

California Teachers Association

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California Teachers Association

Policy Positions

- 1. Purpose.** The purpose of the Organizational Handbook is to have an accurate record of all policy binding upon the governance structure of CTA adopted by the State Council of Education. It shall be used by the Board of Directors, officers, staff (including legislative advocates), liaisons and other bodies of the Association for reference in reflecting the policies of CTA. As used in these guidelines, a policy statement is the encapsulation of a major definitive philosophical position of the Association.
- 2. Format.** Each policy statement contained in the Handbook shall be clearly recognizable as such and shall be phrased in general policy terms, beginning with the words, "CTA believes...." Each policy statement shall be a brief paragraph which reflects an ongoing policy or philosophy of the Association and should deal with only one major concept or topic. Where appropriate, it shall be followed by concise but thorough descriptive rationale.
- 3. Adoption and Publication.** The Handbook will be published during the summer each year by the Board of Directors, to include any changes, deletions or new policy adopted during the previous year and will be presented to the State Council of Education at the first meeting of the new year. Distribution shall be made to all members of the State Council of Education and to Presidents of local CTA/NEA Chapters, together with any additional distribution as deemed appropriate by the Board. Once adopted, provisions of the Handbook shall remain in effect until revised or amended by the State Council.
- 4. Identification of Prime Committee.** Each policy statement in the Handbook shall be identified as to prime committee or commission. When a topic falls into the general policy area of more than one committee or commission, the prime committee assignment shall be made by the Board of Directors within the following constraints:
 - A. A committee or commission having major jurisdiction over the subject or topic shall be selected by the Board for assignment as prime committee to coordinate activities and input from all pertinent committees or commissions where this is feasible;
 - B. The Board of Directors may appoint a special broad-based committee or itself assume coordination over a topic or subject which is of such broad scope as to involve several major committees; and/or
 - C. The Board of Directors shall be the prime committee for matters essentially organizational in nature.
- 5. Numbering System.** Policy statement shall be numbered sequentially within the year originally addressed, including identification of the prime committee with coordinating responsibilities.
- 6. Revisions, Rescissions, and Updating.**
 - A. Annual Review. Each prime committee shall review annually all those items assigned to it and shall deal with them in one or more of the following manners:
 - 1) Where necessary, the topic shall be referred to the Board of Directors for reassignment.
 - 2) Recommend deletion of items which do not meet the definition of policy or which are redundant.
 - 3) Revise and edit to reflect a current Association position and/or to conform to the definition of policy statement as contained herein.
 - B. Processing Timeline. Each prime committee shall submit consolidated statements to the Board of Directors in sufficient time prior to the final Council meeting each year so that the Board may arrange for review, reconciliation and compilation of policies for the succeeding year.
 - C. State Council Chairpersons Steering Committee. The Board may utilize the services of the State Council Chairpersons Steering Committee in coordinating the timeline contained herein and for review and reconciliation purposes where necessary.
- 7. Interim Authority for Topics Not Covered.** Nothing contained herein shall be so construed as to prevent the Board of Directors from exercising its responsibilities to take interim emergency action between Council meetings in areas where policy does not exist. Such action shall be limited to necessity, so that the maximum amount of options shall be kept open for the Council to exercise when the matter is presented at the next meeting for policy formulation, and shall in no case conflict with clearly enunciated and existing policy formally adopted by the Council. (Adopted 1980; amended 1981, 1982)

8. Higher Education Policy.

- A. Policy related only to Higher Education developed by the Community College Association (CCA), the California Faculty Association (CFA), or other non-state council committee.
 - 1) Shall be referred by the group of origin to CTA President.
 - 2) CTA President shall refer to the HE Policies Workgroup, (Presidents of CCA, CFA, and Student CTA or designee and the J-HE Director who serves as chair). Workgroup reviews/revises proposed policy to see if it can be made comprehensive and follows CTA policy protocol.
 - 3) HE Policies Workgroup forwards with any recommendations to CTA President who refers to Board Policy and Review Committee (PRO).
 - 4) PRO forwards final recommendations for Board approval.
 - 5) Approved policies are included in Board report to the State Council for final adoption by State Council.
- B. Policy related only to Higher Education developed by a State Council Committee.
 - 1) Committee must consult with
 - a. CCA or CFA, as appropriate, for policies related specifically to community colleges or the CSU.
 - b. HE Policies Workgroup for comprehensive higher education policy.
 - c. J-HE Director
 - 2) Disagreements which cannot be resolved between the State Council Committee and the higher education groups shall be referred to the Board.
 - 3) Mutually accepted policy shall be forwarded by the State Council Committee of origin to the State Council for adoption.
- C. Comprehensive policy covering K-HE developed by any group or committee.
 - 1) Shall be referred to the appropriate State Council committee and the HE Policies Workgroup.
 - 2) Disagreements which cannot be resolved between the two groups shall be referred to the Board.
 - 3) Mutually accepted policy shall be forwarded by the State Council committee of origin to the State Council for adoption.

Committee Glossary:

ACT - Alternative, Career & Technical Education Committee, formerly ACTE, CTE, VED
AST - Assessment and Testing Committee
CRE - Civil Rights in Education
COM - Communications Committee
CPD - Credentials and Professional Committee
C & I - Curriculum and Instruction Committee
ECE - Early Childhood Education Committee
ESP - Education Support Professionals Committee, formerly Education Support Personnel
FPE - Financing Public Education Committee
HE - Higher Education Committee
LNG - Language Acquisition and Development Committee
LEG - State Legislation Committee
NEG - Negotiations Committee
PIC - Political Involvement Committee
PRR - Professional Rights and Responsibilities Committee
REP - Representation Committee
RET - Retirement Committee
SSM - School Safety/School Management, formerly SMC (School Management Committee)
SEC - Special Education Committee, formerly SAE (Special and Alternative Education Committee)
SPS - Student Support Services Committee
TEAF - Teacher Evaluation and Academic Freedom Committee

Academic Freedom

Academic Freedom

CTA believes academic freedom is fundamental and essential to the teaching profession:

1. Teachers must be free to teach and students free to learn. Both must have access to and be free to explore and discuss issues and divergent points of view. Both must be free to form, hold, and express judgments and opinions, responsibly identifying them as such. The profession must defend itself and its members from any abridgment of academic freedom.
2. Teachers must have the responsibility for developing curriculum and selecting instructional materials and methods to meet the goals of that curriculum. Local associations and governing boards must adopt/negotiate procedures to be followed when there are criticisms/objections to methods or materials. The content of instruction must be judged and controlled by skilled professionals without undue interference by any individual or group. Any individual or group which seeks to inhibit academic freedom must not have influence over the hiring, firing, promotion or due process rights of bargaining unit members.
3. Part-time and temporary bargaining unit members are particularly vulnerable concerning issues of academic freedom. The same policies and protections applied to full-time bargaining unit members must apply to part-time and temporary bargaining unit members.
4. Bargaining unit members must be free to evaluate, criticize, and/or advocate personal points of view concerning policies and/or programs of the schools. Bargaining unit members must be free to assist their colleagues when their academic or professional freedoms are violated.
5. Bargaining unit members must be employed, promoted, or retained without discrimination or harassment regarding their personal opinions or their scholarly, literary or artistic endeavors.

The presence in the classroom of any individual or organization whose intent is to decide or determine what is accurate or inaccurate inhibits academic freedom. (TEAF: 03-05; 00-01; 86-06; 84-06; 79-01)

Access to Copyrighted Materials for Educational Use

CTA believes maximum access to copyrighted materials that relate to the curriculum is in the public interest.

Copyright law should include an appropriate not-for-profit clause to guarantee faculty, schools, colleges and universities the use of copyrighted materials. (COM: 95-06; 95-03)

Alteration of Student Grades

CTA believes a teacher's determination of a grade in any course is final, unless the determination is found to have resulted from clerical or mechanical mistake, fraud, bad faith or incompetence. (PRR: 92-06; 85-05)

Freedom of the Press

CTA believes a free press is fundamental within a democracy, is a basic tenet of academic freedom, and should remain free and unfettered by law or regulation.

Protection of sources of confidential information is essential to the continuance of a free press. Editors of student newspapers and publications should be subject to the protections provided by the First Amendment of the U.S. Constitution. (TEAF: 95-10; 84-06; 73-10)

Instructional Materials: Educator Developed

CTA believes:

1. Instructors should have control over any subsequent use of their lectures, demonstrations, other presentations, software, videos and materials, whether delivered live or by means of electronic or other forms of media. When working with private sector companies, there is a need for a contract to determine how profits (if any) are distributed among parties of development.
2. The advent of varied forms of media using faculty and partnership developed specialized materials has occurred on many California campuses without concomitant safeguards regarding their use.
3. The misuse of such media and materials can cause irreparable damage to the academic freedom and the instructional and professional status of faculty members and the instructional discipline in which they teach.
4. Materials and equipment obtained by teachers from the former Classroom Teachers Instructional Improvement Program (CTIIP) should remain under the control of those teachers while they are employed by the district in which the materials/equipment were obtained. (C&I: 03-03; 02-04; 92-06; 83-03, HE: 74-02 and TEAF: 03-05)

Recording Devices in Schools

CTA believes the recording or electronic surveillance of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's

permission. (PRR: 03-05; 95-01)

Retention of Students

CTA believes the governing board of the school district or its designee, as applicable, shall not overrule a teacher's determination to retain a pupil at any level and/or course except upon finding that the determination was the result of clerical or mechanical mistake, fraud, bad faith or incompetence.

CTA believes retention should be the last resort only after other interventions have been implemented. Students should be retained as early in their school careers as necessary. Students at risk of retention should be provided extensive interventions in an effort to prevent retention. A student should not be retained based solely on one instrument for assessment. Multiple measures should be used to determine retention. English language proficiency alone shall not be used to determine retention. Teachers are the final determiners of student retention.

Once a student has been retained, it is important the student be placed in a setting where instructional strategies do not duplicate those from the previous year. Students who are being retained should be provided additional intensive interventions in addition to the core curriculum. This instruction should take place outside of the required instructional minutes, such as Saturday school, summer school, and intersession. In these classes, the student/teacher ratio shall be fewer students than during the regular instructional school day. If at all possible, remediation for students should not replace electives.

Funding for these intervention programs shall supplement the existing school program, not supplant it.

CTA believes additional work required for student retention be compensated at a pro rata rate. (PRR: 03-05; 92-10; 85-05 and C&I: 01-06)

Suspension, Expulsion, Exclusion and Exemption

CTA believes in the concept that any decision to suspend, expel, exclude, or exempt a student from school should be based upon the education code. School, district policies should be consistent with sound educational philosophy. Legislation which diminishes the rights of a classroom teacher to remove disruptive students from the school environment when deemed necessary by the teacher should be opposed.

When a student has been suspended, the classroom teacher shall determine whether makeup work or homework is to be provided. (CRE: 92-06; 84-06; 78-05)

Bargaining and Employees Rights

Adjunct Duties

CTA believes all local chapters should include a comprehensive adjunct duty clause in negotiated contracts that guarantees reasonable relief from adjunct duties. When adjunct duties are required, they should fall within the certification of the unit member required to do them. No unit member should be removed from a regular assignment for which they are credentialed or certificated because they are not credentialed or certificated to perform an adjunct duty. Local chapters are encouraged to negotiate tuition reimbursement and other expenses related to additional credentialing or certification for adjunct duties if unit members seek the additional training on a voluntary basis. (NEG: 96-01)

Bargaining Goals

The California Teachers Association bargaining goals are grounded in the organization's core values and are part of a bargaining program that includes on-going evaluation, planning, and action.

Core Values:

1. To protect and promote the well being of its members
2. To improve conditions of teaching and learning
3. To advance the cause of free, universal, quality public education
4. To protect human dignity and civil rights
5. To secure a more just, equitable and democratic society

The bargaining program begins with the goals. Evaluation begins with the analysis of environmental forces (organizational capacity and strategic leverage) that affect bargaining. The program continues with the planning of program strategies to achieve the bargaining goals through action and ongoing evaluation.

To support the organization's core values we honor the services of the certificated and classified bargaining unit personnel working to provide a quality educational program for all students.

Bargaining Goals:

Salary

1. Establish and maintain comparable and competitive salaries utilizing revenues and reserves.

Health and Welfare Benefits

2. Establish and maintain a comprehensive program including health, dental, vision, life and income protection for the unit member and his/her family, at

district expense.

3. Establish and maintain a workable benefit structure that does not establish a barrier to quality care.

Conditions of Teaching and Learning

4. Establish and maintain the conditions of teaching and learning that demonstrate respect for the profession and are able to attract/retain highly qualified, highly motivated unit members.
5. Establish and maintain the learning environment, including the salary and benefits of certificated and classified bargaining unit personnel, as a budget priority.
6. Establish and maintain professional development opportunities based on unit members' determination of need.
7. Establish and maintain the principle unit members are the primary decision-makers on the conditions of teaching and learning. (NEG: 09-05; 08-06; 07-06; 05-01)

Benefits: Cancer and Specific Disease Insurance Programs

CTA believes cancer care and other specific disease insurance plans offer limited coverage and are not economically beneficial for members concerned about supplementing their medical insurance plans. (NEG: 06-04; 91-06)

Benefits: Health and Welfare

CTA believes all educational employees have a right to employer-provided comprehensive health and welfare benefits programs. Such programs should be provided as an incident of employment and not be based on the number of hours of employment an employee has within the school district. Health and benefit plans shall be uniform and shall consist of a composite rate for all unit members. The plan shall not include tiered rates, opt-outs, cafeteria-style plans, or cash-in-lieu provisions.

A comprehensive program of health and welfare benefits provisions shall include but not be limited to: health care, dental care, vision care, life insurance and income protection. Such programs should provide for coverage of the spouse/domestic partner and dependents of educational employees. (NEG: 06-04; 05-06; 89-06)

Benefits: Health Benefits Programs (Statewide)

CTA believes active and retired educational employees and their eligible dependents/domestic partners should be provided a basic and comprehensive health, dental and vision benefits via a statewide system. CTA representatives shall be active-

ly involved in the administration/management of such a system. (CRE: 99-05; NEG: 06-04; 89-06)

Benefits: Health Care Cost Management

CTA believes effective health care cost management by jointly managed trust funds or by CTA chapters and their school districts can be accomplished only through the provision of adequate data from both insurers and providers. As a minimum, such data must include specific detailed claims experience; costs of claims by procedure and by provider; and, costs to the plan compared to costs throughout the service area for similar medical procedures; and fees and commissions of consultants, brokers, pharmacy benefits managers, and third party administrators. This data shall be provided in a manner which assures individual patient confidentiality. (NEG: 06-04; 05-06; 96-03; 85-01)

Benefits: Health Care Coverages

CTA believes in and supports strategies that promote affordable health care including health prescription drugs for all Californians. CTA believes in the negotiations of any plan for health care coverage or in the consideration of a CTA endorsement for any health care provider; it shall be the policy of the CTA to include the following basic components:

1. The plan shall be fully paid medical care with no dollar maximum.
2. The plan shall contain no exclusion of the coverage of domestic partners.
3. The plan shall not limit any right guaranteed by COBRA for coverage of employees and their dependents and/or domestic partners.
4. The plan shall incorporate provisions for the coverage of retired members for life.
5. The plan shall include a Medical Procedures Review Board.
6. The plan shall include a procedure for plan participants to appeal disputed claims (the CTA Hearing Panel).
7. There shall be no restrictions on the provider of the medical care, except to be fully licensed.
8. The plan shall incorporate provisions for Hospice Care.
9. The plan shall include full dependent and/or domestic partner coverage with no age restrictions.
10. The plan shall provide for fully paid prescription drug service.
11. The plan shall provide for a comprehensive program of preventive care, including physical examination.
12. The plan shall incorporate provisions for full coverage of psychological/psychiatric services.

13. The plan shall incorporate provisions which result in any excess premiums paid during a given premium year being returned to the plan as reduction in future premiums or to improve coverage as appropriate.
14. The plan shall incorporate provisions which guarantee full consultation and discussion with representatives of the Association whenever any modifications are contemplated in the administration of the plan, including the institution of any cost containment or cost reduction provisions.
15. The plan shall incorporate provisions which guarantee that monthly claims experience reports, including total premiums paid in and total claims paid out, reserves, investments, etc., are fully reported to designated representatives of the Association.
16. Any "cost containment" provisions shall not be "cost shifting" from employer paid premiums to out of pocket expenses of the plan participants.
17. Cost containment shall be based on mutually accepted goals and claims experience data.
18. The plan shall incorporate managed care provisions including, but not limited to, utilization review for hospital care.
19. The plan shall incorporate an employee assistance program to provide counseling and other services to employees and their dependents and/or domestic partners.
20. The plan shall promote a comprehensive wellness program in which the Association actively participates in the design and management of the program.
21. The plans offered shall be selected and designed to minimize adverse selection.
22. The plan(s) shall be designed to encourage participation in one or more alternative delivery systems that incorporate negotiated fee schedules.
23. All plans shall provide economic incentives to encourage efficient use of health care services.
24. Vision care plans shall provide a full range of services including bifocals, trifocals, prisms, annual exams, and annual lenses.
25. Vision and dental plans shall incorporate cost containment features to curb abusive claim practices by both patients and providers.
26. Vision and dental plans shall provide for professional review and quality control over rendered services.
27. Dental plans shall be written to provide a comprehensive range of dental services, and to encourage preventive

dentistry, and shall include full orthodontia coverage for employees, their dependents and/or domestic partners.

28. Dental and vision plans shall contain provisions that require providers to pre-file their fees with the insurance carrier or administrator. (NEG: 06-04; 05-06; 04-06; 93-06; 91-06; 89-06; 84-06)

Benefits: Health Coalitions

CTA believes continuing to work with broad-based coalitions dealing with issues of health care is one effective means of addressing the escalating cost of health care. (NEG: 06-04; 90-03)

Benefits: Health Plan Uniform Standards

CTA believes health care programs covering educational employees shall adhere to uniform standards without regard to whether the plan is operated by a public entity (JPA) or a jointly managed trust. The uniform standards shall include, but not be limited to: financial solvency, scope of benefits and claims paying practices. (NEG: 06-04; 96-01; 92-06)

Benefits: Joint Employer-Employee Trusts

CTA believes in the formation of Joint Employer-Employee Trusts as a primary vehicle for the delivery of fringe benefits programs for CTA members. These trusts shall include the following basic components:

1. The Board of Directors of the trust shall be composed of equal numbers of directors representing management and labor.
2. Among the directors representing labor, directorships shall be divided equally among classified and certificated organizations.
3. Directors for each side, management and labor, shall each cast a "unit vote." Tie votes shall be broken through the use of an arbitration procedure.
4. While districts may opt to participate in the joint trust through the use of a "Joint Powers Agreement," CTA will resist participation in management dominated joint powers agreements.
5. Trusts should be formed within districts or groups of districts in order to create a group which has 2,000 or more insured persons.
6. Pooling of all groups involved in the trust is preferred rather than separate experience rating for each group involved in the trust. Further, all data related to claims experience shall be made available to all participants in the trust.
7. A trust does not need to be self-insured. However, in the event that a trust decides to be self-insured, it should

maintain a size of at least 2,000 insured persons and adequate aggregate and individual stop loss insurance shall be provided. (NEG: 06-04; 84-06)

Benefits: Long-Term Care

CTA believes there are various approaches to protecting oneself against the financial and economic loss due to an illness or condition that requires long-term care including, but not limited to, life insurances riders, health insurance, personal savings, eligibility for Medi-Cal and long-term care insurance. If purchasing long-term care insurance through an individual or group long-term care insurance policy, CTA members should seek policies that meet the following criteria including, but not limited to, those adopted by the National Association of Insurance Commissioners (NAIC):

1. The plan shall not require hospitalization before nursing home benefits are payable.
2. The plan shall have minimal waiting periods of no more than 20 days.
3. The plan shall have a minimum daily benefit of \$80 adjusted for inflation.
4. The plan shall pay a minimum benefit period of three years.
5. The plan shall not limit pre-existing conditions beyond six months.
6. The plan shall not limit benefits beyond a certain age.
7. The plan shall be guaranteed renewable.
8. The plan shall have an inflation factor built in to protect against eroding benefits.
9. The plan shall not have exclusions for diseases such as Alzheimer's or cancer.
10. The plan shall have fixed premiums rather than premiums that increase with age, whenever possible.
11. The plan shall have a full and fair disclosure of all limitations, exclusions, etc.
12. The plan shall not reduce benefits upon conversion of group policy to an individual policy.
13. The plan shall maintain appropriate loss ratios to assure proper premium charges and benefit payments.
14. The plan shall offer a liberal return provision for individuals who purchase the policy and then wish to decline coverage.
15. The insurer shall maintain an A.M. Best rating of A+ or A. (NEG: 06-04; 90-03)

Benefits: Medicare Supplement Plans - Endorsement Criteria

CTA believes educational employees who are eligible for Medicare may wish to supplement the coverage provided through the government's Medicare program. If purchasing group or individual "Medigap" or Medicare supplement policies, educational employees should seek policies that meet the following criteria including, but not limited to, those adopted by the National Association of Insurance Commissioners (NAIC):

Section A - Product criteria should:

1. Provide a core package, including payment of the patient's 20% share of coverage for doctor's services; the patient's \$157 per day contribution to hospital bills for the 61st through 90th day; the patient's contribution for blood; and some coverage for hospital stays beyond 90 days.
2. Be guaranteed issue regardless of age or medical history, subject to continuous insurance coverage.
3. Cover pre-existing conditions no later than six months after the effective date.
4. Be competitive with existing products available in the state.
5. Meet the general CTA endorsement criteria.
6. Provide coverage for prescription drugs.
7. Provide coverage in a skilled nursing care facility.
8. Provide coverage for the hospital deductible. (Part A)
9. Provide coverage for the doctor deductible. (Part B)
10. Provide coverage for excess doctor charges.
11. Provide coverage for foreign travel.
12. Provide coverage for at-home recovery and home health care services.
13. Provide for preventative screening.

Section B - Company Criteria

The insurance company should be rated A+ by A.M. Best Company and should have a quality rating of AAA from Standard and Poor's and/or Aaa from Moody's Insurance Rating Service. (NEG: 06-04; 91-06)

Benefits: Retiree Health Benefits Funding and GASB 45

CTA believes pay-as-you-go funding for Other Post Employment Benefits (OPEB) is an acceptable and appropriate method.

CTA believes prefunding OPEB should only occur if the following conditions exist:

1. Salary and benefit levels already exceed area comparability standards.
2. District reserves are growing.

3. Retirees receive lifetime benefits.

CTA believes all adopted policies and procedures to provide OPEB shall be collectively bargained with the exclusive representative.

Since funding OPEB is a matter of budgeting priority, CTA believes prefunding is a lower priority than providing a quality educational environment, lower class size, and a comparable compensation package.

CTA believes monies for prefunding should not be placed in an irrevocable trust; monies should be placed in a budget line item so that any and all amounts can be redirected if budget priorities or needs change.

CTA further believes districts should resist the purchasing of OPEB bonds as a means of prefunding because of their risks, and because it converts liabilities into fixed, long-term indebtedness. (NEG: 09-05)

Benefits: Self-Insured Health and Welfare Benefit Plan Audits

CTA believes districts and joint powers agreements that self-insure health and welfare benefit plans should complete an audit and actuarial evaluation of the cost of such plans every three years. Audits and actuarial projections should be conducted by independent experts following generally accepted auditing standards and actuarial standards of practice. (NEG: 06-04; 96-03; 93-06)

Benefits: Workers' Compensation

CTA believes effective Workers' Compensation provisions covering members and other employees in the State of California must fairly and adequately address the following:

1. Permanent, temporary, partial temporary and partial permanent disability provisions should provide sufficient compensation so that the injured worker may maintain his/her standard of living.
2. The claims payment and adjudication process should be clear, understandable, and free from unreasonable delay. Further, claims shall be paid while cases are being adjudicated, with awards offset by any overpayments made prior to final determination.
3. Applicants/claimants shall be entitled to legal counsel in accordance with a fee schedule written into the law.
4. Stress claims shall be covered under a reasonable definition that would cover the unique workers' compensation needs of education employees.
5. Managed care organizations, such as HMO's, shall be authorized to provide treatment for workers' compensation injuries.

6. Physicians, vocational rehabilitation representatives, lawyers and all other providers of Workers' Compensation benefits shall be subject to a violation of law for referring injured workers to facilities in which the provider has a financial interest.

7. Practices of fraud, such as filing fraudulent claims, shall be made a punishable crime by law.

8. The Workers' Compensation system shall provide incentives for injured workers to return to work and for employers to improve workplace safety.

9. Vocational rehabilitation programs shall be provided on a cost-effective basis.

10. Fee schedules shall be imposed on hospitals, doctors, drug services and other providers of services for injured workers. (NEG: 06-04; 93-01; 91-06; 86-01)

Burden of Proof in Dismissals

CTA believes completing a prescribed course of study, achieving a degree from an accredited institution, being awarded an appropriate credential from the State of California, and being selected for a position after district screening are sufficient proof that an individual has prepared adequately for a position in education.

The burden of proof should rest with the employer who alleges that this professional preparation has not produced a satisfactory educator. Underlying the burden of proof is a burden of responsibility on the part of the employer to provide the optimum environment for success, both in resources and assistance.

As an essential element of due process of law, any party making charges against a bargaining unit member must be required to prove the substance of those charges by a preponderance of the evidence before any disciplinary action against the bargaining unit member, including dismissal, can be taken. (TEAF: 03-05; 86-06)

CTA/NEA-Retired

CTA believes all retiring members should be encouraged to join CTA/NEA-Retired and to form an active lobbying arm for CTA/NEA-Retired issues. (RET: 04-03; 96-03)

Career Options

CTA supports chapter efforts to negotiate programs which offer bargaining unit members varied opportunities to participate in activities related to their normal assignments, provided that such programs incorporate the following concepts:

1. The activities involved may include flexible teaching experiences; curriculum improvement; textbook selections; instructional improvement; assisting other teachers;

parental, site, district or community committees; opportunities for career improvement by additional education; and other related activities.

2. At least 50 percent of the employee's day or year is in the employee's primary assignment.
3. The activities shall not be supervisory and shall not involve evaluation of other bargaining unit members.
4. Participation in the program shall be voluntary, and all bargaining unit members shall have an opportunity to participate.
5. Selection procedures shall be determined.
6. Additional compensation shall be provided for activities requiring time beyond the individual's normal assignment.

All aspects of this program shall be determined by the collective bargaining process. (NEG: 86-04)

Categorical/Mandated Programs

CTA believes educators within categorical programs shall assume the same rights and responsibilities and shall be treated in the same manner as other certificated staff members with regard to seniority rights, tenure, salary, professional rights and responsibilities, academic freedom, and all other matters crucial to maintaining a high level of professional status. (C&I: 03-03; 86-10; 78-05)

Collective Bargaining

CTA believes collective bargaining for all segments of education and endorses the need for federal collective bargaining legislation.

Local chapters must negotiate written contracts with school employers. Such contracts shall result from negotiations in good faith between local chapters and school employers through representatives of their own choosing, to establish, maintain, protect, and improve matters relating to salaries, hours of employment, provisions for agency shop, other terms and conditions of professional service, and other matters of concern to the chapter. Negotiated contracts, should include a comprehensive non-discrimination clause.

Grievance procedures shall be provided in the contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be part of the grievance procedure.

Procedural resolution of impasse through mediation and fact-finding should be provided. Where conditions are unsafe or otherwise make it impossible for teachers to provide quality education, chapter actions may include legal actions, political actions, and strikes. In the event of a strike by professional

employees, extracurricular and co-curricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification of placement practices that constitute strikebreaking. Additionally, local unions representing similar job categories should be notified.

All chapters should include in the contract language requiring bargaining unit members' inclusion on all relevant site/district advisory committees.

When an authorized strike picket line is established by the recognized bargaining unit, crossing it is strikebreaking and unprofessional and jeopardizes the welfare of bargaining unit members and the educational process. CTA denounces the practice of keeping schools open during a strike.

All chapters should incorporate a system of bargaining which promotes new patterns of intra-organizational relationships. The use of collective action in concert is enhanced through multi-chapter commitment to the achievement of common goals.

Recognizing there are different methods to successfully conduct collective bargaining, whatever method is used, must maintain the integrity of the exclusive bargaining representative as an advocate for the rights and economic benefits for the members. CTA supports methods of conducting collective bargaining which are called "interest," "collaborative," or "alternative" bargaining which are consistent with the above stated principle.

The following primary and adjunct objectives should be the primary focus of CTA/NEA programs in California:

Primary Objectives

1. Secure exclusive bargaining status for CTA-NEA chapters in all California school districts.
2. Maximize bargaining resources and capacities of all CTA/NEA chapters through establishment of a statewide coordinated bargaining system by means of multi-chapter commitments to the achievement of common goals.
3. Bargain optimum contracts in all districts in which CTA/NEA chapters are recognized as exclusive bargaining agents.
4. Administer and enforce implementation of contracts in all districts in which agreements have been reached.
5. Regain exclusive representation rights for CTA/NEA chapters where challenged by decertification attempts, and secure such rights through decertification elections in districts where CTA/NEA chapters do not have exclusive bargaining status.

Adjunct Objectives

1. Secure, through legislative effort, needed modifications and improvements in the collective bargaining law (Rodda Act) to require school boards to negotiate procedures and methods for involving teachers in decisions that shape curriculum, peer assistance, and other professional and instructional matters.
2. Establish influential relationships with appropriate state agencies, especially including PERB, to achieve optimum effectiveness in implementation of the collective bargaining law.
3. Defeat, through legal, political, and legislative action, any efforts to interfere with the exercise of rights gained under the Rodda Act.
4. Improve, through legislative effort, the availability of supporting resources for school districts which form the context in which bargaining will take place. (NEG: 08-06; 97-03; 96-01; 91-10; 84-06; 77-05; 76-12; 70-11)

Comparable Worth

CTA believes all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, including equal pay for comparable worth and leadership at all levels.

The concept of comparable worth—that men and women should receive equal pay for work requiring similar skill, effort and responsibility.

All school districts, community colleges and universities should make a concerted effort to adjust wage disparities in order to prohibit continuing sex-based wage discrimination. (CRE: 86-04)

Compensation

CTA believes educational employees should be professionally compensated for what they know and do. Therefore, CTA supports continued efforts by its chapters to bargain for compensation patterns that are fair, predictable, and open to all bargaining unit members. Criteria such as teaching, curricular development, staff development, and site based decision-making responsibilities may be appropriate bases for consideration in developing such compensation plans.

CTA believes every school district, community college district, and California State University system must have salary schedules/structures and fringe benefit programs which will attract and retain scholarly, intelligent, creative, and dedicated personnel. Fringe benefit programs should: be fully paid by the employer; be in addition to, and exclusive from the basic salary structure; include, but not be limited to, coverage for preventa-

tive healthcare, hospitalization, major medical, dental, psychiatric counseling, vision, income protection, prescription drugs and supplies, and life insurance; and cover active and retired personnel as well as all dependents.

A salary policy shall:

1. Have a minimum salary which is equivalent to at least the amount necessary for an urban wage earner with a family of four to have a moderate standard of living. This amount is established annually by the Bureau of Labor Statistics.
2. Provide salary after ten years of service, with BA plus 60 semester units, that is equivalent to at least twice the minimum.
3. Provide that personnel with a Master's and/or Doctorate degree receive appropriate additional compensation.
4. Provide pro rate payment for the actual length of day/year worked.
5. Provide for Education Support Professionals classification and/or grade alignment based on objective criteria such as responsibility and skill level.

A "merit system" basis of payment of salaries, compensation, any statewide salary schedules, differentiated staffing programs, and any new taxation on employer-paid employee benefits programs should be opposed. (NEG: 08-06; 06-04)

Compensation: Schedule Placement

CTA believes initial placement on the salary schedule and promotions should be based on objective criteria to eliminate the disparities which currently exist among bargaining unit members of comparable preparation, experience, and length of service.

Districts shall place new bargaining unit members on the salary schedules according to their relevant experience and training allowing full credit for all previous service. This policy shall be applied so that educational employees are not penalized in changing assignments from district to district. (NEG: 08-06; 06-04; 98-06; 96-01; 95-06; 85-10; 85-01; 84-06; 83-03; 80-10)

Competency

CTA believes that age shall not be a factor for any rules or regulations that are developed to determine competency for employees. Current statutory provisions provide for the determination of competence. (TEAF: 98-03; 83-03; 77-11)

Curriculum Decision Making

CTA believes local associations should consult and/or negotiate with their respective district governing boards a written policy on curriculum development that guarantees the

establishment of a (district) committee whose scope of involvement shall include, but not be limited to:

1. co-curricular activities ("adjunct duties" outside teaching hours relating to curriculum)
2. course offerings
3. curriculum design (including development/selection of software)
4. development and implementation of curriculum
5. extra-curricular activities
6. inservice education projects/staff development
7. materials of instruction (including equipment, hardware and software)
8. methods and standards of student evaluation
9. participation in planning and development of plant facilities
10. patterns of curriculum organization
11. staffing patterns and utilization
12. use of physical plant

The minimum criteria for procedures governing the operation of such committee includes the following:

1. Teachers shall be selected by and be responsible to the local association, and shall account for not less than 50 percent of the membership of the committee.
2. The committee shall have control over the items it is to consider.
3. All programs developed by the committee shall be referred directly to the Board of Education.
4. Time during the normal working day shall be provided for the work of the committee.
5. Appropriate resources shall be provided to the committee including, but not limited to, consultants selected by the committee, clerical help, available research data, etc.
6. Appropriate inservice education shall be provided the committee as needed. (C&I: 70-04 and SAE: 03-05)

Dismissal Procedures

CTA believes an adequate probationary period is necessary and no dismissal action should be initiated unless the bargaining unit member has been informed of his/her alleged deficiencies and given time and assistance for their correction.

Whatever the specifics of the format for due process (permanent status) protection, the following criteria must be present to guarantee fair procedures. As such, these criteria will form a base for consideration of alternative formats, and for the evaluation of proposals from all sources regarding revision of existing due process (permanent status) laws in dismissal actions:

1. Bargaining unit members must have access to a hearing

of charges, evidence, and presentation of defense before an impartial, objective, "third-party" source.

2. The conclusions and recommendations of such hearings, with right of appeal, must be binding on all parties in the proceeding.
3. Rules of evidence in administrative proceedings must be the same as those utilized in civil actions.
4. The proceedings and resulting conclusions and recommendations must reflect the participation of professional peers in the process.
5. Dismissal proceedings must be based upon sound procedures, which would include:
 - a. Clear definition of standards of performance and of criteria upon which those standards will be judged. These standards shall be mutually agreed upon by the evaluatee and evaluator.
 - b. Early notification to the bargaining unit member of alleged deficiencies.
 - c. Opportunity, including time and assistance from district sources, to correct alleged deficiencies before dismissal action is taken.
6. It is the responsibility of the professional organization to protect the due process rights of its members.
 - a. CTA members who are selected to serve on Professional Competency Commissions should be willing and able to ensure that the legitimate rights of the certificated employee defendant are adequately protected and promoted.
 - b. CTA shall establish criteria to guide certificated employees in the selection of their representative on Professional Competency Commissions.
 - c. CTA shall provide training and assistance so that the certificated employee representative on Professional Competency Commissions will effectively carry out the objectives cited in item (a) of these principles. (TEAF: 07-10; 03-05; 01-06; 92-10; 84-06; 79-01)

Domestic Partners

CTA believes all benefits for spouses should be equally available for domestic partners. Domestic partners are two adults who have chosen to share one another's lives in an intimate and committed relationship of mutual caring, who live together and who have agreed to be jointly responsible for basic living expenses incurred during the domestic partnership. Domestic partners are not related by blood; neither person is married or related by marriage; the persons are 18 years of age or older; and have signed a declaration of domestic partner-

ship. (CRE: 92-10)

Evaluation and Due Process

CTA believes evaluation is the key to excellence. Well-planned evaluation programs based on policies cooperatively developed by staff, administration, and the board assure that evaluation will serve its primary purpose of benefiting bargaining unit members, students, and community.

These principles apply to all bargaining unit members, whether full-time or part-time, regardless of the age of their students. Their implementation should be bargained by the appropriate bargaining unit and should apply uniformly within the employing unit.

1. Evaluation and Due Process protects:
 - a. Children and society against incompetent or unfit professional staff members.
 - b. Bargaining unit members against disciplinary or dismissal proceedings without reasonable cause related to the quality of instruction.
 - c. Bargaining unit members against disciplinary or dismissal proceedings for arbitrary, capricious, unsubstantial or unsubstantiated reasons.
 - d. Academic freedom.
2. Due Process provides:
 - a. For a procedure by which an individual subject to dismissal may obtain a fair and full hearing before a group of his/her professional peers.
 - b. For judicial recourse or appeal if a school board or a bargaining unit member feels aggrieved at dismissal or disciplinary actions.
3. The California Teachers Association recognizes:
 - a. Bargaining unit members are professionally competent and can be counted upon to initiate self-discipline within their own ranks.
 - b. An adequate probationary period is necessary and that no dismissal action should be initiated unless the bargaining unit member has been informed of his/her alleged deficiencies and given time and assistance for their correction.

Evaluation of instruction refers to those procedures in a school district which assess the effectiveness of the school in meeting the goals and expectations it has agreed upon for itself. This includes, but is not limited to, evaluation of the performance of individual certificated personnel. Effective evaluation of instruction requires that procedures be designed to focus on the improvement of educational services to pupils. CTA believes that the preparation and dissemination of observations, evaluations, or any data concerning unit members shall

be confidential. Once a hard copy of the information has been generated and disseminated, the computer memory of the information shall be erased.

Basic Principles

Evaluation of instruction is the key to a successful educational program. It provides:

1. For the improvement of instruction through interaction among all concerned parties.
2. For a planned program to keep certificated personnel informed of respective strengths and weaknesses and for appropriate professional growth activities to meet identified needs.
3. For the continued services of certificated personnel who strive to demonstrate professional competence.
4. Only capable, qualified, certificated personnel achieve and retain permanent status.

These principles are dependent upon the following guidelines:

1. Bargaining unit members shall participate with their evaluators in the development of criteria for satisfactory performance. These criteria shall be mutually agreed upon by both bargaining unit members and evaluators and shall be subject to periodic review.
2. The criteria, procedures, and form relating to evaluation shall be fully publicized and available to all concerned.
3. Procedures for collecting, processing, and interpreting data shall be objective and uniform.
4. Evaluation shall include a conference between the evaluatee and the evaluator(s) at which time information relating to the individual's strength and weaknesses should be discussed openly and frankly with the individual being evaluated.
5. The availability of needed resources and other factors unique to the individual assignment which might affect the program of instruction shall be identified and considered in evaluation conferences.
6. Help and assistance to certificated personnel in areas indicated as not meeting district standards shall be provided, and a record of such assistance shall be maintained for review in subsequent evaluation conferences.
7. Evaluations shall be recorded and signed by both evaluatee and evaluator(s), a copy provided to the evaluatee and a copy retained in the district files to provide a continuous record of the individual's service.
8. Provision for appeal on items of disagreement shall be available.
9. Provision shall be made for self-evaluation or other

- action programs for the benefit of all certificated personnel to upgrade their professional performance.
10. Provision shall be made to remedy deficiencies in the conditions under which teachers perform their services.
 11. No standardized test norms shall be used to assess teacher performance.
 12. Bargaining unit member assessment based on non-instructional duties shall be minimal. These duties shall be specified in advance of any utilization of evaluation purposes.
 13. Bargaining unit members shall evaluate administrative and support personnel and shall have the option of evaluation by their professional peers.
 14. No student assessment shall be used in the evaluation of certificated employees.
 15. A beginning bargaining unit member shall be evaluated as is every other member of the faculty. Work with a mentor bargaining unit member shall not be within the realm of evaluation.
 16. The findings of any practice evaluation shall not be made accessible to anyone outside the administrative training program.
 17. Bargaining unit members shall be evaluated based on their individual performance. Teaching strategies such as team teaching, core groups, and others shall not be the basis for the evaluation of an individual bargaining unit member's performance.
 18. State or district implemented teaching standards for evaluation purposes must be clearly stated and attainable by the evaluatee. (PRR: 03-05; 97-05; 91-06 and TEAF: 05-01; 01-10; 00-01; 95-03; 91-03; 88-01; 86-01; 82-04; 69-11)

Extended School Year

CTA believes any legislation regarding extending the school year must be permissive. Any program for extending the school year must be developed jointly by the school board, certificated staff, and the community. All teachers must be allowed to elect participation in an extended year program. Certificated salary must be paid on a per diem basis for each day of service beyond the state-mandated school year. This service includes any non-teaching attendance that is required by the district. Sick leave should be computed by the same method. (NEG: 97-03; 71-11)

Grievance Processing

CTA believes grievance processing is an essential element in collective bargaining because it affords the means through

which a contract of employment is clarified, protected and enforced. Grievance rights processing, culminating in binding arbitration, should be a continuing goal of negotiations until it is achieved. Associations should establish effective grievance-processing programs and train persons involved in the program in order to fully discharge their contract administration responsibilities. As part of the on-going procedure of grievance processing, each Association should draft its own interpretations of the local contract. (NEG: 96-01; 84-06; 77-01 and PRR: 92-06; 84-06; 75-11)

Housing: Cooperative Trusts

CTA believes appealing and affordable housing for the bargaining unit members in or near the school districts in which they work strengthens their connections with the community and the families of the children in the local schools. CTA also believes affordable housing will support professional compensation, benefits and working conditions in the recruitment and retention of bargaining unit members. CTA supports legislation that increases opportunities for bargaining unit members to acquire affordable housing. (NEG: 09-05)

Immunity From Liability: Good Samaritans

CTA believes no liability should accrue to its members who, in good faith, assist another person who is in imminent danger of physical harm or in need of emergency first aid. (PRR: 91-03)

Incentives for Teachers of Language Minority Children

CTA believes school districts should offer incentives to school employees for language acquisition training or second and third language learning. These incentives include granting district salary schedule credits for course work or inservice training leading to language acquisition credentials and/or certificates, paying the cost of tests such as the CLAD and BCLAD, and offering and funding sabbaticals for language acquisition purposes as part of the district's regular sabbatical program. Such funds are not to come from the unrestricted portion of the district's general fund or from Proposition 98/111 monies. Every effort should be made to encourage future school employees to become bilingual or multilingual and trained in language acquisition techniques. (NEG: 95-06)

Inservice Education: Professional Development

CTA believes inservice education language/policy should be negotiated by the exclusive representative and should reflect the following:

1. The financial responsibility of a district for development of continuing education and appropriate resources

(materials, personnel, etc.) to carry out the desired education change.

2. Teacher involvement in the initiation and determination of the scope, content and form of inservice training in the district.
3. That emphasis is placed on planning by teachers from:
 - a. Individual schools (on-site)
 - b. Within a discipline, and/or
 - c. Areas with a common concern.
4. Provisions shall be made for the implementation of professional development during prime time (release time, minimum school days, flexible school organization, etc.) and/or at other times with appropriate compensation.
5. Teachers must be provided on-going access to up to-date research and information on student learning, curriculum, instructional practices, and content and performance standards.(C&I: 00-03; 95-01; 90-06; 74-03)

Intellectual Property Rights

CTA believes faculty should have full ownership of and subsequent control over their intellectual property, including but not limited to, intellectual property related to technology-mediated instruction. (HE: 00-03; 96-05)

Job Sharing

CTA believes in and supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of school employees. There must be fair and mutually agreed upon distribution of work between job sharers. Job sharing conditions must be subject to collective bargaining, should receive the same salary and benefits as full-time education employees prorated according to work load and should be made available to education employees on a voluntary basis.

The practice of employing job-sharing education employees for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time education employee positions should be opposed. This policy is not meant to conflict with rights or leaves of full-time employees. (NEG: 95-03 and PRR: 95-03)

Jury Duty

CTA believes all professional educators have the right to serve on any jury and/or appear as a witness in court other than as a litigant without loss of compensation. CTA further believes as a state-mandated program, this should be fully funded. (PRR: 93-06; 86-10)

Leave/Legislative

CTA believes educational employees have a role to play in the political process, including serving as elected officials. CTA believes employees who are elected or appointed to full-time public office shall be granted a leave of absence from their duties as employees of the district by the governing board of the district. These absences shall not affect in any way the classification of the employees. Upon return, the educator shall retain all rights of employment, and time spent in the legislative service shall be utilized in computing years of service with the school district. If, after completion of public service, the educator applies for reinstatement, the application shall be made within six months of completion of this service. Within six months after the term of office of such employee expires, he or she shall be entitled to return to the position held at the time of election, at the salary at which he or she would have been entitled had he or she not absented himself or herself from the service of the school district under this section. (PRR: 99-01)

Leave/Public Service

CTA believes participation in public service is a right of every educational employee. Educational employees have a role to play in their community and state, including performing public service. Applicants for public service leave should make a reasonable effort to prevent their public service from conflicting with their school duties. Whenever an employee is required to serve on a school day, there should be no loss of sick leave, salary, or benefits. Absences for public service should not affect in any way the status of the employee. Upon return, the employee should retain all rights of employment. The time spent in public service should be utilized in computing years of service with the school district. All contractual rights of the employee on public service leave should be consistent with reemployment rights cited in state law. (PRR: 99-01)

Leaves: Armed Forces Reserve

CTA believes the Armed Forces Reserve Program is recognized as a part of the nation's strong line of defense and since taking part in a continuous training program which includes monthly meetings, summer encampments, and/or courses of instruction at service schools throughout the country is a requirement of that program it is therefore important that:

1. Applicants for military leave should make reasonable effort to prevent their military obligations from conflicting with school duties. Whenever service is required on a school day there will be no loss of sick leave, salary or

benefits.

2. Absences for military obligations should not affect classification in any way.
3. All rights of employment, and time spent in the military service shall be considered in computing years of service with the school district.
4. After extended military service applications for reinstatement shall be made within six months of separation from the service.
5. All contractual rights of those on military leave will be consistent with the reemployment rights cited in the Military and Veterans Code 38:2024. (PRR: 03-05; 96-03; 86-04)

Leaves: Bereavement

CTA believes all educational employees should have the right to bereavement leave upon the death of a family member or close friend. Local associations should collectively bargain broad and inclusive definitions of family or close friend. (CRE: 91-06; 84-06; 83-10; 74-10 and NEG: 06-04)

Leaves: Catastrophic

CTA believes educational employees should have access to paid leave for catastrophic illnesses or events. Local associations should collectively bargain the definition of catastrophic leave so that its definition is consistent with the Education Code. Contributions of sick leave days for catastrophic leave shall be voluntary, and shall not be person-specific or event-specific. Contract provisions for the use of catastrophic leave shall guarantee equal and non-discriminatory access to catastrophic leave for eligible participants, and shall respect the privacy of the applicants. (NEG: 06-04)

Leaves: Family Care

CTA believes all educational employees should have the right to family care leave. Local associations should collectively bargain family care leave provisions to be consistent with the federal Family Medical Leave Act (FMLA) and the California Family Rights Act (CFRA), but should treat the statutes as minimum levels since both acts encourage the expansion of family leave rights through collective bargaining. Such expansion may include eligibility of family care leave beyond what the law guarantees or to provide the choice of using other accrued leave in lieu of FMLA leave.

CTA also believes the definition of family care should be inclusive and broad, and should include, at a minimum, care for a natural, surrogate or adopted child, and care for adult children, grandchildren, parents, or other family/household members. (CRE: 91-06; 84-06; 83-10; 74-10 and NEG: 06-04)

Leaves: Maternity

CTA believes temporary disability because of pregnancy, childbirth and recovery should be treated as any other temporary disability in respect to sick leave, district-paid insurance and all other benefits. (CRE: 91-06; 84-06; 83-10; 74-10 and NEG: 06-04)

Leaves: Personal Necessity

CTA believes educational employees should have the right to paid personal necessity leave. The personal necessity leave should be collectively bargained by local associations in a manner that guarantees the educational employee's privacy and personal discretion for the necessity of the leave. Educational employees should have personal necessity leave available for an adequate number of days annually, to be taken from sick leave. Contract provisions for personal necessity leave should be collectively bargained without requirements for advance notification, permission, or need to justify or disclose the reasons for the personal necessity leave. (NEG: 06-04)

Mandated Breaks for Bargaining Unit Members

CTA believes mandatory breaks for all public school bargaining unit members be provided consistent with those guaranteed to private sector employees. In each pre-K through adult school bargaining unit members shall have a duty-free lunch of not fewer than 30 consecutive minutes. (PRR: 03-05; 94-06; 86-04)

Mandatory Preparation Time

CTA believes all teachers at all levels should have daily preparation time within the instructional day. Preparation time should include adequate scheduled time for working together in professional collaborations at the school site.

This preparation time shall not be infringed upon by duties outside the primary teaching assignment. (PRR: 95-03; 85-10)

Medical Examinations

CTA believes federal and state regulations governing health requirements for certificated employees provide sufficient safeguards to such employees and to the students with whom they work. Any other state or locally imposed physical or mental health examinations of certificated employees should be opposed. (PRR: 84-06; 74-03)

Medicare

CTA believes current employees should be mandated into Medicare if and only if all costs are borne by the State. All who are mandated into Medicare should be fully vested for benefits upon attaining age 65.

CTA further believes Medicare shall cover all CalSTRS and

CalPERS members. (RET: 04-03)

Mentor Teachers: Evaluation of

CTA believes the evaluation of mentor teachers should be distinct from the regular instructional program evaluation. Such separate evaluation should be based on clearly defined standards of performance as they relate to the specific mentor teacher program objectives. Procedures for the evaluation of mentor teachers should be negotiated and such procedures should contain the basic elements contained in the regular instructional program evaluations including, but not limited to: identification of the evaluator; identification of evaluation standards; a timeline for the evaluation plan; and due process standards for those rare instances in which deficiencies and/or non-performance dictate discipline or dismissal from the mentor teacher program. (TEAF: 84-03)

Merit Pay

CTA believes "Merit Pay" as a basis of payment of salaries is flawed in concept. Where it has been tried, it has proven to be a detriment rather than a stimulus to better education. CTA is open to consideration of alternative pay plans as determined by the local associations through the collective bargaining process. (TEAF: 03-05; 84-01)

Multiple Intelligences

CTA believes the local bargaining agent should be significantly involved in the development of policies regarding the implementation of instructional and assessment practices related to multiple intelligences. (C&I: 96-01)

Non-Discrimination

CTA believes all local chapters should include in negotiated contracts a comprehensive non-discrimination clause which requires compliance with law, and which prohibits discrimination because of race, color, national origin, religion, sex, sexual orientation, age, handicap, marital status, economic status or union affiliation, and as such to be grievable in accordance with regular contract grievance procedures, including binding arbitration. (NEG: 96-03; 90-06)

Part-Time Employment

CTA believes part-time employees should receive the same salary and benefits as full-time education employees prorated according to work load. Part-time education employees should be employed only when an educational program requires specialized training or expertise not available among the full-time education employees and when the need for such training and expertise does not justify more than half-time employment.

The practice of employing part-time education employees for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time education employee positions should be opposed. This policy is not meant to conflict with rights of leaves of full-time employees. (NEG: 95-03)

Participation in Professional Associations

CTA believes every educator has the right and obligation to participate fully in professional associations. Released time should be equitably provided without harassment and without preference given to administrative personnel for local, state, and national meetings. (PRR: 94-06)

Payroll Deduction Rights

CTA believes any contribution made by an employee using payroll deduction is the private business of the employee, and the employer must not interfere with or pass judgment on the payroll deduction decisions of the employee.

