

Convention 2011

Resolutions Committee Report

Resolutions and constitutional
amendments passed by delegates
to CFT Convention March 18–20
in Manhattan Beach.

CFT Convention 2011

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Amendment 1

Finance: Constitutional per capita increase and Educational Issues Fund

Article II: Finance, Section 1, of the CFT By-Laws is amended to read:

Section 1. Per Capitas

Effective September 1, 2011, the per capitas for active members and non-member fee payers of the CFT will be:

- 1) Regular rate members and regular rate agency fee nonmembers earning \$26,000 or more: \$448.08 (12 monthly payments of \$37.34).
- 2) Temporary employee members or temporary agency fee non-members or short-term employee members or short-term members or short-term agency fee non-members earning \$2,600 or more per month: \$44.81 per month employed, to a yearly maximum of \$448.08.
- 3) Non-bargaining agent members and members-at-large: AFT/CLF per capita tax plus 40 percent of CFT full-time per capita tax.

b. Classes of Membership

- 1) Locals may establish a class of members which shall consist of members who receive less than the lowest range and salary step of full-time teachers paid by their employer or whose salary is less than \$26,000, whichever salary is higher. Such locals may pay per capita tax for those individuals at one half (1/2) the regular rate. Locals with temporary employee members or temporary agency fee non-members or short-term members or short-term agency fee nonmembers may establish a class of members who receive less than one-tenth of the lowest range and salary step of full-time teachers paid by their employer or salary is \$2,600 per month whichever is higher. Such locals may pay per capita tax for those individuals at one-half (1/2) of the rate in a (2), to a yearly maximum of \$224.04.
- 2) Each local shall pay on behalf of members and agency fee non-members who receive less than \$18,000 per year (or \$1,800 per month for temporary or short-term employees) at one-fourth (1/4) the rate in a(2), to a yearly maximum of \$112.02.
- 3) Each local shall pay on behalf of members and non-member fee payers who receive less than \$12,000 per year (or \$1,200 per month for temporary or short-term employees) at one-eighth (1/8) the rate in a (2) to a yearly maximum of \$56.01.
- 4) Non-bargaining agent member and members-at-large dues shall be 40% of CFT per capitas as described in Article II, Section 1a and shall increase by the same amount as the AFT and California Labor Federation per capitas. The Executive Council shall determine dues for those members-at-large who pays agency fee to another organization. Provisions in Article II, Section 1b, 1), 2), and 3) of the By-Laws shall apply to non-bargaining agent Members and members-at-large
- 5) Laid-off employees or employees on unpaid leave: Such locals may pay per capita tax for such members at the rate of \$1 per month.

- 6) Newly organized locals, and units within locals, shall pay \$5 per member per month employed from the representation certification date until their first contract is ratified.
- c. Back per capitās will be paid at the per capita rate in effect when the debt is incurred.
 - d. Fifty cents (\$.50) or proportional share of each unit member's monthly per capita and fifty cents (\$.50) or proportional share paid monthly for any persons in the bargaining unit on whose behalf agency fees are paid on a twelve month basis shall be placed in the CFT Legal Defense Fund. The CFT Legal Defense Fund shall be maintained as a revolving fund under the direction of the CFT Executive Council.
 - e. Four dollars and fifty cents (\$4.50) or proportional share of each member's monthly per capita on a twelve-month basis shall be placed in the CFT COPE fund. The political fund shall be maintained as a revolving fund under the direction of the CFT COPE Executive Council. This fund shall be used for contributions to candidates for state or local office and/or for ballot propositions. Salaries and benefit costs for the employees of the CFT Political Department and other expenses related to political activities may also be paid from the CFT COPE fund.
 - f. Twenty cents (\$.20) or proportional share of each unit member's monthly per capita on a twelve month basis shall be placed in the CFT Raoul Teilhet Scholarship Fund.
 - g. Ten cents (\$.10) or proportional share of each unit member's monthly per capita and ten cents (\$.10) or proportional share paid monthly for any persons in the bargaining unit on whose behalf agency fees are paid shall be placed in the CFT Militancy Fund. The CFT Militancy Fund shall be maintained as a revolving fund under the direction of the CFT Executive Council. The Militancy Fund shall be used to help and defend persons who have been targeted or retaliation by employers as a result of their CFT union activities and other similar purposes as determined by Executive Council.
 - h. Fifteen cents (\$.15) or proportional share of each unit member's monthly per capita and fifteen cents (\$.15) or proportional share paid monthly for any persons in the bargaining unit on whose behalf agency fees are paid shall be placed in the CFT Educational Issues Fund. The Educational Issues Fund shall be maintained as a revolving fund under the direction of the CFT Executive Council. As determined by the Executive Council, the Educational Issues Fund shall be used to develop and publicize CFT positions of educational issues.

Amendment 2

Finance: Student membership

Article II: Finance, Sections 4-8, of the CFT By-Laws are amended to read:

Section 4. Student Members

Where a local affiliated with the AFT and the CFT exists in or near a public or private high school, college, university, or other post-secondary educational institution in California, that local may accept prospective educators as AFT and CFT student members. No CFT per capita tax shall be collected for student members. Annual dues of \$5 per year shall be paid directly to the national AFT office by the local for each student member. Student members shall only have visitor privileges at CFT conventions. A prospective educator may also be accepted as a CFT member-at-large.

Section 5. Per Capita Delinquency

- a. Unless a different due date has been approved by the Executive Council, a local's monthly per capita tax is due on or before the 15th day following that month except as specified in Sections 3.a. and 3.b. above. When a local is two months in arrears, its president and treasurer shall be notified by the CFT Secretary-Treasurer. For example, January per capita not received by April 15th will be considered two months in arrears.
- b. When a local is three months in arrears, it shall be considered in bad standing and lose voting privileges. A local in bad standing shall be ineligible to participate in the CFT Legal Defense grant and COPE programs. The members of a local in bad standing will lose eligibility for participation in the CFT scholarship program. When a local is three months in arrears, its Executive Council shall be notified by the CFT Secretary-Treasurer by certified mail. For example, January per capita not received by May 15th will be considered three months in arrears.
- c. A local that is more than three months in arrears shall pay interest on all monies owed in excess of three months' per capita. The rate of interest shall be at the rate then paid or payable for borrowed funds by the CFT, unless the Executive Council by a two-thirds vote shall decide to waive the interest provision where there is substantial justification.
- d. When a local is four months in arrears, it shall be suspended and may be reinstated by a vote of the Executive Council upon payment of back per capita and interest. A local that the Executive Council refuses to reinstate shall have the right to appeal to the next State Council or Convention. When a local is four months in arrears, its members shall be notified by the CFT Secretary Treasurer. For example, January per capita not received by June 15th will be considered four months in arrears.

Section 6. Special Assessments

Special Assessments may be levied by two-thirds vote at the state Convention or by the Executive Council. All provisions of Article II, Section 4 shall apply to special assessments.

- a. Effective July 1, 2010, and ending June 30, 2013, one dollar (\$1.00) or proportional share of each unit member's monthly per capita on a twelve-month basis shall be separately assessed and directly placed into the CFT general fund.

- b. Effective September 1, 2010, two dollars (\$2.00) or proportional share of each unit member's monthly per capita on a twelve-month basis shall be separately assessed and directly placed into the CFT COPE fund. Proceeds from this assessment shall be designated as the "Fund for California's Future" and shall be maintained as a revolving fund under the direction of the CFT COPE Executive Council. This assessment will continue until rescinded by a two-thirds vote at the Convention or by the Executive Council.

Section 7. Staff Funding Program

- a. The purpose of the CFT Staff Funding Program is to reimburse those locals that have paid for professional staff in order to minimize the use of CFT field representatives for negotiations, grievances, or other locally specific services. All other general CFT services such as training, publications, member database management, research, communications assistance, legal defense grants, governmental relations, etc. are available to all CFT locals.
- b. Upon application to the CFT, on or before September 1 preceding the CFT budget year for which the staff funding program is to commence, any local or council of locals that directly employs and compensates or pays out of local funds for reassigned time for one or more professional staff persons shall receive, after payment of monthly per capitass, a payment for staff funding assistance from the CFT equal to the following formula:
 - 1) Unit size 1000 or fewer: Locals and councils of locals with a total unit or units of 1000 or fewer shall receive a staff funding program from the CFT equal to seventy percent (70%) of the first \$18.34 of the per capitass paid to the CFT by the local or council of locals on a monthly basis.
 - 2) Unit size above 1000: Locals and councils of locals with a total unit or units of above 1000 shall receive a staff funding program from the CFT equal to sixty percent (60%) of the first \$18.34 of the per capitass paid to the CFT by the local or council of locals on a monthly basis.
 - 3) All locals and councils of locals that have non-certificated employees in their unit or are a unit of classified employees and that qualify for the CFT Staff Funding Program, shall receive staff funding from the CFT equal to seventy percent (70%) of the first \$18.34 of the per capitass paid for non-certificated employees of the unit.
- c. Effective upon adoption of this provision, the base on the Staff Funding Program shall be automatically adjusted on September 1 of each year by the percentage increase in per capitass as set forth in Section 2 of this article unless the base is adjusted by a different amount by a vote of the convention. Convention action to limit the base of the staff funding program cannot be taken in successive years.
- e. Locals and councils of locals that employ part-time professional staff persons shall receive corresponding percentages of the staff funding formula specified in Article II, Section 6b 1), 2), and 3) of the By-Laws on a monthly basis. The staff funding formula per capita base specified in this section shall not include the CFT Legal Defense Fund or the COPE contributions (Article II, Section 1, d and e, By-Laws).

