

Convention 2013

Resolutions Committee Report

Resolutions and constitutional
amendments passed by delegates
to CFT Convention March 15-17
in Sacramento.

CFT Convention 2013

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Amendment 1

Finance: Removal of Temporary Employee/Short-term

Article II: Finance, Sections 1a & b of the CFT Bylaws is amended to read:

Section 1. Per Capitas

- a. Effective September 1, 2011, the per capita 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: \$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 agency fee non-members earning \$2,600 or more per month: \$44.81 per month employed, to a yearly maximum of \$448.08.~~
 - 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.
- 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 non-members 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 \$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 \$112.02.~~ 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 \$56.01.~~ 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 capita as described in Article II, Section 1a and shall increase by the same amount as the AFT and

California Labor Federation per capita. 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.

Submitted by the Executive Council

Amendment 2

Finance: Constitutional Per Capita Change

Article II: Finance, Sections 1, 6, and 7 of the CFT Bylaws are amended to read:

Section 1. Per Capitas

- a. Effective September 1, ~~2011~~ 2013, the per capita 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: ~~\$448.08~~ \$449.76 (12 monthly payments of ~~\$37.34~~ \$37.48).
 - 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: ~~\$44.81~~ \$44.98 per month employed, to a yearly maximum of ~~\$448.08~~ \$449.76.
 - 3) Non-bargaining agent members and members-at-large: AFT/ CLF per capita tax plus 40% of CFT full-time per capita tax.
 - 4) Any Special Assessments described in Article II, Section 6 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 non-members 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~~ \$224.88.
 - 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 ~~\$112.02~~ \$112.44. 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 ~~\$56.04~~ \$56.22. 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 capita as described in Article II, Section 1a and shall increase by the same amount as the AFT and California Labor Federation per capita. 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 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 1 shall apply to special assessments.

- a. Effective July 1, 2010 and ending ~~June 30, 2013~~ August 31, 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 July 1, 2010 September 1, 2013 and ending ~~June 30, 2013~~ August 31, 2016, ~~one dollar (\$1.00)~~ eighty-six cents (\$0.86) 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.c.~~ 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.
- ~~e.d.~~ Effective September 1, 2012, and ending August 31, 2015, two dollars and fifty cents (\$2.50) 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.

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 ~~\$18.34~~ \$18.40 of the full-time equivalency (FTE) of 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 above 1000 shall receive a staff funding program from the CFT equal to sixty percent (60%) of ~~\$18.34~~ \$18.40 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 ~~\$18.34~~ \$18.40 of the FTE of per capita paid for non-certificated employees of the unit.

Submitted by the Executive Council

Resolution 1

Commit to CFT Campaign for Quality Public Education

Whereas, California and our nation hold dear the historic, but as of yet, unrealized promise to provide a quality public education to all students regardless of race and class distinctions; and

Whereas, a clear, compelling plan to provide California's students with the best education possible will focus the attention where it belongs, on students, and diminish egregious attacks on educators and their unions; and

Whereas, years of cuts to public education have contributed to greater disparities in educational achievement among our students while scapegoating educators and their unions for the "education crisis;" and

Whereas, the CFT has been a courageous progressive voice within the California labor movement and the education community willing to lead and win historic initiatives including the March For California's Future, Proposition 25 (the Simple Majority Budget Act), and Proposition 30 – the largest progressive tax initiative in decades; and

Whereas, the CFT has demonstrated the value of forging alliances with community partners to build inclusive visionary leadership and political power;

Therefore be it resolved, that the California Federation of Teachers continue to commit itself to working with our community partners on a Campaign for Quality Public Education that addresses the issues of equity, access, pedagogy, funding and other elements needed for progressive educational improvements; and

Be it further resolved, that the Campaign for Quality Public Education must engage CFT membership as never before and will require a focused effort by the CFT elected leadership to commit the resources necessary, both financial and human, to work with CFT local leaders to organize and build the broad and deep support necessary to ensure the success of this endeavor.

Submitted by the Executive Council

Resolution 3

Support comprehensive mental health awareness, prevention and intervention services for students

Whereas, there are more than 77 million children and adults (27 percent of the population age three and older) enrolled in schools throughout the country, of which California educates 3.5 million children in preschool, 6.2 million children in K-12 and 2.4 million adults in community college; and

Whereas, mortality rates for suicide, poisoning, and falls rose substantially over the past decade with suicide surpassing motor vehicle traffic crashes as the leading cause of injury mortality; and

Whereas, suicide is the third leading cause of death among 10–24-year-olds (with approximately 4400 deaths per year); approximately 149,000 youth receive medical care for self-inflicted injuries at U.S. emergency departments each year; and, an estimated 13 million people are directly affected by suicide; and

Whereas, the National School Safety Center reports American schools harbor approximately 2.1 million bullies and 2.7 million of their victims. Additionally, the National Education Association estimates that 160,000 children miss school every day due to fear of attack or intimidation by other students; and

Whereas, mild and severe depression has risen in the college population from 34 percent in 1998 to 41 percent in 2009, with the number of students taking psychiatric medication increasing from 11 percent to 24 percent, (Nauert, 2010). The Student Mental Health Task Force at UC Berkeley (2006) found that 45.3 percent of students in the last 12 months had experienced an emotional or stress-related problem that significantly affected their well-being and academic performance. Additionally, the task force found that student utilization of campus mental health services increased 23 percent in the last five years (enrollment growth increased 15.5 percent). The University of Idaho Student Counseling Center (2000) found that 77 percent of the students reported they were more likely to stay in school and improve their academic performance because of counseling; and

Whereas, depression is associated with serious long-term morbidities and risk of suicide; screening questionnaires can effectively identify depression; and effective treatments are available; and

Whereas, The National Strategy for Suicide Prevention (a joint effort of the Substance Abuse and Mental Health Services Administration, the Centers for Disease Control and Prevention, the National Institutes of Health, the Health Resource and Services Administration, and the Indian Health Service) calls for screening for depression, substance abuse and suicide risk as a measurable performance indicator for health plans and as a minimum standard of care;

Therefore, be it resolved, that the California Federation of Teachers support legislation that provides comprehensive mental health and medical services on all K-14 campuses by establishing wellness centers on school campuses that address the needs of our students' physical and mental health.

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

Resolution 4

Demand transparency and accountability in the UC budget and budget process

Whereas, several internal and external audits of the University of California budget, including two done by California state auditors during the last decade, have demonstrated the complete lack of transparency within the UC budget; and

Whereas, it is hard to imagine how UC can even understand its own costs without knowing how much it actually costs to educate an undergraduate or other student at UC, and UC does not currently know what these costs are; and

Whereas, the fair distribution of state funding depends upon knowing what the costs of educating students actually are; and

Whereas, the University of California at Riverside, to cite one example, has the highest percentage of students of color among UC campuses and receives the lowest per student funding from the Office of the President; and

Whereas, while it is true that the state Constitution limits the ability of the California Legislature or governor to control UC's budget or to direct the UC Regents on how they should spend their money; and

Whereas, nothing in the state Constitution limits the ability of the state to demand a clear accounting of how UC spends the public money appropriated by the state of California; and

Whereas, the state has the legal ability to demand such an accounting;

Therefore, be it resolved, that the California Federation of Teachers call on the state Legislature and the governor to pass the necessary budget control language that would require the University of California to accurately account for and publicly report on how it spends any public money received from the state of California; and

Be it further resolved, that the Legislative Analyst's office be tasked with following up on any budget control language concerning the UC budget to insure that UC complies in a timely fashion with any reporting requirements established by the state of California.

Submitted by the University Council-AFT

Resolution 5

Support classified employees' right to teach adjunct assignments and be compensated fairly

Whereas, for decades classified employees in community college districts in California and throughout the country have had the opportunity to accept adjunct assignments in addition to their regular classified assignments; and

Whereas, classified employees have been encouraged to pursue higher education degrees with the assistance of collective bargaining agreements and career development programs to become teachers, counselors and librarians; and

Whereas, classified employees have used these opportunities to achieve their career goals and provide quality education to students; and

Whereas, due to overtime provisions for select classified employees under the Fair Labor Standards Act some community college districts refuse to pay the overtime rate to allow classified employees to accept adjunct assignments; and

Whereas, some community college districts in California allow classified employees to reduce their classified assignments by the number of hours equal to the adjunct assignment to avoid violating the overtime provision of the FLSA; and

Whereas, the reduction of classified employees assignment reduce the classified employees salary, vacation accrual, step advancements, differentials and seniority in their regular classified assignment; and

Whereas, some community college districts in California and across the country refuse to allow classified employees to accept adjunct assignments thereby denying those classified employees the opportunity to work in the certificated service; and

Whereas, the AFT College Staff Guild, Local 1521A and the Los Angeles Community College District agreed to a Memorandum of Understanding which provides classified employees who have adjunct assignment(s), to be compensated at an hourly rate which exceeds the highest paid classified employee rate by at least one-and-one-half times, according to the Los Angeles College Faculty Guild contract, which complies with the overtime requirement of the FLSA;

Therefore, be it resolved, that the California Federation of Teachers communicate to the Community College Council and AFT community college locals in California about the opportunity to negotiate a compensation rate for classified employees with adjunct assignments that is in compliance with overtime under the FLSA; and

Be it further resolved, that the Memorandum of Understanding "Classified Employees with Adjunct Teaching Assignments" be published by the CFT at least once in each of its relevant publications; and

Be it finally resolved, that the CFT communicate the Memorandum of Understanding to the AFT for distribution and publication through its Higher Education and Paraprofessional and School-Related Personnel divisions.