CTA further believes transmittal of CTA members' funds, deducted through payroll deduction, for tax sheltered annuities, credit unions and other similar payroll deduction programs, shall take place in a timely fashion and preferably concurrently with the CTA member's receipt of his/her paycheck. (NEG: 85-10 and PIC: 04-03)

Permanent Status: Categorically Funded Bargaining Unit Members

CTA believes service by bargaining unit members in categorically funded programs should be included as time served towards the attainment of permanent status. Due process protections should be afforded all bargaining unit members, regardless of source of funding, since most categorically funded programs are not of "indeterminate duration" but are ongoing legislative mandates. (TEAF: 03-05; 82-06)

Permanent Status: Non-Administrative Certificated Employees

CTA believes that all non-administrative employees serving in a position or positions requiring certification shall be classified as and become permanent employees following the completion of a probationary period. (PRR 99-03)

Permanent Status: Temporary Teachers

CTA believes all certificated employees hired on a temporary contract should be given every possible opportunity to achieve probationary and permanent status. CTA opposes usage of temporary contracts for continual and perpetual rehire. Temporary teacher positions should only be established under specific circumstances, such as being hired to replace a

specific teacher in a specific situation. General job openings, such as positions created by class-size reduction, should never be treated as temporary positions. The practice of hiring temporary teachers for what should be deemed permanent positions erodes the rights and privileges of the profession, such as seniority, due process, retirement, and more. Temporary teachers should not be used to preclude teachers from permanent status, and therefore, CTA opposes the misuse of temporaries. (NEG: 09-05)

Personal Identification Information

CTA believes teacher personal identification information should not be placed on data forms to be utilized by entities other than the local school district, State Department of Education, and CTA. Districts should not transmit teacher personal identification information to any agency or entity for other than research or the preparation of abstracts. (PRR: 81-05)

Personnel Files: Materials

CTA believes a personnel file involving a unit member shall include only factual and proven data. There shall be one personnel file for a unit member; which shall be housed in a secured file at a central administrative office in the district.

Site files shall be limited to emergency data, such as name, address, telephone number; and emergency notification information. Both district and site files shall be open to review by the unit member. (PRR: 01-06; 92-06; 90-06)

Personnel Files: Medical Files

CTA believes medical files should be maintained only when a unit member submits them in connection with a legal or contractual matter. Access to and use of medical files must maintain the member's privacy. (PRR: 01-03)

Personnel Files: Privacy

CTA believes the privacy of personnel files must be maintained stringently with access by the member and with limited access by those with supervisory responsibility for the member and only for matters covered by the contract or California law. (PRR: 01-03)

Personnel Policies and Procedures

CTA believes personnel policies and procedures should be written and developed cooperatively by local associations and their local boards of education or appropriate governing bodies. Cooperative review for improvement of the personnel policies and procedures should be accomplished through the negotiations process. (PRR: 95-01)

Portfolios and Teacher Assessment

CTA believes teacher portfolios can be powerful tools to showcase a teacher's abilities and demonstrate subject matter competence.

CTA further believes any use of portfolios for evaluation of teachers shall be voluntary and be guided by the following statement: the portfolio shall be the property of the teacher and its content, purpose and audience shall be determined by the teacher. For the purpose of activities related to NBPTS (National Board for Professional Teaching Standards) portfolios will be guided by the same statement. (CPD: 04-06 and NEG: 96-05; 94-03)

Reduced Workload

CTA believes educational employees 55 and over with 10 or more years of full time service should have the right to reduced work load without loss of seniority and retention of health and retirement benefits of fulltime employees. If required, workload sharing should involve voluntary partnerships. (PRR: 09-05)

Reduction in Force (RIF), Order of Termination

CTA believes school/community college district governing boards should continue the use of the lottery when choosing between employees with the same first day of service. If the district elects instead to utilize a system other than the lottery a clear criteria should be used to establish the order of employee termination for reduction in force proceedings.

Teaching experience in specific subject areas and/or grade levels should not be a criterion for determining competence to teach.

The current March 15th and May 15th notification dates in the dismissal laws should be maintained.

The use of the reduction of revenue as a reason for layoff of faculty should be opposed.

When RIF's are anticipated, all faculty should be involved in non-prioritizing discussions of innovative alternatives.

If RIF's are pending or announced, the bargaining agent should demand to bargain the implementation and impact on all members of the bargaining unit. Among the issues to be considered are:

1. Protection of rights of all of the bargaining unit
2. Effect on the minimum and maximum class size
3. Criteria used to determine competency as it relates to bumping
4. Affirmative action
5. Impact on workload

When it may be necessary for a district to protect itself

and issue lay off notices they must be stated in terms to minimize their negative impact on morale. Since this is a process fraught with great emotional impact for certificated employees, any district which finds it necessary to contemplate reduction in staff should make as accurate a projection as possible and limit such notices to this projection. In determining which certificated personnel to reduce, the district shall include administrators in the layoff process. Indiscriminate distribution of such layoff notices, as a practice, constitutes unprofessional conduct and results in intimidation of personnel and destruction of their morale. (TEAF: 07-10; 03-05; 01-06; 92-10; 84-06; 78-01 and HE: 83-10)

Release Time: State Committees, Commissions, Boards, and Task Forces

CTA believes all credentialed employees when appointed to serve on State of California advisory boards, commissions, task forces or statewide committees related to educational matters by the Governor, Senate, Assembly, Superintendent of Public Instruction, State School Board, and State Education Organization should be granted release time with no penalties for loss of benefits or salary to attend all regular or special meetings of the body on which they serve.

Members who are appointed to represent the organization officially as liaisons shall be released without penalty. (C&I: 78-05)

Released/Assigned Time

CTA believes released/assigned time for administrator association activities and educator association activities should be allocated on an equitable basis for local, state and national meetings. (PRR: 03-05; 84-01; 74-10)

Representation: Commissions, Council and Advisory Groups

CTA will work to achieve state commissions, councils and/or advisory groups which are formed for the purpose of addressing educational issues (such as an independent credentialing board, Commission on Special Education) be comprised of a majority of teachers directly affected by the work of those bodies. Representatives of constituent groups to the various commissions, councils or advisory groups shall be selected by the constituent group. Constituent group representatives may not be rejected by the body to which they are named. These educators shall be selected from a wide variety of affected grade levels and subject areas with geographical representation. (C&I: 92-06; 84-01 and CPD: 03-05; 02-04)

Resignation of Employees

CTA believes that a school employee has the right to resign his or her employment at any time the employee chooses. Governing boards shall accept the resignation. The effective date shall be as requested by the employee, normally not later than the close of the school year during which the resignation has been received by the board. The employee and the governing board may, however, agree that the resignation be accepted at a mutually agreed upon date beyond the close of the school year during which the resignation is tendered. (PRR: 99-03)

Retirement Principles

CTA believes all Americans have a right to retire with dignity, reasonable security and without discrimination or abuse. School, college, university and county office employees have a right to a retirement income which is fair and just and does not decline in value. A fair and just retirement program includes a comprehensive health care program, a tax structure that is designed so the burden is based on the ability to pay, and affordable and suitable housing - are all a part of the fair and just retirement program.

CTA believes there must be two mandatory State of California defined benefit systems (State Teachers Retirement System and Public Employee Retirement System) for employees (pre-K through Higher Education) with equal benefit structure and equal costs. CTA believes all future members of the CalSTRS/CalPERS are entitled to the same basic benefit structure as provided for current members. (RET: 08-04; 06-04; 04-06; 00-06; 97-01; 96-10; 96-03; 94-01; 92-10; 91-03; 89-12; 86-04; 85-05; 84-06; 82-06)

Retirement System

CTA believes the Retirement Systems must be contributory systems with costs shared by the employer, employees and the State.

The Retirement Systems shall continue to be audited annually and a report of such made available on the website. Periodic investigation of the experience under the Retirement Systems, with resulting adoption of rates and tables, should continue to be made. CalSTRS/CalPERS should be an independent state agency headed by an independent member-majority board and administered by an executive officer not subject to political control.

CTA believes part time employees should be entitled to a cash-balance plan, such as that offered by CalSTRS/CalPERS.

The first priority of CalSTRS/CalPERS is to fund the retirement pension benefits, and other benefits including health ben-

efits shall be secondary.

The Retirement Funds shall be inviolate trust funds solely for the benefit of members, retirees or survivors, without special consideration for any person or agency, including the State. The actuarial integrity of the CalSTRS/CalPERS Defined Benefit Program must be retained with full benefits maintained in any proposals to modify or create an alternate retirement system.

Members' contributions to CalSTRS/CalPERS should be subject to the federal tax-sheltered law.

Provisions shall be made for Source Tax reciprocity with other states.

CTA believes there shall continue to be a reasonable vesting period in CalSTRS/CalPERS. Following premature separation from service, vested rights shall be protected by provisions for actuarially reduced benefits.

The CalSTRS/CalPERS shall furnish to any member or designated representative (upon written request of the member) complete information from his/her record, which may include a copy of his/her file and CalSTRS/CalPERS staff interpretation of the Retirement Law and State regulations pertaining to his/her status as a member. The Retirement Systems shall continue to make a current annual report to the individual members of the Systems showing the member's service credit, the amount of contribution and interest credited.

Limited service in public school districts shall be permitted after retirement in accordance with applicable law. (RET: 08-04; 06-04; 06-01; 04-06; 01-03; 00-06; 99-10; 99-03; 98-06; 98-03; 97-01; 96-10; 96-05; 96-03; 94-01; 92-10; 91-03; 89-12; 86-04; 85-05; 84-06; 82-06)

Retirement System Benefits

CTA believes members shall be covered by an equitable federal mobile retirement law.

Benefits shall be paid equally without discrimination of member or survivor. The benefit structure of the CalSTRS/CalPERS must provide an adequate retirement income based upon one or more of the following: age factor, service credit, and final compensation.

Retirement, disability and family benefit allowances shall include adequate protection against inflation, either indexed to California Consumer Price Index (CCPI) or realistic replacement value of original allowance. Purchasing power benefits will be paid monthly.

Benefit improvements shall be applied on an equitable basis to all members and beneficiaries of CalSTRS/CalPERS. Ad hoc benefit increases, which favor one group of members to the disadvantage of another group of members, should be resisted. (RET: 08-04; 06-04; 04-06; 00-06; 00-03; 99-03; 98-06; 97-01;

96-03; 94-01; 92-10; 91-03; 89-12; 86-04; 85-05; 84-06; 82-06)

Retirement System Defined Benefit Program

CTA believes all service provided and compensated for by the district shall be considered creditable compensation.

Service credit for unused sick leave shall continue to be provided under the law. CTA believes members shall be able to buy back service credit and purchase additional service credit. This may be done on an incremental basis.

Additional retirement options should be provided at a time of retirement, i.e. two years service credit, Rule of 85, 30 and out and reduced workload.

CTA believes there shall be retirement incentives and enhancements, an increase in the minimum monthly allowance, and full medical coverage for retirees paid by the State, District, or Federal funds as needed by CalSTRS/CalPERS.

All retirement benefits for spouses shall be equally available for domestic partners. The Retirement Systems shall have a provision for fair and equitable treatment of members' rights and funds in CalSTRS/CalPERS under community property laws at the time of separation/dissolution to marriage.

CTA believes CalSTRS/CalPERS shall provide adequate post-retirement, disability, and beneficiary benefits through annual purchasing power adjustments. (RET: 08-04; 04-06; 00-06; 00-03; 99-10; 98-06; 97-01; 96-03; 94-01; 92-10; 91-03; 89-12; 86-04; 85-05; 84-06; 82-06)

Retirement System Disability Program

CTA believes the disability applicant shall have the right of review by an expert panel, including medical doctors and educators, in all disability cases disallowed by CalSTRS/CalPERS administrative staff, with the judicial review of binding arbitration being the final decision.

Reinstatement rights of disabled members who return to good health shall be protected for 39 months.

The Retirement Systems shall have a provision for fair and equitable treatment of disability plan members under their designated plan. (RET: 08-04; 04-06; 00-06; 99-03; 98-03; 96-03; 94-01; 92-10; 91-03; 89-12; 86-04; 85-05; 84-06; 82-06)

Retirement System Funding and Investments

CTA believes the Retirement Systems shall continue to be audited annually and a report of such made available on the website. Periodic investigation of the experience under the Retirement Systems, with resulting adoption of rates and tables should continue to be made.

The State shall be responsible for all past unfunded obligations of the Retirement Systems. As long as the Retirement Systems remains fully funded, excess earnings shall be used for

benefit enhancements. The responsibility for funding the Systems shall fall equitably upon the State, the district and the member.

District costs for retirement must be included in the State school finance formula to comply with the principles of equalization.

Ad hoc benefit increases shall be funded from the State general fund and/or excess earnings.

The fund of the Retirement Systems shall not be subject to execution, garnishment attachment, or any other process and are unassignable except as specifically provided by law.

CTA believes the Retirement Systems reserves shall be invested objectively, safely, wisely, and prudently with diversification by the CalSTRS/CalPERS Boards. The Retirement Systems should have as their primary investment goals to preserve the principal and maximize the growth and income when selecting and retaining securities.

Non-economic factors must be considered in making investment decisions. (RET: 08-04; 04-06; 01-03; 99-10; 98-06; 96-05; 96-03; 94-01; 92-10; 91-03; 89-12; 86-04; 85-05; 84-06; 82-06)

Retirement System Services/Counseling

CTA believes the CalSTRS/CalPERS should provide pertinent counseling services for members throughout their careers.

CTA believes CalSTRS/CalPERS should employ highly qualified counselors who are trained and evaluated on an on-going basis by CalSTRS/CalPERS.

CTA believes the employment of CalSTRS/CalPERS counselors should be consistent with California employment standards.

CTA believes CalSTRS/CalPERS counseling services should be relevant, reliable, accurate, and compatible with members' work schedules. (RET: 08-04; 06-04; 00-06; 99-06; 98-03; 96-03; 94-01; 92-10; 91-03; 89-12; 86-04; 85-05; 84-06; 82-06)

Retirement System Survivor/Death Benefits

CTA believes death and family benefits shall continue to be provided for members' surviving dependents. Retiree and beneficiary/ies shall receive not less than the member's total credited account. Options such as a joint survivorship and one-half survivorship shall continue to be provided for beneficiaries and dependents of members.

The family benefit structure as it relates to the continuity of benefits to a surviving spouse and problems relating to ineligible services shall be studied. (RET: 08-04; 04-06; 00-06; 00-03; 99-03; 98-06; 97-01; 96-03; 94-01; 92-10; 91-03; 89-12; 86-04;

85-05; 84-26; 82-06)

Retirement Voluntary Savings Plan

CTA believes the retirement security of its members include, but is not limited to, access to defined benefit system (CalSTRS and CalPERS) and unrestricted access to investment through IRS 403(b) and 457 products such as Tax Deferred Annuities (TDAs) to ensure a financially secure retirement.

CTA believes school district 403(b) and 457 plans should be financially beneficial to members, responsibly managed, independently operated, and audited annually by a third party administrator (TPA) to ensure accountability.

CTA believes providing member education and training on the topics of retirement planning shall assist and benefit members in planning for a secure retirement. Access to information like 403bCompare is necessary to assist members in their financial decision-making process to identify competitive products. Additionally, to assist CTA members in maximizing their 403(b) and 457 plan options, CTA shall advocate for legislative support and shall develop alliances, partnerships and/or offer programs that assist members to identify and participate in low-cost programs with reputable organizations, agencies and companies.

CTA believes the endorsement of 403(b) or 457 plans should follow an objective and comprehensive due diligence process of evaluation. CTA recommends the use of the following specific criteria when evaluating 403(b) and 457 plans:

1. In accordance with IRS rules may permit loans and hardship withdrawals;
2. Includes a record keeper that has established experience in the 403(b) and 457 market and provides quality customer service;
3. In accordance with IRS rules may offer annuities and mutual fund custodial accounts;
4. Offers a well diversified portfolio of investment options;
5. Investment options may include, but not be limited to, no-load mutual funds, no-load annuities spread over a broad range of asset classes;
6. Offers investment options that include reasonable fees;
7. Investment options should include historical performance data and benchmark comparisons when appropriate;
8. Fees for programs and services are disclosed to participants;
9. May offer additional services through registered investment advisors;
10. May provide target date or life style funds to provide a full cycle of investment services;

11. Provides information for inclusion in the CalSTRS 403(b) Compare website;
12. In accordance with IRS rules may offer a 403(b) Roth program;
13. Allows for plan-to-plan transfers. (RET: 09-03; 08-04)

Rights and Duties of Employees

CTA believes employees of a district have both the right and the duty to examine the business practices of their district, to make public any concerns they may have about such practices, and to take such positions as are deemed necessary. (PRR: 85-05)

Safe Working Conditions

CTA believes educational employees are entitled to work in safe, sanitary and healthful environments. Public school buildings must meet modern earthquake standards and have adequate light, heat/air conditioning, and ventilation.

CTA believes schools should be designed, built and maintained in ways to minimize and control sources of pollution, provide adequate exhaust and outdoor air ventilation by natural and mechanical means, maintain proper temperature and humidity conditions, and be responsive to students and staff with particular sensitivities such as allergies and asthma.

School district employers must apply an ergonomic approach with educational employees involvement in the design, construction, furnishing and maintenance of educational work sites. Public school employees should work with association safety committees in an on-going basis to maintain safe, sanitary and healthful work environments. (ESP: 89-06 and SMC: 05-06)

School Property: Sale or Lease

CTA believes the sale or lease of any public school facilities to any competing entity should be opposed.

In the case of declining enrollment, alternatives with neighboring school districts should be explored (e.g., lease or sale of buildings by the public sector; day care centers, pre-school, senior citizen center, opportunity center for the handicapped).

Should the property be sold to a private competing entity, the jobs, negotiated benefits, and rights of bargaining unit members shall be protected. (PRR: 03-05; 84-03)

Seniority/Affirmative Action

CTA believes personnel policies and practices must guarantee no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age,

marital status, family relationship, sex, or sexual orientation.

The development and implementation of affirmative action plans and procedures that will encourage equal employment and retention of men, women, and minorities which means racial and ethnic minorities and people with disabilities at all levels.

The seniority system should be encouraged. The seniority system has demonstrated its equity and validity in protecting the rights of all employees. All personnel begin vesting in the system from the first day of service, and modification of the seniority system imperils job security for all employees.

CTA's commitment to seniority is strong, but not absolute. There are certain situations in which a rigid application of seniority does not provide an appropriate basis for making employment decisions and that some compromise is necessary. One such situation is when, because of racial, disability, or sexual discrimination, the percentage of minorities or women in the work force is significantly below the percentage in the relevant labor market or when layoff by strict seniority would produce such inequity. Although it would be preferable if the effects of this discrimination could be eliminated simply by ending the discriminatory practices and utilizing employment practices that treat people equally regardless of race, disability, or sex, this is not always possible. Affirmative action which takes conscious account of race, disability, or sex may be necessary to achieve true equal employment opportunity.

The choice between strict seniority and some accommodation of affirmative action is best made voluntarily by the employer and employee organization through collective bargaining or other forms of dialogue. It must be determined on a case-by-case basis, after examining all the relevant factors, whether any particular race, disability, or gender preference in employment decisions represents an appropriate effort to eliminate the effects of unlawful discrimination. (CRE: 99-05; 84-01; 75-10)

Social Security

CTA believes Social Security should not be mandated. In the event Social Security is mandated or imposed by the federal government then:

- Social Security should be available to eligible education employees on an individual basis. It should apply to certificated employees who are hired after a date certain.
- The Social Security law should be reformed to eliminate discriminatory offset provisions and discrimination based on gender, marital status, or time or retirement.
- The cost of mandated Social Security, both employer and employee contributions, should be borne by the State.
- Current employees should be mandated into Medicare if

and only if all costs are borne by the State.

- All who are mandated into Medicare should be fully vested for benefits upon attaining age 65.

Continuous STRS investigation of all benefits available under Social Security shall be encouraged. (*RET: 98-06; 96-03*)

Special Education: Caseload Waivers

CTA believes waivers that increase mandated Special Education caseloads should be issued only in extraordinary circumstances.

Furthermore, CTA recommends such waivers be approved only if the following conditions are met:

1. The circumstances are documented.
2. All other service delivery options have been exhausted.
3. The waiver does not exceed the current school year.
4. The exclusive bargaining representative has signed off on the waiver.
5. The teacher/specialist has agreed to and signed the waiver.
6. The same resource specialist shall not be asked to sign a waiver for more than two consecutive years.

(*SAE: 98-06; 97-05*)

Special Education: Class Size/Caseload

CTA believes that mandated Special Education class size limits/specialist case load for programmatic and funding purposes are necessary. These limits must apply to all students for whom ongoing direct service or consultation is provided including identified students with Individual Educational Programs (IEP) or non-identified students. These same class size/caseload caps shall be enforced on a per class basis.

1. Special Day Classes
 - a. Infant/Pre-school (Birth - 5 years)
 - 1) intensive, 6 pupils
 - 2) non-intensive, 8-10 pupils
 - b. Ages (5.0 - 21)
 - 1) mixed
 - a) profound - severe, 5-6 pupils
 - b) severe - moderate, 6-8 pupils
 - c) moderate - mild, 8-10 pupils
 - d) severe - mild, 6-8 pupils
 - 2) emotionally disturbance, 4-6 pupils
 - 3) low incidence
 - a) hearing (hard of hearing, deaf), 6-8 pupils
 - b) vision (low vision, blind), 6-8 pupils
 - c) deaf-blind, 4-6 pupils
 - d) orthopedically challenged, 6-8 pupils
2. Resource Specialists: caseload, 20 pupils

3. Designated Instructional Services

Consideration should be given to the number of schools, staff travel time, workload, level and time of service, severity of disability, IEP preparation, IEP paperwork, IEP assessments, and preparation time, when establishing caseloads at the local level.

- a. Speech and Language (including duplicated and unduplicated),
 - 1) infant, 15 pupils
 - 2) preschool, 25 pupils
 - 3) elementary, secondary, post secondary, 40 pupils
 - b. Adaptive P.E. (including duplicated and unduplicated), 45 pupils
 - c. Psychological Services
 - 1) assessment caseload (including gifted), 45 pupils
 - 2) counseling, 12-22 pupils
 - d. Hearing (itinerant) (duplicated and unduplicated) 12 pupils
 - e. Orientation and Mobility, 12 pupils
 - f. Inclusion Specialist, 8-10 pupils
4. School Nursing Service
- a. general and special education K-6, 750:1
 - b. general and special education 7-12, 1000:1
 - c. special education, 100:1
- (*SAE: 07-04; 01-02; 98-06; 92-06; 90-06; 86-01*)

State Loans to School Districts

CTA believes when there is legislation for a state loan to a school district, CTA shall take a legislative position consistent with the position of the local. (*NEG: 03-01*)

Statutory Protection of Rights

CTA believes statutory protections bargaining unit members' rights are fundamental and that attempts to repeal these rights substitute the collective bargaining process for them and should be opposed. (*TEAF: 03-05; 82-06*)

Subcontracting/Contracting-Out

CTA believes work performed by bargaining unit members shall be performed only by unit members and shall not be sub-contracted or otherwise transferred out of the bargaining unit.

Contracting-out of services, which are the proper domain of school personnel, must be carefully and thoroughly evaluated before being implemented. (*C&I: 96-05; 71-06 and NEG: 05-01; 95-01*)

Teacher Education and Computer Centers

CTA believes Teacher Education and Computer Centers (TEC) are extremely important to California classroom teachers.

The selection of the teacher representatives shall be made by teachers' collective bargaining agent(s).

Teacher Representatives, Selection Procedures for

1. Appointment of the teacher representatives by the teachers' exclusive bargaining agent or;
2. Voting in which all teachers in the area to be served by the center have an opportunity to participate, either through a general or school-by-school election, or;
3. Another method which permits teachers either directly or through their teachers' organization, to nominate or select the teacher representatives on the board, or;
4. A combination of two or more of the options in clauses (1) through (3).
5. An important aspect of the utilization of TEC is that selected teacher representatives shall be released by their employing districts to attend any TEC meeting designated by the TEC Policy Board.

Selection procedures shall be limited to 1, 2, and/or 3. (C&I: 02-06; 83-01)

Teacher Rights

CTA believes the concepts of Teacher Rights as professionals and as employees as stated in the NEA Bill of Teacher Rights, Articles I and II, be included in contracts sought by collective bargaining. (NEG: 76-12)

Transfer and Reassignment

CTA believes any transfer or reassignment should follow due process and should not be arbitrary, capricious, or retaliatory. (PRR: 96-03)

Transfer Policy: Affirmative Action

CTA believes all transfer policies in relation to placement or reassignment of staff shall be in accordance with desegregation guidelines and affirmative action policies at all levels. Transfer policies as adopted by local school districts shall be so constructed as to eliminate discriminatory practices that result in the disproportionate assignment of minority teachers to minority schools within the system. (CRE: 75-10)

Unemployment Insurance

CTA believes members who are terminated for any reason should be guaranteed full rights to unemployment insurance. (NEG: 91-06; 86-04)

Unification/Deunification of Districts

CTA believes employee organizations with exclusive bargaining rights should negotiate a contract prior to implementation of the unification/deunification plan. (C&I: 93-03)

Waivers

CTA believes each exclusive representative should be fully involved in the development and the renewal of any waiver that, by definition, modifies the intent of any section of the education code not specifically precluded from waiver:

It is the goal of CTA that each exclusive representative carry out the following responsibilities:

1. Establish a mechanism for exclusive representative participation in the development and the renewal of a waiver within an agreement with the district Board of Education. Such agreement should include official involvement of the Chapter Executive Board.
2. Monitor meetings of the district Board of Education, school site councils, and/or other councils or committees.
3. Establish a process for the exclusive representative to respond to and annually monitor waivers including the documentation of each waiver request, and clearly state the position of the exclusive representative relative to each waiver.
4. Send copies of letters of support or opposition to a waiver request to the district, State Board of Education, and the CTA Department of Governmental Relations in Sacramento. (C&I: 98-06; 84-01 and NEG: 98-06)

Walk-on Coaches

CTA believes the employment guidelines for "Walk-on" coaches should include the following elements:

1. A school district may employ a non-certificated person to coach or supervise athletic teams in extracurricular activities only after the exclusive representative organization has been notified that a thorough annual search of the district's certificated employees has failed to fulfill the district's coaching needs;
2. The district should make every reasonable effort to recruit persons with teaching credentials;
3. Any non-certificated persons should be determined to be knowledgeable and competent in first aid and emergency procedures, coaching techniques and adolescent psychology as it relates to sports participation;
4. Districts should provide appropriate in-service training for non-certificated persons, including laws, policies, and procedures regarding supervision of students;
5. Such persons should be supervised and evaluated by credentialed personnel consistent with district procedures; and,
6. Procedures and practices for employment of such persons shall be uniform regardless of the gender of the participants. (NEG: 06-04 and TEAF: 85-01)

Year Round Schools (YRS)

CTA believes year-round scheduling is an option for overcrowded schools and one of many alternatives for educational reform. In either case, the depth of participation by teachers in making the decision whether or not to have year-round scheduling is critical. Year-round scheduling must be carefully planned by educators, parents and other community members. Plans must address many issues including, but not limited to, short and long-term implications of YRS, the number of schools to be placed on year-round schedules and the process and criteria by which schools are selected to be placed on year-round schedules. Plans must also address both the criteria and the process for placing a year-round school back on a traditional schedule.

Full and timely funding for operation and staffing year-round scheduling is mandatory at the onset and for as long as a school remains year-round.

Year-round scheduling plans and calendars must be negotiated by teacher associations. Contracts need to be reviewed for alignment of existing language and for additional language for year-round scheduling before any school is converted. There must be equity for all students regarding course offerings and other support services. Curriculum must be developed that is appropriate for year-round scheduling. Year-round tracks must be balanced by gender, ethnicity, and instructional level in order to enhance instruction and to avoid segregation by tracks.

YRS must provide for decision-making participation and communications with all staff members whether on or off track.

National, state and local associations must provide for full association-rights and communication with all staff members, whether on or off track.

Under no circumstances should a teacher participating in a year-round education program be penalized in service credit earned for the purpose of calculating his/her benefits under the State Teachers Retirement System.

Teachers on a year-round program shall be eligible to retire the first day following the last day of paid assignment. (NEG: 96-01; 95-01; 91-06; 88-10)

Community Relations

Broadcasting and the Public Interest

CTA believes the broadcasting industry must serve the public interest and educational process. The Public Broadcasting Service, National Public Radio and expanding cable television

should provide communication services to education.

Local, state and federal financial support for public broadcasting should be continued and expanded without further restrictions. (CRE: 92-06)

Business and Education Coalitions

CTA believes the business community should play a cooperative role with the Association in the support of public education and urges local affiliates to develop strong coalitions with the business community to advocate adequate and stable tax funding for public education. Supplementary activities such as cooperative programs, resource assistance, release of employees for parent-teacher conferences, and the donation of specialized equipment from the business community are encouraged.

Local affiliates should engage in efforts to prevent the use of programs in the public schools that involve the marketing of and/or the promoting of products that exploit students. (FPE: 91-06)

Community Economic Development

CTA believes, in order to secure a more just, equitable and democratic society, we must work toward readying students to participate and succeed in a global economy.

CTA further believes we must emphasize the creation of jobs in California that are safe and sustainable (including clean technologies and industries and a "green economy"), that protect and strengthen the rights of all employees to organize for the purposes of collective bargaining, and that maintain and improve real wages and benefits for California's working families.

CTA further believes we should promote the participation of education employees, labor and local community representatives in the creation and development of policies, programs, and activities aimed at developing the linkages between labor, education, and the economy. (ACT: 09-01)

Endorsement of Instructional Materials and Programming

CTA believes school-business relationships based on sound principles can contribute to high quality education. Schools and businesses must ensure that educational values are not distorted. Positive school-business relationships should be ethical and structured to meet identified current needs of education, not commercial motives, and must be evaluated for educational effectiveness by the school/district on an ongoing basis. Selling or providing access to a captive audience in the classroom for commercial purposes is exploitation and a violation of the public trust. Schools and educators should hold sponsored and donated materials to the same standards used for the selection and purchase of curriculum materials. Sponsor

recognition and corporate logos should be for identification rather than commercial purposes. (COM: 96-03; 96-01; 91-03)

Media and Children

CTA believes children are an especially vulnerable audience and must be protected from violence, prejudice, sexual content, stereotyping, and exploitation by advertisers and media professionals. Advertisers and media professionals should use standard grammar and correct spelling and refrain from the use of sexist terminology and profanity. (COM: 96-03; 96-01; 95-03)

Multimedia Communications

CTA believes effective communication with its members and the public requires the use of modern technology, such as video and audio productions and internet communications. (COM: 04-06; 91-06)

Parent Teachers Association

CTA believes its members and Student CTA members should be encouraged to take an active role in Parent Teachers Association (PTA) and/or Parent Teachers Student Association (PTSA). (CRE: 03-05; 84-06; 77-05)

School-Parent "Contracts"

CTA believes the intent of school-parent "contracts" must be to establish a positive learning environment, must not violate provisions of existing collective bargaining agreements and must recognize the interlocking roles of the student, parent, community and school. (C&I: 93-12)

Shared Support/Parental Involvement

CTA believes the education of children is the shared responsibility of the parents, families and other caregivers, the students, the school and the community and the state. For the school to provide a complete system of educational delivery, the support of the family and the community is essential.

- Parents and caregivers must support the child physically (providing food, a time for rest and a place to study), psychologically (monitoring homework, attendance and behavior standards) and emotionally (providing a nurturing environment).

- The dimensions of parents and caregivers involvement include, but are not limited to, responding to and following through with teacher contracts; fostering student responsibility; volunteering at the school site, participating in organizations like PTA, site councils and school boards; and attending school functions.

- Students and their parents or guardians must sign written agreements with school representatives identifying their responsibilities. Those agreements must include but should not

be limited to discipline standards, performance goals and parental involvement. If a student, or his parent(s) or guardian(s) fail to comply with the agreement, he/she may lose the right to attend that school and may be required to choose another school. School districts must always have the authority to assign severely disruptive students to alternative programs.

- The community also plays a vital part in student success. All adults must model a love of learning and communicate the value of education, standards of behavior and citizenship. Communities must address the needs of all children, not only those who live in traditional settings.

- It is the responsibility of the state, the district and the schools to encourage student achievement by providing qualified educators and the tools for learning. The schools must teach the standards adopted by the state of California and ensure a safe and healthy learning environment.

- With the support of the parents and caregivers, school and community, the student bears increased responsibility for his/her own education as he/she matures.

When there is shared responsibility of parents and caregivers, students, school and community, student achievement and success are more likely to occur, and the entire community is enriched. (C&I: 99-05; 99-01; 95-01; 77-05 and SPS: 01-10)

Video and Audio Productions

CTA believes effective communication with its members and the public requires the use of modern communications technology, such as video and audio productions. (COM: 91-06)

Credentials/Teacher Preparation

Administrator Preparation

CTA believes all administrators and staff are partners in the total school program. All school district superintendents and all administrators who administer, observe, evaluate, and assist teachers in accordance with the mandates of the Education Code shall hold a valid administrative credential that will include training in dismissal law and process and meets the standards established by an independent credentialing board.

Administrators must maintain valid administrator licensure and have periodic, authentic teaching experience that must include planning, instruction, assessment, and reporting. Areas of instructional content and experience shall include participa-

tory decision making, interpersonal skills, support of professional collaboration, personnel selection, staff evaluation, dismissal law and process, curriculum, and school management techniques. Administrators shall be knowledgeable about the professional standards that educators are expected to meet. Administrators shall have the knowledge and certification to provide appropriate instructional and program support to English language learners. Prior to credentialing, an administrator shall have served at least 10 years in a full-time teaching position and hold a clear credential. In order to obtain a preliminary credential through an examination option, administrators shall demonstrate the same skills and knowledge as those gained through a regular administrator preparation program. (CPD: 09-05; 02-04, SMC: 97-05; 94-10 and TEAF: 02-04)

Advanced Specialty Certificates

CTA believes any system of "advanced specialty certificates" or "board-certified classifications" should be developed by and issued only by the National Standards Board. The purpose of this certificate should be to encourage teachers to improve their skills and remain in the classroom in order to share their expertise with students. Any certificate granted should be a lifetime certificate.

The process for applying for a certificate should meet the following criterion:

1. The assessment process must be open and easily available to all eligible employees.
2. All eligible employees must have equal access to the assessment process including having all expenses for preparation and sitting for an Advanced Specialty Certificate paid by a single state agency.
3. The assessment process and the assessors must be free of cultural bias.
4. The assessment process and the assessors must be fair, competent and consistent.

Holding an Advanced Specialty Certificate should not be used as the only criteria for:

1. Receiving a differential in salary.
2. Receiving special district assignments or appointments.
3. Receiving preferential treatment for classroom teaching assignments.
4. Receiving a state license/credential.

Participation in an advanced certification process must be voluntary; and, further, the passage, non-passage, or failure to participate in the process of obtaining an Advanced Specialty Certificate must not affect employment rights or contractual working conditions including seniority provisions, transfer or reassignment provisions, promotion opportunities or job

security. (CPD: 01-10; 95-03; 87-10)

Assignment/Misassignment

CTA believes no teacher should be assigned to teach outside his/her credential authorization and CTA should take any and all actions necessary to protect misassigned teachers from being accountable for such misassignment. (CPD: 01-06; 85-10)

Beginning Teachers

CTA believes all beginning teachers must be given immediate opportunity to learn about district policies, requirements and resources, and full assistance in initially setting up a classroom. CTA supports the establishment of a substantive paid training program at the district level for all newly hired teachers to be held prior to the first day of student contact. This two part program conducted at both district and site locations would provide familiarization with district facilities, procedures and geographic boundaries through tours and work groups.

During the first year of full-time teaching, the beginning teacher shall participate in a program that has frequent time set aside for (a) new teacher study groups and (b) work with a teacher of his/her choice who is experienced in a similar grade level or subject who has permanent status. Regular time should be set aside during the teaching day for the experienced teacher to work with beginning teachers. Work with the experienced teacher shall not be used in the performance evaluation of the beginning teacher. The state shall provide pro-rata financial resources to enable the provision of direct support and professional assistance to the new teacher.

CTA believes adequate resources must be provided to beginning teachers with the greatest need. Priority should be given to:

1. new or beginning teachers at schools with high numbers of under performing students,
2. teacher's on limited term permits,
3. interns,
4. teachers who are new to teaching in California,
5. teachers seeking a new credential or authorization in an area of misassignment,
6. teachers who accept a new or different teaching assignment based on a new or different credential,
7. teachers with preliminary credentials who are in their first year of teaching.

CTA believes all induction program sponsors should collaborate with one or more regionally accredited institutions of higher education to offer voluntary opportunities to earn credit through successful participation in the induction program.

The beginning teacher shall be evaluated in accordance with the provisions of the local contract. Any specific recommendations that may be necessary for strengthening that teacher's skills shall be a part of the evaluation instrument. (CPD: 04-06; 02-04; 01-10; 00-03; 88-01; 84-10)

Beginning Teachers: Induction

CTA believes effective and professionally supported induction is an important process that will help beginning teachers learn how to analyze their practice, explore alternatives for content delivery, and make professionally autonomous decisions about their teaching practice. Teacher participation should be limited to enhancing the continuing professional development of new teachers as well as satisfying credentialing requirements; evidence of participation and performance shall not be used by the employing agency for any other purpose.

Collective bargaining should ensure the participation of the exclusive bargaining representative as instructional leaders in the design and implementation of any induction program in which a district's new or beginning teachers are required to be involved. Additionally, the collective bargaining agreement shall protect the rights of teachers participating in any induction program.

Criteria and processes used for conducting assessment and making recommendations for the awarding of a professional clear credential shall include but not be limited to:

1. Clear, concise, and publicly articulated criteria based on the California Standards for the Teaching Profession (CSTP)
2. Reliable and consistent application of those criteria
3. Clearly articulated processes for conducting formative assessments that will ensure collaboration of representatives of at least two of the sponsoring education organizations.
4. Evidence of fair and unbiased review and decision making involving the exclusive bargaining representatives and at least two of the sponsoring education organizations. (CDP: 02-06)

Conflict Resolution Training

CTA believes all credential programs should include specific training in the prevention and handling of confrontation in the classroom and on the campus. (PRR: 03-05; 82-06 and CPD: 03-05)

Credentialing: National Board for Professional Teaching Standards (NBPTS)

CTA believes in voluntary professional certification by which the profession grants recognition to an individual who has met the specified qualifications. CTA asserts that this function must be fulfilled by the NBPTS that is composed of a majority of practicing public school teachers.

CTA believes NBPTS should establish appropriate assessment procedures by which individuals may demonstrate accomplishment in pedagogy and subject matter areas; issue certificates to all individuals who meet the high and rigorous standards as established by the NBPTS; and, maintain a roster of those who have been certificated.

CTA supports state and local legislation that provides time, money, and resources for teachers who engage in the NBPTS certification process.

CTA supports the periodic evaluation of such certification procedures to uphold the California Standards for the Teaching Profession and to ascertain whether cultural, economic, gender, racial or age bias is perpetuated by the requirements for certification. (CPD: 01-03; 99-05)

Credentials: Due Process in Adverse Action

CTA believes teachers have a right to due process relative to adverse actions that may be taken by the independent credentialing board. (CPD: 08-01)

Credentials: Fees

CTA believes increases in credential fees should occur only under the following conditions:

1. Binding law must be enacted to specify credential fees are restricted to a special trust fund for an independent credentialing board, and such fees be used only for credential functions. Under no circumstances should credential fees be appropriated to the state general fund.
2. The independent credentialing board limits its reserves to no more than 3% of its annual budget.
3. The independent credentialing board establishes that any and all credential fee increases are necessary and justified to carry out its credential function. It must establish the necessity and justification for any fee increase by a preponderance of evidence presented in public hearing(s).

Any attempt to require additional coursework being completed for the professional clear credential after an individual's application to the independent credentialing board has been filed should be opposed.

The fee for renewals and supplementary credentials should not be more than one-half the cost of the initial credential. (CPD: 02-04; 93-03; 92-04)

Credentials: Fingerprinting

CTA believes fingerprinting requirements should be completed using LiveScan or an equivalent system. Duplication of the fingerprinting process should be eliminated.

Credential holders who have obtained certificates of clearance should be exempted from the requirement to fingerprint

for employment purposes, since any subsequent arrest or conviction after the receipt of the credential is automatically reported. Fingerprinting databases should be maintained by the independent standards board since they have access to Department of Justice databases. Classified ESP and non-credentialed employees should continue to be fingerprinted for employment purposes since they have not completed a character clearance for credential purposes. (CPD: 07-04)

Credentials: Grandparenting

CTA believes any legislation which alters the present curriculum in the pre-K through adult system must contain language, which grandparents existing credentials without mandating new credentials or supplementary authorizations.

Any legislation which mandates new credentials or certificates for teaching California's public school children must contain grandparenting language for the existing teaching force which provides alternative means for meeting the concerns addressed by the new credential or certificate without mandating that the experienced teaching force secure either the credential or the certificate.

The issuance of a new credential must not disenfranchise holders of similar credentials from being issued the new credential and/or holding positions designated by the new credential. (CPD: 03-05; 93-12; 90-10; 86-10; 80-10)

Credentials: Permits

CTA believes all educators should be fully credentialed and opposes any relaxation of standards. CTA opposes any recognition by the state's independent credentialing board of alternative routes, such as the American Board for the Certification of Teaching Excellence (ABCTE) Passport to Teaching, that do not include all state mandated preparation requirements. (CPD: 05-06; 03-05; 01-03; 85-10; 84-06; 82-06)

Credentials: Qualified Instructors

CTA believes as a minimum standard to ensure qualified instructors for students of all ages in publicly and privately supported educational institutions, all teachers at all levels, should be fully credentialed by the State.

CTA believes that the proper definition of a "fully credentialed, fully qualified" or "qualified teacher" is an individual who holds a credential or certificate issued by an independent credentialing board. Teachers should be recognized as highly qualified for the positions they are authorized to teach because they have demonstrated teaching competence based on the preparation or training standards defined by the certification requirements for the credential or certificate at the time of issuance. CTA further believes that teaching competence

should be documented using multiple measures including, but not limited to, in-service training, documented accomplished practice and teaching expertise, mentoring activities, additional certificates or licenses, as well as professional growth activities approved pursuant to licensure renewal.

Any fully credentialed educator performing professional responsibilities, regardless of title, should be considered to have demonstrated competence and to be qualified to perform those same or equivalent duties under any other title, and that this educator should be granted any newly required credential, certification, or authorization covering these responsibilities.

There should be no requirement for a master's degree in order to receive a specialist's credential, a multiple-subject or single subject credential.

Rigorous standards must be met by each teacher candidate in order to be recommended for a teaching credential by an accredited university. The proliferation of credentials should be opposed.

When a new credential is created, the holders of an existing credential being supplanted by the new credential shall automatically be granted the new credential at no additional cost.

Credential applicants must have fingerprinting clearances. (CPD: 03-05; 02-04; 01-03; 93-12; 90-10; 86-10; 80-10)

Credentials: Registration/Renewal

CTA believes all public interest functions including but not limited to professional standards, data collection and new legislative mandates, should be supported by the general fund.

The legislature has a need for data on educators holding life credentials earned prior to September 1, 1985. Any registration of life credentials should be for the purpose of data retrieval only and should occur no more frequently than five year intervals, should not be funded by credential holders, and should have no conditions attached to it. No life credential shall be revoked or suspended by failure to register.

Holders of life and/or clear credentials earned prior to September 1, 1985, shall not be subject ex post facto to renewal requirements.

A new permanent professional teaching credential shall be issued when a teacher completes the recommended course of professional development and two (2) five year renewals. Credential renewal shall be from the date of expiration. (CPD: 03-05; 02-04; 00-06; 00-03; 99-05; 86-01; 83-01)

Credentials: Special Education

CTA believes teachers should obtain certification in their special education area and be required to pass competencies

specific to the students for whom they are responsible.

Procedures to determine "highly qualified" status should be uniform for both veteran and new special education teachers.

Special education teachers need to have appropriate subject matter background and knowledge of the core curriculum. Special education teachers and general education teachers should be prepared to collaborate on teaching students the core curriculum.

To receive a California credential special education teachers prepared outside of California should be required to have equivalent training as those prepared in California.

The requirements for waivers for special education substitutes, should be at least as stringent as those required by the district seeking waivers for substitutes.

The bargaining agent should be consulted on waivers.

The student population designated "at-risk" who are also identified special education students, should not be denied special education services. Teachers who are not identified as special educators designated specifically to work with "at-risk" students, shall not be required to hold a special education credential. (CPD: 09-05; 06-04; 96-01; 89-06; 81-03)

Credentials: Teacher Databases

CTA believes information collected as part of a statewide teacher database shall be kept separate and not linked to any other database. Information shall only be collected and disseminated in a way that prevents the disclosure of the identity and other personal information of individual educators. Information collected and maintained by the state in such a database shall not be used by any agency for the purpose of evaluating. (CPD: 07-06)

Faculty Participation Teacher Preparation Programs

CTA believes current classroom experience in K-12 public schools for higher education instructors will enable them to better instruct teacher candidates. Therefore, faculty members who teach in a teacher preparation program should be involved in direct instructional activities in the K-12 public schools.

Direct instructional activities include the following: (1) teach in a public school K-12; (2) join in a team-teaching arrangement. The faculty member should be involved for a minimum of one semester every three years. Anyone who teaches in teacher preparation programs and is presently employed in K-12 public schools as a teacher is exempted.

These teachers shall be assigned at the level of the course or in the program that they teach. These teacher training faculty in public schools shall be assignments outside estab-

lished teacher/pupil ratios so that no teacher shall be displaced from a teaching position. (CPD: 84-10)

Independent Credentialing Boards

CTA believes an independent credentialing board should be an autonomous organization, and not advisory to any other body. This independent credentialing board shall be composed of no more than the present number of members (19) with a majority of classroom teachers with representation from: elementary teachers; secondary teachers; higher education faculty from teacher preparation programs; special education; one holder of any permit or credential issued by an independent credentialing board or its predecessor other than the teaching credential or services credential with a specialization in administrative services; and, at least one student member.

(The above listed teachers shall be elected from currently employed credentialed teachers within the state.)

The role of an independent credentialing board will be to: review, approve and evaluate teacher education programs; establish procedures for developing and applying the standards; award credentials to applicants; set and administer the budget; adopt rules, regulations and procedures; conduct research about standards for teacher education; conduct hearings; and, hire executive staff.

Public interest functions should be supported by the general fund. An independent credentialing board should accredit institutions of higher education. There should be comparable standards for out-of-state teachers. (CPD: 02-04; 96-01; 90-06; 85-03; 84-06; 74-10)

Licensure of Teacher Assistants

CTA believes any licensing proposal for paraprofessional/teacher assistants should be a standardized program developed and administered by an independent credentialing board.

Any standardized program for licensing paraprofessional/teaching assistants: should not result in the displacement of any person currently employed as a teacher paraprofessional/teacher assistant; should not be a requirement for teacher paraprofessional/teacher assistants; should clearly define the roles of paraprofessional/teaching assistants and volunteers; should in no way be used, or appear to be used, as a rationale to delay or avoid reduction of class size; should be consistent with programs leading to teaching credentials so that any coursework for this license will be accepted toward teacher preparation programs in the CSU system; should ensure that licensed teacher assistants not be authorized to work without the immediate supervision of a classroom teacher; should provide that paraprofessional/ teacher

assistants be evaluated according to procedures recommended by CTA and developed by the local bargaining unit. (CPD: 02-04; 91-10; 89-04)

Mentors

CTA believes mentor teachers should be fully credentialed in the subject matter/grade level where they mentor. Mentors must have multiple years of recent experience in instruction in the subject matter/grade level at which they mentor. Mentors must be permanent employees, and should be provided with training and support for their mentor role. Mentors must not participate in the evaluation of participants and beginning teachers. (CPD: 07-06)

Middle School: Preparation and Staff Development

CTA supports the development of middle school emphasis programs designed by institutions of higher education for either a single or multiple subject credential program as long as such programs do not increase unit requirements. However, CTA would oppose the creation of a special or mandatory Middle School Credential. (CPD: 90-10)

Off-Campus Degree/Credential Programs

CTA believes credentialed holders and pre-service candidates desiring to pursue off-campus degree/credential programs should be encouraged to select state-approved programs from accredited institutions of higher education.

Teacher associations and institutions of higher education should encourage the accrediting bodies and the postsecondary education commissions to apply rigorous reviews and high standards in their approval procedures for both on-campus and off-campus programs. Accrediting commissions and postsecondary education commissions should give special attention to the procedures and standards necessary to guarantee the quality of such programs and that all groups should join forces in the development of legislation to impose some form of reasonable control over the offerings in California of private brokers and out-of-state institutions. (CPD: 03-05; 91-06; 84-06; 80-02)

Reciprocity

CTA believes California should grant a preliminary basic credential to any teacher who has completed a program in another state which meets National Council for the Accreditation of Teacher Education (NCATE) standards or which California recognizes through the Interstate Agreement process, and meets California subject matter competence. If such teacher has completed the equivalent of the professional clear credential, regardless of the order/sequence in which the

coursework was completed, a clear professional credential should be granted.

CTA believes a National Board for Professional Teaching Standards (NBPTS) certified individual who holds an approved credential from another state may be granted a California professional clear credential provided an independent credentialing board determines that all comparable California requirements have been met.

The "One Year Non-Renewable Emergency Credential" which is currently granted upon district request so that a teacher from out-of-state is given one year in which to complete California Basic Education Skills Test (CBEST), Multiple Subject Assessment Test (MSAT) and all other required tests should be extended to all experienced teachers seeking to return to teaching whether from California or from another state. The word "emergency" is misleading and should be deleted from the title of this one-year credential.

Comparability standards should be established by an independent credentialing board between CBEST and any other similar basic skills tests such as the PreProfessional Skills Test, with the goal of providing the option of substitution of such test(s) for CBEST.

An independent credentialing board rather than individual institutions should evaluate credentials of teachers from other states.

California school districts should be required to provide "full disclosure" to candidates hired from out-of-state about California requirements.

An independent credentialing board should develop guidelines for an institution of higher education offering and/or district staff development package on specific laws and regulations that are unique to California which should be made available to teachers new to California. Districts should take the responsibility to ensure that the opportunity is provided for all new hires to receive this training. (CPD: 02-04; 01-10; 97-10; 97-05; 92-10; 92-06; 89-06; 88-06)

Rights of Bargaining Unit Members on Waiver

CTA believes those who possess clear teaching credentials shall be granted probationary status for the purpose of attaining permanent status when accepting an assignment necessitating the signing of a waiver for an additional credential or certificate required by that position unless they fall within the provisions of the Education Code relating to those on leave. (TEAF: 03-05; 86-10)

Teacher Preparation

CTA believes the standards for teacher preparation

programs should be developed by professionals in the field, involving classroom teachers, certificated support services personnel, and higher education faculty. CTA believes the California Standards for the Teaching Profession and California Student Academic Content Standards are the foundation for all teacher preparation and professional development programs. CTA further believes one outcome of a standards based preparation system should be increased efforts to ensure greater transferability of units earned from one institution of higher education to another. Approval of teacher preparation programs by the independent credentialing agency must be based upon these standards. Teacher preparation programs must prepare candidates to work in a standards-based environment. Candidates must be supported in their efforts to focus on student learning.

Through the process of monitoring teacher education programs, candidates are ensured that such programs meet the standards mandated by California laws and regulations. Any phase of teacher preparation or induction shall not be subject to changes in credential requirements during that period of completion. Only individuals who have successfully completed approved programs shall be eligible for California credentials.

