

# Convention 2015

## Resolutions Committee Report

Resolutions and constitutional  
amendments passed by delegates  
to CFT Convention March 20-22  
in Manhattan Beach.

# CFT Convention 2015

## Contents

### Constitutional Amendments

#### AMENDMENT 1

Finance: Constitutional per capita change

#### AMENDMENT 2

State Council: Council name change

### Education Finance

#### RESOLUTION 13

Taxation for public education

#### RESOLUTION 14

Adult education for adults

#### RESOLUTION 15

Adult education funding for instruction and support services

#### RESOLUTION 16

Enhanced support for Common Core State Standards

#### RESOLUTION 17

Support early childhood educators with professional development funds

### Health Care, Retirement, and Benefits

#### RESOLUTION 18

Support affordable housing

#### RESOLUTION 19

Death benefit equity overdue for classified employees

#### RESOLUTION 20

Support of paid office hours and equal pay for non-credit faculty

#### RESOLUTION 21

Stop the Social Security scam on part-time faculty

### Professional Issues: EC/K-12

#### RESOLUTION 1

Calls for critical revisions to ESEA

#### RESOLUTION 2

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

#### RESOLUTION 3

Rules for teacher preparation programs should NOT adopt test and punishment "accountability"

#### RESOLUTION 4

Increase charter school accountability

#### RESOLUTION 5

Create Charter Schools Committee

#### RESOLUTION 6

Protecting employees in schools and colleges

#### RESOLUTION 7

Increase support for Career Technical Education programs

### Professional Issues: Higher Education

#### RESOLUTION 8

Support free community college

#### RESOLUTION 9

Support of fair accreditation for Compton Community College

#### RESOLUTION 10

Role of the exclusive representative

#### RESOLUTION 11

Teacher inclusion in AB86 structures

#### RESOLUTION 12

Shared governance for adult education

### Socio-Political

#### RESOLUTION 23

Support of the "Black Lives Matter" movement

#### RESOLUTION 24

Creation of CFT Small Local COPE

#### RESOLUTION 25

Oppose Trans-Pacific Partnership

#### RESOLUTION 26

Ban fracking

#### RESOLUTION 28

Urge Congress to condemn the arrests, disappearance, and killings of students, teachers, and union leaders in Mexico

#### RESOLUTION 30

May is Labor History Month and Safe Jobs for Youth Month

# Amendment 1

## 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, ~~2014~~ 2015, the per capitas for active members and non-member fee payers of the CFT will be:
  - 1) Regular rate members and regular rate agency fee non-members earning \$26,000 or more: ~~\$457.68~~ \$481.68 (12 monthly payments of ~~\$38.14~~ \$40.14).
  - 2) Non-bargaining agent members and members-at-large: AFT/ CLF per capita tax plus 40% of CFT full-time per capita tax.
  - 3) Any Special Assessments described in Article II, Section 6 are added to the per capita rates described in Section 1.
  
- 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.
  - 2) Each local shall pay on behalf of members and agency fee non-members who receive less than ~~\$14,000~~ \$14,626 per year at one-fourth (1/4) the rate in a(2). Effective September 1, 2011, this income threshold shall be increased on a yearly basis by a percentage equal to the public sector Employment Cost Index published by the U.S. Department of Labor.
  - 3) Each local shall pay on behalf of members and non-member fee payers who receive less than ~~\$8,500~~ \$8,880 per year at one-eighth (1/8) the rate in a(2). Effective September 1, 2011, this income threshold shall be increased on a yearly basis by a percentage equal to the public sector Employment Cost Index published by the U.S. Department of Labor.
  - 4) Non-bargaining agent member and members-at-large dues shall be 40% of CFT per capitas as described in Article II, Section 1a and shall increase by the same amount as the AFT and California Labor Federation per capitas. The Executive Council shall determine dues for those members-at-large who pay agency fee to another organization. Provisions in Article II, Section 1b, 1), 2); and 3) of the By-Laws shall apply to non-bargaining agent members and members-at-large .
  - 5) Laid-off employees or employees on unpaid leave: Such locals may pay per capita tax for such members at the rate of \$1 per month.
  - 6) Newly organized locals, and units within locals, shall pay \$5 per member per month employed from the representation certification date until their first contract is ratified.
  
- c. Back per capitas will be paid at the per capita rate in effect when the debt is incurred.
  
- d. ~~Fifty cents (\$0.50)~~ Sixty five cents (\$0.65) or proportional share of each unit member's monthly per

- e. ~~capita and fifty cents (\$0.50)~~ Sixty five cents (\$0.65) or proportional share paid monthly for any persons in the bargaining unit on whose behalf agency fees are paid on a twelve month basis shall be placed in the CFT Legal Defense Fund. The CFT Legal Defense Fund shall be maintained as a revolving fund under the direction of the CFT Executive Council.
- e. ~~Two dollars and fifty cents (\$2.50)~~ Three dollars and sixty five cents (\$3.65) or proportional share of each member's monthly per capita on a twelve-month basis shall be placed in the CFT COPE fund. The political fund shall be maintained as a revolving fund under the direction of the CFT COPE Executive Council. This fund shall be used for contributions to candidates for state or local office and/or for ballot propositions. Salaries and benefit costs for the employees of the CFT Political Department and other expenses related to political activities may also be paid from the CFT COPE fund. In order to increase CFT COPE funding, the state Convention may increase per capitas by a flat amount in excess of the percentage amount required to be voted on as a result of the calculation in Section 2.
- f. Twenty cents (\$0.20) or proportional share of each unit member's monthly per capita on a twelve-month basis shall be placed in the CFT Raoul Teilhet Scholarship Fund.
- g. Ten cents (\$0.10) or proportional share of each unit member's monthly per capita and ten cents (\$0.10) or proportional share paid monthly for any persons in the bargaining unit on whose behalf agency fees are paid shall be placed in the CFT Militancy Fund. The CFT Militancy Fund shall be maintained as a revolving fund under the direction of the CFT Executive Council. The Militancy Fund shall be used to help and defend persons who have been targeted or retaliation by employers as a result of their CFT union activities and other similar purposes as determined by Executive Council.
- h. Fifteen cents (\$0.15) or proportional share of each unit member's monthly per capita and fifteen cents (\$0.15) or proportional share paid monthly for any persons in the bargaining unit on whose behalf agency fees are paid shall be placed in the CFT Educational Issues Fund. The Educational Issues Fund shall be maintained as a revolving fund under the direction of the CFT Executive Council. As determined by the Executive Council, the Educational Issues Fund shall be used to develop and publicize CFT positions of educational issues.