Submitted by the AFT College Staff Guild, AFT Local 1521A

Resolution 6

Support classified involvement in shared governance and site-based decision-making

Whereas, the CFT represents classified employees and school instructional aides in all divisions of education: including but not limited to early childhood, elementary, secondary, adult education, community college and university within the state of California; and

Whereas, classified employees perform vital roles and assume shared responsibilities within the delivery systems of educational services; and

Whereas, classified employees are mandated in nearly every area of the educational institution to ensure a full and comprehensive educational experience for all students; and

Whereas, inclusive shared decision-making requires full input and participation from all groups of employees;

Therefore, be it resolved, that the California Federation of Teachers conduct training on the issue of shared governance and site-based decision-making at its conferences and conventions to educate its members, leadership, and staff; and

Be it further resolved, that CFT encourage its classified locals to be involved in shared governance and site-based decision-making in the districts that they represent; and

Be it further resolved, that the CFT compile and develop contract language on shared governance and site-based decision-making to assist locals with bargaining; and

Be it further resolved, that the CFT develop a guide to shared governance and site-based decision-making that can be used by labor and management in developing programs, emphasizing the rights of classified employees to fully participate in committee structures within educational institutions in California; and

Be it finally resolved, that the CFT introduce legislation that develops the role and participation of classified employees in shared governance and site-based decision-making in the educational institutions in California.

Submitted by the AFT College Staff Guild, AFT Local 1521A, and the Council of Classified Employees

Resolution 7

Support more development and sharing of site-based emergency plans

Whereas, it is nationally recognized that the need for a site-based emergency plan is paramount for the safety of our students, staff and faculty; and

Whereas, all staff, regardless of title or job description, may be the first to respond to an emergency and are responsible for the safety of students and themselves; and

Whereas, it is essential that the entire education community be involved in the development and implementation of site-based emergency plans;

Therefore, be it resolved, that the California Federation of Teachers, representing classified employees and certificated faculty responsible for carrying out such plans, communicate with its membership the importance of site-based emergency plans; and

Be it further resolved, that the CFT and the Classified and Faculty Unity Committee develop strategies to assist locals in creating, updating, sharing and coordinating site-based emergency plans.

Submitted by the Classified and Faculty Unity Committee

Resolution 8

Promote healthy workplaces and eliminate abusive work environments

Whereas, the social and economic well-being of the state of California is dependent upon a healthy and productive workforce; and

Whereas, workplace bullying, a repeated, health-harming mistreatment of employees by one or more perpetrators, is often used by management to gain power and control over an employee or to force employees out of the organization; and

Whereas, according to a 2010 U.S. Workplace Bullying Survey conducted by Zogby International, at least 35 percent of all adult American employees have directly experienced and another 12 percent have witnessed health-endangering workplace bullying, abuse, and harassment; and

Whereas, California workers are similarly adversely affected; and

Whereas, the same survey documented that 45 percent of the targets of abusive work environments suffer health problems related to workplace bullying such as feelings of shame and humiliation, stress, loss of sleep, severe anxiety, clinical depression, post-traumatic stress disorder, reduced immunity to infection, stress-related gastrointestinal disorders, hypertension, pathophysiological changes that increase the risk of cardiovascular diseases and, in worst case scenarios, suicide and homicide; and

Whereas, surveys and studies have documented that abusive work environments can have serious consequences for employers, including reduced employee productivity and morale, higher turnover and absenteeism rates, and significant increases in medical and workers' compensation claims; and

Whereas, unless mistreated employees have been subjected to abusive treatment at work on the basis of race, color, sexual orientation, national origin, disabilities, veteran status, or age, they are unlikely to have legal recourse to redress such treatment even though workplace bullying is four times more prevalent than illegal harassment or discrimination; and

Whereas, a majority of those victimized by this form of harassment are not members of a protected group; and

Whereas, legal protection from abusive work environments should not be limited to behavior grounded in protected class status, such as is provided under employment discrimination statutes; and

Whereas, existing Workers' Compensation plans and legal remedies are inadequate to discourage this behavior or to provide adequate redress to employees who have been harmed by abusive work environments; and

Whereas, fearing possible retaliation, victims often suffer in silence; and

Whereas, every worker should have a right to be treated with dignity and respect and to work in a safe environment, free of health-threatening verbal and nonverbal abuse, intimidating behavior and body language, retaliation, and deliberate hostility;

Therefore, be it resolved, that the California Federation of Teachers shall seek and support legislation which would provide legal redress for employees who have been harmed psychologically, physically, or economically by being deliberately subjected to abusive work environments and support legislation which would provide a legal incentive for employers to prevent and respond to mistreatment of employees at work.

Submitted by the Greater Santa Cruz Federation of Teachers, AFT Local 2030

Resolution 9

Support education policies as recommended by the experts

Whereas, much of educational policy recommendations come from people whose background is in business or some other non-education related field; and

Whereas, it is time for the CFT to, once again, publicly support recommendations for educational reform that are based on sound research and best practices as recommended by educational experts; and

Whereas, Diane Ravitch has offered a scathing critique of educational reform efforts of the past decade both in her book *The Death and Life of the Great American School System*, as well as in presentation to members of the CFT; and

Whereas, Ravitch's critique has been affirmed by the nation's highest scientific body, the National Research Council, that established in their study, *Incentives and Test-based Accountability in Education*, that the reform efforts of the last decade as initiated by No Child Left Behind has not resulted in improved student learning; and

Whereas, Professor Linda Darling-Hammond has written extensively on research-based education reforms, including teacher evaluations systems that focus on improving and supporting the expertise of teachers as opposed to "getting rid of teachers;" and

Whereas, Darling-Hammond has reviewed the world's highest performing education systems in her book, *The Flat World and Education*, and proposed education reforms for this country based on those systems; and

Whereas, Finland is one of those countries with high performing schools and Pasi Sahlberg, a Finnish education expert, has recounted the strategies employed in Finland to raise a once poor performing school system to one of the world's highest performing systems in his book, *Finnish Lessons*; and

Whereas, the public, legislators, the media, and policymakers in this country need to be informed that there are concrete lessons about education reform that work to be learned from Finland; and

Whereas, all three of the cited education experts emphasize that strong teachers' unions are essential to the schools as well as reform policies that will work;

Therefore, be it resolved, that the 2013 CFT Convention formally adopt the *White Paper: What makes quality public education? Ask the experts. That's what the education union did* as one document expressing CFT's recommendations for education reform policies that are supportive of the CFT Campaign for Quality Public Education.

Submitted by the Educational Issues Committee

Resolution 10

Support early childhood reauthorization programs

Whereas, research has established that early childhood education is critical to later educational success; and

Whereas, the past reauthorization of the Head Start Act, which resulted in increased educational requirements for instructors, has resulted in hardships for some CFT members; and

Whereas, early childhood instructors deserve living wages, retirement and health benefits, and high-quality working conditions;

Therefore, be it resolved, that the California Federation of Teachers support the reauthorization programs; and

Be it further resolved, that the CFT investigate the legality of the mandate from the Los Angeles County Office of Education requiring that 100 percent of its Head Start teachers obtain their bachelor's degrees and that 100 percent of its Head Start associate teachers obtain their associate degrees by September 2013, to determine its compliance with the federal mandate; and

Be it further resolved, that the CFT support the federal guidelines as they relate to the educational mandates, 50 percent of Head Start teachers, nationwide, obtain a bachelor's degree and 50 percent of Head Start associate teachers nationwide, obtain an associate degree by September 2013; and

Be it finally resolved, that the CFT will contact Los Angeles County Office of Education and request the same level of education as that contained in the federal mandate.

