



A Union of Professionals

2022 COMMITTEE REPORTS

VOLUME ONE

Presented to the National Convention of
the American Federation of Teachers, AFL-CIO
Committee Reports on Constitutional
Amendments and Resolutions
Boston | July 14–17, 2022

RECLAIM OUR FUTURE

#ReclaimOurFuture



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Our Mission

The **American Federation of Teachers** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

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Provisions for submitting constitutional amendments to the 2022 AFT Convention are contained in Article X, Sections 1 and 3 of the AFT Constitution:

Section 1. Proposed amendments to the constitution may be submitted to the convention either by request of the executive council or the convention or executive council of any state federation or by request of a local. All amendments shall bear the signature of at least two elected officers of the federation introducing the amendment. The officers signing the amendment shall certify that the amendment was approved for submission to the convention by the executive board or membership of the local or by the executive board or convention of the state federation or by the executive council of the AFT.

Section 3. If a proposed amendment is to be submitted to a national convention, it must reach the national office by March 15 and must be sent by the national office to the locals by April 15.

Provisions for submitting resolutions to the 2022 AFT Convention are contained in Article IV, Section 4 of the bylaws to the AFT Constitution:

Section 4. Resolutions to the convention may be introduced by locals, state federations or the executive council of the American Federation of Teachers. No resolution shall be introduced later than six weeks prior to the opening of the convention except by two-thirds vote of the convention. All resolutions shall bear the signature of at least two elected officers of the federation introducing the resolution. The officers signing the resolution shall certify that the resolution was approved for submission to the convention by the executive board or membership of the local or by the executive board or convention of the state federation or by the executive council of the American Federation of Teachers. The resolution shall contain the title and shall be submitted to the president of the American Federation of Teachers. Properly signed resolutions may be mailed, e-mailed in PDF format or faxed to the president. Resolutions so submitted shall be mailed from the AFT national office to locals and state federations prior to the convention.

According to the above provisions, the following constitutional amendments were received by the national office by March 15, 2022, and resolutions were postmarked or received no later than June 2, 2022.

CONVENTION RULES

Article IV, Section 9 of the bylaws states:

Section 9. A copy of the rules should be provided for delegates and visitors upon convention registration and should be voted on at the opening session on the first day of the convention.

NOTE: Resolutions submitted to the national office for consideration by convention delegates are edited for style, typographical errors and punctuation only.

RULES OF CONDUCT FOR THE 2022 CONVENTION

1. SERGEANTS-AT-ARMS

- a. Sergeants-at-arms shall at all times keep proper check on delegates and guests, and see that they are seated in their proper places and that order is maintained.
- b. Specially designated sergeants-at-arms shall be assigned to each floor microphone to facilitate their proper use.
- c. Sergeants-at-arms assigned to the entrance doors to the convention hall shall not admit anyone to the hall when a vote is in progress.
- d. Sergeants-at-arms shall not permit the display of caucus or political signs or placards or the distribution of caucus or political material within the convention hall. Parades or demonstrations shall not be permitted.

2. FLOOR MICROPHONES

- a. Microphones available for debate on any questions before the convention shall be utilized in rotation, beginning with microphone No. 1 for each new business session. Within each business session, rotation of microphones is defined as the continuation of numerical order. All microphones shall be live at all times during business sessions.
- b. When a question before the convention is put to a vote, all microphones shall be cleared of all delegates in line awaiting their turn to speak.

3. RECOGNITION TO SPEAK

- a. A delegate desiring to speak to a question on the floor must remain at his or her microphone position until recognized by the chair in rotation.
- b. A delegate recognized by the chair must state his or her name and local number before speaking.
- c. If a delegate, while speaking, is called to order, he or she shall, at the request of the chair, remain silent until the question is decided.
- d. No delegate shall be allowed to speak twice on any issue until all who are desirous of doing so and are entitled to do so have had a chance to speak.

4. SPECIAL ORDERS OF BUSINESS

- a. Special Orders of Business must be printed and available to all convention delegates one business session prior to consideration.
- b. Special Orders of Business must address issues that because of timeliness could not have been dealt with through the resolutions procedure outlined in Article IV, Section 4 of the AFT bylaws.

5. MOTIONS AND AMENDMENTS TO MOTIONS

- a. A motion or an amendment to motion duly made and seconded shall not be open for discussion until it has been clearly repeated to the convention by the chair.
- b. The chair, at his or her discretion, may require a motion or amendment to be submitted in writing.
- c. No motion or amendment shall be voted upon until the mover or introducer has had an opportunity to speak to it if he or she so desires.
- d. The chair shall repeat the motion or amendment before the convention immediately prior to the vote thereon.

RULES OF CONDUCT FOR THE 2022 CONVENTION

6. LIMITATIONS ON DEBATE

A delegate shall be allowed to speak to any question for a period not to exceed three minutes. He or she shall be notified when two minutes have elapsed and again at the close of the third minute, at which time the speaker must return to his or her seat.

7. POINTS OF ORDER

When the chair entertains a point of order, no further points of order can be raised until the point before the body is disposed of.

8. APPEALS

A delegate desiring to appeal a decision of the chair must be recognized for the purpose of such appeal before any other delegates are recognized for any other purpose.

9. VOTING

Except on roll-call votes, all voting shall be by voice or by a show of hands, but the chair may call for a standing vote when in doubt. No division shall be taken unless the vote is challenged and the challenge supported by one-third of the delegates assembled rising in their places or if the chair so decides.

10. GUEST SPEAKERS

Guest speakers invited by the executive council or the convention shall be introduced at their convenience by the chair, provided, however, that no speaker on the floor shall be interrupted.