### **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 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.a. Effective September 1, 2013; and ending August 31, 2016, 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.
- e.b. Effective September 1, 2010, two dollars (\$2.00) or proportional share of each unit member's monthly per capita on a twelve-month basis shall be separately assessed and directly placed into the CFT COPE

fund. Proceeds from this assessment shall be designated as the “Fund for California’s Future” and shall be maintained as a revolving fund under the direction of the CFT COPE Executive Council. This assessment will continue until rescinded by a two-thirds vote at the Convention or by the Executive Council.

~~d. c.~~ 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 ~~\$18.72~~ \$19.13 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 ~~\$18.72~~ \$19.13 of the FTE of per capitass paid to the CFT by the local or council of locals on a monthly basis.
  - 3) All locals and councils of locals that have non-certificated employees in their unit or are a unit of classified employees and that qualify for the CFT Staff Funding Program, shall receive staff funding from the CFT equal to seventy percent (70%) of ~~\$18.72~~ \$19.13 of the FTE of per capitass paid for non-certificated employees of the unit.

*Submitted by the Executive Council*

## Amendment 2

### State Council: Council name change

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

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

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

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

## Resolution 13

### Taxation for public education

**Whereas**, the passage of Proposition 30 in 2014 provided the additional money that allowed educators to bargain for raises and changes in working conditions in the current contract; and

**Whereas**, Proposition 30 is a fixed-term tax that will expire; and

**Whereas**, the prior years of inadequate school funding are not only a result of fluctuations in the California economy, but are tied to the 1978 passage of Proposition 13; and

**Whereas**, stability in the schools is tied to stability of funding, and improvements in the schools is tied to improved funding; and

**Whereas**, the CFT and its affiliates have been key players in fighting for adequate funding for the public schools of California and all public goods and services; and

**Therefore, be it resolved**, that the California Federation of Teachers shall advocate for adequate funding for the schools by:

- a. making permanent the income taxes similar to those contained in Proposition 30;
- b. joining with other unions and like-minded bodies to urge commercial tax reform that will undo aspects of Proposition 13 that unfairly benefit owners of large property and corporations; and
- c. supporting other efforts of progressive tax reform to enhance stable and fair funding of public goods and services.

*Submitted by United Educators of San Francisco, AFT Local 61*

## Resolution 14

### Adult education for adults

**Whereas**, K-12 adult education is currently funded at some 25 percent of what it had been six years ago; and

**Whereas**, many school districts, like Oakland and Alhambra, eliminated or seriously decimated their K-12 adult education programs; and

**Whereas**, as a consequence of our defunding, K-12 adult education is only able to serve 25 percent of adult students it formerly served; and

**Whereas**, adult education is essential to helping adults move into middle-skills jobs and reducing poverty in California; and

**Whereas**, the proposed Adult Education Block Grant allocation for 2015 is significantly inadequate to meet the educational needs of adults in the state of California; and

**Whereas**, the funds that formerly funded K-12 adult education have been subsumed into the Local Control Funding Formula (LCFF), significantly increasing the state's per pupil allocation in K-12; and

**Whereas**, the limited amount of money for the education of adults needs to be dedicated solely for that purpose; and

**Whereas**, the Los Angeles Unified School District is proposing legislation to divert adult education funds for "credit recovery" for high school students at the same time that funds available for K-12 students have been dramatically increased through the LCFF;

**Therefore, be it resolved** that the California Federation of Teachers advocate the position that all funds for adult education only be used for the education of adults.

*Submitted by the Adult Education Commission*



## Resolution 15

### Adult education funding for instruction and support services

**Whereas**, current funding for adult education is expected to be inadequate; and

**Whereas**, money spent to administer education in California is already excessive; and

**Whereas**, the proposed additional layer of bureaucracy for administration of AB86 (passed in 2013) at a cost of \$25 million, is unnecessary and wasteful, and diverts limited funds away from the education of adult students; and

**Whereas**, our collective experience has taught us that districts require firm limits on their spending on administration;

**Therefore, be it resolved**, that the California Federation of Teachers oppose the current plan to allocate a portion of the Adult Education Block Grant funds for administration of the regional consortia.

*Submitted by the Adult Education Commission*

## Resolution 16

### Enhanced support for Common Core State Standards

**Whereas**, the CFT continues to promote quality education for all of California's public school students; and

**Whereas**, the AFT continues to support the Common Core State Standards provided that a set of essential conditions, structures, and resources are in place; and

**Whereas**, the California Department of Education has entrusted California's public school teachers to rapidly implement an entirely new curriculum and assessment system — the Common Core State Standards — on an unprecedented timeline; and

**Whereas**, the state of California has transitioned California's public school students and CFT members to the Common Core State Standards while providing minimal funding in support of proper implementation, there is still not enough funding to assist districts and Local Educational Agencies during the critical paradigm shift in instructional practice for teachers and students alike; and

**Whereas**, the state of California has placed the burden of Common Core State Standards implementation mostly on Local Educational Agencies and school districts; and

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

**Whereas**, the huge technological gap between students whose households have computers with internet access, and students whose impoverished households do not, continues to permeate California education;

**Therefore, be it resolved**, that the California Federation of Teachers advocate for the requirement that there be an agreement of the local collective bargaining unit regarding the usage of any additional funding provided by the state of California for the continued implementation of the Common Core State Standards;

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

*Submitted by the Educational Issues Committee*

## Resolution 17

### Support early childhood educators with professional development funds

**Whereas**, the CFT believes that professional development is essential to promote early childhood educators in expanding and continuing their knowledge and classroom skills; and

**Whereas**, the CFT believes that effective professional development for educators results in high-quality child development programs for our youngest students; and

