



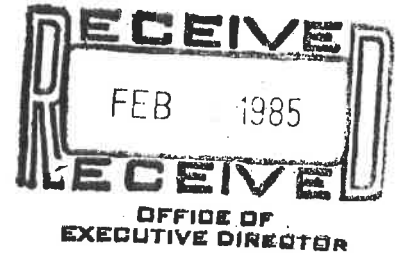
EXECUTIVE OFFICE

NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D C 20036 • (202) 822-7000

MARY HATWOOD FUTRELL, President
KEITH GEIGER, Vice President
ROXANNE E. BRADSHAW, Secretary-Treasurer

DON CAMERON, Executive Director

February 4, 1985



Mr. Robert Wedgeworth, Executive Director
American Association of School Librarians
50 East Huron Street
Chicago, Illinois 60611

Dear Mr. Wedgeworth:

The National Education Association's Twenty-Third Annual Conference on Human and Civil Rights In Education is scheduled for February 22-24, 1985, at the Sheraton Washington Hotel in Washington, D.C. The title of the conference is "Children, Families, and Public Schools: Building Community Alliances for Learning."

The topic is one that is critical in a time when public school systems need to be supported and strengthened. It is necessary for all of us to examine the effects varying influences have on the learning process so we might decide how to best evaluate and deal with them.

Enclosed you will find a description of each session of the program and details regarding registration. The conference covers topics that should be of interest to your members. Please extend our invitation to them in the event they would like to join us.

Sincerely,

A handwritten signature in cursive script that reads "Don Cameron".

Don Cameron
Executive Director

DC:bls
Enclosure

HUMAN AND CIVIL RIGHTS CONFERENCE
FEBRUARY 22-24, 1985

CONFERENCE TITLE:

- Children, Families and Public Schools: Building Community Alliances for Learning

STATEMENT OF PURPOSE:

The deeply troubling circumstances of many children's lives impede healthy growth and development and obstruct access to educational opportunity. These life and health threatening conditions derive from societal problems and injustices confronting families and communities, and from the injustices of our society. They are conditions that affect the outcomes of public education and greatly complicate the tasks of teaching and learning.

It is the purpose of this conference to explore ways in which public schools and state and local NEA affiliates, in cooperation with families and communities, can work to help children overcome the problems that inhibit learning and threaten to narrow students' choices and chances in life. The schools alone cannot achieve this goal; the intent of the conference is to provide opportunity for open discussion of the responsibilities of all groups--parents, schools, and other community institutions--that must be involved together in opening doors of educational opportunity for all children.

CONFERENCE OBJECTIVES:

1. To define the problems impeding the effort to achieve equity and excellence in education.
2. To identify appropriate school, NEA state and local affiliate, and family and community responses to these problems.
3. To establish a commitment to build alliances that will work toward overcoming barriers to equity and excellence.
4. To develop back-home plans for cooperative effort to work toward these goals.

1985 NEA/HUMAN AND CIVIL RIGHTS CONFERENCE SCHEDULE

FRIDAY, FEBRUARY 22, 1985

9:00 a.m. - 10:30 a.m.	KEYNOTE SPEAKER: BUILDING ALLIANCES FOR EQUITY IN EDUCATION
10:45 a.m. - 12:45 p.m.	SPECIAL INTEREST SESSIONS (6)
1:00 p.m. - 2:45 p.m.	LUNCHEON & SPEAKER: CHILDREN'S LEGISLATIVE ISSUES
3:00 p.m. - 5:00 p.m.	SPECIAL INTEREST SESSIONS
5:15 p.m. - 6:15 p.m.	PLENARY SESSION: SPECIAL NEEDS OF CHILDREN
6:30 p.m. - 8:00 p.m.	RECEPTION

SATURDAY, FEBRUARY 23, 1985

9:00 a.m. - 10:30 a.m.	COMMUNITY & SCHOOL RESPONSE GROUPS
10:45 a.m. - 12:45 p.m.	SPECIAL INTEREST SESSIONS
12:45 p.m. - 2:00 p.m.	LUNCH
2:00 p.m. - 4:00 p.m.	SPECIAL INTEREST SESSIONS
4:00 p.m. - 5:30 p.m.	INSTRUCTION SESSION FOR BACK-HOME PLANNING
5:45 p.m. - 6:45 p.m.	OPEN BUDGET HEARING OPEN LEGISLATIVE HEARING

SUNDAY, FEBRUARY 24, 1985

9:00 a.m. - 11:30 a.m.	ORGANIZED PLANNING SESSION
11:30 a.m. - 12:00 p.m.	GROUPS REPORT OUT BY REGIONS
12:00 p.m. - 2:00 p.m.	CLOSING LUNCHEON & SPEAKER: NEA PRESIDENT MARY HATWOOD FUTRELL

SPECIAL INTEREST SESSIONS

FRIDAY, FEBRUARY 22, 1985

Group One: Hunger and Nutrition in a Land of Plenty

Proper diet and nutrition are essential for learning. Unfortunately, many children are denied access to food and health services, with devastating results on their own achievement and behavior in school. This session will explore some dimensions of the problem and possible areas of cooperation between schools and community agencies.