- f. Locals and councils of locals staff working on employer paid release time shall not be covered by the provisions of Article II, Section 6b, 1), 2), and 3) of the By-Laws.
- g. Conditions of Employment of Formula-funded Staff
 - 1) Professional staff who are directly employed or for whom reassigned time is purchased by the local would generally be expected to perform some of the following services provided by a CFT Field Representative with some assistance from the field representative as needed including but not limited to:
 - a) Designing and running internal membership drives and agency fee campaigns.
 - b) Designing basic flyers and writing basic campaign literature.
 - c) Designing and conducting contract surveys.
 - d) Writing contract language.
 - e) Negotiating collective bargaining contracts using traditional and non-traditional formats and models.
 - f) Analyzing budgets (with some assistance from the CFT Research Department).
 - g) Filing grievances and unfair labor practice charges, representing members at hearings, with assistance from legal counsel, as necessary.
 - h) Assisting in get-out-the vote and related political activities.
 - i) Assisting locals in compliance with national and state affiliate constitutional obligations.
 - j) Troubleshooting, brainstorming and assisting the local in day-to-day activities
 - k) Advising the local on grievances, arbitrations, negotiations, budgets and concerted activities.
 - l) Conducting training sessions for the local members.
 - 2) The salary rate of any professional staff person provided for in this section shall not be less than the minimum compensation of the full-time employees he/she represents. The salary rate of any professional staff person representing only part-time employees shall not be less than the minimum compensation of the employees he/she represents. The professional staff person shall receive step increases comparable to and on the same timeline as those employees the staff person represents. Locals shall also provide salary column and step advancement to professional staff persons for job-related experience and training.
 - 3) The contributions of the local toward employee benefits and other conditions of employment for directly employed professional staff persons shall be at least comparable to those of the full-time employees he/she represents. The contributions of the local toward employee benefits and other conditions of employment for any directly employed professional staff person representing only part-time employees shall be at least comparable to the employees he/she represents. When any professional staff person is hired on a less than full-time basis, he/she will receive the pro-rata salary and benefits of the corresponding full-time position.
 - 4) The conditions of employment of the professional staff person shall be put to writing in the form of a mutually agreeable contract. The CFT and CFT locals shall seek to provide formula-funded professional staff a group benefits program that includes medical, dental, vision, long-term disability, and retirement benefits.
- h. The Executive Council may recognize a council of locals consisting of locals from a contiguous geographical area, organized for the convenience of participating in the staff funding program. The establishment of these councils shall not affect the autonomy of each local, and each local

may send its own delegates to convention and state councils. Locals that receive staff funding assistance should participate in CFT meetings and events to the extent they are financially able. These events include the CFT Convention, the CFT Leadership Conference and State Council and jurisdiction-appropriate Division Council meetings.

- i. As a condition of funding,
 - 1) a local shall implement the pass-through of AFT and CFT per capita increases or have a dues system based on a percentage of salary and notify the CFT of such implementation or system as part of the annual application process,
 - 2) formula funded staff shall participate in training programs and work up to five (5) days, at the request of the CFT, to assist the CFT, other locals or organizing committees.
- i. The Executive Council shall establish rules and regulations for the implementation of this section.

Section 8. Travel Reimbursement for State Council

- a) The CFT shall fund the expenses of one delegate per local at the CFT State Council meetings as provided for in the annual budget. The purpose of establishing this fund is to encourage the participation of more locals in the State Council, especially the participation of smaller locals.
- b) The CFT Executive Council shall establish rules and regulations for implementing this section.
- c) Upon application, eligible locals who are in good standing and eligible to vote at the State Council will receive reimbursement of appropriate expenses according to the following guidelines:

a. Size of Local	Percent Reimbursement
b. 1000 or more	50 percent
c. 600–999	70 percent
d. 300–599	80 percent
e. 100–299	90 percent
f. Below 100	100 percent

- d) Upon request, bargaining agent locals without agency fee shall be reimbursed at the next higher level of reimbursement.

Amendment 3

Finance: Per capita reduction

Article II: Finance, Section 1, of the CFT By-Laws is amended to read:

Section 1. Per Capitas

- a. Effective September 1, 2011, the per capitas for active members and non-member fee payers of the CFT will be:
 - 1) Regular rate members and regular rate agency fee nonmembers earning \$26,000 or more: \$446.31 (12 monthly payments of \$37.19).
 - 2) Temporary employee members or temporary agency fee non-members or short-term employee members or short-term agency fee non-members earning \$2,600 or more per month: \$44.63 per month employed, to a yearly maximum of \$446.31.
 - 1) Non-bargaining agent members and members-at-large: AFT/CLF per capita tax plus 40 percent of CFT full-time per capita tax.
 - 2) Any Special Assessments described in Article II, Section 5 are added to the per capita rates described in Section 1.
- b. Classes of Membership
 - 1) Locals may establish a class of members which shall consist of members who receive less than the lowest range and salary step of full-time teachers paid by their employer or whose salary is less than \$26,000, whichever salary is higher. Such locals may pay per capita tax for those individuals at one half (1/2) the regular rate. Locals with temporary employee members or temporary agency fee non-members or short-term members or short-term agency fee nonmembers may establish a class of members who receive less than one-tenth of the lowest range and salary step of full-time teachers paid by their employer or salary is \$2,600 per month whichever is higher. Such locals may pay per capita tax for those individuals at one-half (1/2) of the rate in a (2), to a yearly maximum of \$223.16.
 - 2) Each local shall pay on behalf of members and agency fee non-members who receive less than \$14,000 per year (or \$1,400 per month for temporary or short-term employees) at one-fourth (1/4) the rate in a (2), to a yearly maximum of \$111.58. Effective September 1, 2011, this income threshold shall be increased on a yearly basis by a percentage equal to the public sector Employment Cost Index published by the U.S. Department of Labor.
 - 3) Each local shall pay on behalf of members and non-member fee payers who receive less than \$8,500 per year (or \$850 per month for temporary or short-term employees) at one-eighth (1/8) the rate in a (2) to a yearly maximum of \$55.79. Effective September 1, 2011, this income threshold shall be increased on a yearly basis by a percentage equal to the public sector Employment Cost Index published by the U.S. Department of Labor.

Resolution 1

Study health consequences of methyl iodide use

Whereas, scientists throughout the United States have expressed concerns about the potential and actual health risks associated with exposure to methyl iodide, at high and low doses, and have expressed these concerns in letters and expert testimonials to the U.S. Environmental Protection Agency (EPA), the state of California, the California Department of Pesticide Regulation, etc.; and

Whereas, many schools in our state, are adjacent to fields where pesticides are in use; and

Whereas, our students are often forced to walk in proximity to treated fields to reach public transportation and to walk home; and

Whereas, despite efforts by the EPA to enact drift mitigation measures, based on our experiences as educators and residents, we feel that buffer zones and other strategies are ineffective at preventing exposure to these life threatening substances; and

Whereas, children are significantly more vulnerable to pesticide poisoning than adults; past and present studies indicate that pre-and post-natal low-dose exposure to pesticides may be a contributing factor in the development of learning and developmental disabilities in children; and

Whereas, a significant number of our students' parents work and live near the fields, exposing themselves and secondarily their children to hazardous chemicals, sacrificing their own health in order to make a living and support the well-being of their families; and

Whereas, the potential and actual environmental impacts of using methyl iodide in agricultural production include permanent impacts to the water table, reduced air quality, and the endangerment of wildlife; and

Whereas, the overall potential negative impacts of living and going to school near ranches, farms and fields on which methyl iodide is used for pest management — even with the legally required protections, application procedures, and buffer zones in place — pose unconscionable risks to the health and well-being of our children, their families, educators and school employees; and

Whereas, CalSTRS has an investment in private equity group Permira which holds an investment in Arysta LifeScience which manufactures methyl iodide for agricultural use; and

Whereas, this directly affects teachers, school children and their communities with a dangerous chemical, and also put retirements funds that are tied to Permira/Arysta at risk of future litigation resulting from use of this pesticide;

Therefore, be it resolved, that the California Federation of Teachers request that further independent research be required by the state of California on the health and environmental impacts of methyl iodide, as it pertains to its use in commercial agriculture; and

Be it further resolved, that the CFT request that the state of California withdraw approval of methyl iodide for use in agricultural production until this research is completed, published, peer reviewed, and made publicly available in English and Spanish; and

Be it further resolved, that the CFT call on CalSTRS to immediately divest from Permira until the private equity group sheds its investment in Arysta LifeScience or directs that firm to stop manufacturing methyl iodide for agricultural use; and

Be it finally resolved, this action is not only critical because it directly protects teachers, school employees, schoolchildren and their communities from a hazardous chemical, but also protects

teachers' retirements funds tied to Permira/Arysta from risk of future litigation resulting from the use of this dangerous pesticide.