**Whereas**, the CFT supported the Budget Act of 2014-15 and SB837(passed in 2014) in allocating \$15 million to be used for professional development stipends for all Transitional Kindergarten teachers to acquire at least 24 units in early childhood education or child development, and for teachers in the California State Preschool Program for the costs of credit-bearing coursework in early childhood education, child development, or both; and

**Whereas**, the CFT supported the Budget Act of 2014-15 and SB837 in the appropriation of \$10 million to be used for other professional development projects including professional development opportunities that strengthen teacher knowledge of the California Preschool Learning Foundations;

**Therefore, be it resolved**, that the California Federation of Teachers develop, circulate, and publicize the availability of these funds to its members; and

**Be it further resolved**, that the CFT lobby the California Department of Education to be a voice in the development of specific language that would allow early childhood educators access to the \$10 million allocated for professional development; and

**Be it finally resolved**, that the CFT act expeditiously in these efforts to be sure that those who would benefit from it the most utilize this new funding.

*Submitted by the Early Childhood Education Committee*

## Resolution 18

### Support of affordable housing

**Whereas**, housing for our members, as well as affordable housing for the families of our students, is a growing concern; and

**Whereas**, the CFT has been in the forefront of the attempt to block evictions and prevent landlord abuse; and

**Whereas**, the CFT has also worked with school districts, cities, and state agencies to seek housing plans that will benefit CFT members who want to work and live in the communities they serve;

**Therefore, be it resolved**, that it shall be the aim of the California Federation of Teachers to continue our alliances with housing groups and coalitions dedicated to making and maintaining California as an affordable home to teachers, paraprofessionals, all other classified staff, and the families of our students; and

**Be it further resolved**, that CFT shall continue to work with cities, school districts, and state agencies, along with our allies in the AFL-CIO and CalSTRS, and with the guidance of our national affiliate, the AFT, to create educator-specific housing opportunities for public school employees.

*Submitted by United Educators of San Francisco, AFT Local 61*

## Resolution 19

### Death benefit equity overdue for classified employees

**Whereas**, CalPERS provides varying levels of death benefits according to membership category and status, each providing a “lump sum” of money to survivors at the time of the member’s death for the purpose of covering funeral and burial expenses; and

**Whereas**, the original lump sum death benefit of \$300 for all retired CalPERS members was enacted in 1945 (70 years ago); and

**Whereas**, in 2000 (15 years ago) the death benefit was increased to \$2,000 for school members of CalPERS; and

**Whereas**, according to the National Funeral Directors Association, in 2012 the average cost of a full-service funeral (not including cemetery costs, grave space, the monument, and other burial costs) was \$7,045; and

**Whereas**, the California Legislature has historically and unfairly provided different benefit levels to different public employees resulting in longstanding inequities in death benefit amounts; and

**Whereas**, the current \$2,000 death benefit is not comparable to that benefit offered to other public employees; and

**Whereas**, school members of CalPERS should be provided a comparable death benefit and such death benefit should cover more costs of a funeral;

**Therefore, be it resolved**, that the California Federation of Teachers contact and lobby the CalPERS board on this inequity; and

**Be it further resolved**, that the CFT sponsor legislation to increase to \$7,045 the death benefit and provide long overdue equity to school members of CalPERS.

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

## Resolution 20

### Support of paid office hours and equal pay for noncredit faculty

**Whereas**, within the California community college system there are credit and noncredit courses offered to students; and

**Whereas**, the demand for noncredit instruction has evolved dramatically since the Academic Senate adopted the *Role of Noncredit in the California Community Colleges*; and

**Whereas**, curriculum regulations in Title 5 changed to permit local certificate training programs in the noncredit area; and

**Whereas**, students in noncredit courses deserve the same level of support from faculty to learn essential skills necessary to succeed and to be able to transfer to credit level classes; and

**Whereas**, the State Chancellor's Office Noncredit Alignment Project produced *A Learner-Centered Curriculum for All Students* to assist in the accomplishment of this goal;

**Whereas**, the systemwide Basic Skills Initiative has recognized the important role that noncredit programs play in the success of students by offering a large range of noncredit programs and certificates available throughout California's community colleges; and

**Whereas**, state apportionment funding has increased to support noncredit instruction; and

**Whereas**, noncredit students need an equivalent or higher level of faculty support outside the regular classroom hours, as credit students;

**Therefore, be it resolved**, that the California Federation of Teachers will support budget requests for paid office hours for non-credit faculty equivalent to those of credit faculty; and

**Be it further resolved**, that the CFT will support budget requests so that all California community college faculty within a district will be paid an equivalent salary whether teaching in the credit or non-credit areas.

*Submitted by the Part-Time Committee*

## Resolution 21

### Stop the Social Security scam on part-time faculty

**Whereas**, the University of California system, many community colleges and K-12 districts do not make Social Security payments for their part-time employees, including many lecturers represented by UC-AFT who work less than 50 percent over any part of a year and who therefore do not qualify for its retirement system; and

**Whereas**, the university instead, withholds 7.5 percent of the part-time lecturer's own earnings and designates these funds as their retirement "contribution," thereby satisfying legal requirements that it provide a "pension plan" for all its employees that functions as an alternative to Social Security; and

**Whereas**, the university provides no matching funds to this "contribution" and returns it in the event of a break in service, so that the part-time employee actually accrues no retirement benefits at all; and

**Whereas**, the University of California has, since the 1970s, taken advantage of this shocking loophole in federal retirement and tax law that allows it to avoid making any Social Security contributions or pay any other retirement benefit for all of its part-time employees who do not qualify for the UC Retirement System; and

**Whereas**, this practice of denying Social Security benefits for work done by part-timers at the University of California is yet another example of how the system exploits its lower-paid employees, while providing lavish compensation to its executives; and

**Whereas**, part-time employees at many community college districts who are ineligible for or unlikely to ever vest in the CalSTRS Defined Benefit plan, nevertheless are likewise excluded by their districts from eligibility for Social Security payroll deductions, being offered only inferior retirement plans wherein the employer contribution is much lower than in Social Security or CalSTRS Defined Benefit; and

**Whereas**, these inferior retirement benefits cause further injury by offsetting any Social Security benefits accrued from other jobs under the Windfall Elimination Provision of federal law; and

**Whereas**, a previous CFT resolution on this issue years ago resulted in some proposed legislation and negotiation but ultimately no results whatsoever;

**Therefore, be it resolved**, that the California Federation of Teachers demands the University of California end its participation in this retirement scam that denies Social Security benefits to its part-time employees; and

**Be it further resolved**, that the CFT demands the University of California immediately begin making Social Security contributions for its part-time employees who are not allowed to participate in the UC Retirement System, including many UC-AFT lecturers; and

**Be it finally resolved**, that the CFT propose legislation that all community college and K-12 districts make Social Security contributions an available option for part-time employees.

