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NEA Continues March to Fulfill LGBTQQ Agenda

The National Education Association union decided in Denver that teachers need a new book list. In accordance with **New Business Item 51**, the “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.” The union will compile this list so that teachers can better promote Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ) lifestyles.

Just when it appeared that the NEA could not more heavily promote alternative sexual lifestyles nor place any more emphasis on teaching even very young children all manner of sexual behaviors, at the 2014 convention they surpassed themselves with a call to bring some of the most radical LGBTQQ organizations in the world into the nation’s classrooms.

Delegates adopted **New Business Item 48**, which is an effort to “influence state and local educational institutions through our affiliates to advocate for the use of the ‘Respect For All Project’ in classrooms.” GroundSpark’s Respect for All Project offers media resources, support, and training for educators about “bias and identity issues.” The organization claims its films engage students in “life-changing discussions” about gender, culture, and sexuality; family diversity; and LGBT-inclusivity. The program’s goal is to “promote respect and equity at the earliest age possible and on an ongoing basis.” (GroundSpark.org)

Delegates also adopted **New Business Item 52**, which states:

NEA will . . . 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.

Human Rights Campaign

The Human Rights Campaign is a LGBTQQ political activism group. Their Welcoming Schools Campaign offers professional development tools “aligned with the Common Core State Standards, and many additional resources for elementary schools” about “family diversity,” “avoiding gender stereotyping,” and “bullying.” Welcoming Schools is aimed at K-5th grade students and “Be Who You Are” is one of their popular slogans. Their website states: “Young children receive many powerful messages about gender roles and gender identity. These gender roles pressure students to conform to behaviors that may limit their full developmental potential.” (HRC.org)

Global Alliance for LGBT Education

Another organization the NEA wants to welcome into public schools is the Global Alliance for LGBT Education (GALE), which focuses on “education about lesbian, gay, bisexual and transgender issues.” GALE favors the term “Disadvantaged because of their Expression of Sexual Preference Or Gender Identity,” or DESPOGI, over the usual LGBTQQ nomenclature. The organization offers workbooks for students, teacher manuals, videos, CDs, and posters. The GALE website provides international news about the promotion of LGBTQQ lifestyles and reports perceived slights of LGBTQQ individuals and groups internationally. GALE has a formal partnership with UNESCO, the United Nations Educational, Scientific and Cultural Organization. (www.lgbt-education.info)

Gay, Lesbian & Straight Education Network

The NEA is also inviting the Gay, Lesbian & Straight Education Network (GLSEN) into the nation’s classrooms. GLSEN “strives to [ensure] that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression.” They “believe that such an atmosphere engenders a positive sense of self, which is the basis of educational achievement and personal growth.” They claim that “homophobia and heterosexism undermine a healthy school climate.” Heterosexism is the belief that couples should be male and female.

GLSEN designs “programs and resources that are inclusive and celebratory of diversity, and sensitive to the role



Some buttons and bumper strips seen at the 2014 NEA Convention

of power and privilege in society.” The organization is “committed” to seeing that their philosophy is promoted and “realized in K-12 schools.” GLSEN also offers an eight-step guide to starting Gay-Straight Alliance clubs at schools.

The NEA is not alone in joining with GLSEN to promote alternative lifestyles. The GLSEN website lists supporters and partners, such as Facebook, Google, and Disney/ABC. Additional supporters are more surprising and include: Comcast; Goldman Sachs, Citibank, State Farm Bank, Morgan Stanley, JP Morgan Chase, Wells Fargo, Target, HBO, AT&T, Cisco, DreamWorks, IBM, Hewlett Packard, Hilton, Kellogg’s, Johnson & Johnson, Colgate-Palmolive, McDonalds, Merck, Mattel, and the NBA. (GLSEN.org)

The LGBTQQ *brand* has infiltrated corporate America and promoters have made great strides in changing public opinion to normalize what would have seemed outrageous just a few years ago. Much of this has been achieved by manipulating schoolchildren into believing that it is cruel or bullying to have any reservations about approving of “alternative” lifestyle choices; schools teach children it’s wrong to believe what their parents teach or to follow the teachings of Christian, Jewish, or Muslim religious organizations. Much of the radical change in outlook has been achieved in our neighborhood schools. Credit belongs to the National Education Association and teachers who follow the union’s marching orders.

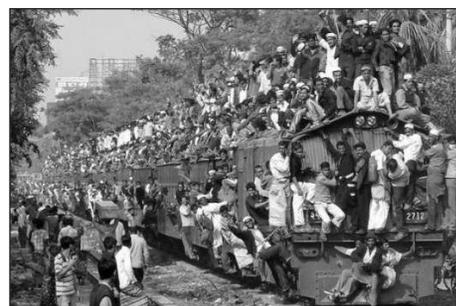
Abortion? Yes! Illegal Immigration? Yes, Please!

