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Education as Employee as a Citizen

The Nebraska State Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. The Association also believes that, as private citizens, education employees have the right to express their personal viewpoints in public without fear of censorship or intimidation. The Association supports voter education to alert voters to voting laws and procedures and key political issues. The Association also supports written governing board policies to guarantee education employees their political rights. The Association further believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss. The Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates.

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Member Involvement in Community Organizations

The NSEA encourages its members to become involved in community organizations and to influence those organizations to address issues of common concern to their local, state, and national education associations.

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Minority Participation in the Association

The Nebraska State Education Association believes that there should be ethnic minority participation at every phase of governance and on all decision-making levels of the Association.

Ethnic minorities should be included as candidates for position at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions consistent with Association affirmative action policies.

The Association also believes that its affiliates should maintain a commitment to organizational policies and programs that promote the training and involvement of ethnic minorities at all levels of the organizations.

The Association further believes that there is a need for systematic evaluation of ethnic minority participation at all levels.

must be safe from physical, verbal, and psychological violence, the threat thereof, and all forms of harassment. There must be procedures to prevent and eliminate all types of harassment that might C-

7 Student Behavior The NSEA believes local associations and boards of education should develop effective disciplinary policies to maintain orderly classroom management and to correct disruptive behavior.

The Association also believes that these written policies must contain plans and procedures that are fair, equitable, and consistently enforced. The Association further believes that school personnel must be properly trained to interact with students exhibiting violent behavior.

The Association further believes that it is in the best interest and safety of all, if education employees are confidentially informed of students with known serious behavior problems or a history of violence. This is especially important in our ever-mobile society as students move from school to school.

The Association further believes that appropriate school behavior begins and is reinforced in the home. Parents/guardians of children who are disruptive often need support and training in order to reduce inappropriate behavior and increase student learning. Programs that provide assistance and training in child development, effective parenting skills, and strategies for dealing with disruptive students must be available for parents/guardians. Schools can be instrumental in identifying and recommending strategies that can assist parents/guardians.

The Association also believes that policies promoting educational processes which emphasize prevention, effective interventions, and rehabilitation will decrease the use of out-of-school suspensions, expulsions, in-school arrests, and the practice that is commonly called the “school-to-prison pipeline” that can lead to future incarcerations.