

# Inappropriate Political Agendas in the Schools

## Background

The National Education Association (NEA) is the nation's largest professional employee organization (union) chartered by Congress in 1906 by an Act of Congress. Their purpose according to 36 U.S.C. 1511 is:

- 1) to elevate the character and advance the interests of professional teaching
- 2) to promote the cause of education in the United States

They are a non-profit that is tax exempt and they were exempted from the requirement to produce financial statements with audits as defined by 36 U.S.C. 10101. All source links are provided on the last page.

According to a Congressional Research Report on *Congressionally Chartered Nonprofit Organizations* ("Title 36 Corporations"), RL30340, June 17, 2011, in 2006, the NEA received criticism for using member dues "to make contributions to political organizations (e.g. Rainbow PUSH Coalition) and organizations with agenda that would not appear to be readily connected with teaching and schooling (e.g. the Gay and Lesbian Alliance Against Defamation)". Page 10

Annually, the NEA meets to consider resolutions proposed during the year. According to the *Summary of Winter Committee Meeting Actions for the 2018-2019* timeframe:

"Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution. NEA resolutions—organized in goal areas lettered A through J—are adopted by the Representative Assembly."

The NEA has a legislative program that lobbies for implementation of the formal expressions of opinion as defined in the Resolutions and they produce a report for members, *Reports on Implementation of Actions* . . . about the actions taken towards the implementation of the adopted Resolutions.

The following two pages have image excerpts from the Resolutions and the Implementation Actions reports that are of concern to Idaho Eagle Forum and we believe should be of concern to parents, legislators, teachers and the community at large. It should be noted, that the concerns are not limited to these excerpts. This report is intended to provide an introduction to the NEA, their processes and their agenda.

## For the Record

To be perfectly clear, this issue for Idaho Eagle Forum is about children, the schools, indoctrination and inappropriate infusion of political agendas into the lives of children. It is not about adult homosexuals, lesbians or their lifestyle.

## 2018-2019 NEA Resolutions - Summary of Winter Committee Meeting Actions

**Pg 1 Proposed Resolutions Amendments**

B-26. Education of Refugee and Undocumented Children and Children of Undocumented Immigrants . . . . .	3
B-31. Educational Programs in Support of Lesbian, Gay, Bisexual, Transgender, <i>Non-Binary</i> , and Questioning Students . . . . .	3
C-38. School Facilities: Design, Construction, and Function. . . . .	3
<i>New C. Opioid Addiction and Abuse.</i> . . . . .	3
I-27. Immigration . . . . .	3
I-32. Gun-Free Schools and the Regulation of Deadly Weapons . . . . .	4
I-35. Human Trafficking . . . . .	4
I-52. Hate-Motivated Violence . . . . .	4

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<b>16 B-31. Educational Programs in Support of Lesbian, Gay, Bisexual, Transgender,</b>	
<b>17 <i>Non-Binary</i>, and Questioning Students</b>	
18 The National Education Association supports appropriate and inclusive educational programs that address the unique	
19 needs and concerns of lesbian, gay, bisexual, transgender, <i>non-binary</i> , and questioning (LGBTQ+) students. The Association also supports efforts and contributions by educators, parents/guardians, community leaders, organizations, and	
20 partners in the development of these programs. Specific programs should provide—	
21	
22 a. Acknowledgement of the significant contributions of diverse LGBTQ+ persons in American history and culture	
23 b. Involvement of educators knowledgeable in LGBTQ+ issues in the development of educational materials that integrate factual information about the history, social movements, and current events of LGBTQ+ people	
24	
25 c. Developmentally appropriate local, state, and national resources. (2015)	

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<b>SPECIFIC PROGRAMS FOR INDIVIDUALS . . . . .</b>	<b>23</b>
B-30. Gifted, Talented, and Creative Students. . . . .	23
B-31. Educational Programs in Support of Lesbian, Gay, Bisexual, Transgender, and Questioning Students. . . . .	23

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<b>B-31. Educational Programs in Support of Lesbian, Gay, Bisexual, Transgender, and Questioning Students</b>	<b>77</b>
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a. Acknowledgement of the significant contributions of diverse LGBTQ persons in American history and culture	<b>81</b>
b. Involvement of educators knowledgeable in LGBTQ issues in the development of educational materials that integrate factual information about the history, social movements, and current events of LGBTQ people	<b>82</b>
c. Developmentally appropriate local, state, and national resources. (2015)	<b>83</b>
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## Reports on Implementation of Actions of the 2018 Representative Assembly

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### **11. Gender Inclusive Schools**

*NEA shall, using existing digital media, have all state and local affiliates encourage K-12 teachers to view a series of films called *Creating Gender Inclusive Schools* and use the accompanying study guides of the Youth and Gender Media Project (visit [youthandgendermediaproject.org](http://youthandgendermediaproject.org)) to create inclusive communities for all youth, regardless of where they fall on the spectrum of gender identity and expression (2018-11).*

*Completed (Assigned to Center for Social Justice)*

Resources and information were promoted and made available to state and local affiliates and members through the February 2019 distribution of the electronic Center for Social Justice Quarterly Update. This Update contained a link to the Film Series 'Creating Gender Inclusive Schools' (<http://youthandgendermediaproject.org/films/creating-gender-inclusive-schools/>) and to the Resource Study Guide (<http://youthandgendermediaproject.org/wp-content/uploads/2017/01/CGIS-final.pdf>). The Quarterly Newsletter is sent to national, state and local leadership for distribution to members. See <https://neadjustice.org/supporting-lgbtq-youth/NEAedjustice.org> for additional resources.

These instructions were sent to national, state and local leadership for distribution to their members in the Quarterly Newsletter.