The National Education Association union wants the rights of illegal alien children flooding across the southern U.S. border protected but they don’t care at all about the rights of unborn children. The union is unabashedly pro-abortion, as indicated by Family Planning Resolution I-17; the “reproductive freedom” called for by the union means they believe an abortion can be done at any time during pregnancy and for any reason.

A Resolution Amendment proposed in Denver attacked states that want to rein in abortion mills and outlaw Gosnell-esque conditions at “family planning” clinics. The delegates proposing the amendment were enraged that “[s]everal states have passed rules or laws that have made it impossible for clinics to operate and many have closed.”

Delegates broke into cheers when NEA leadership explained that, according to Res. I-17, it did not need to be restated that the union opposes any action that

would impede abortion on demand. The amendment was deemed unnecessary and was defeated.



Although the union has a blatant disregard for the rights of unborn children, they passed three New Business Items (NBI) favoring children and youth illegally flooding across the nation’s southern border.

Adopted NBI 9 says that in “continuation of the NEA’s advocacy for the protection and welfare of all children,” children crossing the border must “be given support, shelter, protection, and education”; that steps must be taken

to make certain “that their welfare and safety” is assured; and that the NEA will write a letter to Obama and the Dept. of Homeland Security “denouncing” border conditions for “refugee children” and insisting “that ALL children deserve humane treatment.” This NBI item also calls on the Obama administration “to support and uphold the United Nations Convention on the Rights of Children and the U.N. Declaration of Human Rights.”

Adopted NBI 56 says the NEA calls on the Obama administration to “suspend deportations of undocumented youth and children” and to “extend the Deferred Action for Childhood Arrivals program.” As well as welcoming and caring for those arriving by the trainload across our border, the NEA wants to ensure that they will become U.S. citizens once here. Delegates passed NBI 72 that calls for “local actions in support of the DREAM Act, which includes a pathway to citizenship for undocumented youth.”

EDUCATION BRIEFS

NEA membership has fallen below three million; the union has lost 17,000 members so far in 2014 and has lost more than 250,000 members in the past five years. In the past four years, Arizona has lost 49% of active members, Wisconsin lost 39.4%, North Carolina lost 38.3%, and Idaho, Tennessee, and Louisiana each lost over 20% of their members. (EIAonline.com) Two separate appeals that would have allowed school administrators and parents to become non-voting NEA members failed to be adopted in Denver. It is unclear whether they would have paid dues to the NEA.

At the NEA convention, executives and delegates crossed picket lines of the staff who support them and keep union activities running smoothly. Although unionized employees who work for the National Education Association union have been working without a contract since May, they garnered little support from teacher delegates; a proposal calling on NEA executives to “bargain in good faith” with them was defeated by a vote on the convention floor.

NEA delegates adopted NBI 41, which “call[s] for a moratorium on state takeovers of school districts and [asks] that state takeover districts be returned to local control.” The union didn’t explain how districts will improve under the same leadership that allowed them to fail.

NEA teacher delegates voted to support and advertise a United Nations endorsed “International Day of Peace Campaign” to be held on Sept. 21. They also agreed to “mobilize people” during a planned “Degrees Not Debt Campaign,” which aims to increase financial aid for college students and encourage student loan forgiveness.

By adopting NBI 19, the NEA will “educate its members about the environmental and health effects of shale gas fracking.” Adopted NBI 83 directs teachers to “lead and educate students about clean energy industries.”

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Unions: Let’s Dump Duncan

There is trouble in the paradise that is the relationship between teachers unions and the Democratic party. The union’s relationship with the Obama administration is in disarray. Obama’s televised speech at the July National Education Association (NEA) union convention received only a half-hearted response from delegates, who were not short on energy and managed to cheer raucously for other speakers.

At the NEA convention, delegates passed a New Business Item calling for the resignation of Arne Duncan. The adopted item states:

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.

While some called this a “surprising” move, delegates have proposed that Obama fire Duncan at every NEA convention since 2010. The final straw may have been Duncan’s failure to condemn the *Vergara v. California* ruling, which upheld the abolition of union-friendly statutes that otherwise make it nearly impossible to fire a teacher in that state. Disappointing the union with words they didn’t expect from a Democrat, Duncan said: “The students who brought this lawsuit are, unfortunately, just nine out of millions of young people in America who are disadvantaged by laws, practices, and systems that fail to identify and support our best teachers.”