Group Two: Overcoming Racial, Cultural and Economic Alienation

The widening gap between the rich and the poor, and between minorities and the dominant racial group, has exacerbated the effects of discrimination and inequity in social programs, employment and education. This session will explore the dimensions of social, economic and group isolation and segregation as they affect children and parents in public schools and communities. It will also suggest areas of potential school-community cooperation in building bridges of racial and ethnic communication and understanding.

Group Three: Child Abuse and Neglect

Child abuse takes many forms: violence against children, sexual abuse and exploitation, abduction, physical and emotional abuse and neglect. Child abuse legislation is only partially successful; cooperation between school personnel, families, and community agencies must be strengthened to facilitate solutions to the problem. This session will provide information and statistics to measure the extent and kinds of child abuse, to help teachers identify its symptoms, and will suggest alternatives for more effective reporting and information-sharing, and provision of services for abused children.

Group Four: The Outcasts: Missing Children, Runaways, Teen-Age Suicides, Pregnant Students

Increasing public education has begun to focus on the need for more effective services for children with severe problems--those who often fall outside our social safety net. This session will examine the causes and effects of these problems, and will discuss danger signals that may help teachers be more successful in prevention efforts.

Group Five: Children Left Alone: Latchkey Problems

Increasing numbers of children are left alone for long periods of time, to care for themselves and often for younger children, with seriously damaging consequences for their educational progress, safety, and emotional and psychological well-being. Some are children in single-parent families, some in families where both parents have jobs; and some are just left to fend for themselves as a result of neglect, alcoholism, or health problems of parents. The problem will be explored and various means of school and community intervention will be discussed.

Group Six: Drug and Alcohol Abuse

Immense social and educational problems have developed as a result of increased drug and alcohol abuse by both children and parents. This session will provide data to show the dimensions of the problem and will discuss the current extent of services available to deal with drug abuse--prevention, education, counseling, etc.

SATURDAY, FEBRUARY 23, 1985

Group One: Overcoming the School Obstacle Course: Testing, Screening, Tracking

Access to equal educational opportunity is enhanced or diminished as a result of practices in identifying, classifying, and assigning children. This session will focus on the sorting of students that leads to differential access to school program and higher education; and to the need for more effective counseling and support services for students. Panelists and participants will identify safeguards to protect the rights of children to individual educational programs; as well as to share educational experiences and opportunities.

Group Two: Maintaining Cultural Identity in School Integration

School desegregation by itself does not resolve problems stemming from racial and cultural isolation and discrimination, nor does it guarantee effective responses by schools and community agencies to the educational and social needs of children who are linguistically or culturally different. This session will explore ways in which schools and communities can work together to achieve quality integrated education while strengthening the individual and group integrity of children. Among the needs to be identified will be integration of curriculum--textbooks and other instructional materials.

Group Three: Bringing Families into the Teaching-Learning Process

Family and school cooperation is a necessary ingredient for dealing with the needs and problems of children and for the achievement of equity and excellence in education. A variety of social developments have intensified the alienation of schools and their communities. Techniques for strengthening cooperation between school personnel, parents, and children, as well as schools and community organizations and agencies, will be reviewed in this session.

Group Four: Who Can Help? Reporting Problems and Identifying Resources for Assistance

School personnel and parents have shared responsibilities and problems in securing assistance for troubled children, including the victims of discrimination, neglect, child abuse, and alcohol and drug abuse. Current laws require the reporting of suspected child abuse. What and whose are the responsibilities for reporting these and other problems of children? To whom should such problems be reported? What are the guidelines and safeguards to be observed as schools seek cooperation from community organizations and agencies in the effort to deal with these problems?

Group Five: Improving the Odds: Opening the New Technology to
Minorities and Women

New technological developments offer new educational opportunities. But they are accompanied by new problems relating to inequity in distribution of resources and the widening of the achievement gap between the haves- and have -nots. The availability of high tech facilities to "rich schools" and "poor schools" is an easily identified problem, with an obvious solution. Less clear-cut is the answer to the persisting evidence of race and sex bias in the computer software being developed for classroom use.