A continuous screening process should be an integral part of the candidate's educational program. The process should be developed by teacher education faculty, classroom teachers, and teacher education students. The process should include, but not be limited to, early screening, early and varied field experiences, and career counseling. Such a process shall not discriminate against anyone because of race, gender, sexual orientation, age, creed, national origin, or physical handicap. The guidelines for the selection of schools and districts should include adherence to the California Student Academic Content Standards, use of the State Curriculum Frameworks K-12, and administration of the California assessment program. The schools and districts should also follow the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs in relation to inclusion, diversity, and policies of non-discrimination.

Teacher preparation programs must offer strong practicum experiences. The selection of cooperating teachers and university supervisors shall include the stipulation that the cooperating teacher have a minimum of three (3) years teaching experience, hold permanent status in the district, and be appropriately credentialed. University supervisors shall have appropriate teaching experience.

A student, once participating in a teacher preparation or induction program, shall not be held liable for changes enacted

in credential or induction requirements. There should be guidelines for the selection of cooperating teachers and university supervisors shall include they have teaching experience at the appropriate level or in the subject. The cooperating teacher should be compensated commensurate with the time and expertise provided.

During the term in which students are student teaching the tuition should be deferred for a period of three years.

The teacher shall be granted a clear credential upon successful completion of the first two years of full-time teaching. (CPD: 06-04; 02-02; 01-10; 00-06; 00-03; 96-05; 96-03; 96-01; 91-06; 89-01; 88-01; 84-06; 82-02; 81-05 and SMC: 94-10)

Teacher Preparation: Expansion of Alternative Programs

CTA believes approved alternative full credentialing programs should be a part of the curriculum of all teacher training institutions. These programs should be equal in rigor and quality to existing credential programs.

Alternative programs, including "intern" and "pre-intern" programs should be primarily used to address teacher shortages in either given subjects or geographic areas that would otherwise require hiring emergency permit individuals under board declaration. For the purpose of this policy pre-intern programs are programs recognized and funded by an independent credentialing board to provide services that allow certificate holders to meet subject matter requirements and "survival pedagogy" (basic classroom skills). For purposes of this policy, "intern" programs may include either the district intern program which grew out of SB 813 or the traditional intern programs offered by institutions of higher education, and either program must be operated under, and evaluated according to, the new program standards used by an independent credentialing board.

Alternative programs should be designed to attract persons with job experience beyond the baccalaureate who wish to change careers or persons with strong academic subject matter preparation in a shortage area.

An intern or pre-intern shall have the support of an experienced teacher at a similar grade level or subject, and that periodic released time shall be arranged for the intern or pre-intern and for the support teacher or mentor for arranged observations and other forms of assistance. The support teacher or mentor shall not be involved in evaluation of the intern. Following completion of a district or university internship program, a candidate would achieve permanent status after one additional school year of service for the same employer.

An intern or pre-intern shall not be used to replace a currently employed bargaining unit member; and the intern will be a regular member of the bargaining unit, covered by the provisions of the collective bargaining agreement.

If alternative certification programs are undertaken, then federal or corporate grants shall be provided to school districts and universities to incorporate needed innovations.

The exclusive representative shall be involved in the planning, implementation and evaluation of such a program and shall have a "sign off" on any intern program in which the district participates. (CPD: 07-06; 02-04; 01-06; 93-03; 90-01; 86-06)

Teacher Preparation: Limited English Proficient Students

CTA believes students in California have greater language diversity than in any other state or nation, and that our State must meet the challenge of ensuring equal access for these students. While knowledge of the primary language of the student is desirable, CTA recognizes with the ever-increasing number of languages spoken by California students, many of which are very exotic and have no written materials, the most basic need for teachers of these students is to acquire the language development or ELD skills necessary to teach English to English Language Learners.

Teachers should be especially encouraged to obtain the Cross-Cultural Language and Academic Development (CLAD) Certificate, SB 1969/SB 395 or CLAD competencies which enables teachers to work with students of all language backgrounds, with the exception that they cannot provide instruction in the primary language of the student.

Teachers providing service in the primary language should obtain a Bilingual/Cross-Cultural Language and Academic Development (B-CLAD) Certificate. Teachers should under no circumstances be negatively impacted or penalized by their districts because of the changes in the law resulting from the sun-setting of their bilingual program.

Because of the Attorney General's opinion that bilingual credentials are desirable but not required for working with English Language Learners, local chapters must work with their districts to develop employment standards and criteria for teachers who are assigned to bilingual classrooms, ensuring that these standards and criteria are within the framework and in the spirit of state and federal law. (CPD: 00-01; 90-06; 89-12 and LNG: 04-06; 02-10; 01-02)

Testing of Teachers

CTA supports the California Basic Education Skills Test

(CBEST) for entry into Teacher Education Programs. Appropriate subject-matter and pedagogical assessment elements may be used, among other criteria, for determining original certifications of teachers, while recognizing that paper-and-pencil exams alone cannot predict success in teacher strategies, discipline, diagnostic techniques, etc. Candidates shall not be required to complete additional subject matter coursework if they have verified subject matter competence by examination.

A mutually designed comprehensive ongoing personnel evaluation system with procedural guarantees and due process in every school system should be supported.

CTA believes any state mandated tests for teacher preparation should be paid for by the State.

Testing of teachers as a criterion for job retention, promotion, tenure, or salary increments; the use of student test scores as a criterion for teacher evaluation; and any plan to rank and place teachers on the basis of proficiency/ competency testing should be opposed. (CPD: 00-06; 97-10; 86-06; 81-01)

Curriculum

Adult Education

CTA believes:

1. K-12 Adult Education should be increased to meet minimum requirements for continuation and upgrading of current programs and should reflect the need for funding parity between K-12 and Community Colleges.
2. Community Colleges should receive a basic level of support for Adult Education. Additionally, Community Colleges should receive a cost of living adjustment (COLA) in keeping with the COLA received for other programs offered by the Community Colleges.
3. Both segments shall be placed on a funding formula for the purpose of reaching a common funding level for like programs.
4. The COLA for Adult Education funding will be equal to that of the individual community college or K-12 district.
5. An annual growth factor will be included for the K-14 Adult Education programs to meet the needs of the community.
6. Up to 2% of the previous year's budget will be allowed on an application basis to initiate new programs. The ADA cap should be adjusted by the above 2% for each new program.

7. Any high school, unified or community college district may assume responsibility of providing adult education only by a mutual delineation of functions agreement. If the parties are unable to agree to a mutual delineation of functions agreement, the parties will agree to abide by a final and binding decision which shall be made by a representative of the State Conciliation Services. These decisions when applicable, shall be part of the collective bargaining process as defined in SB 160. In the absence of an exclusive agent in a district when the above issue surfaces, the appropriate teacher/faculty body shall be given the opportunity to meet and negotiate the impact of the decision.
8. Districts whose ADA cap is being audited and adjusted should be allowed to apply for additional ADA above the cap in order to meet the changing needs of a community. (CTE: 96-03; 84-06; 82-06)

Alternate Education Programs

CTA believes in the optional use of limited experimental programs with equivalent instructional minutes provided that proper and appropriate provisions are included for the protection of teacher and student rights. Students must receive due process before placement in alternative programs. (PRR: 92-06; 81-03 and SMC 95-06; 94-06))

Career/Technical Education

CTA believes a comprehensive program of career/technical education must be available to all students from the elementary level through college. Career/technical education is defined as that segment of education which relates to agriculture; distributive education; industrial arts; consumer home-making; home economics; office occupations; trade, industry, work-experience, and technological education. These components aid the student in the marketplace and in the orientation to, selection of, preparation for, and placement in a job.

CTA further believes:

1. A comprehensive career education program at the elementary level assists the classroom teacher in utilizing job-related activities which emphasize planning and construction to reinforce learning experiences related to English, science, mathematics, and social science and gives the student an awareness of and an orientation to the world of work.
2. The industrial arts and career education programs in the middle school, junior high and high school segments provide the student the opportunity for exploration, development and understanding of the technical,

consumer, occupational, organizational, managerial, social and culture aspects of agriculture, industry and technology. The program also provides a link between abstract educational concepts and the practical use of basic occupational and technical skills.

3. The career/technical education components should represent a continuum starting in high school and extending to the college level to provide preparation, work experience and placement services and activities that will lead to meaningful and informed occupational choices and to the development of sufficient skills and knowledge for the student to enter and advance in a gainful, satisfying career. (ACT: 08-01; VED: 80-06)

Career/Technical Education

CTA believes career/technical education programs and courses should respond to the needs of a variety of student populations, including training for initial workforce entry, job retraining, professional development and upward mobility. These courses and programs should develop perspectives that lead to employment flexibility and growth potential. Career/technical education transfer programs should be established for those occupations that have a certificate, associate or baccalaureate degree. (ACT: 09-05; 08-01; HE: 85-10; 83-10)

Collaborative Programs (K-12/Higher Education)

CTA believes secondary school students have the right to adequate preparation for success in higher education through state-supported collaborative programs between the public schools and institutions of higher education. (CRE: 89-12)

Conflict Resolution Education

CTA believes in the use of proven conflict resolution strategies, instructional materials, and activities in the curriculum, for classroom procedures, on the playground, and at school-sponsored extracurricular activities to encourage nonviolent resolution of interpersonal and societal conflicts. Programs should be developed to train education employees in methods of nonviolent conflict resolution. The use of conflict resolution processes should be used to resolve disputes and disagreements between and among all education employees so that they can model these processes. (SMC: 96-03)

Correspondence Programs

CTA believes students participating in correspondence courses should be held to the same standards as those in comprehensive high schools. These programs must consist of courses that are transferable as graduation requirements. A student's progress must be documented and monitored by a

credentialed/licensed educator. (PRR: 96-03; 95-01)

Cultural Diversity in Education

CTA believes discrimination is incompatible with quality education. All forms of discrimination must be eliminated.

CTA also recognizes the importance of raising the awareness and increasing the sensitivity of staff, students, parents, and the community to our culturally diverse society. The Association supports effective on-going training programs for the purpose of recognizing and eliminating discrimination in the educational setting and endorses positive action plans that establish procedures and timetable for eliminating discrimination in the curriculum. Participation by various cultural groups and individuals in the creation and implementation of activities should be encouraged because their contribution is necessary for the success of these programs. Such programs should include but not be limited to:

- a. Accurate portrayals of the roles and contributions of all races, ethnic groups, and cultures in all areas of the curriculum, school policies, and school supported and/or sponsored activities.
- b. Strategies for the elimination of institutional racism, linguistic bias, homophobia, and sexism.
- c. Strategies for the elimination of racist, homophobic, and sexist jokes in the classroom.
- d. Strategies for the elimination of racism, homophobia, and sexism within the education profession.

(CRE: 02-02; 96-03; 95-06; 93-06; 92-04; 87-05)

Curriculum

CTA believes curricula should address the common values of the society; promote respect for diversity and cooperation; and prepare the learner to compete in, and cope with a complex and rapidly evolving society. Such curriculum should prepare the student to become a fully-functional adult who can communicate effectively; adapt to new situations; and enjoy the benefits and exercise the responsibility of society. (C&I: 02-06; 01-06; 84-01)

Curriculum Decisions

CTA believes teachers should have the central role in the development, definition, and implementation of curriculum and should comprise a majority of all committees making or recommending decisions in the area. CTA further believes the manner and pace in which a course of study or district/state adopted program is implemented in a classroom shall be determined by the individual teacher and should reflect adopted California standards in all curricular areas. Curricular decisions should be based on current, valid research including, but

not limited to, multiple intelligences, adequate learning time, recognizing student differences, and providing an enriched environment—and recognizing that a single method or set of materials may not be appropriate for all learners. (HE: 84-06; 72-05 and C&I: 05-04; 04-03; 03-03; 02-04; 01-06; 97-05; 84-01)

Consequences of Narrowing Options: CTA believes the practice of programming students with low English and math scores into more than one English or math class in the same term or semester can lead to a narrowing of the educational opportunities for these students. This practice limits these students from taking career/technical, business, fine arts, foreign language, and other elective classes, thereby denying all students the opportunity for a comprehensive education.

CTA further believes there must be equitable access to motivating elective classes for a full, well rounded curriculum, helping to prevent academically unmotivated students from dropping out at increasingly higher rates. High school students cannot earn English and math credits that count toward graduation by repeating the same class, which then puts these students off track for graduation within four years. (ACTE: 05-06)

Driver Education and Training

CTA believes in order to promote safety on the highways and responsible driving, driver education and training should be provided within the public school system for all high school students by credentialed driver education instructors. (C&I: 90-06; 86-01)

Drug Education

CTA believes there is a need to increase the number of programs to combat drug abuse in schools and institutions of higher education. (CRE: 86-10)

Education of Migrant Children

CTA believes in the implementation of bilingual/bicultural educational programs funded by federal and state monies for the unique needs of students from migrant families. These include but are not limited to academic, health, nutritional, emotional and socioeconomic needs. (LNG: 02-06; 96-03; 94-03)

Education Through Community Service Learning

CTA believes in the value of lifelong community service and that it should be encouraged as an integral part of a student's education. Students should have an opportunity to participate in community service programs.

Educators who supervise students involved in community service programs should be given appropriate compensation, planning time, program support, recognition, and time to evaluate the service and learning goals.

School districts should work with communities to provide students program opportunities for community service learning. (C&I: 95-06)

Environmental Curriculum

CTA believes environmental education, including climate change, should be integrated across the curriculum. (C&I: 08-06; 02-02; 92-01)

Essential Skills

CTA believes a basic education consists of those skills which enable the student to function effectively in our complex democratic society. These skills should be provided through an educational program which includes instruction in decision making, critical thinking skills, and traits of good citizenship.

The major focus of the curriculum should be the development of higher order thinking skills based on key concepts and generalizations selected from all academic and vocational disciplines. Purposeful problem-solving and hands-on learning should underlie all curricular activities. (C&I: 06-06; 02-02; 95-03; 93-06; 87-01)

Family Life and Sex Education

CTA believes each school district should develop a comprehensive family life and sex education curriculum to meet the needs of its students.

CTA believes it is a fundamental right of all students to have a free and unlimited access to sex education as provided in the adopted curriculum of the public schools. (C&I: 96-05; 93-06; 8-01; 70-04 and CRE: 05-04; 84-06; 71-09)

Foreign Language Education

CTA believes foreign language instruction at all educational levels is an important part of the total educational process and an integral part of international studies. CTA supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels and supports the importance of teacher and student exchange programs as part of these studies. (LNG: 95-06)

Health Education

CTA believes a comprehensive school health education program is important in grades pre-K-12 in order to provide learning opportunities for students to protect, maintain, and improve their own health and that of other people.

Health education is an academic field which should be based upon the best scientific information that currently is available and should cover a broad range of relevant physical, mental, and social health concepts that are designed, selected

and conducted in accordance with the needs, interests, and maturational levels of the individual students and with the needs of the community at large.

Education to make better health-related choices can result in the prevention of disease and disability, and in improvement in the health of individuals, who may lead more satisfying and productive lives.

The total program of health education should be taught by health educators and designed to reinforce and to supplement home and community efforts to help students attain their optimum physical, mental, and social health potential. (C&I: 96-03; 92-10; 82-06)

High School Curriculum

CTA believes all students should have access to a curriculum that prepares them for post-secondary education and leads them to meaningful and informed occupational choices. This curriculum should include college prep courses, Advanced Placement courses, fine arts courses, vocational and career courses that are rigorous and relevant. The curriculum may also include academic enrichment programs, cross-curricular programs and other courses that lead to the development of highly educated and socially responsible citizens. (C&I: 06-06)

Independent Study

CTA believes school districts should provide adequate funds for independent study in order that the goals of quality education can be met using adequate instructional resources to meet the needs of individual students.

Students participating in independent study should be held to the same standards as those in the traditional classroom setting.

When independent study is utilized to meet the needs of "high risk" students, these successful programs should be given ongoing support and showcased to recognize the accomplishments of the students and their teachers. (SAE: 02-10)

Inservice Education: Multicultural/Global Education

CTA believes multicultural/global education develops an awareness of cultures and an appreciation of our interdependence in sharing the world's limited resources. Such education is essential to meet human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

Comprehensive educator training programs for multicultural/global education need to be developed. (CRE: 96-05; 90-03; 88-10 and C&I: 69-04)

Instructional Materials: English Learners (ELs)

CTA believes English Learners (ELs) have specific learning needs. As suggested by research, the acquisition of a second language takes a minimum of 3-7 years. Instructional materials for EL students should consider all levels of language proficiency, but special attention should be paid to Beginning, Early Intermediate, and Intermediate levels. This proficiency should be determined by the students' scores on the California English Language Development Test (CELDT) and the educational expertise of the classroom teacher. Furthermore, CTA believes when the core academic curriculum is taught to an EL in English, instruction must be properly scaffolded.

In order to provide the highest quality of instruction for EL students, the adopted instructional materials should be designed to meet the specific academic and linguistic needs of EL students. It is also critical that teachers of ELs have access to the highest quality instructional materials, as well as quality professional development. Finally, all instructional materials used for literacy development for ELs instructed in English should align to both the English Language Arts and the English Language Development standards of the State of California. (LNG: 07-06)

Lesson Plans

CTA believes lesson plans are a tool to guide classroom instruction. Requiring these at mandated times or in a particular format is not acceptable. (C&I: 02-04)

Minimum Days

CTA believes minimum days for students should be based on number of minutes the students attend not the number of periods they attend. (C&I: 03-05)

Multimedia Instruction

CTA believes information technology systems, distance learning, and other forms of multimedia instruction are effective tools to enhance the pre-K through university curriculae. Such programs must be fully funded with contingencies for maintenance.

Multimedia and televised curricula should not be the dominant mode of instruction. Multimedia products selected must be sensitive to issues of ethnicity, gender, sexual orientation, exceptional needs, culture, and learning styles. Multimedia instruction must adhere to all applicable CTA policies. Students must have equal access to the resources necessary to make full use of multimedia technology.

Instructors must be involved with all aspects in the development of any multimedia instructional system. Participation should be voluntary.

Interactive television network instructors must be given

sufficient time and resources to prepare for their classes. (COM: 04-06; 96-03; 93-06)

Parenting Skills

CTA believes students in grades 6 -12 should be taught parenting skills. (C&I: 96-03; 94-06)

Physical Education

CTA believes physical activity and exercise are essential for good health.

CTA further believes districts have the responsibility to ensure Ed Code mandated minutes in physical education are enforced.

CTA also believes all children (pre K-12) should have access to quality, comprehensive, developmental physical education programs on a regular basis. (C&I: 06-06; 02-06; 96-03; 92-06)

Religious Heritage in Instructional Materials

CTA believes educational materials should portray with historical accuracy the influence of religion in our nation and throughout the world. (C&I: 95-06)

Response to Intervention (Rtl)

CTA believes Response to Intervention (Rtl) is a general education systemic reform. Rtl is an early identification and intervention process for all students. The Rtl approach is designed to identify at-risk children early, to provide access to needed interventions, and to help identify students with disabilities.

CTA believes the effective implementation of Rtl includes the following essential elements:

—General educators use research-based curriculum and interventions, to identify, intervene, and continuously monitor progress of students whose acquisition of academic skill is delayed as compared to their peers. Progress is monitored as students respond or do not respond to interventions. As appropriate, interventions intensify-up to and including referral for assessment for Special Education services.

—Students receive high-quality instruction in their general education classroom by appropriate personnel. Instruction is given in the core curriculum with the goal of achieving the state's grade level standards.

—General educators use formative and summative assessments that are aligned to the California Content Standards.

—Universal screening and progress monitoring are used to determine the effectiveness of student responses to intervention as well as to inform decisions of placement of students.

—General educators use continuous progress monitoring of all students. Educators can readily identify those learners

who are not meeting the benchmarks or other expected standards and can adjust instruction and interventions accordingly.

—All school staff receives ongoing high-quality professional development in research-based, best instructional practices, interventions, assessments, behavior modification and data analysis. Site teams use a collaborative approach to monitor students and analyze data in order to develop and implement interventions.

—Effective implementation requires the delivery of content and instructional strategies in a consistent manner.

—The involvement and active participation of parents at all stage of the instructional and interventional process is essential to improving the educational outcomes of their students.

—The Rtl approach may be one component in the determination process of a Specific Learning Disability as addressed in the IDEA 2004 and accompanying regulations. Rtl is not a mandated federal program. School districts are under no state or federal requirement to implement Rtl. (SEC: 09-01)

School-to-Career/Work

CTA believes School-to-Career/Work programs which have been developed by interdisciplinary teams and which meet rigorous academic standards merit the same level of accreditation as other education programs.

School-to-Career/Work inservice programs should be developed with input from the inservice participants. Inservice participants shall be compensated or be given release time. These programs should be relevant to today's changing educational demands and career needs for all.

All time beyond the contractual school day devoted to the development and implementation of a School-to-Career/Work program shall be compensated on a pro rata basis or be provided with release time with the choice left to the member.

Certificated personnel shall not be displaced by non-certificated personnel in the implementation of School-to-Career/Work programs.

All student career paths and scheduling of students into School-to-Career/Work programs shall be done by certificated counselors.

Students who participate in School-to-Career/Work programs that meet rigorous academic standards and the criteria for graduation must have equal access to college and university admission. All students are entitled to qualified instruction, both in school and at the work site.

Participants in School-to-Career/Work programs, including internships and apprenticeships, shall not replace regular-paid employees.

Students shall be assigned to a safe, sanitary, and healthful learning environment in School-to-Career/Work programs. Furthermore, the number of students per work station shall not exceed safe industrial and educational standards. (CTE: 97-10)

Self-Esteem/Student Stress

CTA believes self-esteem is a major factor in the education success of all students and staff. The increasing mental, emotional, and environmental pressures upon the students and staff in California often result in increased drug and alcohol abuse, violence, vandalism, dropout rate, pregnancy and suicide among students.

Programs that enhance student self esteem and prevent self destructive behaviors must be provided. (CRE: 03-05; 96-05; 91-10; 89-04)

Sex Equity

CTA believes all school districts shall provide equal opportunities for females and males in all curriculum, co-curricular and extra-curricular activities. Sexism and sex discrimination must be eliminated from the curriculum. (CRE: 95-01; 90-10; 84-06; 84-03; 73-10)

Sign Language/Sign Language Programs

CTA believes effective sign language and sign language programs are essential to the academic success of some deaf and hearing impaired students in public schools. Sign language programs will benefit from the influence of qualified sign language teachers on the staff who are hearing or hearing impaired. Qualified support staff/interpreters should be available for deaf or hearing impaired students as needed. (LNG: 95-06)

Standards-Based Instruction

CTA believes in developmentally appropriate standards that describe clear expectations for what students should know and be able to do. CTA also believes teachers must participate in the planning, development, implementation and refinement of standards. All students must be provided the instructional opportunities and learning conditions necessary to attain the standards. Standards, curriculum, and assessment should be linked in a recursive process to provide a well-rounded education. Curriculum should include, but not be limited to, required standards which should be introduced into the curriculum at a rate that allows educators the opportunity to assess each student's progress towards the mastery of the standards.

When CTA supports or approves legislation that imposes additional curricular areas or requirements, such legislation should state which curricular area or requirements would be

removed. (C&I: 06-06; 05-04; 01-03)

Virtual Learning Programs

CTA believes Virtual Learning and Simulation programs are important in preparing students for a changing world and motivating them to succeed. These programs provide students with hands-on skills. Virtual Learning and Simulation models should serve diverse student populations and be open to students with all ability levels. (ACTE: 05-04)

Visual and Performing Arts

CTA believes artistic expression is basic to an individual's intellectual, aesthetic and emotional development. CTA also believes visual and performing arts transcends cultural barriers, foster multicultural understanding, and enhance critical thinking skills.

CTA, therefore, believes that pre-K through higher education curriculum must include a balanced, comprehensive, and sequential program of visual and performing arts instruction taught by a credentialed teacher for all students. Facilities and resources shall be provided to maintain a visual and performing arts program. Upgraded materials and emerging technologies shall be included in the program. (C&I: 01-03)

Women's History Day/Month

CTA believes all school districts shall have policies supporting Women's History Day/Month. Every school library shall have materials devoted to women's history. All members should promote women's history within the curriculum. (CRE: 93-01)

Funding

Adult Education and Regional Occupation Program/Centers Funding

CTA believes Adult Education and Regional Occupation Programs/Centers funding should not be included in categorical block grant programs. Revenues for Adult Education and ROP/C programs are generated from student attendance (ADA). (ACTE: 03-05)

Capital Funds

CTA believes faculty shall actively participate in all decisions about the allocation of capital funds and the use of facilities. (FPE: 87-05)

Closed Public School Buildings

CTA believes closed public school buildings that have been deemed safe can be used effectively for public preschool, day care, job training, and adult education centers. Closed public

school buildings should not be sold or leased to organizations which provide educational services in direct competition with public schools. (FPE: 96-05; 95-06)

Continuation of ADA Generated Revenue

CTA believes school districts should not experience a loss of ADA generated revenue during a period of school closure when the cause is related to natural disasters, medical emergencies or other unforeseen circumstances. (FPE: 08-04)

Foundations

CTA believes:

1. Foundations and auxiliary organizations have been and can be a significant and positive force for improving the educational climate in California K-12 school districts.
2. Foundations should be used to support district education programs, and not as a vehicle for evasion of accountability and/or collective bargaining.

To ensure that we maintain this positive effect, we believe:

1. Faculty must be well represented, in voting capacity, on all foundation boards and be appointed by the local bargaining agents;
2. Foundation meetings must be public and provide ample opportunity for public input;
3. Any transactions involving foundation funds or in-kind contribution must be adequately recorded and reported;
4. Since the foundation is designed to supplement district monies, any support provided to the foundation by the district, either through direct or in-kind contribution, must be repaid; and
5. Instruction funded by the foundation shall be remunerated in accordance with the principle of equal pay for equal work when compared to the regular K-12 program. (FPE: 92-06)

Funding Equity

CTA believes the state and federal government should provide adequate funds for education in order that school districts can fulfill the goals of quality education and provide necessary resources in classroom supply budgets to meet the individual needs of all students. (C&I: 96-03 and CRE: 75-10)

Funding of Public Education (pre-K-14)

CTA believes public schools in California should be funded on per-pupil basis in the top quartile of the fifty (50) states.

The funding of public education should be based, where feasible, upon the principle of progressive taxation.

Revenues for public education should come from, but not be limited to, the following sources: The base funding should

come from the implementation, without suspension, of section 8 of Article XVI of the California Constitution (Propositions 98/111). The following are supplemental funding sources: lottery revenues; statewide school bonds for construction and rehabilitation of public school facilities; local school bonds, approved by majority vote, for the construction and rehabilitation of public school facilities; builder's fees collected for the purpose of construction and rehabilitation of public school facilities; parcel taxes, approved by majority vote; revenue to meet the state's obligation to fund STRS; other revenues authorized by state or federal laws; Revenues generated should be disbursed and fully funded by the following in priority order:

1. Growth and COLA of the pre-K-12 revenue limit per average daily attendance and the community college revenue limit per full-time equivalent students, including reduction in any deficit in the revenue limit.
2. Growth and COLA for those categorical programs which provide direct services to students.
3. COLA for other categorical programs.
4. Mandated programs and current and prior year deficits in the funding of existing programs.
5. Revenues for program improvements, equity adjustments such as revenue limit equalization, and new programs.

The COLA for education should be determined by a fair and equitable formula which measures the increased cost of goods and services purchased by school districts.

The federal government should provide significant levels of federal funding for public education through a program of general and categorical assistance.

Funding of schools within a district should be based upon the educational needs of the students within schools.

The lottery should be administered to maximize the percentage of lottery revenue accruing to public education. (FPE: 96-05)

Local Funding

CTA believes a school district by a majority vote of those voting on the proposition may impose special taxes. (FPE: 92-06)

Proposition 98 Guarantee

CTA believes adequate funding for public funding for public education is a necessity. CTA opposes any reduction in revenue to the State's General Fund which would reduce Proposition 98 funding. CTA believes the Proposition 98 funding guarantee is the minimum, not the maximum, level. Appropriation above the Proposition 98 funding will be similarly guaranteed and ongoing in subsequent budget years.

(FPE: 01-06)

School Facilities

CTA believes the following principles must be adhered to in any program designed to address School Facilities needs:

1. **Funding.** The combination of financing sources must add up to the identified need. Funding must be a state/local partnership. Proposition 98 funds must not be diverted to school facilities. The primary source of school facilities financing is general obligation bonds. The state must make a long-term, multi-election commitment to statewide general obligation bonds.
2. **Bond Vote Requirement.** The California Constitution must be amended to reduce the vote requirement for local school bonds to a simple majority.
3. **Local Responsibility.** School facilities must remain a part of the local government planning process.
4. **State Program.** The state school facilities aid program must be reformed to make it more fair; simpler; less time consuming, and less bureaucratic, with minimal state involvement in local projects after funds are apportioned. The state schools facilities program must address the unique needs of many districts and county offices of education, especially those with high land costs and impacted school sites, and provide a safety net for districts that are unable to raise sufficient funds locally. The state school facilities program must reflect the emerging facilities requirements of class size reductions. The state school facilities program must include a reform of school design and construction procedures that ensures schools will be safe, in compliance with Field Act Standards, functional and built in the most cost efficient manner. (FPE: 97-10 and SSM: 04-01)

Serrano Compliance

CTA believes in compliance with the Serrano Decision to achieve equalization of educational opportunities. (FPE: 77-03)

Summer Schools: Funding

CTA believes summer schools should be fully funded by the State and meet the same standards of development and accountability as the normal regular school program. Tuition-charging summer schools should be opposed. Any summer school using public school facilities should be operated and conducted solely by the local school district personnel in compliance with local collective bargaining agreements. (PRR: 84-03; 79-05)

Technology Funding

CTA believes the state must provide the resources needed to obtain, maintain and regularly upgrade hardware and software and must provide local tech support with on-site personnel. CTA further believes this funding must also provide essential training to employ state-of-the-art technology in pre-K through higher education in addition to traditional modes of instruction. (C&I: 06-06; 01-03; 99-03; 95-06; 94-06)

Tuition Tax Credits/Vouchers/Use of Public Funds for Private Purposes

CTA believes in financing public education directly from public funds, and opposes any educational funding systems (e.g., vouchers, coupons, "scholarships," tuition tax credits) that would allocate public tax monies to either individuals or non-public agencies.

Any legislation designed to provide tax credits for tuition paid to any public or private preschool, pre-K, elementary, secondary, or post-secondary institution should be opposed. (CRE: 02-04 and FPE: 01-06; 84-06; 81-05; 79-01)

Health, Welfare, and Safety

Abusive Behavior and Criminal Activities in Schools

CTA believes school employees and students should be safe from physical, verbal, and psychological abuse and from all criminal activities. Schools should provide appropriate services within the regular education program or develop appropriate alternative education placement programs for students who are dangerous to other students and education employees. Students must receive due process before placement in an alternative program.

Appropriate agencies should use their authority to prevent abusive behavior and criminal activities in schools and in society.

CTA believes in addition to funding appropriate nursing, psychological, counseling, health and social services, the state must provide funding for tolerance, peer mediation, conflict resolution, and character education programs at all grade levels and school sites.

CTA further believes the state must also provide the necessary funding for alternative programs for students who engage in violent acts or other disruptive behavior. In addition, legislation to strengthen "zero tolerance" policies must be enacted to deal with students who commit drug offenses, bring

weapons to school, or engage in hate crimes.

Law enforcement activities on school campuses must not be the responsibility of school budgets. The state must dedicate funds for this purpose and/or require local jurisdictions to provide for public safety on all grounds, including alternative education and county office of education sited.

State legislation, local ordinances, and school board rules that hold parents and guardians accountable for violent and disruptive behavior by their children and/or themselves on school campuses and at school functions must be enforced. (SMC: 01-10; 97-05; 95-06; 94-06)

Access to Health and Human Services

CTA believes all students in District or County Offices of Education that provide comprehensive school health programs should have equal opportunity to access these programs. (SPS: 01-02)

Child Abuse/Neglect/Abduction

CTA believes in and supports positive and preventive programs to reduce child abuse and neglect and encourages districts to implement training to identify and report these cases. All children should be protected from the psychological and physical consequences of child abuse, neglect, abduction and exploitation.

CTA believes school districts must coordinate with parents and law enforcement agencies to do whatever is necessary to combat child abduction and to employ fast and effective release of life-saving information on the identity of missing children.

Confidentiality shall be maintained for all cases reported. Immunity from legal action must to be provided for school district personnel reporting suspected abuse.

When members are accused, due process must be provided. Notification of an investigation in progress shall be given to the accused. Counseling from a non-district-related source shall be provided during the accusation and after resolution. False or unfounded accusations shall be expunged from all records. (CRE: 03-05; 96-05; 95-06; 95-03; 95-01; 89-01; 85-10; 84-06; 78-01 and SSM: 03-05)

Communicable Diseases

CTA believes communicable diseases present serious health risks for students and school personnel. Appropriate health education programs are essential to prevent the spread of communicable diseases in the learning environment. CTA supports immunization and testing for communicable diseases as recommended by the health department. Districts should include Hepatitis B vaccines for all school employees, who on

a daily basis, come in contact with bodily fluids.

Students diagnosed as having communicable diseases should be educated in appropriate settings, as defined by local agencies, which would protect the dignity and civil rights of the students, their peers, and school employees. (CRE: 03-05; 93-06; 85-05 and PRR: 94-01; 93-12)

Conservation/Pollution

CTA believes in conservation of our natural resources and wildlife through reducing, reusing, and recycling. CTA further believes in reducing all forms of pollution and in exploring and studying alternative energy resources. (C&I: 08-06 and CRE: 84-06; 70-04)

Coordinated School Health Services

CTA believes that coordinated school health services should be fully funded by the state. (SPS: 01-03)

Disaster Emergency Preparedness Plan

CTA believes in order to improve Pre-K-Higher Education school preparedness, the State must require compliance with the Standardized Emergency Management System and must ensure that schools, district governing boards, and administrators develop and implement school emergency plans and provide staff training as required by the Education Code.

CTA believes the State must ensure that schools, district governing boards, and administrators implement the requirements for minimizing nonstructural hazards and ensuring a sufficient stockpile of water and other critical supplies to be used for first aid, sanitation and food.

CTA believes all school districts in the State should adopt and periodically review disaster and emergency procedure plans to reflect the following concerns: emergency communication system including methods for informing parents about the movement of students and their location, evacuation procedures from school sites or portions thereof, disaster and emergency equipment on site, student relocation sites and transportation procedures, and individualized plans for sites with unique problems. In addition, training must be provided for all school staff in emergency protocols and procedures to be followed in the event of violence on campus. (PRR: 84-06; 81-02 and SAE: 02-10; 01-06)

Dress Standards: Student

CTA believes school districts and local associations working with staff, students, parents, and community members must participate in establishing appropriate dress standards at individual education sites in order to ensure a safe and healthy learning environment. In the event dress standards are

imposed, provisions must be made for economically disadvantaged students. (CRE: 94-06; 84-06; 69-11)

Enforcement of School Safety and Attendance Laws

CTA believes laws pertaining to school safety and laws pertaining to student attendance should be strictly enforced. (SMC: 95-06)

Environmental Safety

CTA believes bargaining unit members and students should be afforded every possible protection to their health and safety, including protection from environmental pollution and hazards. Educational institutions shall be constructed on property that is environmentally safe. School personnel, students, and their families shall be notified of potential hazards in school facilities and the action plan for corrections. Local affiliates are urged to support ordinances and legislation which ensure the highest standards of health and safety. (CRE: 91-10; 90-06; 90-03; 88-04; 85-05, PRR: 03-05; 93-01; 72-10, & SMC: 94-10; 94-06).

Family Violence

CTA believes in supporting family services, and urges creation of additional support systems and shelters for families experiencing problems. (CRE: 96-05; 89-06)

Health Screenings

CTA believes healthy children learn better and school health screenings help to ensure children are ready to learn. A broad range of health screenings, including but not limited to vision, hearing, scoliosis, dental and non-invasive procedures for such diseases as Type 2 Diabetes, should be conducted and/or supervised by trained professionals such as a school nurse in the school setting. (SPS: 03-06; 02-04)

Interagency Coordination of Social Services

CTA believes the social services should be available to students and families.

Under certain circumstances student and community needs would be best served by the coordination of social services through local school sites. In such cases the services must be supported by the community served, the site staff and the local Association; all such inter-agency services should be under the jurisdiction of an on-site credentialed staff member.

Such social services shall be fully funded by the respective social service agencies and available to all students regardless of the ability to pay. (NEG: 94-06 and SPS: 00-10)

Learning Support Personnel Ratios

CTA believes Learning Support Personnel are essential

partners in education and must have manageable caseloads to insure student success. The following are the recommended maximum ratios for these personnel:

Nurse

- 1:750 for pre K-6 general ed/special ed
- 1:1000 for 7-12 general ed/special ed
- 1:100 for special ed students requiring medical technology

Credentialed Library Media Teacher

- An itinerant credentialed library media teacher for up to 600 pre K-12 students, plus one clerk.
- A minimum of one full time credentialed library media teacher for pre K-12 schools with a population of 600 or more students, with tech and clerical support.

Counselor

1:250 pre K-12

Social Worker

1:800 pre K-12

Psychologist

- 1:1500 pre K-12 general education, assessment only
- 1:900 pre K-12 general education comprehensive program of assessment and counseling

CTA believes all students should have access to all learning support personnel on a daily basis.

Consideration should be given to the number of and distance between schools and staff travel time when establishing caseloads at the local level. (SPS: 06-04; 02-06)

Missing Children

CTA believes the problem of missing children merits the attention of the entire school community. Chapters should work with local school districts and communities to determine methods to reunite missing children with their legal guardians. (CRE: 86-01)

Professional Responsibilities in Violent Situations

CTA believes bargaining unit members have the right to determine their professional responsibilities in potentially harmful and/or violent situations. (TEAF: 03-05; 93-03)

Protection for School Personnel

CTA believes all school employees should be safe from physical attack on their persons or property. Furthermore, CTA believes when school personnel are victims of physical attack, verbal abuse, theft, vandalism, or harassment due to gender, sexual orientation, or other causes, victims should receive the full support of their employer in pursuing legal and other remedies. Should an employee become the victim of

such an attack, s/he should be reimbursed for any loss incurred. If the attack should result in time lost at work, accumulated sick time shall not be affected. Victims should receive the full, immediate support of on-site administrators and school personnel. Local chapters should provide information to school district personnel and juvenile courts in matters concerning issues of assault, battery, loitering, and violation of court restraining orders. (SMC: 97-05; 96-05; 94-06)

Pupil Support Services Team

CTA believes all school districts should have at least one Pupil Support Service Team. This team should be composed of a school nurse, a psychologist, a counselor, a social worker, a speech therapist, a welfare attendance worker and an audiologist. The team would ensure equal access to academic and support services for all students in order to provide a comprehensive delivery of services and develop programs and strategies that address school climate issues. (SPS: 05-04)

Reduction of Gang-Related Crime

CTA believes families, schools, communities, businesses, and law enforcement agencies have critical roles in reducing gang-related crime. CTA will support collaboration among these groups in an effort to reduce such crime.

CTA also will support educational programs that promote positive self image and academic success such as dropout prevention and intervention, before and after school programs, and job training, particularly for at-risk students in areas where there is a high degree of gang activity.

CTA further believes law enforcement agencies should be active participants in education and employment programs to reduce gang-related crimes.

CTA also believes the business community has an important role in reducing illegal activities by gangs. CTA further supports programs that lead to meaningful job opportunities for youths.

CTA believes federal, state and local governments should develop and implement education and youth employment programs to help reduce illegal activities by gangs. (CRE: 09-05)

Safe School Environment

CTA believes all educational facilities must be smoke-free and safe from all environmental and chemical hazards, including lead from water pipe systems, friable asbestos, inadequate ventilation, and sick-building syndrome. The Association urges the establishment and vigorous enforcement of stringent standards at least equal to private sector standards of the Occupational Safety and Health Administration (OSHA) to ensure health and safety.

The Association further urges its affiliates to support local ordinances and state and federal legislation, and funding to ensure these health and safety standards.

Ongoing standardized training and certification of education employees working with potentially hazardous school equipment and in hazardous facilities should be supported. Such training must include the proper handling, storage, and disposal of hazardous materials and instruction on Material Safety Data Sheets (MSDS). Material Safety Data Sheets should be on file in each school building and available to employees upon request.

School personnel, students, and their families should be notified of potential hazards and the action plan for corrections. When facilities are altered or repaired these activities should not create additional health hazards. Affected local districts have a responsibility to post immediate notice of these hazards through the public media. (SMC: 94-06)

Safe School Environment: Physical Education

CTA believes all physical education learning environments must be constructed and properly maintained by school districts for safe and effective quality education to include but not be limited to:

1. appropriate class size and adequate space and facilities to eliminate overcrowded classrooms and locker rooms,
2. a specialized learning environment such as swimming pools, weight rooms, dance studios, gymnasiums, etc.;
3. locker rooms and bathrooms that meet local and state codes for occupancy;
4. level activity surfaces free of debris and defects;
5. providing communication devices and methods to protect and ensure student and educational employee safety;
6. properly maintain equipment to ensure student and educational employee health and safety. (NEG: 06-04)

School-Based Health Clinics

CTA believes comprehensive school-based health care clinics are needed to bring caring and responsive services to young people. The clinics shall provide equal access to and confidentiality of a broad range of physical, mental and behavioral services for students and their families. (CRE: 88-01; 87-05 and SPS: 01-10)

School Bus Safety

CTA believes all school bus drivers who transport students should be equipped by the district with two-way radios or other emergency communication devices and shall be trained in CPR and first aid.

CTA believes that the safety of students who are trans-

ported on school buses is of paramount importance. Every effort must be made to ensure the safety of these students. (PRR: 99-01; 97-05; 91-06)

School Nurses

CTA believes the health and safety needs of children are best met through the services of a credentialed school nurse. Only nurses fully credentialed under the Education Code and California Commission on Teaching Credentialing authorization shall carry the title of school nurse. (PRR: 98-06; 86-01; 84-06; 81-05)

School Safety: Responsibility for

CTA believes local school districts and state agencies must take all necessary steps to make schools safe for teachers and students.

At a minimum each classroom should be equipped with an electronic device for communication purposes between each classroom and the school office.

CTA believes school districts should be allowed to adopt policies and regulations permitting the possession of electronic communication devices. These policies and regulations must ensure that the use and possession does not disrupt instructional time or other school programs. (PRR: 92-06; 91-03; 69-11 and SMC: 02-02)

Sound Limits

CTA believes every effort must be made by school districts in California to protect the hearing of students and school staff by monitoring "safe sound limits," especially at school social events. (CRE: 96-05; 92-01)

Specialized Health Care Procedures

CTA believes specialized health care (e.g., dispensing of medication, catheterization, gavage feeding, suctioning) should be provided by qualified designated personnel as defined in the Education Code and recommended by the credentialed school nurse. Certificated instructional staff shall not be required to perform these services. Specialized health care should be provided by a credentialed school nurse, public health nurse or licensed physician or surgeon. Certain medications such as insulin should only be administered by licensed medical personnel supervised by the above.

When licensed medical personnel are not available, special education students unable to self-administer their medication shall have their medication, except for certain medications such as insulin, administered by qualified designated personnel, as defined by Ed Code, trained and supervised by the credentialed school nurse. (CPD: 98-06; 95-01; 91-03 and SPS: 06-06)

Strip Searches

CTA believes strip searches should not be conducted on any school premises or by any school personnel.

If it is determined that probable cause exists, the student's parent/guardian and a law enforcement agency shall be immediately contacted. If the peace officer determines the student is concealing weapons or controlled substances, the student shall be removed from the school premises by the officer. (CRE: 96-05; 86-04)

Student Nutrition

CTA believes nutrition has a direct effect on a student's ability to learn. School lunch and nutrition programs should focus on quality food with a healthy balance of nutrients. Additionally, the school lunch period should provide table time of no less than 20 minutes for adequate completion of the meal. Food and drink served to students should be free of harmful chemicals. School food service programs must be nutritionally sound, appealing, and affordable.

The opportunity to participate in nutritious school lunch/programs shall be uniformly available in all public schools including charter schools. Programs within the education framework should promote understanding of proper nutrition.

CTA further believes when considering fundraising options, schools should consider healthy foods or non-food alternatives. (CRE: 96-05; 95-06; 95-03; 89-12 and SPS: 06-06; 05-06)

Student Safety

CTA believes students must be safe from the time they leave home until they reach school, during school and on their return. This safety must be protected regardless of the mode of transportation used. (SMC: 04-03)

Universal Health Care

CTA believes quality health care is a basic right of all Americans and supports health care proposals which incorporate: universal access to quality comprehensive coverage; a simplified single form, administrative structure that guarantees fair decision making through regional and state input; consumer choice of health care provider and delivery systems; right to add and upgrade benefits through local negotiations; comprehensive coverage; effective cost containment; insurance reform to prevent carriers from selective underwriting practices; guarantees that health care coverage, including reproductive health care, will be available to all including those unable to pay; accountability to consumers; and no State and or Federal taxes on health care or other benefits. (NEG: 93-03; 92-04)

Victims of Violent Crimes

CTA believes students and school employees are adversely affected by crimes of violence. Victims of crime should be treated with dignity and compassion, without the fear of intimidation.

Crime victims should have the right to be present or represented at all legal proceedings involving the accused, including parole hearings. Victims and their families should be aware of and have access to medical treatment, workers compensation and counseling and support services. Such services should be funded by state and/or federal legislation and not at the expense of the victim or his/her family. (CRE: 89-12)

Violence and Vandalism

CTA believes all school districts shall make every effort to eliminate all acts of violence and vandalism in order to create safe school environments. Physical and emotional support must be provided for all staff members who have been traumatized by violent acts on campus. (CRE: 84-06; 75-01 and SMC: 01-06)

Weapons

CTA believes the safety of school personnel is of paramount importance. Strict legislation is needed to control guns and other weapons. Severe penalties should be enacted and strenuously enforced for criminal actions involving guns and other weapons, especially in school settings.

Weapons brought on campus/school property present a clear and present danger to staff and students. Laws and regulations regarding possession of weapons on campus/school property must be enforced by the school site, district, public health, and law enforcement agencies. Any student found in possession of a weapon on any school property shall be expelled, following appropriate due process procedures and no lesser or alternative action by the school district is appropriate.

An alternative educational placement should be found during the period of expulsion. Methods for communicating between schools and school districts must be developed to insure that the receiving teacher(s) are made fully aware of the reason(s) for expulsion prior to placement of the student. Counseling must be made available to all parties involved, including the victim(s), the perpetrator, staff members, and witnesses.

A school plan that specifies procedures for responding to violent incidents and students must be developed by bargaining unit members and other site personnel and periodically reviewed to guarantee its effectiveness. The implementation of this policy must be free from any and all forms of discrimination. (PRR: 03-05; 96-05; 93-06; 93-03, SMC: 94-03; and CRE: 03-

Youth and Public Gaming

CTA believes persons under 18 years of age should not be allowed to participate in the California lottery through the use of electronic video games. (CRE: 86-04)

Higher Education

Academic Planning: Higher Education

CTA believes academic planning should be done locally. (HE: 82-02)

Academic Senate Role: CSU

CTA believes a close working relationship between the Senate and the faculty union is essential to ensure a coordinated faculty position on those matters affecting both parties. CTA recognizes the CSU Academic Senate is responsible for criteria and standards to be used for the appointment, promotion, evaluation, and tenure of academic employees; admission requirements for students; conditions for the award of certificates and degrees for students; curricula and research programs; and, criteria and standards to be used for programs designed to enhance and maintain professional competence including the awarding of academic leaves. (HE: 95-10)

Academic Senate Role: Community Colleges

CTA believes the bargaining unit and the Academic Senate should work closely together and complement each other to achieve educational goals. (HE: 84-06; 83-10; 81-05)

Admission Requirements

CTA believes college admission requirements should reflect the entire academic experience of a student and must be bias free. Where standardized test are incorporated as one of the criterion for admission, the test(s) used should be fair to all students regardless of economic, cultural, and/or linguistic differences and should be valid and appropriate representations of the standards students were expected to achieve prior to entering higher education. (HE: 02-02)

Agency Fees: CSU

CTA believes fair share fees within the California State University are a matter of equity with California's school districts, community colleges, and other state employees. Controlling guidelines should not jeopardize academic freedom or be punitive by requiring dismissal as a means of enforcement. (HE: 95-10)

Articulation: Community Colleges

CTA believes a smooth transition should be provided for students to and from the community colleges. These efforts are best realized through faculty to faculty interaction between and among faculty members of a discipline serving in the various segments (adult education, high school, state colleges and the university). The development of course comparability and a numbering system to identify comparability is an important tool of articulation. Faculty interaction with representatives from business and industry is equally important. (HE: 84-05)

Bargaining Goals: CCA

The CTA Community College Association Council believes that local chapters should adopt the following collective bargaining goals:

- I. Contract settlements should contain the following:
 - a. Salary provisions which:
 - (1) provide a specific cost of living adjustment for each year of the agreement; or,
 - (2) contract reopeners, only if the contract does not contain a no-strike clause or the no-strike clause is suspended during reopeners negotiations; or
 - (3) provide for binding arbitration to resolve disputes in the event impasse occurs;
 - (4) provide newly-hired teachers shall be given year-for-year credit for prior teaching experience when placed on the salary schedule including proportional credit for part-time experience;
 - (5) negotiate salary schedules which provide for equity at all levels;
 - (6) provide pro rata pay for regular contract instructors for hourly and summer school instruction;
 - (7) provide pro rata pay for hourly certificated employees when represented by the bargaining unit;
 - (8) provide contingency language dealing with new monies made available from the School Funding and Accountability Initiative.
 - b. Health and welfare provisions which:
 - (1) provide fully district paid joint employees trust;
 - (2) provide, at a minimum, that the district pay for increased premium costs for the term of the contract, until a successor agreement is ratified by both parties;
 - (3) provide fully district-paid health benefits for

- hourly certificated employees when represented by the bargaining unit;
- (4) provide district paid social security contributions on all non-STRS income.
- c. Grievance procedures which contain the faculty member's and the Association's right to grieve on all matters within the definition of a grievance and binding arbitration as a final step in the procedure.
- d. Fair share (agency fee) provision.
- e. Well documented, justified demands identified as solving specific problems which have a broad base of member support within the Chapter such as:
 - (1) class size and load reduction;
 - (2) seniority rights in transfers and reassignments;
 - (3) impact and implementation of layoffs;
 - (4) censorship that infringes upon academic freedom;
 - (5) due process/seniority rights for part-time faculty;
 - (6) mandatory district paid retraining programs.
- f. Replacement and maintenance of full-time contract positions;
- g. Mandatory consideration of part-time faculty members' experience and qualifications when filling full-time vacancies. faculty;
 - (6) mandatory district paid retraining programs.
- h. Contract settlements shall be completed prior to adoption of the District's Final Budget in accordance with Educational Employment Relations Act (G.C. 3540). (HE: 88-06)

Budget Accounting: Community Colleges

CTA believes the following budget accounting concepts, procedures and guidelines shall be utilized by community college districts: campus-by-campus accounting in multi-campus districts; strict guidelines for the expenditure of funds; well-defined budgeting system; public reporting of expenses on a quarterly basis; and, strong penalties for misfeasance or malfeasance in financial accounting practices.

