22,568 public high schools in the U.S., only 165 schools meet these criteria. The schools serve fewer than 1% of all high school students. They are located in 30 states and D.C.

Although these schools all use an entrance exam, prior academic performance is the most common and important criterion for selecting students. Responding schools also take into account teacher recommendations and student essays. The schools have more applicants than they can accommodate and most turn away qualified students.

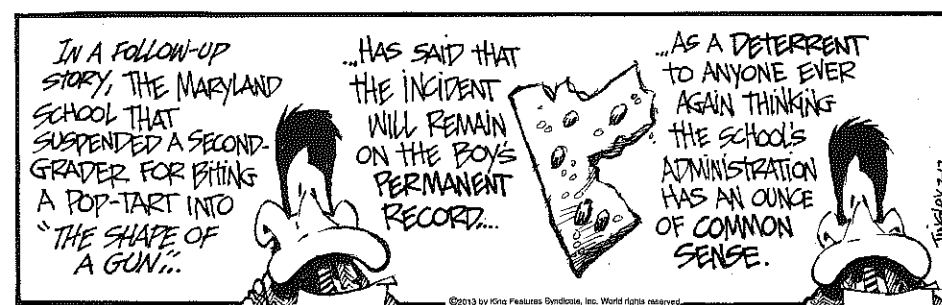
One thing most of the schools have in common is that they are "politically and fiscally fragile." Some would alter or threaten them, calling them "elitist." Exam schools walk a fine line of promoting themselves, yet to a certain degree flying under the radar. The schools often have courageous leaders. Their principals are for the most part politically adept individuals who can deflect criticism and attacks from those who would demonize or eliminate their schools.

Exam schools enjoy student and parental support. Teacher turnover is low. Some exam schools are well funded, while some barely survive. Many have a racially diverse student body, in part because they often are located in urban areas.

The authors provide a state-by-state index of all identified exam schools and an in-depth report on eleven of the schools. Few states and districts support schools that specifically serve students who may excel.

Meritocracy has in the past 30 years given way to egalitarianism to a degree destructive to a successful education system, in the estimation of many. Equal mediocrity is not an effective approach to education. *Exam Schools* can be used as a model to inform all education.

## MALLARD FILLMORE / by Bruce Tinsley



# Some NEA Resolutions Passed at the 2013 Convention in Atlanta, Georgia

**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-6. Parental Involvement.** The Association strongly opposes so-called “trigger” laws which circumvent authentic parental and community involvement.

**A-12. 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-15. 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.
- ◆ Federal, state, and, as appropriate, local governments should provide funds sufficient to make pre-kindergarten available for all three- and four-year-old children.

**A-16. Federal Financial Support for Education.** The Association opposes any federal legislation, laws, or regulations that provide funds, goods, or services to sectarian schools.

**A-26. Voucher Plans and Tuition Tax Credits.** The Association opposes voucher plans, tuition tax credits, or other such funding arrangements that pay for students to attend sectarian schools. The Association also believes that any private school or agency that receives public funding through voucher plans, tax credits, or other funding/financial arrangements must be subject to all accountability measures and regulations required of public schools.

**A-35. 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. 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-11. 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 optimal class sizes in regular programs and a proportionately lower number in programs for students with exceptional needs. The Association further believes in establishing workload maximums for all curricular areas, not to exceed the recommendations of their respective national organizations.

**B-12. Diversity.** The National Education Association believes that similarities and differences among race, ethnicity, color, national origin, language, geographic location, religion, gender, sexual orientation, 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.

**B-13. 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-14. Racism, Sexism, Sexual Orientation and Gender Identification Discrimination.** Discrimination and stereotyping based on such factors as race, gender, sexual orientation, gender identification, disability, ethnicity, immigration status, occupation, and religion must be eliminated. The Association also believes that these factors should not affect the legal rights and obligations of the partners in a legally recognized domestic partnership, civil union, or marriage in regard to matters involving the other partner, such as medical decisions, taxes, inheritance, adoption, and immigration. 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, Pacific Islanders, Blacks, Hispanics, women, gays, lesbians, bisexuals, transgender persons, and people with disabilities
- ◆ Eliminate discrimination and stereo-

typing 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 that have been underrepresented historically

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

◆ 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.