11. COMMITTEE MEETINGS

- a. The chair of each committee shall, at the opening of the committee meeting, appoint a secretary to record the proceedings, two timekeepers to ensure that time limits are followed, and several tellers to assist the chair in determining votes. A sufficient number of sergeants-at-arms shall be assigned to each convention committee meeting to check badges and to maintain order.
- b. Attendance shall be taken, and only those delegates properly assigned to the committee in question shall be permitted to attend and to participate in committee business.
- c. All the foregoing rules of the convention that can be made applicable to committee meetings shall apply, such as the limitations on debate, appeals of the decision of the chair, voting procedures (except that there be no roll-call votes), and procedures for motions and amendments.
- d. At the opening of each committee session and before any business has been transacted, the chair shall read to the assembled committee members Sections 6, 7 and 8 of Article IV of the bylaws so that they may be reminded of their responsibility to select the resolutions or business the committee considers most important.
- e. It shall be the responsibility of the chair and secretary of each committee to see to it that the resolutions that the committee wants to report to the convention are submitted to the convention office for duplication and are available on the floor of the convention for distribution to delegates prior to consideration.
- f. For purposes of clarity and consistency, committee recommendations should be presented in a uniform manner: The committee recommends concurrence in favor of the resolution, or the committee recommends non-concurrence in opposition to the resolution.
- g. The committee chair shall report the recommendations of the committee to the convention on the basis of a majority vote of its members present and voting.

**RULES GOVERNING THE 2022 ELECTION OF OFFICERS OF THE AFT
AND DELEGATES TO THE AFL-CIO CONVENTION**

1. THE ELECTION COMMITTEE

- a. The Election Committee is combined with the Credentials Committee whose members are appointed pursuant to Article V of the AFT bylaws.
- b. The chair of the Credentials Committee also serves as the chair of the Election Committee.
- c. The Election Committee shall have plenary powers to run the election and determine any disputes that may arise during or out of the election subject only to the provisions of Article VI of the AFT bylaws, which specify the procedures for nomination and election. It may engage the services of an entity to carry out election procedures.
- d. The Election Committee shall receive the names of the nominees for office from the secretary-treasurer no later than 8:30 a.m. on the third day of the convention (July 16, 2022) after an opportunity for declinations as provided in Article VI, Section 1 of the AFT bylaws.

2. OBSERVERS

- a. Each candidate or slate shall appoint their own observer who shall have access to the polling and counting of the ballots.
- b. There shall be one observer per candidate or slate for each tabulation room.
- c. Observers may take notes and ask questions but may not interfere in the election process. No photographs may be taken in the tabulation room.
- d. The candidate or slate shall notify the chair of the Election Committee of the names of the observers at a time determined by the Election Committee.
- e. An observer must be a member of the AFT.

3. SLATES

- a. Two or more candidates for office may organize themselves into a slate for election.
- b. Candidates for office may organize themselves into a slate, and they shall designate the name of their slate. No slate can use the name of any other slate that has historically used a certain name. Otherwise the slate shall determine its own name.
- c. Delegates have a choice of voting for a slate or voting for individual candidates.
- d. Every candidate and every slate shall make themselves known to the chair of the Election Committee so that proper information can be provided for the printing of ballots no later than 8:30 a.m. on the third day of the convention.
- e. Requests for table space and for meeting rooms outside of the convention hall by caucuses sponsoring slates shall be made to the director of conventions, meetings and travel at least 15 days prior to the convention in accordance with established procedures.
- f. Individual requests for previously unarranged table space and meeting rooms outside of the convention hall, shall be made to the director of conventions, meetings and travel no later than 10:00 a.m. on the first day of the convention (July 14, 2022) after picking up nomination forms from the Credentials and Election Committee.

**RULES GOVERNING THE 2022 ELECTION OF OFFICERS OF THE AFT
AND DELEGATES TO THE AFL-CIO CONVENTION**

4. VOTING PROCEDURE

- a. An announcement shall be made to the convention of the time and place to secure ballots for distribution to delegations, which shall be no later than 4:30 p.m. on the third day of the convention. Balloting shall be completed by 7:30 p.m. as provided in Article VI, Section 2 of the AFT bylaws. The Election Committee may change the starting time of the election to accommodate the convention schedule and adjust the ending time to allow three hours for voting.
- b. Each local shall select a ranking delegate who shall be responsible for securing ballots, delivering them to the delegates and returning the executed ballots to the same place they were first distributed. The ranking delegate shall receive only the number of ballots necessary for the delegation as certified by the Credentials Committee. Any unused ballots must also be returned.
- c. Every ballot shall be signed by the delegate voting that ballot. No ballot shall be counted that is not signed.
- d. Delegates shall be instructed by the ranking delegate on the voting procedure. When a delegate wishes to vote for a slate, that delegate shall place a mark as instructions in the box or circle identifying the slate as per the instructions for voting. Delegates must choose between voting by slate or individually. When the vote is by slate, the delegate is limited to voting for one slate only and may not combine slate voting with individual candidate voting. When a delegate wishes to vote for individual candidates, that delegate shall put a mark by the candidate's name in the box or circle as per the instructions for voting. The delegate who votes individually may vote for each of the vacant positions as indicated on the ballot.
- e. Upon receipt of the ballots from the ranking delegate, the Election Committee shall separate the ballots into separate piles consisting of blank ballots, unsigned ballots, overvotes,¹ votes for each slate and individual candidate votes or other piles deemed necessary by the election committee and election tabulation vendor. The procedure for distribution and voting is part of the balloting process and begins at the time indicated in Article VI, Section 2 of the AFT bylaws or at such time as established by the Election Committee to accommodate the convention schedule.
- f. The tabulation of votes begins as soon as practicable on the third day of the convention in a place to be announced.
- g. The value of each vote is determined by computer by dividing the local's votes to four decimal places and assigning this number to each delegate as required by Article VII, Section 8 of the AFT constitution.
- h. The results of the election will be announced at the opening of the convention on the following day. Election votes may be posted in writing prior to that time if they are by then completed.