All budgets should be maintained according to national standards and subject to external audit on an annual basis. Faculty should participate in the budget development process. (HE: 96-05; 87-05)

Budget Emphasis: Community Colleges

CTA believes budget documents required of a district by the community college Chancellor's Office should clearly delineate any emphasis which the district chooses to place

through its allocation of funds. Programmatic needs and priorities must be clearly delineated. (HE: 96-05; 85-01)

Capital Outlay Funds for Public Higher Education

CTA believes legislation concerning the use of Capital Outlay Funds for Public Higher Education (COFPHE) should meet the following criteria: meets the capital outlay needs of higher education; meets capital outlay needs of K-12; and addresses other educational needs of K-Higher Education. (FPE: 80-06)

Categorically-Funded Faculty: Community Colleges

CTA believes that faculty employed under categorical programs have the same rights and benefits as other faculty. (HE: 00-01)

Child Care: Higher Education

CTA believes institutions of higher education should provide child care centers for students, faculty and staff. (HE: 96-05; 75-02)

Competency Standards: Community Colleges

CTA believes in the concept of state minimum standards in the qualification of community college faculty and will seek to raise qualification standards whenever it appears to be in the best overall interests of students, faculty, and the California community college system.

Any fully qualified faculty member performing professional responsibilities, regardless of title, should be considered to have demonstrated competence and to be qualified to perform those same or equivalent duties under any other title.

A master's degree or other academic course work in the appropriate academic field should be the minimum standard for teaching in an academic area. An Associate degree and license (or certification where appropriate) with sufficient, related work experience are the minimum standards for teaching in a vocational area.

When new minimum requirements are established, those who have met the earlier requirements should automatically be recognized as having met the new standards. A faculty member who meets the minimum qualifications for any Faculty Service Area (FSA) shall be awarded those FSA's for which the faculty member qualifies.

Individual districts should not be allowed to develop competency policies which supersede the authority of the state. CTA opposes the practice of using recency as a criteria for determining competency or bumping rights and favors the use of seniority when equal or similar credentials exist. (HE: 00-01; 96-10; 96-05; 87-10; 87-03; 86-06; 85-10; 84-06; 84-02; 78-10; 78-04)

Contract Education: Community Colleges

CTA believes contract education should promote cohesiveness in the community college structure. Any classes taught as contract education should not duplicate or detract from the regular college program and should be of such quality as to reflect positively on the district's program. (HE: 00-03; 85-03)

Department Chairpersons: CSU

CTA believes (1) the department chairperson should be elected or recalled by the faculty members that s/he serves, according to duly established departmental procedures; and (2) the duly elected department chairperson should be removed by the administration only for the most serious and compelling reasons, clearly and specifically stated in writing. A duly elected department chairperson should not be rejected or removed from office for reasons that violate the person's academic freedom, including the right to voice opinions, speak freely on campus academic issues, or the right to participate in academic governance, professional associations or the faculty union. (HE: 95-10)

Dismissal Standards: Higher Education

CTA believes dismissal should be based on stringent and clear standards that clearly indicate the inability of the individual being dismissed to perform his/her professional duties. (HE: 98-06)

Distance Education: Higher Education

CTA believes the goal of technology in education is to enhance learning and through distance education to make instruction available to those who otherwise would not have access. All classes taught via distance education must be subject to the regular curriculum review procedures and standards on each campus. Faculty should receive equivalent workload credit for distance education classes with consideration for the additional workload required to function in this medium. Distance education should be used to support and enhance regular programs and not to reduce positions, hours, or compensation. (HE: 96-05)

Doctor of Arts Degree

CTA believes in the establishment of a Doctor of Arts degree, a rigorous graduate program which will relate directly to the needs of higher education faculty for balanced training in scholarship, research skills, and teaching competence. (HE: 71-10)

Facilities: Community Colleges

CTA believes the community college districts should have adequate facilities to enhance the college environment. To that end, CTA believes community college districts may use

buildings on closed military bases that meet statewide uniform building code requirements. (HE: 99-07)

Faculty Diversity: Higher Education

CTA believes faculty diversity reflecting the multiracial and multicultural environment of California must be a CSU and community college priority. (HE: 00-06; 95-10)

Faculty Evaluation: Community Colleges

CTA believes all community college faculty (full and part-time) shall be evaluated in accordance with the collective bargaining contract. Where there is no bargaining unit, they shall be evaluated within the minimum legal standards of evaluation.

Final evaluation is the primary responsibility of the administration. The criteria shall be arrived at through collective bargaining between the faculty bargaining unit and the district. A uniform evaluation process shall be available for every faculty member.

For contract faculty an adequate probationary period is necessary and no dismissal action shall be initiated unless the faculty member has been informed of his/her deficiencies and has been given time and assistance for their correction.

The probationary period shall be used to evaluate the individual in accordance with the collectively bargained procedure. The district shall grant tenure unless deficiencies are proven and remain uncorrected. The faculty member shall have the right to appeal through binding arbitration any decision other than the granting of tenure. (HE: 96-05; 88-03; 87-03; 85-10)

Faculty Rights in Student Grievances: Higher Education

CTA believes the procedures for processing student grievances must include as a minimum the following protections for faculty members: the right to make professional judgments; the right of the accused to an open hearing; the right to legal counsel; the right to disclosure and discovery of evidence; the right to appeal to an appropriate level; the right to have all grievance records including student grievances deleted from personnel records if the grievance is not upheld; and the right to maintain separation from all grievances including student grievances from processes covered under other district policies. (HE: 73-11)

Faculty Transfer Rights: CSU

CTA believes faculty should have a right to transfer between campuses within the California State University. Transfers shall be minimally at the same rank and step. Where more than one qualified faculty member wishes to transfer, priority shall be given to faculty who have been subject to layoff. At all times normal hiring procedures, including affirma-

tive action considerations, should be followed. (HE: 95-10)

Fees: Community Colleges

CTA believes in the "open enrollment" policy for California's community colleges and opposes the imposition of fees or tuition for instruction. All students who meet California residency requirements should have free access. Fees for other than instruction must be compatible with: open access; local determination of curricula; and, local determination for expenditure of funds derived. A fee structure should be applied consistently. Revenue derived from fees shall be supplemental and shall not be utilized to supplant such state support. District costs to implement a state mandated fee proposal shall be borne by the state from general fund revenues. The state shall guarantee districts against a loss of revenue resulting from the imposition of a fee proposal. (HE: 00-01; 96-05; 85-10; 82-10)

Financial Aid: Higher Education

CTA believes there should be adequate funding for student financial aid at the state and federal levels. No qualified student should be denied access to higher education programs for lack of funding. (HE: 96-05; 77-05)

Funding: Community Colleges

CTA believes community college funding should be in statute rather than in the Governor's budget. Community colleges should be funded equally regardless of whether instruction is conducted by full-time or part-time faculty. All aspects of the community college mission and functions should be fully funded for their actual costs without reducing appropriations for any individual program. Funding should be stable, predictable and adjusted for inflation. (FPE: 81-05; 77-03 and HE: 96-05)

Funding: Public State Universities

CTA believes student needs as well as enrollment should be a criterion for funding public state universities. These universities should have an adequate and stable funding base. (FPE: 95-10)

Funding/Vouchers: Higher Education

CTA believes in financing public higher education directly from public funds and is opposed to voucher systems in higher education. (HE: 75-02)

Funding Inequities: CSU-UC

CTA believes the California State University must play a leadership role in preparing California for the social and economic challenges of the 21st Century and to this end, support for teaching, advising, professional activity, and public service in

CSU must be second to none and funding inequities per student between UC and CSU must be eliminated. (HE: 95-10)

Governance and the Community College Chancellor's Office

CTA believes the effective functioning of the community college system is of benefit to the State of California, and that the structure which governs this system should abide by the following principles:

- a. The community college system shall be an equal partner within the community of California postsecondary segments.
- b. The Chancellor's Office as governed by its board shall be responsive to the uniqueness of the individual community college.
- c. The Chancellor's Office shall only operate with the intent of strengthening the community college system so that the best interests of the citizens of California are maintained.
- d. The Chancellor shall be a person who can effectively speak for the system and who shall set the goals toward which the system shall strive.
- e. The rewards of the office shall be sufficient to attract and keep the highest quality candidates.
- f. The supporting staff of the Chancellor's Office shall be of the highest quality so as to be equal to the task of meeting the goals set for the system by the Chancellor.
- g. The Chancellor's Office shall consult with the appropriate statewide organizations representing faculty collective bargaining agents prior to the proposal, amendment, or repeal of regulations. (HE: 89-06; 85-10)

Governing Boards: Community Colleges

CTA believes:

- a. in separate and distinct governing boards for California's community college districts.
- b. The membership of the Board of Governors of the California Community Colleges should include, at a minimum, two tenured faculty members and one part-time/adjunct faculty member. (HE: 00-01; 73-02)

Graduation Requirements: Community Colleges

CTA believes demonstrated competence in oral communication, critical thinking, reading, written expression, information literacy and quantitative reasoning should be included in the minimum requirements for the associate degrees. A course in American institutions (i.e., national, state, and local government) should be made a separate graduation requirement. (HE: 96-05; 82-02)

Growth Plan: CSU

CTA believes growth of the California State University system is acceptable provided:

- a. Deteriorating conditions on the existing campuses have been corrected.
- b. All campuses have adequate physical space, safe buildings, up-to-date equipment, and adequate faculty offices.
- c. Appropriate class size and teaching loads, and improved support staffing exist.
- d. Such growth does not risk damaging the quality of current programs or campuses.
- e. Faculty, including CFA, are an integral part of all planning for growth and development of any new campus.
- f. The workload of faculty and other employees does not increase as a result of such growth or planning.
- g. All growth must serve the goal of improving the quality of education for students, faculty, and other education employees. (HE: 95-10)

Higher Education Loans and Grants

CTA believes fully funded guaranteed loans and grant programs should be made available for all students. CTA also believes fully funded guaranteed loan assumption programs should be available to all students pursuing a teaching career. Criteria for grants should include the total financial situation of the family, other family members currently enrolled in institutions of higher education, and parents' ability to contribute financially. (CPD: 97-10 and HE: 95-10)

Hiring Procedures: Community Colleges

CTA believes employment in the community colleges must be equally open to all professionally qualified persons and must abide by affirmative action procedures and policies. The procedure to determine professional qualifications shall include in-depth review by a hiring committee on which faculty shall constitute a majority. Part-time faculty applicants currently employed by the hiring district shall be given special consideration in the screening and/or interview process. Faculty members serving shall be from the discipline, or a closely related discipline, of the prospective employee. The hiring committee shall participate in all steps of the hiring process, including final selection, and shall submit a ranked list of finalists to the district. Final selection shall be made from this list. (HE: 00-03; 86-10)

Instructional Funding: Community Colleges

CTA believes a minimum of 50% of community college funding shall be expended on instructional salaries, including benefits. No waivers should be granted. (HE: 96-05)

Interdistrict Agreements: Community Colleges

CTA believes interdistrict agreements must preserve local autonomy, provide for the needs of individual districts, control utilization of facilities, allow for stronger academic and vocational programs, provide for stable enrollment and allow local districts to develop realistic budgets. Statewide mandated interdistrict agreements should be opposed. (HE: 96-05; 85-10; 79-05)

Lecture-Lab Hours: Community Colleges

CTA believes in an hour-for-an-hour equivalency regarding lecture-laboratory courses. (HE: 80-10)

Mandated Fee Waivers: Community Colleges

CTA believes community colleges should be reimbursed for revenues lost from mandated fee waivers. (HE: 00-01)

Matriculation and Remediation: Higher Education

CTA believes in open access to postsecondary education in California, recognizing open access permits the entrance of some students who are not prepared to do college level work. Student skills should be diagnosed and students should be advised of their skills level and counseled to enroll in those courses where they have a reasonable chance of success.

Under prepared students should be given a specific number of quarters or semesters to bring their skills up to college level. These courses should be given institutional credit but this credit should not be counted toward graduation. Students should have the right to challenge competency skill levels which ensure access to a given course.

Programs for English as a second language, re-entry, career/technical education and handicapped students are not remedial programs.

Remediation should be fully funded by the state and occur at the institutional level of admission. CTA opposes encouraging California students to attend out-of-state institutions of higher education in order that the state might avoid its responsibility to provide access to higher education, including needed remediation. (ACT: 08-10; HE: 96-05; 84-02; 83-01)

Mentors for First-Year Faculty: Higher Education

CTA believes faculty mentors should be assigned to provide assistance for first-year faculty in various instructional techniques and knowledge of institutional policies and procedures. Mentors shall receive additional compensation or workload adjustment. (HE: 87-05)

Minimum Standards: Community Colleges

CTA believes the Community College Board of Governors should establish minimum standards of excellence for

California's community colleges. These standards may require increased support for those colleges that serve sparsely populated areas in order that they may meet the minimum standards. (HE: 84-02)

Mission: Community Colleges

CTA believes the primary mission of the community colleges includes both academic transfer and career/technical education. The following principles must be included in the mission of the community colleges: open access and a matriculation process that assists students to achieve educational goals within institutions committed to academic excellence; local flexibility to determine institutional functions and goals based on the needs of the community and its diverse populations; and, delivery of academic transfer programs and career/technical education. (ACT: 08-01; HE: 84-05)

Part-Time Faculty: Higher Education

CTA believes part-time faculty should receive the same salary and benefits as full-time faculty prorated according to their workload and academic qualifications and experience. Part-time faculty should participate in and be compensated for professional activities and faculty development programs. Part-time faculty should have paid office hours, office and storage space, and computer and e-mail access. Part-time faculty should have due process and reassignment rights.

CTA deplores the practice of employing part-time faculty for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time positions. Part-time faculty should be employed only when an educational program requires specialized training or expertise not available among the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. CTA believes that under no circumstances should the number of full-time faculty fall below 75% of full- and part-time faculty. (HE: 01-02; 00-01; 96-03)

Performance Based Funding: Community Colleges

CTA believes that if community college funding is based on performance measures, the measures should be objective, reliable, and valid. Performance-based funding should not rely on assumptions about student success. (HE: 00-03)

Personal Relationships in Higher Education

CTA believes a sexual relationship between a faculty member and a student currently enrolled in the faculty member's course or under the supervision or direction of the faculty member is unprofessional. (CRE: 96-03)

Professional Development: Higher Education

CTA believes professional development must be a priority to keep faculty vital and current while enhancing effective teaching. The state should fund locally developed and implemented professional development programs. These monies should not supplant current allocations for existing programs. Professional development programs should be equally accessible to all faculty members (full and part-time). A majority of faculty should comprise the committees which develop or plan such programs. (HE: 96-05; 95-10; 89-04)

Program Discontinuance: Higher Education

CTA believes academic programs should be discontinued only for legitimate academic or fiscal reasons. Such discontinuance should occur only after full review through established procedures that include the appropriate faculty governance bodies. Every effort should be made to provide reassignment, retraining or other opportunities for faculty who are displaced. (HE: 00-06)

Quality Indicators: CSU

CTA believes the California State University system, in order to provide a quality education for all students, needs: adequate funding, reduction of excessive workload, professional development opportunities for faculty and staff, smaller classes and uncrowded classrooms, clerical support, equipment monies, child care, housing subsidies, adequate department-chair loads, reduced teaching loads for new faculty, release time for scholarly activities, job security for lecturers, and sufficient funding to attract and retain quality faculty and staff. (C&I: 90-03)

Quality Indicators: Community Colleges

CTA believes community colleges, in order to provide a quality education for all students, need adequate funding, professional development for faculty and staff, smaller classes and uncrowded classrooms, clerical support, equipment monies, child care, adequate department chair loads for faculty chairs, reassigned time for extra duties, additional funding for increased hiring of full time faculty, and sufficient funding to attract and retain quality faculty and staff. (HE: 00-01)

Reduction in Force: Higher Education

CTA believes the criteria and procedures for reduction in force in California's community colleges and the CSU should be contained in their collective bargaining agreements. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application and affirmative action. Prior to RIF's, all alternatives including retraining should be exhausted. Should RIF's become necessary, the number of administrators, supervisors and managers should be reduced at least in pro-

portion to the number of faculty being reduced. Any academic administrator, supervisor or manager who exercises his/her retreat rights shall have seniority based on time served in the bargaining unit, not seniority on the campus or in the system. Recall procedures should recall faculty in the reverse order in which they were laid off. (HE: 97-01; 96-05)

Relations with Campus Senates: CSU

CTA believes close working relationships between the campus chapter of CFA and the campus Academic Senate or Council are essential to: assure local senates do not recommend policies/procedures that are contrary to the negotiated collective bargaining agreement; assure campus administrations do not side-step CFA involvement in campus policy information; maximize information sharing between the CFA and the local senate; and maximize the unity of faculty. (HE: 95-10)

Research and Study Grants: Higher Education

CTA believes research and study grants should be provided to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence college or university decisions and policies. The process of study and research grants should influence neither undergraduate nor graduate curriculums until such time as they are complete and systematically integrated into the curriculum. Academic freedom should apply at all times to research and the dissemination of research results. (FPE: 96-01)

Revenue Limits: Community Colleges

CTA believes revenue limits of community college districts should be raised, taking into consideration equalization, to take into account decreases in enrollment and to prevent major dislocations in programs. (HE: 85-01)

Salary Schedules: Community Colleges

CTA believes the establishment of a statewide salary schedule in California's community colleges is antithetical to local decision making. Differential pay systems are inequitable. (HE: 96-05)

Staffing Overload: Higher Education

CTA believes faculty should have the right to teach overloads on a voluntary basis and should receive compensation based on a pro-rata share of the total compensation package of a full-time instructor; on the prevailing regular full-time schedule. CTA opposes administrative efforts that place limitations on full-time faculty to teach overloads or summer session classes. Full-time employees teaching on overload shall not be counted as part-time employees. For community colleges, full-

time faculty overload shall not be counted as a portion of the full-time component as specified by law. (HE: 00-03; 80-10)

Student Affirmative Action: Community Colleges

CTA believes community college programs and services should be developed to increase the number of minority student transfers to four-year institutions.

Programs and services to fulfill this obligation should include: an active, aggressive, and early recruitment program beginning with junior high and middle school years; comprehensive assessment; counseling services to include placement, support services and retention; remedial services; English as a second language, if needed; activities designed to promote interest in transfer; economic services, including financial aid; expansion of Educational Opportunity Program Services (EOPS); and, expanded outreach programs to community-based groups. (HE: 85-01)

Student Support Services: Higher Education

CTA believes clear admission and graduation standards, careful student counseling, tutorial and other support services, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. Students should have the right to complete course work during or after any quarter/semester missed due to documented extended illness. (HE: 95-10)

Temporary Full-time Faculty: Higher Education

CTA believes that temporary full-time faculty should be a part of the local bargaining unit and have the same contractual rights as other full-time faculty. (HE: 00-01)

Tenured Faculty: Higher Education

CTA believes tenure in institutions of higher education is an important prerequisite for the maintenance of academic freedom, continuity in academic and vocational programs, and development of a faculty committed to the long-term success of the the institutions in which they teach. (HE: 88-01)

Transfer Education: Community Colleges

CTA believes the community colleges are an essential part of California's tripartite system of public education, with certain unique characteristics. The community colleges are uniquely suited to raise the aspirations, increase the preparation, and in general support the efforts of the disadvantaged and under-represented groups with respect to the attainment of the baccalaureate degree. Transfer education should be a primary function of community colleges. Community college faculty must identify and articulate learning experiences appropriate for

transfer education. The AA and AS degrees shall constitute sufficient indicators of eligibility for continuation in a baccalaureate degree program. In order to meet the transfer function, community colleges, universities, and high schools must enter into meaningful articulation agreements. (HE: 86-10; 85-10; 85-03)

Trustee Elections: Community Colleges

CTA believes community college boards of trustees should be locally elected and reflect the demographics and diversity of the communities they represent. (HE: 89-04)

Tuition: Community Colleges

CTA believes in the "open enrollment" policy for California's community colleges, and opposes the imposition of fees or tuition. (HE: 82-02)

Wall-to-Wall Units: Higher Education

CTA believes that chapters should represent full-time faculty and part-time faculty in the same unit. When separate units exist on the same campus, mergers should be sought. (HE: 01-02)

Workload: CSU

CTA believes expectations for CSU faculty to engage in scholarly and creative activities, research and publication, professional development and service must be recognized and factored in as part of a normal workload. (HE: 95-10)

Human and Civil Rights

Acquired Immunodeficiency Syndrome (HIV/AIDS)

CTA believes the Human Immunodeficiency Virus/Acquired Immunodeficiency Virus (HIV/AIDS) epidemic is a medical crisis unlike any other in our nation's history. This epidemic has a direct impact on the lives of all of our members and students.

HIV/AIDS education programs in our schools and communities are our best and only defense at this time.

Every school district, college and university should establish guidelines for dealing with the problems created by HIV/AIDS, including establishing guidelines for the distribution of condoms in their jurisdiction. The exclusive representative should be involved in the development of these guidelines, and any dispute as to their meaning or application shall be subject to the appropriate grievance/arbitration procedure. The guidelines should be reviewed periodically, and revised as necessary to reflect new medical information regarding HIV/AIDS. (CRE: 96-05; 92-04; 91-06; 90-06; 89-01; 88-01; 85-10)

Alternative to Military Service

CTA believes individuals have the right to choose conscientious objector status during peace and war time. Students have the right to be informed that such an alternative exists.

CTA also believes students and parents should be informed of their right to "opt out" of having their personal contact information released to military recruiters. (CRE: 05-01; 92-04)

Asian/Pacific Islander Heritage Month

CTA believes the celebration of Asian/Pacific Heritage Month encourages opportunities to preserve, promote and perpetuate Asian and Pacific Islander heritage and culture. (CRE: 96-10)

Black History Month

CTA believes the celebration of Black History Month encourages opportunities to preserve, promote, and perpetuate Black heritage and culture. (CRE: 02-06)

Cesar Chavez Day

CTA believes all school districts should promote observances and activities for Cesar Chavez Day, which recognizes the life and work of Chavez and his ideals of brotherhood, racial, ethnic and economic justice. (CRE: 03-05)

Children's Day and Children's Week

CTA believes the annual recognition of Children's Day and Children's Week in April should be celebrated by all communities to foster the well-being of children and youth and keep them a top priority. (CRE: 08-06)

Confidentiality of Student Records

CTA believes rights to privacy and confidentiality must be guaranteed, including maintaining the confidentiality of student records. (CRE: 88-01)

Corporal Punishment

CTA believes corporal punishment should not be used as a means of disciplining students in California schools. Discipline is essential in promoting optimum learning in the schools and encourages districts to choose forms of discipline which enhance student self image. Corporal punishment may teach students that violence/physical force is an acceptable method to resolve differences of opinion. (CRE: 86-01)

Death Penalty

CTA believes racial and economic biases exist in capital punishment cases and that executions may result in the death of innocent adults and children. The imposition of the death penalty should be opposed. (CRE: 91-06)

Desegregation-Integration

CTA believes in supporting desegregation and integration of all public schools in California. In order to eliminate segregated schools, the Association urges all school districts to adopt and implement policies which provide equal education opportunity for all students; equity in ethnic/racial staff assignments; and utilize all means to achieve desegregation/integration. (CRE: 84-06; 69-11)

Drug Related Suspension/Expulsion

CTA believes a pupil shall be suspended or expelled from school for drug abuse if it has been determined that the pupil knowingly and willingly possessed, used, sold or furnished any controlled substance on the grounds or at school-sponsored activities.

The suspended or expelled student should be enrolled in a counseling and/or rehabilitation program. (CRE: 88-10; 84-06; 69-04)

Drug Testing

CTA opposes any drug testing program in the educational work place. (CRE: 86-10)

Due Process Rights

CTA believes civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (CRE: 96-01; 95-03; 87-05)

Elimination of Discrimination and Bias

CTA believes the achievement of a totally integrated society and calls upon Americans to eliminate, by statute and practice, barriers of race, color, national origin language, religion, gender, sexual orientation, age, disability, marital status, economic status and genetic characteristics that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. (CRE: 01-03; 96-01; 95-03; 87-05)

English Plus

CTA believes laws and regulations that restrict the language (or languages) of instruction are contrary to the educational well being of all students. CTA acknowledges English as the primary language of political, social and economic communication in the United States and students shall be provided access to programs which result in standard English proficiency and acquisition of core curricular knowledge, regardless of the

students' primary language or dialect. (LNG: 97-03; 92-04)

Entrance Requirements for the California State University and the University of California

CTA believes every student attending a public school in California is entitled to equal access to all educational opportunities.

College preparation counseling shall be required at all middle school, junior and senior high schools. Exceptions must be made in cases where required subjects for college entrance were not available at the necessary level.

Equal access to educational programs must be guaranteed to all students. Adequate and consistent funding for remedial, tutorial and support services must be provided to insure fulfillment of the necessary requirements. (CRE: 88-01; 87-05)

Equal Access: College Preparation

CTA believes every student attending a public school in California is entitled to equal access to all educational opportunities. College preparation counseling shall be required at all middle school, junior and senior high schools. Exceptions must be made in cases where required subjects for college entrance were not available at the necessary level. Adequate and consistent funding for remedial, tutorial and support services must be provided to insure fulfillment of the necessary requirements. (CRE: 88-01; 87-05)

Equal Educational Access

CTA believes every student attending a public school in California is entitled to equal access to all educational opportunities. This access shall not be denied because of gender discrimination, ethnicity, language or socio-economic status. The goal of public education is to provide students with the skills necessary to become responsible and healthy members of society. Any monetary disincentives that penalize students create barriers to future success and should not exist. (CRE: 06-06; 01-03; 94-03)

Equal Opportunity for Women

CTA believes all persons, regardless of gender should be given equal opportunity for employment, promotion, compensation, including equal pay for comparable worth.

The Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, age, national origin, gender, and sexual orientation. Sexual harassment is a form of sex discrimination. Sexist language must be eliminated from the education environment

Reproductive freedom should be a basic right.

Breast feeding is a natural, appropriate, and healthy way to nourish the young. A mother's right to nurse her child at the work site should be guaranteed.

Women who are incarcerated must be provided equal access to all educational and self-help programs offered by county jails, camps, and correctional institutions.(*CRE: 96-05; 95-01; 90-10; 84-03*)

Extremist Attacks on Public Education

CTA believes the philosophies and practices of extremists and extremist groups who fight against the basic human and civil rights to which CTA is committed are detrimental to public education.

All chapters should be alert to activities of extremists and to actively oppose such movements which will infringe on the rights of students and school employees. CTA condemns the philosophy and practices of extremist groups and their efforts to recruit students in our schools and their efforts to censor curriculum, reading and instructional materials.(*CRE: 03-05; 94-06; 93-01; 90-06; 89-04; 86-01*)

Fair Housing

CTA believes universally applied fair housing practices aid in bringing out a truly universal public education. Chapters, in cooperation with community agencies, must develop and promote practicable programs to implement fair housing practices in every community and to demand passage of legislation that will ensure to each person the opportunity to reside in the neighborhood of his/her choice. (*CRE: 88-10; 84-06; 71-06*)

Foster Care

CTA believes students in foster homes are entitled to a home environment that nurtures numeracy, literacy, self esteem, creativity, the child's cultural heritage and the development of interpersonal and personal skills.

CTA also believes that standards for children in "relative care giver" foster homes may need to be different than in other foster homes. Regulations for relative foster homes should not discourage families from providing foster care for their relatives. Age and educational levels of relatives providing foster care may need to be exempt from regulation and foster children should not be required to leave a relative's home at age 18. (*CRE: 08-04; 00-10*)

Gay and Lesbian Pride Month: Recognition of

CTA believes the annual recognition of Gay and Lesbian Pride Month is an important component of the effort to recognize diversity through education, as well as a valuable

activity in any overall instructional program directed toward improving human relations in schools and local school districts. (*CRE: 96-03*)

Gender Equity in Education

CTA believes in equal rights for all and supports eliminating sex discrimination in educational programs and activities. School districts must reinforce policies and procedures to ensure gender equity and awareness in all aspects of schooling, including, but not limited to, admissions, recruitment, comparable facilities, access to course offerings, counseling services, financial assistance, athletics, textbooks, curriculum, health and insurance benefits and services, and employment. CTA calls for the strengthened reinforcement of regulations by school districts in order to bring gender equity and gender awareness in all aspects of schooling. (*CRE: 96-05; 96-01; 92-10; 84-06; 83-10; 78-05; 76-05*)

Gender Identification/Sexual Orientation

CTA believes all persons, regardless of gender identification/sexual orientation, should be afforded equal opportunity within the public education system.

Every school district should provide counseling by trained personnel for students who are struggling with their gender identification/sexual orientation. (*CRE: 02-06; 96-01; 90-01*)

Group Homes for Students

CTA believes students in group homes are entitled to a home environment that nurtures literacy, self esteem, creativity, the child's cultural heritage and the development of interpersonal and intrapersonal skills. Group homeowners have a responsibility to ensure that the children in their care are provided a nurturing and stable home environment that supports the educational process. (*CRE: 98-10*)

Hate Crimes:Violence

CTA believes all students should have the right to participate fully in the educational process free from discrimination and harassment. School districts and communities should create an awareness of hate motivated violent activities, and school employees and communities should be involved in developing programs to oppose such activities.

CTA deplores all incidents of hate crimes: physical and verbal abuse against individuals or groups because of their race, color, national origin, religion, political beliefs, gender, sexual orientation, age, disability, marital status or economic condition.

CTA believes that school and college districts should provide in-service training for school employees in the identification and prevention of bullying behaviors as part of a com-

prehensive, on-going anti-hate crimes and anti-harassment training program. (CRE: 03-05; 02-02; 97-05; 96-05; 92-01)

High-Risk Students

CTA believes communities and schools must assume responsibility for providing coordinated services with appropriate funding to meet the needs of high-risk students.

Successful interventions programs need to be supported and showcased.

Alternative intervention programs should be available for high-risk students who are incarcerated or being considered for incarceration. (CRE: 96-05; 94-03; 93-06)

Hispanic Heritage Month

CTA believes the celebration of Hispanic Heritage Month encourages opportunities to preserve, promote, and perpetuate the Hispanic heritage and culture. (CRE: 97-01)

Human and Civil Rights of Children and Youth

CTA believes the human and civil rights of children and youth must be protected. The Association also believes all children possess a fundamental civil right of access to a system of high quality public education grounded in the principles of adequacy and equity.

The Association opposes the exploitation of children and youth under any circumstances. The Association also opposes those that subject young people to physical or mental abuse, violence, and unwarranted detention or incarceration.

The Association supports the rights of youth to safely access education and other human services during conditions of war, occupation, natural disaster and civil strife. The Association also supports programs and other efforts to prevent and alleviate the effects of such trauma upon children and youth. (CRE: 08-06)

Human Relations

CTA believes the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. (CRE: 02-06; 88-10)

Immigration

CTA believes in an immigration process that includes due process, political asylum, and timely legalization without regard to national origin. Immigration policies should guarantee human rights and protect the integrity of the family unit without discrimination.

Regardless of the immigration status of students or their parents, every student has the right to a free public education free from harassment. Schools are a safe haven and that no

police officer or any federal, state or local agency shall enter the school building and or school grounds for the purpose of interrogating, questioning, arresting or taking into custody a student and/or parent unless upon lawful request.

English and citizenship classes must be available in sufficient numbers to ensure individuals can comply with all federal mandates for permanent residence and/or citizenship.

CTA opposes any immigration policy that further militarizes United States borders, hinders workers' abilities to organize, impose high fees and fines on those seeking legalization and citizenship, or criminalizes individuals or groups who support or assist immigrants regardless of their status. (CRE: 08-04; 06-04; 96-01; 94-03)

Impact of Homelessness and Poverty on Children and Youth

CTA believes in the right of all children and youth, including those without permanent legal address, to an education, adequate housing, and health care. Because poverty negatively impacts children's ability to learn and deprives them of the opportunity for academic success, schools and community groups should work cooperatively to meet the needs of homeless and impoverished children and youth. (CRE: 97-05, 88-01)

Insurance Practices

CTA believes the use of sex-based actuarial tables in computing insurance premiums and benefits should not be utilized.

Families with a history of genetic disorders should not be discriminated against by insurance companies. (CRE: 96-05; 92-06; 84-01)

Juneteenth

CTA believes Juneteenth (June 19) should be a permanent celebration of emancipation. CTA further believes the celebration of freedom from the vestiges of racial discrimination and the abolition of all badges and incidents of slavery honors and reflects the significant role that African-Americans have played in the history of the United States. (CRE: 02-06)

Juvenile Court Schools

CTA believes students and bargaining unit members in the juvenile court schools should be afforded the same rights and responsibilities as other students and bargaining unit members. Free Appropriate Public Education (FAPE) is a guaranteed right of each student. The percentage of youth identified as being eligible for special education in any one or combination of schools institutions does not limit an individual's right to FAPE.

The population of incarcerated youth is composed of higher percentage of youth with disabilities than the general

school population. These youths must be provided special education services as determined by the IEP team without regard to their status as incarcerated youth.

CTA will strive to achieve adequate protection of the professional rights of juvenile court school bargaining unit members and adequate protection of the educational rights of students through supporting state and federal efforts to correct the problems of legal and administrative ambiguity and inadequate funding. (SAE: 03-05; 83-01 and SPS: 02-04))

Marriage

CTA believes the legal rights and responsibilities of marriage, civil union and/or domestic partnership belong to all adults, regardless of gender or sexual identification/orientation, race, ethnicity, disability, religion or socio-economic status. (CRE: 04-10; 97-03)

Martin Luther King Jr. Day

CTA believes all school districts should promote observances and activities for Martin Luther King Jr. Holiday which epitomize the life and work of Dr. King and his ideals of brotherhood and racial justice. (CRE: 88-10)

Minimum Living Wage

CTA believes a minimum living wage, annually adjusted to meet the cost of living, is necessary to support children in the home, to provide them with shelter, food, clothing and materials to be successful in school. (CRE: 05-01)

Native American/Alaska Native Heritage Month

CTA believes the celebration of Native American/Alaska Native Heritage Month encourages opportunities to preserve, promote and perpetuate the Native American/Alaska Native heritage and culture. (CRE: 02-06)

Native American Remains

CTA believes in the dignity of the dead and encourages laws to prevent the robbery or desecration of graves and burial sites. Human remains, grave artifacts and/or sacred items of Native Americans should be returned to the tribes or areas of their origin. (CRE: 90-03)

Peace and International Relations

CTA believes in the interdependence of all people. Peace is superior to war and, in this nuclear age, is basic to the survival of civilization.

Its members should promote the ideals of peace, freedom, and human dignity based upon genuine respect for an understanding of individual and cultural diversity. The development of educational programs to promote these ideals is essential.

Establishing relationships with educators from other nations will help promote human rights and international peace and understanding. (CRE: 96-05; 87-03; 85-01)

Pregnant Students/ Parents

CTA believes pregnant students, mothers, and student fathers should not be discriminated against nor denied equal educational opportunities. (CRE: 87-01)

Prejudicial Terms and Symbols

CTA believes prejudice based on race, ethnicity, religion, sexual orientation, gender identification, gender, age, disability, size, marital status, economic status, physical ability or mental ability should be eliminated. CTA also believes the use of names, symbols, caricatures, emblems, logos and/or mascots that promote such prejudice should not be used. (CRE: 06-06)

Rules of Evidence

CTA supports the principles embodied in any legislative proposals which require rules of evidence in administrative proceedings to be those utilized in civil actions. (TEAF: 74-10)

Self-Determination of Indigenous Peoples

CTA believes California Indian tribes are sovereign nations with the rights of self-determination. Indigenous peoples everywhere should be accorded these same basic rights. The Association also believes sovereignty includes the right to provide for culturally appropriate education. (CRE: 08-06)

Sexual Harassment

CTA believes sexual harassment is a form of sex discrimination and believes that all school employees and students shall be protected from such discrimination.

All school districts shall adhere to all regulations and guidelines that effectively curb illegal acts of sexual harassment. (CRE: 89-06)

Special Education: Suspension and Expulsion

CTA believes children identified as individuals with exceptional needs are entitled to a prescribed suspension/expulsion policy as determined by the Individual Educational Plan (IEP) team. (CRE: 90-06; 85-05)

Special Education: Use of Aversive Procedures

CTA believes the use of aversive procedures in special education classes, such as restraint or behavior training for socially-acceptable behavior, should be implemented only as an integral part of a long-term behavior management program outlined in the student's Individual Educational Plan (IEP) when other non-aversive behavior modification techniques have proven ineffective.

Any restrictions on the use of aversive procedures do not apply to crisis intervention and emergency situations.

Bargaining unit members shall not be liable for implementing aversive procedures outlined and agreed to by parents/guardians in the IEP. (SAE: 03-05; 87-03)

Special Education Students: Graduation

CTA believes special education students who meet their Individual Education Plan and other students who receive certificates of achievement should have the right to attend graduation ceremonies in the same manner as those students receiving a diploma. (CRE: 88-03)

Student Due Process

CTA believes in a student's right to due process. The rights of those students not creating discipline problems must also be guaranteed.

CTA believes punitive laws which are contingent on grades or attendance, and not school or education related, should not be enacted. (CRE: 97-10 and PRR: 84-06; 80-03)

Student Racial-Ethnic Identification

CTA believes in the inherent right of parents to declare the ethnicity of their child/children on all forms required by the State and/or school districts rather than continue the current practice of having this identification made by the classroom teacher. (CRE: 85-05)

Violent Students Previously Expelled

CTA believes notification of the receiving school districts and appropriate members of students who have been previously expelled, be reviewed in advance of the placement of such students under the guidelines of confidentiality.

CTA believes a plan for support services, appropriate program design, specific intervals of assessment, and monitoring of inappropriate behavior should be developed by designated school personnel including receiving teacher(s). (CRE: 03-05; 87-05)

Workplace Exploitation

CTA believes the exploitation of children, women and workers, both at home and abroad, is inhumane and unjust. This exploitation takes the form of poor working conditions, sub-par wages, extraordinarily long hours, and unsafe working places. (CRE: 03-05)

Internal Policy

Affiliate Policy on Personal Relationships in Higher Education

CTA urges its affiliates in institutions of higher education to establish strong policies declaring such relationships between faculty and students unprofessional. (CRE: 96-03)

Americans with Disabilities Act: Compliance with

CTA believes in full compliance with the requirements of the Americans with Disabilities Act (ADA). CTA representatives, both elected and employed, will do everything they can to make sure that no one is denied an opportunity to participate in a CTA function, or in a CTA-sponsored event, because of any disability as identified in the legislation. (CRE: 93-06)

Association Activity in Political Campaigns

CTA believes Association involvement in political campaigns, both direct and indirect, must be truthful and positive. The CTA Board of Directors shall implement this policy by setting ongoing standards for advertising truthfulness and positive approaches in CTA's involvement in campaigns. These standards shall include avoidance of half-truths, slurs and unfounded scare tactics, to ensure that the integrity and credibility of CTA are maintained for its members and the public. (PIC: 88-10)

Association Participation in National Political Conventions

CTA should seek to place a minimum of one active CTA member from each Congressional District as a delegate to the national political party conventions. (PIC: 88-01)

Committee Membership in School District

CTA encourages local chapters to identify teachers with the following qualifications for each district advisory committee:

1. Articulate spokespersons for the classroom teacher.
2. Thoroughly familiar with the CTA policy positions on testing and program evaluation.
3. Thoroughly familiar with the local collective bargaining contract and the goals and objectives of the local chapter.
4. Willing to serve on a local committee.

Local chapter leaders should ensure the process for selection of teacher representatives on site/district advisory committees protect the integrity of the bargaining unit. Local contract writing teams and coordinated bargaining teams need to be alerted to the necessity of including appropriate contract

language to protect bargaining unit interests in all areas that are impacted by the authority granted for committee assignments including, but not limited to:

1. Transfer procedures and employment rights of teachers hired as a result of the categorical funding for specific positions pursuant to authorization under law/policy.
2. Class size provisions which recognize special needs of specific curricular programs.
3. Released time for teachers serving on committees.
4. Evaluation procedures.
5. Selection of testing instruments.

All chapters should include in the contract language requiring teacher inclusion all on-site/district advisory committees. (NEG: 84-06; 77-01)

Equal Opportunity for Women

CTA believes all local associations and affiliates should eliminate discriminatory practices against women in employment, promotion, and compensation.

The State association and local associations should adopt policies that ensure women equal access to elective, appointive, and staff positions.

The establishment of women's education committees in local and state associations is a vehicle for implementation of equal opportunity for women.

Sexism, sex discrimination as well as sexist language must be eliminated from the curriculum. (CRE: 96-05; 95-01; 90-10; 84-03)

Extremist Attacks on Public Education

CTA believes it shall serve as a clearing house on extremist groups and will make available workshops and training programs designed to inform members of the threats from these groups. CTA encourages all chapters to negotiate an academic freedom clause in their contracts and to help to develop and enforce school district policies on parental complaints and visitations on campuses, and challenges to instructional materials to help counter the activities of the extremists groups. (CRE: 94-06; 93-01; 90-06; 89-04; 86-01)

Facilities/Enterprises Use - Union/Non-Union

CTA will not patronize any establishment or enterprise on the national AFL-CIO's Do Not Patronize list so long as the National Education Association does not reject or censure a specific boycott. (NEG: 97-01; 93-03; 89-12)

Family Leave

CTA believes all contracts should include language implementing Family Leave policies, and that such language include domestic

partners, and other dependent persons.(CRE: 99-03; 94-03)

Financial Privacy

CTA believes members' rights to financial privacy are fundamental. (PIC: 03-03)

Fringe Benefit Carriers

CTA believes the best means of providing cost-effective quality health care for CTA members is through education and training of CTA chapter leaders and staff regarding significant health care issues including the selection of the most competitive plans and carriers. CTA does not endorse or recommend any specific provider of health, dental or vision service. (NEG: 91-06; 88-06)

Gay and Lesbian Pride Month: Support of

CTA encourages local chapters to support and participate in educational activities and events during Gay and Lesbian Pride Month, and recommends all members promote appropriate and accurate treatments of gay/lesbian history within the curriculum. (CRE: 96-03)

Hispanic Heritage Month

CTA encourages local chapters and affiliates to support and participate in educational activities and events during Hispanic Heritage Month and any other days during the year that recognizes Hispanics for their leadership, contributions, and efforts in American Society. (CRE: 03-05; 97-01)

Identifying and Recruiting Candidates for State Office

CTA believes in the election of pro-education public officials to statewide office. CTA may recruit and provide support to potential candidates during the exploratory phase of a campaign. CTA may also provide early recommendation of and financial assistance to "friendly incumbents" seeking a different office. (PIC: 95-01)

Initiatives and Referendums: Funding

CTA believes some statewide initiatives and referendums concern issues vital to public education and that PAC funding of them shall be limited to those recommended or opposed by the State Council. (PIC: 84-06; 76-12)

International Educational Relations

CTA believes establishing relationships with educators from other nations will help promote human rights and international peace and understanding. It is the policy of the California Teachers Association to receive and exchange visits with delegations from groups represented by the Education International (EI). Requests from non-EI delegations shall be reviewed on a case-by-case basis; acceptance of such requests

shall be contingent upon the group's demonstrated record on human and civil rights. (CRE: 87-03; 85-01)

John Swett Awards for Media Excellence

CTA believes the media has an effect on the education of the public and deserves recognition for their efforts on behalf of public education. Media professionals shall be recognized by CTA on an annual basis through the John Swett Awards for Media Excellence. (COM: 96-03; 96-01; 95-03)

Legislative/Political Activities

CTA believes its members as citizens have the right as individuals to participate in the political process. It is CTA's responsibility to promote membership involvement in political action in areas such as, but not limited to: recommendations and political activities on behalf of candidates supportive of public education; local/statewide activities in support of CTA's legislative positions; cooperative programs with citizen groups friendly to members' interests; voter registration and get-out-the-vote efforts; special programs to involve such specific groups as retired teachers, new voters, parents and minority groups in the political process; models for local chapter implementation of political and legislative programs; activities to support CTA coordination with NEA policies and programs in regard to federal legislation and political issues; and, political reform legislation and initiatives which impact public education.

It is the organization's responsibility to its membership to monitor and take positions on legislation and the political process which impacts public education in California. (PIC: 03-03; 85-05)

Peer Assistance Programs; Peer Assistance and Peer Review Programs

CTA believes the decision to embark on a program of peer assistance and review (PAR) is a decision that should take into consideration the unique characteristics of the chapter and the district it serves.

Chapters instituting a program of PAR need to negotiate elements of the program. Fair treatment of all participants is critical to the success of the peer assistance and peer assistance and review programs with special emphasis on due process rights, full funding and ample training for all parties. Included in a negotiated agreement should be procedures to begin the program, details of which employees are covered by the program, processes for the selection of consulting teachers, processes the program will use for administration of the program, and procedures for termination of the program. This list is not exhaustive of all elements that must be in an agreement, and local chapters are encouraged to consult the CTA

Contract Reference Manual for suggested language.

The goal of a peer assistance program or of a peer assistance and peer review program is to help teachers develop practices to improve instruction and student performance.

It is important to recognize the difference between "peer assistance" and "peer review." Peer assistance programs aim to help new and veteran teachers improve their knowledge and skills. A formal peer assistance program links a "participating teacher" with a "consulting teacher" who provides ongoing support through observing, sharing ideas and skills, and recommending materials for further study. Peer review programs add one significant element to peer assistance. In peer review programs, the consulting teachers may make recommendations that might impact the employment status of participating teachers.

Peer review must not exist without peer assistance.

Any documentation that results from a peer assistance program shall remain confidential among the individuals involved. Further, in a peer assistance and peer review program, if adverse action is initiated, clear rules on allowable use of documents, products, and communications arising from the program must exist and be communicated to all parties. (PRR: 01-02; 98-10; 91-06 and TEAF: 01-02; 95-03; 91-03; 88-01; 86-01; 82-04; 69-11)

Political Funding

CTA believes candidates for public office must complete the CTA Recommendation Process prior to consideration for CTA/ABC campaign contributions. (PIC: 03-03)

Political Recommendations

CTA believes the recommendation of candidates for public office is an essential part of the Association program. CTA shall maintain a fair and open process as established by the State Council of Education. Where there are two or more "friendly incumbents" in the same legislative district, CTA will be neutral in the primary election. (PIC: 96-05; 92-01; 91-03)

Professional Competency Commissions

CTA believes members who are selected to serve on a Commission on Professional Competency should be willing and able to ensure that the legitimate rights of the certificated employee defendant are adequately protected and promoted.

CTA shall provide training and assistance so that the certificated employee representative on a Commission on Professional Competency will effectively carry out the objectives cited above. (TEAF: 71-11)

School Board Elections

CTA believes local chapters should be encouraged to participate in school board elections for their districts. Further, CTA believes chapters should interview and make recommendations on candidates to their members and to voters in their communities. (PIC: 96-05; 94-01; 84-06; 74-10)

Seniority/Affirmative Action

Through its Legal Services Program, CTA will oppose vigorously the abuse of the spirit and the letter of the law, by school employers, in layoff or rehire decisions. When it is determined that any such decision is unjust, defective, or discriminatory, CTA will pursue legal action in the state and federal courts, and in agencies such as the EEOC, to ensure that the rights of every member of the bargaining unit are fully protected.

Where there has been a judicial finding that the underrepresentation of men, women, or minorities in a particular work force is attributable to unlawful discrimination by the particular employer, a court should have the power to impose race or gender preferences in hiring, promotion and layoff to the extent necessary to eliminate the effects of the unlawful discrimination, even if such preferences are contrary to a bona fide seniority system. (CRE: 84-01; 75-10)

Sexual Harassment

CTA believes all chapters shall include in their negotiated contract, language forbidding acts of sexual harassment, verbal or physical in any form. CTA encourages local chapters to: establish strong policies defining and prohibiting sexual harassment; develop educational programs designed to help people recognize, understand, prevent, and combat sexual harassment; develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties.

CTA recognizes in institutions of higher education, adult students and educators may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. (CRE: 96-03; 89-06)

Student CTA

CTA believes in encouraging high school students to pursue college preparation programs to a pursue career as public school teachers. CTA authorizes the sponsorship of Teachers for Tomorrow/California Teachers Association (TFT/CTA) chapters in public schools. TFT/CTA chapters shall be sponsored by a local chapter of CTA or Student CTA. They may also work in partnership with other school organizations

and individuals.

Members of TFT/CTA chapters shall receive the SCTA "I Choose to Teach" newsletters and enjoy other rights and privileges authorized by the CTA Board of Directors. CTA neither assumes nor will incur any liability for any personal injury that may occur as a result of any activity to or involving TFT/CTA chapters. (CPD: 01-10; and HE: 96-05; 86-06)

Threats to Public Education

CTA believes in the continual education of its members concerning issues and/or groups that have a negative impact on public education. (PIC: 84-06; 81-05)

Understanding and Support of Public Education

CTA believes it is the Association's responsibility to promote understanding and support of public education and educators. CTA encourages community and parental participation in achieving and maintaining educational excellence. (COM: 96-01; 95-03)

Politics and Legislation

Coalitions

CTA believes political coalitions are effective means to achieve the primary goals of the Association. Coalitions involving the participation of CTA will support issues vital to public education, CTA, and its allies. Issues for coalitions may include, but not be limited to, health, safety, and consumer issues. CTA further supports coalitions to protect educators and other community members from threats to their well-being. (PIC: 05-06; 96-05; 92-04)

Conflict of Interest Laws and Disclosure Regulations

CTA believes Conflict of Interest Laws and Disclosure Regulations must require full disclosure of personal or private financial considerations on the part of all elected and/or appointed officials.

Such laws and regulations serve to inform the public and regulatory agencies of potential impropriety.

California Public Schools' Conflict of Interest Laws and Disclosure Regulations should apply to individuals, groups or charter schools that receive public funds.

Education employees should have reasonable access to information about the economic interest of their employers (superintendents, board members, charter school operators, etc.). This information should be readily available to the public. (PIC: 07-10)

Education Platform

CTA believes an education platform statement should be developed by CTA, and be submitted to the political parties of California each time the parties rewrite their platforms. (PIC: 96-05; 84-06; 75-10)

Election Campaign Reform: Political Contributions

CTA believes in the concept of election campaign reform. Election legislation should encourage the continued participation of an ever-increasing number of our citizenry.

The right of the individual to make small voluntary contributions through a non-profit organization should be allowed and protected as a vehicle for such participation, provided that individual contributions are small in size and there is a limitation on the overall amount that a single individual can contribute to the non-profit organization.

CTA supports any legislation or initiative which will allow non-profit membership organizations to pool individual, small, voluntary contributions and utilize those contributions in support of the policies and positions of the individuals who make them. (PIC: 96-05; 75-11)

Full-Time Legislature

CTA believes a full-time Legislature allows state government to address the problems and needs of a large diverse population. Therefore, CTA opposes any effort to create a part-time Legislature. (PIC: 05-01)

Majority Vote

CTA believes majority rule is a fundamental of our democracy. However, any initiative or law that requires greater than a majority vote to be repealed or revised must itself pass by the same percentage as the initiative or law requires for adoption. (PIC: 05-01)

Open Public Meetings

CTA believes the public's business should be transacted in public. Public agencies must take their actions openly and their deliberations must be conducted openly. (PIC: 94-03)

Political Action: Candidate Support

CTA believes CTA support or CTA chapter support should be provided to any candidate for public office who actively supports and endorses the primary goals of the Association as adopted by the State Council of Education.