Resolution 2

Compensate elected CFT leaders

Whereas, it is important to encourage members to play active leadership roles in statewide CFT offices; and

Whereas, some union members do not receive local support in terms of release time, load reduction, or stipends for their service to the CFT statewide union organization; and

Whereas, these members spend a similar amount of time preparing for and attending statewide union activities related to their elected positions as those who are paid for their service; and

Whereas, lack of financial support and the time commitment may discourage interested union members from running for CFT elected positions;

Therefore, be it resolved, that the California Federation of Teachers compensate those persons serving in CFT positions elected statewide who are not receiving release time, load reduction, or a reasonable stipend by their local.

Therefore be it finally resolved, that the level of reasonable compensation be referred to the CFT Executive Council.

Resolution 3

Change date of January committee meetings

Whereas, CFT Committees are being asked to prepare workshop ideas and panels for the CFT Convention earlier in the new year; and

Whereas, CFT Committees wishing to submit resolutions to the CFT Convention need time to work as a group to prepare those resolutions before the deadline for submission; and

Whereas, the schedule of preparation for the CFT Convention, for creating lobbying strategies for new bills and discussing new CFT initiatives would be better served by meeting earlier in the month of January;

Therefore, be it resolved, that the meetings of the committees of the California Federation of Teachers shall be moved to the Saturday two weeks prior to the due date for CFT Convention resolutions.

Resolution 4

Make kindergarten compulsory in California

Whereas, the academic standards in kindergarten continue to increase in rigor due to state and federal guidelines; and

Whereas, California requires school districts to offer kindergarten programs but does not make kindergarten compulsory; and

Whereas, a child's attendance in kindergarten impacts his or her academic performance for years to come; and

Whereas, delaying a child's school enrollment often leads to the same social and behavioral problems most common in children who have failed a grade, and

Whereas, national research shows that students who miss a month or more of kindergarten are more likely to perform poorly in first grade and beyond, a greater emphasis could be placed on the importance of regular attendance if kindergarten were made compulsory; and

Whereas, kindergarten attendance is compulsory in 15 states; and

Whereas, kindergarten students may not be retained without parental permission which often is not granted, thus allowing students to enter first grade unprepared academically and often causing retention in first grade; and

Whereas, California has changed the entrance age of kindergarten to five years old by November in 2012, October in 2013, and September in 2014;

Therefore, be it resolved, that the California Federation of Teachers support compulsory attendance of kindergarten and support a media campaign using its media and communications resources, and

Be it further resolved, that the CFT sponsor legislation to make kindergarten attendance compulsory in the state of California.

Resolution 5

Restore dedicated funding of adult education

Whereas, adult education teaches employability skills through its English-as-a-Second Language (ESL) and Basic Skills classes, thus providing a path for students to get jobs, or to get better jobs thereby contributing to our state budget rather than taking resources from it; and

Whereas, adult education teaches life skills like going to the doctor, getting a license, utilizing community services and resources to enable students to better function in their communities; and

Whereas, adult education teaches parenting skills such as family communication and problem solving strategies, how to get involved in your children's school and support student learning; and

Whereas, adult education provides a second chance to get a high school diploma or high school equivalent, the GED; and

Whereas, adult education provides Career Technical Educational (CTE) in areas such as office skills and medical assisting; and

Whereas, adult education provides career and personal counseling to support student learning through CALWORKS and other sources; and

Whereas, adult education provides citizenship classes to immigrants to become naturalized citizens; and

Whereas, due to flexibility in categorical programs, adult programs administered through K-12 districts have been severely cut and in some cases dismantled completely. (Estimates by ACSA, the Association of California School Administrators, report that adult education has been cut by two-thirds since 2008).

Therefore be it resolved, that the California Federation of Teachers support AB 189, requiring districts to maintain a sustainable adult education program.

Resolution 6

Fully implement Visual and Performing Arts Content Standards

Whereas, many students in California public schools are being denied the opportunity to take visual and performing art classes due to mandates from the No Child Left Behind Act (NCLB) that we constrained their opportunities to learn in school; and

Whereas, NCLB designates the arts as a “core academic subject” but implementation of NCLB has led to the erosion of arts education in the schools; and

Whereas, a well-rounded education includes dance, music, theatre and the visual arts; and

Whereas, access to the arts contributes to students’ intellectual, social, and civic development; and

Whereas, visual and performing arts education, including instruction in the subjects of dance, music, theatre and visual arts, is mandated in the California State Education Code (Sections 51210 and 51220) for pupils in grades 1–12; and

Whereas, California State Board of Education has adopted content standards for the visual and performing arts for pre-kindergarten through 12th grade in the disciplines of dance, music, theatre and visual arts, but the state Education Code does not mandate schools to follow these content standards, which leaves implementation of arts education to the discretion of each school district; and

Whereas, a disproportionate number of these students who are being denied visual and performing arts classes are English Language Learners, minority, and/or from economically disadvantaged families resulting in an inequity in public school offerings and a denial of a well-rounded education; and

Whereas, due to the efforts of parents who value arts programs, privately funded high quality arts programs have been maintained in wealthier school districts. But a child’s access to arts education should not be predicated by where they happen to live; and

Whereas, parents, policymakers, and arts educators need more information at the state level. Collecting and publicly reporting the status and condition of arts education and other core academic subjects at the state level is critical to ensuring equitable access to a comprehensive education for all students.

Therefore, be it resolved that the California Federation of Teachers support, lobby for, and encourage its locals to work with their districts for the full implementation of the Visual and Performing Arts Content Standards in all California public schools.

Be it finally resolved that the CFT seek legislation to require the state of California to collect, and report annually, comprehensive information about the status and condition of all core academic subjects. Such information should include student enrollment, student demographics, pupil/teacher ratios, amount of instructional time, budget allocation, teacher subject certification, full-time equivalent teacher load, and other such measures.

Resolution 7

Support effective programs for Long-Term English Language Learners

Whereas, despite the emphasis in California on school improvement and knowledge of “best practices” for the instruction of English Language Learners (ELLs), there are many ELLs initially identified in the primary grades who do not possess the adequate English language skills necessary for academic success in the secondary grades, creating a distinct population of students who are “Long-Term English Language Learners;” and

Whereas, ELL policy, program design and curriculum development primarily focused on the primary grades has neglected the fact that one third of California’s English learners are in grades 6-12; and

Whereas, Long-Term ELLs are more often retained in their schooling career due to not possessing the adequate academic English language skills necessary for academic success further impacting their motivation to stay in school and graduate from high school; and

Whereas, Long-Term ELLs are a distinct group of students with needs very different from newcomer students in grades 6-12. These needs include: addressing gaps in English language, academic language development, primary language development, rigor and relevance of academic content, maximum student integration while maintaining program integrity; and

Whereas, Dr. Lori Olsen, a researcher on the needs of ELLs, has identified some characteristics of an effective secondary school for Long-Term ELLs including: a specialized English language development course for Long-Term ELLs emphasizing writing, academic vocabulary and engagement, clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE (Specially Designed Academic Instruction in English) strategies, explicit language and literacy development across the curriculum, heritage and native speaker classes, systems in place for monitoring progress and triggering support, a master schedule that is flexible to change as students progress, a schoolwide focus on study skills;

Therefore, be it resolved, that the California Federation of Teachers support the work Californians Together and California Association for Bilingual Education do on behalf of Long-Term ELLs; and

Be it further resolved, that CFT will bring the needs of Long-Term ELLs to the attention of the EC/K-12 Council so as to bring union-wide attention to the unique needs of Long-Term ELLs, a target population within the larger classification of ELLs

Be it finally resolved, that CFT will direct its communications and legislative departments to publicize and support legislation to improve programs that specifically target the needs of Long-Term ELLs.