¹ An overvote occurs when a delegate votes for a combination of slate and individuals or the number of candidates selected exceeds the number of vacancies.

**RULES GOVERNING THE 2022 ELECTION OF OFFICERS OF THE AFT
AND DELEGATES TO THE AFL-CIO CONVENTION**

5. CAMPAIGN CONTRIBUTIONS

No candidate or supporter may solicit or accept financial support or any other direct or indirect support of any kind from any non-member of AFT.

6. DELEGATES TO AFL-CIO CONVENTION (when applicable)

Delegates to the AFL-CIO convention are the president, the secretary-treasurer and the executive vice president. In addition, other delegates may be elected in a number to be determined by the executive council. The election of these delegates, other than the specified officers, shall follow the procedure for election of officers as set forth in these rules.

CONSTITUTIONAL AMENDMENTS COMMITTEE

CONSTITUTIONAL AMENDMENTS COMMITTEE

Committee Chair: Zeph Capo, Texas AFT

Committee Secretary: Bonnie Luisi, Oregon School Employees Association,
Local 6732

PROPOSED CONSTITUTIONAL AMENDMENTS

NOTE: Constitutional amendments must be adopted by two-thirds (2/3) of the votes cast. Bylaws are adopted by a majority vote. Underlined words indicate proposed new language. Lines through words indicate proposed deletions.

ARTICLE IX—Revenues (page 14)

Committee recommends concurrence.

1 **Section 1.** Effective ~~September 1, 2019, 70 cents and Effective~~
2 September 1, 2021, 95 cents and effective September 1, 2023, \$1.00
3 of each member's per capita shall be set aside for a joint AFT
4 Militancy/Defense Fund. The executive council shall establish clear
5 guidelines and procedures that guarantee that the benefits available
6 through the fund shall be distributed on an equitable basis. Strike
7 benefits shall not be provided unless the strike action is in conformity
8 with the AFT strike policy. An annual financial report of the
9 Militancy/Defense Fund shall be made to the AFT executive council
10 and to the convention, the purpose of which shall be in part to ensure
11 that there is an adequate reserve to pay anticipated strike benefits.

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

BYLAWS

ARTICLE VIII—Per Capita, Budget and Audits (pages 21-23)

Committee recommends concurrence.

1 **Section 1.** (a) ~~Effective September 1, 2019, each local shall pay a~~
 2 ~~per capita tax of \$19.58 per month, of which \$1.20 shall be dedicated~~
 3 ~~to a special AFT fund to engage members and to assist locals in crisis.~~
 4 ~~Effective September 1, 2021, each local shall pay a per capita tax of~~
 5 ~~\$19.98 per month, of which \$1.20 shall be dedicated to a special AFT~~
 6 ~~fund to engage members and to assist locals in crisis. Effective~~
 7 ~~September 1, 2023, each local shall pay a per capita tax of \$20.18 per~~
 8 ~~month of which \$1.25 shall be dedicated to a special AFT fund to~~
 9 ~~engage members and to assist locals in crisis.~~ The national office shall
 10 pay back to the office of each state federation for each member of the
 11 state a per capita of 20 cents per month.

12 **Section 7.** ~~Effective September 1, 2019, \$2.60 of each member's~~
 13 ~~per capita tax shall be set aside each month in a special fund that will~~
 14 ~~function to assist the AFT and its affiliates in participating in legislative~~
 15 ~~and political activities with significant potential impact on members of~~
 16 ~~the AFT and the institutions where they work. Effective September 1,~~
 17 ~~2021, \$2.75, and effective September 1, 2023, \$2.80 of each member's~~
 18 ~~per capita tax shall be set aside each month in a special fund that will~~
 19 ~~function to assist the AFT and its affiliates in participating in legislative~~
 20 ~~and political activities with significant potential impact on members of~~
 21 ~~the AFT and the institutions where they work. Such assistance shall be~~
 22 ~~collected and utilized in accordance with the provisions of applicable~~
 23 ~~state and federal law. The executive council will adopt guidelines to~~
 24 ~~implement this provision, including the development of criteria and an~~
 25 ~~application for assistance. Where a state affiliate has a fund that is~~
 26 ~~approved by the AFT and similar to the Solidarity Fund, in that it~~
 27 ~~functions to assist the affiliate in participating in legislative and political~~
 28 ~~activities with significant potential impact on the members and the~~
 29 ~~institutions where they work, then the AFT will pay effective September~~
 30 ~~1, 2019, 99 cents per member per month to be deposited in such similar~~
 31 ~~state fund. Effective September 1, 2021, the AFT will pay \$1.04 per~~
 32 ~~member per month to be deposited in such similar state fund. Effective~~
 33 ~~September 1, 2023, the AFT will pay \$1.06 per member per month to~~
 34 ~~be deposited in such similar state fund.~~

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

EDUCATIONAL ISSUES COMMITTEE

Committee Chair: Donna Chiera, AFT New Jersey

Committee Secretary: John Meeks, Duval Teachers United, Local 3326

**1. COMMUNITY SCHOOLS: HELPING STUDENTS
THRIVE IN OUR SCHOOLS AND COMMUNITIES**

Committee recommends concurrence as amended below:

- 1 WHEREAS, the American Federation of Teachers has long
2 believed in and worked to advance a comprehensive vision for public
3 education that promotes children’s well-being; supports powerful
4 learning; builds teacher and staff capacity; and fosters cultures of
5 collaboration among educators, administrators, families and
6 communities, recognizing that these values are inherent to the
7 community schools model; and
8 WHEREAS, community schools are not just another program, but
9 a paradigm shift in the way we think about schools that goes beyond
10 providing supports and services for students; and
11 WHEREAS, by establishing partnerships, community schools
12 provide a variety of services, supports and enriched learning
13 opportunities to students, parents, school staff and the community
14 based on a comprehensive asset and needs assessment, providing a
15 sustainable way to support their communities’ physical, emotional and
16 academic needs, as well as aid in economic recovery and stabilization
17 that benefit students and adults alike; and
18 WHEREAS, there are fundamental principles that must govern the
19 creation of community schools, including the four pillars that have been
20 established in research on the efficacy of community schools, including
21 “An Evidence-Based Strategy for Equitable School Improvement”:¹
22 1. Integrated student supports
23 2. Expanded learning time and opportunities
24 3. Family and community engagement
25 4. Collaborative leadership and practice; and
26 WHEREAS, community schools build a culture of open and
27 purposeful collaboration where everyone involved—community
28 partners, families, school staff and administrators—shares
29 responsibility for continuous improvement in both academic and non-
30 school-related outcomes; commits to building a culture of open and
31 purposeful collaboration; and seeks to build a diverse consortium of
32 stakeholders who reflect the community they serve; and
33 WHEREAS, community schools establish collaborative structures
34 and practices such as site-based decision-making teams that include
35 educators, school staff, school administrators, parents, community

¹ <https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>

36 leaders, and students who engage in the planning and decision-making
37 process for the school; and community schools utilize a site coordinator
38 to ensure partners are working together to get students access to
39 resources and supports attuned to their needs and talents; and

40 WHEREAS, the AFT believes all students have a right to learn and
41 achieve academic success—regardless of where, or under what
42 circumstances, they live—and recognizes the impact racism and
43 inequity has on access to high-quality education, healthcare and
44 employment opportunities for people living in poverty and people of
45 color; and

46 WHEREAS, there are many examples of the community schools
47 strategy being used to foster the principles of social justice and equity,
48 community self-determination, valuing community knowledge and
49 wisdom, shared leadership, transparency and trust relationships,
50 reflective learning culture, and a whole-person approach to education
51 that are backed up by research; and

52 WHEREAS, research from the Learning Policy Institute and the
53 Institute for Educational Leadership shows that when implemented as
54 a comprehensive model with fidelity, schools and communities both
55 benefit from:²

- 56 • Reduced health-related obstacles that cost students instructional
57 time;
- 58 • Decreased student mobility rates. When schools serve as hubs
59 of the community, families can establish roots rather than moving
60 around to receive necessary services;
- 61 • Increased family involvement;
- 62 • Stronger community involvement and schools that reflect the
63 communities they serve; and
- 64 • Potential for reduced racial and economic achievement gaps; and

65 WHEREAS, community school models across the country
66 demonstrate how schools and communities can connect to help all
67 students learn and thrive regardless of politics, demographics or
68 geography, including how to:³

- 69 • Manage space and resources, and design new community
70 schools or redesign existing schools and buildings and co-located
71 spaces for community school use; and
- 72 • Connect non-school personnel and experts to schools in a
73 sustainable way; and
- 74 • Leverage support from outside organizations, including
75 government, private not-for-profit and philanthropic
76 organizations; and
- 77 • Build grassroot support and engagement among families and
78 community leaders in community schools; and

² <https://communityschools.futureforlearning.org/>

³ <https://communityschools.futureforlearning.org/>

- Leverage federal, state and local funding resources for growth and sustainability; and
- Bring new opportunities to underserved or economically depressed communities:

RESOLVED, that the American Federation of Teachers will join with coalition partners in calling for 25,000 community schools by 2025.⁴

RESOLVED, that the AFT will:

- **Affirm its commitment that every school should have access to resources to develop a community school model, including a designated community school director/coordinator—an essential resource to link services and develop community partnerships; and**
- **Expand our community schools initiatives from the more than 700 community schools we currently support nationwide to 2,500 schools over the next five years; and**
- **Urge local union affiliates to partner with school districts, local government entities, political leaders, and labor and community leaders to transform the schools serving our neediest students into community schools to bring together, under one roof, the services and activities our children and their families need;⁵ and**
- **Be unapologetic about efforts to create anti-racist, culturally sustaining schools and will support all locals that desire to address systemic and structural racism, social justice and inequity within their schools as part of their community school strategy; and**
- **Elevate the work already being done across the country and support locals and states that want to establish, sustain or expand the community schools model for prekindergarten through higher education; and**
- **Use education, political and legislative advocacy, as well as grassroots organizing with locals, community partner organizations and coalition allies to increase the number of community schools nationwide, and support state and federal legislation and programs that fund community schools as part of a strategy to improve struggling schools; and**
- **Support federal and state legislation that enables school districts to accelerate new construction and/or renovation of community schools to accommodate their various functions and to build them to green and sustainable standards such as those of the U.S. Green Building Council, the Leadership**

⁴ <https://www.communityschools.org/>

⁵ <https://www.aft.org/sites/default/files/wysiwyg/sustainablecommunityschools.pdf>