CTA further believes a recommendation procedure should be maintained by the State Council and be made available to each chapter. (PIC: 96-05; 84-06; 74-03)

Political Action: Term Limits

CTA believes the voters of the state have a right to support or oppose any candidate for public office. The voter has the right to select from among candidates for office, including incumbent officeholders. CTA further believes that voters should not be denied the opportunity to vote for the candidate of his/her choice by placing artificial barriers, such as term limits, to inhibit the free choice of the voter. (PIC: 02-02)

Political Contributions and Reporting

CTA supports legislation that requires full disclosure by candidates, organizations, and individuals of all campaign contributions, and opposes any attempt to limit an individual's or organization's First Amendment right to support or oppose candidates and/or issues. (PIC: 98-03)

Redistricting

CTA believes the process for redistricting of Legislative and Congressional districts should be based upon objective data and the most current U.S. census and should be consistent with the Federal Voting Rights Act. (PIC: 07-04; 89-12)

School Board Member Evaluation

CTA believes in the active participation in school board races by local chapters.

CTA believes ongoing communications with endorsed/funded school board members is crucial to achieving/maintaining chapter and state goals. Therefore, local chapters that receive CTA/ABC funding for school board races will be required to evaluate the effectiveness of achieving the goals of chapter/CTA into local contracts. (PIC: 92-06; 88-10; 86-05)

School District Take-Overs

CTA believes school districts in California are best run by locally elected school boards. CTA opposes any attempt to take over and run school districts by city councils, city mayors, or any other elected officials who were not specifically elected by the voters of the school district to hold a seat on the school board. (NEG: 05-06 and PIC: 00-01)

State Agencies

CTA believes state oversight agencies such as the State Teachers' Retirement System, Public Employees' Retirement System, Public Employment Relations Board, and an independent credential board are necessary for the operation of state mandated programs. CTA should vehemently oppose any attempt to eliminate their existence.

CTA further believes the Secretary of Education position in the Governor's office should be eliminated and all of the functions of this office be assumed by the California Department of

Unification/Deunification of Districts

CTA believes unification, consolidation, or deunification of districts should occur only when the following conditions are met:

- a. A minimum of one year notification prior to implementation.
- b. Any revenue loss is pro-rated over a minimum 3 year period.
- c. Administrative costs should be reduced at the same proportion as the loss of revenue.
- d. Equitable distribution of facilities and assets shall be agreed upon by all affected districts.
- e. No loss of member jobs or reduction in benefits or salaries.
- f. Full and equitable maintenance of programs.
- g. Registered voters residing in all affected districts shall be allowed to vote on the issue.
- h. Compliance with court ordered decisions.
- i. Balance in the ethnic and/or characteristics of the original districts(s) is substantially preserved in the new district(s) created. (C&I: 93-03 and PIC: 96-05)

Voter Registration

CTA believes voter registration should be an open process which encourages as many citizens as possible to register to vote. Every teacher should be a registered voter. (PIC: 91-06; 84-06; 72-01)

Voting Procedures

CTA believes voting is the right and responsibility of all citizens and the state should establish voting procedures which will maximize citizen participation in the democratic process.

CTA further believes the state and county election officials must assure voters of a fair and accurate election process by providing voting equipment that the voter will find to be clear, easy, and accurate when the voter casts a ballot on election day or when voting by mail. Voters must be assured that their vote will be counted as casts. (PIC: 02-02; 91-06)

Voting Process

CTA believes one of our most important freedoms is the right to vote and be a full participant in the electoral process of our nation. CTA further believes that our voting system must be free of procedures that will result in the loss of the right to vote for any citizen. (PIC: 03-05)

Professional Excellence

Continuing Education: Staff and Professional Development

CTA believes meaningful professional development is essential to help educators more ably address the learning needs of every student and to help develop, refine and expand pedagogical repertoire, content knowledge and the skill to integrate both. Further, CTA believes it is the right of all certificated staff to participate in meaningful professional development. Every effort should be made to identify and support research-based and parent-student-teacher-friendly strategies to improve student learning, programs, schools and the professional practice of teaching. Teachers must be supported in their efforts to focus on student learning.

Effective staff development is closely tied to current instructional assignments and circumstances and to new state programs and mandates, the California Standards for the Teaching Profession (CSTP) and is consistent with current research, and is based on the needs of students and school programs as determined by the on-site faculty. For staff development to be effective, there must therefore be continued, systematic, coherent attention to the needs of both individual educators and the schools in which they work. It shall include appropriate short-term and long-term follow-up, and shall be evaluated by those who participate in the staff development program. Basic to any effective staff development is a clear commitment by district and site administrators to work in a collegial relationship with teachers and other certificated site personnel and to provide the necessary resources for the successful implementation of any program.

Appropriate areas of staff development may include but are not limited to:

1. new content knowledge and instructional techniques in curriculum content areas,
2. implementation of new state frameworks, programs or instructional materials,
3. teaching methods which reflect the latest research,
4. diagnosis of student learning and evaluation of student progress,
5. cultural and/or ethnic background of district/local students,
6. effective strategies for meeting the needs of all English language learners,
7. training focused on the needs of diverse students and students who are at risk of dropping out of school,
8. major district or school priorities,

9. health conditions and special needs of students, and
10. the use of technology and its integration into the curriculum.

In order for staff development to be successful, teachers shall be primarily involved in determining what content will be delivered, where, by whom, how the content will be provided, and what incentives, resources and support will be dedicated to it. Teachers shall also be primarily involved in implementing and evaluating its content. If the proposed program is district-wide, teachers or other certificated personnel representing the majority teacher/educator organization shall have the major decision-making responsibility. A majority of teachers shall determine, implement and evaluate the content.

Educators have different needs and different learning styles as well as teaching styles, and will benefit differently from, and utilize differently, any given staff development offering. Therefore, staff development should be engaged in on a voluntary basis. Each educator shall be the final determiner of the methods which are most effective for him or her, and shall be evaluated on the achievement of individual goals rather than on the utilization of any specific method. Evaluation of any specific staff development program shall focus on the usefulness of the program itself to participating educators rather than on whether the educator chooses to implement a specific method.

Staff development should be given during district-paid released time. For any staff development which is offered beyond the contracted working day the educator shall receive pro-rata pay for the extra time involved. In districts with year-round multitrack schools, any given staff development offering shall be presented at least twice during a school year so that educators, all tracks have the opportunity to participate. Any proposals related to calendar or salary schedules shall be bargained with the exclusive bargaining representative.

CTA believes full funding is essential in implementing any professional development activity. (CPD: 07-06; 06-06; 06-04; 04-06; 03-05; 02-02; 01-10; 99-05; 93-06; 92-06 and C&I: 06-04)

Continuing Education:Teacher Education Centers (TEC)

CTA believes in the concept of teacher centers. Policy boards should be composed of a majority of teachers selected by the exclusive representative and should be in place before any plans or policies are developed. (CTE: 83-05)

Controlled Substances

CTA believes all school employees should become knowledgeable about controlled substances. Chapters should work with their districts and community agencies in planning pro-

grams to help prevent controlled substance abuse, as well as to develop programs to aid those who have controlled substance problems. (CRE: 03-05; 88-10; 84-06; 69-04)

Doctorate of Education

CTA believes the State should ensure a sufficient number of affordable, high quality, and accessible opportunities to obtain the applied Doctorial Degree in Education (Ed.D) shall be made available. (CPD: 02-02)

Ethnic Minority Educator Recruitment

CTA believes the ethnic minority certificated personnel in California should reflect the diversity of the state and urges college and university schools of education to design and implement programs which actively recruit ethnic minority students. Colleges, universities and school districts must work together to ensure a successful program.

Districts should provide mentoring services for new ethnic minority employees with appropriate release time to observe exemplary demonstrations of professional activity and to attend appropriate in-service activities.

Local affiliates and school districts must assure that teaching conditions for ethnic minorities are equal to those experienced by non-minority teachers. (CRE: 03-05; 96-05; 91-10; 86-06)

Off-Campus Degree/Credential Programs

CTA believes all school districts in California should adopt clearly understood guidelines for salary increments resulting from professional growth experiences. (CPD: 91-06; 84-06; 80-02)

Peer Assistance Programs; Peer Assistance and Peer Review Programs

CTA believes the goal of a peer assistance program or of a peer assistance and peer review program is to help teachers develop practices to improve instruction and student performance.

It is important to recognize the difference between "peer assistance" and "peer review." Peer assistance programs aim to help new and veteran teachers improve their knowledge and skills. A formal peer assistance program links a "participating teacher" with a "consulting teacher" who provides ongoing support through observing, sharing ideas and skills, and recommending materials for further study. Peer review programs add one significant element to peer assistance. In peer review programs, the consulting teachers may make recommendations that might impact the employment status of participating teachers.

Peer review must not exist without peer assistance.

Any documentation that results from a peer assistance program shall remain confidential among the individuals involved. Further, in a peer assistance and peer review program, if adverse action is initiated, clear rules on allowable use of documents, products, and communications arising from the program must exist and be communicated to all parties. (PRR 98-10; TEAF: 88-01)

Professional Development Leave

CTA believes all professional educators should be eligible for a fully paid professional development leave after seven (7) years of full time certificated employment. (PRR: 86-10)

Professional Growth/Development

CTA believes professional growth/development consists of activities undertaken by an individual educator to improve himself/herself. Such activities shall be determined by the individual and shall be unrelated to evaluation. Such activities shall be aligned with the California Standards for the Teaching Profession (CSTP) and California Student Academic Content Standard.

To ensure all professional development provided or selected by professional educators is the highest quality, it shall be aligned to the National Staff Development Council (NSDC) Standards for Professional Development (revised 2001).

The state or district should be encouraged to develop appropriate incentives for educators to participate in voluntary professional development activities. (CPD: 07-04; 06-04; 03-05; 01-10; 89-04; 87-05; 86-10; 83-01)

Recruitment of Teachers: Future Teachers

CTA believes students should be encouraged to pursue careers in the profession of teaching. Students should be given opportunities to explore and develop an interest in teaching as a career. CTA supports and encourages the establishment of a future teachers association in each high school in California. (CPD: 85-10)

Stages of Child Development

CTA believes courses for educators should emphasize the relationship between the stages of human development and learning, recognizing that many stages exist in every classroom. (C&I: 99-03; 91-01 and ECE: 03-03)

Tax Deductions for Professional Expenses

CTA believes expenses incurred for professional purposes should be considered as necessary and ordinary. These expenses must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state and local income tax. Deductible expenses should include but not be

limited to expenses incurred relating to sabbatical leaves, educational travel for maintenance and improvement of skills, an in-home office, personal computers, education-related auto use, and purchasing of teaching supplements and professional supplies, materials and equipment. (PRR: 95-01)

Teacher Preparation: Recruitment

CTA believes in a strong program of teacher recruitment with special emphasis on recruitment of minority candidates. Pre-teaching programs and recruitment efforts should be developed at community colleges in conjunction with institutions of higher education with teacher preparation programs.

California should work to mitigate barriers (availability of preparation programs, additional costs or time commitments) for credential candidates in high need fields (e.g., special education, science, mathematics) that would decrease the possibility of achieving full certification.

A state-financed loan program should be established to encourage under-graduate students to become professional educators. Based upon the number of years of professional service, there shall be a progressive forgiveness of payback of the loan. Public and private sectors should establish and develop grants for students planning careers in public education. (CPD: 08-06; 88-01)

Teacher Support Providers

CTA believes the intent of teacher support provider programs is to encourage teachers currently employed in the public schools to continue to pursue excellence within their profession and to provide incentives to teachers of demonstrated ability and expertise to remain in the public school classroom.

CTA believes teacher support providers should be available to any teacher:

CTA believes should a local affiliate and a district agree to a teacher support provider program other than Peer Assistance and Review, that the following should apply:

1. All teachers meeting the legal qualification shall have the opportunity to participate in teacher support programs.
2. No additional certification shall be required to become a teacher support provider.
3. The exclusive representative shall determine the procedures for selecting teacher members of any selection committee(s).
4. Any stipend received by the teacher support provider is intended to be regarded as additional pay for additional responsibilities, not merit pay.
5. A major focus of teacher support provider programs

shall be to support and guide assigned teachers.

6. The support providers' duties shall not be administrative.
7. Teachers shall determine the needs to be met in the implementation of teacher support provider programs.
8. The exclusive representative shall bargain qualifications, selection process, duties, term of service, compensation, and the provision for implementation of teacher support provider programs.

CTA urges local affiliates to remind their members of the need for veteran teachers to continue to advise/assist/support all new teachers especially during the first two years of service to the district and to their sites. (PRR: 01-06)

Technology: Staff Development

CTA believes in on-going opportunities to integrate technology into the curriculum. The exclusive representative should negotiate the following: the scope, content, and form of training; training should occur during the regular work day and all costs should be borne by the district. (C&I: 86-06)

Quality Education

Academic Honesty

CTA believes rigorous standards of academic honesty are necessary for responsible citizenship and that districts through individual school sites should develop a plan for encouraging academic responsibility among students. (C&I: 87-03)

Administrator Evaluation

CTA believes procedures for evaluation of administrators should include evaluations by the school employees under their direct supervision. (SMC: 94-06)

Administrator Responsibilities

CTA believes it is the responsibility of administrators, working with the school staff, to provide a quality learning environment for all students.

Administrators must ensure that the services and resources needed for a quality learning environment are provided. It is the role of administrators to support the educational staff and make it possible for them to do the job they were trained to do. (SMC: 95-06)

Administrator/Teacher Ratio

CTA believes there should be no change in the State Education Code that would allow an increase in the ratio of administrators to teachers in any district. A person who is counted as a teacher must spend at least 60% of his/her time

in the classroom. Less than fulltime teacher shall be counted for only that percent of time in the classroom. (NEG: 92-01; 88-01)

Advisement Programs: Counseling

CTA believes an effective advisement program must be site designed and controlled to address the social, emotional, physical, intellectual, psychological and ethical development of all students, and any immediate needs as they arise on a daily basis. If a site chooses to have an advisement program it should be provided only by trained personnel credentialed to teach in the public schools.

Advisement programs must conform to provisions of the collective bargaining agreement contract. (C&I: 93-12)

Alternative Education

CTA believes alternative programs must be provided to meet the needs of students at risk of not completing the traditional educational programs.

1. The intent of alternative education is to offer students more of a choice about what and how they will learn. The alternatives shall be cooperatively developed by students/teachers/support staff and parents.
2. The student/teacher/support staff and parent choice of programs shall not be limited by percentage targets or funding restrictions at the local, state or national level.
3. The students enrolled and teachers employed in alternative educational programs shall be selected entirely from volunteers.
4. The alternative must have a well developed and publicized evaluation program; evaluation shall be based upon previously established goals and objectives; evaluation should emphasize the success of alternative ways of developing basic skills.

These alternative programs may include, but are not limited to, continuation high school, home and hospital study, independent study, juvenile court schools, alternative schools, opportunity schools and pregnant minor and teen parent programs. Students in alternative programs should be provided comprehensive and extensive support services. Class sizes should be limited to 15 to allow for intensive guidance and individualized instruction. Educational staff should be assigned to alternative programs on a voluntary basis.

The board of education and administration should be firmly committed to the concept of alternatives and be willing to make changes in personnel and policies in order to ensure the success of the program. Alternative programs should assist students in making a successful transition to adult life. Programs should be funded at appropriate levels to facilitate student

success. Sufficient time for planning and inservice training for individual teachers, teams of teachers and the faculty as a whole must be provided. The exclusive representative shall be involved throughout the procedure. (C&I: 92-06; 73-10 and SAE: 03-05; 02-04; 01-03; 92-06)

Appropriate Inclusion

CTA believes appropriate inclusion exists when students with disabilities attends age-appropriate regular education classes in their home school, for the same number of instructional minutes as their peers, with appropriate support and funding.

Appropriate inclusion is one option in the full continuum of services and full range of delivery models available to students with disabilities as determined by the Individualized Educational Plan (IEP). Appropriate inclusion requires additional federal and state funding. This funding should be a prerequisite to the implementation of appropriate inclusion and will continue for as long as this option exists. Coordinated planning time for all educational employees involved is a requirement for successful appropriate inclusion. The impact of appropriate inclusion must be bargained. Regular educators, special educators and support personnel must be involved as full partners in the planning for and implementation of appropriate inclusion. Training must be provided for all educational employees involved in the implementation of appropriate inclusion. Modification in class size, scheduling, and curriculum design may be needed to accommodate the shifting demands appropriate inclusion creates. (SAE: 93-06)

Appropriate Placement: Special Education

CTA believes Individuals With Exceptional Needs (IWENS) should be educated in the most appropriate placement, based on their Individual Educational Program (IEP).

A continuum of placements should be available to meet the needs of these individuals for special education and/or related services, including regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.

The impact of this continuum of placements must be bargained; especially the issues of class size, coordinated planning time for the employees involved, and appropriate inclusion programs. (SAE: 93-06; 87-10)

Articulation

CTA believes the principle of articulation begins with elementary-secondary education and continues through certificate programs, license programs, and/or the baccalaureate degree. Secondary and postsecondary educational institu-

tions should incorporate life-long learning skills into their programs. (HE: 96-05; 86-10)

Attention Deficit Disorders: Special Education

CTA believes students with attention deficit disorders (ADD) can be served adequately within existing educational programs and services.

Attention deficit disorders are a specific diagnostic syndrome and not a broad categorical dimension as are the eleven disability categories delineated in the Individuals with Disabilities Education Act (IDEA). ADD should not be considered a separate category of disability at the local, state or federal levels.

Students diagnosed with ADD of such severity that it interferes significantly with their educational performance are currently being served within the existing regulatory framework. Students with ADD symptoms which interfere with their learning or behavior to a significant extent should be referred to student study teams for regular education intervention and possible assessment for special education services.

Students with ADD may be exhibiting conditions of learning disabilities, serious emotional disturbance or other impairments and would be eligible for special education services under these classifications. Many students with ADD do not need special education programs and are able to fully participate in the general education program. (C&I: 91-10)

Before and After-School Activities

CTA believes students should be provided with beneficial before and after-school opportunities under the aegis of public schools, public libraries, recreational districts and other community organizations. Such activities shall not be counted toward the Proposition 98 funding guarantee. These activities should be readily available year round. CTA believes in supporting these opportunities which should include age appropriate programs which look to the care and safety of students including but not limited to, those who are "latchkey" children. (C&I: 93-03, CRE: 02-04 and SSM: 09-05; 08-06)

Bilingual/Language Acquisition Programs: Reclassification of Students

CTA believes the reclassification of Limited English Proficiency Students to Fluent English Proficient student status shall be based on meeting the following criteria:

1. Evaluation shall be by a BCLAD (Bilingual Cross-Cultural Language and Academic Development)/CLAD/SB 1969/SB 395 authorized teacher of student's classroom performance.

2. Measurement of student's progress in acquiring skills of listening, speaking, reading, and writing in English shall be by

using an objective assessment instrument.

3. Student's proficiency in English shall be comparable to students of the same age whose native language is English.

Parents and guardians of English Language Learners shall be notified of and consulted on the reclassification of a child. A timely follow-up must be conducted and documented in order to ensure that the reclassification to Fluent English Proficient was appropriate. (LNG: 04-06; 02-02; 01-10; 99-01; 85-03; 82-06)

Bookkeeping and Clerical Assistance

CTA believes fully funded personnel and/or technology for bookkeeping and clerical purposes shall be provided to the classroom teacher. Professional development in this area shall also be provided. (C&I: 99-05; 96-05; 85-03)

Career/Technical Education

CTA believes a meaningful educational program must include both academic and career/technical education programs that complement and strengthen each other. All students in the public school system should have access to career/technical education programs which include proper counseling and guidance services.

The scope of career/technical education programs must include a systematic sequence of learning experiences which provide individuals with the necessary skills, knowledge and attitudes to attain entry level employment, occupational advancement, upgrading or career change. This scope includes job preparation, job exploration, and the continuation of general educational growth. The target population for career/technical education will be pre-high school graduates, high risk students, community college students, and continuing education students of all ages, including adults.

Career/technical education in its broadest sense includes career exploration, job training, work experience, certificate programs, and all basic skill proficiencies related to employment and the acquisition of employable skills, attitudes, and values. Job training/employment training is a component of career/technical education. Job training/employment training is defined as learning experiences designed to impart skills, knowledge and attitudes to properly prepare individuals for immediate employment.

The primary responsibility for career/technical education programs should reside within the identified public education community. All ROC/ROP, adult school, and other career/technical education programs should be administered by appropriate pre-K-12 and community college districts.

Individuals from elected governing boards of school and community college districts, along with faculty members

chosen by the appropriate bargaining agents, should form policy committees to determine mechanisms for the delivery and implementation of career/technical education within a reasonable geographic area. Whenever possible, the geographic area shall be an existing educational boundary. Policy committees shall make recommendations on career/technical education/job training program planning and coordination. Policy committees will also develop standards for assessing the quality and effectiveness of career/technical education and job training programs. Any and all disputes over evaluation or jurisdiction of a given program or delivery system shall be settled by the involved local policy committee.

A collaborative effort should be established and maintained among local schools, private employers, and policy committees to meet specific job and employment training needs. Policy committees shall develop appropriate guidelines, in conjunction with the employers and bargaining agents, to ensure the delivery of quality career/technical education programs at the local level.

All instructors in career/technical education, adult education and ROC/ROP programs must hold appropriate valid teaching credentials and shall be represented by the exclusive representative/bargaining agent, without establishing additional bargaining units.

Compensation, fringe benefits, classification, due process, and working conditions for all credentialed instructors in vocational education, adult education, and ROC/ROPs shall be comparable to that received by all other teachers within the district. All teachers of career/technical education should have the rights and protection guaranteed by law regardless of the type of employing district, joint powers agreement, ROC/ROP, or other public school employer.

CTA believes there should be accountability in the use of federal Career/Technical Education funds, and all moneys in the Career/Technical Educational Fund must be used solely for the coordination and instruction of career/technical education programs. Full funding for career/technical education programs shall be developed within the framework of a comprehensive educational plan that allows for a broad range of alternatives for graduation, transfer, career exploration, job training, certification, work experience, and the attainment of basic skill proficiencies.

All state and local committees, commissions, and boards relating to any vocational program or funds shall include a significant number of classroom practitioners who currently teach vocational technical subjects. (ACT: 08-01; CTE: 99-05; 96-03; 84-01; 84-06)

Career/Technical Student Organizations

CTA believes Career/Technical Student Organizations (CTSOs) are an integral component of a quality career/technical education program. CTSOs provide opportunities for leadership development, vocational preparation, and community involvement for secondary students. CTA believes active participation in a CTSO at the local, state, and national levels encourages young men and women to become better prepared for the multiple adult roles of wage earner, community leader, and family member.

CTA believes educators who serve as advisors to a CTSO should be adequately compensated for the extra work and be reimbursed for out-of-pocket expenses involved in sponsoring a CTSO.

CTA believes advisors should not be required to transport student CTSO members to meetings and competitions in their own vehicles.

CTA believes student members should be housed in rooms separate from advisors during overnight trips. (*ACT 09-05; 08-01; CTE: 99-03*)

Categorical Programs

CTA believes the special needs of some students may, in certain circumstances, be better met through services other than specified categorical programs, and that any restructuring of categorical funding must promote equity, access and service for students with special needs.

The State Legislature or Congress must appropriate the funds necessary to meet the requirements of court decisions and laws, which target selected students and programs. All categorical programs should be fully funded without encroachment on general fund moneys.

The personnel at the school site should be free to create programs which meet the needs of selected student population.

Categorical programs and site-created programs are best implemented through site-based decision making provisions in enforceable collective bargaining agreements. Evaluation of categorical programs should be outcome based rather than compliance based. Where appropriate, parents and students should be involved in the development of these programs.

Faculty in categorical programs should have the same rights and should be treated in the same manner as other certificated staff members.

Audits, funded by existing categorical program administrative budgets, must be required to evaluate the use of these funds. The role of the State Department of Education should be limited, as much as possible, to reviewing audits of categor-

ical funds to determine which districts appear to be out of compliance. If program funds are misused, the administrators responsible must be held accountable. (*FPE: 03-05; 96-05; 93-03; 88-1 and C&I 01-06; 86-10; 78-05*)

Charter Schools

CTA believes charter schools have a role in California's education system by providing students, parents and CTA members with educational opportunities in the public school setting.

CTA believes all charter school employees should be organized to ensure both quality education for students and professional/employment rights for school employees. CTA believes procedures undertaken to organize and represent charter school employees should ensure harmonious relations among CTA members in charter schools and CTA chapters while providing equitable governance representation and service to CTA members working in charter schools.

CTA shall encourage chapters to organize charter school employees within their school district boundaries. CTA shall also encourage the representation of multiple charters with a common employer under a single collective bargaining agreement. Organizing of charter schools shall be consistent with CTA chapter and affiliate agreements and the needs and interests of charter school employees to be organized and represented.

CTA believes charter schools shall be established only to:

- a. Improve pupil learning.
- b. Increase learning opportunities for all pupils with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- c. Encourage the use of different and innovative teaching methods.
- d. Create new professional opportunities for educators, including the opportunity to be responsible for the learning program at the school site.
- e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- f. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provided the schools with a method to change from rule-based to performance-based accountability systems.

CTA believes if a school district converts all its schools to charter schools, the charter petition shall include the following:

- a. The employer for the purpose of Government Code Section 47611.5 (b) (collective bargaining) is the school district for all schools in a district-wide bargaining unit that is the same as the original bargaining unit with the

same contract.

- b. Recognition of the CTA chapter as the exclusive certificated employee organization for purposes of collective bargaining.
- c. Acceptance of the terms and conditions of any existing collective bargaining agreement between the district and the CTA chapter as binding on the district.
- d. That the district shall comply with those statutes and regulations governing public school employers that establish and regulate tenure or a merit or civil service system in accordance with Government Code Section 47611.5 (c)

CTA believes any legislation or procedure that would allow an entire school district to convert to charter school district status, home rule district status, or any status having similar effect shall provide for collective bargaining rights and statutory rights, protections, and requirements for district employees including credential requirements. Similarly, such legislation shall be consistent with constitutional and statutory rights of students and parents.

CTA shall advocate for legislation and regulation on charter schools, condition its approval of individual charter schools by authorizing agencies, and encourage overall enforcement of charter law consistent with the following concepts:

- a. The granting of charters shall only be through school districts with democratically elected school boards for schools within the boundaries of the school district. Satellites, branches, auxiliaries or off-shoots of charter schools shall be approved as separate charter schools using approval requirements and subject to the state-wide limit on the number of charter schools.
- b. Appeals to the school district's denial of a petition shall be only for due process reasons.
- c. The approval of and operation of charter schools shall be free of profiteering or religious curricular content and indoctrination. A charter school shall not discriminate against a student based upon religious affiliation.
- d. The funding of charter schools shall be reasonably equivalent, or revenue neutral to regular funding of public schools.
- e. Facilities funding shall be managed by the school district in which the charter school is located. No school district general fund money shall be used for charter school facilities. Funding of charter school facilities shall not negatively impact the education program of the school district in which the charter school is located.
- f. Charter school law shall not create administrative repli-

cations of already existing education agencies such as found in school districts, county offices, and state agencies. Charter schools shall not be eligible for membership in Joint Powers Agreements, SELPAS or other like agencies except through their approving district.

- g. No charter school shall be eligible for participation in joint employer-employee health and health and welfare trusts unless the employees are represented by a CTA bargaining unit.
- h. On-line learning charters shall provide learning opportunities consistent with state educational standards and hours of instruction, and shall provide minimum attendance requirements. Educator-pupil ratios shall be consistent with good educational practices and provide quality contact time between teachers and students.
- i. Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold for a similar position.
- j. No private school shall be permitted to convert to a charter school.
- k. The charter school concept shall not be used by school district administration or school boards as a way to deny to employee organizations rights under the Educational Employment Relations Act.
- l. Education funding laws shall protect school districts from catastrophic financial situations that might result from the formation of charter schools. Changes in a school district's financial position shall provide enough time for a district to accomplish financial adjustments without layoffs of employees.
- m. The statutory and regulatory rights and protections of employees shall be guaranteed.
- n. Charter school evaluations by the state shall be by neutral evaluators and measure progress toward the goals of the charter school law, the goals of individual charters, compliance with charter schools laws and regulations, academic achievement, and other educational issues.
- o. Charter schools that buy back staff services from school districts shall reimburse the district for the actual costs of the staff and the district and charter schools shall guarantee the contractual and legal rights of such employees. An individual member shall not be permitted to waive contractual rights. Charter schools that contract for other services from a school district must receive real

services at a fair market price.

- p. Authorizing entities and charter school operators shall be free of conflicts of interest in the approval and operation of charter schools.
- q. Charter schools shall comply with all state required accountability and testing requirements.
- r. Charter schools shall not be used for home schooling purposes.
- s. All records maintained by charter schools shall be available to the public in the same manner as those of school districts.
- t. The Brown Act (open meetings law) and Public Records Act shall apply to charter schools.
- u. Charter schools shall not charge tuition or any things of value as a requirement for attendance at the charter school. Neither shall a charter school intimidate a student or parent when asking for voluntary contributions to the charter school. Parental involvement and voluntary service should be encouraged but shall not be a condition of enrollment.
- v. Charter schools shall operate facilities consistent with the Field Act or other similar public safety standards as applied to buildings of public access similar to public schools.
- w. Provision must be made for proper oversight of charter schools within the California Department of Education.
- x. Charter school authorizations and renewals shall not be for more than five years and shall be evaluated annually, including a complete evaluation by the authorizing entity upon renewal consistent with law and the educational goals as set forth in the charter; all of which shall be made available to the public.
- y. No charter shall discriminate against a student because of race, language, color, national origin, religion, gender/gender identification, sexual orientation, disability, marital status or economic status.

Charter Schools Sponsored by Local Associations or CTA:

- 1. CTA supports the standards for a charter school as presented in the Charter Schools Act of 1992, including amendments. Charter School petitions must follow the standard of the Charter School Act.
- 2. CTA will seek representation rights for all non-management certificated employees in public charter schools as outlined in Education Code sections 47605, 47611.5 and 47626.
- 3. Agencies granting charters must provide a valid assessment of each school's programs to determine whether

a school is meeting the objectives defined in its charter. If, after the initial term of its charter, a school has not met these objectives, remedial action shall be required and if not corrected, the charter should be revoked.

- 4. All stakeholders must be actively involved, directly or through elected representatives, in the creation and implementation of the charter.
- 5. When CTA assistance is requested for an existing or proposed charter school, CTA will work with the local and will, following an assessment, determine appropriate support.
- 6. A local Association may sponsor a charter school to become designated as a "CTA Charter School." The decision to designate a charter school shall be made by the CTA Board.
 - A. To be eligible for "CTA Charter School" status, a charter must meet the following criteria:
 - 1. Members in the school must possess valid California professional credentials.
 - 2. The charter school must ensure equal access for students and provide for diversity in their staffing.
 - 3. The charter school must not be a "profiteering" enterprise.
 - 4. The local Association must be actively involved in the development and management of the school.
 - 5. Non-management certificated employees shall be covered by a collective bargaining agreement.
 - B. The CTA Board shall determine what, if any, additional support may be provided to a school designated as a "CTA Charter School" in the same manner as non-Charter Schools.
 - C. CTA shall review CTA Charter Schools on a periodic basis.
 - D. Failure of a CTA Charter School to continue to meet the criteria (6A) shall result in the revocation of CTA Charter School status.

CTA will provide a collection of materials, including laws, regulations, sample charter language, charter finance information, collective bargaining information, due process information, and other helpful materials in an effort to assist its local association leaders in dealing with charter schools and members who are considering a charter school petition. This material shall be updated as needed. (CRE: 03-05; 00-10; and NEG: 09-03; 06-04; 05-01; 04-01; 02-06; 00-01; 99-05; 93-06)

Child Care Services/Day Care

CTA believes there must be articulation among professional educators, parents, and social services agencies to jointly examine and monitor day care centers for developmentally appropriate educational programs, adequate facilities, proper adult supervision and appropriately credentialed personnel.

The mental and emotional well being of a child enhances his/her learning experiences and that stress involving the changing patterns of the family structure should be minimized by providing quality child care services.

1. any agreement with the state, local education agency, institution of higher education or community center contain must assume:
 - a. parents of school age children will be involved in the development and implementation of the program;
 - b. non-discrimination in enrollment of children on the basis of race, ethnicity, socioeconomic or handicap;
 - c. compliance with the state and local licensing laws and regulations;
 - d. the classroom or other school facilities utilized during the instructional day be exempt from usage in the child care services program;
 - e. any act which affects the terms and conditions of employment will be negotiated; and,
 - f. the human and civil rights of the children in such programs are protected.
2. Sufficient funding for programs.
 - a. a fee schedule be established by the State Department of Education augmented by federal, state, and local funding.

Adequate funding as well as a clean, safe and educational environment to enhance the early development of all children should be supported. (*ECE: 98-01; 96-01; 95-01; 89-01; 85-05; 84-10 and SSM: 08-06*)

Class Size/Class Load

CTA believes educational legislation, programs, strategies, and information should encourage quality interaction between teacher and student (pre K-14) based on negotiating maximum teacher-student class loads by grade level or subject rather than minimum class sizes or averages per school. Class size should be consistent with the requirements of quality instructional standards, ensure a safe learning environment and be fair and equitable.

CTA believes small class size, particularly in grades pre-K-12, allows for the optimum development of a student's poten-

tial. Class size and daily student-teacher contacts must allow for individual attention to each pupil.

A reasonable goal for California's class size is a program that places California in the upper quartile of low class sizes in the United States with class size computed upon actual classroom teacher : pupil ratio.

Class size maximums must be established, with Association involvement, based on the type of students, state content standards, physical facilities, and other criteria.

Optimum maximums should include:

- a. Twenty (20) students in regular elementary classes including special day class students mainstreamed into the classroom;
- b. Twenty (20) students in regular secondary classes including special day class students mainstreamed into the classroom and students in each course of distance or online learning; with no more than 100 students per day;
- c. No more students than the optimum number of work stations in shop and laboratory classes, regardless of the grade level.
- d. A ratio of 8 students per 1 adult, with a maximum class size of 24, shall be maintained in pre-school, under the direct supervision of a certificated teacher: be maintained in pre-school, under the direct supervision of a certificated teacher.

Optimum maximums do not preclude larger class sizes which foster program effectiveness, e.g., orchestra, choir, drama, some intramural athletic programs, etc. The local bargaining agent and the local school board shall negotiate the list of classes which are included in this category.

CTA believes that class size reduction at all levels is essential. Further, that vocational and technical education programs, staffing, facilities, and funding must be protected and maintained during any attempt to reduce class size.

Full state funding must be provided for class size reduction, including funding for construction of appropriate classrooms. Class size reductions should reflect appropriate curriculum development and necessary additional support personnel. (*C&I: 03-10; 02-06; 00-06; 97-03; 96-03; 90-06; 89-01; 85-10; 85-01; 75-10 and CTE: 99-03 and NEG: 06-04*)

Collegiality

CTA believes mutual respect and support among education professionals can contribute significantly to the quality of education within a school district. (*PRR: 91-06; and TEAF: 95-03; 91-03; 88-01; 86-01; 82-04; 69-11*)

Combination Classes

CTA believes no grade level or departmental subjects (including Physical Education) should be joined in combination classes if such combination prohibits the students' mastery of the curriculum and their achievement of the performance standards for their particular grade level. CTA believes teachers should be assigned combination classes on a voluntary basis. Assignment, class size, professional development, and additional compensation are subject to bargaining. (NEG: 06-04; 98-06)

Corporate Sponsorship

CTA believes adequate funding for all materials and activities should be provided by the appropriate federal, state and local sources. Corporate donation of materials must be commercial and bias-free. CTA opposes the corporatization of public schools. CTA further opposes curriculum materials from private corporations without the full approval of local curriculum committees. (CRE: 00-10)

Counseling: Student Sexual Orientation

CTA believes every school district should provide counseling by trained personnel for students who are struggling with their gender identification/sexual orientation. (CRE: 90-01)

Counseling: Teenage Suicide

CTA believes a student's life is precious and ending life by suicide is a tragedy for both the family and the school community. CTA urges its members to "reach out" to troubled youth and to be supportive. CTA urges support for increased licensed and accredited programs to deal with counseling and guidance and mental health care for all students, particularly those students suffering from increased mental and emotional stress. (CRE: 86-01)

Counseling and Guidance

CTA believes all schools in California should have strong, comprehensive counseling and guidance programs in the areas of personal, academic and career counseling. Counseling services should be offered by certificated counselors with the appropriate use of support personnel. Case loads shall not exceed 250 students per counselor. (CRE: 92-10; 88-10; 86-04, PRR: 84-06; 79-11 and SPS: 02-06)

County Offices of Education Services

CTA believes educational services provided by County Offices of Education are an integral part of the educational program provided to many students, teachers and parents. Each County Office's instructional program is unique and designed to meet the needs of its community. (PRR: 96-05)

Discipline

CTA believes discipline is essential. The board of education in conjunction with local affiliates should develop policy which would provide necessary administrative support to the classroom teacher in the maintenance of a positive learning environment. (PRR: 84-06; 80-03)

Discipline: Parent Responsibility

CTA believes when disruptive students are suspended for their behavior, the cooperation of parents and guardians is essential for the improvement of school behavior. Schools should have the authority to compel a parent or guardian to attend disciplinary and/or suspension conferences. Disruptive students should not be returned to the school unless and until a parent conference has been held. Parent or guardian liability should be extended to include willful misconduct which results in damage to the educational climate of the school. Such liability should require cooperation with the school in the discipline and education of minor children. (PRR: 81-05)

Discipline, Order, and Safety Required for Learning

CTA believes discipline, order, and safety are essential for an environment conducive for learning. The following guidelines must be followed in the schools:

- a. Students must be taught a system of rules that will develop their mental, ethical, and physical capabilities to the utmost, and instill in them a clear distinction between their own rights and responsibilities and rights and responsibilities of others.
- b. An orderly environment, including infrastructure, for students and education employees must be established on the basis of rational methods and procedures to promote school activities and behaviors that enhance teaching and learning.
- c. A truly safe school setting must extend beyond freedom from danger to freedom from fear of danger, which inhibits both teaching and learning as well as participation in school and community activities.
- d. State and local government must assume full responsibility for providing law enforcement services in and near our schools including providing safe routes to school for pedestrians and bicyclists.
- e. Schools must be integrated into local emergency networks and tied into inter-agency health and safety networks. This includes up to date telecommunications systems. This also includes a telephone in every classroom.
- f. CTA believes elected school officials should exhibit the same level of professional behavior as expected of school personnel.
- g. CTA believes in "Restorative Justice" programs that:

- (1) Assure community protection;
- (2) Hold offenders personally accountable for repairing the harm done to victims and communities resulting from juvenile crime;
- (3) Ensure that juvenile offenders make measurable gains in educational, vocational, social, civic and other areas of competency that enhance their capacity to function as law-abiding citizens; and,
- (4) Protects, restores and improves the public safety by providing the opportunity to bring together affected victims, the community and juvenile offenders for restorative purposes.

All present and future education employees should be given formal, extensive, and ongoing training in discipline, order, and safety in both school and school-related activities. (CRE: 08-04 and SMC: 02-02; 01-06; 95-03)

Drop-outs

CTA believes every child is entitled to a free public education in a safe school environment. Every child Pre K to 21 years of age will be given a free education with the goal to graduate from high school.

Strategies should focus on behavior and academic/career and technical education interventions to promote, maintain, and increase students' willingness to remain in school with the goal of completing high school. (CRE: 07-06)

Early Childhood Education

CTA believes learners of all ages must have equal access to appropriate public school programs. Early childhood education programs in public schools for children from birth to age eight should be supported.

Programs should be held in facilities that are appropriate to the developmental needs of these children. Developmental level, including social, emotional, motor and intellectual maturity, is fundamental to the success of a child's achievement. Early childhood education programs should include a full continuum of services for parents, inclusive of training programs that prepare parents to take an active role in the child's education and development.

CTA strongly supports an integrated and developmentally appropriate curriculum which focuses on the whole child in an active learning environment which includes large group, small group and individual activities. Decision making and critical thinking skills should be integrated into all areas of curriculum. In addition, concept driven programs should be developed which are interdisciplinary as well as project oriented.

There is a need for appropriate early intervention strate-

gies to address learning problems. Early childhood education programs should maintain small class size with appropriate teacher/child ratios for each age. These programs must be staffed with fully credentialed teachers and support staff. Males should be recruited for active involvement in all aspects of early childhood education. Early childhood education should include programs for Individuals With Exceptional Needs (IWENS).

An extended day program beyond the state mandated 200 minute day, designed to accommodate the day care needs of parents and children is an option and must be developmentally appropriate. Activities provided shall consider the emotional and physical needs of the child. An extended program is not intended to duplicate the base core curriculum or to extend the bargaining unit members' instructional time or work day.

Developmentally appropriate, non-graded, assessments of children under the age of eight (8) are essential to continued educational success. Bias-free assessments of children should be designed to determine proper placement for participation in developmentally appropriate activities.

Early childhood education programs must be sensitive to and meet the health and nutritional needs of children.

CTA supports legislation to assist in the implementation of fully funded early childhood education programs offered through the public schools. Any expansion of early childhood education programs should insure full funding without encumbering current Prop. 98 funded K-14 programs unless the ADA for the expanded program is included in the ADA for determining the amount in the Prop. 98 Trust Fund. (ECE: 03-03; 98-06; 96-03; 95-03; 94-06; 93-06; 89-01; 85-03)

Education of Immigrants

CTA believes inadequate funding is jeopardizing quality education in school districts impacted by immigrants and their children regardless of documentation status. Such impacted school districts should receive federal and state assistance to provide educational facilities, personnel, special programs and instructional materials.

CTA believes and recognizes all children of immigrants, born in California, are citizens of the United States, and are entitled to a free and appropriate quality public education.

An environment free from harassment for these children should be assured. (CRE: 08-06; 02-02; 96-01; 94-03)

Education of Incarcerated Individuals

CTA believes males who are incarcerated must be provided equal access to all educational, self-help and training programs offered by county jails, camps and correctional institu-

tions. (CRE: 07-01)

Educational Accountability

Accountability measures education by a variety of indicators that provide a clear description of resources, processes, and outcomes. The process for developing accountability-program requires time and should be deliberate and sequential. Valid testing and data reporting are required for any-accountability process.

CTA believes bargaining unit members can be held accountable only to the degree that they share responsibility in educational decision making. Other individuals and institutions who share this responsibility should also be held accountable.

CTA believes in meaningful educational accountability systems.

Any accountability process must assure that teachers are provided with the professional development and resources needed to help them align their curriculum, instruction and assessment with the adopted standards. Special programs should help teacher-design, implement and coordinate programs to support students who do not meet the standards.

Students must be provided with the materials and facilities needed to learn and meet adopted standards.

Any accountability process must be evaluated by valid testing and data reporting. Annual test items and official answers must be made public immediately after they have been used.

Students, teachers, certificated support personnel, parents, guardians, school board members, classified personnel, administrators, state legislators and community members are partners in the educational process and must be accountable for their roles in this effort.

CTA understands that statewide tests are a major component of California's education assessment system. The main use of these tests should be as a diagnostic tool. Local governing boards, the State Board and legislators should evaluate curriculum based on the results of local and statewide assessments. (AST: 03-05; 02-04; 98-06; 96-05 and C&I: 73-10)

Educational Excellence: Consequences of Accountability Systems

CTA believes intervention from state and federal government must focus on providing useful assistance that can produce powerful improvement, such as collaboration, meaningful professional development, parent involvement, and high quality classroom assessment.

CTA also believes meaningful improvements do not result from sanctions. Any interventions should be accompanied by sufficient support and resources to increase the likelihood of

success. If a school or district has taken steps toward desired improvement, it must be allowed sufficient time for those changes to take effect.

CTA opposes the labeling of schools as low-performing or any other negative label.

CTA opposes takeovers of public schools, privatizing school management and forcibly converting schools to charter schools as a consequence of an accountability system.

CTA opposes reconstitution of public schools as a consequence of an accountability system.

CTA believes students, parents/guardians, teachers, administrators, schools and school districts should not be penalized for parents/guardians exercising their right to exempt their children from standardized tests.

CTA believes state monies must be used towards resources that will help all students meet adopted standards. Incentives that reward individual students, bargaining unit members, schools or districts based on the result of a test constitute a policy of inequality.

Accountability Systems:

CTA believes that the use of statewide longitudinal data should be limited and relevant to informing effective instructional strategies and improving student outcomes. Multiple measures of student achievement must be used along with any mandated state and federal assessment system to show the progress of each student. Data will be reported that tracks the overall growth of each individual student from year to year. The use of longitudinal diagnostic information about student learning shall be limited to decisions about instructional strategies, allocation of classroom resources, student placement, and professional development opportunities designed by educators.

CTA believes that a firewall must be maintained between data elements in California Longitudinal Pupil Achievement Data System (CALPADS) and California Longitudinal Teachers Integrated Data Education system (CALTIDES), or any successor education data collections systems, in order to prevent the use of data systems for any employment decisions related to individual educators and education support professionals. This firewall must also prevent the combining of CALPADS data with CALTIDES data. Privacy provisions should apply to education support professionals, students, parents and educators of pre-k through higher education.

CTA believes that the privacy rights of students, parents, educators and education support professionals must be protected in a statewide longitudinal education data system, including all privacy protections under state and federal law (Family Educational Rights and Privacy Act) and protections

under CALPADS and CALTIDES. The privacy rights of parents, students, educators and education support professionals must be maintained by all users of education data, including state and local officials, researchers, and policy makers.

CTA believes that to effectively utilize statewide longitudinal data effectively, the data must be regularly audited to assure that it is:

- (1) of high quality, and
- (2) valid and reliable both in its analysis and at the point it was collected, and
- (3) meaningful to the users of education data.

CTA believes that if the data are used for research purposes there must be assurances that the above criteria are reviewed and that human subject protocols are followed.

CTA believes that adequate funding and adequate time during the work day must be provided to allow educators and education support professionals appropriate and effective training in the use of longitudinal education data. Hardware and software needed for data use must be kept up to date and adequate technical support must be provided.

CTA believes that any governance structure, state or local, designed to manage education data, must include CTA representatives as an integral part of that governance and oversight structure.

CTA believes that education data systems should be subject to regular periodic review for the purpose of assuring that they are consistent with the goal of educating students. (AST: 08-06; 07-06; 04-06; 03-01; 02-04)

Educational Excellence: Student Growth Models

CTA believes growth models can best support teaching and learning when they are based on a set of principles and approaches to guide instruction as they describe—not measure—the progress of students.

A growth model is reporting tool by which each individual student's academic progress is monitored over time.

Growth models use multiple indicators to evaluate, quantify, and describe a finite set of student data in multiple ways. Multiple indicators do not mean more testing.

CTA believes a growth model:

- Is a description of the student's performance on state or local assessments aligned to the standards.
- Is a clear, usable report to parents
- Provides coherent and developmentally appropriate information in a timely manner
- Is not used alone or in conjunction with data from the student achievement database for purposes of pay, promotion, sanction, or personnel evaluation of an individual

teacher of groups of teachers.

Pre K-12 educators must lead the process of creating the growth model including development, piloting, implementation, and revision. (AST: 09-05)

Evaluation: Program

CTA believes the primary purpose of any program evaluation is to improve student learning and to determine the degree to which stated goals and objectives are being met. Program evaluation should be a continuous process which shall be directed at programs, not personnel. (C&I: 96-03; 77-10)

Foundations

CTA believes foundations and auxiliary organizations have been and can be a significant and positive force for improving the educational climate in California K-G. Foundations should be used to support educational programs, and not as a vehicle for evasion of accountability and/or collective bargaining.

To ensure this positive effect, CTA believes:

1. Faculty must be well-represented in a voting capacity on all foundation boards and be appointed by the local bargaining agent where appropriate;
2. Foundation meetings must be public and provide ample opportunity for public input;
3. Any transactions involving foundation funds or in-kind contributions must be adequately recorded and reported;
4. Since the foundation is designed to supplement state funding, any support provided to the foundation by the institution either through direct or in-kind contribution, must be repaid; and,
5. Instruction funded by the foundation shall be remunerated in accordance with the principle of equal pay for equal work when compared to the regular program. (FPE: 92-06; 85-01)

Gifted, Talented and Creative Education

CTA believes programs for gifted, talented, and creative students should be fully funded. Content of programs designed for gifted, talented, and creative students should address their particular high level ability and be more challenging and varied than the basic curriculum. Whenever possible these programs should provide primary language support for second language learners. The process for identifying gifted, talented, and creative students should be free of gender, racial, socio-economic, and cultural bias. (C&I: 97-03; 96-03)

Graduation Requirements

CTA believes students should receive high school diplomas

only when they have met minimum competency standards for graduation. Multiple options will be provided for students to demonstrate competency. There will only be one document (referred to as a diploma) that designates that students have satisfied all requirements to graduate from high school. Students should not be denied a diploma based on the results of any single state or district mandated test or measurement.

CTA believes every student is entitled to the opportunity to graduate from high school. Mandated curriculum/graduation requirements must take into consideration the diverse needs of the learner; the differing abilities and resources of the schools and localities; the complex and ever-changing nature of our economy and society; and the difference between idealistic goals and practical realities.

Graduation requirements must be well-balanced and broadly based, including provisions for both general education (i.e., the common learning or core curriculum required of all students) and specialized education (i.e., career technical education and/or college preparatory education). CTA believes teachers should have the central role in the development, definition, and implementation of graduation requirements. (C&I: 05-10; 02-06; 01-06; 84-01)

High School Future Teachers Programs

CTA believes high schools should support programs that encourage students to become teachers. (HE: 96-05)

Home Study

CTA believes where children are taught at home, the following guidelines should be followed:

1. Teachers of home instruction programs should meet California certification requirements.
2. Permission granted by the local governing board shall be required annually.
3. Students should receive regular and thorough instruction in a program of study comparable to that taught to students of the same age in a public school, with monitoring by the local school.
4. Home study programs should comply with compulsory attendance laws.
5. Students shall participate in state and locally mandated testing programs at the school site unless there are compelling reasons for the test to be administered elsewhere.
6. Compulsory recordkeeping should include a register of work time at instructional activities, daily attendance and progress. Submission of these records should be required before entering a regular public school.

7. Students should have the option of attending public school for part-time instruction. They should be counted in the average daily attendance (ADA) without proration.

8. When home study is a matter of parental preference, all expenses shall be borne by the parents. (C&I: 86-04)

Homework Policy

CTA believes the goal of homework is to practice concepts and skills presented through previous instruction to allow experimentation or preparation in areas which will be further developed in classroom instruction. Homework is beneficial to students, should both enhance the educational program and be an inherent part of the school program. Homework should be assigned at the discretion of the teacher to meet the needs and requirements of the course of study and/or enrich the lives of students. (C&I: 86-01)

Incarceration Prevention

CTA opposes policies and practices that support institutionalized racism, poverty and other factors leading to the criminalization and demoralization of children. (CRE: 09-01)

Independent Study Agreements for the Purpose of Receiving Student ADA

CTA believes regular attendance plays a key role in the success a student achieves in school. Independent study assignments have educational value but do not replace regular classroom instruction and participation. Assignments should not be utilized to encourage students' absences for recreational purposes. Independent study agreements for students unable to attend school shall be made for legal absences.

Independent study program assignments should be considered for a period of absence in excess of four (4) days but not more than ten (10) days.

Independent study assignments are due at the time the student returns to the classroom. In order to meet the needs of the student and the classroom teacher, independent study assignments shall be requested from the classroom teacher by the parent/guardian in writing at least one (1) week in advance, except in cases of emergency.