Submitted by the Council of Classified Employees

Resolution 11

Promote equity for dance and theatre instruction and support comprehensive visual and performing arts education

Whereas, all California 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: dance, music, theatre, and the visual arts; and

Whereas, access to and participation in a visual and performing arts education is an integral part of every students' intellectual, physical, social, emotional, creative, cultural, and civic development; and

Whereas, robust visual and performing arts education programs are instrumental in the mastery of "21st Century Skills" and contributes to the development of the "creative economy;" and

Whereas, the federal No Child Left Behind Act 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 State 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 students 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, and representatives of museums, galleries, colleges, and universities — collaborate with schools to ensure that students have a variety of experiences for imagining, exploring, and creating the visual and performing arts;" and which addresses the complexity of the content, and the purpose, design, delivery, and evaluation of instruction in dance, music, theatre, and the visual 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, which "reflect our belief that all children should have access to challenging curriculum content, exhibit a high level of performance proficiency, and be prepared for a world of tomorrow;" and

Whereas, in 2011, the CFT adopted a resolution titled "*Fully Implement the Visual and Performing Arts Content Standards;*" and

Whereas, each arts discipline (dance, music, theatre, and visual arts) is given equal weight in all of the above codes and documents, with the intention of providing all students with a well-balanced, comprehensive visual and performing arts program; and

Whereas, in order to maximize student achievement, the U.S. Department of Education mandates that all teachers of NCLB "Core Academic Subjects" shall be "Highly-Qualified Teachers" and California requires all schools to be in compliance with this mandate. To be qualified as a HQT in California, each teacher must hold full state certification and demonstrate subject matter competence equivalent to a major in the "Core Academic Subject" taught; and

Whereas, many public and private California colleges and universities offer well-respected degree programs leading to a BA, BFA, MA, MFA, and PhD in dance and theatre; however, only a very few California colleges and universities offer dance and theatre education teacher subject matter preparation

programs, and those programs that do exist are not offered in the college or university's Performing Arts Departments, but instead through their Physical Education and English Departments; and

Whereas, in 1960s, many teachers were certified to teach dance and theatre in California under the Fisher Act of 1961, and some teachers nearing retirement still hold Standard Secondary Credentials in dance and theatre; however, with the passage of the Ryan Act in 1970, the state of California's Commission on Teacher Credentialing neglected to offer Single-Subject Credentials in dance or theatre, contrary to the intent of Congressman Leo Ryan; and

Whereas, dance and theatre are the only two "Core Academic Subjects" with discrete federal and state content standards that do not have corresponding California Single-Subject Credentials; and

Whereas, without Single-Subject Credentials and adequate teacher subject matter preparation programs in dance and theatre, California school districts are hard-pressed to recruit, contract, and retain "Highly-Qualified Teachers" specifically trained and expert in dance and theatre, sustain robust dance and theatre programs, and fully implement the *Visual and Performing Arts Framework and Content Standards* for all students in all arts disciplines; and

Whereas, misplaced economic priorities; mandates from and implementation of NCLB; and the lack of teacher subject matter preparation programs and Single-Subject Credentials in dance and theatre have led to an erosion and elimination of arts education in California public schools, leaving many students without an equal opportunity to experience a wide array of visual and performing arts courses; and

Whereas, when reductions or eliminations of public school visual and performing arts programs/courses transpire, the programs/courses that are eliminated are disproportionately in dance and theatre, resulting in arts programs that are dominated by music and the visual arts; and

Whereas, a disproportionate number of students who have been denied access to visual and performing arts courses and instruction are English Language Learners, minority students, students with disabilities, and those from economically disadvantaged families, resulting in an inequity in public school arts education offerings and a denial of a high-quality, well-rounded, comprehensive education that all students deserve; and

Whereas, due to the efforts of parents who value arts education, privately funded arts programs have been maintained in wealthier public school districts and neighborhoods, but often the arts programs at those schools only consist of music and visual arts (not dance and theatre) instruction which is more often than not provided by non-credentialed, non-union, non-public school teachers; and

Whereas, equal access to high-quality, comprehensive, and sequential arts education in all arts disciplines should not be predicated by where children happen to live, by their socio-economic status, by their ethnicity, gender, home language or ability/disability; or because public school boards of education, superintendents, district administrators, and/or school principals have not given equal weight to all subjects and disciplines mandated by the California Education Code (Sections 51210 and 51220); and

Whereas, supporting and advocating for all arts disciplines (dance, music, theatre, and visual arts) equitably at the state and local levels is critical to ensuring equitable access to a high-quality, comprehensive, and balanced visual and performing arts education for all students;

Therefore, be it resolved, that the California Federation of Teachers join with the California Teachers Association to seek legislation to require the state of California's Commission on Teacher Credentialing to develop two Single-Subject Credentials, one in dance and one in theatre, with grandfathering clauses; and

Be it further resolved, that the CFT will work with the CTA to lobby for and support colleges and universities in the development of high-quality dance and theatre education teacher subject matter preparation programs leading to Single-Subject Credentials in dance and theatre; and

Be it further resolved, that the CFT will support, lobby for, and encourage its locals to work with "Local Educational Agencies" and their school districts to ensure that standards-based curriculum, discrete instruction, and courses in the visual and performing arts shall be delivered by: professional "Highly-Qualified Teachers" who have developed their own artistic skills and knowledge and are experts in their field; hold an academic degree from an accredited college or university in a specific arts discipline; have

been specifically trained in arts education and fully-credentialed; and are contracted by their districts; in each and every one of the discrete arts disciplines: dance, music, theatre, and visual arts; and

Be it further resolved, that the CFT will always use the phrase “visual and performing arts” when advocating for arts education for its own members and to the public in spoken word, print, online, and in various forms of media, rather than the exclusionary, misleading, and inadequate phrases “art and music” or “arts and music;” and

Be it finally resolved, that the CFT will recommit its lobbying effort, support, and encouragement of its locals to work with Local Educational Agencies and their school districts for the full implementation of the *Visual and Performing Arts Content Standards*, by following the 2004 *Visual and Performing Arts Framework for California Public Schools, Kindergarten through Grade Twelve*, and offering a comprehensive, sequential, and balanced course of study in all discrete visual and performing arts disciplines, including dance and theatre, as an essential part of the core curriculum for all students, in all California public schools, as required by the California Education Code (Sections 51210 and 51220).

Submitted by United Teachers Los Angeles, AFT Local 1021

Resolution 12

Correct score reporting for English Language Learners taking the California Standards Test of English Language Arts

Whereas, there are approximately 1.5 million English Language Learners in California, nearly 25 percent of K-12 students in public schools, who take the California Standardized Test of English Language Arts in a language which they are not yet proficient in; and

Whereas, the CST-ELA is an assessment of English Language Arts (K-12) which was designed for English-proficient students, without consideration for ELLs; and

Whereas, ELLs can not perform at a “Proficient” or “Advanced” level on the CST-ELA until they have progressed to “Level V Advanced” in the California English Language Development Test; and

Whereas, in order for ELLs to attain a “Level V Advanced” in CELDT, research shows that they need five to seven years of uninterrupted instruction, with approximately one level of English language growth per year. (Cummings 1991, Hakuta, Goto Butler and Witt, 2000); and

Whereas, state-mandated district ELL master plans include CELDT and CST-ELA benchmarks aligned appropriately to the CELDT level of English proficiency for ELLs. Below exemplified by the 2008 Pajaro Valley Unified School District English Learner Master Plan,

CELDT English Language Development Level	CELDT LEVEL I Beginning	CELDT LEVEL II Beginning Intermediate	CELDT LEVEL III Intermediate	CELDT LEVEL IV Beginning Advanced	CELDT LEVEL V Advanced ENGLISH FLUENT	Reclassified or Post Reclassified
Expected Performance Level on CST Language Arts (CST-ELA)	Far Below Basic Level 1	Far Below Basic Level 1	Below Basic Level 2	Low Basic Level 3	Mid-Basic to Proficient Level 4	High Basic to Advanced Level 5

Whereas, CST assessment scores for ELLs are presently disaggregated from English Proficient student scores; and

Whereas, ELL scores are not further disaggregated by CELDT proficiency levels, thus making students and schools appear to be failing when ELLs do not score at a CST-ELA “Proficient” or “Advanced” level; and

Whereas, a more valid measure of ELL academic progress on the CST-ELA would be possible by further disaggregating data by CELDT English proficiency level benchmarks;

Therefore, be it resolved, that the California Federation of Teachers do outreach to educate its members on the discrepancy of the present English Language Learner K-12 CST-ELA score reporting methods; and

Be it further resolved, the CFT will also contact and educate state legislators and policymakers on the discrepancy of the present English Language Learner K-12 CST-ELA score reporting methods; and

Be it finally resolved, that the CFT shall lobby and advocate a change in standardized test reporting so that ELL students and their schools will no longer be unfairly deemed as failing. Rather, reporting will be conducted in such a way to demonstrate student academic growth aligned with their progress in English language acquisition as measured by the California English Language Development Test.