- 122 in Energy and Environmental Design (LEED) system or the
 123 Collaborative for High Performance Schools; and
 124 • Call for ongoing, high-quality research into community
 125 schools' best practices, staffing models, and approaches to
 126 implementation that ensure community schools enhance
 127 academic standards and other meaningful outcomes; and
 128 • Create and deliver professional development so that
 129 members are equipped to advocate for and implement
 130 community schools strategies as part of a comprehensive
 131 model for school improvement; and
 132 • Foster opportunities for locals to network and learn from
 133 each other's experiences; and

134 **RESOLVED**, that the AFT will call on policymakers at all levels
 135 to recognize the transformative power of community schools and
 136 their unique capacity to serve all students, and to use their
 137 authority to fund and support the community schools model with
 138 fidelity; and

139 **RESOLVED**, that the AFT will call on:

- 140 • The U.S. Congress to pass comprehensive legislation, such
 141 as the Full-Service Community School Expansion Act, to
 142 sustainably fund community school initiatives at the federal
 143 level; and
 144 • The U.S. Department of Education to establish a database of
 145 community schools and disseminate findings to guide
 146 research, policy and implementation; and
 147 • The Department of Education to advocate for the
 148 consideration of those findings when Congress modifies
 149 legislation like the Elementary and Secondary Education
 150 Act, the Individuals with Disabilities Education Act and other
 151 legislation, budgetary items and competitive grants; and
 152 • States and school districts to ensure that community
 153 schools are not a pretext to bypass contractual agreements;
 154 reduce standards for existing, normal operating school
 155 hours; lessen those standards during after-hours
 156 operations; displace existing services and/or staff; or
 157 weaken existing crucial health and safety regulations, and
 158 will support locals in developing and articulating their
 159 bargaining demands related to implementing and sustaining
 160 community schools.; and

161 **RESOLVED**, that the AFT will advocate for funding at the
 162 **federal level dedicated specifically for creating additional**
 163 **community schools and supporting the hiring of community**
 164 **school directors/coordinators to lead the critical work of aligning**
 165 **community services with family and student needs.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

3. EQUITY THROUGH CULTURALLY RESPONSIVE, BALANCED ASSESSMENT SYSTEMS

Committee recommends concurrence.

- 1 WHEREAS, an assessment system encompasses formal and
- 2 informal practices, activities and procedures used authentically within
- 3 classrooms to measure students' learning, are administered both
- 4 during and after the learning process, resulting in data and information
- 5 that is used regularly by education professionals, students and their
- 6 families, and sometimes by policymakers to diagnose student learning
- 7 needs and make decisions about students' education and educational
- 8 opportunities; and
- 9 WHEREAS, effective classroom assessment practices are founded
- 10 in culturally responsive teaching, curriculum, and assessment—and
- 11 supported by school and district leaders, states, teacher educators,
- 12 and measurement experts—so that students experience an equity-
- 13 focused learning environment that recognizes and builds on their
- 14 culture, knowledge and experience, and ensures authentic
- 15 instructional and assessment tasks, which provide feedback to support
- 16 students' learning and growth;¹ and
- 17 WHEREAS, classroom-based, curriculum-embedded formative
- 18 assessment is the "lived, daily embodiment of a teacher's desire to
- 19 refine practice based on a keener understanding of current levels of
- 20 student performance, undergirded by the teacher's knowledge of
- 21 possible paths of student development within the discipline and of
- 22 pedagogies that support such development";² and
- 23 WHEREAS, standardized tests represent one form of assessment
- 24 within a broader system of assessment types, and are designed to
- 25 measure a student's knowledge and skills at a specific point in time;
- 26 and they have been misused and overused for diagnostic, formative
- 27 and summative purposes in American public schools since the
- 28 passage of the federal No Child Left Behind Act of 2001 and the testing
- 29 expansions that occurred during the period of federal Race to the Top
- 30 grants in the 2010s; and

¹ Shepard, Lorrie A., Diaz-Bilello, E., Penuel, W. R., and Marion, S. F. (2020). *Classroom assessment principles to support teaching and learning* (policy brief). Center for Assessment, Design, Research and Evaluation, University of Colorado Boulder. Retrieved on June 7, 2022, from https://www.colorado.edu/cadre/sites/default/files/attached-files/classroom_assessment_principles_to_support_teaching_and_learning_-_final_0.pdf.

² Fleisher, Cathy, Filkins, S., Garcia, A., Mitchell Pierce, K., Scherff, L., Sibberson, F., and Daviset, M. (2013). *Formative assessment that truly informs instruction* (policy brief). National Council of Teachers of English. Retrieved on June 7, 2022, from https://cdn.ncte.org/nctefiles/resources/positions/formative-assessment_single.pdf.

31 WHEREAS, despite increased testing in public schools, academic
32 performance gaps as measured by standardized tests remain
33 unchanged since the *Brown v. Board of Education* decision in 1954;³
34 and

35 WHEREAS, extensive research demonstrates standardized testing
36 has not escaped its shameful beginning of "intelligence tests" for
37 military fitness, which were designed to confirm beliefs of eugenics
38 and racism⁴ and continue to perpetuate the false premise that they
39 objectively measure student achievement while retaining design
40 practices (e.g., test question bias, use of a bell curve, test question
41 difficulty- setting practices, arbitrary raising of cut scores when students
42 show success on state tests) that continue to perpetuate race and class
43 inequality as their structures and designs are inextricably intertwined
44 with social and economic inequalities that exist outside of schools;^{5,6,7,8}
45 and

46 WHEREAS, the most recent accounting of state spending found 10
47 years ago that states spend \$1.7 billion every year on standardized
48 testing,⁹ and in response, school districts have directed millions of local
49 dollars and a countless number of instructional hours toward
50 "benchmark" or "interim" tests and mandated test-prep activities, yet
51 the information provided by these high-stakes tests has been misused,
52 thus making them ineffectual in providing real and meaningful guidance
53 to teachers, students and families;¹⁰ and

³ Hanushek, Eric, Peterson, P., Talpey, L., and Woessmann, L. (2019). *The achievement gap fails to close: Half century of testing shows persistent divide between haves and have-nots* (research study). Education Next. Retrieved on June 7, 2022, from <http://hanushek.stanford.edu/publications/achievement-gap-fails-close-half-century-testing-shows-persistent-divide-between-haves>.