Resolution 8

Establish a Teacher Evaluation Task Force

Whereas, teacher evaluation has been evolving over time; and

Whereas, there is concerted effort at the state and national levels to include student achievement data in teacher evaluation; and

Whereas, the data most readily available for measuring learning outcomes is usually standardized test scores; and

Whereas, standardized test scores are not an adequate marker of teacher effectiveness; and

Whereas, the currently adopted California Standards Tests (CSTs) were not designed to measure teacher effectiveness; and

Whereas, student learning is best assessed by multiple measures, including collaboratively developed local assessments; and

Whereas, teachers need data that shows how students are learning, and the best professional growth often revolves around collaborative reflection on instruction and the student work that results from it; and

Whereas, assessment for accountability looks very different from assessment for the improvement of instruction; and

Whereas, the primary purpose of teacher evaluation must be to improve teaching and learning; and

Whereas, the secondary purpose of teacher evaluation is accountability to the public; and

Whereas, accountability to the public is more appropriately evaluated at the school site where teacher effects are approximately 30 percent of the school site impact on student achievement; and

Whereas, research has shown that the largest factors in school achievement are external to the school; and

Whereas, the third purpose of teacher evaluation is to make an initial assessment of competence; and

Whereas, a teacher identified as not meeting standards and needing intervention should be referred to Peer Assistance and Review (PAR); and

Whereas, PAR is no longer adequately funded; and

Whereas, most site administrators have not been well prepared to evaluate teachers;

Therefore, be it resolved, that the California Federation of Teachers take a proactive role and establish a task force of education professionals to research, develop, and recommend a series of alternative student achievement measures and other measures of teacher effectiveness that may be used as part of a comprehensive teacher evaluation system.

Resolution 9

Establish a Charter School Task Force

Whereas, the CFT Charter School Position Paper (2004) is outdated;

Therefore, be it resolved that the California Federation of Teachers establish a Charter School Task Force to develop an updated CFT policy on charter schools.

Resolution 10

Adopt CFT proposals for reauthorization of the Elementary and Secondary Education Act

Whereas, there are indications that Congress will so embark on an attempt to modify and reauthorize the current Elementary and Secondary Education Act (ESEA), commonly known as the No Child Left Behind Act (NCLB); and

Whereas, there is widespread agreement that NCLB has had the opposite effect from what was intended, that is, millions of children continue to be left behind academically; and

Whereas, notable damage has been done by NCLB's emphasis on standardized test scores in reading and mathematics that have resulted in a narrowed curriculum that has neglected the fine and performing arts as well and civics, social studies, and science; and

Whereas, schools have unfairly been stigmatized by be labeled "program improvement," as a euphemism for being low performing and the list of schools so labeled has been growing because of the totally unrealistic nature of the Adequate Yearly Progress (AYP) provisions of ESEA; and

Whereas, it appears to be the intent of the Obama Administration, as detailed in its "A Blueprint for Reform" document to scapegoat teachers with draconian proposals for test score-based evaluation models; and

Whereas, the four "school turnaround" models imbedded in the "Blueprint" must be eliminated as they are not research-based and have been demonstrated to reduce, not improve, student achievement; and

Whereas, the reauthorized ESEA should contain research-driven proposals that support students, teachers, and schools; and

Whereas, the new ESEA should recognize the full social and economic context in which children live and the consequent implications for school achievement; and

Whereas, the new ESEA should put student assessment in its appropriate role as a support for sound instruction and not a dominant one that diminishes and demeans curriculum, instruction, and the learning experience;

Therefore, be it resolved, that the *CFT Proposals for Reauthorization of the ESEA* be adopted by the CFT Convention; and

Be it further resolved, that these proposals be forwarded to all members of the California delegation of the U.S. House of Representatives and both U.S. senators, and presented as the official position of the CFT and the thousands of classroom practitioners it represents on ESEA reauthorization.

CFT Proposals for Reauthorization of the ESEA

This document represents a set of policy proposals endorsed by the California Federation of Teachers for Elementary and Secondary Education Act reauthorization, as well as some suggestions for how the policy proposals might be framed and seen within the context of real education reform. Discussions of ESEA seem to fall into three general areas. Here are the areas and some proposals:

Accountability and Evaluations

- Growth models would look at student growth within schools and school districts over time (not as fixed targets as per NCLB). Testing and assessment would be aligned to a strong curriculum.
- Teacher evaluations should be aligned with the needs of individual districts. The best way to ensure this is to build collective bargaining, local control, and teacher buy-in into the system. Evaluations *could* include flexible use of multiple measures. The exact use of multiple measures and how, or if, to weight student achievement in the evaluation remains an unknown. The nation's highest scientific body, the National Research Council, states that "value added" methodologies are currently unreliable and should not be used for high-stakes decisions. Should "value added" be certified eventually by a recognized scientific authority as valid and reliable, its use in evaluation must be subject to collective bargaining.
- Teacher evaluation programs should have a Peer Assistance and Review (PAR) component. In PAR, a teacher identified by evaluation to be in need of assistance is provided with help from mentors at their grade level or discipline. In addition a joint-committee of management and union members has an opportunity to objectively review evaluations based on input from mentors. This adds a level of professional review to teacher evaluation systems and allows unions to take responsibility to oversee competence in their own ranks.

Funding

- Funding should be based on formulas rather than by competitive grants that, by definition, create "winners and losers." In federal policy initiatives no child should be a "loser" when it comes to opportunities to learn in a high-quality educational environment. Funding should target Title I and struggling schools to provide support for children and teachers and not sanction and penalize schools, which makes it more difficult to provide quality instruction to students.
- Federal policy should fund school programs that have adopted systemic, research-based, and proven instructional strategies (see Diane Ravitch's *The Death and Life of the Great American School System* for the ways in which the failed NCLB policy was based on ideology and not research-based strategies).
- Federal funding policy initiatives should incentivize a collaborative model in which communities, school district management, and the teachers' unions work together to facilitate addressing the specific needs of schools and children. Teachers' unions can be viewed as brokers of expertise and who, as the real-time classroom practitioners, know the needs of students and can identify systemically proven, research-based, *best practice* strategies that are *best fits* for their respective communities.
- Federal funding and policy initiative can support the scaling-up and dissemination of the highly successful Harlem Children's Zone (HCZ) model of "wrap-around" services (that is education, health, social, nutrition, adult education, job placement, etc) delivered at school sites in highly disadvantaged neighborhoods. It is vital, for the success of this initiative, that there is a clear

recognition that the HCZ model requires a substantial amount of funding beyond regular school allocations. This funding for HCZ, is currently provided in large part by private sector and foundation donations. This supplemental funding will need to come from the federal government. Just trying to “cut and paste” the HCZ model to other communities without the funding will doom the efforts, and the children, to more frustration.

- In concert with the HCZ model and for all schools and districts with high concentrations of Title I students, is the need for fully funded comprehensive, quality early care, pre-kindergarten programs, high-quality after-school and summer programs. Someone once said in regard to closing the *achievement gap* that kindergarten is “too late.” Many children from highly disadvantaged neighborhoods come to school with significant learning readiness deficits, and achievement gaps widen when school is not in session.

Program Improvement

In “A Blueprint for Reform,” the Obama Administration asserts: “Instead of labeling failures, we will reward success.” Based on that assertion, the process of labeling schools as Program Improvement based on AYP must end. So, too, the four “School Turnaround” models identified as part of the School Improvement Grant program must end. These models, merely amplifications of the failed and ideologically driven NCLB, **are not based on research**. Each, in fact, have been demonstrated in research to result, more often than not, in lower student achievement.

The “Blueprint” calls for *Great Teachers and Leaders in Every School*. The question then is, “What conditions and supports must be available in every school for that to occur?” Federal policies, funding, and incentives should support what is research based and identified by the University of Chicago as the **Five Essential Supports**, which include the following:

- 1) **School Leadership**: Administrators should be focused on instruction and not test scores. Administrators must be trained to be inclusive and collaborative with staff. Administrators must be skilled in organizing parents and community to be supportive of children, learning, and the schools.
- 2) **Parent-community ties**: The Obama “Blueprint” is almost silent on parent involvement. Schools should be welcoming to parents, and strong ties to community institutions must be generated. It needs to be recognized that schools can be very much alike in student demographics, but may have very different levels of community ties and support.
- 3) **Professional capacity**: Strong leadership develops staff around a common vision; leaders must be collaborative and not tyrants. Teachers must have high-quality professional development and time to work together during the work day.
- 4) **Student-centered learning climate**: Schools must have a safe, orderly, and welcoming learning environment. Effective school leadership includes working collaboratively to organize curriculum, accurately assess appropriate levels of academic demand, and provide high levels of support and resources for teachers and classrooms.

School organization drives improvement and individual initiatives are unlikely to work in isolation. Too many reform initiatives in current vogue, including Race to the Top, are “silver bullet-type” quick fixes. On the surface they look new, but do little to create permanent change and improvement. Effective reform and accountability policy must accommodate the interaction of all four elements of the *Essential Supports*.

