

# Convention 2014

## Resolutions Committee Report

Resolutions and constitutional  
amendments passed by delegates  
to CFT Convention March 21-23  
in Manhattan Beach.

# CFT Convention 2014

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# Amendment 1

## State Council: Council Presidents

*Article V: State Council, Section 3, of the CFT Constitution is amended to read:*

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### **Section 3. Membership**

The State Council shall comprise the President, the Secretary Treasurer, the Vice Presidents, the Council Presidents, and the designated delegate or alternate of each member local and/or council of locals.

*Submitted by the Executive Council*

## Amendment 2

### Finance: Constitutional Per Capita Change

*Article II: Finance, Sections 1 and 7, of the CFT Bylaws are amended to read:*

#### **Section 1. Per Capitas**

b. Effective September 1, ~~2013~~ 2014, 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 non-members earning \$26,000 or more: ~~\$449.76~~ \$457.68 (12 monthly payments of ~~\$37.48~~ \$38.14).
- 2) Non-bargaining agent members and members-at-large: AFT/ CLF per capita tax plus 40% of CFT full-time per capita tax.
- 3) Any Special Assessments described in Article II, Section 6 are added to the per capita rates described in Section 1.

c. 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.
- 2) Each local shall pay on behalf of members and agency fee non-members who receive less than \$14,000 per year at one-fourth (1/4) the rate in a(2). 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 at one-eighth (1/8) the rate in a(2). 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.
- 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 pay 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.

#### **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 capita, 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 ~~\$18.40~~ \$18.72 of the full-time equivalency (FTE) of per capita 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 above 1000 shall receive a staff funding program from the CFT equal to sixty percent (60%) of ~~\$18.40~~ \$18.72 of the FTE of per capita 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 ~~\$18.40~~ \$18.72 of the FTE of per capita paid for non-certificated employees of the unit.

*Submitted by the Executive Council*

## Amendment 3

### Conventions: Late Resolutions

*Article I: Conventions, Section 15, of the CFT Bylaws is amended to read:*

#### **Section 15. Convention Resolutions**

- a. Resolutions for the Convention may be introduced by locals, by the State Council, by the Executive Council, by CFT standing committees, by councils, or by convention committees. No resolution may be introduced later than six weeks prior to the opening of the Convention except by two-thirds vote of the Convention. Any resolution submitted by a local shall bear the signature of two elected officers of the local, certifying that the resolution was approved for submission to the Convention by the Executive Board of the membership of the local.
- b. Any resolution passed by the convention requesting a donation of money by CFT to other organization or causes shall only serve as a recommendation to the Executive Council. The Executive Council will review the available funds and determine the exact amount to be donated.

#### c. Late Resolutions

1. All resolutions not received in the office of the Secretary Treasurer six weeks prior to the opening of the convention, shall be considered late resolutions.
2. Late resolutions must first be presented to the Chairperson of the Convention or designee and carry the signatures of at least 15 delegates, including the signatures of the ranking delegates from two or more locals.
3. To be heard, late resolutions must be approved by a 2/3 vote of the convention delegates one general session prior to consideration. For consideration, late resolutions will be printed by CFT and available to all convention delegates.
4. To be considered, late resolutions must address issues that because of timeliness could not have been dealt with through the resolutions process. Determination to be made by the Chairperson of the Convention or designee.
5. Late resolutions not reviewed by a subcommittee shall be considered only after all subcommittee resolutions have been considered.

#### d. Forwarding Resolutions

All resolutions not acted on by the Convention shall be forwarded to the Executive Council for disposition.

*Submitted by the Executive Council*

## Amendment 4

### State Council: Establish Council of Retired Members

*Article V: State Council, Section 2, of the CFT Constitution is amended to read:*

#### **Section 2. Duties and Responsibilities**

- g. The State Council shall establish the following Councils: Community College Council (CCC), Council of Classified Employees (CCE), University Council (UC), and Early Childhood Kindergarten through 12th Grade Council (EC/K-12), and Council of Retired Members (CRM).

*Submitted by the ABC Federation of Teachers, AFT Local 2317*

## Resolution 1

### Mandate funding for a fixed student/counselor ratio

**Whereas**, the significant role counseling faculty play in the success of students has been reinforced in numerous research-based documents such as *Basic Skills as a Foundation for Student Success in California Community Colleges* (Center for Student Success, 2007); *Facilitating Community College Transfer: A Master Plan Mandate* (Intersegmental Committee of Academic Senates, Spring 2009); *Community College Transfer Task Force: Findings and Recommendations Aimed at Strengthening the Community College Transfer Process* (Intersegmental Task Force, September 2009); *California Community College Transfer: Recommended Guidelines* (California Community College Chancellor's Office and California Community College Transfer Center Directors Association, 2006); and *Crafting a Student-Centered Transfer Process in California: Lessons From Other States* (Institute of Higher Education Leadership and Policy, August 2009); and

**Whereas**, the acknowledged importance counseling faculty play in the success of students contrasts directly with the precipitous decline in the number of counseling faculty systemwide which can, in large part, be attributed to recent budget cuts, including the decimation of categorical funding; and

**Whereas**, the 50 percent law claims that the counseling function does not directly support instruction, and, as a result, colleges are motivated to limit expenditures on counseling activities, including not hiring new full-time counseling faculty; and

**Whereas**, when colleges receive growth revenues to provide funding for an increase in enrollment, they do not simultaneously receive equal funding to support the services used by students concomitant with said enrollment increase; and

**Whereas**, the Community College Chancellor's Office Consultation Council Task Force on Counseling (2003), which was supported by the the Academic Senate of California Community Colleges, determined that an adequate counselor to student ratio would be 1:370;

**Therefore be it resolved**, that the California Federation of Teachers seek permanent funding through the budgetary process to fund a sufficient number of full-time counseling faculty to ensure a counselor to student ratio of 1:370 at each community college.

*Submitted by the AFT Guild, San Diego and Grossmont-Cuyamaca Community Colleges, AFT Local 1931*

## Resolution 2

### Support adequate staffing of classified school support staff

**Whereas**, the newly implemented Local Control Funding Formula (LCFF) and the mandated Local Control Accountability Plans (LCAP) has improved the student-to-teacher ratio in K-12 districts that make classrooms more manageable for certificated staff; and

**Whereas**, compliance with the LCFF and LCAP requires a reduction in student-to-teacher ratios (i.e. Class Size Reduction) currently in place in most districts, that will create the need to hire more teachers that in turn will create the use of more classrooms spread across campuses in many districts; and

**Whereas**, an expansion of facilities to meet student growth will result in increased workloads for custodial, maintenance, and information technology classified school support staff; and

**Whereas**, most districts have no rhyme or reason to staffing classified school support staff to meet student needs within their classified positions; and

**Whereas**, the impact of adequate and necessary staffing levels to support student success is often overlooked related to the impact on student success, conditions of facilities, and improved overall campus climate; and

**Whereas**, in an effort to meet student needs and provide additional support to teachers, the increasing demands of services provided by all classified school support staff (i.e. clerical, library technicians, security, instructional assistants and food service workers) has increased the workload and responsibilities for all classified school support staff; and

**Whereas**, the result of Class Size Reduction may lead to more classrooms being utilized and/or an expansion of facilities that will result with increased workloads for custodial, maintenance, and information technology classified school support staff;

**Therefore, be it resolved**, that the California Federation of Teachers (CFT) conduct research on identifying staffing inadequacies to improve or restore more efficient staffing in EC/K-12 and community college districts including all classified school support staff within the membership represented by the CFT and affiliated locals; and

**Be it finally resolved**, that the CFT support legislation for statewide implementation of adequate staffing of classified school support staff.

*Submitted by the Council of Classified Employees and Lawndale Federation of Classified Employees, AFT Local 4529*

## Resolution 3

### Reinvesting in childcare and preschool

**Whereas**, the benefits of quality preschool have been researched and documented; and

**Whereas**, benefits of quality preschool education are recognized by kindergarten teachers and transitional kindergarten teachers; and

**Whereas**, there are significant racial disparities in preschool and there are long waiting lists; and

**Whereas**, the governor has cut 40 percent out of the budget this year for childcare and preschool slots, which has impacted young children all over the state of California;

**Therefore, be it resolved**, that the California Federation of Teachers (CFT) work with other stakeholders and community allies to build support around finding adequate funding to increase the childcare and preschool budget; and

**Be it finally resolved**, that CFT lobby policymakers and legislators in Sacramento around the urgency to reinvest in childcare and preschool.