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### **32. CDC Resources for LGBTQ+ Youth**

*NEA shall, using existing digital media, share with state and local affiliates a Center for Disease Control and Prevention (CDC) website (visit <https://www.cdc.gov/lgbthealth/youth-resources.htm>) that lists resources, government agencies, and community organizations for the LGBTQ+ youth, their friends, educators, parents, and family members to support positive environments (2018-32).*

*Completed (Assigned to Center for Social Justice)*

The February 2019 Center for Social Justice Quarterly Update promoted and made available resources and information for state and local affiliates and members. In this Update, state and local affiliates were able to access resources for creating and supporting positive environments for LGBTQ youth (<https://www.cdc.gov/lgbthealth/youth-resources.htm>). The Quarterly Update is sent to national, state and local leadership for distribution to members. See <https://neadjustice.org/supporting-lgbtq-youth/> for additional resources.

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### **Committee on Sexual Orientation and Gender Identity**

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
3. NEA should further advance the number of workshops that focus on inclusivity of the LGBTQ community at all conferences. In the event that Requests for Proposals do not fulfill this advancement, NEA should utilize partner organizations to support the need. NEA should also make attempts to include intersectionality to help lift up often unheard voices in these workshops.	This recommendation was referred to the Conference Alignment Team (CAT), who decided to implement it by partnering with the LGBTQ+ Caucus and SOGI committee to ensure quality RFPs. Additionally, CAT decided to look at revising webinars and letters to presenters to emphasize inclusive language and examples. Executive Committee members will lead on these partnerships and follow-up.

### **Committee on Women's Issues**

COMMITTEE/RECOMMENDATION	IMPLEMENTATION STATUS
3. The committee recommends that NEA ensure that women's leadership training and gender equity issues are incorporated into NEA events, meetings and conferences throughout the year; encouraging the representation of all gender identities.	This recommendation was referred to the Conference Alignment Team (CAT), who decided to implement it by partnering with the Women's Issues Committee, LGBTQ+ Caucus, and SOGI committee to ensure quality RFPs are submitted. Additionally, CAT decided to look at revising webinars and letters to presenters to emphasize inclusive language and examples. Executive Committee members will lead on these partnerships and follow-up.

## Site Based Management

In 1989, President George Bush convened an Education Summit with state governors, members of Congress and state legislators to begin discussion on a major restructuring of America's systems of education. The output of that summit was that by the spring of 1990, goals for education would be announced. On February 26, 1990, the White House Press Secretary released a report titled, *National Goals for Education*. The following is an excerpt from the Press Release – emphasis added:

*“Sweeping, fundamental changes in our education system must be made. **Educators** must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students. This is especially important for students who are at risk of academic failure – for the failure of these students will become the failure of our nation. Their daily work **must be dedicated to creating a new educational order** in which success for all students is the first priority, and they must be held accountable for the results.”*

Throughout the 1990's and continuing till today, the “reforms” in education were built upon the idea of radically restructuring of the education system initiated by Bush.

The history of reforms is too voluminous to list but one of the most significant changes was the shift in the balance of power between the states and local school officials. It was achieved through the concept of site-based management. The implementation in different states varies but in Idaho, it left the state with the power to define content standards but gave the responsibility for the specifics on curriculum and materials to the schools districts, the local education associations and to the teachers.

In terms of the issues at hand which are the NEA's resolutions and action items shown above, they are asking teachers to implement the agenda and they are providing training and online materials to do it. What that means is that a teacher may choose to teach this agenda without anybody knowing about it or even if they did know about it, there is no way to stop the teacher from doing it as the law stands currently. To change that would require state legislative intervention.

## SOURCE LINKS

### **NEA 2018-2019 Resolutions, Summary of Winter Committee Meeting Actions**

March 7-9, 2019

[http://ra.nea.org/wp-content/uploads/2019/05/Resolutions\\_Summary\\_of\\_Winter\\_Committee\\_Meeting\\_Actions\\_2019.pdf](http://ra.nea.org/wp-content/uploads/2019/05/Resolutions_Summary_of_Winter_Committee_Meeting_Actions_2019.pdf)

### **Reports on Implementation of Actions of the 2018 Representative Assembly**

Presented to the 98<sup>th</sup> Representative Assembly of the NEA

July 4-7, 2019

Houston, Texas

<https://ra.nea.org/wp-content/uploads/2019/05/RAbookletprooffinal.pdf>

### **Congressionally Chartered Nonprofit Organizations (“Title 36 Corporations”): What They Are and How Congress Treats Them**

June 17, 2011

CRS Report RL30340

[https://digital.library.unt.edu/ark:/67531/metadc818554/m2/1/high\\_res\\_d/RL30340\\_2011Jun17.pdf](https://digital.library.unt.edu/ark:/67531/metadc818554/m2/1/high_res_d/RL30340_2011Jun17.pdf)

### **National Education Association website**

<http://www.nea.org/>

### **NEA Legislative Program Resources**

<https://www.nea.org/policyresourcecenter?cpsessionid=SID-68BBFA90-514E75A8>

### **2018 NEA Legislative Program – Report of the Strategic Committee on Legislation**

<https://www.nea.org/assets/docs/2018-19%20NEA%20Legislative%20Program.pdf>

### **Local copy of this pdf (because they moved it)**

[http://www.idahoeagleforum.org/pdfs/2018-19\\_NEA\\_Legislative\\_Program.pdf](http://www.idahoeagleforum.org/pdfs/2018-19_NEA_Legislative_Program.pdf)

ERIC – Document ED319143

### **National Goals for Education**

White House Press Release

February 26, 1990

<https://files.eric.ed.gov/fulltext/ED319143.pdf>