It is no coincidence that the *Framework for Providing All Students an Opportunity to Learn for ESEA* by the Urban league and the NAACP, cite six principles to strengthen ESEA as civil rights issues and parallel the Essential Supports:

- 1) Equitable opportunities for all;
- 2) Utilization of systematically proven and effective education methods;
- 3) Public and community engagement in education reforms;
- 4) Safe and educationally sound learning environments;
- 5) Diverse learning environments; and
- 6) Comprehensive and substantive accountability systems to maintain equitable opportunities and high outcomes.

There are a variety of specific policy prescriptions that should be included in reauthorization of ESEA, but they should be considered in the context of current national, social, economic, and educational realities and framed conceptually by the “*Essential Supports*” and Urban League/NAACP’s six major principles.

Resolution 11

Join the National Campaign for Play

Whereas, KaBoom! is the national non-profit dedicated to saving play and bringing play back into the lives of children by empowering communities to build playgrounds; and

Whereas KaBoom! passionately believes that play has purpose and that unstructured play in particular helps make children happier, fitter, smarter, more socially adept and creative; and

Whereas, according to the U.S. Department of Education, there is an inverse relationship between recess time and the percentage of children eligible for free or reduced lunch, suggesting that children in low-income communities have fewer opportunities for safe play; and

Whereas, reports from Stanford University and the Institute of Medicine state that, for children the solutions to childhood obesity should focus not only on physical activity but specifically, unstructured or free play; and

Whereas, KaBoom! believes that many urgent problems — especially those plaguing low-income communities today — can be addressed by bringing individuals together to overcome the play deficit in their own communities; and

Whereas, over the past 15 years, KaBoom! has raised \$165 million in community investment and helped build over 5,000 play spaces, saving play for over 3.5 million children;

Therefore, be it resolved, that the California Federation of Teachers seek to make play a priority in communities across the nation; and

Be it further resolved, that the CFT educate and provide its members information on the KaBoom! program, do-it yourself playgrounds, and join the National Campaign for Play.

Resolution 12

Support high-level Dual Immersion and Biliteracy Programs

Whereas, biliteracy — English literacy plus literacy in another language — provides students with an added advantage over monoliterate students when applying for colleges and career opportunities; and

Whereas, research supports that both language majority (English proficient) and language minority (English Language Learners) children enrolled in Dual Immersion and Biliteracy Programs attain high levels of biliteracy and perform equally well on proficiency tests in English, as their monolingual peers, plus the target language; and

Whereas, in a time when great emphasis is being placed on how to best address the needs of California's growing population of English Language Learners, high-level Dual Immersion Programs and Biliteracy Programs are being cut in school districts despite research and data to support their success; and

Whereas, parents of both language majority and language minority students in effective Dual Immersion and Biliteracy Programs have chosen these programs for their children's academic achievement in English and a target language;

Therefore, be it resolved, that the California Federation of Teachers support high-level Dual Immersion and Biliteracy Programs as a research-based highly effective method of meeting the academic needs of both language majority and language minority students; and

Be it further resolved, the CFT will focus attention on these programs in the EC/K-12 Council so that we can work to maintain effective Dual Immersion and Biliteracy Programs in districts where they are being threatened; and

Be it finally resolved, the CFT will direct its communications and legislative departments to publicize and support legislation to maintain Dual Immersion and Biliteracy Programs as an effective way of promoting biliteracy, a skill which will provide California's students with an advantage in college and the global workforce.

Resolution 13

Treat all community college instructors equitably

Whereas, the present system of dividing part-time (also known as adjunct or associate faculty) from full-time faculty has created a two-tier system; and

Whereas, part-time faculty are typically under-represented in shared governance bodies; and

Whereas, part-time faculty are typically paid one-half or less of what is earned by their full-time counterparts for the same work; and

Whereas, part-time faculty typically do not receive health benefits, leave time, or paid office hours (as do their full-time counterparts);

Therefore, be it resolved, that the present system be replaced by a single system in which all California community college instructors are considered members of the faculty and are placed on a single salary schedule, with salary, health and other benefits and the same non-teaching responsibilities as full-time, paid on a pro rata basis, proportional to hours taught.

Resolution 14

Support programs for Older Adults

Whereas, the state Community College Chancellor's Office has sent memos and letters of recommendation, which strongly promote emphasis on, and support for, "courses in transfer, basic skills, or career technical," causing some local administrations to implement major reductions in, and total eliminations of, programs outside of Career Development and College Prep (CDCP) like Older Adult Programs (OAPs), Parent Education, even in the areas of "health and well-being," which are "in the best interest of the state" and its citizens, and are, by legislation, within the 10 areas eligible for state apportionment, (California Education Code §84757(a)); and

Whereas, clinical research indicates that participation in formal education results in prolonged independence, sharper minds, increased self esteem and improved health and quality of life for older adults; and

Whereas, state and national organizations and healthcare providers (such as the Department of Aging, National Institute of Health, National Institute of Mental Health, Area Agency on Aging, Aging and Independence Services, AARP, Kaiser Permanente, Medicare, Scripps, and Secure Horizons) recommend that older adults take a proactive approach to their health and well-being by participating in activities that challenge minds, engage bodies, and teach and demonstrate/model skills necessary for optimal health and positive aging; and

Whereas, California community college Older Adult classes are designed to teach about the risks and symptoms of age-related and chronic conditions (such as Alzheimer's Disease, dementia, Age-Related Cognitive Decline, arthritis, cancer, diabetes, heart disease, osteoporosis, depression, sleep disorders and obesity) specific to older adults and the skills to prevent, delay, and/or manage them; and

Whereas, continuing education classes for Older Adults are designed, and instructors trained, to enhance the quality of life for seniors by providing instruction in the areas of health, wellness, enrichment, and job training to assist seniors in being engaged, productive, and *independent*, which is likely to be less costly to society;

Therefore, be it resolved that the California Federation of Teachers actively support the preservation, and oppose the reduction/elimination, of state-funded California community college courses and programs for Older Adults through their professional advocacy, legislative recommendations, political influence and fiscal resources, whenever reasonably possible and/or appropriate.

Resolution 15

Oppose the Early Start Program

Whereas, the California State University system, by Chancellor Reed's Executive Order 1048, has recently proposed that all first year students who have been admitted to CSU who do not test proficient in math or English be required to participate in a new mandatory summer program called the Early Start Program (ESP); and

Whereas, if students do not participate in the program, which they will have to pay for, and possibly at a higher cost than regular fees, they will not be allowed to enroll in fall; and

Whereas, the majority of the students in CSU will be subject to this program and it will disproportionately target economically disadvantaged students, including African American, Latino, Native American and Asian students due to their likelihood of having attended schools in poor communities with fewer resources and overcrowded classrooms; and

Whereas, we are concerned that the ESP program will be an obstacle to our most disadvantaged students, who are CSU-eligible, to attending California State University;

Therefore, be it resolved, that the California Federation of Teachers request a legislative oversight hearing regarding the CSU mandatory Early Start Program and/or support a call by our brothers and sisters in other education unions and student organizations for such a hearing; and

Be it further resolved, that we seek legislation to prevent replacing the long-existing CSU remediation/development programs, which have succeeded in getting about 85 percent of such students to college level within one year, with the mandatory Early Start Program which will be so costly to disadvantaged students.

Resolution 16

Support classified and faculty unity

Whereas, CFT Resolution 16 (Promote Classified and Faculty Unity) was passed at the CFT Convention 2009 and forwarded to the AFT Convention in 2010; and

Whereas, classified and faculty union brothers and sisters interact with each other in the work environment, in the classroom, on shared governance committees, on hiring committees, on accreditation teams, and in specific instructional and administrative programs with a common interest for student success; and

Whereas, in the last two years multiple efforts have been made to promote classified and faculty unity through workshops at CCE Conferences, the AFT's PSRP Conference, CFT Convention and was discussed in committee at the AFT Convention; and

Whereas, classified and faculty unity is imperative given the many threats now faced by workers in the public sector (reduced funding to education, assaults on public pensions, anti-worker and anti-union reforms, rising and shifting costs of healthcare, etc);

Therefore, be it resolved, that the California Federation of Teachers continues to support a staff development program leading to a training module for Classified and Faculty Unity to be made available for all locals; and

Be it further resolved, that CFT establish a standing committee dedicated to Classified and Faculty Unity; and

Be it finally resolved, that the CFT forward this resolution to the AFT Convention in 2012.