*Submitted by the Early Childhood/K-12 Council*

## Resolution 4

### Adequate staffing in EC/K-14 schools

**Whereas**, the Local Control Funding Formula may result in school districts and community college districts leaving most budget decisions to local school sites; and

**Whereas**, those budget decisions may include which non-teaching positions a school has on its campus; and

**Whereas**, districts decide not to spend resources to fund vital positions such as nurses, librarians, counselors, health and human services and classified positions; and

**Whereas**, the workloads of classified employees and paraprofessionals frequently increase based on student enrollment, retirements or lack of funds; and

**Whereas**, classified employees and paraprofessionals in California schools and community college districts are frequently thought of as secondary partners in our educational institutions, but school and community college districts could not function without them; and

**Whereas**, districts are using volunteers instead of educated classified employees and paraprofessionals who have a vested interest in the success of our students; and

**Whereas**, much research and common sense shows that schools need adequate staffing beyond teachers in order to meet the needs of their students;

**Therefore, be it resolved**, that the California Federation of Teachers encourage its locals to be sure to negotiate staffing of schools with such vital personnel as nurses, librarians, counselors, health and human services and classified positions; and

**Be it further resolved**, that the CFT support the inclusion of classified personnel in computations determining staffing needs in California school and community college districts; and

**Be it further resolved**, that the CFT support locals with inclusion of non-certificated employees in negotiations; and

**Be it finally resolved**, that the CFT introduce legislation that requires implementation of adequate staffing of both certificated and non-certificated personnel at EC/K-14 schools and colleges.

*Submitted by the Educational Issues Committee*

## Resolution 5

### Reporting of part-time faculty sick leave for CalSTRS service credit

**Whereas**, the Education Code currently allows community college faculty to transfer sick leave balances from one district to another for purposes of retirement service credit calculations; and

**Whereas**, the Education Code language that allows for this transfer was written with full-time contract faculty in mind; and

**Whereas**, many part-time community college faculty members teach in multiple districts at the time of retirement; and

**Whereas**, part-time community college faculty members are not aware of the fact that they need to transfer all of their sick leave service credit to one single district for purposes of CalSTRS reporting; and

**Whereas**, part-time community college faculty members should not be subjected to this added burden in order to be credited with the sick leave service credit they have earned; and

**Therefore be it resolved**, that the California Federation of Teachers sponsor or support legislation to amend the Education Code to allow sick leave balances to be reported simultaneously from all districts where the part-time faculty member is working, or has worked, at the time of his or her retirement.

*Submitted by AFT Guild, San Diego and Grossmont-Cuyamaca Community Colleges, AFT Local 1931*

## Resolution 6

### Removal of 180-day CalSTRS waiting period for CalSTRS members

**Whereas**, the so-called “pension reform” legislation, AB340, now restricts any CalSTRS member from drawing their pension for 180 days after retirement if they wish to continue working; and

**Whereas**, many part-time CalSTRS members rely on their limited CalSTRS pension along with their current earnings to make ends meet when they reach retirement age; and

**Whereas**, the intent of this 180-day restriction was aimed at high-wage earners, not part-time faculty members;

**Therefore be it resolved**, that the California Federation of Teachers sponsor or support legislation to amend this provision of AB340 to allow part-time CalSTRS members who, at the time of retirement, report gross earnings of less than the median earnings of CalSTRS retirees reported from the previous fiscal year to continue to work and collect their pensions without waiting 180 days.

*Submitted by AFT Guild, San Diego and Grossmont-Cuyamaca Community Colleges, AFT Local 1931*

## Resolution 7

# Supporting optional credential authorizations for education specialists

**Whereas**, the federal government has recognized that some school districts and Local Education Agencies (LEAs) are using the Response to Intervention (RTI) process as a way to deny or delay parents the right to refer their children for special education assessment; and

**Whereas**, credentialed education specialists, both resource specialists and special day class teachers are, in some LEAs, being simultaneously assigned to provide both special education and general education intervention services, which violates federal and state regulations:

Education Code Section: 56360-56369 (d) *Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes; and*

**Whereas**, resource specialists are, in some LEAs, being assigned to provide intervention services to general education students beyond their maximum caseload of 28 (Education Code Section: 56360-56369); and

**Whereas**, during the challenging budget era of the Great Recession, some LEAs designed new service delivery models for special education which focused more on saving money, rather than providing quality individualized education programs for students with special needs; and

**Whereas**, some LEAs are misusing Specialized Academic Instruction (SAI) by eliminating the resource specialist program, assigning students to all general education without direct support from a resource specialist, renaming resource specialists and special day class teachers “Specialized Academic Instructors” so as to save cost by eliminating the 28 to 1 caseload cap; and

**Whereas**, this type of redesigned service model reduces and limits the “continuum of program options” but also impacts the federally mandated offer of Free and Appropriate Public Education (FAPE) which is required by law for students with Individualized Education Plans (IEPs): 30 EC 56360 - Continuum of Program Options; 56360. Each special education local plan area shall ensure that a continuum of program options is available to meet the needs of individuals with exceptional needs for special education and related services, as required by the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and federal regulations relating thereto.

**Therefore be it resolved**, that the California Federation of Teachers will oppose any attempt to add a new intervention authorization to existing education specialist credentials designed to provide services to general education students; and

**Be it further resolved**, that the CFT work with the Commission on Teacher Credentialing (CTC) and legislators to defeat such proposals (such as the proposal put forth by CTC Teacher Preparation Advisory Panel in June 2013 and now being considered by the State Special Education Task Force); and

**Be it finally resolved**, that CFT distribute information to all K-12 locals about such a proposed authorization and its possible implications to service delivery models, and continue to send updates to K-12 locals about such proposed changes to special education credentials and about the recommendations from the State Special Education Task Force.

*Submitted by the Special Education Committee*

## Resolution 8

### Classified staff inclusion in professional development

*Submitted by the Special Education Committee*

**Whereas**, classified employees perform vital services in California's preschools, K-12 public schools and community colleges, and in higher education including: academic assistance and paraeducator services, services to students with special needs, security, food service, office and clerical work, school maintenance and operations, transportation, library and media assistance, computer services and more; and

**Whereas**, in the performance of these vital jobs, classified employees serve, supervise and educate the children of preschools, K-12 public schools and college students of California; and

**Whereas**, the California Legislature has recognized the importance of including classified employees in the in-service training and staff development offered to certificated educators in Senate Bill 590 (DeLeon, D-Los Angeles) which was signed into law in October 2013;

**Therefore be it resolved**, that local, regional and state union leaders of preschool, K-12, community college and higher education locals will educate their districts (and Local Educational Agency) about the need to include classified staff in in-service trainings and staff development trainings such as, but not limited to, professional development for classified school employees to update their skills and to learn best practices in the areas of:

- 1) Pupil learning and achievement to assist teachers and administrators in improving academic achievement;
- 2) Special education, including best practices to meet the needs of special education pupils, complying with any new state and federal mandates, and especially in providing support for students in full-inclusion environments;
- 3) Instructional materials and required technology aligned to the Common Core State Standards;
- 4) Appropriate interventions and assistance to at-risk pupils, including skills needed for communication with parents;
- 5) Pupil and campus safety, including skills in peer mediation;
- 6) Education technology, including ongoing training on new programs, data entry, etc.;
- 7) School facility maintenance and operations;
- 8) School transportation and bus safety, including best practices and standards for pupil transportation;
- 9) Food service, including training on new research in food management and, preparation to provide nutritional meals;
- 10) Environmental safety, including pesticides and other possibly toxic substances so that they may be safely used at school sites; and

**Be it further resolved**, that local and state union leaders review their own internal practices for membership training to ensure that classified staff are invited to and included in union staff development and professional trainings of interest as they are made available and offered to certificated staff; and

**Be it finally resolved**, that local and state union leaders work in conjunction with other locals in their regions – classified and certificated together – to share best practices, staff development and training throughout the region for classified and certificated staff, and send information about SB 590 to all AFT locals.