The Independent Study Agreements cannot be retroactive. (PRR: 92-06; 90-01)

Instructional and Learning Strategies

CTA believes in lifelong learning and that certain principles are basic to all learning. These principles include, but are not limited to:

1. Learning styles vary.

2. Learning is a dynamic process.
 3. Learning proceeds from the general to the specific and then to the general.
 4. Learning generally progresses from the known to the unknown, from the concrete to the abstract, and from the simple to the complex.
 5. Learner uses that which has been learned:
 - a. the learner receives instruction through a variety of strategies and techniques;
 - b. instruction is directed to the learner's needs and abilities;
 - c. instruction encompasses all three domains— affective, cognitive and psychomotor.
 - d. a meaning-centered curriculum provides an in-depth exploration of concepts.
 - e. the learner receives instruction, especially in language skills, at the earliest appropriate age.
- (C&I: 09-05; 95-06; 95-01; 93-06; 84-10)*

Instructional Excellence

CTA believes a prime responsibility of the Association and its affiliates is to encourage ongoing improvements in the quality of instruction. The primary authority to recommend instructional improvements should lie with the teachers through a democratic decision making process. The Association encourages and endorses curriculum and professional development activities by local associations to assist in this process.

The Association recommends professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions.

The Association recommends writers, publishers, and producers provide materials that have been field-tested in classroom situations and proven effective. *(PRR: 94-06)*

Instructional Materials: Local Selection

CTA believes the individual educator is the most qualified person to select instructional and supplemental materials which meet the diverse needs of learners.

The teacher must be able to make such decisions in complete freedom and without censorship. A broad matrix with a wide variety of basic, supplementary and technical materials (e.g., software) that meet the legal compliance requirements should be made available for selection. This selection should be in compliance with all existing laws mandated or encouraged by legislative action, including "mainstreaming" (most appropri-

ate environment), school improvement programs, competency programs, et al, and should be free from racial and sexual bias.

Teacher involvement in the selection of instructional materials shall include the establishment of committees at the district and/or school site level to select materials purchased with state and district funds. This selection should take into consideration the fact that schools vary widely in values, size, community qualities, resources, and goals.

- It is important to consider that teaching styles, methodologies, and approaches vary widely.

- A majority of the committee members should be classroom teachers selected by the exclusive representative.

- The teachers on the committee should be a representative group.

- The need for involvement by administrators, parents and community members is recognized.

- The committee should establish its own criteria reflecting district goals for evaluation of materials and state-adopted frameworks.

- The committee should be vested with the authority for final selection of materials they determine best meet the needs of their students. This includes the flexibility to purchase, using state textbook funds, materials not included on the state adoption list.

- The committee should be able to demonstrate how the current year's purchases fit into the cycle of state adoptions.

- Instructional materials should not be limited. The term "instructional materials" shall encompass all materials developed as a part of the total educational program. *(C&I: 05-06; 83-03)*

Instructional Materials: State Selection Process

CTA believes selection of instructional materials is an ongoing process and that a wide matrix of current quality instructional materials should be available in each area of pupil instruction in order to meet the needs of California's diverse pupil population and teaching styles.

Consistency with the state adopted standards, frameworks and excellence of materials should be the criteria for adoption. All instructional materials such as state curriculum guides, tests and other materials should be congruent with the state adopted standards and the frameworks.

CTA recognizes modifications of some materials may be necessary to foster vocabulary growth and critical thinking skills and to improve levels of test performance. Readability formulas, as such, should not be included as adoption criteria.

Legal compliance review of instructional materials is a necessary process at the state level, and that such review shall focus on the positive representation of the diversity of

California's population.

Instructional materials need to be evaluated in a variety of classroom settings and results made public in order to ascertain their effectiveness prior to the adoption process.

Teachers should constitute the majority of the curriculum commission and of each state level Instructional Materials Evaluation Panel and teachers who serve on such panels and commissions on their own time rather than on released district time should be compensated by the state for this time at a rate not less than their regular teaching salary.

The state should provide each pupil in each district a textbook and/or other instructional material from the current approved state list in each area in which adoption is made. (C&I: 01-06; 00-06; 89-06)

Instructional Materials: Use of Brand Names

CTA believes instructional materials should not contain illustrations of any identifiable commercial brand names, representations or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations. If, under this exception, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations.

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritive value. (C&I: 77-10)

Intervention Programs

CTA believes once a low-achieving general education student has been identified, it is important the student be offered alternative modes of intervention to support mastery of the core curriculum. These interventions should be delivered by certificated personnel and take place outside of the required instructional minutes such as Saturday school, summer school, after school and/or before school tutoring, or other locally determined programs. In these interventions, the student/teacher ratio shall be such that it provides an optimum learning environment for these students.

Funding for these intervention programs shall supplement the existing school program, not supplant it. (C&I: 01-06)

Kindergarten

CTA believes kindergarten shall be mandatory. While age alone is not the sole determinant of a child's readiness, age five by the beginning of the school term in which the child enters

shall be the minimum age for entrance into kindergarten. The adjustment to age five of the entrance age kindergarten programs should be implemented in one month segments annually until the desired age is achieved. As the kindergarten entrance age is adjusted, the relief ADA (the ADA that would no longer be attributable to kindergarten ADA) should do one of the following:

1. follow the child to public pre-K programs taught by appropriately credentialed teachers; or
2. be used to reduce class size in grades K-3

While CTA recognizes that the 200-minute kindergarten session is the norm, if an extended-day kindergarten were to be negotiated, CTA believes that both an extended-day and the 200-minute day kindergarten should provide time to meet the developmentally based instructional needs of the whole child. It should include all curricular areas inclusive of Fine Arts and Physical Education as outlined in the state adopted frameworks. An extended-day kindergarten should be no more than the maximum minutes allowed by the education code for kindergarten. Extended-day kindergarten programs should be fully funded to provide adequate developmentally appropriate facilities and support personnel. The impact of an extended-day program should be locally negotiated as it affects terms and conditions of employment. Any extended-day kindergarten programs should be implemented district wide so that all students in that district have equal access to the expanded program.

Any legislation implementing this policy shall be at least revenue neutral and not have the potential of causing the loss of bargaining unit member jobs. (ECE: 06-06; 04-06; 03-03; 02-06; 01-03; 93-01; 92-01; 90-06; 85-03; 84-01)

Language Acquisition Programs Including Bilingual Programs

CTA believes all students are entitled to equal access to all educational opportunities.

CTA further believes students without English proficiency are denied equal access unless appropriate educational support is provided.

Regardless of title, programs to engender language acquisition have two goals - language skills development and content learning.

Bilingual programs should focus on proficiency in the ability to speak, read, and write in English. For those students who have not reached proficiency in English, meaningful instruction in all curricular areas shall be provided, whenever possible, in the primary language including opportunities to acquire a second language.

- a. In developing language acquisition including bilingual programs, school districts should consider factors includ-

ing but not limited to students' language background and educational needs, the availability of qualified teachers, and sufficient funding and materials. Whenever possible, at least one administrator and one member of the office staff at each site should speak the primary language of the majority of the English Language Learners and their parents.

- b. A school district shall provide opportunities for teachers to participate in ongoing evaluation of the components of a language acquisition and bilingual programs.
- c. Prior to placement in the program, a student's language proficiency shall be assessed by a qualified certificated person utilizing state-recognized assessment instruments. Student progress shall then be evaluated annually by qualified certificated personnel utilizing classroom teacher input.
- d. Classroom teacher input shall be utilized in the selection of state-recognized assessment instruments.
- e. All mandated programs shall be fully funded by the mandating agency(ies).
- f. All students shall have equal access to educational technology in all the content areas.
- g. All teachers in a bilingual program must possess a regular California Teaching Credential, not issued on the basis of emergency.
- h. All currently employed certificated teachers in a school shall be supplemented and not supplanted by personnel hired for these programs.
- i. Bilingual teachers have the right to be evaluated by credentialed bilingual administrative personnel.
- j. All teachers in bilingual programs shall have language-appropriate full-time aides. These aides shall be trained to assist the teacher in implementing the program.
- k. School districts shall provide inservice in the instruction of English Language Learners. Provisions shall be made for the implementation of staff development during regular school hours or at a mutually agreed upon time with appropriate compensation.
- l. The State of California shall provide incentives other than salary or stipends for the recruitment and retention of bilingual teachers.
- m. CTA believes Adult Learners should be afforded the opportunity to acquire primary language skills, literacy skills, and English proficiency through public schools. Adult English Language Learners must be afforded equal access to rigorous curriculum to allow them to obtain a high school diploma or the equivalent. (LNG: 08-06; 04-06;

02-04; 01-10; 99-10; 96-05; 96-01; 88-06)

Learning Support Services Staff

CTA believes California's schools, colleges and universities should employ sufficient learning support services staff including but not limited to counselors, nurses, librarians, social workers, speech-language pathologists, welfare attendance workers, audiologists and psychologists to provide quality support programs and to ensure equal access for all students to achieve academic success. (C&I: 07-06, HE: 96-05; 84-06; 83-01 and SPS: 02-04)

Library Services

CTA believes school library programs must have at least one full time, credentialed library media teacher for each school site with a population of 600 or more and for smaller schools, an itinerant credentialed library media teacher with a caseload of not more than 600, with clerical support. This position shall not be included when calculating class size/staffing ratios. (C&I: 90-10; 86-04; 69-11 and SPS: 02-04)

Loyalty Oaths

CTA believes any legislation or district regulations requiring faculty to swear to specific oaths of allegiance should be opposed. (HE: 71-10)

Mainstreaming PreK-12

CTA believes students with special needs should be mainstreamed under the following conditions:

1. A beneficial learning experience is provided for both students with special needs and general education students.
2. Educators and administrators share equally in its planning and implementation and evaluation.
3. All staff will be prepared for mainstreaming roles through inservice training and retraining. District provided staff development programs to prepare staff for these roles prior to their involvement. Release time shall be given for this purpose.
4. All students shall be adequately prepared for the mainstreaming experiences prior to their involvement.
5. Appropriate instructional materials, supportive services and pupil personnel services will be provided for the educator and the students with special needs.
6. Determination of appropriate methods, materials, and support services the result of cooperation among the classroom teacher and the involved specialists.
7. An appeal procedure for teachers and support staff regarding implementation of mainstreaming, especially in the areas of students' placement and any prescriptive

supportive services.

8. Modifications in class size, using a weighted plan which recognizes individual differences, scheduling and curriculum design to accommodate the shifting demands that mainstreaming creates.
9. Systematic evaluation of mainstream programs.
10. Adequate additional funding and resources for appropriate intervention will be maintained for students with special needs.
11. No reduction of educational staff as a result of mainstreaming.
12. The classroom teacher(s) shall be included on the school assessment/ placement teams. Released time shall be given for this purpose.
13. No encroachment of funds/resources from any other education program. (C&I: 90-06; 77-03 and ECE: 06-06; 03-05)

Middle School: Physical Design

CTA believes the physical design of middle schools and middle school programs must reflect the particular needs of the middle school child. (C&I: 91-01)

Middle School: Preparation and Staff Development

CTA believes educators of middle school students must be prepared to address the special needs of students going through the transition from self-contained to departmentalized classrooms while undergoing vast, and sometimes rapid, changes in their physical, emotional and psychological development.

Strategies for meeting these special needs can best be addressed through staff development opportunities designed by educators at the school site. The establishment of a specific or mandatory Middle School Credential is inappropriate and unworkable. (CPD: 03-05; 90-10)

Paperwork

CTA believes the excess paperwork mandated by state, federal, and/or local programs or regulations reduces time available for teacher preparation and contact time with students. Data collection should be streamlined. All required forms and questionnaires should be consolidated and reduced to the least amount. These forms should be available in an electronic format and used only when the data is of significant educational use. (C&I: 07-06; 02-06; 80-12)

Paraprofessionals: Student-Teacher Ratio

CTA believes any current practices or legislation that would allow districts or building units to utilize paraprofessionals/aides in lieu of teachers or use paraprofessionals/aides to

decrease the established student-teacher ratio must be opposed. (C&I: 96-03; 73-10)

Parental Consent

CTA believes no child should be denied the opportunity to participate in an educational experience without notification of exemption returned by the parent or guardian. (C&I: 03-10)

Pre-School

CTA believes a free universal pre-school should be available to all California children, one year prior to kindergarten eligibility. It should:

1. Be developmentally appropriate
2. Have a minimum of three hours (180 minutes) per day, 180 days per year
3. Be staffed at a ratio not to exceed 1:8; supported by one credentialed teacher and two qualified instructional aides. (ECE: 06-06)

Professional Development Programs Affecting Evaluation

CTA believes the utilization of "innovative" programs for purposes of observing teaching methodology and teacher behavior(s) ("clinical teaching/supervision," "PATH," etc.) by many school districts has led to confusion, mistrust and opposition on the part of teachers. Before any such program is put into practice, CTA recommends the following:

1. All staff, teachers, administrators, etc., should be involved in any program be concurrently trained in the application, utilization, vocabulary and purpose of the program.
2. The program should be utilized as a positive training device and not an evaluation process.
3. Teachers should be given the option of participating or not participating in the implementation of the program after being appropriately trained in all aspects of the program. (TEAF: 82-04)

Public School "Choice"

CTA believes all public schools must be "choice" schools - schools that offer a quality, first class education. CTA continues to support open enrollment or public schools of choice for the purpose of magnet schools, ethnic or racial balance, or child care. CTA also supports open enrollment for public schools of choice for other purposes if the plan:

1. in no way lead to the privatization of the public schools.
2. is based on the academic and individual educational needs of students.
3. states its purpose and intended outcomes at the outset.
4. promotes equal educational opportunity for all students, and should operate in ways that facilitate better racial,

ethnic, and socio-economic balances in the public schools.

5. provides adequate resources to ensure quality education programs for every student.
6. provides adequate financial assistance to enable all students to have transportation access to the intradistrict choices available to them.
7. is consistent with and utilizes collective bargaining procedures between school personnel and school governance, and safeguards member transfer, employment status, and all other contractual or constitutional rights.
8. does not impose additional burdens on the certificated staff or additional regulatory requirements for school districts.
9. allows sufficient time for effective implementation by each affected district.
10. includes enrollment procedures which guarantee continuity and stability in a student's education.
11. is based on the needs and input of students, parents, the school staff, and the community at large.
12. provides the resources and information necessary to ensure that every parent understands and is able to gain access to the choices available.
13. delineates the roles and responsibilities of governmental officials, certificated staff, parents, and the community in the development, implementation, and evaluation of any program.
14. does not allow recruitment for athletic or academic purposes.
15. is legal, constitutional, and in full compliance with court decisions and with federal, state, and local mandates. (CRE: 03-05; 97-05; 93-03)

Ranking of Schools

CTA believes that ranking of schools is biased against minorities and economically underprivileged students. (CRE: 01-06)

Recruitment of Teachers

CTA believes every effort should be made by school districts within the state to fill certificated vacancies from the existing labor force of qualified teachers within the state. Local boards should permit no recruitment outside the state until the existing supply of qualified teachers in California has been exhausted.

This provision shall in no way be interpreted or applied to hinder, hamper or otherwise preclude effort to recruit and assign personnel in achieving racial and ethnic balance of

certificated staff. (PRR: 70-11)

Recruitment of Teachers from Outside the United States

CTA believes in clear, consistent state expectations and guidelines for the recruitment of teachers, including bilingual teachers, from outside the United States.

Guidelines must include but are not limited to: due process, support systems, reciprocity, credentialing requirements, English fluency and multicultural awareness. (LNG: 01-06)

Rights and Responsibilities of Parents

CTA believes parents have a right to participate and be involved in the education of their own children.

Parents need to:

1. support and nurture their children's effort for a public education that will enable them to function in a democratic society;
2. to receive all notices and other communications in English and in the parent or guardian's primary language in a clear and concise manner.

Parents have a responsibility:

1. to fight against censorship of school materials, curriculum and policies because censorship is a divisive tactic that undermines the educational process and is detrimental to students;
2. to support teachers and the educational process and to provide an important link between the schools and communities in order to achieve the best public education for all students.

CTA further believes parents should have the ability to take their children to school, get to their place of employment, healthcare provider and day care centers. (CRE: 03-03; 02-04; 95-06; 95-03)

Rights and Responsibilities of Students

CTA believes students must be protected from being exploited in the political process. CTA's support of individual responsibilities and rights specifically includes those of students. Educators shall help students recognize their responsibilities and realize that exercise of their rights depends upon acceptance of these responsibilities.

For the Student

1. Being a member of the school and the community, the student has the following rights:
 - a. The right as an individual to express ideas and concerns.
 - b. The right to a sound, basic education which is relevant to our modern society.
 - c. The right to opportunities for association with all

- segments of society in integrated schools, where respect and dignity for all is the standard.
- d. The right to develop and study in a safe and supportive school environment, free of verbal and physical harassment, where learning, not survival, is the school's highest priority.
 - e. The right to appropriate counseling, guidance, and health services, and to have access to accurate information about themselves, free of negative judgement or bias, and delivered by trained adults who not only inform them, but affirm them as well.
 - f. The right to participate in decision and policy making as related to the school and the community.
 - g. The right to function in accordance with a realistic code of conduct developed on a cooperative basis by all segments of the school community.
 - h. The right to participate in all school activities.
 - i. The right to due process, freedom of association and freedom of peaceful assembly and petition.
 - j. The right to positive role models, both in person and in the curriculum, including through the use of instructional materials which are free of any form of overt/covert bigotry or stereotyping.
2. Being a member of the school and community, the student accepts the following responsibilities:
- a. The responsibility to attend all classes.
 - b. The right to a sound, basic education which is relevant to our modern society.
 - c. The right to opportunities for association with all segments of society in integrated schools, where respect and dignity for all is the standard.
 - d. The right to develop and study in a safe and supportive school environment, free of verbal and physical harassment, where learning, not survival, is the school's highest priority.
 - e. The right to appropriate counseling, guidance, and health services, and to have access to accurate information about themselves, free of negative judgement or bias, and delivered by trained adults who not only inform them, but affirm them as well.
 - f. The right to participate in decision and policy making as related to the school and the community.
 - g. The right to function in accordance with a realistic code of conduct developed on a cooperative basis by all segments of the school community.
 - h. The right to participate in all school activities.
 - i. The right to due process, freedom of association and freedom of peaceful assembly and petition.
 - j. The right to positive role models, both in person and in the curriculum, including through the use of instructional materials which are free of any form of overt/covert bigotry or stereotyping.
3. Being a member of the school and community, the student accepts the following responsibilities:
- a. The responsibility to attend all classes.
 - b. The responsibility to adhere to all regulations and policies of the school.
 - c. The responsibility to develop abilities and special aptitudes to the fullest potential.
 - d. The responsibility to understand and work with all segments of the school community.
 - e. The responsibility to respect the rights of others.
 - f. The responsibility to accept reasonable, educationally sound limits on student employment which is not school-related.
- For the Educator*
- The professional educator shall:
- a. Assist in the development of students' self-esteem.
 - b. Recognize and respect individual differences among students, and understand that the student body includes gay, lesbian, bisexual and transgender students as well as those who are not.
 - c. Assist in the development of scholastic, social and career choices of students.
 - d. Assist in developing sound decision making skills.
 - e. Stress literacy as a crucial element for the survival of democracy.
 - f. Encourage parents to participate and support the educational process.
 - g. Actively intervene to stop the harassment of any student for any reason, including the incidence of name calling or the use of verbal slurs toward students.
- (CRE: 03-05; 95-10; 92-04; 84-06; 82-06; 73-01)*

School Recognition

CTA believes any statewide competition, such as "Distinguished Schools," "Blue Ribbon Schools," should include multiple measures (site visits, authentic assessment, written applications.) The decision to participate should be made by the educators at the individual schools. Active and retired teachers should constitute a majority of each selection committee. *(C&I: 03-03; 94-01)*

School Vouchers

CTA believes federal- or state-mandated parental options

plans for private schools, that include the use of public funds directly or through vouchers, compromise free, equitable, universal and quality public education for every student. (CRE: 97-05)

Schools: Accreditation

CTA believes accreditation is an important component of the educational process which assists schools in their improvement efforts. To the extent additional time and effort is required of members prior to and during accreditation, release time/compensation shall be provided. The release time/compensation for accreditation work should be bargained in local contracts.

For any school to receive full accreditation it must have the following:

1. One person credentialed as a library/media teacher for each school site.
2. One fully credentialed school nurse at a ratio not to exceed 1,200 students; for special education, the ratio shall be 100 pupils per special education nurse.
3. One fully credentialed counselor with a caseload not to exceed three hundred students. (C&I: 95-10; 90-10; 90-06; 86-06)

Selection of School Administrators

CTA believes in the concept of bargaining unit members, appointed by the local CTA chapter; being involved in all steps of the administrator selection process. School principals should be considered members of the teaching staff with administrative duties. Bargaining unit members at each school should determine the characteristics a principal should possess. Screen all applicants for site administrator positions, and nominate their choice for employment to the district school board for acceptance or rejection. (PRR: 03-05; 86-04)

Site-Based Decision Making and Restructuring

CTA believes classroom experiences are the foundation of quality education. Restructuring, when properly implemented through site-based decision making and district-wide restructuring, can result in improved learning opportunities for students. Decisions that affect teaching and learning should be made by those closest to the students and the community. All certificated bargaining unit members shall have extensive authority to make decisions that affect their schools, students, classrooms, and worksites.

Any model adopted for school restructuring shall fit the educational needs of the students, faculty, staff, school, and community shall:

1. Involve the local Association as a full partner with the school district through collective bargaining in the devel-

opment and implementation of school restructuring, recognizing that any plan for site-based decision making necessarily involves restructuring of decision making at all district levels and all local configurations.

2. Provide to schools and certificated bargaining unit members funding, planning time, and time for participation in restructuring including adequate scheduled time for working together in professional collaboration at the school site.
3. Have school plans based on decisions that emerge from the school site certificated bargaining unit members.
4. Adhere to all provisions of the negotiated contract between the Association and the district.
5. Require agreement from certificated bargaining unit members at the school site for participation.
6. Be supported by effective and appropriate staff development jointly devised by the Association and the district.
7. Be designed to empower certificated bargaining unit members in the site-based decision making.
8. Be fully funded above current revenue levels without encroaching on existing programs.
9. Be evaluated at regular intervals by the Association and certificated bargaining unit members at the site.
10. Encourage the local school community to initiate or participate in problem solving in any non-personnel issues.

When properly implemented, the site-based decision making process will give bargaining unit members the ability and authority to make decisions that result in educational excellence and equity for all students. Site-based decision making, as used in this policy, is a locally developed joint process between the district and the chapter; seeking to improve the quality of education. The decision to develop site-based decision making shall be agreed to by the chapter and the district through the bargaining process prior to implementation, and shall contain specific procedures which ensure the integrity of certificated bargaining unit member and Association rights. Participation by school sites shall be voluntary, and determined by secret ballot which protects the confidentiality and privacy of individuals in making decisions.

Protection of Rights: Site-based decision making programs shall include proper and appropriate provisions for the protection of unit members. Site-based decision making shall not involve evaluation, discipline, non-renewal or dismissal of certificated bargaining unit members.

Participation in Site-Based Decision Making: Participation in site-based decision making at the school site level shall occur only if it is supported by at least two-thirds of the unit

members affected, as indicated in a process negotiated by the chapter. The rights of unit members who choose not to participate shall be protected.

Site-Based Decision Making Committees: The minimum criteria for procedures governing the operation of site-based decision making committees shall include the following:

1. Composition of Site-Based Decision Making Committees - At a minimum, certificated bargaining unit members appointed by the Association shall constitute a majority of the district committee. At a minimum, the Association faculty representatives and certificated bargaining unit members shall constitute a majority of each site committee.
2. Membership in Site-Based Decision Making Committees - The process of selecting unit members who are to serve on the district and site committees shall be controlled by the chapter. The Association shall be able to appoint district level committee members and the Association faculty representatives shall be guaranteed seats on site councils.
3. Compensation - Certificated bargaining unit committee members shall be compensated at daily or hourly rates of pay, or shall be granted release time without penalties, loss of benefit or loss of salary to attend all regular and/or related meetings of the committee on which they serve.
4. Waivers and Site Specific Provisions - Prior to implementation, waivers of laws, regulations, or site specific provisions to the collective bargaining agreement shall be agreed to by the chapter and district through the bargaining process and shall be reviewed annually by the parties. (PRR: 03-05; 95-03; 92-04)

Social Promotion/Retention

CTA believes school districts should strive to eliminate the practice of social promotion by instituting policies and programs designed and implemented in collaboration with the teachers of the district. These policies and programs must address the underlying causes of academic failure and provide swift intervention when failure does occur. To accomplish these goals, school districts should consider changes to school organization, curriculum and instruction and educational programs which are necessary for children to succeed.

CTA believes a truly effective educational program using student-appropriate learning strategies would reduce the need for retention if students at all levels were given adequate personal, psychological and social support. Within this support system, developmentally appropriate curriculum must be offered in settings in which teacher-student ratios are

conducive to the success of all students. (C&I: 98-03, 92-06)

Special Education Plan: Local Committee

CTA believes a committee should be constituted within each responsible local agency, county office, and consortium responsible for the submission of a local plan for special education. The committee should be composed of 25% administrators, 50% special education teachers, and 25% regular classroom teachers, the committee and the administrative entity of each agency should cooperatively develop and implement the local plan for special education. The exclusive bargaining agent(s) within each responsible local agency, county office, and consortium should provide for the appropriate representation of regular and special educators. (SAE: 81-05)

Special Education Programs: Foundation for Excellence

CTA believes some children with disabilities can benefit from instruction provided by regular education. There must be a greater emphasis on collaboration between regular education teachers and special education staff in order to improve and expand services to children.

Decisions about the appropriate education for an exceptional child must be individually determined and made with active involvement of varied professionals. There must be a full continuum of services and a full range of delivery models available. Each child must have available the alternatives which are most educationally appropriate to his or her needs.

CTA believes all educators retain the right to participate in development of IEP's for students whom they serve and be invited to participate in such IEP meetings.

The regulations of the Individuals with Disabilities Education Act (IDEA) must be maintained. This includes protection of parent rights, professional rights, due process, IEP timelines, eligibility criteria and the evaluation process.

Special education eligibility standards must be maintained. Students who have met the eligibility standards for existing special education services must be assured an educational program to meet all of their educational needs. Delays in access to special education services, in the name of early intervention or prevention for eligible students must not occur.

Resources must not be diverted away from special education students in order to focus or refocus services to other "at risk" students.

Proposed education reforms must provide adequate funding. Before statewide implementation these must be piloted and carefully evaluated.

Staff development programs that address the needs for children with disabilities should be provided for all educational per-

sonnel. These programs must be designed and implemented by classroom teachers and other participating school personnel. Programs will be scheduled on released time throughout the school year and provided with an appropriate budget

Implementation of strategies such as collaboration, team teaching, student study team planning and any other support activities must be an integral part of the educational process, be fully funded and occur within the parameters of the work day.

Any redefinition of roles and responsibilities, such as consultation, collaboration or alternative assessment procedures, must not result in an increase in the workload of personnel providing services to students with disabilities.

CTA stands ready and committed to be full participants in the dialogue and development that will produce positive changes for the benefit of our students through adequate funding and collaboration at the school site level to more appropriately address the needs of all students in California. (SAE: 05-06; 96-05; 90-06)

Special Needs Students in Locked Facilities

CTA believes an individual's rights to freedom of movement cannot be abridged without due process protections.

An IEP team may recommend placement in a locked residential facility without the consent of a non-adjudicated minor; when:

1. the non-adjudicated minor meets the mental health criteria for involuntary hospitalization at the time of the IEP meeting; or
2. the non-adjudicated minor's behavior meets the school district's or county office of education's criteria for expulsion but is precluded from this action by reason of a relevant handicapping condition. (SAE: 94-06)

Standards/Framework/Textbook Review

CTA believes adopted standards should be reviewed prior to revision of frameworks and/or textbook adoption. CTA further believes the state K-8 textbook adoption cycle should be no more than six years. Grades 9-12 textbooks should be reviewed at the local level at least once every six years in all subject areas in a manner consistent with the six-year cycle for state framework adoption. (C&I: 05-04; 87-01; 86-04)

Student Data System

CTA believes a state-wide data system should exist the equitably and accurately reports high school graduation and drop out rates in California. The data system should address, but not be limited to, situations such as:

1. juvenile detention, pregnancy, severe illness or accident, passage of the GED, expulsion, transience, or court

school attendance:

2. attendance in continuation, adult education, religious or private institutions; and
3. returning from a charter school, home schooling, or another state or country.

The information in the data system shall not be utilized as part of any employee evaluation process. (C&I: 09-03)

Student Dropouts

CTA believes in and supports positive programs and legislation to reduce student dropouts in California and recommends that all school districts must take affirmative steps to deal with this rising problem in California. (CRE: 86-06)

Student Pregnancy and Student Parenting

CTA believes with the increased number of student pregnancies and student parents, special efforts must be made by school districts to meet the needs of these students to live productive lives in our society.

These efforts should include:

1. Prevention of unintended pregnancies.
2. Assistance to pregnant students and student parents in completing their education.
3. Acquisition of skills for productive employment.
4. Promotion of a lifestyle based on sound health principles.
5. Establishment of on-site child care services.

Access information about support services such as mental health and social services within the community must be made available to the teachers.

Student mothers and student fathers should not be discriminated against nor denied equal educational opportunities. (CRE: 03-05; 87-01)

Student Voting Participation

CTA believes all students should be taught the need and responsibility for voter participation in our democratic society. A year-round voter registration process should be implemented for all eligible students. (PIC: 91-06)

Teacher Exchange Programs

CTA believes both teachers and students will benefit if teachers participate in exchange programs in various cultural, linguistic, educational and geographic environments. The Association encourages development of voluntary teacher exchange programs. (PRR: 94-06)

Teacher Representation on Advisory Groups/Agencies/Commissions

CTA believes all state-level advisory groups, policy groups or commissions involving education or children, will include a

majority representation of CTA teachers who are involved in the designated field(s). (CPD: 96-03; 84-10)

Teacher Work Schedule: Departmentalized Schools

CTA believes that in departmentalized schools with a traditional six period day, the teacher to student contact load should be a maximum of five teaching class periods with a minimum of one preparation period during the student day. Teachers who teach in a departmentalized school who teach more than five periods shall be appropriately compensated.

Teachers who provide service in a departmentalized school with a non-traditional schedule, including, but not limited to, a modified block, a block, or four by four (4x4), should have the equivalent teachers to student load and preparation time as those teachers on a traditional schedule. (C&I: 09-05; 96-03; 87-10)

Technology: Advanced Technology

CTA believes imaginative use of technology can assist educators in meeting the needs of all students - enhancing not only what, how well and how fast students learn, but also student self-esteem and interest in education.

A bold and comprehensive program to bring the advantages of technology into the classroom is fundamental to creating schools for the 21st century. At a minimum,

1. There must be a phone in every classroom
2. All students must have access to computers and other high-tech devices that permit them to interact with - and learn from - computers and multi-media devices.
3. Training should be provided for teachers in the use of technology equipment, technologies and applications, the development of effective materials, and appropriate instructional strategies.
4. Teachers must have access to the great variety of electronic resources available through network connection and must be trained in the use of such resources.

Technological resource material selection should follow the criteria and process for supplementary materials and comply with the State Department of Education guidelines. (C&I: 96-01; 95-06; 94-06)

Technology: Internet

CTA believes using technology and the Internet in the educational process improves the learning opportunities for students, improves the quality of instruction, and improves the effectiveness of educational employees. Technology can provide opportunities to reduce educational inequities.

The Association supports increased federal, state, and local resources, along with public/private partnerships, to fully fund

equipment purchases/upgrades, maintenance, technical support, training, evaluation, and staffing to support the full use of technology in public schools.

Tools such as electronic mail, bulletin boards, list serves, the World Wide Web and similar technologies turn the whole world into an at-hand educational resource. Access to information, people, and perspectives becomes virtually limitless. Students must be adequately prepared for this new era.

The Association believes:

- A. Education employees must have access to necessary technology for managing and advancing instruction. Such technology must be compatible with and equivalent to technology in general use outside education (including use of the Internet). Further, education employees should be provided encouragement, time, training, and resources to experiment with and to research application of technology in order to integrate technology into the curriculum.
- B. Education employees, including representatives of the local association, must be involved in all aspects of technology and Internet utilization, including planning, policy-making, materials selection, implementation, and evaluation. Additional preparation time and ongoing technological support must be granted to education employees using technology and the Internet to enrich their regular programs. Further, education employees must have collaborative planning time to develop programs.
- C. Ongoing training must be provided for education employees in the use of technologies and applications.
- D. Preparation in instructional technology and use of the Internet, including the development of effective materials, and appropriate instructional strategies must begin in college and university programs and extend through continuing professional development.
- E. Students must have access to and instruction in technology and the Internet and the responsible use of technology. Further, there must be equity in training, funding, and participation for all students.
- F. Every classroom should have Internet access.
- G. K-12 instructional technology, including use of the Internet, should be used to support instruction and must be directed by a credentialed teacher.
- H. Instructional technology, including use of the Internet, must not result in reduction of positions, hours, or compensation because of any technological programs.
- I. The evaluation of education employees in any technological program should be conducted openly and meet

the requirements of the local collective bargaining agreement and evaluation policy.

Security and Privacy

CTA believes schools have an obligation to protect students and education employees from harm, injury, and harassment. Student and education employee records must be protected from compromise, tampering, or unlawful disclosure. To that end, each education community must formulate the guidelines for the use of information systems. They must become educated about the content of the Internet, its use, and the potential for abuse. The education community should set standards for acceptable use, and establish the measures for enforcement.

CTA believes districts should, in cooperation with the local bargaining agent, adopt "acceptable use" policies for computing resources, including the following:

- Post schools' and students' rights and responsibilities statements that define accountability and responsibilities for both providers and consumers of information.
- Post disclaimers on workstations, in policy statements, or online, notifying users that the school claims no liability for the content of public online resources and assumes no responsibility for the willful violation of the usage policy.
- Offer widespread education programs for all education employees, students, and parents, including not only the established guidelines, but also training on how to preserve one's own privacy.
- Define enforcement provisions, since students must know that if they engage in illegal activity using the school's resources, they may be subject to criminal prosecution.

CTA believes education employees should have a reasonable right to free discourse and expression and should be able to use school computers and networks for work-related or educational activities. They should be able to use the equipment for lesson planning, classroom instruction, research, professional development, and collaboration with peers. They must also be allowed to explore and network without fear of retribution or the sense of being unduly monitored. Access to computer network services and the Internet should be viewed as a necessary professional tool. Each education employee should be provided with a computer and printer/access to printer services at his or her work station with access to the computer network and the Internet.

Further, CTA believes education employees should have the right to use the district's computers and network for communication so that they may explore the full potential of information technology without penalty or prejudice.

CTA recommends local associations negotiate for recognition and participation in the acceptable use policy and bargain the association's right to use the district's or school's network for association-related purposes.

CTA recommends that districts, in cooperation with the local bargaining agent, consider the following options in increasing security:

- Use surveillance or a monitoring system for student computer use.
- Consider encryption for highly sensitive data, either encoding or scrambling the data so it cannot be readily interpreted by on-lookers.
- Employ various systems controls, such as setting up passwords or account numbers and/or captive user environments to protect student and employee records.
- Purchase/build software to filter out inappropriate material.

Interactive Distance Learning

CTA believes the goal of technology in education is to enhance learning through distance education and to make instruction available to those who otherwise would not have access. Distance education will support and assist in fulfilling the mission of traditional education.

CTA believes distance education should be used to improve learning opportunities for students, the quality of instruction and the effectiveness of education employees. Distance learning shall not be used as a means to avoid building classrooms or properly equipping schools.

All classes taught via distance education must be subject to the criteria adopted for quality education and to the regular curriculum review procedures and standards in each school district or campus.

All eligible students must be able to participate in distance education on an equitable basis without regard to economic or social status.

Students who take distance education courses should receive the preparation and support necessary to enable them to function effectively in an online environment. Technical assistance should be available whenever needed by students and faculty.

Distance education courses should be managed to assure effective student and school participation; provide for regular interaction between students, faculty and online classmates; and offer opportunities for appropriate offline activities.

Teachers who provide distance education at the elementary and secondary levels should be licensed in the subject matter taught and hold a teaching credential. Distance education teachers should also be skilled in learning theories, tech-

nologies, and teaching pedagogies appropriate for the online environment.

Teachers should receive equal compensation for distance education classes. The basic principle of “extra pay for extra work” should apply across-the-board to all education employees, including those who devote extra time to the development of traditional and online courses. Distance education should be used to support and enhance regular programs and not to reduce positions, hours, or compensation.

CTA believes the impact of distance education on education employees shall be subject to local collective bargaining agreements.

Educators who provide distance education are eligible for CTA and NEA membership as long as they meet the criteria for membership in CTA Bylaws, Article 3.

Intellectual Property Rights

CTA believes education employees should have full ownership of and subsequent control over their intellectual property, including, but not limited to, intellectual property related to technology-mediated instruction. (COM: 04-06; 03-05; 03-02; 00-06)

Technology: Use of Instructional Technology

CTA believes the advancement and application of instructional technology devices and materials provide new opportunities for developing skills, furthering research and expanding knowledge in our society. Technology can be used to promote educational equality within and among schools, school districts, colleges, and universities. Local associations should support efforts to use technology to improve the quality of instruction, to enhance the working conditions of their members, and to protect members' rights. Technology should be used to enhance the roles in instructional opportunities of education employees. (C&I: 95-06)

Telecommunications

CTA believes the development and implementation of new technology in schools is a way of individualizing instruction so that faculty may provide higher order learning and remedial intervention strategies for students.

Such technological projects should include "real time" classroom-based systems which provide varied learning resources; monitor student progress; analyze student progress; provide a pedagogical database for intervention strategies, include lesson plans; and provide a professional database for retrieving research in a form which is usable in the instructional setting. Resources should be indexed in such a manner that references teacher material by California Benchmarks and Standards.

Telecommunication projects should be evaluated on the basis of their contributions to the above goals.

Instructional innovations through technology should not be implemented on a wide basis until pilot programs which have been evaluated in controlled research programs show that the innovation is, at least, as instructionally effective as existing delivery systems within the district.

Participation in pilot programs must be voluntary for teachers and students and that no person shall be required to be a part of a controlled experiment without prior consent. (C&I: 03-02; 99-03; 87-10)

Testing/Assessment: Assessment of Student Learning

CTA supports ongoing comprehensive assessment of student growth.

CTA believes the primary purpose of assessment is to support learning by:

1. Providing a basis for determining instructional strategies and appropriate learning experience for students.
2. Assisting students and their parents/guardians in identifying the students' strengths and needs.
3. Improving instruction
4. Measuring a program's effectiveness.
5. Communicating learning expectations.

CTA further believes:

1. Education standards specifying what students should know and be able to do should be clearly defined and prioritized before assessment procedures and exercises are developed.
2. A student's level of performance is best assessed with authentic measures directly linked to the lessons teachers teach and the materials teachers use.
3. Assessment standards, tasks, procedures, and uses should be free of cultural, racial, and gender biases and be fair to all students regardless of economic and/or linguistic differences.
4. Assessment exercises or tasks should be valid and appropriate representations of the standards students are expected to achieve.
5. Appropriate assessment supports a students' positive self-image by reflecting accomplishment of curricular objectives.
6. No one measure should be used to determine a student's performance. A decision or characterization that will have a major impact on a student should not be made on the basis of a single test score. A variety of measures should be used to assess all students.

7. Assessment results and statistical data should be reported in the context of all relevant information.
8. Bargaining unit members, including classroom teachers, must be involved in the design and development of assessment systems and are best qualified to determine the criteria for assessment of students and dissemination of results.
9. Assessment procedures and results should be understandable.
10. Assessment systems should be subject to ongoing review and improvement and correlate with local curricular goals and objectives.
11. When new assessment procedures are adopted by a district, resources should be available for professional development of those who administer the assessment.
12. Students whose primary language is other than English should not be given mandated assessments until such tests are available in their primary languages or until fluency is attained in English. It is the responsibility of the State Department of Education to provide the state-mandated assessments in the child's primary language.
13. Multiple measures should be used to assess students with special needs, specifically in relation to the student's individual goals and objectives on their IEP. Accommodations and modifications to required district and/or state assessments should be made specific to individual student needs and should be defined in detail in an IEP. Students should be allowed any accommodation that will help them demonstrate mastery of statewide content standards.
14. On-line testing and evaluation creates new opportunities and concerns.
 - a. The privacy of students must be maintained, including student test results and records.
 - b. Each test takers' identity must be verified for the integrity of the results.
 - c. There must be equal opportunity to access on-line testing and evaluation.
 - d. Teachers must be involved with the input and development of on-line testing and evaluation.

CTA further believes students need adequate instruction time as well as appropriate time set aside for testing. Therefore, CTA recommends:

1. Testing of students should not detract from time allotted for the delivery of required curriculum or cause a negative impact on students' academic performance.
2. Time, format and instructions must be developmentally

appropriate.

(AST: 08-06; 04-06; 03-05; 02-04; 00-06; 99-05; 98-06; 95-06; 95-03; 94-06; 92-06)

Testing/Assessment: End-of-Course Exam

CTA believes no state-mandated subject exam or end-of-course exam should be used as the sole determination of a passing or failing grade within a course or to determine eligibility for promotion or graduation. (AST: 03-05; 01-06)

Testing/Assessment: Standardized Testing of Students

CTA believes standardized tests, whether norm-, criterion- or standards-referenced, can validly assess only a limited range of student learning. Therefore, they should be only an adjunct or supplement to information obtained through school- and classroom-based assessment conducted by teachers for the purpose of supporting and strengthening instruction as well as for summarizing and evaluating student learning.

Standardized tests are most useful when designed by the educational professionals closest to the classroom and integrated with assessment information specific to local programs.

CTA believes a standardized testing program must include a variety of developmentally appropriate assessment techniques that allow necessary accommodations, modifications and exemptions and are bias-free, reliable and valid. Every test and/or assessment mandated at the local, state or national level should be reviewed by a panel of appropriate subject area specialists and teachers to ascertain the relevance of the test to the subject area and be used to evaluate a program's effectiveness toward meeting local, state or national standards and/or goals.

The administration of standardized tests includes the responsibility to educate the stakeholders in the purpose of the test, the meaning of test results, and the accurate interpretation of conclusions.

CTA believes students, parents/guardians, teachers, administrators, schools and school districts should not be penalized for parents/guardians exercising their legal rights to exempt their children from standardized tests and/or assessments.

CTA believes all test items should be made public after they are used. Every test must include procedures for teachers, students and parents to challenge the accuracy or fairness of test items, answer and scoring procedures. Challenges must be directed to a public body with the authority and responsibility to examine all challenges, to report its findings, and to recommend appropriate remedies in cases where challenged items have negatively impacted student scores.

CTA also believes in order for standardized achievement

test and/or assessments to support quality education:

1. Content standards must be prioritized to support effective curriculum, instruction, professional development and assessment.
2. Stakeholders must determine high priority content standards. These standards must be clearly and thoroughly described so that the knowledge and skills students need to demonstrate are evident.
3. Valid results of assessment of high-priority content standards must be reported standard-by-standard for each student school and district.
4. The breadth of the curriculum must be monitored to ensure that attention is given to all content standards and subject areas, including those that are not assessed.
5. Progress should be continually monitored to ensure that assessments are appropriate for the purposes for which they are intended.

CTA opposes the use of standardized tests when:

1. Used as the criterion for the reduction or withholding of any educational funding
2. Results are used to compare students, teachers, programs, schools and communities
3. Used as a single criterion for high-stakes decision making
4. The results lead to sanctions or other punitive actions
5. Arbitrary standards of improvement are required
6. They do not match the motor skills, academic developmental levels or language proficiency of the student
7. Student scores are used to evaluate teachers or to determine compensation or employment status
8. Programs are specifically designed to teach to the test
9. Testing programs or tests limit or supplant instructional time
10. Every student is required to be tested every year
11. Students and parents/guardians are not provided with a complete report of the individual student's test results
12. Time required to administer the test exceeds reasonable and appropriate limits for the age of the student
13. Test preparation impedes or discourages learning, constrains the curriculum in ways that threaten the quality of teaching and learning for students, or limits future educational opportunities of learners.
14. Scores are used to track students.
15. Students in grade 2 and below are required to be tested. (AST: 05-04; 04-06)

Testing/Assessment: Student Performance

CTA believes an integral part of the educational program is a system to measure student achievement. Good testing and

assessment are accomplished through a wide variety of performance based assessments including samples and/or portfolios and observations of student work, student classroom performance, conferences with students, and teacher-made or teacher-selected tests. Testing and assessment should promote the improvement of both instruction and learning, reflect what students know and can do and be free from cultural, racial, sexual, socio-economic and linguistic biases.

CTA believes in hearing, vision, and other health screenings.

CTA believes curriculum content standards, student performance standards, and student assessment programs are interrelated and interdependent; neither the state nor school district should develop or apply any of the three components separately from the others. Both standards and assessment instruments must be appropriate for students at each grade level and in each subject.

CTA believes all pertinent comparability information must be included with the results from any statewide program when these results are reported by the media.

CTA believes results from student assessment programs should not be used to evaluate bargaining unit members, determine compensation or continued employment status but be used to train and guide bargaining unit members on how to use performance based assessments in the classroom.

Teachers must be an integral part in the development, analysis and evaluation of curriculum content standards, student performance standards, and student assessment programs.

CTA further believes:

1. The full allocation of funds for programs and curricula must be provided to ensure adequate assessment results.
2. There should be staff development/teacher training and adequate classroom preparation time to administer a performance based assessment.
3. California educators and certificated support personnel must be involved in all aspects of the assessments process from construction through reporting to the public.
4. Assessments should be used as a diagnostic/prescriptive tool to assist bargaining members in improving instruction and advancing student learning.

(AST: 03-05; 02-04; 01-02; 97-10; 95-06; 95-03; 95-01; 93-06; 89-01; 80-06; 79-05 , and ECE: 03-05 and FPE: 97-10)

Testing/Assessment: Student Portfolio

CTA believes portfolios are collections of annotated student activities with clearly delineated goals and objectives

that can be used to evaluate students' progress. Student portfolios are for the purpose of students' self-evaluation and for the identification of on-going goals. Portfolios should:

1. Provide information that shows the student engaged in self-assessment.
2. Consist of activities done by and with the student.
3. Exist as separate and different from cumulative folders.
4. Demonstrate student activities to the teacher or reviewer and should include the actual work, the rationale or purpose, and standards of performance.
5. Contain information that illustrates growth and provides a comprehensive view of student performance in context.
6. Provide a forum which encourages students to develop the abilities needed to become independent and self-directed life-long learners.
7. Send a message to students, parents, and administrators that learning is on-going.
8. Demonstrate progress toward the goals of the instructional program, based on clearly stated purposes.

There must be:

1. Teacher and student collaboration to determine what should be contained in portfolios.
2. On-going inservice and training for teachers and certificated support personnel to assist students in developing portfolios.
3. Training and guidance for teachers and certificated support personnel on how to assist students in self-assessment and how to assess students' work contained in portfolios.
4. Training for on how to use the work contained in portfolios as a tool for student assessment.
5. Adequate compensation for the many hours that teachers will need to construct, maintain, and assess portfolios.
6. Time provided for development, implementation, and maintenance of portfolios.
7. A concerted effort to educate parents and community members regarding the value of portfolios as compared to traditional methods of assessment.
8. Adequate storage space provided for portfolios.
9. A period of transition from traditional assessment to portfolio type assessment; this initial transition should focus on core subjects with mutually agreed-upon electives added gradually. (*AST: 03-05; 02-04; 95-06; 93-06*)

Testing/Assessment: Student Progress Reporting

CTA believes students and parents should be notified at regular intervals of the students' progress toward meeting

District and/or State standards. The assignment of letter grades may be one of multiple methods used in the evaluation of the students' development and progress toward meeting District and/or State standards. (*PRR: 01-06; 94-06*)

Tracking of Students

CTA believes the use of academic tracking resulting in groupings along lines of socio-economic status, sex, race, color, or national origin must be eliminated in all public schools. The intentional or unintentional misplacement of students must be investigated, reported, and eliminated.

CTA encourages all school districts to investigate and monitor the discriminatory academic tracking of minority students. Areas of concern are the over-representation of minority students in low ability and special education classes and the under-representation of these students in college-prep and accelerated programs such as GATE, Honors and Advanced Placement.

A variety of appropriate grouping strategies should be used to ensure all students gain access to a meaning-centered curriculum that is strongly academic and encourages critical thinking. (*CRE: 96-01; 95-06; 92-10*)

Transfer of Student Records

CTA believes the current mobility of the American society dictates the need to expedite confidential informational exchanges between schools when students transfer:

The Association encourages its local chapters and all boards of education to pursue steps to achieve an effective transfer process that protects the rights of students and facilitates continuity of their education. School and educators who receive students with known serious behavior problems or violence-related potential shall be immediately informed of the violence potential of those students. (*PRR: 94-06*)

Transition of Matriculating Students

CTA believes student success is contingent upon implementation of a comprehensive transition process. The transition process must be student-centered, flexible, relevant, viable and based upon the active collaboration of the community, parents, school staff, and students.

The transition process must maintain on-going effective, efficient articulation, and support for social, academic and psychological adjustments. This process must assure the health and safety of students.

Additional characteristics of a transition program from middle school should include:

1. electronic transfer of student data and histories
2. peer mentoring program

3. vertical communication (among teachers) starting optimally six months before matriculation
4. student transitioning support including counselors, teachers, parents, and students
5. intercession/summer student-centered workshops
6. a parent education component that clarifies the educational program. *(C&I: 06-06; 05-06)*

Transportation of Students

CTA believes school districts and/or county offices must use district and/or county office modes of transportation of students for school or work-experience programs.

CTA further believes private modes of transportation should not be used for transporting students for school or work-related programs. *(PRR: 91-06)*

Workforce Preparation

CTA believes legislation and subsequent regulations must appropriately address both the career/technical and academic needs of our K-16 students. Students deserve and require workforce preparation to enter the technical global economy. Preparation should be initiated in the elementary grades by infusing career awareness across the curriculum. Career exploration and training opportunities must be offered and expanded as students move through middle and secondary grade levels. Career specialization education opportunities offered at postsecondary levels should lead students to advanced certification and appropriate degrees. Legislation and regulations must reflect the importance of integrating academics and career preparation to the extent possible. *(CTE: 02-06)*

California Teachers Association

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California Teachers Association Procedures

Arbitration Participation Fund

Rules for Implementation of an Arbitration Participation Fund

- 1. Contract.** In order to participate, a chapter must have a provision within its contract for binding arbitration of grievances by an outside neutral party.
- 2. Chapter Contributions.** The chapter must have a local dues level of at least 30% of the previous years of CTA dues rounded to the nearest \$5.00. Under special circumstances the CTA Board of Directors may waive this requirement.
- 3. Chapter Bylaws.** The chapter's bylaws must contain an appropriate mechanism for making the decision on whether or not to process a grievance to arbitration. The chapter must also identify grievance representatives and require that they be trained annually in a CTA-NEA training program.
- 4. Staff Involvement.** CTA designated primary contact staff (PCS) should be provided a copy of the written grievance at the first level at which the grievance is placed in writing. PCS must be consulted in the processing of the grievance, and should be consulted regarding the decision to proceed to arbitration. Any decision to use a representative other than CTA staff in presenting a grievance to an arbitrator must be approved in advance by a CTA Assistant Executive Director/Regional Manager.
- 5. CTA's Financial Contribution.** Other than the cost of its staff, CTA's contribution shall be limited to 50 percent of the chapter's share of the arbitrator's fees and the cost of the transcript; but in no case, shall CTA contribute more than \$1500 per arbitration. Under extraordinary circumstances, due to a lengthy hearing of a complex grievance, the CTA Board of Directors may authorize up to an additional \$1500 toward the payment of 50 percent of the chapter's cost of the arbitrator and transcripts.
- 6. CTA Payment** A payment of one-third (1/3) of CTA's financial contribution, described in #5 above, shall be made by CTA following submission of receipts by the chapter and the approval of the Assistant Executive Director/Regional Manager.