Resolution 17

Commemorate the centennial of the Triangle Shirtwaist Factory Fire

Whereas, March 25, 2011, marks the centennial of the Triangle Shirtwaist Factory Fire, which took the lives of 146 workers, mostly young immigrant women and which galvanized a national social justice movement to protect workers' health and safety, and helped build the modern labor movement to defend the rights of all workers; and

Whereas, working conditions for garment workers and many other industries both in the United States and around the world are still below standard, and in early December 2010, a garment factory fire in Bangladesh killed 25 workers, again mostly women; and

Whereas, around the country the commemoration of the 100th anniversary is being recognized by labor groups, artists, faith groups, and community and women's organizations, and in Los Angeles several labor activists, community leaders and artists have formed an organizing committee to promote commemorative events and build energy and capacity for an annual Labor Festival; and

Whereas, the CFT should be a part of the effort to commemorate this event and to educate Californians about this important piece of labor history;

Therefore, be it resolved, that the California Federation of Teachers support the commemoration in Los Angeles and other localities of the 100th anniversary of the Triangle Factory Fire in order to remember our past and to inform our future; and

Be it further resolved, that the CFT make a cash donations to Los Angeles Laborfest and San Francisco Laborfest to bring this project to fruition; and

Be it finally resolved, that the CFT, through all of its communication avenues, will promote involvement of its members and affiliates, encouraging them to participate in any way possible (for example, developing curriculum and resources, and sponsoring schoolwide programs and projects) to support the commemoration.

Resolution 18

Endorse the New Priorities Campaign

Whereas, our nation is deep in an economic crisis that can only be addressed by adopting New Priorities to create a sustainable economy for the 21st century, we need our resources allocated to:

- Aid state and local government to restore and maintain public services, education, and social programs, reemploying teachers, police, firefighters, and other workers who provide vital public services;
- Create jobs in both the private and public sectors by rebuilding our outdated and failing physical infrastructure and our deteriorating cities and developing and investing in new technologies for a sustainable energy future;
- Finance renewable energy programs and environmental cleanup to put our country on an ecologically sustainable path in the 21st century, creating stable jobs paying good incomes that will stay in the United States;
- Take emergency measures to address the dramatic increase in poverty and inequality in our country — providing for decent food, shelter, education, and healthcare for all, repairing the social safety net, and protecting Social Security and Medicare; and

Whereas, instead our resources are being wasted prosecuting endless wars; and

Whereas, the wars in Iraq and Afghanistan are a consequence of a foreign policy that has used force of arms as a substitute for diplomatic engagement and has so far cost us more than \$1 trillion of borrowed money — a debt to be borne by future generations; and

Whereas, these wars have generated increased threats to our national security as well as death and injury to thousands in our military and uncounted Iraqi and Afghan civilians, who have also suffered physical and environmental destruction of their societies; and

Whereas, our total military budget, at more than \$700 billion per year, accounts for 43 percent of global military spending. More than two decades after the end of the Cold War, many billions of dollars are being allocated to maintain and modernize our enduring arsenal of nuclear weapons and to add to the staggering number of U.S. military bases on foreign soil. We do not need this to provide for the legitimate defense needs of the people of the United States; and

Whereas, our nation needs foreign and defense policies that serve the *authentic* needs of maintaining our security in a world where the use of force should be the last resort, not the first response. Our foreign policy should serve the interests of global peace, not the interests of military-industrial complex; and

Whereas, the New Priorities Campaign is calling upon the California congressional delegation to commit to the rapid and safe withdrawal of all our troops and contractors from Iraq and Afghanistan and the dismantling of all U.S. military bases in these countries and to support efforts to rebuild Iraq and Afghanistan with aid channeled through established international organizations; and

Whereas, our nation's security can best be strengthened by reliance on diplomacy and negotiation, on economic development and education, rather than on more troops, weapons and war;

Therefore, be it resolved, that California Federation of Teachers endorse the New Priorities Campaign and its objectives to end the wars in Afghanistan and Iraq, and not send ground troops into Libya, significantly reduce the military budget, and implement immediate and significant increases in domestic spending for jobs, infrastructure, new technologies, education, healthcare, environmental

protection, an effective social safety net, defense of Social Security and Medicare from threatened cuts, and all other efforts that enhance the common good in our society; and

Be it further resolved, that the CFT endorse the campaign's objectives to:

- Gather the signatures of many thousands of Californians who agree with these priorities;
- Obtain the endorsement of these priorities by many California community, religious, and labor organizations;
- Use these signatures and endorsements to persuade city councils in California to support these priorities;
- Seek commitment of the Californian congressional delegation to advance these priorities; and

Be it further resolved, that the CFT support the campaign by encouraging its members to sign and gather signatures of individuals and organizations and elected bodies; and

Be it finally resolved, that the CFT submit this resolution to the next AFT Convention and recommend endorsement of the New Priorities Campaign to the AFT.

Resolution 19

Reaffirm support for death row journalist Mumia Abu-Jamal

Whereas, Mumia Abu-Jamal's 1982 trial in Philadelphia was characterized by illegal suppression of evidence, police coercion, illegal exclusion of black jurors, and unfair and unconstitutional rulings by the judge; and

Whereas, the trial judge, Albert Sabo, has been quoted in a sworn statement to have vowed at the time of the trial to help the prosecution 'fry the n-----;' and

Whereas, subsequent appellate rulings have bent the law out of shape to sustain the guilty verdict of that trial; and

Whereas, the appellate courts have also refused to consider strong evidence of Mumia Abu-Jamal's innocence that has emerged continuously in the years subsequent to the trial; and

Whereas, the U.S. Supreme Court, in denying relief to Mumia Abu-Jamal, ignored key precedents such as its own ruling in *Batson v Kentucky*, which was supposed to prevent exclusion of jurors on the basis of race; and

Whereas, Mumia Abu-Jamal still is incarcerated on Death Row while awaiting a decision from the U.S. Third Circuit Court of Appeals that could remove a stay on his execution; and

Whereas, Mumia Abu-Jamal has for decades as a journalist fought courageously against racism and police brutality and for the human rights of all people and has taken strong stands in support of working people involved in labor struggles and in support of well-funded, quality, public education; and

Whereas, the continued unjust incarceration of Mumia Abu-Jamal represents a threat to the civil rights of all people; and

Whereas, the CFT has at a previous Convention voiced its support for justice for Mumia Abu-Jamal;

Therefore, be it resolved, that the California Federation of Teachers reaffirm its support and demand that the courts consider the evidence of innocence of Mumia Abu-Jamal; and

Be it further resolved, that the CFT introduce and advocate on behalf of a resolution at the 2012 AFT Convention reaffirming the AFT's support for justice for Mumia Abu-Jamal should he not have been cleared of charges and released by that time.

Resolution 20

Oppose the No Taxpayer Funding for Abortion Act

Whereas, a far reaching anti-choice bill, introduced by Rep. Chris Smith (R-New Jersey) and supported by 173 members of the House of Representatives, includes a provision that could redefine rape and set women's rights back by decades; and

Whereas, currently federal dollars cannot be used for abortion except in cases of rape, incest, or when the woman's life is in danger; and

Whereas, the "No Taxpayer Funding for Abortion Act" — a bill that House Speaker John Boehner (R-Ohio) has dubbed a top priority in the new Congress — would limit the rape exemption to "forcible rape;" and

Whereas, this bill would rule out federal assistance for abortions in many rape cases, including instances of statutory rape, rapes of women with limited mental capacity, and many date rapes; and

Whereas, as far too many women know, bruises and broken bones do not define rape — a lack of consent does. The Smith bill is scary, with 173 supporters it already has a frightening chance of passage;

Therefore, be it resolved, that the California Federation of Teachers oppose the "No Taxpayer Funding for Abortion Act," and communicate this message to state and federal legislators, the AFT; and

Be it further resolved, that the CFT urges its members to sign MoveOn's petition to Congress, send emails, make phone calls, and visit their legislators demanding they oppose this sexist, anti-choice Smith bill.

Resolution 21

Support the Los Angeles Black Workers Center

Whereas, in 2009 the Los Angeles Black Workers Center (BWC) a project of the UCLA Labor Center was established to address the need for quality jobs in the black community; and

Whereas, the BWC is supported by community groups and labor leaders who call for equal access on publicly funded construction projects with local hiring agreements; and

Whereas, the BWC is a unique community-based mediating institution that advocates for the rights of low-wage workers and provides a range of opportunities for individual and collective empowerment; and

Whereas, the mission of the BWC is to change public policies and incorporate practices in Los Angeles in order to advance economic justice for African American workers, their families and communities; and

Whereas, the BWC's core strategies are education and training, coalition building and advocacy, and research and communication; and

Whereas, the construction project hiring agreement requires at least 30 percent of the work hours to be performed by residents from the local area; and

Whereas, the keystone project of the education and training strategy is BLING (Black Leaders in Green) Construction Institute, popular education trainings that prepare black youth to enter pre-apprenticeship programs for green construction jobs; and

Whereas, the long-term goals are to dismantle the barriers of employment discrimination, create access to quality jobs, and transform low-paying, low-skilled jobs into fulfilling and sustaining careers and vocations through unionization and leadership development; and

Whereas, the BWC is funded by grants from the Open Society Institute and the Liberty Hill Foundation, as well as donations from partner organizations; and

Whereas, unions and other organizations have been invited to be founding members of the BWC with support and financial contributions; and

Whereas the CFT and its affiliates are committed to education and training that will lead to quality union jobs and economic development of local communities;

Therefore, be it resolved, that the California Federation of Teachers endorse and become a partner and to contribute financially to the Black Workers Center; and

Be it further resolved, that the CFT publicize the Black Workers Center in newsletters and other publications to develop awareness and participation.