*Submitted by the Special Education Committee*

## Resolution 9

### Include CTE instructors in AB 86 Work group

**Whereas**, the Career and Technical Education Committee (CTE) are made up of K-12, community college, adult education, community tech education programs, are concerned with the lack of CTE instructors within the adult education consortium leadership; and

**Therefore, be it resolved**, that CFT have the position that the representative for the school districts and community college programs should not be identified as a current CTE educator; and

**Therefore, be it further resolved**, that CFT advocate for inclusion of equal representation of CTE instructors in the AB 86 Work Group, Stakeholder Sounding Board and Expert Panels. Equal representation would consist of the same number of instructor representatives as upper management in all applicable venues; and

**Be it further resolved**, that CFT advocate for statutory or regulatory language that assures budgeted funds geared towards K-12, adult education and community colleges, and community tech education programs, be used by only public agencies, and prohibits any new funding in the proposed categorical program from being used for private for-profit and private non-profit entities, including subcontracting to these entities; and

**Be it finally resolved**, that CFT advocate that the individuals representing adult education be credentialed, current CTE educators.

*Submitted by the Career and Technical Education Committee*

## Resolution 10

### A call for CFT to support legislation on teacher evaluation based on recommendations of *Greatness by Design*

**Whereas**, teacher evaluation systems need to be revised; and

**Whereas**, it is highly likely that new legislation will be introduced in the California Legislature this year to replace the Stull Act; and

**Whereas**, the recommendations for teacher evaluation in *Greatness by Design* are consistent with the *Principles of Evaluation* developed by the CFT Evaluation Task Force; and

**Whereas**, Local Educational Agencies should develop educator evaluation systems based on collaboration between district management and the local teachers' union; and

**Whereas**, evaluations will be based on standards and ensure educator performance is measured against those standards, for example *The California Standards for the Teaching Profession*; and

**Whereas**, evaluations will include multi-faceted evidence of teacher practice, student learning and professional contributions that are considered in an integrated fashion, in relation to one another and to the teaching context; and

**Whereas**, assessments used to make judgments about student progress should be appropriate for the specific curriculum and students being taught; and

**Whereas**, student test score data is not appropriate for use in teachers' evaluations though discussions of test data may be appropriate during formative evaluations; and

**Whereas**, evaluations should differentiate based on the educator's experience and individual needs and should be accompanied by useful feedback and connected to professional learning opportunities that are relevant to teachers' goals and needs, including both formal professional development and peer collaboration, observation and coaching using a Peer Assistance and Review (PAR) system; and

**Whereas**, evaluations should be used to identify needs for professional learning and improved instructional practice; and

**Whereas**, evaluators should be knowledgeable and trained educators trained to give productive feedback to support ongoing learning. Experts in the specific teaching field of the teacher being evaluated should be included in the process; and

**Whereas**, the evaluation system should value and promote teacher collaboration which supports system improvement, both in the standards and criteria that are used to assess teachers' work and in the way results are used to shape professional learning opportunities; and

**Whereas**, the evaluation system will meet legal, professional, and ethical standards for employment decisions and that requires the decisions to be made in an efficient, fair and effective way;

**Therefore, be it resolved**, that the California Federation of Teachers support legislation that creates teacher evaluation systems which are research-based, effective, comprehensive, and performance-based as recommended by *Greatness by Design*.

*Submitted by the Educational Issues Committee*

## Resolution 11

### Common Core State Standards

**Whereas**, the California Federation of Teachers (CFT) promotes a quality public education for all of California's public school students; and

**Whereas**, the CFT has continued to work toward ensuring that California's students are ultimately prepared to become global citizens; and

**Whereas**, the Council of Great City Schools, the National Governors' Association, and the Council of Chief State School Officers, in collaboration with the AFT, have all supported the development of a comprehensive, standards-based system; and

**Whereas**, the state of California has transitioned California's public school students and our members to the Common Core State Standards without providing enough resources to assist districts and Local Educational Agencies during the critical paradigm shift in instructional practice for teachers and students alike; and

**Whereas**, classroom teachers, those closest to the students, make instructional decisions that positively impact student learning; and

**Whereas**, many of California's teachers are working diligently during this period of transition without adopted textbooks and supplemental materials that should be provided by the state of California; and

**Whereas**, the huge technological gap between students whose households have computers, and students whose impoverished households do not, permeates California education;

**Therefore, be it resolved**, that the California Department of Education continue to involve teachers as the professional experts, including members of the CFT in the development and implementation of the Common Core State Standards; and

**Be it further resolved**, that the CFT support legislation that seeks full funding of the resources necessary to complete the appropriate transition to and the ongoing maintenance of the Common Core State Standards.

*Submitted by the Educational Issues Committee*

## Resolution 12

### Local control of technology in education

**Whereas**, education is fundamentally a process by which human beings share and impart knowledge, technique, wisdom and experience with each other; and

**Whereas**, within that human exchange teachers have historically made use of a wide variety of tools in support of the educational process; and

**Whereas**, in recent years electronic, computer-based technologies, and more specific Internet-based technologies, have come into broad and pervasive use throughout our society; and

**Whereas**, these technologies as applied to education potentially fundamentally alter both the process of education and the relationship between educators and students;

**Therefore, be it resolved**, that California Federation of Teachers position on local control of technology in education shall include the following points:

- That the use of technology should be effective and age/level/discipline appropriate; and
- Appropriateness and efficacy should be locally adjudicated by certificated teachers and discipline experts; and
- Local unions should be included in discussions and decisions regarding the use of technology in their local institutions; and
- School districts must provide all students with equal access to the technology needed; and
- Teachers should be provided with equipment, training, and the professional development required and necessary to use the technology; and
- Instructors in distance education courses should be certificated in California and their disciplines; and
- All instructors should be members of the local bargaining units.

*Submitted by the Educational Issues Committee*

## Resolution 13

### Change California charter school law

**Whereas**, the Charter Schools Act of 1992 requires that “the governing board of a school district shall not deny a petition for the establishment of a charter school” unless the charter school petition fails to meet a narrow set of criteria that does not include segregation, regardless of the needs of the community (Education Code 47605); and

**Whereas**, charter schools can appeal to the county school board and if denied there, at the statewide level, where county and state boards also do not consider the divisive practices of many charter schools of segregating by race, income level, and ability level as grounds for denial of their petition; and

**Whereas**, UCLA research reveals that charter schools are more racially isolated than traditional public schools, in virtually every state and large metropolitan area in the nation (*Choice Without Equity: Charter School Segregation and the Need for Civil Rights Standards*, UCLA Civil Rights Project, 2010); and

**Whereas**, charter schools are considered public schools but some operate as non-profit corporations, yet are exempt from following much of the California Education Code and consistently collaborate with for-profit software and construction companies and receive money from tax-exempt venture funds; and

**Whereas**, some charter school corporate management groups are formed for the expansion of their brand and often include using city and state tax dollars to expand into other districts, counties, and states, thereby redirecting local tax dollars to such entities (Under Enrollment May Bring \$1.4 million Loss for Milwaukee (article name by Erin Richards); *Milwaukee Journal Sentinel*, October 30, 2013); and

**Whereas**, some charter schools require parent participation, which further segregates neighborhood schools and by de facto, violates the right of students to a “free public education”; and

**Whereas**, California Federation of Teachers (CFT) is a union of educators who believe that well-prepared teachers know both the content and the pedagogy of teaching and some charter schools hire a disproportionate amount of teachers who have not completed a rigorous credential program through a university; and

**Whereas**, our public education strives to provide our neediest children with guidance counselors, libraries and librarians, social workers, psychologists, nurses, after-school programs and summer programs (“The Charter School Mistake” by Diane Ravitch, *Los Angeles Times*, October 2013); and

**Whereas**, public education thrives on teaching all students a core curriculum that is expanded and enhanced by a wide range of subjects such as art, music, computer science, physical education, and foreign languages and does not believe that narrowing the curriculum to achieve higher standardized test scores is in the best interest of our students and communities;

**Therefore be it resolved**, that the CFT sponsor legislation that increases the standards necessary for charter school approval and ensures equal access and non-discriminatory practices by preventing student segregation and social stratification; and

**Be it further resolved**, that the sponsored legislation will allow districts, counties and the state to deny or revoke any charter petition that promotes or allows segregation by race, income or ability level, within the authorizing jurisdiction; and

**Be it finally resolved**, that CFT work with our allies to lobby state officials to stop or limit the unchecked proliferation of charter schools and work to pursue this goal.