Submitted by the English Language Learners Committee

Resolution 13

Support school-based professional medical care for children with seizure disorders

Whereas, more than 300,000 children under the age of 15 have some type of seizure disorder, and more than 90,000 of these have seizures that cannot be adequately treated (Epilepsy Foundation); and

Whereas, seizures may range from mild to moderate in intensity and length, and some may require and emergency emergency intervention if lasting more than five minutes; and

Whereas, children are at risk for injuries related to the seizures itself by falling against objects or onto a hard surface and would require professional assessment of potential injury; and

Whereas, one treatment for seizures is to administer a controlled substance called Diastat gel, via the rectum in the absence of a health professional, or by injection if ordered and a school nurse is available; and

Whereas, assessment of the effectiveness of medication should be made by a professional school nurse, if possible, in order to determine if further intervention and emergency services are required; and

Whereas, the CFT supports emergency care and treatment of students with seizures by licensed health professionals, particularly school nurses, when and whenever possible;

Therefore, be it resolved, that the California Federation of Teachers work to ensure that all students in our schools are safe and receive the highest quality of necessary health services; and

Be it further resolved, that the CFT continue to lobby for at least one full-time licensed registered nurse in every school site; and

Be it further resolved, that the CFT lobby to ensure that unlicensed school personnel can decline to participate in the administration of Diastat and be informed of this right; and

Be it finally resolved, that the CFT lobby for education and the use of the most appropriate personnel to administer emergency care to students with seizure disorders and other potentially critical health service needs and let that personnel be supervised by a credentialed school nurse.

Submitted by the Educational Issues Committee

Resolution 14

Support fair legislation for adult education in K-12 and California Community Colleges

Whereas, the governor's budget now proposes to bring K-12 adult education programs under the auspices of the California Community Colleges, allocating approximately \$300 million to the colleges to do so; and

Whereas, the CFT Adult Education Commission, composed of both K-12 adult educators and their community college colleagues, views the governor's proposal as having possible positive potential for students and teachers, depending on the details of implementation; and

Whereas, the policy of "funding flexibility" has led to many adult schools across the state being closed and most others greatly downsized; and

Whereas, the result of this policy has been to leave many educationally needy students without services and many well-qualified teachers without jobs; and

Whereas, despite the involvement of two systems (California Department of Education and California Community Colleges), many parts of the state have not been adequately reached by adult education under either system; and

Whereas, it is not clear at present how many districts will choose to take such action or what the impact might be on adult educators' jobs and working conditions, for those who currently work in K-12 adult education or in community college noncredit; and

Whereas, there are many similarities but also significant differences between the K-12 adult education programs and the community college noncredit programs, both within each system and between the two systems; and

Whereas, enforcing uniformity at lowest cost in adult education/noncredit (lowest common denominator approach) in potential restructuring would be extremely disruptive of variety and advantages now enjoyed by students and teachers in existing programs of both systems; and

Whereas, allowing variety systemwide in instructional programs, features and structures is a means of incubating promising innovations; and

Whereas, the near-term and long-term structure of any consolidation and impact on wages and working conditions, should this occur, is not yet known; and

Whereas, the purpose of such consolidation is to offer better services to students along with greater efficiency, not to cause increases in costs to students, disruptions to services, to employment, or current wages and working conditions; and

Whereas, any transition may take several years and the details will need to be negotiated between the local K-12 districts and the local community college districts and not just at the state level; and

Whereas, some K-12 districts currently providing Adult Education Programs may be better positioned to continue providing adult education to their local communities;

Therefore, be it resolved, that the California Federation of Teachers engage with the state Legislature, the governor's office, the California Community Colleges, the California Department of Education, and other relevant parties to ensure that as the governor's budget moves through the legislative process, CFT adult educator concerns are well represented; and

Be it further resolved, that adult education legislation be written so as to provide viable programs for the education of adults, including the continuation of Adult Education Programs in some K-12 districts currently offering programs, for secure funding of such programs, for the ongoing participation of CCC and CDE adult educators (instructors) in collaborative and thoughtful transition planning and processes, and for maintenance of secure employment conditions for our members; and

Be it finally resolved, that any consolidation that may occur of adult education under California Community Colleges be structured so as to provide, maintain, and protect the following:

1. Members' hours, status, pay and benefits;
2. Local control, including the continuation of Adult Education Programs at some K-12 districts currently offering such programs;
3. Geographic accessibility through adequate facilities in all communities;
4. A broad mission to meet the diverse needs of adult students throughout California;
5. Support for post-secondary participatory governance;
6. Support services for adult students (access to resources such as computers, counselors, etc.);
7. Any transition involving adult education programs be smooth for both faculty and students;
8. Secure adequate funding for services for adult education.

Submitted by the Adult Education Commission

Resolution 15

Preserve quality adult education for English Language Learners

Whereas, the budget proposed by Gov. Brown defines adult education instruction as “an inefficient and redundant system that is not always structured in the best interests of students”; and

Whereas, Gov. Brown’s 2013-14 budget proposes \$300 million in new Proposition 98 General Fund revenues to fund a comparable K-12 adult education service delivery system within the community college system; and

Whereas, the budget proposed by Gov. Brown suggests such a system would create a more accountable and centralized structure without detailing how such a structure would be organized nor how community colleges would be held accountable for creating and maintaining it; and

Whereas, the budget proposed by Gov. Brown allocates funding from a new block grant based on the number of students served; and

Whereas, the community colleges will be encouraged to “leverage the capacity and expertise currently available at the K-12 district adult schools” without a clear procedure outlining how to do so nor any consideration of the numerous distinctions in both the students served and qualifications required to teach within such systems; and

Whereas, the budget proposed by Gov. Brown cites past difficulties in guaranteeing that adult education funding actually goes to adult education in K-12; and

Whereas, Gov. Brown’s budget does not outline how to make sure such funds are used for the intended population; and

Whereas the bifurcated system criticized in K-12 exists within the community colleges as well; and

Whereas, the proposal would only fund such areas as vocational education, ESL, elementary and secondary education, and citizenship; and

Whereas, the proposal would relegate courses outside of core areas to require payment in full by students for participation without consideration of the impact of such changes on staffing and expertise or the timeline involved in getting approval for significant curricular changes in community colleges; and

Whereas, the population served by adult education is significant (around 1.3 million), with the highest percentage of classes (roughly 36 percent) being ESL classes for English Language Learners;

Therefore, be it resolved, that the California Federation of Teachers lobby so that the California budget specifically defines the criteria for how funds for adult education and ESL classes will be allocated, how community colleges will organize and offer such courses, and how the community college system will account for the funds; and

Therefore, be it resolved, that the CFT lobby the Legislature about the numerous distinctions between adult school classes, noncredit community college courses and credit community college courses in terms of the characteristics and goals of students served, qualifications for teaching in each segment, compensation for teaching each segment and collective bargaining issues involved in moving teachers among such segments; and

Be it finally resolved, that the CFT recommend that the Legislature seek substantive input from community college and adult school educators whose students, courses, and professional lives would be directly and seriously affected by such a broad change prior to finalization of such a budget recommendation and redirection of funding so that expertise and experience may be preserved during such a change and student success and access not be compromised in the process.

Submitted by the English Language Learners Committee

Resolution 17

Support job protections for long-time substitute and adult school teachers

Whereas, long-time substitute and adult school teachers play an integral role in academic achievement and continuity of the education process, and contribute positively to Average Daily Attendance; and

Whereas, long-time substitute teachers contribute positively to ADA; and

Whereas, long-time substitute and adult school teachers create lesson plans, manage classrooms, and perform all the regular duties of a classroom teacher; and

Whereas, these teachers who have maintained a long-term and active participation in the educational progress of their students; and

Whereas, the CFT believes that these teachers should be accorded the same rights under the Education Code of the state of California as any full-time teacher when they have met the following criteria:

They have worked for the same school district for no fewer than five years;

They have worked a minimum of 80 assignments in each of those years;

They have obtained a teaching credential;

Therefore, be it resolved, that the California Federation of Teachers support legislation to provide these protections for long-time substitute and adult school teachers who meet these criteria; and

Therefore, be it finally resolved, that the CFT include in its media the status and importance of these employees.

Submitted by the Berkeley Federation of Teachers, AFT Local 1078

Resolution 19

Participate in Trinational Coalition's hemispheric conference on education and technology

Whereas, education in California is experiencing a rapid increase in computerized distance learning technology, or online learning; and

Whereas, online learning is a technology similar to other robotic and semi-robotic technologies and like those, represents under some conditions a positive transformative force in education, and under others, an educational disaster; and

Whereas, under current conditions of corporatization of education and slashing of public budgets for education, online education is promoted in ways detrimental to students, teachers and communities; and

Whereas, online education is promoted to hard-pressed public schools and districts as a means of reducing costs by cutting brick-and-mortar classes, vastly increasing class size, and reducing both teaching and support staff; and

Whereas, Governor Brown champions online education as a way to reduce the cost of college in California; and

Whereas, the complexity of issues surrounding online education makes it counterproductive to approach it in a narrow or categorical manner; and

Whereas, the 10th Conference of the Trinational Coalition to Defend Public Education passed a resolution to hold a seminar on technology and education in order to analyze the impact of technology on educational processes from the perspective of workers and communities; and

Whereas, this seminar is now scheduled for May 29-31, 2013, in Mexico City, and the three themes of the seminar will be "Political Economy of Technology and Education," "Social Media and Education," and "Pedagogy of Online Learning from a Teacher and Student Perspective;" and

Whereas, this seminar is co-sponsored by the Initiative for Democratic Education in the Americas network (a hemisphere-wide network) and the Trinational Coalition in order to draw educators and students from throughout the Americas; and

Whereas, the CFT has since 2008 supported and participated in the Trinational Coalition;

Therefore, be it resolved, that the California Federation of Teachers support the Technology and Education Seminar described above by considering to send delegates to the seminar, including a member(s) of the technology committee, inform locals to encourage their members to participate, and disseminate reports from the seminar to the membership through CFT media.