Group Six: Early Childhood Education: A Path Out of Poverty

A session on Headstart, reporting results of the study, "Changed Lives," pointing out the difference Headstart has made in the lives and educational achievements of children, and pointing up the losses from Reagan's reign.

GENERAL SESSIONS

1. "Building Alliances for Equity in Education"
Dr. Blandina Cardenas Ramirez
Director of Training at the International and Public Education
Association
Member of the United States Civil Rights Commission
2. "Children's Legislative Issues"
Marian Wright Edelman, President
Children's Defense Fund
3. "Special Needs of Children"
In a videotaped presentation, minority children from Arlington, Virginia, schools will speak on these important issues. Arlington schools were chosen for this attention because of their national reputation for successfully integrating students from a great number of different cultural and language backgrounds. Five representatives from the Arlington schools will be present to add comments and answer questions. The five will include a parent, a teacher, an administrator, and two students.
4. "Community and School Responses"
Rep. George Miller (D-California)
Chair, House Select Committee on Children, Youth, and Families
5. "Moving Into Action: Instruction and Reporting Sessions"
This session will begin the process of translating theory into practice. Participants will begin to take what they've learned at the conference and formulate plans for how to use it to solve problems at the local level.
6. Closing Luncheon
Mary Hatwood Futrell, NEA President

REGISTRATION FORM

NEA Human and Civil Rights Conference
February 22-24, 1985

Name _____
Street _____
City/State/Zip _____

Registration Fee: \$115
Those whose registration forms are postmarked by Feb. 4, 1985, will receive a \$25 discount and should write out their checks *for only \$90*. All telephone registrations and walk-ins will be charged \$115. No exceptions will be made.

Check or money order must accompany preregistration form. Payment is nonrefundable after Feb. 4, 1985. Make checks payable to NEA Human and Civil Rights.

Mail this form to: NEA Human and Civil Rights
1201 16th St., N.W.
Washington, D.C. 20036

NEA Human and Civil Rights Conference
Hotel Registration Form

Single \$70 Double \$85

Name _____
Street _____
City/State/Zip _____
Name of other occupant _____
Arrival date _____ Departure date _____

Reservations for all conference participants must be received no later than Jan. 20, 1985. Rooms will be held until 6 p.m. unless advised of a later arrival time. All reservations require one night's deposit.

Mail this form to: Sheraton Washington Hotel, Reservations
2660 Woodley Rd. at Conn. Ave., N.W.
Washington, D.C. 20008
(202) 328-2000

OBJECTIVES

- 1** To define the problems impeding efforts to achieve equity and excellence in education.
- 2** To identify appropriate school, NEA state and local affiliate, family and community responses to these problems.
- 3** To establish a commitment to build alliances that will work toward overcoming barriers to equity and excellence.
- 4** To develop back-home plans for cooperative work toward these goals.

SCHEDULE

Friday's sessions will address child and family issues, while Saturday's sessions will deal with school response issues. On both days, resource panels will include representatives of parent groups, community agencies, students, representatives of either the NEA or affiliates, and teachers.

Friday

9-10:30 Keynote
Speaker: Building
Alliances for Equity in
Education
10:45-12:45 Special
Interest Sessions
1-2:45 Luncheon and
Speaker: Children's Leg-
islative Issues
3-5 Special Interest
Sessions
5:15-6:15 Plenary Ses-
sion: Special Needs of
Children
6:30-8 Reception

Saturday

9-10:30 Community
and School Response
Groups
10:45-12:45 Special
Interest Sessions
12:45-2 Lunch
2-4 Special Interest
Sessions
4:15-5:30 Instruction
Session for Back-Home
Planning
5:45-6:45 NEA Legis-
lative Open Hearing,
NEA Budget Open
Hearing

Sunday

9-11:30 Planning
Session
11:30-12 Groups
Report Out
12-2 Closing Luncheon
For information, contact:
Program:
Marilyn Johnson
(202) 822-7718
Paul Purnam
(202) 822-7721
Logistics:
Lynette Johnson
(202) 822-7705
Dorothy Byars
(202) 822-7707

TENTATIVE TOPICS

Hunger and Nutrition in a Land of Plenty
Overcoming Racial, Cultural and Economic Alienation
Child Abuse and Neglect
The Outcasts: Missing Children, Runaways, Teenage Suicides,
Pregnant Students
Children Left Alone: Latchkey Problems
Drug and Alcohol Abuse
Overcoming the School Obstacle Course: Testing, Screening,
and Tracking
Maintaining Cultural Identity in School Integration
Bringing Families into the Teaching-Learning Process
Who Can Help? Reporting Problems and Identifying
Resources for Assistance
Improving the Odds: Opening New Technology to Minorities
and Women
Early Childhood Education: A Path Out of Poverty