*Submitted by the the Morgan Hill Federation of Teachers, AFT Local 2022*

## Resolution 14

# Support TK-Transitional Kindergarten and reinstate P-3 credential

**Whereas**, the California Federation of Teachers (CFT) is in full support of the current Transitional Kindergarten program, also known as the Kindergarten Readiness Act, SB 138; and

**Whereas**, Transitional Kindergarten is a new “grade” for the California school system; and

**Whereas**, present credentialing qualifications are staffed by credentialed teachers for the grades of K-12; and

**Whereas**, Transitional Kindergarten students are four years old, but are often developmentally between the ages of 3.5 to 5 years; and

**Whereas**, a qualified teacher should be a teacher that has 24 units of child development classes or experience teaching preschool/early education; and

**Whereas**, previously the state of California had a P-3 credential (preschool through grade 3);

**Therefore, be it resolved**, that CFT continues to support that Transitional Kindergarten classes should be taught by a qualified teacher; and

**Be it finally resolved**, that CFT research the Commission on Teacher Credentialing to determine the feasibility and the process of reinstating the P-3 credential.

*Submitted by the Early Childhood Education Committee*

## Resolution 15

### Moving to support full membership rights for substitute teachers

**Whereas**, substitute teachers account for as much as two years out of a child's education experience, but are not afforded any professional training or support by many districts or Local Education Agencies; and

**Whereas**, for over 40 years United Teachers Los Angeles has included substitute teachers, but we need to find out which other local affiliates both within California and nationally partner with their substitute teachers so that we can further this work for the benefit of our students;

**Therefore, be it resolved** that using existing resources, CFT ask AFT to collect data from its state and local affiliates to determine whether and how substitute teachers are included within the membership.

*Submitted by United Teachers Los Angeles, AFT Local 1021*

## Resolution 16

### Rights for career substitute teachers

**Whereas**, allowing substitute teachers to sign a contract will show their commitment to education and professionalize substitute teaching.

**Whereas**, all educators should be treated as professionals and be able to teach without fear of arbitrary reprisal.

**Whereas**, substitutes follow students throughout their educations, accounting for 18 to 36 days per year per classroom.

**Whereas**, this equates to one-two years of every student's education; and

**Whereas**, professionalizing substitute teaching will improve student learning, school stability and safety; and

**Whereas**, every day will be an important learning day;

**Therefore, be it resolved**, that CFT urge AFT to advocate for state legislatures to pass laws that grant rights of due process, seniority, and permanent status to career substitute teachers defined as a substitute teacher who possessess a bachelor's degree from an accredited university and an emergency permit or credential in states that provide them whose primary income for five years has been from substitute teaching within one county.

*Submitted by United Teachers Los Angeles, AFT Local 1021*

## Resolution 17

# Require comprehensive data collection in the Visual and Performing Arts

**Whereas**, all students deserve equal access to a balanced, comprehensive, high-quality education including a robust offering of curriculum, instruction, and courses in the Visual and Performing Arts (VAPA): Dance, Music, Theatre, and the Visual Arts; and

**Whereas**, the Federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB) of 2001, designates the Arts as one of the “Core Academic Subjects,” along with English, Math, Science, Foreign Languages, and Social Studies; and

**Whereas**, the California Education Code (Sections 51210 and 51220) mandates that the adopted course of study for all pupils in grades 1–12 must include Visual and Performing Arts Education, including instruction and courses in the subjects of Dance, Music, Theatre and Visual Arts; and

**Whereas**, in 1994, the federal government adopted comprehensive and sequential *National Standards for Arts Education, Kindergarten through Grade Twelve* in the disciplines of Dance, Music, Theatre and Visual Arts which outline what every K-12 student should know and be able to do in the arts. The National Standards have been adopted or adapted by 49 state departments of education, and have become the benchmark document by which Visual and Performing Arts learning is measured; and

**Whereas**, in 1996, the California State Board of Education adopted (and rewrote and readopted in 2004) the *Visual and Performing Arts Framework for California Public Schools, Kindergarten through Grade Twelve* which asks “that all education stakeholders – including families, artists, community groups collaborate with schools to ensure that students have a variety of experiences for imagining, exploring, and creating the Visual and Performing Arts”; and

**Whereas**, in 2001, the California State Board of Education adopted sequential *Visual and Performing Arts Content Standards for California Public Schools, Pre-kindergarten through Grade Twelve*, in the discrete disciplines of Dance, Music, Theatre and Visual Arts; and

**Whereas**, parents, policymakers, arts educators, and the general public need more information at the state level to determine the opportunities in the Visual and Performing Arts available to our students. Collecting and publicly reporting the status and condition of arts education, in addition to other core academic subjects, is critical to ensuring equitable access to a comprehensive education for all students;

**Therefore, be it resolved** that the California Federation of Teachers advocate to require the state of California to collect, and report to the public annually comprehensive information about the status and condition of Visual and Performing Arts education, in addition to the information collected about all other core academic subjects. Such information shall be collected separately in each of the VAPA subject areas (Dance, Music, Theatre, Visual Arts) that are described in the Education Code 51210 and 51220, and in the state-adopted VAPA Framework and Standards PreK-12, in regards to:

- Student enrollment in Visual and Performing Arts classes
- Student demographics
- Full-time equivalent teachers assigned to each school
- Pupil/teacher ratios
- Amount of instructional time devoted to Visual and Performing Arts instruction PreK-12
- Number of VAPA courses offered at each school
  - For graduation credit

- For university admission
- For Advanced Placement
- Average class size and class size distribution
- Budget allocation; expenditures per pupil
- Teacher subject certification: core academic classes taught by Highly Qualified Teachers (as required by the federal ESEA):
  - With full credential or Subject Matter Authorization in a specific arts discipline
  - Without full credential or Subject Matter Authorization in a specific arts discipline
  - Teaching outside subject area of competence (such as credentialed English teachers teaching Theatre, or physical education teachers teaching Dance, without completion of, at minimum, 32 units in arts subject area)
- Misassignments
- Vacant teacher positions
- Quality and availability of sufficient curricular textbooks and instructional materials
- Quality and availability of adequate and appropriate facilities
- Professional development opportunities
- Other such measures.

**Be it finally resolved** that the California Federation of Teachers send this resolution to the 2014 AFT Convention in order for AFT to advocate nationally. Only through a nationwide strategy will the public have an accurate picture of whether or not our public schools are providing all of our students equitable access and opportunity to a comprehensive education including a well-rounded Visual and Performing Arts education.