*Submitted by the University Council-AFT*

# Resolution 1

## Calls for critical revisions to ESEA

**Whereas**, the U.S. Congress is expected to vote later this year on reauthorization of the Elementary and Secondary Education Act (ESEA); and

**Whereas**, the current version of ESEA, known as “No Child Left Behind,” has been catastrophic in a number of ways for teachers, health and human services personnel, and the students they serve; and

**Whereas**, it is important for the CFT and AFT to do their utmost to make sure that the new ESEA does not revisit upon public education the ills of NCLB;

**Therefore, be it resolved**, that the California Federation of Teachers contact congressional representatives and urge them to work to make sure that any reauthorization of ESEA reflects the original intent of ESEA and focuses on the nation’s neediest students;

**Be it further resolved**, that the CFT lobby for a new ESEA that eliminates its punitive approach and instead supports and sustains programs that build staff capacity and school community partnerships, committing to system change to improve the nation’s most challenged schools; and

**Be it further resolved**, that any reauthorization of ESEA eliminate the use of high-stakes testing and instead use multiple measures focusing on measuring how a school and district instructional program contains a balanced curriculum including the arts and music, and how well that school and district provide support and emotional learning that supports the well-being of the whole child; and

**Be it further resolved**, that any reauthorization of ESEA not usurp the evaluation systems developed within local collective bargaining agreements; and

**Be it further resolved**, that any reauthorization of ESEA state that Local Educational Agencies publicly report the number of fully qualified teachers at each school site and list the status of intern teachers, including historical data that would identify patterns of staff instability. All classroom teachers, health and human services employees, and classified employees — including Teach for America candidates or those from similar organizations — should meet the same qualifications for employment; and

**Be it further resolved**, that any reauthorization of ESEA fully fund any and all of its mandates; and

**Be it finally resolved**, that the CFT urge the AFT to support this approach in advocating for the reauthorization of ESEA.

*Submitted by the Educational Issues Committee*



## Resolution 2

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

**Whereas**, teacher evaluation needs to be revised; and

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

**Whereas**, the CFT was one of a number of stakeholders who participated in the drafting of *Greatness by Design*; and

**Whereas**, the CFT must take a leadership role in sponsoring legislation to reform teacher evaluation that is research-based, effective, comprehensive; and performance-based as recommended in *Greatness by Design*; and

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

**Whereas**, the features of a high-quality evaluation system based on *Greatness by Design* to be included in the legislation are hereby described as follows; and

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

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

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

**Whereas**, an evaluation system must include both formative and summative assessments to ensure it helps improve teaching and learning; and

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

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

**Whereas**, the development of a comprehensive, performance-based teacher evaluation system should be a priority that will provide the education system with the resources for the necessary time and training for evaluators and mentors for teachers needing assistance; and

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

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

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

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

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

**Therefore be it resolved**, that the California Federation of Teachers either sponsor legislation to reform the Stull Act considering teacher evaluation using the recommendations found in *Greatness by Design* as the model for that legislation, or that the CFT seek to ensure that any legislation reforming the Stull Act uses the recommendations found in *Greatness by Design* as the model for that legislation.

*Submitted by the Educational Issues Committee*

## Resolution 3

### Rules for teacher preparation programs should NOT adopt test and punishment “accountability”

**Whereas**, the U.S. Department of Education (DOE) is in the process of writing new regulations regarding teacher preparation programs; and

**Whereas**, the DOE seeks to incorporate testing and other invalid measures to determine the “success” of teacher preparation programs; and

**Whereas**, it is clear that creating and implementing high-quality teacher preparation programs is an extremely complicated process that involves many factors; and

**Whereas**, the DOE will base delivery of federal resources such as grants-in-aid, loan guarantees, and other vital services on the new ratings scheme that it is developing; and

**Whereas**, it is already becoming more and more difficult to attract and retain quality candidates to teacher preparation programs around the nation, efforts that will become even more difficult if the DOE should force teacher preparation programs to emphasize “test and punish” type accountability systems that will double down on high-stakes testing; and

**Whereas**, there is no established link between a teacher’s student test scores and the teacher’s preparation program; and

**Whereas**, the direction that the DOE is apparently taking to “improve” teacher preparation programs moves the United States away from the teacher preparation practices of “high-performing” countries; and

**Whereas**, per usual, the input of successful classroom teachers and health and human services personnel has been muted and;

**Whereas**, it is likely that the DOE will mandate programs and regulations that will cost states and local districts millions of dollars that will not be funded by the federal government and;

**Whereas**, the California Commission on Teacher Credentialing (CTC) is revising its accreditation system for teacher preparation programs to emphasize clinical practice throughout their preparation programs and focusing on the importance of the Cooperating Teacher “Master Teacher” and the University Supervisor and;

**Whereas**, the CTC is proposing evaluating teacher preparation programs using multiple measures such as participant surveys, site visits, completion rates as much more valid measures of the program quality instead of focusing on validating programs with extensive paper documentation and have resisted efforts to include students’ standardized tests;

**Therefore, be it resolved**, that the California Federation of Teachers work with its community allies, the AFT, and other unions to press the DOE to cease its attempts to move teacher preparation in the direction of an emphasis on “test and punish” style “accountability” and;

**Be it further resolved**, that the CFT urge the DOE to work with classroom teachers through their national organizations to develop changes to teacher preparation programs that those in the classroom know will work and;