The judge who ruled in *Vergara* stated that:

The evidence this court heard was that it could take anywhere from two to almost ten years and cost \$50,000 to \$450,000 or more to bring these cases to conclusion under the Dismissal Statutes, and that given these facts, grossly ineffective teachers are being left in the classroom because school officials do not wish to go through the time and expense to investigate and prosecute these cases.

The NEA’s California affiliate, the California Teachers Association (CTA) is appealing the ruling; the NEA supports the appeal. The CTA and NEA appear to

condone leaving ineffective teachers in the classroom.

The American Federation of Teachers union (AFT) also held a convention in July and also wants Obama to make Duncan comply with the union’s mission. At the AFT convention in Los Angeles, a measure was passed calling on President Obama to put the Secretary of Education on an “improvement plan”; the union wants Duncan to unquestioningly support them and halt high-stakes testing that impacts teachers. In what seems like

a spoof of union firing rules, the AFT stated that if Duncan should fail, after he receives “due process,” Obama should replace him.

Union rules in general, in all states, protect teachers who should be retrained, reassigned, or fired. This is not good for students, for teachers who do their jobs effectively, or for the teaching profession.

Firing Duncan Isn’t the Solution

President Obama used stimulus money to entice states to adopt Common Core and Bill Gates funded the development of Common Core. Obama and Gates, with the private lobbying organizations, the Council of Chief State School Officers and the National Governors Association, along with state bureaucrats, bypassed the legislative process and local school boards, leaving teachers and parents out of the process that led to the adoption of Common Core in most states.

That is the reason to question Duncan and Obama. If teachers unions are interested in the welfare of public education, and not just self-preservation, they should demand an investigation into Obama’s repeated abuse of executive power and request Congressional hearings to examine the trend of wealthy private citizens imposing themselves and their money into education policy making.

Duncan’s response to the NEA call for his firing was: “I always try to stay out of local union politics. I think most teachers do, too.”

It may be true that teachers don’t pay much attention to union activities and to the massive amount of money the union uses to support leftist political candidates and agendas. But maybe it is time for teachers who are union members to become more aware of their union’s activities and to interest themselves in union policies. When their union and radical teachers in the union hierarchy promote an anti-family and anti-student agenda and fail to act in ways that promote a great education for students, it is time for rank-and-file teachers to speak up and either get their union under control or abandon the union.



Book of the Month



Conform: Exposing the Truth About Common Core and Public Education. Glenn Beck and Kyle Olson, Threshold Editions, 2014, \$14.99

Conform states that thanks to unions, “most teachers get a raise for not dying over the summer [and] their classroom performance, or lack thereof, has nothing to do with it.” Many teachers join a union because they must. Half of teachers have quit the union in Wisconsin since *Act 10* outlawed forced membership.

Glenn Beck and Education Action Group founder Kyle Olson explain that unions are political entities interested in promoting a liberal agenda and keeping Democrats in office. Unions oppose merit pay and instead cling to tenure and seniority.

While it is popular to say that American schools are underfunded, the authors of *Conform* say this is a ploy to distract from the real problems at public schools. The U.S. spends as much or more on education as other developed nations; we spend .5% more of our GDP than Finland, the usual worldwide leader in education.

Problems occur when funds don’t address students’ needs, often because of union contracts. Philadelphia public schools are in dire straits, with a budget deficit of \$304 million, and have laid off over 5,000 district employees since 2012. Yet, union members contributed less than one-half of 1% to the district’s \$132 million health insurance costs in 2011-12. Union members also received \$31.2 million in raises and \$36.2 million for “unused sick leave.”

Poverty is an excuse used to explain bad academic performance. The authors say, “There are many schools of all varieties . . . that get great academic results from low-income students, mostly because they don’t accept failure as an option, and they won’t let their students accept it either.” Low income does not make students defective and unable to learn. Noble Street College Prep in Chicago and Calcedeaver Elementary in Mobile, Alabama are offered as examples of schools educating, instead of “surrender[ing] to poverty.”

Beck and Olson say that federal intrusion and policies that dilute local control are what began the decline in the nation’s education system. Common Core encompasses everything that is wrong with education. It’s an untried, top down, federal power grab that would result in students being what the authors call “equally mediocre.” Most teachers don’t support Common Core and now that parents are learning about it, they don’t want it, the standardized testing, or student dossier compilation it demands.

The authors suggest that competition offers solutions; when parents can choose what’s best for their children, education wins.



MALLARD FILLMORE / by Bruce Tinsley



Some NEA Resolutions Passed at the 2014 Convention in Denver, Colorado

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, 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.

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 student 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 2014 NEA Convention. Much language has been omitted, but no words have been added or changed.