*Submitted by United Teachers Los Angeles, AFT Local 1021*

## Resolution 18

# Support and advocate for special education paraprofessionals to support students with special needs

**Whereas**, for decades, paraprofessionals have been used to provide teachers with additional classroom support to plan and carry out special education instructional activities; and

**Whereas**, special education paraprofessionals include instructional assistants, instructional aides, deaf interpreters, and behavior assistants, whose roles are to support students with a myriad of disabilities (i.e. autism, speech or language disorders, physical or health impairments); and

**Whereas**, the intent of the Individualized Education Plan (IEP) is to ensure that students with disabilities are able to participate in an educational program that will assist and support the child to learn to live, work, play and make friends in the community. This means that learning should occur in the least restrictive environment which is generally considered the regular classroom; and

**Whereas**, special education paraprofessionals are assigned to modify or adapt curriculum inside the regular classroom to assure success for children with disabilities; and

**Whereas**, special education paraprofessionals in the classroom assist in creating a more meaningful educational experience rich in cultural competency, humility, and sensitivity; and

**Whereas**, the inclusion of special education paraprofessionals in learning communities and teaching teams is efficacious in quality public education; and

**Whereas**, special education paraprofessionals are underutilized as the link between the community to engage parent participation and are not being used to provide wraparound services to students with disabilities in before-or after-school programs; and

**Whereas**, the economic downturn since 2007 has led to reduced hours and layoffs for special education paraprofessionals; and

**Whereas**, districts do not always provide quality professional development opportunities for special education paraprofessionals to improve their craft or opportunities to work a 1.0 Full-Time Equivalency (FTE) to earn a full day's pay; and

**Whereas**, special education paraprofessionals work fewer hours than the teachers they support, are forced to work two or more jobs to earn a living wage, and are denied increased hours; and

**Whereas**, it is important that the work of special education paraprofessionals in EC/K-12 districts is not performed by contract or temporary employees; and

**Whereas**, that the California Federation of Teachers (CFT) acknowledges that while special education paraprofessionals are a small percentage of the CFT membership, it recognizes that they are a vital part of the membership;

**Be it resolved**, that the CFT encourage and support continuity of services for children with special needs by discouraging the use of contract and/or temporary workers to supplant the work of bargaining unit special education paraprofessionals; and

**Be it further resolved**, that the CFT will support legislation to provide wraparound services to students with special needs in after-school programs; and

**Be it finally resolved**, that the CFT encourage and support efforts of collaboration between special education paraprofessionals and teachers that foster collegial rapport, provide a safe teaching and learning environment and foster a positive school climate in quality public education.

*Submitted by Council of Classified Employees and Berkeley Council of Classified Employees, AFT Local 6192*

## Resolution 19

### AB 86: Adult education and classified teacher inclusion

**Whereas**, the current process to establish regional consortia for the delivery of adult education has excluded teacher input and participation;

**Therefore, be it resolved**, that the California Federation of Teachers (CFT) advocate for inclusion of equal representation for teacher and classified organizations in the AB 86 Work Group, Stakeholder Sounding Board, and Expert Panels. Equal representation would be for the same number of teacher and classified representatives as district administrators in all applicable venues; and

**Be it further resolved**, that CFT advocate for equal representation for teacher and classified organizations in the proposed adult education consortium, and that inclusion of teacher and classified representatives and the support of teacher and classified organizations be included in the criteria for evaluation of planning grants for implementation of AB 86 objectives; and

**Be it finally resolved**, that CFT advocate for statutory or regulatory language that ensures that any new state funds for adult education be available only to public agencies, and prohibits any new public funds from being used by private for-profit and private non-profit entities.

*Submitted by the Adult Education Commission*

## Resolution 20

# Regulatory protection for certificated and classified school staff from coercion and intimidation related to administration of medications to students at school

**Whereas**, increasing members of school age children are being diagnosed and treated for life-threatening health problems, including recent dramatic increases in juvenile diabetes; and

**Whereas**, children with serious health issues, including, but not limited to diabetes, have the right to a free and appropriate public education in a safe school environment; and

**Whereas**, many EC/K-12 school districts in California have eliminated positions for Credentialed School Nurses, and subsequently have had difficulty with recruitment and retention of nurses due to large case loads and non-competitive salaries; and

**Whereas**, recent legislation and court decisions have sought to broaden the scope of medication administration duties that can be done by unlicensed staff working in schools; and

**Whereas**, certificated and classified staff working in schools may feel inadequately prepared and supported to administer medications in life-threatening emergencies and to provide ongoing complex care and treatment for serious chronic illnesses; and

**Whereas**, 2011 legislation, SB161, regarding administration of emergency anti-seizure medication, while flawed in concept, contains explicit protection for staff against coercion and prescribed procedures for recruitment of volunteers to perform the required procedure, and also contains specific protection of such staff from liability; and

**Whereas**, while redefining the concept of medication administration far beyond duties described in the California Education Code, the recent court decision regarding administration of insulin to students at school was silent on the issue of how staff would be recruited and trained, and offered no protection against coercion and liability, and no procedure for recruitment of volunteers; and

**Whereas**, school employees, both certificated and classified, may be coerced into calculating, preparing, and injecting insulin doses which, when done incorrectly, can cause a serious, and potentially fatal hypoglycemic reaction; and

**Whereas**, school nurses may also be bullied to train and oversee staff to perform such procedures, even when they believe it is not in the best interests of students to do so; and

**Whereas**, other medications, such as Solu-Cortef, requiring clinical assessment and decision-making, and the ability to give injections are also being prescribed for emergencies that may occur at school; and

**Whereas**, school administrators are accountable for the health and safety of students enrolled at their sites, and often assign the aforementioned tasks without firsthand knowledge of the skills required and risks involved; and

**Whereas**, school administrators are not legally qualified to delegate medical procedures and should not assign medical duties they are not prepared to do themselves;

**Therefore, be it resolved**, that the California Federation of Teachers (CFT) requests that the California Department of Education put in place regulatory guidelines similar to those in other states such as Tennessee, which put school administrators at the top of the list of unlicensed school staff to be trained in the administration of emergency medications and medications requiring injections; and

**Be it further resolved**, that the CFT demands future bills include legislative protections to protect certificated and classified school employees from liability, coercion, harassment, and retribution with

regards to administration of medication that requires injection and/or complex dosing procedures, and also to provide specific procedures for recruitment and training of staff to administer such medications; and **Be it further resolved**, that CFT continue to advocate for the availability of Credentialed School Nurses in every California school with daily access to every site and student, at ratios sufficient to provide safe care, per guidelines promulgated by AFT, National Association of School Nurses (NASN), and other organizations concerned with the health and safety of students at school; and **Be it finally resolved**, that CFT contends that districts cannot fulfill their mandate to provide safe schools and positive school climates unless and until the health needs of students attending our schools are met by appropriately licensed and trained medical professionals.

*Submitted by the Pajaro Valley Federation of Teachers, AFT Local 1936*

## Resolution 21

### Pre-K class size and instructional day

**Whereas**, the California Federation of Teachers (CFT) believes class size has an impact on student achievement and has been an important topic in the debate around public elementary school reform; and

**Whereas**, reduced class size especially benefits minority students, significantly narrowing the achievement gap between them and their counterparts; and

**Whereas**, the 2011 Sparks research study found that students who start school in their early years had better academic outcomes throughout their school years and beyond; and

**Whereas**, class sizes of no more than 20 children with a teacher-to-child ratio of 1:10 are recommended in Pre-K classrooms; and

**Whereas**, some research suggests that the length of day of Pre-K programs can impact children's outcomes; and

**Whereas**, full-day Pre-K programs present opportunities for increased instructional time during which children can be engaged in meaningful learning activities; and

**Whereas**, while SB837 would provide all four-year-olds with high-quality transitional kindergarten it does not provide full-day or full-year services and the ratios are not guaranteed;

**Therefore, be it resolved**, that the CFT actively advocate for smaller Pre-K class size and a longer instructional day; and

**Be it further resolved**, that CFT support legislation requiring the development of fair and equitable Pre-K class size and longer instructional day for Pre-K classrooms.

*Submitted by the Early Childhood/K-12 Council*

## Resolution 22

### **Mandating posting of annual HVAC reports in classrooms and offices**

**Whereas**, many students and staff members in California's public educational system have a variety of respiratory illnesses (such as asthma); and

**Whereas**, many California public educational facilities are located in agricultural areas, industrial areas, or areas that have an unsafe level of air pollution; and

**Whereas**, many students and staff members in California's public educational system learn or work in portable classrooms or offices which are extremely vulnerable to rot, mold, and other airborne-pathogens; and

**Whereas**, California's public educational facilities (including portable classrooms and offices) are required to have an annual inspection of their Heating, Ventilation, and Air Conditioning (HVAC) units to ensure that the air is safe to breathe; and

**Whereas**, the documentation of these inspections (either as a report or a certificate) is often not easily available for school staff, parents, and students to inspect to make sure that the inspections are being carried out in accordance with existing law; and

**Whereas**, existing California law mandates the posting of similar notices of reports (such as the Williams Act Rights in individual classrooms or the inspection certificate in individual school buses) so that school staff, parents, and students can ensure that the Local Educational Agency (LEA) is complying with the law;

**Therefore be it resolved**, that the California Federation of Teachers sponsor legislation mandating that a copy of the annual HVAC inspection report or certificate be either posted in each individual classroom or office, or that the report or certificate be posted on the school or LEA website.