**B-16. Hispanic Education.** The Association believes in efforts that provide for grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics; involvement of Hispanics in lobbying efforts for federal programs; involvement of Hispanic educators in developing educational materials used in classroom instruction.

**B-24. Education of Refugee and Undocumented Children and Children of Undocumented Immigrants.** The Association supports access for undocumented students to financial aid and in-state tuition to state colleges and universities. 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 legal residency status, and allowed to apply for U.S. citizenship.

**B-30. 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-39. Multicultural Education.** The National Education Association believes that 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.

**B-40. Global Education.** The National Education Association believes that global education imparts an appreciation of our interdependency in sharing the world's resources.

**B-42. School-to-Work/Career Education.** The National Education Association believes that 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-48. 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-49. 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 environmental problems such as nonrenewable resource depletion, pollution, climate change, ozone depletion, and acid precipitation and deposition
- ◆ The recognition of and participation in such activities as Earth Day
- ◆ The understanding of the value of the world's ecosystems and of sustainable practices
- ◆ Student preparation for careers in the green jobs sector.

**B-51. 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 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, family planning, diversity of culture and diversity of sexual orientation and gender identification, sexually transmitted diseases, incest, sexual abuse, sexual harassment, and homophobia.

**B-52. HIV/AIDS Education.** The National Education Association believes that

(Continued on page 4)

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-60. 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. Such curricular 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-66. 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
- ◆ Scores are used to track students
- ◆ Students with special needs or limited English proficiency are required to take the same tests as regular education students without modifications and/or accommodations.

**B-71. 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 security personnel as well as the school community to encourage nonviolent resolution of interpersonal and societal conflicts.

**B-82. Home Schooling.** The National Education Association believes that home schooling programs based on parental choice cannot provide the student with a comprehensive education experience. When home schooling occurs, students enrolled must meet all state curricular requirements, including the taking and passing of assessments to ensure adequate academic progress. Home schooling should be limited to the children of the immediate family, with all expenses being borne by the parents/guardians. 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-16. 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-25. 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 psychological programs and services. The Association believes that schools should provide —

- ◆ A planned, sequential health education curriculum for pre-K through adult education 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)
- ◆ Counseling programs that provide developmental guidance and broad-based interventions and referrals
- ◆ Comprehensive school-based, community-funded student health care clinics that provide basic physical and mental health, and 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-26. 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-31. 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-32. Suicide Prevention Programs.** The National Education Association believes that evidenced-based suicide prevention programs 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-22. 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 pre-publishing censorship, book-burning crusades, and attempts to ban books from school library 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, reassigned, removed from his or her position, or disciplined for refusing to suppress the free expression rights of students. Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Furthermore, teachers must be free to depart from mandated scripted learning programs, pacing charts, and classroom assessments without prejudice or punishment.

**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 "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-50. Medication and Medical Services in 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 furthers world peace and promotes the rights of all people by preventing war, racism, and genocide.

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

**I-3. International Criminal Court.** The Association believes that the United States should ratify the Rome Statute of the International Criminal Court and recognize and support its authority and jurisdiction.

**I-9. Global Climate Change.** The Association believes that humans must take steps to change activities that contribute to global climate change.

**I-17. 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-18. The Right to Organize.** The Association also believes that members have the right to have payroll deduction of both Association membership dues and voluntary political contributions.

**I-22. Immigration.** The Association opposes any immigration policy that denies educational opportunities to immigrants and their children regardless of their immigration status.

**I-33. Freedom of Religion.** The Association opposes any federal legislation or mandate that would require school districts to schedule a moment of silence.

**I-34. 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-47. Elimination of Discrimination.** The National Education Association is committed to the elimination of discrimination based on race, gender, 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-53. Right of Redress for Descendants of Slaves.** The Association believes that the descendants of those subjected to slavery in the U.S. have the right to seek redress for the injustices inflicted upon their ancestors.

**I-58. 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-61. 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 also supports the enactment and full funding of the Women's Educational Equity Act. The Association endorses the use of nonsexist language.

*The above text is excerpted from NEA Resolutions adopted at the 2013 NEA Convention. Much language has been omitted, but no words have been added or changed.*