This does not apply to a grievance procedure which

contains a "loser" pay provision, unless the CTA Assistant Executive Director/Regional Manager has specifically given his/her prior approval to participate in the sharing of the cost of such a provision, and the CTA Assistant Executive Director /Regional Manager is provided the opportunity to enter his/her judgment of the merits of the case before it goes to arbitration, at which time s/he can decline any further fiscal participation in the processing of the grievance.

The CTA Board of Directors may periodically review these decisions. (88-06; 87-05)

Board of Director Awards

California Friend of Education Award

I. Introduction:

The Friend of Education Award is intended to recognize exemplary support of public education by any California resident, company, or organization.

II. Criteria:

Annual award(s) may be given to a California resident, company, or organization, which has made extraordinary efforts to advance the cause of public education.

III. Nomination Process:

Any member(s) of a chapter of CTA may nominate any California resident, company, or organization. All nominations must be postmarked by January 15 of the school year in which the award is made.

IV. Selection Process:

The CTA Board of Directors will consider the nominations submitted and may select one or more of the nominees to receive the award. If the Board of Directors believes that none of the nominees submitted for consideration of the award meet the criteria, then the Board may decide not to give the award for the current year.

V. Presenting the Award:

The Award(s) shall be given to the recipient(s) at a meeting of State Council. (PIC 00-06)

Spirit of 98 Award

1. Any CTA member may propose a member - or group of members - to a Board member for nomination for the Spirit of Proposition 98 Award. (Amended February 1999)
2. The Award may be granted to no more than one in any given year; but the Award need not be given annually.
3. The Award shall recognize some member - or group of

members - who have rendered extraordinary service to CTA or to educators, education, and students throughout the state. That service shall have demonstrably have had one or more of the following effects:

- a. A major enhancement of CTA's role as the voice of education in California
 - b. A significant strengthening of CTA and its ability to produce gains for educators, education, and students.
 - c. An indispensable contribution to winning some outstanding advance for educators, education, and students.
4. The Award shall be presented at a meeting of the State Council of Education.
 5. The Award shall consist of:
 - a. A suitable plaque for the recipient's possession.
 - b. The inscription of the recipient's name on a commemorative plaque that will be permanently displayed at the CTA headquarters. *(Adopted March 1990; Renumbered March 1994; Amended February 1999)*

CTA/NEA-R

Guidelines

1. Membership

- a. Retired CTA and/or NEA members are eligible to become members of CTA/NEA-R and NEA-R, and local retired chapters where available.
- b. Only active CTA members can participate in local chapter/service center council/UniServ governance. Local, state or national retired members should not hold any membership positions on committees (i.e., elections, budget, negotiations, political action, etc.)
- c. Local chapters/service center councils/UniServs are encouraged to invite a local CTA/NEA-R representative in a liaison (Non-Voting/Ex Officio) capacity to attend local chapter/service center council/UniServ meetings and activities.

2. Finances

- a. Active CTA local chapters/service center councils/UniServs shall not provide direct financial support to CTA/NEA-R groups utilizing active member dues dollars. Any in kind support (i.e., facilities, materials, etc.), should be approved by the active governing board prior to use.

- b. CTA services/staff time may not be granted without written request and prior approval from local chapter/service center council/UniServ governance, and the appropriate CTA manager.
 - (1) The request should include the estimated cost of staff time and the cost of materials.

3. Dispute Resolution

- a. Any dispute should be first resolved at the local chapter/service center council/UniServ level with notification to the CTA/NEA-R President and the CTA Board Liaison to CTA/NEA-R.
- b. If a dispute cannot be reached at the local chapter/service center council/UniServ level, the dispute will be appealed to the regional manager for resolution.
- c. If a dispute cannot be resolved at the regional manager level, final resolution will be with CTA Board of Directors.

4. Legal Services

- a. Local chapters/service center councils/UniServs cannot obligate legal or financial services to CTA/NEA-Retired member.
- b. In the event a retired member is injured while attending a CTA/NEA-R sponsored event at a regional resource center, CTA headquarters and any other building that CTA affiliates rent, insurance coverage is in effect. If a local chapter/service center/UniServ owns their own building, they would need to get their own general liability policy.

5. Political Endorsements

- a. Local chapters/service center councils/UniServs should be encouraged to coordinate coalitions with local chapter/service center council/UniServ CTA/NEA-R members on CTA recommended political activities and campaigns. *(Adopted September 2007)*

Chapters

Chapter Assessment & Intervention Process

1. Process Initiated by:

- Executive Officers
- Board members
- Chapter, i.e. members or leaders called Board members
- Staff

II. Informal Assessment

- a. Involves Board member(s) and local staff contacts (may include local leaders)
- b. Seeks to resolve issue/situation at this level if possible.
- c. May include trainings or site level visits (on a small scale).
- d. Needs to be conducted as soon as possible/in a timely manner.
- e. Make sure there is follow up with complainant.
- f. *Process Log* is started to document resolution of issue or implementation of next steps.

III. Request for Intervention Team

- a. Initiated by Board member in writing, goes through Executive Officers to CTA Board.
- b. Request should include specifics as to need areas for the chapter so team members with necessary expertise can be appointed.

IV. Intervention Team

- a. Local CTA Board member(s) serve in an ex-officio capacity throughout the intervention team process.
- b. More formal assessment of Chapter and issues — involves appointment of staff as consultant to the CTA Intervention Team to provide support and deal with logistics.

V. Investigation

- a. Hearings, review of documents and/or informal discussions may be conducted in the Chapter to gather information.
- b. Intervention Team discuss findings to reach consensus on the issues and recommendations for assistance.

VI. Report of Findings and Recommendations

- a. Written report presented to the CTA Board for approval and implementation.
- b. Intervention Team Member(s) return to the Chapter to present official report to Executive Board.
- c. Signature of Chapter Executive Board demonstrates commitment to comply with report requirements.
- d. Intervention Team Member(s) present report to the Chapter's policy-making body (Rep. Council or general membership).
- e. Non-compliance by the Chapter may result in ini-

tiation of Trusteeship proceedings.

VII. Implementation of Recommendations

- a. CTA will provide assistance to enable compliance, including a Timeline and Action Plan.

VIII. Evaluation of Implementation Progress

- a. Return visit to Chapter by Intervention Team Member(s) to monitor Chapter's efforts and progress.

IX. Follow-up Report to Board

- Compliant - Chapter is implementing report requirements
- Non Compliant - includes recommendation for further assistance or initiation of Trusteeship proceedings as provided in Article X, Section 5 of CTA Bylaws.

X. Follow-up Report to Board

- a. Return visits and/or written reports as needed.
(Adopted December 2005)

Civil Rights in Education

CTA Scholarship Program

I. Introduction

CTA provides a scholarship program for its members, their dependent children and student CTA members to assist them in pursuing credential, degree or graduate programs.

A total of 33 scholarships are awarded annually, each for \$2000.

II. Scholarship Categories

A. CTA Scholarship for Dependent Children

- Applicant must be claimed as dependent status on current year's IRS tax forms. Applicant may be the dependent child of an active, retired-life or deceased member of California Teachers Association (CTA).
- Applicants may be graduating high school seniors, undergraduate or graduate students.
- In order to receive funds, scholarship recipients will be required to show proof of registration in an approved credential or degree program in an accredited institution of higher learning.

B. CTA Scholarship for Members

- Applicant must be an active member of CTA - including members working on an emergency credential.
- Scholarships are available to members for credential, degree or graduate programs.
- In order to receive funds, scholarship recipients will be required to show proof of registration in an approved

credential or degree program in an accredited institution of higher learning.

C. L. Gordon Bittle Memorial Scholarship

- Applicant must be an active member of Student California Teachers Association (SCTA) and be pursuing a career in public education. This scholarship is not available for those who are currently working in public schools as members of CTA.
- Applicants may be undergraduate, credential or graduate students.
- In order to receive funds, scholarship recipients will be required to show proof of registration, in an approved teacher preparatory program or in an accredited institution of higher learning in California.

III. General Criteria for Awards

Each application is evaluated and scored in the following four categories:

- Involvement in and sensitivity to human, social and civic issues:
- Characteristics such as responsibility, reliability and integrity:
- Academic and vocational potential: (High School grade point averages should reflect a 3.5 average - for GPA below 3.5, explain any special circumstances related to medical, physical or psychological condition. College grade point average should reflect a 3.0):
- Special and personal achievements.

IV. Administration of the Program

Scholarship applications are widely distributed via Thursday mail in October of each year. Applications must be postmarked by February 15. Scholarship recipients are announced in May.

The CTA Scholarship Committee reads all applications and forwards a list of recommend scholarship recipients to the CTA Board of Directors for final approval.

The CTA Human Rights Department administers the CTA Scholarship Program. Further information about the Scholarship Program can be found on the CTA Website or requested from the CTA Human Rights Department.

Cesar E. Chavez Memorial Education Awards Program

I. Introduction

Cesar E. Chavez, the founder and president of the United Farm Workers of America, dedicated his life to improving the plight of American farm workers and pointing out the dangers of pesticide on food. His deep belief in the principles of non-violence and the teachings of Dr. Martin Luther King Jr. won him

the admiration and respect of leaders throughout the world. He believed strongly in public schools stating, "The purpose of all education should surely be service to others."

On December 7, 2000 the California Teachers Association announced the creation of the Cesar E. Chavez Memorial Education Awards Program to provide recognition for students and their teachers who demonstrate an understanding of the vision and guiding principles by which Cesar Chavez lived his life.

Sustaining finances for the awards program come from continued personal and corporate contributions. Local associations are encouraged to plan fundraising activities for the program.

II. Eligibility for Awards

The Cesar E. Chavez Awards Program is open to all CTA members and their students Kindergarten through Community College. Projects may be submitted by one student or a group of no more than five (5) students, in conjunction with a CTA member. Grade level categories include:

- K-2
- 3-5
- 6-8
- 9-12
- Community Colleges

III. General Criteria for Awards

Awards must focus on one or more of the following and show the relationship to Cesar Chavez's life and legacy:

- Principles of non-violence
- Self determination through unionization (forming and joining unions)
- Social Justice for farm workers
- Safe food/health/environmental issues
- Human and civil rights issues
- Teamwork, cooperation collaboration, service to others
- Empowerment of the disenfranchised
- Innovation and education

IV. Administration of the Program

The Cesar E. Chavez Memorial Education Awards Program Committee reviews all projects submitted, and forwards a list of recommended award recipients to the CTA Board of Directors for their final approval. The Board of Directors has approved future awards in the following categories: Photo Essays, 3-D Art, Media Projects, Performing Arts, Community Service Projects and Creative Writing. Currently, a maximum of forty \$500 prizes are awarded in the following categories: Visual Art and Written Essay - one each per region in each of

the five grade level groupings: K-2; 3-5; 6-8; 9-12; community college. The Award Program Committee is also responsible for participating in fund raising activities.

The CTA Human Rights Department administers the Cesar E. Chavez Memorial Education Awards Program. Further information about the awards program can be found on the CTA Website or requested from the CTA Human Rights Department.

Scholarship applications are widely distributed via Thursday mail in October and must be received in the Human Rights Department no later than early part of April (check department for actual date). Awards recipients are announced in May.

Human Rights Awards

I. Introduction

The CTA Human Rights Awards Program began in 1984. The goal of the Awards Program is to promote the development of programs for the advancement and protection of human and civil rights within the Association.

Presentation of the awards is made annually at the Equity & Human Rights Conference luncheon. Nomination forms may be obtained from Chapters Presidents, Service Center Council Chairpersons, State Council Representative, Human Rights and Women's Issues Contacts and the Human Rights Department. Forms are due in January prior to the Equity and Human Rights Conference in March.

II. Award Categories

There are three general award categories that consist of the following:

- CTA Chapter Human Rights Award
- CTA Member Human Rights Award
- CTA Service Center Council Human Rights Award

In addition, there are seven specific award categories that recognize the contributions of members in the following areas:

- American Indian/Alaska Native Human Rights Award
- Cesar Chavez "Si Se Puede" Human Rights Award
- Lois Tinson Human Rights Award
- Nancy Bailey Leadership in Lesbian and Gay Human Rights Award
- Pacific Asian American Human Rights Award
- Women's Issues Human Rights Award
- Physically/Mentally Challenged Students' Issues

III. General Criteria for Awards

Awards are presented to nominees who meet one or more of the following criteria either through work, contributions, or programs within the Association or on its behalf.

- Helped protect and advance the human and civil rights of educators and students.
- Designed and implemented project(s) to inform the membership about the meaning of human and civil rights and how they can be protected or abridged.
- Designed and initiated plans which identify and encourage the use of effective teaching materials reflecting the value of diversity.
- Promoted human rights training and programs.
- Worked to eradicate discrimination within the profession.
- Promoted equal educational opportunity and access for all students.
- Worked to improve inter-group relations.
- Worked to eliminate hate motivated incidents and/or harassment.
- Worked to reduce violence and promote peace.
- Worked to gain a greater voice for all in Association policy and decision making.
- Helped to eliminate stereotyping in the curriculum, in the schools, or in the community.
- Established or improved an effective Human Rights Program.
- Worked to educate others about the extremists who threaten the human and civil rights of others.
- Worked to promote educational opportunity for physically and/or mentally challenged students.

IV. Administration of the Program

The Human Rights Awards Committee judges nominations and forwards its recommendations for awards to the Board of Directors. Final selections are made by the CTA Board of Directors.

Awards applications are widely distributed via Thursday mail in early November and have a due date of approximately January 15. Awards are presented at the Equity and Human Rights Conference in March.

The CTA Human Rights Department administers the Human Rights Awards Program. Future information about the awards program can be found on the CTA Website, or requested from the CTA Human Rights.

Martin Luther King Jr. Memorial Scholarship Fund

I. Introduction

In 1968 after the assassination of Dr. Martin Luther King, Jr., CTA and Student CTA established a living memorial in the form of a scholarship fund to aide members of ethnic minorities to prepare for teaching related careers in public education.

CTA recognizes the shortage of ethnic minority teachers

and the demand for continuing professional growth in the field of public education.

The goal of the Fund is to encourage ethnic minority students to become teachers and to promote professional growth for ethnic minority teachers.

This scholarship is supported by voluntary contributions from the CTA membership.

II. Eligibility for Scholarships

In order to be eligible an applicant must be pursuing a teaching related career in public education and be:

- A member of defined ethnic minority group
- An active member of CTA
- A dependent child of an active, retired, or deceased member
- A member of Student CTA

III. General Criteria for Scholarships

Each application is evaluated and scored in the following categories:

- Financial need
- Involvement in and sensitivity to human, social and civic issues
- Characteristics such as responsiveness, reliability, and integrity
- Academic and vocational potential
- Special and personal achievements

IV. Administration of the Program

The Martin Luther King Jr. Scholarship Fund Committee reads all applications and forwards a list of recommended scholarship recipients to the CTA Board of Directors for final approval. Scholarship amounts vary each year depending on the amount of contributions and on the financial need of individual applicants.

Scholarship applications are widely distributed via Thursday mail in January and must be postmarked by March 15. Scholarship recipients are announced in May.

The CTA Human Rights Department administers the MLK Scholarship Program. Further information about the scholarship program can be found on the CTA Website or requested from the CTA Human Rights Department.

The Committee shall also be responsible for supporting fund raising activities at all major CTA sponsored conferences and the NEA/RA. Members of this Committee shall share the staffing responsibilities with the Cesar Chavez Committee at these events. (03-07; 00-04)

Communications

Communications Awards

I. Introduction

The Communication Awards Program is designed to:

1. encourage CTA chapters, service centers and UniServs Units to communicate with their members and to
2. recognize and honor those CTA chapters, service centers and UniServs which communicate regularly and effectively.

Entries are solicited each summer from the previous school year. The entries are judged by members of the Communication Committee of CTA's State Council of Education. The awards are conferred at local Service Center Council. (Revised 05-06; 99-07; 99-05; 93-9)

Entry forms are prepared and distributed by CTA's Communications Committee. The form is accompanied by a copy of CTA's Mission Statement.

II. Awards and General Requirements

A. Awards

Recognizing the diversity among CTA affiliates, especially in their size and resources, the Communications Awards Program allows for the granting of more than one award in each category. Each entry judged deserving of an award receives an inscribed plaque.

In addition, Merit certificates are conferred for entries that are of very high quality, but not viewed as qualifying for an award.

B. General Requirements

All entries are expected to identify the chapter or service center and UniServ Units and its affiliation with CTA-NEA. They should also, as appropriate, reflect the philosophy and principles both of the chapter, service center or UniServ Units and of CTA-NEA.

The CTA-NEA principles that are looked for include, but are not limited to:

1. a devotion to equal education opportunity and to raising the quality of education for all students,
2. a parallel allegiance to elevating the status of the teaching profession and advancing the well-being of its members, and
3. a commitment to reflecting the state's cultural and ethnic diversity and to promoting mutual understanding and respect among all Californians.

Those preparing the entry form are asked to identify:

1. the number of members in their chapters and bargaining units,

2. the name and position (teacher, association staff member, etc.) of the person(s) responsible for its production, and
3. the method(s) employed in producing it.

Locals may submit entries into as many different categories as they choose, however, locals may not submit multiple entries in one category. One entry per category. If more than one entry per category is entered, all entries will be disqualified.

III. Categories and Specific Requirements

A. Newsletters and Newspapers

- (1) Locals with 1 to 99 members
- (2) Locals 100 to 499 members
- (3) Locals 500-999 members
- (4) Locals 1000-2999 members
- (5) Locals 3000 to 4999 members
- (6) Locals 5000 and above

Newsletters and newspapers may be of any size and shape.

The date of the publication and the address of the CTA chapter or service center must be indicated on each newsletter or newspaper. Additionally, publications must include reference to or logos of CTA/NEA affiliation. At least three (3) samples of different issues of the publication must accompany the entry form. *(Revised: 05-06)*

B. Special Membership Communications

The list of Special Membership Communications is a long one. CTA chapters, service centers, and UniServes have used T-shirts, buttons, and door-signs to build morale and strengthen campaigns. They have also produced audio and visual cassettes, bumper-stickers, and a myriad other items.

Awards for this category will be given in the following three areas:

1. Publications - printed material such as flyers, surveys, hand-book, etc.
2. Audio-visual-cassettes, tapes, videos, CDs or DVDs.
3. Other forms of communications. *(Revised: 05-06)*

C. Communications to Parents or Community

This category is designed to recognize outstanding efforts by CTA affiliates in reaching out or informing parents or other members of the community. They range from (1) "happy-grams" (forms given to teachers to use in commending students to their parents) to (2) newsletters or newspapers, (3) columns or commentaries (paid or unpaid) in the "mass" media, (4) advertisements or commercials prepared for the mass media, (5) billboards, and (6) audio and visual cassettes. As with Special Membership Communications the list is all but endless.

Awards for this category will be given in the following three

areas:

1. Publications - printed material such as flyers, surveys, hand-book, etc.
2. Audio-visual-cassettes, tapes, videos, CDs or DVDs.
3. Other forms of communications.

Number of copies produced, the target audience(s), and the distribution must be indicated, as should be the person(s) who produced said communications vehicle. *(Revised: 05-06)*

D. Jose Colmenares Memorial Award

Jose Colmenares (1930-84) was manager of CTA's Communications Department from 1977 until his death. This award was established, in his honor, in 1985.

The Colmenares Award recognizes outstanding overall contributions to communications with teachers and with the community. What's looked for is an effective, coherent, and extensive communications effort. Such efforts include special campaigns, community outreach, or effective support for a political campaign.

No one affiliate or member is eligible for the Colmenares Award more than one time in any five-year period and the purpose of this award is to recognize as the extraordinary, rather than the usual day-to-day communication effort.

E. Ralph J. Flynn Memorial Awards for Websites

Ralph Flynn was Executive Director of CTA from 1976 to 1995. Under his visionary leadership, CTA grew into one of our nation's most progressive, effective advocacy organizations. Mr. Flynn's leadership truly made the CTA great as he helped it develop many programs including our multi-faceted communications program, during his tenure. These awards are meant to recognize efforts by CTA locals to use modern technology to communicate with its membership, and the public, through web page.

Categories shall be Category A, General Websites (aimed for audiences equivalent to chapter newsletter/newspapers), broken down by size of local; and Category B, Special Purpose Websites (created for a specific period of time, for a specialized purpose).

Websites shall be evaluated on a basis of 1-10 points per category, 10 shall be outstanding, 1 being barely worth consideration. Points shall be totaled, with awards given based on the ranking of scores.

IV. Administration of the Programs

The Communications Committee of CTA's State Council of Education judges entries and forwards its recommendations for awards to the Board of Directors. Final selections are made by the Board upon recommendation from the Communications Committee.

Entry forms and detailed instructions for preparing entries are sent to chapter presidents shortly before the traditional school year opens. For further information, write to: Manager, Communications Department, California Teachers Association, 1705 Murchison Drive, Burlingame 94010. (99-05; 89-06)

Coverage in CTA Publications

Any State Council action calling for the publication of material in *California Educator*, or some other official publication, shall be referred to the Communications Committee, prior to presentation to the Council, for review and recommendation relative to (1) feasibility in light of printing deadlines and (2) space availability. The recommendation of the Communications Committee shall be noted in the printed resolution presented to the Council for disposition.

State Gold Awards: Official Guidelines

A. Statement of Purpose

The California Teachers Association State Gold Awards may be bestowed upon any person(s) or organization(s) whose leadership, acts, and support have proven that person(s) or organization(s) to be (a) true friend(s) of public education, educators, or students and deserves statewide recognition.

B. Qualifications

The State Gold Award(s) may be bestowed upon any person(s) or organization(s) whose leadership, acts, and support on the state level have proven that person(s) or organization(s) to be a true friend of education, educators, or students. An individual recipient need not be a California resident, but he or she should reflect the philosophy and principles of the CTA. Individual nominees may be public or private citizens, and selection of finalists will be made regardless of age, sex, race, color or creed.

Eligibility for recipients of the CTA award(s) will include two (2) non-member categories - persons from business and from non-profit or community organizations. Nominations will be solicited and received each year, but no award need be granted in any one or more category(ies).

C. Procedures

1. Any CTA affiliate, other unit, or individual member may place a name(s) in nomination.
2. Nominations shall be on forms prepared by the CTA Communications Department.
3. Notice of the State Gold Awards Program, its purpose, and its deadlines shall be placed in the first issue, at the beginning of the school year, of CTA's official publication.
4. Completed nomination forms and all supporting materials must be received by the Communications

Committee at least one week prior to the date of the State Council of Education's first meeting in any calendar year:

5. The Committee shall review the nominations and forward its recommendations to the Board of Directors.
6. The Board shall select a State Gold Awardee(s), if any, from the recommendations of the Committee at its next meeting following the Council meeting at which the Committee makes its recommendations.
7. CTA's official publication shall publicize the Award winner's(s') achievements.
8. The State Gold Award(s) may be presented at an official General Session of State Council.
9. Only one State Gold Award will be awarded for each category (profit and non-profit). (02-03)

D. Chapter Gold Awards

CTA Chapters are encouraged to develop local guidelines and to confer local Gold Awards. Certificates suitable for presentation may be obtained from the CTA Communications Department. (89-04)

Teacher of The Year

The following criteria shall be utilized in recognition of the California Teacher(s) of The Year:

1. CTA check directly with the recipient's local Association to determine the recipient's status.
2. Based upon input from the local Association, CTA may acknowledge the recipient in the *California Educator* and *CCA/CTA Advocate*.
3. The CTA President may send a letter of congratulations to the teacher recipient.
4. The CTA President may invite the teacher recipient to address the State Council. (84-06)

Website

General Information

The CTA website is an ongoing electronic publication of the California Teachers Association. It is dedicated to providing information to CTA members and to the public.

The website's mission is to express the general sentiments and interests of the membership and to reflect the policies of the organization. In addition, its mission includes bringing appropriate organizational and educational information and assistance to parents and the public.

Content

CTA shall be solely responsible for all content appearing on its website. The CTA Website Advisory Committee, composed

of members appointed by the CTA Board of Directors, makes recommendations to the CTA Board of Directors. The CTA State Council of Education has jurisdiction over website policy, which will fall under the purview of the Communications Committee.

Content within the CTA website is predominately staff written and does not rely on articles that are written by outside contributors.

CTA:

- Reserves the right to reject any and all articles, information, or other material.
- Reserves the right to edit all material for both space and content.

CTA does not:

- Post information not in accordance with CTA policy;
- Post information which is inimical to the interests of education or the education professions;
- Pay for individual articles or artwork by members or other California public school or college staff eligible for membership. (07-04)

Writing style/copyright issues

Articles written for the CTA website are expected to follow the standard Associated Press style and to be reported within the standard canons of good journalism, i.e., accurate, appropriate and in good taste. Associated Press Copyright Guidelines are to be adhered to, concerning information on the CTA website, and information taken from the CTA website.

Advertising

Advertising shall be subject to the same advertising policies in effect for the *California Educator*.

CTA Members Only Area

Access to the CTA Members Only Area of the website, known as *MyCTA*, shall be by official registration and use of a password or other security measures and shall be granted only after membership verification in CTA. CTA shall have the expectation that its members will respect the security and the Acceptable Use Policy of the *MyCTA* website. (07-04)

Links

All affiliates of the CTA shall have the right to have their independently operated websites linked to the CTA website as long as they meet the standards of affiliation.

Education-related websites-including those intended for teachers, school employees, parents, and students-must be reviewed by the appropriate CTA staff prior to being linked.

Other websites may be linked from the CTA website as they are deemed to help CTA members and support the

Association's mission and goals.

Linked websites will be reviewed to ensure that they continue to meet the requirements of CTA under the policies listed above. CTA reserves the right to remove any link to another website or any information contained on the CTA website for any reason-regardless of its source.

While CTA monitors and provides links to other websites it deems to be of interest to educators and the public, CTA is not responsible for the information or content changes to these other websites. (07-04; 01-02)

Website Links

CTA may establish links on its Website to institutions, organizations, or agencies that further the cause of public education and advance the welfare of teachers and students. It may also establish links to chapters and other organizations affiliated with CTA and NEA. (96-10)

Political Involvement

CTA Education Platform

An educational platform should be developed by CTA, and such platform be presented to the political parties in California on an ongoing basis. (84-06; 75-10)

CTA/NEA Legislative Contact Program

Purpose:

Through the CTA Board of Directors and the Legislative Coordinators, the CTA/NEA Legislative Contact Program unites the CTA statewide and federal Legislative and Political Action Programs with the realities of local politics. The focus of the Legislative Contact Program is on local activities within legislative districts.

Goals:

The Legislative Contact Program serves two important functions in furthering CTA's legislative goals. These are:

- The establishment of a regular system of personal contacts by the Association in legislators' home districts; and
- The execution of a rapid response program when specific legislation requires numerous communications to legislators by constituent teachers.

Each legislative district is unique. Effective implementation of this program will require a high degree of pre-planning by Board Members, Legislative Coordinators and Coordinating Teams, and staff assigned to work with Coordinating teams.

Organization:

The CTA/NEA Legislative Contact Program is organized according to legislative (Assembly, Senate, and Congressional) district boundaries and coordinated by the CTA Board of

Directors.

Legislative and political activities should be organized according to legislative district boundaries. Each Legislative Coordinator has the responsibility at the local level for carrying out legislative action requests made through Governmental Relations Division in Sacramento.

Appointments:

All appointments shall be made by the Board of Directors on recommendation of the President by December 1 in even-numbered years.

1. The Legislative Coordinators for the State Assembly and Senate shall be nominated by the CTA Directors in consultation with the appropriate Service Center Council(s). Wherever legislative boundaries do not coincide with CTA directoral district boundaries, the affected CTA directors shall meet to decide on the appointment of the coordinator. Legislative Coordinators for the U.S. Congress shall be nominated by the CTA Directors in consultation with the appropriate Service Center Council(s) and NEA Board Member. An optional application process can be used if deemed appropriate.
2. If the statewide total of recommended Legislative Coordinators does not reflect CTA ethnic minority goals, the President may request any CTA Director(s) who have not recommended ethnic minorities to reconsider their appointment recommendations.

Legislative Coordinators:

1. Legislative Coordinators shall:
 - a. Be active members of the Association.
 - b. Be both Association leaders and active participants in legislative district activities, with preference given to chapter presidents and State Council members.
 - c. Have the ability to articulate and advocate the CTA/NEA Legislative Contact Program.
 - d. Have personal acquaintance with their legislator.
 - e. Have daily access to a personal or Association Fax machine for exchanging up-to-date information and receiving instructions from Governmental Relations in Sacramento.
 - f. Attend Service Center Council meetings to communicate and coordinate legislative activities with local leaders.
 - g. Attend statewide and local training sessions offered to Legislative Coordinators.
 - h. Participate in the re-election campaign of their CTA-endorsed legislator, and whenever possible serve as the liaison between the campaign and the

Association(s) within the legislative district.

- i. Have personal or Association computer access and sufficient computer skills to use the Internet and E-mail systems.
 - j. Commitment to lobby and work to implement CTA/NEA goals.
 - k. Willingness and ability to serve on Candidate Interview Teams.
2. The Governmental Relations Division will conduct a comprehensive statewide training session for all Legislative Coordinators and assigned staff in January of odd-numbered years. The CTA Board of Directors will be responsible for additional training of Coordinators and Coordinating Teams at the local level. Local training will target the CTA Directors, Coordinators and Coordinating Teams, and Primary Contact Staff, with assistance and consultation by Governmental Relations staff and the regional Political Action Consultants. The Governmental Relations Division will develop guidelines for the training.

Legislative Coordinating Teams:

1. The CTA Board of Directors in each Legislative District, in consultation with the Coordinator, shall establish Legislative Coordinating Teams comprised of SCC and chapter 'power actors.' The CTA Regional Manager shall appoint appropriate primary contact staff to work with Coordinators and as members of Coordinating Teams.
2. Legislative Coordinating Teams shall:
 - a. Meet with legislators at least three times a year. The first of these meetings shall be scheduled in January of each year to give a general review of current CTA activities and the CTA Legislative Program, and to distribute copies of appropriate materials and publications. The Governmental Relations Division and the Training, Information and Development Division will coordinate the distribution of these materials to Coordinators. Teams shall also meet with legislators and/or their staff after the May Revise is issued. The purpose of this meeting will be to ensure that legislators are aware of CTA's budget priorities and to secure commitments of support. The third and any other additional meetings shall be called at a time determined by the Coordinator and CTA Board member. Coordinators should contact the Governmental Relations Division in Sacramento prior to these meetings to discuss issues to be

covered.

- b. Provide input in the process of early candidate identification.
- c. Be the nucleus of candidate interview teams for endorsement purposes.
- d. Incorporate the Community College Association (CCA) in the program.
- e. Coordinate additional activities such as phone calls, letter writing, and inviting the legislator to local school and Association events. The purpose of any and all activities is for legislators to meet and talk with teachers.
- f. Seek and implement opportunities to build coalitions with other organizations with similar goals.
- g. Congressional Coordinators should meet with members of Congress at least two times a year. The first of these meetings shall be scheduled in January of each year to review CTA and NEA activities and the NEA legislative program. Congressional Coordinators should contact the NEA Governmental Relations Department prior to the second and any other additional meetings to discuss issues to be covered. Additional materials to be utilized in these meetings include a calendar of events provided by NEA.

3. Individuals may serve on more than one team.

CTA Legislative Alert Process:

From time to time, it will be necessary to generate large numbers of communications to legislators from teachers. It is impossible to predict how often this will occur. In some years, no more than one or two alerts will be generated; in other years there will be many more. Alerts will normally involve issues such as budget, sponsored legislation and legislation that CTA supports or opposes.

1. Legislative Alerts will be faxed to the appropriate Regional Manager and Board member. The Regional Manager will be responsible for forwarding the Alert to the appropriate Coordinator, primary contact staff member, and political consultant. Board Members, Coordinators, Teams and staff must devise a contact plan for their particular legislative district(s) that will ensure the rapid distribution to chapter leaders of requests for letters, faxes, phone calls, etc. to legislators by teachers.
2. Coordinating Team members will also attempt to contact legislators personally when Alerts are issued.
3. The contact plan shall also include a reporting system so that Legislative Advocates in Sacramento will know how

many contacts were made. Each Legislative Alert will include a brief summary of the provisions of the bill, and will include a report form to be completed by Coordinators and assigned staff. A completed form will include:

- The bill number and author.
 - The approximate number of responses generated (faxes, phone calls, letters).
 - Names of those who personally contacted legislators or legislative staff and the response received. Space will also be provided to report an inability to make a contact and the reason.
4. The primary contact staff member assigned to each Coordinating Team will be responsible for returning the form to the Governmental Relations Office. A preliminary telephone report may be made if necessary.
It is important that Coordinators, Coordinating Teams and assigned staff understand that, by definition, Legislative Alerts reflect emergencies. Timelines are usually very short in these instances. It would not be unusual for an Alert to arrive two or three days before legislative action will occur on the issue.
 5. The Governmental Relations Division shall report the results of the legislative action on every issue generating a Legislative Alert. The report shall be distributed to the same people who received the Alert and will include the following elements:
 - The bill number and author.
 - Action taken by the committee or house floor following the Alert.
 - Recorded votes by legislators.
 - Any other anecdotal information that would be helpful to program participants.
 6. This program does not preclude requests by Legislative Advocates to individual Coordinators and their staff partners for help with specific legislators on specific legislation or issues.

Responsibilities:

CTA shall:

1. Develop a clear legislative agenda to drive the program.
2. Develop and implement a computer-based "Lobby by Fax" program to communicate with legislators rapidly and to generate large numbers of individual messages as needed.
3. Throughout this program, incorporate sophisticated state-of-the-art technology in both internal communications and in generating support for CTA positions among

legislators.

4. Provide mileage reimbursement for Coordinators according to each legislative district's geography and population distribution.
5. Regional Managers shall assign appropriate staff to work with the Legislative Coordinators and to serve on coordinating teams.
6. Invite Legislative Coordinators to attend SCC meetings and provide time on meeting agendas for Coordinators.
7. Encourage SCC's to sponsor informal meetings or activities, for the purpose of establishing working relationships between CTA leadership/staff and the legislator and his/her district staff member. SCC's should check with the Governmental Relations Department before spending money for food, refreshments, etc. to ascertain what restrictions or reporting requirements may be in effect.
8. Provide information and resources necessary for the successful and effective implementation of the CTA/NEA Legislative Contact Program.

CTA Directors and Assistant Executive Directors (Regional Managers) should communicate with each other to ensure that necessary coordination exists between staff and member activities within the Coordinating Teams.

Evaluation:

The CTA/NEA Legislative Contact Program shall be evaluated at the end of each legislative session by the CTA Board of Directors.

Commendations for Elected Officials Who Support Our Issues and Closing the Information Loop to Legislative Contacts

- A. Key votes by Assembly persons and Senators on Sponsored and Opposed legislation will trigger a letter of commendation which will be initiated by the appropriate advocate. The letter will be a joint letter from the CTA President and the appropriate Legislative Contact.

Implementation:

1. The advocate will notify the Coordinator of the State Contact Program of the vote and the need for the letter.
 2. The Coordinator of the State Contact Program will draft the letter and send to the CTA President for signature.
 3. The CTA President will sign and then send to the appropriate legislative contact for signature and mailing or personal delivery to the legislator.
- B. All legislators receiving a positive report card (as deter-

mined by the appropriate advocate) will receive a letter of commendation from the CTA President and appropriate legislative contact. The procedure would match the one outlined above.

- C. The Sacramento Governmental Relations Office will send information to Burlingame regarding specific votes on key issues. Burlingame will dispense the information via the CTA Bulletin Board. Service Center Councils will copy the information and send it to legislative contacts within the SCC. (Contacts who have their own computers and modems may access directly, eliminating the need for SCC copies. Suggested interval - two weeks.) (87-10)

Early Candidate Identification and Recruitment of Candidates for State Elected Office

I. Definition of Terms:

- A. Early Candidate Identification (ECI): the recruitment of individuals who have the potential for holding elective office for support by CTA at the beginning of a political cycle, the exploratory campaign phase, often more than two years prior to an election for support by CTA. Those receiving the status will be known as ECI's.
- B. Early Candidate Recommendation (ECR): A CTA designation given to candidates who meet the criteria established in the early identification and recruitment program prior to filing date established by the Secretary of State. Those receiving this most favored status will be known as ECR's.
- C. A CTA designation given to a candidate during the regular CTA recommendation process or an early candidate recommendation.
- D. Federal: U.S. House of Representatives and U.S. Senate.
- E. Legislative: California State Assembly and State Senate Offices.
- F. Name Identification: A known measure of a particular percentage of voters who can identify a name.
- G. Statewide or Constitutional Offices: Governor; Lt. Governor; Attorney General, Treasurer; Secretary of State, Controller; Insurance Commissioner; Superintendent of Public Instruction, Board of Equalization.
- H. Early Candidate Identification Committee (ECIC): An advisory committee to the Board of Directors for statewide constitutional offices. The membership shall consist of two CTA Directors, the Chairs and Vice Chairs of PIC & ABC, and an Executive Officer; who will chair.

II. Early Candidate Identification

A. Criteria

1. Individuals eligible for consideration in the early identification program must possess "name identification," or exhibit extraordinary potential such as strong grass roots ties, etc., support CTA issues or be willing to learn and support them, a specified level of candidate viability, and a history of external political involvement. The candidate must also possess the willingness to become the primary fund raiser of the campaign, and possess a political profile acceptable to the district in which the individual is seeking office. A candidate must express an interest and commitment to CTA to work for public education and teachers' rights.
2. Approval is not to be construed as a recommendation. If the candidate's status changes or the agreement is not upheld, the Board of Directors may remove the favored status of Early Candidate Identification with a simple majority vote.
3. If, at filing date, a candidate who files for another office has a public record and holds the Friendly Incumbent status or other outstanding attributes, and the ECI does not hold such a status or record, CTA may recommend the Friendly Incumbent for the endorsement.

B. Procedure

1. State Constitutional Offices

- a. An Advisory Committee to the Board of Directors shall be established. It will be named the Early Candidate Identification Advisory Committee (ECIC).
- b. The Governmental Relations Division shall, upon recommendation of the executive officers, meet with the ECIC and provide the materials necessary for consideration of early candidate identification.
- c. If the ECIC committee recommends approval of a particular individual, the name shall go to the next meeting of the Board of Directors for their concurrence.
- d. A status report regarding the progress of the candidate who received an early Candidate Identification shall be given to the Board of the Directors on a regular basis.

2. State Assembly & Senate Candidates

- a. An Early Candidate may be identified if there is no CTA recommended official in the position, if the

term of the current official will expire and/or if the local and CTA determines it is necessary to replace the recommended elected official.

- b. If it is the desire of the locals to trigger the process, the Service Center Council and prime local chapter representatives must contact the Governmental Relations Division and communicate this interest. The Governmental Relations Division shall then notify the executive officers of the recommendation.
- c. If it is the desire of Governmental Relations to trigger the process, Governmental Relations Division must communicate this interest to the Service Center Council, and the local prime chapter within the legislative district.
- d. The Governmental Relations Division shall research and prepare the necessary documentation for consideration by the executive officers.
 - 1) Upon receipt of the documentation, which shall contain evidence that the candidate wants the status, the Governmental Relations Division will make a recommendation to the executive officers. The executive officers will make a determination and, if favorable, the prime Service Center Council shall poll the prime and secondary chapters. The result shall be sent to the Governmental Relations Division.
 - 2) The Governmental Relations Division shall forward poll results to the executive officers.
 - 3) The executive officers shall decide whether or not to recommend the Early Candidate Identification to the Board of Directors for concurrence.

III. Scope of Services

- A. CTA may offer in-kind services that will provide credibility, organizational support, introduction to other organizations and financial sources, candidate training, campaign staff training, vulnerability polling and assessment of other candidate potential, assist in assembly campaign teams including vendors, consulting services, coalition building, free press, and in-depth information on educational issues and the way the California educational system works.
- B. Governmental Relations will provide one or all of the services listed below to an individual holding an Early Candidate Identification based upon the appropriateness and need.

1. An assessment of the district.
2. Assistance in the development of a fund raising plan.
3. Assistance in the development of a campaign plan. This will consist mainly of targets for accomplishment, an endorsement program and timelines for hiring professional consultants.
4. Up to seven hours of media training.
5. A one-week training seminar on candidate behavior to be held in conjunction with the Political Institute.
6. Introductions to several key players in the legislature and consultants who are involved in candidate recruitment, selection and development in California.
7. Up to 50% coverage for one focus group and poll.

IV. Early Candidate Recommendation

- A. Individuals are eligible who have always held the status of "friendly incumbent" since their first reelection and are seeking a different office. A candidate must express interest in wanting an early recommendation and indicate why a pre-recommendation would be beneficial as well as making a commitment to CTA to carry out and support CTA issues during their tenure in office. The candidate, so identified, can receive early financial assistance.
- B. If an incumbent who received an early recommendation moves from the Assembly to the Senate, the same procedures for local involvement as described in section [(2)a-d] will be followed. (95-05)

Recommendation Procedures For Legislative Congressional Districts

I. Political Calendar

- A. In each odd numbered year, the Governmental Relations Division shall develop a recommendations timeline to be approved by the CTA Board at their January meeting.
- B. The Governmental Relations Division will notify Service Centers Councils (SCCs) in a timely manner of CTA and NEA Recommendation Procedures and approved timeline.
- C. In the event of a special election or a change in the date of the primary, the Governmental Relations Division, with the approval of the CTA Board, will modify the timeline as appropriate, while maintaining the integrity of the policy.

II. Proportional Voting Report

In each odd numbered year the Governmental Relations Division shall prepare a Proportional Voting Report for each

SCC which calculates the number of votes each chapter will receive for each legislative/congressional district based on their membership.

- A. Based on the current CTA Proportional Voting Report the number of votes that may be cast by each Chapter for candidate recommendation shall be on a ratio of one vote for each fifty members (1:50) or major fraction thereof. Each Chapter within the Legislative/Congressional District shall be guaranteed at least one vote.
- B. The Responsible Service Center Council (SCC) is the Service Center Council which has the most total votes by Chapter in any particular legislative/congressional race.

III. Recommendation Procedures

CTA Recommends only one candidate per Legislative/Congressional District, if a candidate recommendation is to be made.

A. Friendly Incumbent Recommendations:

1. At the October meeting of the Board of Directors the Governmental Relations Division shall submit a list of Friendly Incumbent legislators.
2. A Friendly Incumbent is identified as a current State Senator, Assemblymember or Congressman who is running for a subsequent term in the same seat and:
 - a. Has an approved Governmental Relations Division voting record assessment in support of CTA or NEA legislative positions.
 - b. Is accessible to the CTA Board Members and local leaders through the Legislative Contact Program.
 - c. Has consistently been of assistance to CTA during the legislative session to advance the goals of public education.
3. By November 15 of the odd numbered year, all incumbents recommended for Friendly Incumbent status must be sent an addendum written questionnaire, provided by CTA or NEA, from the Regional Political Organizer.
4. Legislators recommended for Friendly Incumbent status do not have to interview. Completion and return of the written addendum questionnaire is required for CTA Recommendation.
5. The list of Friendly Incumbents to be considered shall be sent to the SCC Chairs and CTA Board Members prior to their fall meeting.

6. SCC's shall be entitled to pull the names of any Friendly Incumbent(s) they wish to send to ballot by a motion at the SCC General Meeting. All others shall be referred to the CTA Board for consideration at the State Council meeting.
 7. For Friendly Incumbents that are pulled, the Regional Political Organizer shall send a ballot to each affected chapter. Each chapter ballot shall designate the number of votes allotted to the chapter based on the Proportional Voting Report.
 8. The Regional Political Organizer shall report the results of the Friendly Incumbent balloting to Governmental Relations at least 15 days before the January meeting of State Council. The Governmental Relations Division shall prepare a list of Friendly Incumbent recommendations to be presented to the Board of Directors prior to the January meeting of State Council.
 9. Should a Friendly Incumbent fail to receive 60% of the votes cast, then the responsible SCC shall be charged with conducting an interview process as outlined in Section C.
- B. Early Action
1. The Governmental Relations Division may determine if a specific race(s) requires early action by CTA due to the significance of the race(s) to the Association. In such cases, the Governmental Relations Division may recommend to the CTA Board of Directors that specific race(s) be designated for early action by the Board and the State Council at the October meeting of the Council.
 2. The Responsible SCC in the designated race(s) shall appoint the necessary Interview Team(s) to hold early interviews to allow action at the January meeting of State Council. If the race(s) involves a Friendly Incumbent, the normal procedure for Friendly Incumbents will be followed.
- C. Recommendations of Other Than Friendly Incumbents
1. Forming Interview Teams
 - a. The Responsible SCC PAC Chair shall request each chapter president with the Legislative or Congressional District to submit by November 1 of odd numbered years, up to three names for participation on the Interview Team(s).
 - b. Responsible SCC PAC Chair, in consultation with the CTA Board Member and affected SCC Chair(s), shall develop a list of Interview Team members from names submitted by the Chapters within the Legislative/Congressional District, and from specified leadership positions (see "d" below).
 - c. Selection of Team members shall take into account the following criteria for purposes of balance:
 - (1) Political Affiliation
 - (2) Size of Chapters
 - (3) All geographic parts of the Legislative/Congressional district
 - (4) Gender
 - (5) Ethnicity
 - d. The appropriate CTA Board of Director member(s) and CTA/ABC Committee member may participate on these teams. The Legislative Contact(s) should participate on these teams. Those Teams that participate in Congressional candidate interviews should include the appropriate Congressional Contact and NEA Board of Director member(s).
 - e. All affected, CTA Directors, SCC Chairs, PAC Chairs, ABC Committee member(s), and Regional Political Organizers shall be sent an e-mail or fax notification of all meetings and interview dates scheduled to complete this process.
 - f. The Governmental Relations Division shall provide a training program to review implementation of Recommendation Procedures. Those who should attend include all Team members appointed by the Service Center Council PAC Chair and appropriate staff members.
- D. Interview Team Process For Recommendation
1. The process for the Interview Team shall be to:
 - a. Send to all viable candidates an invitation to be interviewed along with the written biographical questionnaire. The SCC in consultation with the Regional Political Organizer will determine candidate viability. All invitations shall be confirmed in writing.
 - b. Review the written and biographical questionnaires and any available records.
 - c. Conduct an interview using the CTA or NEA interview questionnaire. **NOTE:** *All written questionnaires shall include a statement to be signed by the candidate indicating that they will agree to confer with the CTA local(s) prior to recommend-*

ing candidate(s) for local school board or county board of education.

- d. Videotape all interviews.
 - e. Summarize the results of interviews conducted in writing.
 - f. Recommend only one candidate per Legislative/Congressional District if a candidate recommendation is to be made.
 - g. Recommend one of the following positions:
 - "Recommend" (CTA supports the candidacy of the individual)
 - "Neutral" (CTA has no position one way or the other in this specific election).
 - h. Send the recommendations of the Interview Team to the Responsible SCC Chair and to the Regional Political Organizer for chapter balloting.
 - i. Select for final CTA recommendation only the candidate that has completed and signed the questionnaire and has had an interview with the Interview Team.
- E. Role of Responsible Service Center Council
1. The Responsible SCC Chair or designee shall, through electronic process, notify all Chapters in the geographic area of the number of votes to which each Chapters is entitled:
 - a. Copies of the Interview Team summary shall be sent electronically to the SCC PAC Chair; Primary Contact Staff within the Legislative/Congressional District, Regional Managers and Regional Political Organizers.
 2. Each Chapter shall determine its own procedure to follow in casting votes for that chapter.
 3. The Responsible SCC shall be responsible for conducting the Recommendation voting on the recommendation for the Interview electronically.
 4. The adoption of the Interview Team recommendation requires an affirmative vote of 60 percent or more of the votes cast in the Legislative/Congressional District. If the Interview Team recommendation does not receive 60 percent or more of the votes cast, the process stops at this point, and the results communicated to the Regional Political Organizer will be that of "Neutral."
 5. It shall be the charge of the Responsible SCC Chair or designee to communicate the results of

the Recommendation voting to the Chapters and CTA leaders within the geographic area, including the appropriate CTA Board member(s), NEA Board member(s) and the Regional Political Organizer. The recommendation is not final until adopted by CTA State Council of Education.

6. The Responsible SCC Chair or designee or the Regional Political Organizer shall communicate the results of the Recommendation voting to candidates after the State Council of Education has taken action on the Recommendation.
7. In the event that the Responsible SCC fails to take timely action to implement the CTA Recommendation Procedures, the Board of Directors may initiate action, which will assure that the candidates for legislative office are considered for a CTA recommendation at the same time as the other recommendations are considered.

F. Legislative Recalls

In the event a member of the State Assembly or Senate is subject to recall, the Responsible Service Center Council shall convene a committee in accordance with section C I b. The committee shall make a recommendation for or against the recall. In order to assist in the deliberations, Governmental Relations staff shall prepare documents that support both sides of the recall issue and shall include such information as recall documents, applicable state statutes, campaign contributions, message points, endorsers and press clippings.

In addition to recommending a position on the issue of recall the committee shall interview and recommend a candidate according to the procedures outlined in section III D. The legislator who is subject to the recall may be included in the interview and questionnaire process.

Ballots shall be sent to all the chapters in the legislative district. Based on the proportional voting report the local chapters may cast votes for or against the recall recommendation and for or against the candidate recommendation. Adoption of the recall recommendation shall require a 60% vote of those chapters voting or shall be neutral.

Results of the recommendation procedure shall go to the CTA Board and State Council as per section V. (08-04)

IV. Problem Resolution

In the event that a problem arises in the Recommendation Process, the Responsible SCC Chair or designee shall arrange

to convene a meeting of all voting members to provide an opportunity to resolve the problem locally. If no resolution is possible, the question of Recommendation is referred to the CTA Board of Directors for its Recommendation to the State Council.

V. Report of the CTA Board

- A. The Governmental Relations Division shall prepare a report for the CTA Board of Directors of all of the SCC Recommendations. SCC Recommendations are due in the Governmental Relations office five (5) working days prior to the start of the State Council meeting in which action will be taken.
- B. The CTA Board of Directors may make a substitute Recommendation to replace a SCC Recommendation when the Board believes that it is in the best interest of the Association. An explanation will be given to the Responsible SCC Chair.
- C. After review, all Recommendations shall be referred to the State Council by the CTA Board of Directors and identified as SCC Recommendations or Board Recommendations.

VI. Actions to be Taken by State Council

- A. Recommendations by the CTA Board of Directors will be placed on a Consent Agenda unless required by procedure or State Council action to be placed on a secret ballot.
- B. Motions from the floor to change a Recommendation shall require a 60 percent or more of the floor votes cast to change the Recommendation. If adopted, the State Council shall be placed the substitute motion on a written ballot for vote. If the substitute motion fails to achieve a 60 percent of the floor vote, the State Council shall place the original recommendation on a written ballot for vote.
- C. Approval of a motion by written ballot shall require an affirmative vote of 60 percent or more of the votes cast.
- D. If a Recommendation does not receive 60 percent or more of the votes cast by State Council, the position shall be "Neutral."
- E. All Recommendations shall continue Post-Primary unless changed at the State Council immediately following the Primary.