*Submitted by the Safe and Non-Violent Schools Committee*

## Resolution 23

### Pay parity for part-time faculty

**Whereas**, part-time faculty must have the same qualifications for employment as full-time faculty; and

**Whereas**, most part-time faculty are expected to spend unpaid time to prepare their classes, grade their students' work, and meet with students; and

**Whereas**, a gap exists in the pay for full-time and part-time faculty in the majority of California Community Colleges; and

**Whereas**, part-time faculty now comprise 75 percent of higher education instructors in the United States; and

**Whereas**, the issue of the "parity gap" is acknowledged at the local, state, and federal levels; and

**Whereas**, part-time faculty's pay averages 70 percent of full-time faculty pay for the same duties of preparation, teaching, and grading/assessment; and

**Whereas**, full-time faculty receive district-paid health benefits and most part-time faculty do not;

**Therefore, be it resolved**, that the California Federation of Teachers lobby immediately the California Budget to sponsor legislation to aggressively pursue the community college categorical line item in the state budget that currently exists for parity pay for part-time faculty in the California Community College system; and

**Be it further resolved**, that the budget line-item increases demanded be such that all part-time faculty in the California Community Colleges will be brought to full pro rata pay within five years of the date when the legislation goes into effect.

*Submitted by the Part-Time Committee*

## Resolution 24

### Massive Open Online Courses (MOOCs) and online education

**Whereas**, education is fundamentally a process by which human beings share and impart knowledge, technique, wisdom and experience with each other; and

**Whereas**, within that human exchange teachers have historically made use of a wide variety of tools in support of the educational process; and

**Whereas**, in recent years electronic, computer-based technologies and more specifically, Internet-based technologies have come into broad and pervasive use throughout our society; and

**Whereas**, these technologies as applied to education potentially fundamentally alter both the process of education and the relationship between educators and students; and

**Whereas**, among educators discussing these implications, these tools represent both vastly positive and vastly negative possibilities; and

**Whereas**, it has been conclusively shown by Canadian studies that in order to be equally effective with in-person, so-called “brick and mortar” education, online education requires even smaller class sizes than in-person education to be effective; and

**Whereas**, certain of these technologies are being marketed and injected under high pressure by both corporate and governmental entities into public schools and into the entire educational process, in disregard of educational effectiveness, and in ways which are inherently harmful to both the process of education and to students, teachers and staff; and

**Whereas**, such tactics demonstrate that the intent of said marketing and injection is more about reducing faculty and reducing labor costs, about limiting and controlling the range and quality of information available to students and more about marketing massive amounts of computer hardware, curriculum, and software to money-strapped schools and districts thereby increasing debt and dependency; and

**Whereas**, U. S. Secretary of Education Arne Duncan has proposed that “there should be a way for an inspirational teacher at a charter school in Tennessee to instruct 50,000 middle school students a day” using Massive Open Online Courses (MOOCs), while educators experienced in teaching with MOOCs state clearly that they are only effective with highly developed learners, under non-credit and non-graded conditions; and

**Whereas**, all of this is done on the premise that there is a scarcity of educational opportunities and a scarcity of dedicated, qualified educators; and

**Whereas**, proposals for massive use of online education demonstrate an agenda on the part of those pushing online education the hardest, to wit:

Shifting education from an investment in the future of society and fulfillment of the abilities of its members, to opportunities for corporate investment and profit.

Diverting students, for whom there will never be jobs in corporate America, out of public education and into corporate, for-profit institutions where they can become ensnared in lifelong student debt.

Making education conform precisely to the labor market needs of global corporations; and

**Whereas**, legislative efforts to halt this process have so far produced no consistent results in even slowing down the conversion of public educational institutions to for-profit and corporate-oriented education;

**Therefore, be it resolved**, that the California Federation of Teachers (CFT) state that highest quality education is a public right from birth throughout life, and that education is fundamentally and wherever possible a process that takes place between actual human beings using tools including Internet-based technologies when as deemed appropriate by qualified public educators, to stimulate and accentuate the learning process; and

**Be it further resolved**, that the CFT state that it is the responsibility of the federal government to defend and further this birthright and its fundamental purpose — fulfillment of the inherent capabilities of every human being and to provide all of the funds and resources needed to ensure the fulfillment of said birthright within and throughout the United States without discrimination or competition for such resources; and

**Be it further resolved**, that any computer hardware or software offered to institutions of public education be offered at the manufacturer's cost, since it purports to offer a public service; and

**Be it further resolved**, that CFT advocate that technologies of any and all kinds, including computers, online courses and MOOCs, be used exclusively for the furtherance of the birthright of highest quality education and not to reduce costs or to replace or limit the essential relationship of face-to-face sharing of knowledge, technique, wisdom and experience; and

**Be it further resolved**, that the CFT carry this resolution forward to the next AFT Convention, and

**Be it finally resolved**, the CFT make this resolution an element for support of candidates seeking support of the CFT and AFT, and for support of legislation purporting to defend the interests of the public with regard to education.

*Submitted by the Educational Issues Committee*

## Resolution 25

### Restore the promise of California's community colleges

**Whereas**, California community colleges have an essential—and visionary—mission for the 21st century, serving the needs of communities throughout the state, providing accessible quality public education “for all who can benefit;” and

**Whereas**, the communities those colleges have served, and must continue to serve, are ethnically, linguistically, and otherwise demographically diverse and have distinct educational and social needs; consequently, the course offerings, programs, and support services need to reflect those differences; and

**Whereas**, the community colleges serve not only our best-prepared but also our most vulnerable students; and

**Whereas**, community colleges provide irreplaceable and affordable pathways for many, including low-income and immigrant communities, displaced workers, veterans and the disabled, students in need of second and third chances, and students transferring to four-year institutions; and

**Whereas**, to narrow the community college system that has served the people of California so well to a junior college system with a shrunken mission would not serve the common goal and would exclude many of those who need higher education the most; and

**Whereas**, the trend to privatize and corporatize public education has undermined the California Master Plan for Higher Education, an enlightened and effective plan to make higher education in the community college system, CSU, and UC accessible to all for the betterment of all California communities; and

**Whereas**, after the Master Plan, a promise to the future of California, was enacted in 1960 and thousands of veterans were studying under the GI Bill, California has around 2.45 million students in public higher education, out of a population of 16 million; and now California has over 38 million people and only 3 million students in the community college system, CSU, and UC; and

**Whereas**, community colleges were free until 1983; now the tuition (“fee”) is \$46 a unit and expenses at CSU and UC have increased exponentially, leaving students who receive a four-year degree owing on average \$27,000; and

**Whereas**, as we address future education needs to participate in a global economy, there is no better commitment of our resources than investing in the educational future of the culturally diverse people of our state;

**Therefore, be it resolved**, that the California Federation of Teachers (CFT) educate and organize, as well as advocate through our lobbyist and legislative allies that the governor of California and members of the state Senate and Assembly recommit to and implement the 1960 California Master Plan for Higher Education; and

**Be it further resolved**, that the CFT sponsor and/or actively support legislation to retain and reinvest in the broad and inclusive mission of the community colleges and oppose corporate and privatization-based reforms in order to ensure that California's community colleges continue to serve the public good and remain accessible and affordable to those who need education most.