**Be it further resolved**, that any revisions to federal policy regarding teacher preparation programs look to those nations with high-quality teacher preparation programs for guidance and inspiration and;

**Be it further resolved**, that any changes in teacher preparation programs include significant compensation for those teachers who serve as “master teachers” in terms of a reduced workload, compensation commensurate with that of the collective bargaining agreement of the particular district,

adequate technological and other support from either the training university or college or the school district, a clear set of criteria establishing eligibility for a person to be a master teacher and the process for selection of a master teacher to be negotiated into the collective bargaining agreement of that district, and other considerations that enable a master teacher to do her or his job of helping train the next generation of teachers, especially since it is envisioned that master teachers will be held responsible for more duties during this process and;

**Be it further resolved**, that student teachers are given keys, computer log-in information, curriculum support, and other services while serving as student teachers and;

**Be it finally resolved**, that whatever the DOE mandates moving forward — to both teacher preparation programs and local school districts — be fully funded by the federal government.

*Submitted by the Educational Issues Committee*

## Resolution 4

### Increase charter school accountability

**Whereas**, the state of California has more than 1,000 charter schools; and

**Whereas**, charter schools are publicly funded educational institutions; and

**Whereas**, charter schools are generally exempt from California state laws governing school districts, except where specifically imposed by *California Education Code* Section 47610; and

**Whereas**, charter schools receive public funding but “may elect to operate as, or be operated by, a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law under *California Education Code* Section 47604 and therefore may appoint their own governing boards; and

**Whereas**, exemptions from regulations on financial accounting have led to a lack of transparency in the use of public funds; and

**Whereas**, the lack of public disclosure of student records leads to a lack of transparency of important student data such as suspensions, expulsions, and dismissals; and

**Whereas**, elected school boards are responsible for overseeing all charter schools they approve as part of their responsibility to maintain the public trust;

**Therefore, be it resolved**, that the California Federation of Teachers will sponsor legislation that increases the transparency and accountability that the state requires of all charter schools; and

**Be it further resolved**, that this legislation will require that the governing board of every charter school be subject to *California Government Code* Section 1090 which ensures that no school board members, consultants, or employees have a financial interest in any agreement, contract, or purchase made by them in their official capacity, or by any governance body or board of which they are a member; and

**Be it further resolved**, that this legislation will require that charter school board members shall be required to submit full financial disclosure reports and identify any potential conflicts of interest prior to being approved by the Charter School Authorizer; and

**Be it further resolved**, that this legislation will make charter schools subject to *California Education Code* Section 41372 which states that at least 55 percent of a school’s annual expenditures shall be allocated for certificated classroom personnel and pupil services staffing; and

**Be it further resolved**, that this legislation will require that charter schools be subject to a mandatory bidding process for contracts; and

**Be it further resolved**, that this legislation will require that all charter schools use the full Standardized Account Code Structure required of all local school districts when presenting financial statements to their charter authorizers; and

**Be it finally resolved**, that this legislation will require charter schools fully disclose enrollment practices and all student records to their charter authorizer.

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

## Resolution 5

### Create a Charter Schools Committee

**Whereas**, the leadership of the CFT sanctioned the formation of a Charter Schools Task Force in 2011; and

**Whereas**, there are more charter schools in California than anywhere else in the nation, with over 1,130 schools serving over 500,000 students, with wait lists of over 49,000; and

**Whereas**, less than 1 percent are being served by CFT or its affiliates; and

**Whereas**, distinction needs to be made between the charter school operators and the teachers, health and human services personnel, and classified employees who staff those charter schools; and

**Whereas**, attitudes range greatly among CFT membership towards charter schools and the teachers, health and human services personnel, and classified employees who staff those charter schools;

**Therefore, be it resolved**, that the CFT create a Charter Schools Committee, with members of the committee being appointed at the same time as appointment of members of all other committees; and

**Be it further resolved**, that the CFT urge its membership to speak about charter school teachers, charter school health and human services personnel, and charter school classified employees who staff those charter schools in a manner consistent with AFT policy which discourages hostility towards charter school staff; and

**Be it further resolved**, that the CFT encourage presentations by teachers, health and human services personnel, and classified employees from charter schools with non-charter school CFT membership to help create the positive interaction envisioned in the AFT charter school policy; and

**Be it further resolved**, that the CFT call upon state authorities to uphold the conditions upon which charter schools were established — that a lottery system for all students regardless of special needs or English Language Learner status is mandatory for enrollment into the charter school; that no student may be discriminated against based on gender, race, sexual orientation, special education status, discipline/behavior status, or ELL status during their enrollment in the charter school; that parents may not be required to make donations to the charter school or be forced to volunteer time at the charter school; and that guidelines for students and teachers be consistent with public school standards; and

**Be it further resolved**, that the CFT continue its efforts to organize teachers, health and human services personnel, and classified employees who work in charter schools; and

**Be it finally resolved**, that CFT leadership make efforts to include teachers from charter schools on all CFT committees.

*Submitted by the Educational Issues Committee*

## Resolution 6

### Protecting employees in schools and colleges

**Whereas**, all institutions of learning in California, both EC/TK-12 and higher education, are committed to providing safe and productive learning environments for all students; and

**Whereas**, the provision of a safe and productive learning environment by right ought extend to a safe and productive working environment for certificated and classified employees; and

**Whereas**, increasing instances of student behavioral issues in the classrooms and/or on campuses have resulted in an unsafe condition including physical and/or mental harm for our members; and

**Whereas**, our members have little or no recourse available to defend themselves from harm;

**Therefore, be it resolved**, that the California Federation of Teachers urge its locals to develop a method for assessing and advising on student behavior up to and including the creation of Behavioral Intervention or Threat Assessment Teams; and

**Be it further resolved**, that any method for addressing student behavioral issues in this context be a collaborative effort between classified, certificated, union representative organizations, and administrative personnel with special emphasis on preserving the safety of all campus personnel to protect them from undue harm in the form of institutional policy; and

**Be it finally resolved**, that the CFT study efforts to address issues related to the impact of student behavior on its members.