Resolution 22

Continue the Ethnic Minority Participation Leadership Committee

Whereas, the Ethnic Minority Participation Leadership Committee (EMPLC) was developed by passage of Resolution 37 at the CFT Convention in 2010; and

Whereas, the EMPLC has worked diligently to review ethnic minority participation at various levels within the CFT and plans to review the AFT national leadership and its ethnic diversity; and

Whereas, in an effort to capture the current demographics of local leadership, the EMPLC has created a survey which was completed by each CFT local's executive board; and

Whereas, the survey findings reported at the 2011 CFT Convention show a need for increased ethnic minority participation within the CFT leadership;

Therefore, be it resolved, that the California Federation of Teachers continues to study the issue of ethnic minority participation at all levels of the organization; and

Be it further resolved, that the Ethnic Minority Participation Leadership Committee develop strategies to fulfill the goals and objectives of Resolution 37; and

Be it finally resolved, that the CFT establish the Ethnic Minority Participation Leadership Committee as a standing committee of the CFT to carry out the directive to have an ethnically diverse leadership within its organization.

Resolution 23

Condemn police attacks on free speech and assembly following Oscar Grant rally

Whereas, on Friday, November 5, 2010, former BART cop Johannes Mehserle was given a jail sentence of two years for the ‘involuntary manslaughter’ of Oscar Grant. Subtracting time served and ‘good behavior,’ Mehserle may be back on the streets in as little as seven months; and

Whereas, the organizers of a November 5 rally and gathering in Frank Ogawa Plaza to honor Oscar Grant and respond to the sentencing of Johannes Mehserle, were refused a permit for an organized march after the rally to an indoor gathering at DeFremery Park; and

Whereas, after the rally many hundreds of community members spontaneously started marching toward Fruitvale BART, the site of Oscar Grant’s murder, and after the cops sealed off an entire city block, police did not allow people to disperse, called it a ‘crime scene,’ and arrested 152 people, including San Francisco Labor Council delegate Dave Welsh, resulting in more arrests than at any other Oscar Grant-related protest; and

Whereas, most arrestees have been cited on misdemeanor charges, held for 24 hours and have mass arraignments in the first week of December at Wiley Manuel Courthouse, 661 Washington Street in Oakland;

Therefore, be it resolved, that the California Federation of Teachers condemn this assault on freedom of speech and assembly and demands that all these misdemeanor assembly charges be dropped.

Resolution 24

Support the people's struggle for justice in Tunisia

Whereas, in 1990, the U.S. Congress authorized a State Department request for an increase of funds to Tunisia to support the new policies. Since then, U.S. military aid alone has totaled nearly \$350 million; and

Whereas, the U.S. International Monetary Fund, and European Union has supported the corrupt policies of the President Ben Ali regime which include repressive economic and political actions such as deliberate destruction of labor and environmental protections, the lowering or elimination of tariffs that protect homegrown products and the privatization of public services, and restrictions on the press, that have caused high unemployment and underemployment in Tunisia over the last 15 to 20 years; and

Whereas, WikiLeaks released a four-part series of U.S. diplomatic cables that shows the United States knew about the extent of corruption and discontent in Tunisia and chose to support Ben Ali regardless; and

Whereas, Mohamed Bouazizi, 24 years old, had a college degree, but, was unable to find work, and was barely a living for himself and his family by selling fruits and vegetables from a street stand; and

Whereas, the police routinely harassed him and closed the stand, claiming he had no license. In protest, he set himself on fire outside of city hall on December 17, 2010, and finally died on January 5, 2011; and

Whereas, the desperate action by Mohamed Bouazizi has sparked widespread protests that include the Tunisian General Union of Labor which is the largest labor union in Tunisia, alongside students, teachers, lawyers, journalists, human rights activists, trade unionists, and opposition politicians, representing a broad coalition of civil society organizations concerned with fundamental human rights and rule of law concerns; and

Whereas, the Ben Ali government has responded with violence that included mass arrests and the killing of at least 100 protesters; and

Whereas, the popular movement of the people of Tunisia has been the decisive factor in forcing out the U.S.-supported Tunisian dictator Ben Ali who has fled Tunisia January 14 to Saudi Arabia, and the fall of the Ben Ali 23-year dictatorship was a victory for the Tunisian people; and

Whereas, Prime Minister Mohammed Ghannouchi announced himself as president of government, but that succession violated the Tunisian Constitution, which provides for a succession by the head of Parliament; and

Whereas, Ghannouchi promised widespread reforms, press freedom, the lifting of a ban on human rights groups operating in Tunisia, and the release of political prisoners, however, when the new government was announced, it included numerous Ben Ali loyalists in key posts — including the defense, interior and foreign ministers — and appointed only a few opposition members into lesser positions; and

Whereas, Anouar Ben Gueddour, the junior minister for transportation. Houssine Dimassi, minister of training and employment, and Abdeljelil Bedoui, a minister dealing with prime ministerial affairs, who are members of the National General Union of Labor, resigned from the newly formed cabinet in protest due to the many remaining Ben Ali loyalists; and

Whereas, Prime minister Ghannouchi was also a close ally of ousted President Ben Ali, that the government was largely a reappointment of the previous Ben Ali regime, and that he directly violated the constitution by naming himself as President, the protests and conflicts with the police continued forcing the resignation of Prime Minister Mohammed Ghannouchi as president and from Ben Ali's former ruling party, the Constitutional Democratic Rally (CDR) in a bid to placate protesters; and **Whereas**, new Interim President Fouad Mebazaa went on television and promised to live up to the people's revolt, which he called a "revolution," by freeing some but not all the country's political prisoners and also moved to track down assets stashed overseas by its deposed president and his widely disliked family; and

Whereas, protests continue around the Capitol because the current government retains many of the same politicians from the corrupt Ben Ali Regime, and conflicts with police have renewed and are increasing; and

Whereas, the General Union of Tunisian Workers (generally known by its French acronym, UGTT) has called an indefinite strike, has refused to recognize the current government, and has demanded the ouster of all former ruling party officials from the governance structure. Nabil Haouachi, a representative of the teachers' union within the UGTT, told the AFP news agency, "We support the demands of the people. The UGTT will never abandon the people in their struggle to demolish the old regime;"and

Whereas, the protests against dictatorship and corruption have spread to Egypt;

Therefore, be it resolved, that the California Federation of Teachers write a letter to President Barrack Obama and the Secretary of State urging them to support the people's movement in Tunisia, Egypt, Yemen, and Bahrain, and to demand that the current governments of Tunisia and Egypt free all remaining political prisoners, stop the brutal and corrupt actions of the police, remove all former ruling party officials, institute immediately plans for a general election, and insist on the protection of all nonviolent protestors, particularly students, teachers, and union members, as they continue their struggle for justice.

Resolution 25

Eyes on the Prize — Vision and Action: The CFT, fair taxation and the common good

Whereas, California is a rich state, in wealth measured by GDP and in the diversity and talents of those who live here; and

Whereas, the recessionary cycles of the 1970s and the passage of Proposition 13 in 1978, both helped to weaken public and private sector unions, erode the ability of government to pay for adequate levels of services and infrastructure, defame and degrade public services and government, and thus also undermine public education at all levels; and

Whereas, user fees and, predominantly, regressive tax options (sales taxes, parcel taxes, etc) have often and increasingly become the means of sustaining and operating much of local “public”/government services, including public education; and

Whereas, Big Business, right-wing forces and elements of rich, and the conservative to reactionary policies of state and federal governments — have assisted in a massive transfer of wealth upwards, denying job opportunities at union standards via the outmigration of manufacturing and services; the deregulation of banking and financial institutions, aggravating the crisis in habitat; and the continued defunding of public services, including this current recession precipitated by finance capital; and

Whereas, Bill Fletcher, Jr. in his prescient remarks to the CFT Convention on March 19, 2005, suggested very strongly that the CFT and all of labor rethink its whole approach to politics and political alliances, challenging us to re-evaluate our de facto and active support for such regressive taxes merely to keep schools and public institutions open and functioning; and

Whereas, especially in recent years, the CFT has courageously “pushed the envelope”, including:

- creating a “Fight for California’s Future” taskforce
- initiating the March for California’s Future, bringing together other unionists based on a vision of government and services for all, based on fair taxation and majority rule, and
- producing education material on progressive taxation used inside and outside the CFT for training and discussion; and

Whereas, there is a crying need to build on the existing coalitions and education, some initiated by the March, and including the work of the Southern California Coalition for Public Education, the San Francisco Labor Council Progressive Taxation Conference, the California Alliance, the California Tax Reform Association, and the efforts of countless others;