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

Resolution 20

Demand fair governance of California Community Colleges

Whereas, the avowed and historic mission of public education in general, and of California's Community Colleges in particular, is the enrichment of public life and promotion of the general welfare through maximum free access to educational enrichment for all who wish to study; and

Whereas, educational enrichment for all who wish to study encompasses both learning for gainful employment and lifelong learning in the broadest sense; and

Whereas, the Western Association of Schools and Colleges and its subsidiary, the Accrediting Commission for Community and Junior Colleges form a powerful part of the governing mechanism of public education through their power to grant or withhold accreditation of schools; and

Whereas, WASC and ACCJC have historically stated their mission as "The purpose of the Commission is to foster excellence in elementary, secondary, adult and postsecondary institutions, and supplementary education programs;" and

Whereas, WASC and ACCJC have historically been funded by their member schools and school systems to carry out the public mandate of safeguarding public education; and

Whereas, the lack of transparency and lack of accountability exhibited by WASC and its subsidiaries is contrary to its responsibilities to the public; and

Whereas, the new economy of austerity promoted by corporate forces demands that access to public education be sharply curtailed and the mission of public education be narrowed to suit corporate needs without regard to educational and public needs, specifically reduced tax load on corporations and the rich, corporatization and financialization of education for profitable purposes, a preparation of students to serve corporate needs through heavy indebtedness and low-paying jobs; and

Whereas, recent policy actions of ACCJC such as the accreditation attack upon City College of San Francisco reveal ACCJC's and WASC's alignment with the line of austerity being driven forward by corporate-linked forces in both the Democratic and Republican wings of the California state government; and

Whereas, it is increasingly clear that attacks and demands on individual institutions are used as test cases and probes for further expansion of the corporatization of public resources, including and especially public education; and

Whereas, the Bill and Melinda Gates Foundation and the Lumina Foundation (which is funded by the Student Loan Marketing Association) are both well-known and documented agents of corporate interests in monetizing public education; and

Whereas, WASC acceptance of funding from the Lumina Foundation (\$1 million) and the Gates Foundation (\$1.5 million) provides evidence that WASC, and ACCJC in particular, is yet another example "regulatory capture" of a public-mandated agency by corporate forces, and a willing pawn in a strategic business plan driven by corporate power on a national and global scale; and

Whereas, it is increasingly clear that there is no middle ground between the public's need for resources including education and the corporate power's need to control, limit, reshape and destroy those resources;

Therefore, be it resolved, that the California Federation of Teachers demand that WASC and its subsidiaries ACS (Accrediting Commission for Schools), ACCJC (Accrediting Commission for Community and Junior Colleges), and ACSCU (Accrediting Commission for Senior Colleges and Universities) divest themselves from the Gates Foundation and the Lumina Foundation immediately; and

Be it further resolved, that the CFT demands WASC and its subsidiaries be exclusively funded by its member institutions and be fully transparent and accountable to the public; and

Be it further resolved, that the CFT demands that accreditation standards reflect the highest mission and standards of education for the public good as articulated in the California Master Plan for Higher Education, and not the standards of austerity and the marketplace, and will settle for nothing less; and

Be it further resolved, that the CFT rejects ACCJC's current demands that community colleges narrow their mission, cut classes, reduce and narrow student access, shift governance away from Joint Governance toward Administration Governance, fire faculty while hiring administrators, sell off public property, and divert publicly voted funds from student and classroom needs to corporate-driven administrative priorities; and

Be it finally resolved, that the CFT will join with its statewide and nationwide community partners and further build that network to campaign for the realization of these goals, beginning with community organization through parents, students, and teachers to activate the public power necessary to enforce the will of the people on the government and its institutions.

Submitted by the Educational Issues Committee

Resolution 21

Call for thoughtful and appropriate use of online instruction at University of California

Whereas, there is currently a great deal of pressure from Governor Brown and the University of California Regents for the implementation of an expanded online instruction program at the University of California as a major part of the solution to addressing UC's funding shortages; and

Whereas, it is true that UC faces a funding shortage; however, this funding shortage is due primarily to reductions over many years in UC funding from the state of California and a number of misguided budget priorities in how UC spends the revenues it does receive from tuition, state funding, and return on investments and other sources; and

Whereas, online instructional technology is already being extensively used by instructors at UC, and such technology does offer many opportunities to improve the quality and effectiveness of instruction; but

Whereas, online instruction only offers significant reductions in the cost of instruction when it is misused in a way that reduces the quality and effectiveness of the instruction being offered and/or when it economically exploits the work of faculty and graduate students in creating and implementing such programs; and

Whereas, the unrealistic expectations of Governor Brown and the UC Regents are that online instruction will significantly reduce instruction costs at UC; and

Whereas, such mistaken beliefs are likely to lead to a combination of wasted use of limited resources in the pursuit of cost savings that simply will not be available from the increased use of online instruction and a reduction in the quality of education at UC;

Therefore, be it resolved, that the California Federation of Teachers support the thoughtful and appropriate continued use and development of online instruction technology, but not the development of or major investment in online technology which will reduce the quality of education at the University of California; and

Be it further resolved, that the CFT call on the governor and the Regents of the University of California to focus their revenue and spending concerns on the real causes of the current funding crisis at UC: underfunding by the state, rapid, disproportionate, unnecessary administrative growth in both the numbers of administrators and the rapid rise in their salaries, and a number of other misplaced priorities in UC spending which come at the expense of undergraduate education.

Submitted by the University Council-AFT

Resolution 22

Reduce fraud in online education

Whereas, the online education platform is by its nature subject to abuse by students who have an intent to cheat; and

Whereas, there is no consistent standard that ensures the student completing the required course materials is the student of record; and

Whereas, students searching *craigslist* and other online sources may find numerous unsavory characters advertising to perform coursework or take exams on behalf of enrolled students, for a fee; and

Whereas, financial aid fraud rings are much more prevalent in using online enrollments to illegally gain access to government financial aid; and

Whereas, the CFT has always held a firm belief that academic standards and student expectations should be rigorous, accountable, and meet high standards;

Therefore, be it resolved, that the California Federation of Teachers support legislation to ensure each course that is offered through an online platform require positive identification at the time of the final exam or final project by either an in-class final exam with an ID presented, an outside test proctoring service, military commanding officer verification, or some other third-party verifiable means to ensure the student taking the exam or submitting the final project is the student of record.

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

Resolution 23

Support temporary replacement of full-time faculty on sabbatical or long-term medical leave

Whereas, the community colleges regularly hire temporary part-time instructors to fulfill teaching and counseling needs; and

Whereas, temporary part-time faculty are required to hold the same academic qualifications and credentials as their full-time colleagues; and

Whereas, qualified temporary part-time instructors are rehired and retained for years; and

Whereas, a part-time instructor already teaching in the institution would have more familiarity with the academic standards, curriculum, personnel, and culture of the institution thereby aiding in student success initiatives and other institutional goals; and

Whereas, when temporary part-time instructors apply for full-time faculty positions, it is advantageous for the institution that they have had some full-time work experience; and

Whereas, many temporary part-time faculty who contribute to the quality of campus life outside the classroom and participate in shared governance would be able to further this work;

Therefore, be it resolved, that the California Federation of Teachers pursue legislation that would replace a full-time faculty member who is either on sabbatical or long-term medical leave with a temporary full-time employee who is qualified and whenever possible, from the same institution.

Submitted by the Part-Time Committee

Resolution 24

Support a career path to full-time employment for part-time faculty

Whereas, the community colleges regularly hire temporary part-time instructors to fulfill teaching and counseling needs; and

Whereas, temporary part-time faculty are required to hold the same academic qualifications and credentials as their full-time colleagues; and

Whereas, consistent academic standards require experience, upgrading of skills and institutional involvement to achieve student success; and

Whereas, the retention of qualified instructors supports institutional viability; and

Whereas, due to poor prospects for career advancement many qualified temporary part-time faculty leave the profession annually; and

Whereas, many of these temporary part-time instructors wish to continue and participate further in the shared governance process;

Therefore, be it resolved, that the California Federation of Teachers support legislation that would create a career path for those qualified temporary part-time instructors who desire to work as full-time by changing the California Education Code to allow for promotion of qualified experienced temporary part-time faculty to full-time regular employees.