*Submitted by the Classified and Faculty Unity Committee*

## Resolution 7

### Increase support for Career Technical Education programs

**Whereas**, the Career Technical Education (CTE) Committee consists of faculty and classified staff representing EC/TK-12, community college, adult education, and community technical education programs; and

**Whereas**, the committee's role is to provide diverse insight to the Executive Council of CFT on issues concerning CTE legislation and practices; and

**Whereas**, the committee is concerned with the lack of foresight and lack of structure in the decision-making process used to close well-grounded CTE programs at the district level during economic fluctuations. These includes programs with strong performance, positive student outcomes, and long standing community need; and

**Therefore, be it resolved**, that the California Federation of Teachers ensures that the AB86 Work Group be composed of EC/TK-12 and community college adult education representatives of the program(s) in question; and

**Be it further resolved**, the CFT oppose privatization that is undermining our public school systems and support statutory or regulatory language assuring Local Control Funding Formula funds for the CTE programs that are accessible and affordable pathways to employment for residents of our state.

*Submitted by the Career and Technical Education Committee*



## Resolution 8

### Support free community college

**Whereas**, a better educated population benefits the entire country, not just individuals; and

**Whereas**, a free, broad access, quality public higher education is available in many countries where citizens do not pay higher taxes than in the United States, but where education is a high enough priority that governments adequately fund it; and

**Whereas**, the income gap between the rich and the poor in the United States continues to widen; and education is considered as the best way to provide equal opportunities to all for a better future; and

**Whereas**, a free K-12 education for all has been the standard in the United States for many decades, regardless of economic status; and

**Whereas**, the goal of the K-12 Common Core State Standards is to prepare students to be college- and career-ready, which presupposes the availability of college for all; and

**Whereas**, in today's job market, a postsecondary education is necessary for most jobs which can afford someone a reasonable economic standard; and

**Whereas**, student debt in the United States has reached unprecedented levels and continues to rise; and

**Whereas**, access to grants and other forms of financial aid constitutes an unnecessary and unfair burden for needy students who want to pursue an education; and

**Whereas**, students with greater financial obstacles are often the first in their families to aspire to higher education, and therefore do not have knowledgeable adults who can mentor and assist them in navigating the higher education system; and

**Whereas**, immigrant English Language Learner students often face language challenges when exploring ways to pay for higher education and applying for financial aid, thus jeopardizing their educational pursuits, as well as their successful integration as productive members of society;

**Therefore, be it resolved**, that the California Federation of Teachers issue a statement in support of free community college education with open access for all, defining “free” with the same meaning it has in “free K-12 education” — not simply “tuition-free,” but, also eliminating all community college fees and all other instructional costs; and

**Be it further resolved**, that the CFT publicize this position via its website, its publications, and the press; and

**Be it further resolved**, that the CFT encourage its locals and members to educate their communities on the benefits of free community college education for all and assist in the production of educational materials; and

**Be it finally resolved**, that the CFT communicate its support for free community college education to the AFT and participate in advocacy efforts for federal legislation to implement truly free community college for all.

*Submitted by the English Language Learners Committee*

## Resolution 9

### Support fair accreditation for Compton Community College

**Whereas**, the Compton Community College was closed in 2006 by the Accrediting Commission for Community and Junior Colleges (ACCJC) and forced to merge with El Camino Community College District, depriving Compton, a largely African-American community, of its rights under California law to have its own community college and to have decisions made by its locally elected board of trustees; and

**Whereas**, the ACCJC has now been widely exposed as an organization that does not act in the best interest of community college students and their communities, frequently acting inconsistently and arbitrarily; and

**Whereas**, it is now an established fact that the San Francisco Superior Court has ruled that the ACCJC acted illegally towards City College of San Francisco in 2013; and

**Whereas**, many of the same unfair and illegal practices perpetrated against City College of San Francisco were present in the case of Compton Community College; and

**Whereas**, an application for the reaccreditation of Compton Community College has now been filed;

**Therefore, be it resolved**, that the California Federation of Teachers call for the full accreditation of Compton Community College and for the immediate restoration of all the powers vested in the locally elected officials; and

**Be it further resolved**, that CFT call for a closer examination into the circumstances that led the ACCJC to disaccredit and close Compton Community College in 2006; and

**Be it finally resolved**, that CFT call on state and federal officials to hold the ACCJC accountable for their actions against Compton Community College.

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

## Resolution 10

### Role of the exclusive representative

**Whereas**, California laws contained in AB1725 (passed in 1988) and SB235 (passed in 2001), both authored by Democratic legislator John Vasconcellos, define the right of representation for classified employees who serve on a college or district task force, committee, or other governance group; and

**Whereas**, in accordance with AB1725 and SB235, the selection of that staff representative shall be made by the exclusive representative of the classified employees of the college or district; and

**Whereas**, in districts with no exclusive representative, the board of governors shall determine a process for the selection of a classified staff representative to serve on those task forces, committees, or other governance groups; and

**Whereas**, the classified union's role in collective bargaining is wages, salary, conditions of employment, and full participation in shared governance; and

**Whereas**, the union's duty is to provide fair representation, conduct elections, and other areas covered by the law; and

**Whereas**, the classified senate's role in a non-collective bargaining district would be to participate in shared governance at the colleges; and

**Whereas**, in collective bargaining districts governance is the role of the exclusive representative;

**Therefore, be it resolved**, that the California Federation of Teachers educate classified locals on AB1725 and SB235 and the role of unions and their exclusive representation of classified employees; and

**Be it further resolved**, that CFT provide workshops and training, when appropriate, on the development of collective bargaining and the role of exclusive representatives.

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

## Resolution 11

### Teacher and faculty inclusion in AB86 structures

**Whereas**, the state AB86 organization, established in 2013, continues to exclude teachers and faculty from meaningful inclusion and participation in decision-making and implementation of the restructuring of adult education programs and services; and

**Whereas**, the proposed Allocation Committees of the AB86 consortia will continue the pattern of exclusion of teachers and faculty from all levels of participation and collaboration;

**Therefore, be it resolved**, that the California Federation of Teachers continue to advocate for real teacher and faculty inclusion on the decision-making bodies of the AB86 process, including, but not limited to, the AB86 Cabinet, Workgroup, proposed Allocation Committees of the local consortia; and the consortia themselves.