⁴ Meier, Deborah and Gasoi, E. (2018). *These schools belong to you and me; Why we can't afford to abandon our public schools* (book). Beacon Press.

⁵ Au, Wayne (2008). *Unequal by design: High-stakes testing and the standardization of inequality* (book). Routledge.

⁶ Au, Wayne (2013). *Hiding behind high-stakes testing: Meritocracy, objectivity and inequality in U.S. education* (research study). The International Education Journal: Comparative Perspectives, 12(2), 7–19. Retrieved on June 7, 2022, from <https://openjournals.library.sydney.edu.au/index.php/IEJ/article/view/7453/7812>.

⁷ Au, Wayne (2016). *Meritocracy 2.0: High-stakes, standardized testing as a racial project of neoliberal multiculturalism* (research study). Educational Policy, January 2016, v30 n1, 39-62. Retrieved on June 7, 2022, from <https://journals.sagepub.com/doi/10.1177/0895904815614916>.

⁸ Berliner, David C. (2012). *Effects of inequality and poverty vs. teachers and schooling on America's youth* (research review). Teachers College Record. Retrieved on June 7, 2022, from <http://www.tcrecord.org/PrintContent.asp?ContentID=16889>.

⁹ Chingos, Matthew (2012). *Strength in numbers: State spending on K-12 assessment systems* (research report). Brown Center on Education Policy at Brookings. Retrieved on June 7, 2022, from https://www.brookings.edu/wp-content/uploads/2016/06/11_assessment_chingos_final_new.pdf.

¹⁰ Zavitkovsky, Paul, Roarty, D., and Swanson, J. (2016). *Taking stock: Achievement growth in Illinois under No Child Left Behind* (policy brief). Chicago: Center for Urban Education Leadership, University of Illinois at Chicago. Retrieved

54 WHEREAS, our country must recognize the harms that high-
 55 stakes standardized tests have inflicted over two decades to multiple
 56 student generations: stifling the joy of learning as districts demand
 57 test-prep activities and increase use of benchmark testing, which
 58 leads to one-skill-at-a-time instruction despite lack of evidence of
 59 effectiveness;¹¹ devaluing teachers' curriculum-embedded
 60 assessment practices; tying student and teacher worth to test scores;
 61 firing teachers; disproportionately impacting Black and brown
 62 communities by closing public schools; instituting never-ending
 63 state takeovers/receivership policies; and privatizing public
 64 schools; and

65 WHEREAS, test prep has drained instructional time, student and
 66 teacher energy, and school funds from schools already underfunded
 67 and under-resourced, while also narrowing school curricula, stripping
 68 away teacher autonomy, eroding the love of teaching and learning, and
 69 fostering hostile, antagonistic school climates, particularly in schools
 70 serving Black and brown students and students from lower-income
 71 families;^{12,13,14} and

72 WHEREAS, for more than 20 years, our nation has generated
 73 student, family, and educator stress and anxiety by administering high
 74 stakes, large-scale standardized tests to collect data, which has not
 75 improved teaching and learning conditions or equity; and

76 WHEREAS, the overreliance on lengthy standardized tests for
 77 accountability has been amply demonstrated to cause negative
 78 physical and mental harms to students of all ages by inducing toxic
 79 stress, with these impacts being most profound among our most
 80 vulnerable students, and contributing to the school-to-prison
 81 pipeline, as a test-prep culture undermines student engagement and
 82 increases negative student behavior, thus leading to students,
 83 particularly students of color and those with disabilities, being

on June 7, 2022, from <https://education.illinoisstate.edu/downloads/csep/ISLAC-Final-Report.pdf>.

¹¹ Slavin, Robert (2019). *Benchmark assessments: Weighing the pig more often?* (research review). Robert Slavin's Blog. Retrieved on June 7, 2022, from <https://robertslavinsblog.wordpress.com/2019/04/11/benchmark-assessments-weighing-the-pig-more-often/>.

¹² Fair Test (2017). *The case against high-stakes testing* (policy/research review). The National Center for Fair and Open Testing. Retrieved on June 7, 2022, from <https://www.fairtest.org/k-12/high%20stakes>.

¹³ Koretz, Daniel (2017). *The testing charade: Pretending to make schools better* (book). University of Chicago Press.

¹⁴ Nelson, Howard (2013). *Testing more, teaching less: What America's obsession with student testing costs in money and lost instructional time* (research report). American Federation of Teachers. Retrieved on June 7, 2022, from <https://www.aft.org/sites/default/files/news/testingmore2013.pdf>.