Therefore, be it resolved, that the CFT, through the voices and actions of those delegated, re-commit themselves to developing and exercising leadership and building capacity to build coalitions and fight for fair progressive taxation, at state and local levels, beyond immediate electoral needs or demands; and

Be it further resolved, that the CFT assist in strengthening the ongoing work of existing coalitions and networks committed to fair taxation; and

Be it further resolved, that the CFT seek to involve even *broader* forces in the vision for California’s future, built on a vision including but not limited to full access to public education and public amenities, from clean water for all, public parks and public transportation, to public education through the university level; and

Be it further resolved, that the CFT — in pursuit of this vision — seek to actively consult and bring into coalition other forces and organizations, including — but not limited to — the California Teachers Association, and other pro-public interest organizations beyond the boundaries of organized labor, including but not limited to the Alliance of Californians for Community Empowerment (ACCE, formerly ACORN), the PICO (Pacific Institute for Community Organization) network, the Courage Campaign, the State PTA, the Sierra Club, the League of Conservation Voters, the Consumer Federation of California, the Western Center on Law and Poverty, Health Access, and others; and

Be it further resolved that the CFT, working with its allies, in pursuit of building capacity in the fights for tax justice and adequate funding, explore the creation of local/regional coalitions concerned with tax justice, as well as consider placing tax justice initiatives on the ballot — among various possible forms of action and alliance-building; and

Be it finally resolved, that the president of CFT convene a task force of local leaders, grassroots member activists, and CFT staff, to assist and advise in the conduct of work to fulfill the vision of a California Dream adequate for all... to all who chose to live here: fair taxation, good government, and public services and provisions for all.

Resolution 26

President Obama must walk in support of labor's collective bargaining rights

Whereas, in a campaign promise presidential candidate Barack Obama stated, “And understand this: If American workers are being denied their right to organize and collectively bargain when I’m in the White House, I will put on a comfortable pair of shoes myself, I’ll will walk on that picket line with you as president of the United States of America. Because workers deserve to know that somebody is standing in their corner.”

Whereas, what may become one of the most significant and critical moments in labor history has begun in Wisconsin with the protests against Governor Scott Walker’s attack on the collective bargaining rights of public employee labor unions,

Whereas, hundreds of thousands of people in Wisconsin and across the county have walked in support of the workers of Wisconsin,

Whereas, President Barack Obama has not taken one step with labor to support union's collective bargaining rights,

Therefore be it resolved, that the California Federation of Teachers send President Barack Obama a pair of union-made walking shoes and a letter requesting that he walk with labor during the protests in Wisconsin, Ohio, and Michigan, and any other state seeking to erode collective bargaining.

Resolution 27

Organize April 4th *No Business as Usual* Day of Action

Whereas, the historic civil rights gains that have been won in California — gains that have provided educational opportunities to millions over the last 50 years and have made California’s higher education system a model for the world — are now endangered; and

Whereas, the California Legislature approved \$14 billion in cuts to public higher education, welfare, health, jobs, and other social programs this week; and

Whereas, the proposed level of budget cuts on all levels of higher education — UCs, CSUs and community colleges — threaten the very future of access to public higher education in California and would leave hundreds of thousands of students — especially black, Latino, other minority and working class students — with nowhere to go after high school; and

Whereas, at least 20,000 pink slips were issued to teachers across California last week; and

Whereas, public education is enormously popular, and we can defeat the attacks on public education by joining in action with our millions of allies — the students we teach and their families — to strengthen and build the new civil rights movement for public education and equality; and

Whereas, the AFT and AFL-CIO have declared April 4 as the beginning of a week of action for the national “We are one” campaign. We should use this as an opportunity to defend educators and the future of public education in California; and

Whereas, in addition, the right-wing assault against Wisconsin workers aims to destroy the fundamental right of labor to organize and to force major concessions upon public employees; and

Whereas, our union brothers and sisters in Wisconsin continue their heroic resistance to these attacks, and there are many other states where similar legislation is pending (Idaho, Indiana, Ohio, etc.)

Therefore be it resolved, that the California Federation of Teachers endorse and participate in the April 4 Day of Action in solidarity with union brothers and sisters across the country.

Therefore be it further resolved, that the CFT fight the cuts that we are facing here in California and calls for April 4 to be declared the *No Business as Usual* Day of Action to save public education and public services at all levels and stop the budget cuts.

Therefore be it finally resolved, that CFT will publicize and organize statewide to make this a day of mass action by educators, students, families, and all supporters of public education and public services.

Resolution 28

Support quality transitional kindergarten

Whereas, the CFT believes that kindergarten teachers see firsthand the struggles of California children who come to kindergarten unprepared; and

Whereas, 84 percent of elementary school teachers believe that children who participate in preschool have an advantage over other children; and

Whereas, recent research has shown that high-quality preschool both increases the likelihood that children will gain higher levels of cognitive and social skills and become successful kindergarteners; and

Whereas, the Kindergarten Readiness Act, SB 1381, was passed last year and establishes a transitional kindergarten program to ensure that all children, regardless of family income, will have access to a public school transitional kindergarten by providing a program for one year for children who turn five between September 2 and December 2; and

Whereas, the transitional kindergarten program will be phased in beginning in 2012; and

Whereas, districts across the state have already begun implementing a similar reform; and

Whereas, the CFT believes that quality preschool education has a positive impact on kindergarten; and

Whereas, the CFT supports high quality resources for students and the professional development of teachers so that the transitional kindergarten program will be implemented successfully;

Therefore be it resolved, that the CFT supports SB 1381 by working to appoint CFT practitioners to advisory councils and other decision making bodies that are responsible for the state implementation of the transitional kindergarten program; and

Be it finally resolved, that the CFT continue to support effective professional development to support kindergarten teachers who are teaching in transitional kindergarten program.

Resolution 29

Develop ULI West-like training program

Whereas, union members and leaders need training in effective organizing, negotiating, problem solving, and other strategies in order to represent members; and

Whereas, AFT has provided effective one-week classes open to CFT members for many years that have shown to improve the effectiveness of locals in representing members, and

Whereas, AFT has stopped funding and offering the Union Leadership Institute West (ULI West) program; and

Whereas new and veteran CFT members and leaders continue to need comprehensive training to effectively represent members;

Therefore, be it resolved, that CFT prioritize the development of a plan that utilizes the resources of the AFT and CFT to provide training similar to that offered at ULI West for CFT members; and

Be it finally resolved, that such training begin no later than summer 2012.

Resolution 30

Support workplace anti-bullying legislation for higher education

Whereas, bullying is the use of targeted, malicious, severe, persistent, or pervasive written, verbal, non-verbal, or physical acts by an individual co-worker or supervisor with the goal of intimidating, threatening, humiliating, extorting, or sabotaging a targeted employees; and

Whereas, bullying manifests itself as aggressive, communication, excessively harsh criticism, social ostracism, innuendo, rumors, vicious gossip, false accusations, public discrediting, defamation, insults, personal attacks, taunting, hostile glares, yelling, shouting, screaming, terrorizing, threatening behavior or acts, exclusionary behavior (“silent treatment”), withholding or delaying resources and information necessary to perform ones’ job, manipulation of social and/or work relationships, interference with due process, and unreasonably heavy work demands designed to drive the target out of a job; and

Whereas, a 2007 survey conducted by the non-profit Workplace Bullying Institute and Zogby International pollsters found that:

- 37 percent of workers have experienced forms of workplace bullying during their working lives;
- 62 percent of employers who received complaints about workplace bullying either ignored the problem or made it worse;
- 64 percent of bullying targets eventually are pushed out of their jobs; and
- 73 percent of workplace bullies are supervisors; and

Whereas, bullying can lead to psychological or physical health problems in targets, including: headaches, sleep disorders, loss of appetite, anxiety disorders, hypertension, increased risk of heart disease, digestive problems, clinical depression, post-traumatic stress disorder-related symptoms; and

Whereas, unchallenged bullying poisons the workplace, lowers morale, increases absenteeism, and undermines personal and organizational productivity; and

Whereas, most instances of severe workplace bullying, especially those unrelated to protected class status (i.e. sex, race, disability, etc.) fall between the cracks of existing employment law; and

Whereas, since 2003, 20 states have introduced the *Healthy Workplace Bill* sponsored by the Health Workplace Campaign (www.healthyworkplacebill.org), in which there are 13 bills currently active in 10 states (Illinois, Maryland, Massachusetts, New York, Nevada, New Jersey, Utah, Vermont, Washington, and West Virginia); and

Whereas, Washington state and Massachusetts have enacted laws dealing with student and workplace bullying; and

Whereas, current California anti-bullying laws are restricted to students in K-12 settings, cyber-bullying, and hazing.

Therefore, be it resolved, that the California Federation of Teachers directs its legislative department to support legislation to address bullying in the workplace in higher education.