VII. Post Primary Recommendation

- A. The Interview Team shall indicate one of two choices to be taken post-primary should circumstances require:
 1. Should a recommended candidate not prevail, Interview Team will reconvene to make a recom-

mendation to the CTA Board prior to the July board meeting; or

2. Should recommended candidate not prevail, the recommendation will be "Neutral". (07-06)

Recommendation Procedures for County Superintendent of Schools and County Boards of Education

In the event there is interest in recommending candidate(s) for County Superintendent and/or County Board of Education, the SCCs and county office chapter shall determine the procedure. This procedure shall include oral questions, a written questionnaire, a video or tape recording of all interviews and a record of support by affected local associations. The procedure shall involve all chapters in the county. The Governmental Relations Division will assist as needed. (07-06)

Recommendation Procedures For Other Offices

A chapter recommended candidate(s) for Mayor, County Supervisor, City Council, Sheriff, District Attorney, County Central Committees and/or other local races may also be recommended by SCC to other chapters in the county or counties. These recommendations are not eligible for CTA-ABC funding. (07-06)

Recommendation Procedures for Statewide Public Office

I. Friendly Incumbent Recommendation

The CTA Board of Directors may recommend consideration of an early Pre-Primary recommendation of "Friendly Incumbents." In such cases, the Board of Directors shall make a recommendation to State Council, in writing, at least one month prior to the October meeting of State Council.

II. Interview Teams

- A. Any office for which the CTA Board of Directors determines an interview is necessary, an Interview Team shall be established for each public office, for which statewide elections are being conducted in the even numbered years.
 1. Each Interview Team shall consist of one member from each of the following appointed by the CTA President and approved by the CTA Board of Directors: CTA Board, CTA/ABC, State Legislation Committee, Political Involvement Committee and one other member of the Association.
 2. Teams shall be appointed by September 15 of the odd numbered years.
 3. Each team shall be as representative as possible of CTA membership.

4. CTA Executive Officers shall be ex-officio members of each of the Teams.
5. The Interview Team recommendation shall be signed by the members of the Team and transmitted to the Board of Directors.

III. Pre-Primary Interview Process

- A. Interviews of candidates who have announced their intent to seek statewide office shall begin as soon as practicable after the Interview Teams have been constituted.
- B. All candidates of the major parties and all major candidates in nonpartisan races shall be invited to participate in separate interviews.
- C. "Friendly Incumbent" candidates shall be mailed an addendum questionnaire. "Friendly Incumbents" candidates do not have to interview unless the Board of Directors determines an interview is necessary. All other candidates invited to participate in the interviews shall be mailed a written questionnaire and a biographical information form provided by CTA. These documents must be returned prior to scheduling an interview.
- D. All candidate interviews shall be videotaped.
- E. The report shall include a list of all interviewed candidates and the Recommendation of the Interview Team. This report shall be sent to the CTA Board of Directors and shall be published prior to the State Council at which a vote is planned so that chapters can give direction to their State Council Representatives.
- F. Interview Teams may recommend one of the following positions:
 - "Recommend" (CTA supports the candidacy of the individual)
 - "Neutral" (CTA has no position one way or the other in this specific election)

IV. Pre-Primary Recommendation Process

- A. Pre-Primary Recommendations of the Interview Teams shall be published one month prior to the State Council meeting at which the Recommendations are to be voted.
- B. Balloting on the question of which candidate to Recommend Pre-Primary shall be conducted in accordance with established CTA Recommendation Procedures. A candidate receiving 60 percent or more of the votes of those present and voting shall be Recommended.

V. Post-Primary Recommendations

Post-Primary Recommendations for candidates, for

statewide public office, where there was no Pre-Primary Recommendation or where the candidates Recommended Pre-Primary by the CTA State Council did not win the Primary, will be conducted at the CTA State Council meeting immediately following the Primary Election.

VI. Actions to be Taken by State Council

- A. The State Council may consider a Recommendation for the following statewide offices:
 1. State Constitutional Offices
 2. U.S. Senate
 3. State Board of Equalization
- B. All CTA Board of Director(s) Recommendations will be placed on a Consent Agenda unless required by procedure or CTA State Council action to be placed on a secret ballot. (A Recommendation that is pulled from the Consent Agenda for informational purposes only may be returned to the Consent Agenda without objection.)
- C. Motions to substitute a different position on Recommendations shall require 60 percent or more of the votes cast to change a recommended position. If adopted, the State Council shall place the substitute motion on a written ballot for vote. If the substitute motion fails to achieve a 60 percent vote to change a Recommended position on the Consent Agenda, the original motion of the Board shall be placed on a written ballot for a vote by the State Council.
- D. Approval of a motion by written ballot shall require an affirmative vote of 60 percent or more of the votes cast.
- E. If a Recommendation does not receive 60 percent or more of the votes cast by State Council, the position shall be "Neutral."
- F. All Recommendation shall continue Post-Primary unless changed at the State Council meeting immediately following the Primary.

Recommendation Procedures for Candidates for United States Presidential Election

I. Pre-Primary Presidential Recommendation Process

CTA will utilize the follow procedure for the Pre-Primary Presidential Recommendation Process.

- A. The Association recognizes the need to recommend candidates for public office, both state and national, who are supportive of public education and support issues that are consistent with the goals and objectives of the California Teachers Association.
 1. The State Council shall establish the process for recommendation.

2. Each viable* candidate for President of the United States from the major parties shall be given an opportunity to participate in the CTA Recommendation Process.
3. Each candidate shall be invited to complete a written questionnaire on national issues of concern to CTA members.
4. Upon completion of the written questionnaire, the CTA shall invite the candidates to interview at a time and a place to be determined. The completion of the written questionnaire is required before an interview is scheduled.
5. The CTA Interview Committee shall be composed of:
 - At least 1 officer
 - 1 PIC member
 - 1 NEA Board of Directors member
 - 1 CTA Board of Directors member
 - 1 ABC Committee Member
 - 2 Other members of CTA
6. No candidate may be recommended for a CTA recommendation without completion of both the written questionnaire and completion of an interview with CTA.
7. Upon completion of the interviews, the interview committee will make a recommendation with rationale to the Board of Directors. This recommendation may be to:
 - a. Recommend a candidate
 - b. Not Recommend a candidate (Neutral)
8. The recommendation of the Board of Directors will be sent to State Council. (07-04)
9. The recommended candidate may also provide the Association a 3-5 minute clip on a DVD/video that expresses the candidate's position on public education. This clip will be shared with the State Council members, chapter presidents, and SCC Chairs. (07-04)
10. The State Council will consider the recommendation of the Board of Directors and will vote to approve or disapprove of the recommendation. Substitute motions to change the recommendation for a different candidate may not be made. (07-04)
11. The recommendation shall be placed on a written ballot and shall require an affirmative vote of 60% or more of the ballots cast. If the recommendation

fails to achieve 60% or more of the votes cast, the position shall be "Neutral."

*Criteria for viability

- a. Qualify for FCC Matching Funds: To participate in the matching fund program, a candidate must demonstrate broad-based support by raising more than \$5,000 in \$250 donations of matchable contributions in each of 20 different states.
- b. National media coverage in articles and campaign activities.

II. Post-Primary Presidential Recommendation Process

The CTA will follow the established NEA procedures for the Presidential Recommendation Process. (05-04; 03-05; 01-06; 97-05; 93-03; 88-01; 83-03; 81-10)

Recommendation Procedures for STRS Board Elections

I. Recommendation Process and Timelines

- A. CTA will interview candidates and make recommendations for newly created elected seats to the CalSTRS Board of Directors.
- B. The Board elected seats are for four-year terms starting in January 2004 and are as follows:
 1. Pre-K-12 Teacher Seat: A K-12 or County Office of Education (COE) employee who is an active CalSTRS member or participant who is not an administrator; elected by all K-12 and COE employees who are active CalSTRS members or participants.
 2. Pre-K-12 Teacher/Administrator Seat: A K-12 or COE employee who is an active CalSTRS member or participant, including administrators, elected by all K-12 and COE employees who are active CalSTRS members of the Defined Benefit Program.
 3. Community College Seat: One instructor who is an active CalSTRS community college member or participant, elected by active CalSTRS community college members and participants.
- C. CTA GR will develop and distribute a detailed schedule of dates for recommendation activities once CalSTRS develops an election/balloting calendar for the new seats.

II. Interview/Assessment Team

- A. A separate Interview/Assessment Team for each elected seat to the CalSTRS Board of Directors will be appointed by the CTA President and approved by the CTA Board of Directors.
- B. The makeup of the teams will be as follows:

1. Pre-K-12 Teacher Seat: A CTA Board member, a CTA/ABC member, a CTA Retirement Committee member, CTA Political Involvement Committee member, and one member at-large.
 2. Pre-K-12 Teacher/Administrator Seat: A CTA Board member, a CTA/ABC member, a CTA Retirement Committee member, CTA Political Involvement Committee member, and one member at-large.
 3. Community College Seat: A CTA Board member, a CTA/ABC member, a CTA Retirement Committee member, CTA Political Involvement Committee member and one member at-large who must be from the Community College Association (CCA) if no other member of the team is from the CCA.
- C. Each team shall be as representative as possible of the CTA membership.
 - D. CTA Executive Officers shall be ex-officio members of each of the teams.
 - E. The Interview/Assessment Team recommendation shall be signed by the members of the team and transmitted to the Board of Directors.

III. Interview Process

- A. Interviews of candidates who have announced their intent to seek a seat of the CalSTRS Board shall begin as soon as practicable after the Interview Assessment Teams have been constituted. (If CalSTRS has certified which candidates have gathered the necessary signatures to qualify for the ballot by the date of CTA interviews, only those candidates will be interviewed.)
- B. All candidates shall be mailed a written questionnaire and a biographical information form provided by CTA. These documents must be returned prior to scheduling an interview.
- C. All viable candidates shall be invited to participate in separate interviews.
- D. Staff, in consultation with the CTA Political Involvement Committee and Retirement Committee chairpersons, shall develop the candidate questionnaire.
- E. All candidate interviews shall be videotaped.
- F. The Interview/Assessment Team recommendation shall be signed by the members of the team and transmitted to the Board of Directors. The report shall include a list of all interviewed candidates and the recommendation of the Interview/Assessment Team.
- G. The CTA Board of Directors shall act on the recommendation report and shall publish the results prior to the State Council meeting for which time a vote is planned.

IV. Actions To Be Taken By State Council

- A. The CTA Board recommendations will be placed before the Council for a secret ballot vote.
- B. Motions to substitute a different position on recommendations shall require a majority (at least 50 percent plus one) of the votes cast to change a recommended position. If adopted, the substitute motion shall be placed on a written ballot. If the substitute motion fails to achieve a majority vote to change a recommended position the original motion of the Board shall be placed on a written ballot.
- C. If a recommendation does not receive a majority of the votes cast by State Council, the position shall be "No Recommendation." (03-02)

Legislator in the Classroom Program

Goal:

To assist every legislator in gaining firsthand knowledge of the public schools by spending time in the classroom working with students.

Objectives:

1. To assure that participating legislators have a positive, non-threatening experience in the classroom
2. To assure that participating legislators have the opportunity to work with a cross section of the instructional program as well as a cross section of students.
3. To assure that participating legislators gain knowledge of the public school classroom - its problems and its rewards.

Role of Legislative Contact:

Each Legislative Contact should assist the chapters in participating in the CTA Legislator in the Classroom Program. At a service center council meeting the CTA Director(s) should review and explain the program.

Program Structure:

Each participating chapter president should select a teacher to host and mentor the legislator in the classroom.

1. The teacher should be an Association advocate familiar with the goals and objectives of CTA.
2. The teacher should work with the legislator in advance of his/her visit to assist in the development of the lesson plan.
3. The teacher should assure that the legislator has a positive educational and instructional experience during his/her time on campus.

Legislator activities should be designed to assist him/her in understanding the dynamics of the learning process in the classroom. This is designed to be a full-day experience, not just an one-hour visit. This is not just an opportunity to discuss the Legislature in a high school government class, but a chance to gain experience at different levels and in different programs offered in the public schools.

1. The legislator should experience one-on-one working with students.
2. The legislator should experience presenting a lesson to the whole class.
3. The legislator should experience working with student groups in completing classroom assignments.
4. The legislator should experience dialoguing at break and at lunch with other staff members at the site.

At the end of the day the local association president should be at the school site to dialogue briefly with the legislator about the experience and to assist the legislator in any way to assure a positive learning experience.

Recognition of Participation:

CTA should provide special recognition for those who participate in the program. The program could be scheduled throughout the year with CTA in Sacramento awarding the participant with a pin and certificate shortly after his/her participation in the program. The local chapter will also recognize the legislator's participation by presenting a plaque provided by CTA. Each participating teacher will be recognized locally with a certificate and pin provided by CTA.

A press release should be issued for use in local newspapers.

Politics Award Programs

1. Theodore Bass Memorial Award

The purpose of this awards is to recognize, as a tribute to the late Ted Bass, CTA Political Consultant, an outstanding teacher in politics for his/her contribution to the education profession through political action.

Procedure:

- A. Chapters are encouraged to submit to the Service Center Council chairperson one nominee from each chapter who has made an outstanding contribution to teacher political action. Each chapter president will be provided a nomination form for this purpose. (Check with Governmental Relations Department for annual deadlines.)
- B. Each SCC is to select, from among the most qualified nominees submitted by the chapters, up to five (5)

teacher members from within the SCC area.

- C. The nomination forms and certificate order forms for those selected by the SCC's should be forwarded by the SCC chairperson to CTA Governmental Relations in Sacramento.
- D. Each SCC nominee will be awarded a certificate. The certificates will be prepared by CTA and forwarded to the SCC chairpersons in the Spring for presentation to the nominees at an appropriate SCC event.
- E. The Awards Committee will screen and sift all information received about the SCC's nominee and will select one person from among those to receive the Award.
- F. The individual selected will be honored by the CTA State Council of Education at the fourth annual meeting as the "Teacher-In-Politics of the Year."
 1. The Teacher-In-Politics of the Year will be presented the Theodore Bass Memorial Teacher-In-Politics plaque.

2. Joyce Fadem Award

The purpose of this award is to recognize, as a tribute to the late Joyce Fadem, Director of Governmental Relations, an outstanding chapter in politics for its contribution to the education profession through political action.

Procedure:

- A. Chapters are encouraged to apply to the Service Center Council chairperson. Each chapter president will be provided a nomination form for this purpose. (Check with Governmental Relation for annual deadlines.)
- B. Each SCC is to select, from among the most qualified nominees, up to five (5) chapters from within the SCC area.
- C. The names, nomination forms, and certificate order forms for those selected by the SCC's should be forwarded by the SCC chairpersons to CTA Governmental Relations Department in Sacramento.
- D. Each SCC chapter nominee will be awarded a certificate. The certificate will be prepared by CTA and forwarded to the SCC chairpersons in the Spring for presentation to the chapter nominees at an appropriate SCC event.
- E. The Joyce Fadem Awards Committee will screen all information received about the SCC's nominees and will select one chapter from among those nominated to receive the Award.
- F. The chapter selected will be honored by the CTA State Council of Education at its fourth annual meeting as the "Chapter-In-Politics of the Year."
- G. The Chapter-In-Politics of the Year will be presented the

Joyce Fadem Chapter-In-Politics plaque.

3. Legislator for Public Education Award

1. **Criteria:** Annual award(s) may be given to legislators or elected statewide officials who have made extraordinary efforts to advance our legislative goals or to advance the cause of public education. *(name changed Sept. 2004)*
2. **Nomination Process:** Any member(s) or chapter of the CTA may nominate an elected public official for the Legislator for Public Education Award. All nominations must be postmarked by January 15 of the school year in which the award is made.
3. **Selection Process:** The CTA Board of Directors will consider the nominations submitted and may select one or more of the nominees to receive the award. If the Board of Directors believes that none of the nominees submitted for consideration of the award meet the criteria, then the Board may decide not to give the award for the current year.
4. **Presenting the Award:** The award(s) shall be given to the recipient(s) at a meeting of State Council. *(PIC: 00-06)*

Special and Economic Services Procedures

I. CTA Special and Economic Services

Special and Economic Services Programs form an integral part of the Association's package of Membership Services and Benefits. To this end, CTA will develop and maintain a broad program of Special and Economic Services, which shall be under constant supervision and re-evaluation of the Board of Directors; in accordance with procedures established in Bylaws, Standing Rules and CTA policy. As a major function of its overall coordination of the Special and Economic Services Programs, the Board of Directors shall ascertain that said programs are fully self supporting, with the exception of incidental staff, committee and council expenses.

II. CTA Special and Economic Services Program Definitions

- A. Endorse.** The term "endorse" shall apply to programs which meet the following:
1. The plan and/or program is under the continuing review of the CTA Board of Directors.
 2. The endorsement criteria for the specific program has been substantially complied with, and an endorsement agreement in compliance with CTA

Policy has been negotiated, signed and ratified.

3. Disputes between members and the endorsed vendor regarding the provisions of the plan or program shall be resolved through either an arbitration provision or through the use of the CTA Advisory Panel on Endorsed Services.

B. Recommend. The term "recommend" shall apply to programs which do not meet the requirements set forth under "endorse" above, but which do meet one or more of the following:

1. The program has been determined to be fiscally sound, and of sufficient benefit to CTA members to have the "recommend" designation and a written agreement between CTA and the vendor has been negotiated and ratified which sets forth the terms and conditions of the "recommend" designation.
2. The program is sponsored by the National Education Association (NEA), and is not in conflict with a CTA endorsed program.

C. Logo. The term "logo" refers to the CTA Logo, with the term "endorsed" or "recommend" juxtaposed to the logo in close proximity. The "logo" as defined, may be used by CTA "endorsed" or "recommended" firms in marketing products to CTA members, but only in accordance with written agreements between CTA and the "endorsed" or "recommended" firm, and then only after review of the material by the appropriate CTA designee.

D. Delivery System. CTA may utilize any or all of the following delivery systems in its delivery of Special and Economic Services to CTA members:

1. Single product/service endorsement or recommendation.
2. Dual or multiple product/service endorsement or recommendation.
3. Broker, agent or agency endorsement/recommendation for the delivery of several products/services.

III. CTA Special and Economic Services - Role Definitions

An effective Association Special and Economic Services Program results from implementation of several interrelated roles. These roles involve at least the following: 1) Overall coordination; 2) Policy review, development and adoption; 3) Screening, review and recommendation of vendors; and 4) Review and resolution of complaints regarding vendors. To this end, CTA has assigned each of these functions as follows:

A. Overall Coordination. The CTA Board of Directors

is responsible for the role of overall coordination of the CTA Special and Economic Services Program. Within the parameters of CTA Policy, the Board of Directors appoints CTA members to each of the two Economic Services Groups: 1) The Advisory Panel on Endorsed Services; and 2) The Vendor Evaluation and Screening Committee. In addition, the Board of Directors coordinates the activities of the two committees; including acting on committee recommendations, referring matters from committees to other committees, or to the Council as defined in CTA Policy.

B. Screening, Review and Recommendation of Vendors.

The role of screening, reviewing and recommending vendors for Association "endorsement" or "recommendation" is performed by the Vendor Evaluation and Screening Committee as follows:

1. Conducts investigations, screens, evaluates, and recommends vendors in accordance with CTA policy.
2. Recommends to the Board renewal or non-renewal of agreements with current vendors.
 - a. In accordance with CTA policy, meets with such vendors for the purpose of evaluating programs, or recommending modifications in program based upon criteria established by CTA policy.
 - b. Reviews with such vendors their marketing plan, including advertising in CTA publications and participation at CTA meetings and conferences.
 - c. Reviews and recommends proposed rate changes.

C. Review and Resolution of Complaints Regarding Vendors.

The role of reviewing disputes between CTA and its "endorsed" and "recommended" vendors, or between CTA members and such vendors is performed by the Advisory Panel on Endorsed Services as follows:

1. Assist in adjudication of disputes between members and endorsed or recommended vendors.
2. Recommends changes in policy and/or programs based on information obtained in panel hearings.
3. Coordinates and reviews use of any arbitration provisions contained in agreements between CTA and its vendors.

IV. No Conflict of Interest

Members of the Board of Directors and members of other CTA Governance bodies who are directly involved in the development, evaluation, review and recommendation of Association Special and Economic Services Programs shall be free of any conflict of interest with respect to relationships to

any vendor of any endorsed or recommended program. To this end, members of the Board of Directors, the Advisory Panel on Endorsed Services and the Vendor Evaluation and Screening Committee shall annually sign a non-conflict of interest statement which attests his/her commitment to the following principles:

- A. To refrain from making personal investments in enterprises which he/she knows may be directly involved in decisions made by him/her or which will otherwise create substantial conflict between his/her duty in serving the Association's interest and his/her private interest.
- B. To refrain from any transaction as representative or agent of the Association with any business entity in which he/she has a direct or indirect interest that might reasonably tend to conflict with the proper discharge of his/her official duties.
- C. To refrain from accepting any other position which will impair independence of judgment in the exercise of official duties on behalf of the Association.
- D. To refuse, for personal use, any compensation of any kind, per diem, travel expense or gift of value from a firm or corporation which sells goods or services to the Association.
- E. Those who represent the interests of the Association in endorsed Special and Economic Services Programs by participating in the governance and other related activities of the firms involved with those programs may receive reimbursement for the necessary and actual expenses incurred in fulfilling their responsibilities. This provision shall also apply to persons serving as members of Boards of Directors of endorsed credit unions, or for similar service in other endorsed firms which service derives from an agreement between the Association and said firm. (*Amended May 2009*)

V. CTA Special and Economic Services Program - Endorsement Criteria

To receive a CTA "endorsement" or to receive a CTA "recommendation" for a product or service, a prospective vendor of such product or service will be measured by a set of "general" criteria applicable to all products and services, and by a set of "specific" criteria designed for each particular type of product or service. When the Association determines to "endorse" or "recommend" a vendor of a particular product or service, the Association shall select the vendor which best meets the general and specific criteria as established.

A. General Criteria for Endorsement/Recommendation

(applicable to all products and services).

1. The prospective vendor shall be legally, actuarially, and financially sound, as determined by submission of evidence by the vendor and by independent investigation by the Association.
2. The prospective vendor must demonstrate that its product or service will offer an economic advantage to CTA members over similar products or services available to members in the general market place.
3. The prospective vendor must be willing, where applicable, to offer its programs to retired members on the same basis that they are offered to members.
4. To the extent possible, the prospective vendor shall have the capacity to market the program statewide.
5. The prospective vendor must agree to a dispute resolution procedure, either: a) binding arbitration of disputes, or b) adjudication by the CTA Advisory Panel for Endorsed/Recommended Services.
6. The prospective vendor shall be willing to enter into a written agreement with the Association, setting forth the benefits and responsibilities of both parties in the Endorsement/Recommendation relationship.
7. The prospective vendor must provide an "Account Executive" (or similar title) who will maintain ongoing liaison between CTA and the vendor. This person shall, to the extent possible, have authority on behalf of the vendor; to resolve problems and disagreements that may arise.
8. In addition to its annual financial report, the prospective vendor shall provide CTA with an annual report setting forth its experience with the Association account which shall include the following: a) all contacts made with CTA members; b) number of CTA members who participated in the program or service; c) gross dollars collected or gross premiums collected; d) benefits, costs, or claims paid; and e) profit to vendor; or a similar report which is mutually agreeable to CTA and the proposed vendor.
9. The prospective vendor shall have a reputable history of offering similar products or services to other organizations, and must provide at least five (5) verifiable references which the Association may contact to verify claims made.
10. When applicable, the product or service shall continue while a member is on a leave of absence, disability, or in a work stoppage situation.

B. Specific Criteria

1. Group Life Insurance

- a. Provision for continuation of insurance when transferring from one group to another.
 - b. A plan must be available for retired members with premiums deducted from retirement checks.
 - c. Vendors must be willing to participate in payroll deduction plans when available.
 - d. Coverages must be substantial enough to provide adequate survivor benefits during the years of greatest need.
 - e. Accidental death and dismemberment benefits must be included.
 - f. Dependents shall be included for maximum coverage allowable under state insurance laws.
 - g. The program must provide supplemental life insurance which can be added to the basic plan on an individual basis.
 - h. There must be an open enrollment period for new bargaining unit members who join CTA.
 - i. Proposed changes in rates and benefits must be negotiated with CTA, as the holder of the master contract.
 - j. Several plans should be available, both in decreasing term and level term, so chapters can select the plan that best meets the needs of its members.
 - k. Group experience must be pooled on a statewide basis.
2. Group Salary Protection Programs
 - a. Provision for continuation of insurance when transferring from one group to another.
 - b. Vendor must be willing to participate in payroll deduction plans when available.
 - c. Coverages substantial enough to provide adequate salary protection benefits when needed.
 - d. Several plans should be available for chapter consideration, including a daily benefit plan and a percent of salary plan.
 - e. For members not eligible for STRS or PERS Disability payments, program should provide income until age 60.
 - f. Open enrollment period for new bargaining unit members who join CTA, or for all members when chapter changes plans.
 - g. Any proposed changes in benefits or rates must be negotiated with CTA.
 - h. Members shall be reinstated after an approved leave of absence.
 - i. Group experience will be pooled on a statewide

basis.

3. Credit Unions

- a. Among those whose field of membership is certificated, non-management or non-supervisory, educational employees, only those who are CTA members may join.
- b. Anyone related to the CTA member by blood or marriage, and anyone living in the immediate household of the CTA member may join.
- c. Retired persons belonging to the CTA/NEA-Retired may join.
- d. Fees and service charges assessed to members shall be reasonable, and competitive; and shall not be in excess of fees and service charges normally assessed in the financial market place.
- e. The first 100 checks will be printed free of charge.
- f. The credit union shall offer a competitive credit card service to members.
- g. Interest rates charged on loans shall, at all times, be reasonable and competitive with those loan interest rates charged by other credit unions in the area of jurisdiction.
- h. Applications for signature loans and collateral loans will be made available to any employed CTA members. Approval of and amount of each line of credit shall be determined by the length of employment, the loan repayment history, and current encumbrances.
- i. Ten or twelve month loan repayment schedules shall be made available to members.
- j. Any CTA member who is a member of the Credit Union may run for the Credit Union Board of Directors, through open and democratic procedures which provide appropriate procedural safeguards.
- k. No staff member of the Credit Union may be a member of the Credit Union Board of Directors.
- l. Meetings of the Credit Union Board or of the general membership of the Credit Union shall not be scheduled during the same time period as meetings of the CTA State Council of Education.
- m. Elections of members of the Credit Union Board of Directors and other Credit Union elections shall be preceded by a written notice of election to all Credit Union members sufficiently in advance of the election to guarantee full participation.
- n. The Credit Union shall provide services to its

members which are not in conflict with CTA services.

- o. Any contemplated changes in Credit Union policies and/or procedures which affect CTA members shall be communicated in writing to the CTA at least 15 days in advance of a final decision on such changes. CTA shall have the opportunity of providing input on such changes to the Credit Union.

4. Auto, Home and Renter Insurance

- a. Members who move from one community to another should be assured continuance of service and benefits.
- b. The company must have an excellent background in casualty insurance.
- c. The company must have the staff to adequately handle claims, sales, and service.
- d. The company should have a rating of B+ or better in Best's Key Rating Guide of Insurance Companies.
- e. The company should write business directly, rather than through brokers or independent agents.
- f. Premium may be paid annually through installments or through payroll deduction.
- g. The company should provide information as to areas where their coverage is broader or more restrictive than standard policies in both auto and homeowners.
- h. The company should provide information as to minimum and maximum limits of auto coverage for bodily injury, property damage, uninsured motorist, under-insured motorist, collision, comprehensive, medical expenses, towing, and rental reimbursement.
- i. The company should provide information on minimum and maximum coverages available for property protection, liability protection and medical payments.
- j. Medical payments should be primary, rather than a coordination of benefits.
- k. Coverage should be available if traveling to Mexico and Canada.
- l. Coverage should be provided for motor cycles, mobile homes, exotic cars, boats, jewelry, furs.
- m. Earthquake insurance should be available.
- n. The cancellation policy, or the policy regarding unacceptable risks must be clear; must be fair; and

- must provide for appeal.
 - o. Surcharges prior to cancellation should be made available.
 - p. Discounts should be available for "good students," multiple cars, low mileage use of cars, excellent driving records, smoke alarms, non-smokers, burglar alarms, etc.
5. Mass Purchasing/Travel Programs
- a. The agency or firm shall be reputable, as evidenced by independent CTA investigation, and by submission of references.
 - b. The agency/firm must offer a product or service at prices which are not available other than through group purchase arrangements.
 - c. The agency/firm must be bonded, and must agree to hold CTA harmless against any and all claims.
 - d. The agency/firm must offer reasonable warranty/money back guarantee provisions for defects in products or for failure to perform services.
 - e. The agency/firm must offer products and/or services which are generally marketable to and of interest to CTA members.

**VI. CTA Special and Economic Services Program—
Endorsement/ Recommendation Agreements**

Once the Association has determined to "endorse" or "recommend" a particular vendor for a product or service, a written agreement between the Association and the vendor must be developed and signed by both parties. Following are the Association's policies relating to such agreements:

A. General Provisions (applicable to all agreements).

1. The Agreement shall contain provisions relating to the vendor's agreement to meet the relevant endorsement/recommendation criteria set forth elsewhere in CTA policy.
2. The Agreement shall contain a provision for resolution of disputes, both individual member disputes with the vendor, and disputes relating to the implementation of the Agreement.
3. The Agreement shall contain provisions relating to the use of the CTA "endorsed" or "recommended" logo, the use of CTA membership list, inserts in various Association publications, and such additional marketing techniques as may be agreed upon.
4. The Agreement shall contain a specific detailing of the product or service to be offered to CTA members, including, if appropriate, any certification of insurance, insurance policy, contract, etc.

5. The Agreement shall contain a provision for termination of the Agreement by either party for non-performance by the other party, of Agreement's provisions.
6. The Agreement shall contain an effective date and a termination date, which shall be no longer than five (5) years duration.
7. Include a "save harmless" statement by which the vendor agrees to indemnify the Association, its applicable affiliate, members, and employees against all damages and liabilities, including counsel fees incurred in connection with the solicitation, sale, service of the endorsed product or program.
8. Include a non-discrimination provision for products subject to all applicable laws and regulations.
9. Stipulate other required relevant reports and deadline dates in the Agreement.
10. The Agreement should specify procedures for modifying the program and identification of individuals who can act to modify the program.
11. Other legally appropriate and necessary contract provisions as determined, from time to time, by the CTA Legal Counsel.

**B. Review and Removal of
Endorsement/Recommendation Agreements**

1. Agreements between CTA and its endorsed or recommended vendors shall be for no longer than five (5) years.
2. Agreements shall be reviewed and may, subject to the Association's discretion, be renegotiated and renewed for an additional period of no longer than five (5) years.
3. No Agreement may be renewed for a third term unless and until the Association has received renewal bids from any additional proposed vendors and has evaluated both the incumbent vendor and the newly proposed vendors in terms of the endorsement/recommendation criteria set forth in CTA policy.

VII. Implementation of Policy

In order to implement the policy set forth herein, the Board of Directors, upon consultation with the appropriate committee, has the authority, within the broad parameters of this policy, to vary from the policy as long as such variance is substantially in compliance with the policy and is necessary for the implementation of a particular plan or program. (86-03)

State Legislation

Guidelines For Processing Legislation

1. The State Legislation Committee will recommend to the CTA State Council a priority ranking according to the CTA Goals and Objectives for CTA's legislative program for adoption by the CTA State Council.
2. The Legislative Advocates in Sacramento will screen all bills. Those affecting the public school system and the teaching profession in California will be directed to the proper standing CTA State Council committee(s) for study and recommendation. If the subject matter of a bill falls in the area of several committees, a Prime committee will be designated. Assigning bills to two committees evenly as "co-prime" should be avoided. However, in the rare instance where co-prime assignments must be made, the chairs of the affected committees should meet to discuss the bill contents and determine the process for taking a position on the bill. The process should be determined and finalized no later than Friday evening of Council. Should there be a dispute as to how to proceed with the bill, the CTA Executive Officers will serve as the final arbiters. In the case of multiple referrals, it will be the responsibility of each committee to report a recommended position to the Prime committee. After appropriate study and consideration, the Prime committee will report a recommended position to the State Legislation Committee for policy determination. All Prime committee legislative recommendations that conform to CTA policy as well as the State Legislation Committee's recommendation for a balanced and articulated program will be presented to the State Council. *(Amended Nov. 2003)*

a. Community College Association (CCA)

CCA shall function as a standing committee of State Council. CCA shall serve as the Prime committee. If the subject matter relates primarily to community colleges but may have an impact on other segments of public education, CCA shall serve as the Prime committee with other appropriate State Council committee(s) serving as secondary. If the area of legislation affects all levels of education, or all higher education, CCA shall work through the State Council committee system, or CFA, to develop a coordinated proposal for recommended action. Where the interest of the groups cannot be resolved, the legislation shall be referred to the Board of Directors.

b. California Faculty Association (CFA)

For CTA assistance and support for California Faculty Association (CFA) legislation considered of urgent importance to CFA:

- (1) CFA shall address a letter to the President of CTA specifying the legislation for which support is needed. Said letter should provide rationale and a copy of the legislation. Copies should be sent to the CTA Manager for Legislative Relations and the CTA Director for Higher Education.
- (2) The CTA Officers will take a position pursuant to CTA Interim guidelines if the legislation relates solely to the California State University (CSU) system.
- (3) If proposed legislation specifically names the California community colleges (district and/or Board of Governors) exclusively, the bill shall go to CCA for a recommended position to be forwarded to State Council. If proposed legislation specifically names the California State University exclusively, the bill should go to CFA for CFA's process to be followed. If proposed legislation names both the California community colleges and the California State University, the CCA leadership and the CFA leadership shall confer and determine the position to recommend to State Council. If CCA is named the prime committee, the recommendation shall be processed through State Council or the interim process. If both CCA and CFA are named prime committees, the recommendation shall go to the CTA Board of Directors for referral to the State Council. *(Amended June 2008)*
- (4) Appropriate State Council committee(s) shall be consulted if the proposed legislation impacts all levels of education.

c. State Council Committees

Committees are responsible for screening bills and recommending action to the State Legislation Committee. State Legislation will check recommended positions to see whether or not they are within CTA policy. It is recommended that legislation be the first item of business on the agenda of each standing committee at State Council. Legislative subcommittees of standing committees

should meet on the evening preceding the first day of the State Council meeting to study bills referred to them, and to develop recommendations.

d. Immediate Policy Adoption

- (1) A State Council of Education policy committee may bring a recommended position on legislation to the State Legislation Committee without existing policy only if the standing committee proposes new policy for immediate action to the entire State Council.
- (2) During the State Legislation Committee report to the State Council at its general session on Sunday, the State Legislation Chair will inform the Council that policy for immediate action must be adopted before the State Legislation Committee proposed recommendation for legislative position can be moved.
- (3) Immediately thereafter, the Chair of the policy committee will be recognized on the floor to move adoption of the new policy for immediate action.
- (4) If the policy for immediate action is adopted, the State Legislation Chair will move the proposed recommended legislative position. The Council will vote on the State Legislation Committee's recommendation on the legislation.
- (5) If the policy for immediate action is not adopted, no action shall be taken on the proposed recommended legislative position. (08-01)

Sponsored Bills - CTA develops the legislation and has it introduced by a member of the Legislature. Working for its passage is given major emphasis.

1. State Council Committees will be expected to:

- a. Prepare rationale sheets for presentation to the State Legislation Committee before the bill is heard. Included should be a clear explanation of the need for a new law or reasons why the current law should be amended.
- b. Make available for distribution to the State Legislation Committee thirty five (35) copies of rationale sheets and the legislative proposals in substantive language.

2. Community College Association (CCA)

For purposes of sponsored legislation relating to community colleges, CCA shall function as a standing committee of State Council. If the subject matter of a bill relates solely to

community colleges, CCA shall serve as the Prime committee. If the subject matter relates primarily to community colleges but may have an impact on other segments of public education, CCA shall serve as the Prime committee with other appropriate State Council committee(s) serving as secondary. If the area of proposed legislation affects all levels of education, or all higher education, CCA shall work through the State Council committee system, or CFA, to develop a coordinated proposal. Where the interest of the groups cannot be resolved, the proposed legislation shall be referred to the Board of Directors.

3. California Faculty Association (CFA)

For CTA assistance and support for California Faculty Association (CFA) sponsored legislation:

- a. CFA shall address a letter to the President of CTA specifying the legislation for which sponsorship is needed. Said letter should provide rationale and a copy of the legislation. Copies should be sent to the CTA Manager for Legislative Relations and the CTA Director for Higher Education.
- b. The CTA Officers will take a position pursuant to CTA Interim guidelines if the legislation relates solely to the California State University (CSU) system.
- c. CCA shall be consulted if the proposed legislation impacts the community colleges. If there is a disagreement between CCA and CFA, the CTA Director for Higher Education shall convene a joint meeting with CCA and CFA to see if differences can be resolved.
- d. Appropriate State Council committee(s) shall be consulted if the proposed legislation impacts all levels of education.

4. The Last State Council Meeting (even-numbered years, prior to the first year in the legislative cycle).

- a. All proposed sponsored legislation that embodies new items or concepts, not currently before the Legislature, must be introduced at the last State Council meeting.
- b. All proposed sponsored legislation presented by policy committees shall go to the State Legislation Committee for policy and priority conformance.
- c. All proposed sponsored legislation approved by the State Legislation Committee shall go to the State Council on Sunday. If the State Council approves the proposals for further study, they will be referred to the Board of Directors. The Board

will request a staff analysis and a cost analysis and recommendation on each proposal from the Financing Public Education Committee prior to formulating its recommendations. This will be accomplished during the summer months. All analysis and recommendations will be forwarded to the primary policy committees at the first State Council meeting of the school year.

5. First State Council meeting.

- a. All proposed sponsored legislation held over at the last meeting for analysis and recommendations will be referred to the primary policy committees for reconsideration. Primary policy committees will reconsider the proposed legislation, projected cost, and recommendations. The Prime committee's recommendation will be reported to State Council. If the decision is to sponsor, then the proposals will be sent to the State Legislation Committee. The State Legislation Committee will prioritize the proposals and submit them to the State Council for adoption.
- b. The proposal(s) will be introduced as soon after the first State Council meeting as possible.
- c. All new legislative proposals originating at the first State Council meeting (in even-numbered years, prior to the first year in the legislative cycle) will be presented to the State Legislation Committee and to the State Council as separate items and will require a majority vote. All new legislative proposals will be approved by the State Council at the first meeting.
- d. During the autumn months, a thorough cost analysis will be accomplished by the Financing Public Education Committee and the staff will provide a legislative history. They shall prepare recommendations for further action.
- e. The Financing Public Education Committee and staff's analysis and recommendations will be forwarded to the CTA Board of Directors which will formulate recommendations and forward all analysis and recommendations to the primary policy committee for reconsideration at the next State Council meeting. If the decision is to sponsor, then the proposals will be sent to the State Legislation Committee for consideration, priority ranking by tiers and then to be presented to State Council for adoption by a majority vote as official

CTA legislation.

Tiers for Sponsored Legislative Proposals

Tier 1 - Legislative proposals that represent the Association's highest goals and objectives.

Tier 2 - Other legislative proposals determined to be of an urgent nature that the Association will work to have passed.

Tier 3 - Desirable legislative proposals that CTA deems important but may not require the total commitment of the Association.

- f. The new proposals (from the first State Council meeting) will be introduced as soon as possible after the second State Council meeting. If it is not possible to introduce the proposals in January, they will be held over for introduction in the second year of the legislative session. (Complete cooperation of CTA attorneys in drafting major cost legislation will be an absolute necessity at this point.)

6. First State Council Meeting (odd-numbered years, prior to the second year in the legislative cycle).

- a. If the Council approves sponsorship at the first Council of the year, analysis, histories, and Board recommendations will be prepared prior to the second Council meeting for referral to the Prime committee.
- b. If a CTA sponsored bill has not been enacted, the Council may approve its reintroduction without new analysis or recommendations.
- c. No new CTA sponsored bills may be proposed any later than the first Council meeting of the second year of a legislative cycle.
- d. Proposed sponsored legislation that comes through State Council as new business will be referred to the appropriate Council policy committee of the next State Council meeting. The policy committee will review the item and determine the appropriate action. If the policy committee concurs in the recommendation to sponsor the legislation, it shall follow the procedures for sponsorship as outlined in the CTA policy handbook.

7. Upon the recommendation of the State Legislation Committee, the Council may refer new proposals from policy committees for the introduction of sponsored legislation to the Board of Directors during the second State Council meeting of any school year. The recommendation of the State Legislation Committee must be based upon a finding that:

- a. Extenuating circumstances and/or emergency

exists and;

- b. That no other alternative is available to resolve the situation which gives rise to the proposed legislation including awaiting the next legislative year.

The Board may approve immediate introduction of the proposed sponsored legislation, pending an FPE and staff analysis. If such authorization is approved, the action shall be submitted to the State Council for ratification at its next regular meeting.

Introduction of the legislation will depend upon securing an author prior to any legislative deadlines which might apply.

8. The CTA Board of Directors may initiate sponsored legislation between State Council meetings based upon a finding that:

- a. Extenuating circumstances and/or an emergency exists and;
- b. That no other alternative is available to resolve the situation which gives rise to the proposed legislation including awaiting the next legislative year.

If the Board approves immediate introduction of the proposed sponsored legislation, pending an FPE and staff analysis, the action shall be submitted to the State Council for ratification at its next regular meeting.

Introduction of the legislation will depend upon securing an author prior to any legislative deadlines which might apply.

9. After proposals are adopted as sponsored legislation by the State Council, it is the responsibility of the consultant to the committee of origin:

- a. To present the proposal to the CTA Legal Counsel's office for final bill drafting.
- b. To prepare testimony which will be utilized before policy committee(s) when hearings on the bill occur.
- c. To prepare fact sheets on each bill for use with the policy committee(s).

10. Any proposals to be sponsored which are submitted after the first State Council meeting would be considered for the second year of the two-year legislative session.

Co-sponsored Bills - CTA cooperatively works with one or more other groups to develop, introduce and seek the passage of the proposal. This position is to be utilized when necessary to join with other organizations.

Process for Initiating Co-Sponsorship of Legislation

1. The agency or organization seeking co-sponsorship of a

legislative proposal shall submit a request, in writing, to the CTA President. The request shall contain the rationale, including but not limited to the timeliness of the proposal, the need(s) addressed, and the agency or organization's common ground with CTA.

2. The CTA President may refer the proposal with a recommendation to pursue co-sponsorship based on CTA policy, to the CTA Board of Directors.
3. The CTA Board of Directors shall determine whether the proposal shall continue through the process for sponsored legislation either through Board adoption or referral to the appropriate State Council committee.

Bills Introduced by Others:

Recommendations on other bills on which State Council committees have taken positions should be presented to the State Council Legislation Committee for policy determination.

The following are appropriate position recommendations.

Support - CTA does not introduce the legislation but supports it in every way possible.

Approve - CTA wishes the legislation to pass but will not work for its enactment at the expense of more important legislation.

Oppose - CTA gives major emphasis to the defeat of such legislation.

Disapprove - CTA does not wish such legislation to pass but will not work for its defeat at the expense of more important legislation.

Watch - CTA will monitor the bill. Any significant amendments to the bill will be brought to the appropriate committee(s) for a possible change in position.

Rationale for **Watch** must include any of the following:

- Needs clarification
- Spot bill
- Waiting for amendments
- Working with the author
- Funding sources unclear

Special Rule:

Support with Reservations is a special category which may be applied to omnibus and/or multi-topic legislation containing both positive provisions and unacceptable provisions. This position is recommended by the CTA President or the designee of the President and may be applied only during the time of CTA negotiations on content with authors and/or state agencies. At the time of final consideration, CTA shall change this position to one of the regular categories as listed in of the

CTA Guidelines for Processing Legislation.

Should a **"Support with Reservations"** position be adopted by the State Council of Education, a task force made up of members from appropriate committees shall be formed to deal with that bill for the life of the bill. This task force shall be chaired by the CTA President or the designee of the President with other members recommended by the appropriate committees for approval by the Board of Directors.

All positions taken by the Board of Directors and/or the Interim Legislative Committee shall be acted upon at the next State Council meeting.

For the purpose of advocacy of CTA positions on legislation before the California State Legislature, State Boards, Commissions, and other Government bodies, CTA representatives are authorized to use the term "Support" to describe CTA's position on a bill that has an "Approve" position and the term "Oppose" to describe CTA's position on a bill that has a "Disapprove" position.

Individual or Chapter Proposed Legislation:

Individual members or Chapters desiring sponsored legislative proposals shall contact the CTA Governance office which shall direct the proposal request to the appropriate policy committee(s) for study and recommendation.

Presentations to the State Legislation Committee by the standing committees will be made on the first day of State Council, after committees have convened.

Chairpersons of the standing committees should indicate specific times during these hours at which they wish to appear.

Committees having no legislative proposals should notify the State Legislation Committee as soon as possible after committee meetings begin.

The State Legislation Committee will finalize the legislative package for presentation to State Council after all policy committees have reported their recommendations. (04-12; 03-06; 94-06; 91-03; 87-05; 86-04; 85-03)

Guidelines for Processing Legislation on an Interim Basis

1. Between State Council meetings, bills are amended that may result in position changes. It is the responsibility of the advocate to contact the Committee consultant, Committee chair, and State Legislation chair to approve the position change. After that approval, the CTA President or another executive officer will approve the position. Once the Interim legislation form has been approved and signed by the CTA President and the CTA Manager of Legislative Relations, copies of the form shall be transmitted to the CTA Board liaison to the policy

committee, the CTA liaison to the State Legislation Committee, the CTA Vice-President, the CTA Secretary-Treasurer and the CTA Executive Director. At its next meeting the CTA Board must also reaffirm the position. The CTA President's approval shall stand until the CTA Board acts. This interim position is effective until the next State Council meeting. These interim positions are presented by the State Legislation Committee to State Council for their final approval. The policy committees should review interim positions taken between State Council meetings. If the Committee concurs, no action is necessary. If the Committee wishes to change positions on a bill, it must process a new position form through the regular procedure.

2. Interim 24-Hour Actions. The President, when notified by the Executive Director or designee that legislative positions must be determined within 24 hours, shall have authority to take such positions, and to accept or reject proposed amendments to legislation which require an immediate decision. If and when time permits, such action shall be taken after a conscientious effort by the President to consult with the Prime committee chairperson, State Legislation Committee Chairperson and other appropriate chairpersons. The President's action shall reflect their recommendation, insofar as is practicable. All such actions shall be in conformity with CTA policy positions. The President shall report such actions and rationale to the Board of Directors for ratification and to the chairpersons of the related committees. (Amended 04-02)

3. Omnibus Legislation.

- a. The President or Vice President, when notified by the Executive Director of multi-subject legislation, shall have the authority to call and chair a meeting of the Omnibus Bill Monitoring Task Force as defined in the Standing Rules.
- b. The decision of the Omnibus Bill Monitoring Task Force shall serve as a recommendation to the Board of Directors for a supplementary position to be taken during the period between State Council meetings. (04-02)

4. Consultation with Prime Committees. Prior to any conference call or meeting, representatives of Council committees are expected to discuss progress of legislative proposals with other members of their respective committees.

5. Polling of Council. The Board of Directors may

authorize a poll of the voting membership of the entire Council when a major change in a priority legislation proposal is proposed by the Legislative Interim Advisory Committee, if such action is deemed feasible and desirable, or take any other appropriate action within its authority between meetings of the Council. *(Amended July 1979, October 1981, January 1982, moved June 1994)*

Legislative Lobbying By State Council Members

California Teachers Association lobbying procedures have been established in order to involve CTA members more actively and effectively in the legislative process. All CTA-sponsored legislation and bills on which the CTA State Council of Education has taken a position will be included and subject to this program.

- I. Responsibility for preparing detailed rationale (background material, position papers and fact sheets) and substantive testimony on legislative proposals rests with the CTA consultants and chairpersons of State Council committees.
 - a. Committee consultants and chairpersons should read and analyze all legislative bills (and all amended versions) immediately upon receipt of same from the Governmental Relations Division. A preliminary position should be discussed by the chairpersons and consultants in case an interim position is needed between State Council meetings.
 - b. Consultants and chairpersons will be informed by the Governmental Relations Division of the need for testimony or member lobbying in Sacramento. If they decide they cannot personally appear in Sacramento to testify, or that the testimony would be more effective if done by another member, the Governmental Relations Division will then contact the designated committee member.
 - c. Each council committee will have a ten-member lobbying list to be selected in the following manner:
 - (1)At the first fall meeting of the State Council, each committee chair shall, with the assistance of committee consultants, nominate 15 candidates for appointment to the member lobbying program.
 - (2)Nominations will be reviewed by the CTA Officers who shall select 10 of these candidates per committee and recommend their appointment to the CTA Board.

- (3)The Board shall make the final appointments to the member lobbying program at its next meeting. This will ensure that member lobbyists will be available to provide technical assistance as soon as possible.
- d. Members on the committee lobbying list who can be called upon to lobby committee positions and/or testify on bills, should meet the following criteria.
 - (1)The members must generally be available, even on short notice, to come to Sacramento.
 - (2)The members must be thoroughly knowledgeable in their committee subject areas.
 - (3)The members should be of strong persuasion, possess the ability to express CTA policy clearly and be able to respond to criticism from legislators with appropriate demeanor.
 - e. Mini-workshops will be provided by Governmental Relations Division to train members selected by the respective State Council Committees to go to Sacramento. Such training shall include:
 - (1)Legislative protocol;
 - (2)Lobbying procedures;
 - (3)Content and format of testimony.
2. Responsibility for supplying the consultants and those State Council members who have been designated to lobby with up-to-date legislative material and calendar information will rest with the Governmental Relations Division.
 - a. Governmental Relations staff will maintain the official list of those who will be involved in the new lobbying program.
 - b. Governmental Relations staff will keep members informed on a continuing basis by timely communication of information necessary to carry out the lobbying program.
 - c. Governmental Relations staff will inform committee consultants and chairpersons when their bills are to be heard by the Legislature.
 - d. Governmental Relations staff will make necessary reservations for accommodations for those selected to go to Sacramento to lobby or testify. They shall also inform the consultants and chairpersons of all legislative committee hearing changes.
 - e. Governmental Relations Division staff will brief members when they arrive in Sacramento to

- provide them with updated information and necessary materials.
- f. Governmental Relations staff will coordinate member lobbying to assure consistent and thorough legislator contact.
 - g. Governmental Relations staff will debrief members upon their return from the Capitol in order to assess the results of their efforts and the need for further lobbying activity.
 - h. Governmental Relations staff will keep necessary records of member participation in the Sacramento lobbying effort and cumulative totals of member lobbying expenditures so that the program remains within the amount of money budgeted.
3. On selected issues of importance to the teachers statewide, the CTA Executive officers or members of the Board of Directors may also be invited to testify before legislative committees.
 4. Responsibility of members who are asked to testify or lobby in Sacramento:
 - a. Make their own transportation arrangements.
 - b. Report to Governmental Relations office upon arrival in Sacramento and complete brief registration form.
 - c. Fill out debriefing form for each bill lobbied or testified on.
 - d. Submit expense reimbursement requests as soon as possible so they can be processed and paid promptly.
 - e. Have written testimony if invited to testify. (93-09; 78-11)