84 pushed out of school, thereby increasing the likelihood for
85 interaction with police and law enforcement;^{15,16,17,18} and

86 WHEREAS, students in special education are already subjected to
87 additional progress monitoring and testing, which takes away from
88 valuable learning time; and

89 WHEREAS, at least 27 states require schools to administer an
90 English language proficiency screening assessment for students
91 whose primary language is not English, and at least 24 states require
92 students to demonstrate English language proficiency on a
93 standardized test to be reclassified as English proficient, which they
94 must take in addition to federally required reading and math tests;¹⁹
95 and

96 WHEREAS, systemic inequities in public education have widened
97 educational opportunity gaps, since students from disadvantaged
98 groups are more likely to attend schools with far less funding and
99 coursework offerings, experience significantly higher instructional
100 hours devoted to test prep, and face increased threat of restructuring
101 and/or closure and high teacher/principal turnover;²⁰ and

102 WHEREAS, vendors and education “reform” groups that are not
103 comprised of educators have successfully pushed costly public school
104 policies and products not based in research which attempt to “teacher
105 proof” public education by directing scarce school funding toward large-
106 scale standardized testing tied to narrow curriculum pacing guides
107 rather than trust and invest in teachers’ professional knowledge, skills
108 and experience to design, deliver and reflect on culturally responsive
109 curriculum, instruction and assessment; and

¹⁵ Fair Test (2017). *The case against high-stakes testing* (policy/research review). The National Center for Fair and Open Testing. Retrieved on June 7, 2022, from <https://www.fairtest.org/k-12/high%20stakes>.

¹⁶ Koretz, Daniel (2017). *The testing charade: Pretending to make schools better* (book). University of Chicago Press.

¹⁷ Kohn, Alfie (2015). *Schooling beyond measure & other unorthodox essays about education* (book). Heinemann. Retrieved on June 7, 2022, from https://www.academia.edu/24493866/Kohn_A_2015_Schooling_beyond_measure_and_other_unorthodox_essays_about_education_Portsmouth_New_Hampshire_Heinemann_ISBN_978_0_325_07440_5_168_p_Soft_cover_26_73.

¹⁸ Ravitch, Diane. (2010) *The death and life of the great American school system: How testing and choice are undermining education* (book). Basic Books.

¹⁹ Rafa, Alyssa, Erwin, B., Brixey, E., McCann, M., and Perez Jr., Z. (2020) *50-state comparison: English learner policies* (research report). Education Commission of the States. Retrieved on June 7, 2022, from <https://www.ecs.org/50-state-comparison-english-learner-policies/>.

²⁰ Journey for Justice (2015). *Failing Brown v. Board: A continuous struggle against inequity in public education* (policy brief). Schott Foundation. Retrieved on June 7, 2022, from <http://schottfoundation.org/blog/2018/05/18/new-journey-justice-report-shows-how-were-failing-brown-v-board#:~:text=BLOGPOST-,New%20Journey%20for%20Justice%20Report%20Shows%20How%20We're%20Failing,Board&text=More%20than%2060%20years%20after,segregation%20based%20largely%20on%20race>.

110 WHEREAS, at a time when public schools face greater challenges
 111 than ever, education privatizers have capitalized on the worldwide
 112 COVID-19 pandemic to change state laws to expand charter and
 113 voucher programs without safeguards to ensure students, families and
 114 taxpayers are protected from "discrimination, corruption and fraud"
 115 and, in 26 states, with no requirements for voucher students to take the
 116 same state tests as their public and charter school counterparts;²¹ and

117 WHEREAS, our union strongly opposes the ways state and federal
 118 policymakers have misused standardized test data to shame, blame
 119 and close schools attended by some of America's most vulnerable
 120 students, and to fire teachers in ways that disparately impact teachers
 121 of color, especially Black teachers;²² and

122 WHEREAS, our union does not oppose standardized testing when
 123 the data it generates is used appropriately to improve student learning,
 124 school programs, and other school and district continuous-
 125 improvement activities; and

126 WHEREAS, our union believes in humane, balanced assessment
 127 systems that include a comprehensive, coherent and continuous use
 128 of curriculum-embedded, unit-based formative and summative
 129 assessments in the classroom to better understand student learning,
 130 layered with appropriate school and district assessment systems,
 131 and state accountability tests to inform the overall educational
 132 process;²³

133 **RESOLVED, that the American Federation of Teachers will**
 134 **create a national assessment task force that will develop goals for**
 135 **changes to federal assessment requirements in the**
 136 **reauthorization of the Every Student Succeeds Act (ESSA) to**
 137 **promote balanced assessment systems, diminish overreliance on**
 138 **standardized tests, and address the harms ESSA has brought to**
 139 **teaching, learning and the privatization of public schools, as well**
 140 **as issues related to punitive measures such as receivership,**
 141 **whether by the state or other entities. In order to promote an**
 142 **aligned response and action, the AFT will provide supports and**
 143 **resources to state and local affiliates about ways to elevate**
 144 **teacher voice in decisions about learning and assessment to**

²¹ Burris, Carol and Cimarusti, D. (2022). *Public schooling in America: Measuring each state's commitment to democratically governed schools* (research report). Network for Public Education. Retrieved on June 7, 2022, from https://www.scribd.com/document/570300930/Public-Schooling-Report-2022#from_embed.

²² Albert Shanker Institute (2015). *The state of teacher diversity in American education* (research report). Albert Shanker Institute. Retrieved on June 7, 2022, from <https://www.shankerinstitute.org/resource/teacherdiversity>.

²³ Marion, Scott and Sheperd, L. (2021). *The components of a balanced assessment system* (presentation). Center for Assessment and California Collaborative for Educational Excellence. Retrieved on June 7, 2022, from <https://vimeo.com/539432824>.