*Submitted by the Adult Education Commission*

## Resolution 12

### Shared governance for adult education

**Whereas**, AB86 calls for a close level of coordination and collaboration between TK-12 adult education and community colleges; and

**Whereas**, the state has called for better alignment between the two systems; and

**Whereas**, teachers in the TK-12 adult education districts are excluded from the decision-making process regarding the instructional program, professional development, and any semblance of shared governance;

**Therefore, be it resolved**, that the California Federation of Teachers support extending rights and privileges for shared governance to all adult education educators in the TK-12 and community college systems, through legislation and other means.

*Submitted by the Adult Education Commission*

## Resolution 23

### Support of the “Black Lives Matter” movement

**Whereas**, the CFT upholds the ideals of equal justice under the law, racial justice, and human dignity for all; and

**Whereas**, the recent deaths of Eric Garner, Michael Brown, Angel Ruiz, Alex Nieto and too many others, compel questioning of whether or not equal justice under the law is possible for people of color; and

**Whereas**, these deaths are indicative of a growing social-economic division threatening the well-being of our students and the communities of color in which we live and work; and

**Whereas**, we experience the toxic impact of the intersection of racism and concentration of poverty in too many of our students and our communities; and

**Whereas**, while we recognize there have been some positive strides made within our courts and efforts by local police departments engage in constructive dialogue and good faith efforts to improve relations between officers and communities of color and young people, there are still serious problems rooted within racism and poverty that need to be addressed; and

**Whereas**, while we recognize many police officers carry out the mission to protect the public in a manner that’s honorable and professional, it is also true that incidents of racial profiling are still a very serious issue in communities across the country; and

**Whereas**, we express solidarity with the thousands of protestors throughout the nation who are peacefully expressing their outrage and frustration at the deaths of unarmed African-Americans; and

**Whereas**, while we profoundly believe and insist that the lives of our black students matter, and that all black lives matter, we also believe that the growing divide between “haves and have nots” in American society undermines the realization of that belief in the actual workings of the criminal justice system, our schools and economy,

**Therefore, be it resolved**, that we encourage CFT members to examine the concepts of equal justice under the law, racial justice and “institutional racism, best characterized as the new Jim Crow, in their classroom lessons and in their workplaces; and

**Be it further resolved**, that the California Federation of Teachers support Black Lives Matter forums, community meetings and peaceful demonstrations; and

**Be it further resolved**, that the CFT join with other labor and community groups to call for the creation of a national model for community policing and the development of well-funded, thoughtful programs that divert marginalized young people into academic and career programs, and that put an end to institutionalized racism in the criminal justice system.

**Be it finally resolved** that the CFT encourage local affiliates and CFT members to hold teach-ins on the issues of Black Lives Matter; to create and use available curricula related to Black Lives Matter in classes, such as curricula posted on the United Educators of San Francisco website and on AFT’s Share My Lesson website; and to inform members about available resources and curricula.

*Submitted by United Educators of San Francisco, AFT Local 61, and the CFT Executive Council*

## Resolution 24

### Creation of CFT Small Local COPE

**Whereas**, the CFT currently has a Committee on Political Education (COPE) to engage in political activity that benefits its members at the state level; and

**Whereas**, some local unions which are affiliated with CFT have their own COPE to engage in local political activity while other local unions are unable to maintain their own COPE to engage in local political activity; and

**Whereas**, there are ongoing attacks on teachers, classified, faculty, and students that extend from Congress down to locally elected boards and councils; and

**Whereas**, opponents of public education have demonstrated their ability to aggregate funds from around the nation; and

**Whereas**, through CFT's COPE and local COPE we have demonstrated success in winning Proposition 25 in 2010, Proposition 30 in 2012, and pro-public education races such as Tom Torlakson's in 2014; and

**Whereas**, there is a growing need for all local unions to develop COPE committees;

**Whereas**, CFT recognizes the value in all local unions participating in the political process to influence elections at a local level,

**Therefore, be it resolved**, the Executive Council of the California Federation of Teachers authorizes the establishment of a Small Local COPE, which will be developed to allow small locals to increase engagement in local political activity.

**Be it further resolved**, CFT COPE and Small Local COPE funds will be held separately, accounted for separately and shall not be commingled,

**Be it finally resolved**, that the Small Local COPE will establish bylaws establishing governance practices and procedures that will be approved by a CFT governing body. Such bylaws shall provide that under no circumstances may the CFT COPE and the Small Local COPE be established or operated as "affiliated entities" under *California Government Code* Section 85311 and FPPC Regulation 18428.

*Submitted by the Executive Council*

## Resolution 25

### Oppose Trans-Pacific Partnership

**Whereas**, the trade agreement known as the Trans-Pacific Partnership (TPP) is being negotiated in secret by the Obama Administration, without the inclusion of members of Congress, and with no ability for constituents and American citizens to express their concerns regarding provisions therein, namely language regarding labor and human rights, the environment, the internet, medicine, investor-state relations, and a host of other important issues; and

**Whereas**, many communities argue that the TPP would further expand enforceable monopolistic rights and privileges to multinational corporations, and continue to establish limits on sovereign governments' ability to regulate corporations' actions, including but not limited to the areas of intellectual property and copyright provisions, prices, labor practices, environmental impacts, disclosure requirements, and safety issues; and

**Whereas**, according to the limited available public documents from the U.S. Trade Representative, the TPP would further expand the practice of allowing multinational corporations to sue governments through international tribunals, staffed by private sector attorneys, which would force governments to pay compensation to corporations and investors if the challenged policies are deemed to hinder investors' future profits, even if those corporations are not abiding by the countries' laws and regulations; and

**Whereas**, the TPP represents the largest proposed trade deal ever known, with 12 current member countries comprising roughly 800 million people and approximately 40 percent of the global economy; and

**Whereas**, past trade agreements, like NAFTA, have had a real, tangible, and detrimental impact on jobs and wages in this country, on communities large and small, on our environment, and on fair and equitable trade, the TPP goes far beyond what has ever been done before, and should not be pursued.