Submitted by the Part-Time Committee

Resolution 25

Support the Robin Hood Tax in H.R. 6411

Whereas, financial speculation, tax evasion and the federal tax codes have resulted in the increasing wealth of the “1%,” and

Whereas, a Financial Transaction Tax/Financial Speculation Tax is now used in several European countries to have the wealthy pay their fair share for social costs; and

Whereas, the FTT/FST proposed in the United States would tax transactions on stocks, bonds, currency trades, and financial derivatives at 0.5 percent or less, gaining billions of dollars for social expenditures at the federal level; and

Whereas, the “Robin Hood Tax” as initiated by the California Nurses Association/National Nurses Organizing Committee has gained the support of a wide array of unions and other organizations (more than 200) — from Greenpeace to the Coalition for Labor Union Women, from 350.org and MoveOn to the machinists (IAM) and autoworkers (UAW) unions to the Kentucky State AFL-CIO; and

Whereas, these national political efforts on behalf of the “Robin Hood Tax” have resulted in the introduction of H.R. 6411 (Ellison, D-Minnesota), “The Inclusive Prosperity Act” in October 2012, estimated if enacted to generate up to \$350 billion; and

Whereas, the CFT, as a pioneer in the progressive tax movement in California and in the AFT (from the Millionaires Tax to the Prop. 30 victory in November 2012) has a pivotal role to play in encouraging fair tax/progressive tax coalitions and political initiatives; and

Whereas, financial services are becoming a large part of our national economy; and

Whereas, the global financial crisis cost Americans \$19 trillion in loan wealth; and

Whereas, American citizens provided the money to stabilize the financial sector, making \$600 billion available to 800 financial institutions, automakers, and insurance companies; and

Whereas, there are large costs associated with saving financial institutions from their own errors; and

Whereas a transfer tax will help limit reckless short-term speculation that threatens financial stability; and

Whereas, a securities transfer tax would have negligible impact on the average investor; and

Whereas, the United States had a transfer tax from 1914 to 1966: The Revenue Act of 1914 (Act of October 22, 1914, Chapter 331, 38 Statue 745) levied a 0.2 percent tax on all sales or transfers of stock which was doubled in 1932 to help overcome the budgetary challenges during the Great Depression;

Therefore, be it resolved, that the California Federation of Teachers endorse the Robin Hood Tax and participate in the Robin Hood Tax coalition; and

Be it further resolved, that the CFT shall carry this resolution to the California Labor Federation for similar endorsement and political support, and thence recommendation to the national AFL-CIO; and

Be it finally resolved, that the CFT shall carry this resolution to the AFT to seek its endorsement and encourage the AFT to provide financial and political support to pass H.R. 6411 or a similar bill to impose a financial transaction tax.

Submitted by the Labor in the Schools Committee

Resolution 26

Continue fair tax efforts

Whereas the CFT has been a leader for years in the fights for fair and adequate funding for education and social services in California, from the Proposition 167 “Tax the Rich” initiative (1992) and before, to the recent principled approach to progressive taxation with the Millionaires Tax, and leveraged a compromise, resulting in a merged measure with the governor and success in passing Proposition 30; and

Whereas a modest ongoing organizational effort by CFT and its allies would be a good counterbalance to “politics as usual” and give courage, aid and strength to people fighting for education, health, children’s and senior services and more; and

Whereas, even with increased revenue, CFT locals and active citizens must be vigilant in holding branches of government accountable, transparent and fair in dealing with employees and public needs; and

Whereas, even with the Prop. 30 victory, all is “not fine” in the Golden State — as we continue to face cutbacks in public services at state regional and local levels, unacceptable levels of unemployment and underemployment, continued pressure for user fees in education, parks, transportation and other public amenities, and continuing attacks on public worker contracts, standards and rights; and

Whereas, Proposition 13 property tax reform, an oil severance tax, a concerted attack on tax incentives and corporate tax loopholes all await necessary coordinated and focused political pressure; and

Whereas, the Democratic Party will support fair tax efforts when pushed by independent political forces;

Therefore, be it resolved, that the California Federation of Teachers continue to support fair tax, wealth redistribution, and transparent government a priority; and

Be it further resolved, that the CFT continue to maintain a presence in fair tax and accountability coalitions at the state and local level, further empowering members and building relationships with other unions, organizations and ordinary citizens on behalf of tax fairness, responsible public services and public accountability in governance.

Submitted by the Labor in the Schools Committee

Resolution 28

Call for simple majority vote to raise taxes

Whereas, the California Legislature can lower taxes by a simple majority; and
Whereas, the California Legislature currently requires a two-thirds vote to increase taxes; and
Whereas, the requirement of a supermajority to raise taxes gives an undemocratic power to a minority voting block; and
Whereas, recent legislative history evidences the impracticality of our current system;
Therefore, be it resolved, that the California Federation of Teachers will work to encourage the California Legislature to vote a proposition onto the ballot to affect this change.

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

Resolution 29

Maintain and reaffirm schools as weapon-free zones

Whereas, a possible solution to the Sandy Hook Elementary School incident is to remove the designation of schools as weapon-free zones; and

Whereas, the CFT has consistently taken the position that guns on campus make students and staff less safe, not more safe; and

Whereas, numerous studies have not been able to show a casual link between the presence of armed guards on school campuses and a reduction or omission of campus violence;

Therefore, be it resolved, that the California Federation of Teachers reaffirm its position that schools continue to be weapon-free zones; and

Be it further resolved, that CFT oppose any effort to allow people other than trained law enforcement personnel to possess guns on campus; and

Be it finally resolved, that CFT affirm this message to the governor, the members of the California Assembly and Senate, and members of the U.S. Congress.

Submitted by the Safe and Non-Violent Schools Committee

Resolution 30

Improve public safety through sensible gun control methods

Whereas, U.S. Rep. Gabrielle Giffords and 18 others were shot, resulting in six deaths during a public constituent meeting in Tucson, Arizona (shooter: Jared Loughner on January 1, 2011); 70 people were shot and wounded resulting in 12 deaths in a movie theater in Aurora, Colorado (shooter: James Eagan Holmes on July 20, 2012); six people died and four were wounded at a Sikh temple in Oak Creek, Wisconsin (shooter: Wade Michael Page on August 5, 2012); 20 children and 6 adult staff members at Sandy Hook Elementary School in Newtown, Connecticut, were shot and killed (shooter: Adam Lanza on December 14, 2012); these tragic incidents have brought national attention to personal and school safety; and

Whereas, the tragedy at Sandy Hook Elementary School on December 14 in Newtown, Connecticut, follows in the wake of a trail of similar horrendous mass killings of the innocent, including those that occurred at Columbine High School, Virginia Tech, Aurora, Colorado, Oikos University, and Tucson, Arizona, we can no longer remain silent; and

Whereas, the Newtown, Connecticut school shooting tragedy reminds us our children are our most precious and vulnerable members of our society; and

Whereas, the Connecticut tragedy was yet another case in which military-style weapons with high-capacity ammunition clips that hold more than 10 rounds were used against school children, teachers, and staff; and

Whereas, such weapons and clips serve no purpose for the lawful hunter, target shooter, or individual gun owner seeking personal protection under the Second Amendment; and

Whereas, it is our responsibility and most important priority to ensure our students, teachers, and staff have safe and healthy schools and, given the current national debate about gun rights, we must remain committed to their safety above all other concerns; and

Whereas, powerful lobbying groups have promoted the idea that the ownership of weapons is a constitutional right, a distortion that goes beyond what the framers intended when they crafted the Second Amendment to the U.S. Constitution; and

Whereas, some wrongheaded individuals have gone so far as to propose arming principals and teachers, thereby exacerbating a bad situation by empowering others to make it worse; and

Whereas, the suggested solution of putting armed guards in the schools has been tried without success and remains an unacceptable fix to this systemic problem, as it brings guns into the teaching environment and is ineffective in defending against a shooter armed with an assault weapon; and

Whereas, the shooters in these tragedies have access to such weapons and high-capacity ammunition clips despite having mental instability that ultimately contributed to their actions; and

Whereas, President Obama in his eulogy at the Sandy Hook Memorial on December 16, 2012, posed the question, “Are we prepared to say that such violence visited on our children year after year after year is somehow the price of our freedom?” and

Therefore, be it resolved, that the California Federation of Teachers, in the best interest of the safety of our students and the community, support a federal ban on the sale of assault weapons and high-capacity clips as a first step toward removing these extremely dangerous and unnecessary weapons as a threat to students, teachers, staff, and the community and send a resolution expressing our support to our national affiliate, the AFT; and

Therefore, be it finally resolved, that the CFT support and/or sponsor legislation in the State of California and the U.S. Congress that the importation, sale, purchase, and possession of guns that are intended as weapons of war, including assault weapons and high capacity ammunition, be made illegal so that those weapons and materials can be taken off the streets.