*Submitted by San Francisco Community College District Federation of Teachers, AFT Local 2121*

## Resolution 26

### Classified service exclusion

**Whereas**, over 30 years ago, the Legislature decreed that the non-academic employees of a community college must be included in that district's classified service; and

**Whereas**, inclusion in a district's classified service confers important statutory rights and benefits to employees, such as a process for obtaining permanent status, due process rights, fixed and delineated work duties, vacation days, holidays and other benefits; and

**Whereas**, these rights, however, are under constant attack by community college districts that are wrongfully excluding longstanding employees under narrow exceptions the Legislature intended only for legitimate short-term and temporary employees; and

**Whereas**, even though the Education Code currently has strict requirements on when a district may exclude short-term or temporary employees from its classified service, stronger language is necessary to prevent current district abuse of these narrow, limited exceptions; and

**Whereas**, community college districts across California have abused these narrow limitations — intended for truly exceptional cases — to exclude countless long-term workers who provide important and ongoing services for the colleges, often every single semester, year after year; and

**Whereas**, these employees are miscategorized as “temporary,” “hourly,” and “short-term” workers and denied the benefits of classified service, in disregard of all evidence of the longstanding nature of their employment and positions;

**Therefore be it resolved**, that the California Federation of Teachers sponsor or support legislation that prevents such wrongful exclusions by clarifying existing Education Code language that allows narrow and limited exceptions from classified service for legitimate student, short-term, and emergency employees, but which districts routinely abuse in their efforts to deny long-term employees the protections and benefits of classified service; and

**Be it further resolved**, said legislation also clarify existing time limits on a district's use of legitimate temporary workers to prevent their use for multiple years on end, and give clear meaning to already existing language limiting the use of temporary workers to rare and exceptional cases; and

**Be it further resolved**, that said legislation also counter the inexplicable-yet-dangerous position of districts that they have “discretion” to determine when their employees are “temporary” or “short-term,” notwithstanding the objective reality of these employees' long-term and ongoing employment; and

**Be it finally resolved** said legislation also prevent the routine district abuses that have resulted in a permanent class of “temporary” employees, excluded from the classified service and denied its attendant benefits and protections.

*Submitted by the Council of Classified Employees*

## Resolution 27

### **Advocate for changes to recent community college repeatability regulations that limit student success and access**

**Whereas**, in the summer of 2012, when California community colleges were turning away hundreds of thousands of students due to budget shortfalls, the Board of Governors of the California Community Colleges, in the context of rationing education, passed regulations to limit the repeatability of coursework in order to concentrate on and prioritize basic skills, certificate and degree attainment, and transfer preparation; and

**Whereas**, the new repeatability regulations, effective in fall 2013, contribute to the achievement gap for students by stating that normally students may pass a course only once, thus limiting success for those students who could progress significantly if given another opportunity with the course materials; and

**Whereas**, in some subjects in which it is financially and logistically unrealistic to offer a separate course for every level of skill-building and in which there can effectively be many skill levels in one course, to hold students to completing only the most basic level of a course may limit the student's ability to become truly proficient; and

**Whereas**, as industries change and modernize, these new repeatability limitations affect the ability of many community college students, particularly those enrolled in career and technical education programs, to return to take a more current version of a course they have already completed in order to transfer, update skills, or maintain professional competence; and

**Whereas**, lack of repeatability in performance and skill-building courses severely limits the ability of students of visual and performing arts (including dance, music, theatre, and the visual arts) to transfer as majors into programs which select students based on demonstrated performance skills, excellent portfolios, and strong résumés; and

**Whereas**, the repeatability limitations will significantly reduce access for students across the spectrum of disciplines, including lifelong learners; and

**Whereas**, repeatability regulations were passed in July 2012, when students were being turned away from classes due to overcrowding, but today most community colleges have space available in courses across the disciplines; and

**Whereas**, California community colleges have built extensive depth and breadth of educational programs for over 50 years, developing programs that contribute to a skilled, progressive workforce; fostering a creative, innovative citizenry, capable of critical thought; promoting community vision, health, and lifelong learning; nourishing a diverse, multi-generational context in which all Californians can learn and grow; and in these ways providing an essential component in the social fabric of our state; and

**Whereas**, in November 2012, voters passed Proposition 30, signifying state-wide, taxpayer support for maintaining access to high-quality public educational programs;

**Therefore, be it resolved**, that the California Federation of Teachers continue to support unfettered access to quality public community college education for all Californians; and

**Be it further resolved**, that the CFT Community College Council work with the Consultation

Council and the Board of Governors to increase repeatability options needed for student success and access across disciplines; and

**Be it finally resolved**, that if necessary, the CFT work towards legislative solutions for revising repeatability options in order to provide equal access to a balanced, comprehensive, and high-quality education as ordained in the California Master Plan for Education.

*Submitted by the Cabrillo College Federation of Teachers, AFT Local 4400*

## Resolution 28

### Women and immigration reform

**Whereas**, immigrant women make great contributions to the rich social, cultural, intellectual and economic fabric of the United States. They are our mothers, grandmothers, sisters, daughters, spouses, partners, and friends. They are students, teachers, laborers, business owners, lawmakers and much more. Yet, despite their many contributions to our families and communities, issues of concern to women continue to be left out of conversations about immigration reform. Women continue to suffer injustice, discrimination, family separation, and fear because of our nation's immigration law; and

**Whereas**, the face of the migrant in the United States is increasingly that of a woman. Women now make up 51 percent of the immigrant population and 100 immigrant women arrive in the United States for every 96 men. The majority of women migrate to reunite with family, to make a better life for their children, or to escape the oppression, discrimination, and violence that prevent them from living full and free lives in their home countries. Current immigration laws, policies, and programs disproportionately disadvantage women, and women are too often left out of policy discussions that affect their lives. In the absence of sufficient legal channels for migration, more than 5 million women in the United States are undocumented and living on the margins of our society; and

**Whereas**, policies that divide communities, separate families and violate the human and due process rights of migrants reinforce gender inequities and ignore the unique circumstances that compel women, LGBT individuals, and others seeking protection and equality to migrate and dictate their needs after they arrive; and

**Whereas**, instead of honoring the contributions of immigrant women to the United States, past efforts at immigration reform have failed to provide for equitable citizenship, adequate protection, and full integration for all women. A reasonable and sustainable solution to current and future immigration needs *must* take into account gender specific perspectives. In addition, the path forward on immigration *must* ensure quality for all immigrants, protect and promote their civil and human rights and empower aspiring individuals to fully participate in and contribute to our economy and society;

**Whereas**, that the California Federation of Teachers (CFT) call on policymakers to uphold and incorporate the following principles to ensure that the human rights of all migrants are protected:

Any pathway to citizenship and integration must be open, affordable, safe and accessible to *all* immigrant women, including those whose work is in the home and those who are employed in the informal economy.

**Whereas**, immigrant women must be afforded equal employment-based migration opportunities and workplace protections so that they may safely pursue economic opportunity and support their families with dignity and pride; and

**Whereas**, immigration reform must advance *all* immigrant women's access to public services and economic support, including comprehensive health coverage and care, legal and social services that promote equality of opportunity, integration, and the ability to make decisions regarding reproductive and sexual health and the well-being of the family; and

**Whereas**, enforcement detention and deportation programs that compromise immigrant women's safety violate their civil, human and due process rights, and tear families apart, must be replaced by sensible and sufficient legal channels for migration that adequately meet family and labor demands and respect our obligations under international law; and

**Therefore, be it resolved**, that CFT reiterate its support for comprehensive immigrant reform.

*Submitted by the Civil, Human and Women's Rights Committee*

## Resolution 29

### Win the war on women's reproductive rights

**Whereas**, women are being attacked on all fronts, 25 states enacted 42 anti-choice measures in 2012. In the first three months of 2013, 694 anti-choice bills were introduced. In 2013, there were first trimester bans in at least two states. One of these is North Dakota that banned abortion as soon as a fetal heartbeat is detected at about six weeks; and

**Whereas**, there are also 18-20 week bans in 11 states outlawing abortion at some point during the second trimester. Twelve states have laws that go after abortions delivered by pills in the first trimester. There is also Targeted Regulation of Abortion Provider laws (TRAP) which added 43 additional restrictions in 2013. They have even made abortion providers pay for the legal fees to defend themselves; and

**Whereas**, this does not include the attempts to place restrictions on contraception, especially by employers having a sudden attack of religion and attacks on reproductive health services by defunding providers like Planned Parenthood, as well as attacks on emergency contraception. In addition, on June 18, 2013, the U.S. House of Representatives voted 228 to 196 in favor of H.R. 1797, the "Plain-Capable Unborn Child Protection Act," an act that prohibits a woman from obtaining an abortion 20 weeks after conception. This abortion ban included only limited exceptions that comprise some cases of rape and incest, and cases when a mother's life is threatened: excluding risks to a mother's health; and