**Therefore, be it resolved**, that the California Federation of Teachers oppose the TPP, calls for withdrawal from the TPP negotiations, and calls for a new, more transparent, and fair paradigm for trade negotiations going forward.

**Be it further resolved**, that the CFT call on California congressional representatives to oppose pending legislation in Congress (Trade Promotion Authority or "Fast Track") for the TPP, and to stand with working men and women.

**Be it finally resolved**, that the CFT forwards this resolution to AFT to oppose the same legislation and respond accordingly at the national level.

*Submitted by the Labor in the Schools Committee*



## Resolution 26

### Ban fracking

**Whereas**, hydraulic fracturing — or fracking — is a method of oil and gas production that involves blasting millions of gallons of water, mixed with sand and toxic chemicals, under high pressure deep into the earth, breaking up rock formations to extract oil and gas; and

**Whereas**, fracking releases large amounts of methane, a highly potent greenhouse gas that is at least 86 times more effective at trapping heat than carbon dioxide, and also allows access to huge fossil fuel deposits once beyond the reach of drilling, thereby accelerating climate change; and

**Whereas**, fracking uses many toxic and cancerous chemicals which pollute our aquifers, drinking water, agricultural water, and air, and furthermore exposes people to harm from lead, arsenic, and radioactivity that are brought back to the surface with fracking flowback fluid; and

**Whereas**, fracking-impacted communities in the Central Valley have seen a sharp increase in incidences of asthma, respiratory illness, and cancer following the fracking boom; and

**Whereas**, there is little to no safety oversight around fracked wells, even those located just yards from elementary schools and next to farms that feed the nation and the world; and

**Whereas**, the oil and gas industry wastes 2 million gallons of fresh water a day on extreme oil extraction in California amidst one of the worst droughts ever recorded; and

**Whereas**, fracking and other methods of extreme energy extraction are extremely dangerous to workers who suffer numerous occupational health and safety hazards including silicosis, lung cancer, and tuberculosis, exposure to volatile hydrocarbons, broken bones, amputations, and fatalities; and

**Whereas**, we understand that workers and students in other historically marginalized communities and schools are hit first and worst by the public health impacts of extreme energy and that it is important for our unions to stand in solidarity with fracking-impacted communities; and

**Whereas**, New York state recently banned fracking, citing widespread environmental and public health concerns and California can and should do the same; and

**Whereas**, these pollutants and dangers pose serious threats to our students, our members, our communities, and our state;

**Therefore, be it resolved**, that as an official position, the California Federation of Teachers opposes fracking and helps, when called upon, efforts to ban fracking in California and within the United States; and

**Be it further resolved**, that CFT support legislation and other efforts to ban fracking in California; and

**Be it finally resolved**, that CFT forward this resolution to the California Labor Federation and the AFT to ensure their policy is in opposition to fracking.

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

## Resolution 28

### Urge Congress to condemn the arrests, disappearance, and killings of students, teachers and union leaders in Mexico

**Whereas**, according to official statistics, in the two years of the presidency of Enrique Peña Nieto in Mexico more than 40,000 Mexicans have been assassinated, and close to 10,000 have been disappeared, including 43 young students from the normal school (teachers college) in Ayotzinapa, Guerrero, at the hands of municipal police, and according to recent press accounts, with the participation of the Mexican military; and

**Whereas**, after four months of investigations, the government has not been able to provide a credible account of what happened to these young students who range in age from 19 to 21 years and whose disappearance has produced popular indignation and sparked an unparalleled wave of protests in Mexico; and

**Whereas**, according to *Comité Cerezo*, a Mexican civic organization, more than 600 human rights defenders have been arbitrarily arrested during the two years of the Peña Nieto administration, which is only a small sample of the intolerable conditions that the Mexican people have experienced under their current administration and the so-called war on drugs; and

**Whereas**, after the January 2015 visit of Enrique Peña Nieto to Washington where he was hosted at the White House by President Barak Obama, and addressed the U.S. Senate after which both countries announced strengthened bilateral relations on matters ranging from security, immigration, commerce and the continuation of U.S. financial support for programs such as Plan Merida and Plan Mexico which support and train the repressive Mexican military for the so-called war on drugs; and

**Whereas**, the CFT considers it very troubling that our government continues to use our taxes to subsidize a government that violates basic human rights and that is not held accountable to its own population; and

**Whereas**, California is the state with the highest number of Mexicans who live outside of their country, and the wave of violence that has engulfed Mexico as well as the ongoing human rights violations suffered by Mexicans include family members of those who live here; and

**Whereas**, the California Senate passed Senate Resolution 7 on February 3, 2015, which joins the international outcry regarding the missing students and the violation of human rights in Mexico.

**Therefore, be it resolved**, that the California Federation of Teachers stridently urge our congressional representatives with a letter and visits to local district offices by April 12 to urge the congressional leaders to monitor and gather data on the developments in Mexico, to create a congressionally appointed commission to hold public hearings about the serious human rights crisis occurring in Mexico, and to stop providing arms and training to Mexican police and military; and

**Be it finally resolved**, that the CFT request that AFT President Randi Weingarten and that CFT President Josh Pechthalt write letters of solidarity to be read at the International Solidarity Conference in Ayotzinapa on March 26, 2015.

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

## Resolution 30

### May is Labor History Month and Safe Jobs for Youth Month

**Whereas**, AB2269, signed by Gov. Brown in 2012, declares May to be “Labor History Month,” the purpose of which is to “encourage school districts to commemorate that month 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**, a typical U.S. high school history textbook includes in its 800 pages just 17 paragraphs on unions, labor leaders, and the labor movement, reflecting the general imbalance in the social studies curriculum about these important matters; and

**Whereas**, the ongoing assault on labor rights by employers against all working people, including educators, has resulted in the lowest level of union density in the workforce in more than 100 years; and

**Whereas**, the CFT Labor in the Schools Committee has been producing award-winning curricula for teaching about labor rights and labor history for many years; and

**Whereas**, these curricula address the need to educate young people about the role of the labor movement in present day society and history, but require their dissemination to be effective; 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*