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

Resolution 31

Support a comprehensive federal and state ban on assault weapons and regulation of ammunition

Whereas, gun violence has been escalating for many years, with devastating mass shootings occurring throughout the nation, reaching notoriety at Columbine High School (Colorado) and Virginia Tech and, more recently, seeming commonplace with occurrences in Aurora, Colorado, and Newtown, Connecticut; and

Whereas, there is a proliferation of and easy access to assault weapons and high-capacity ammunition magazines at gun shows and shops; and

Whereas, assault weapons and high-capacity ammunition magazines are often procured without any or the appropriate background checks; and

Whereas, a number of these mass shootings have occurred at schools and colleges; and

Whereas, school and college administrators and safety personnel are responsible for providing a safe and suitable environment for students and employees; and

Whereas, a comprehensive ban on assault weapons and high-capacity ammunition magazines would increase the probability that mass shootings, should they occur, result in far fewer deaths and far less bodily harm; and

Whereas, the CFT and its locals stand with the living victims and with the families who have lost loved ones to gun violence;

Therefore, be it resolved, that the California Federation of Teachers strongly supports federal legislation, which would place a ban on both assault weapons and high-capacity ammunition magazines weapons and high-capacity ammunition magazines; and

Be it further resolved, that the CFT strongly support California legislation which would require a permit for the purchase, acquisition or possession of ammunition and place certain prohibitions on the sale of ammunition and would place a ban on both assault ammunition and high-capacity magazines; and

Be it further resolved, that the CFT hereby encourages California school districts, community college districts, and both of our UC and CSU system partners to join us in supporting the pending legislation; and

Be it finally resolved, that the CFT forward this resolution to the AFT to urge the U.S. Congress to support the respective legislation.

Submitted by the Council of Classified Employees

Resolution 33

Endorse the project to establish “National Martin Luther King, Jr. Month”

Whereas, California’s “Dr. Martin Luther King, Jr. Day Holiday” was created by students at Oakland Technical High School when they were juniors and seniors, in the class of 1981 (“The Apollos”) and was first observed, here in California, four years before the national holiday was implemented; and

Whereas, the Apollos’ Political Action Committee “requested” (lobbied) and received enthusiastic endorsing support from the Oakland City Council, the Alameda County Board of Supervisors, the Oakland Board of Education, the bargaining agent for the Oakland teachers: the Oakland Education Association and their state and national organizations both the California Teachers Association and National Education Association; and

Whereas, after their legislation, Assembly Bill 312 was introduced by their own, Oakland Assemblymember Elihu Harris (later to be mayor of Oakland) their lobbying efforts extended to every state assemblymember and state senator by their direct contact in Sacramento, including testifying at three committee hearings; and

Whereas, their 22 months of often challenging efforts paid off with their “Apollo Bill” (as stated in a State Senate Resolution) being passed by the Assembly the week they graduated in June of 1981 and with some additional urging from the Apollos the Senate concurred in August, with then-Governor Jerry Brown signing it into law September 3, 1981, which set the stage for the law’s first observance the following January; and

Whereas, the same group that made up the PAC of the Apollo Class in 1980-81 (now with children of their own graduating from college, and two of them being teachers in Oakland) have continued to be an active force in many positive community projects, and going back to their “King holiday roots,” have launched a new drive to establish January as “National Martin Luther King, Jr., Month;” and

Whereas, the King legacy is so very broad, beyond striving for equal civil rights for all Americans, a few-day weekend in mid-January is insufficient time to acknowledge the “scope of the man” and his worldwide impact as a symbol of man’s potential humanity; and

Whereas, the Oakland City Council has, through a December 18, 2012, resolution not only endorsed the Apollos “King Month” envisioned three-year project, but have permanently established Oakland’s own “Martin Luther King, Jr. Month” starting January 2013, now;

Therefore, be it resolved, that the California Federation of Teachers endorse the Apollos’ national drive to establish January as “National Martin Luther King, Jr. Month.”

Submitted by United Educators of San Francisco, AFT Local 61

Resolution 34

Appoint affirmative action representative to CFT and AFT local union hiring committees

Whereas, the CFT has made strides recently in diversifying its staff; and

Whereas, there still remains much to be done before the CFT staff and leadership represents the ethnic diversity composition of its membership; and

Whereas, a mechanism must be developed to assure the continued progress in the direction of a truly diverse organization and its leadership;

Therefore, be it resolved, that the California Federation of Teachers develop a training component for its leadership and locals on affirmative action hiring and representation; and

Be it further resolved, that the CFT work with the Ethnic Minority Participation Leadership Committee to develop guidelines and qualifications for the affirmative action representative, within the training component; and

Be it further resolved, that the CFT appoint an affirmative action representative to serve on all CFT staff hiring committees and encourage its locals to do the same; and

Be it finally resolved, that the CFT president report to the membership on progress toward accomplishing the tasks set forth in this resolution.

Submitted by the Ethnic Minority Participation Leadership Committee

Resolution 35

Support universal healthcare for all

Whereas, California has over 7 million people under the age of 65 without health insurance; and

Whereas, the cost of health insurance has nearly doubled in the last decade and much of this cost increase has been born by employees including our union members; and

Whereas, a large amount of contract negotiations have necessarily focused on healthcare cost increases rather than other issues urgent to our membership;

Therefore, be it resolved, that the California Federation of Teachers, use all possible avenues to advocate that California adopt a single payer healthcare system that would ensure all Californians access to quality healthcare;

Therefore, be it further resolved, that the CFT, while supporting the good features of the Affordable Care Act, reaffirm its support for a national single payer system, “The Expanded and Improved Medicare for All Act.”

Submitted by the Berkeley Federation of Teachers, AFT Local 1078

Resolution 36

Celebrate “Labor History Month” and “Safe Jobs for Youth Month” in May

Whereas, a typical U.S. high school history textbook includes in its 800 pages just 17 paragraphs on unions, labor leaders, and the labor movement, and

Whereas, with the narrowing of the curriculum due to teaching to standardized tests it has become increasingly difficult for teachers to address such issues in their classrooms, making it harder and in some cases impossible for labor curricula, no matter their quality or importance, to actually be taught, and

Whereas, the lack of labor education in K-12 classrooms, and its underrepresentation in higher education, mean that young people enter the workforce knowing little if anything about their rights in the workplace, and about the labor movement’s historic struggles to gain and preserve those rights, and

Whereas, the lack of knowledge by young workers of these past struggles, and of their legal rights, harms their ability to advance their interests as individuals and collectively as working people, and

Whereas, AB 2269, signed by Governor Brown last year, declares May to be “Labor History Month,” the purpose of which is to “encourage school districts to commemorate that week with appropriate educational exercises that make pupils aware of the role that the labor movement has played in shaping California and the United States,” and

Whereas, every year in the United States approximately 50,000 teenagers are seriously injured on the job (some fatally); and

Whereas, this summer many teens will work and may not be aware of the need for work permits, of potential hazards on their jobs, or of the labor laws designed to protect them; and

Whereas, for these reasons past governors of California have also proclaimed May to be “Safe Jobs for Youth Month” to encourage California’s communities to work together to reduce teen workplace injuries;

Therefore, be it resolved, that the California Federation of Teachers will notify its members that May is “Labor History Month” and “Safe Jobs for Youth Month,” and inform them about curricula and materials to help bring these lessons to their students, and

Be it further resolved, that CFT will encourage its members to celebrate and observe “Labor History Month” and “Safe Jobs for Youth Month” in May with appropriate educational exercises.

Submitted by the Labor in the Schools Committee

Resolution 39

Support funding to provide school health services and personnel

Whereas, the AFT has previously signed on to the vision statement for this initiative “Preserving School Health Services and School Health Personnel;” and

Whereas, the nation’s children could become the first generation to live shorter and less healthy lives than their parents (Healthy Schools Campaign, 2012); and

Whereas, the role of the credentialed school nurse, as supervisor of health, is a leader in supporting student success in the multifaceted role of planner, educator, coordinator, health care provider, communicator, and advocate for each student; and

Whereas, the credentialed school nurse is the health expert in the educational setting to supervise appropriate care for students with medical problems that were previously only managed at hospital or rehabilitation settings;

Therefore, be it resolved, that the California Federation of Teachers will work to ensure that all students in our schools are safe and receive the highest quality of necessary health services; and

Be it further resolved, that the CFT will continue to support appropriate medically trained/licensed personnel providing the medication and medical care for students experiencing a serious medical episode; and

Be it further resolved, that the CFT will work to ensure that teachers and paraprofessional educators be allowed to teach students instead of being asked to provide medication and medical care for students experiencing a serious medical episode; and

Be it finally resolved, that the CFT will participate in the efforts to identify discrete and protected funding streams that would provide school health services and finance school health personnel positions, including adequate numbers of credentialed school nurses to plan, implement, supervise and evaluate medical procedures at every EC/K-14 school site.