**Whereas**, H.R. 1797 conflicts with the constitutionally protected right granted to women through the *Roe v. Wade* Supreme Court decision of 1973 which gives women the right to terminate a pregnancy up until a doctor determines fetal viability; usually 24 weeks after conception; and

**Whereas**, reproductive justice ensures a woman's right to have a child, to not have a child, and to parent a child. It ensures that women are healthy, both physically and emotionally; that they can make decisions about their bodies and sexuality free from government interference; and that they have the economic resources to plan their own families. A woman's well-being requires self-determination, equality, and the respect and support of her society; and

**Whereas**, in the United States there have been more than 6,400 reported instances of violence against abortion providers since 1977. Around the globe some 47,000 die from unsafe abortions each year. This is not a peaceful movement; and

**Whereas**, a recent report by *Politico* indicated that there is big money behind the Forced Birth Movement that belies the Koch brothers supposed disinterest in social issues. They supplied millions of dollars to groups funding cookie cutter anti-choice bills in states across the country as well as laws against same sex marriage; and

**Whereas**, a comprehensive approach is needed to ensure access to contraception and emergency contraception, reproductive health services as well as abortion rights. Not only do the legal protections need to be won and preserved but access and funding is necessary to reproductive healthcare and inequity and discrimination need to be ended;

**Therefore, be it resolved**, that the California Federation of Teachers (CFT) continue to be a strong advocate for the needs of women and families by educating its members and the broader labor community about the rights of all women to have access to a full range of healthcare, including reproductive care which encompasses abortions and contraception; and

**Be it further resolved**, that CFT oppose any legislation at the state or federal level that limits a woman's right to less than a full range of healthcare choices. And, CFT will work to ensure that sufficient funds are available at the state and federal level so that women can access their healthcare needs; and

**Be it finally resolved,** that CFT work with our allies on the national and local level to educate communities and work to oppose legislation that restricts a woman's right to make her own determination about her reproductive choices. CFT educate our members about the need to become knowledgeable about those candidates who support such restrictions and why it is harmful to women and families to have them in office.

*Submitted by the Civil, Human and Women's Rights Committee*

## Resolution 31

### Representation on standing committees of the CFT

**Whereas**, the standing committees of the California Federation of Teachers (CFT) are comprised of classified, paraprofessional, and faculty members from throughout the state; and

**Whereas**, nominations for standing committee participation are solicited from among the locals throughout the CFT; and

**Whereas**, the mission of the Classified and Faculty Unity Committee is to “cultivate unity among classified and faculty members of the CFT”;

**Therefore, be it resolved**, that if a committee lacks representation from one constituency or the other, the CFT will reissue a call to the local presidents, to find appointees from the unrepresented constituency; and

**Be it finally resolved**, that it shall be the stated goal of the CFT that the interaction of classified and faculty on the standing committees of the CFT will encourage the growth of classified and faculty unity in all areas of union leadership and development.

*Submitted by the Classified & Faculty Unity Committee*

## Resolution 33

### Stop unfriendly money into AFT

**Whereas**, the American Federation of Teachers (AFT) should not be taking money from the very people who are attacking us. There is an expectation of a return on their money. This shows up in AFT's support of charter schools, particularly Green Dot Charter, where AFT helped negotiate a contract in which the teachers have no tenure and are evaluated based on test scores using Academic Growth Over Time. AFT has also signed off on AGT test score-based teacher evaluations in traditional schools, and AFT President Randi Weingarten is advocating for a national teacher test that Los Angeles Unified School District Superintendent John Deasy often brings up as proof that he and AFT are on the same page; and

**Whereas**, we should not let the education "reformers" influence our advocacy for our members;

**Therefore, be it resolved**, that California Federation of Teachers (CFT) encourage AFT and its state affiliates to seriously reconsider taking money from organizations such as the Bill and Melinda Gates Foundation, any organization he, his wife or the organization funds, or the Walton Family Foundation and organizations it funds, and the Eli Broad-backed Teacher Union Reform Network. This is not limited to the entities mentioned above that AFT takes money from, but specifically extends to any entities that support the use of test scores, including Academic Growth Over Time also known as Value-Added Model and Student Growth Model, that are pushing for ending, or limiting, due process or seniority rights or advocating for merit pay.

**Therefore, be it finally resolved** that the CFT deliver this resolution to the 2014 national AFT Convention in July.

*Submitted by United Teachers Los Angeles, AFT Local 1021*

## Resolution 34

### **Mandate classroom function locks for California classrooms and school offices**

**Whereas**, violent or potentially violent incidents (especially people bringing guns on school grounds for the sole purpose of killing as many students and staff members as possible) on school campuses and in the immediate neighborhoods surrounding school campuses are increasing at an alarming rate; and

**Whereas**, there have been shootings at educational facilities that serve all ages of students (from pre school to university); and

**Whereas**, “lockdowns” are an effective tool to be used at school campuses to facilitate the safety of both students and staff during a violent or potentially violent situation; and

**Whereas**, many school staff keep their keys in areas where they do not have immediate access to them; and

**Whereas**, the locks in many school classrooms, offices, and other rooms where students and school staff gather can only be locked from the outside; and

**Whereas**, the safety of school staff could be placed in jeopardy while going out into a hallway or other public areas to lock their doors during a lockdown; and

**Whereas**, locking mechanisms that quickly lock the door from the inside (commonly referred to as “classroom function locks”) have been developed for the doors to classrooms, offices, and other rooms where students and school staff gather; and

**Whereas**, California Federation of Teachers (CFT) has sought legislation to mandate the installation of these locks based on the passage of two similar resolutions by previous CFT Conventions that recognized these locks are an essential component of safe schools; and

**Whereas**, previous legislation has stalled in the Legislature due to financial concerns, and

**Therefore, be it resolved**, that the CFT sponsor legislation that requires the doors of classrooms, offices, or other rooms where students and school staff gather in both new public schools, colleges, or universities currently being constructed, or existing public schools, colleges, or universities that are being modified, be equipped with locking mechanisms that allow the doors to be locked from the inside (commonly referred to as “classroom function locks”) or the best technology that accomplishes the same result, and

**Be it further resolved**, that the CFT seek legislation that would require the doors of all classrooms, offices, or other rooms where students and school staff gather in all public schools, colleges, or universities to be equipped with locking mechanisms that allow the door to be locked from the inside (commonly referred to as “classroom function locks”) or the best technology that accomplishes the same result as soon as possible, but within seven years of the passage of this legislation; and

**Be it finally resolved** that the CFT bring this resolution to the AFT Convention for concurrence and to sponsor similar legislation on a national level.

*Submitted by the Safe and Non-Violent Schools Committee*

## Resolution 35

### Stop voter suppression

**Whereas**, voter suppression as a strategy to influence the outcome of an election by discouraging or preventing people from exercising their right to vote has significantly increased in the United States during recent years; and

**Whereas**, the methods of voter suppression have included:

- A. Impediments to voter registration such as shortening the time until deadline.
- B. Requiring photo IDs which disproportionately affect minority, handicapped, elderly and lower-income voters who don't normally maintain driver's licenses.
- C. Purging voter rolls using processes that are frequently done in secret, prone to error, and do not allow adequate time to be challenged by the affected voter.
- D. Giving voters false information about when and how to vote.
- E. Underfunding some election areas (resulting in fewer voting booths) which can result in long lines at polling places, requiring some voters either to wait hours to cast a ballot or to forego their right to vote in that election; and

**Whereas**, reducing the days available for early voting, eliminating Sunday voting, and reducing the number of polling places which had more of an impact on those with limited transportation or conflicting work schedules and also contributed to longer lines on Election Day.

- A. The June 25 U.S. Supreme Court ruling which undermines the legal protections of the 1964 Voting Rights Act (VRA). The court ignored the many times the VRA required federal court approval before changing voting laws during the past 40 years to strike down attempts to undermine minority voting;

**Therefore, be it resolved**, that the California Federation of Teachers continues to support the national efforts led by the National Association for the Advancement of Colored People (NAACP) and the American Civil Liberties Union (ACLU) to protect against voter suppression.

*Submitted by the Civil, Human and Women's Rights Committee*