Submitted by the Educational Issues Committee

Resolution 40

Support school day services for migrant students

Whereas, since 1965, the Migrant Education Program has successfully implemented a program design to support high-quality and comprehensive educational programs for migrant children; and

Whereas, the Migrant Education Program presently serves over 176,000 students, in 565 school districts in 23 regions across California, whose family life centers around the mobile nature of their parents' agricultural work; and

Whereas, migrant student services have guided students toward successful, equitable academic opportunities which access grade level educational programs at school sites; and

Whereas, for over 50 years the implementation of the Migrant Education Program has been guided by federal and state policy documents such as the California Master Plan (1976), The State Services Delivery Plan (2009–14), the California Education Code (54443. 1c) and the Non-Regulatory Guidance for the Title 1, Part C Education of Migratory Children (2012), to create academic safety net services that help reduce migrant student educational disruption and social-emotional challenges that result from migrant family mobility; and

Whereas, the design Migrant academic programs has effectively been based at the migrant students by excluding school day-based services and limiting migrant services to before school, after school and on Saturdays which will negatively impact academic progress and student achievement across California; and

Whereas, proposed changes by the California Department of Education will significantly reduce needed services to migrant students by excluding school day-based services and limiting migrant services to before school, after school, and on Saturdays which will negatively impact academic progress and student achievement across California; and

Therefore, be it resolved, that the California Federation of Teachers shall press the California Department of Education to follow the laws and guiding documents allowing the Migrant Education Program to continue to implement school day programs; and

Therefore, be it finally resolved, that CFT shall support proposed and existing legislation that assures the continuation of successful Migrant Education Program services to migrant students; designed, implemented, and evaluated through collaborative efforts between all stakeholders, including the California Department of Education, the Migrant Education Regions, educators and parents at the school district, regional and state levels.

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

Resolution 41

Support divestment from fossil fuel companies

Whereas, almost every government in the world has agreed that any warming above a 2°C (3.6°F) rise would be unsafe. We have raised the temperature 0.8°C, and that has caused far more damage than most scientists expected. A third of summer sea ice in the Arctic is gone, the oceans are 26 percent more acidic, and since warm air holds more water vapor than cold, the likelihood is high for both devastating floods and drought; and

Whereas, carbon dioxide has been identified as one of the primary greenhouse gases that contributes to global warming; and

Whereas, scientists estimate that humans can pour roughly 565 more gigatons of carbon dioxide into the atmosphere and still have some reasonable hope of staying below 2 degrees. Computer models calculate that even if we stopped increasing carbon dioxide levels now, the temperature would still rise another 0.8 degrees above the 0.8 we've warmed, which means that we're already three-quarters of the way to the 2 degree target; and

Whereas, proven coal, oil, and gas reserves of the fossil fuel companies, and the countries that act like fossil fuel companies, equals about 2,795 gigatons of carbon dioxide, or five times the amount we can release to maintain 2 degrees of warming; and

Whereas, California teachers as members of CalSTRS and state employees as members of CalPERS contribute a collective wealth in the tens of billions of dollars, the collective wealth cannot be used to undermine the future of the very students and citizens they devote their professional lives to;

Therefore, be it resolved, that the California Federation of Teachers calls on CalSTRS and CalPERS to:

1. Immediately instruct asset managers to stop any new investment in fossil fuel companies; and
2. Ensure none of its directly held or commingled assets include holdings in fossil fuel public equities and corporate bonds within five years; and
3. Release quarterly updates, available to the public, detailing progress made towards full divestment.

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

Resolution 42

Support Mexican teachers facing corporate education reform

Whereas, teachers in Mexico are protesting the imposition of corporate education reforms, including one-size-fits-all standardized tests, removing their jobs security, and privatization of education; and **Whereas**, these changes are promoted by some of the same corporate education reform forces that seek to impose the same agenda on teachers in California; and **Whereas**, teachers in Mexico have organized national strikes in protest, and are planning further job actions this spring if the federal government does not negotiate over their concerns; and **Whereas**, in the state of Oaxaca teachers have proposed, and the state government is implementing, a progressive plan for education reform written by teachers and their union; and **Whereas**, the California Federation of Teachers has a long history of support and solidarity with Mexican teachers, especially during the long teachers strike in Oaxaca in 2006; **Therefore, be it resolved**, that the CFT expresses its support and solidarity with Mexican teachers in their effort to protect their job rights, public education and the welfare of their students; and **Therefore be it further resolved**, that the CFT consider sending a delegation of one or more of our members to Mexico to investigate the attacks on teachers there, and to make a report to the CFT for distribution to our members in California.

Submitted by the Los Rios College Federation of Teachers, AFT Local 2279

Resolution 43

Mobilize to the National Immigrant Rights March in Washington, D.C., on April 10, 2013

Whereas, the current debate in Congress over immigration reform and the National Immigrant Rights March in Washington, D.C. on April 10, 2013, is the best opportunity in recent memory for the immigrant rights and civil rights movement to step into the streets once again and fight for a real pathway to citizenship for the nation's 11 million plus undocumented immigrants, many who are students; and

Whereas, in 2006 the immigrant rights movement first burst onto the streets of big cities and small towns all across America, inspiring hope in immigrants and *all* supporters of democracy and equality, and changed history for the better; and

Whereas, it is essential that for our nation to move forward now and align immigration laws to the logic and reality of immigration today. Fighting for citizenship rights in this nation has always, since the days of slavery, been a fight for racial equality. It is time to recognize that the millions of undocumented people who live in this country, work here, go to school here, and contribute to this society are, by all authentic accounts, Americans who should deserve full citizenship rights; and

Whereas, the immigrant rights and labor movements must mobilize as many immigrants and supporters to ensure that the promises being made to pass the DREAM Act are kept and to ensure the broadest possible freedoms and rights be secured for immigrants living in America, especially in anticipation of anti-immigrant opposition to any pathway to citizenship; and

Whereas, youth and students have always been the engine and strength behind successful social movements, and will be again in this struggle that will not only affect undocumented immigrants, but also has the power to strengthen labor and other progressive movements; and

Whereas, over 40 labor unions, immigrant rights organizations, community and student groups have called for a National March in Washington, D.C., on April 10, 2013, which needs to be as large as possible in order to be powerful enough to effect the change necessary to ensure a fair change to immigrant laws.

Therefore, be it resolved, that the California Federation of Teachers will mobilize affiliates to participate in the National Immigrant Rights March in Washington, D.C., on April 10, 2013; and

Be it further resolved, that the CFT will support students who are also mobilizing to the April 10 National Immigrant Rights March in Washington, D.C.

Submitted by the Socio-Political Committee

Resolution 44

Support of Save CCSF (City College of San Francisco) Coalition

Whereas, City College of San Francisco has been widely acknowledged to be one of the best community colleges in the country, providing as it does a rich array of esteemed programs like nursing, radiology, culinary and hotel management; and

Whereas, CCSF provides an indispensable education to nearly 90,000 students per year, most of whom come from disadvantaged communities; i.e. the working class, people of color, and immigrants communities; and

Whereas, despite CCSF's nationally recognized high quality and successful programs, CCSF has come under gross scrutiny and sanction by the Accrediting Commission for Community and Junior Colleges; and

Whereas, the current interim CCSF administration is using the accreditation process to threaten the diversity in programs and course offerings (e.g. Lesbian, Gay, Bisexual and Transgender Studies, African American Studies, Latin American Studies and Women's Studies) through department consolidation; and

Whereas, the administration has cut class offerings, student support services and opportunity for student employment; and

Whereas, the administration has refused to negotiate in good faith with AFT 2121, SEIU 1021 and the Department Chairs Council; and

Whereas, the administration and district has unilaterally imposed severe pay cuts, workload speed-ups, lay-off and furlough days; and

Whereas, the administration is carrying out these attacks, despite the passage in November, by an overwhelming 73 percent of San Francisco voters, of Proposition A which for the next eight years will bring \$14-\$16 million dollars a year to CCSF, enough money to rollback cuts; and

Whereas, the administration is ignoring the voices of CCSF workers, students and voters of San Francisco; and

Whereas, public education in the United States is increasingly under attack from pro-corporate such as the Lumina Foundation, whose aim is to down-size our public schools, promote for-profit and online institutions, thereby limiting access to quality education, undermining the teaching of critical thinking in the public schools that serve working class populations; and

Whereas, public employees in the United States are increasingly under attack from anti-union forces such as American Legislative Exchange Council, whose aim is to undermine workers' rights and drastically reduce salaries and benefits; and

Whereas, the administration is attempting to reverse the hard-won gains in equity for part time faculty; and

Whereas, the administration, under pressure for the ACCJC, is carrying out the pro-corporate and anti-union agenda of our public schools; and

Whereas, the San Francisco Labor Council has endorsed the March 14 rally organized by the Save CCSF Coalition; and

Whereas, a quality and affordable public education that provides lifelong learning, workplace and life skills, and cultural and personal enrichment is a human right;

Therefore, be it resolved, that the California Federation of Teachers continue supporting AFT 2121 and the Save CCSF Coalition in demanding that San Francisco elected officials ensure that the CCSF administration use Proposition A funds as voters intended; and

Therefore, be it further resolved that the CFT will remain informed of events at CCSF and help AFT 2121 and the Save CCSF Coalition safeguard CCSF's quality, affordable and accessible education; and **Therefore, be it finally resolved** that CFT will continue to provide material support for all aspects of this common struggle—politics, policy, collective bargaining, community action, legal action—for educational justice and quality public education.

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