145 support the development of meaningful, culturally responsive,
 146 classroom-based assessment practices that promote balanced
 147 assessment systems and meaningful learning experiences for all
 148 students, and especially Black and brown students; and

149 **RESOLVED**, that the AFT will connect with other national
 150 organizations, including groups representing families and
 151 students, which share the AFT's values on humane, balanced
 152 assessment systems and take concrete steps to create
 153 partnerships that lead to actions which dismantle testing regimes
 154 that have gone too far and are not helping support children's
 155 learning, but often lead to overly punitive sanctions on schools
 156 and educators; and

157 **RESOLVED**, that the AFT will actively work to change ESSA
 158 to ensure standardized testing harms will not be imposed on
 159 future generations of students by eliminating the annual
 160 testing requirements for grades 3-8, the arbitrary quota that
 161 results in the identification and related consequences to the
 162 "bottom 5 percent," and to include in the next reauthorization
 163 of ESSA federal funding support for professional learning and
 164 technical assistance for states, local education agencies, and
 165 schools to shift from an overreliance on standardized test data
 166 to humane, balanced assessment systems, and to address the
 167 root causes of education disparities; and

168 **RESOLVED**, that the AFT will support and make available to
 169 affiliate unions and members union-developed, sustained, job-
 170 embedded professional learning, such as the AFT course
 171 "Reclaiming Assessment," which supports educators in
 172 elevating culturally responsive assessment practices that
 173 support high-quality instructional practices, providing
 174 classroom based, day-to-day learning feedback to students
 175 and educators; and

176 **RESOLVED**, that the AFT will support state and local
 177 affiliates in advocating for pre-service and in-service
 178 professional learning experiences on assessment to support
 179 the elevation of teacher voice in the decision-making process
 180 as it relates to the best interests of children; and

181 **RESOLVED**, that the AFT will support affiliate unions'
 182 advocacy to shift to state assessment policies that focus on
 183 what is important for learning rather than what is easily tested,
 184 by emphasizing the importance of more immediate, teacher-
 185 directed authentic assessments of student learning across all
 186 grades and subjects so that assessment is integrated into
 187 decision-making practices that are focused on student needs
 188 as a natural part of the teaching and learning cycle.

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

5. FULFILLING THE PROMISE OF EDUCATIONAL OPPORTUNITY AND EQUITY

Committee recommends concurrence.

- 1 WHEREAS, the American Federation of Teachers has a long
2 history of fighting for public education and believes that a high-quality
3 public education is the cornerstone of our democracy, an economic
4 necessity, a moral imperative and a fundamental right; and
5 WHEREAS, formal education was once prohibited for enslaved
6 people and as schools opened they were historically designed to
7 assimilate and sort students by class and race, evolving into a one-
8 size-fits-all factory model that serves only a select few, and this legacy
9 is still seen in schools today; and
10 WHEREAS, the COVID-19 pandemic exacerbated long-standing
11 inequities within the public education system caused by continuous
12 cuts to funding, antiquated means of funding public schools,
13 privatization, and the re-segregation of schools by race and
14 socioeconomic status, and the compounding of challenges that many
15 students already face in their daily lives related to poverty, institutional
16 racism and classism; and
17 WHEREAS, research in neuroscience and the developmental and
18 learning sciences shows that the lack of psychological safety and the
19 impact of adverse childhood experiences can impede and even prevent
20 learning, and students' sense of safety and connectedness is the
21 foundation of their schooling and academic success; and
22 WHEREAS, community schools are instrumental in providing
23 schools and the surrounding communities with resources and
24 wraparound services offering nonacademic support that promotes the
25 overall development of students and families; and
26 WHEREAS, partnerships with parents, community, and community-
27 based organizations provide schools and school districts with
28 additional capacity to improve schools by offering responsive
29 programming for all students and families; and
30 WHEREAS, schools and relationships with teachers and school
31 staff can provide safe havens for students who may experience trauma,
32 neglect, abandonment, or food and housing insecurity by providing
33 supportive relationships and guidance, assistance programs and
34 services, such as counseling, health services, clothing essentials, and
35 supports for food and shelter; and
36 WHEREAS, paraprofessionals and specialized instructional
37 support personnel (SISP) have been instrumental to ensure tailored
38 health services, social services and economic supports reach students
39 with the greatest needs, and several local affiliates have bargained for
40 additional SISP in schools; and

41 WHEREAS, all students and school staff thrive in schools in which
 42 they can show up as their authentic selves while feeling safe,
 43 welcomed and affirmed, and research shows that educator well-being
 44 is integral to student learning and school climate; and

45 WHEREAS, the AFT has long been an advocate for providing
 46 teachers and students with the highest-quality instructional materials
 47 and pedagogy, adapting to new knowledge and tools to support
 48 improved instruction; and

49 WHEREAS, the AFT and allies have upheld educators' rights to
 50 teach honest, authentic and inclusive American history by fighting
 51 against legislation and school board policies (e.g., book bans,
 52 eliminating curriculum, and other policies) aimed at content that allows
 53 students to critically examine and disrupt white supremacy and
 54 systemic racism; and

55 WHEREAS, an anti-racism framework in K-12 classrooms
 56 recognizes students' intersecting identities (race, class, sexuality,
 57 gender, citizenship status, differing abilities, primary language, etc.),
 58 situates those identities in systems of inequity and resistance, and
 59 values these life experiences as assets in the classroom; and

60 WHEREAS, the overreliance on standardized test scores in
 61 punitive test-based accountability systems has created an education
 62 system where schools that serve low-income students, and schools
 63 that have predominantly Black, Hispanic and Indigenous student
 64 populations are ranked, sorted and punished rather than supported;
 65 and

66 WHEREAS, extracurricular activities, clubs and electives are
 67 usually cut when schools are reported as "low-performing" according
 68 to a state's accountability system and replaced with "drill-and-kill"
 69 instruction as opposed to enrichment and project-based learning; and

70 WHEREAS, educators and school staff are rarely included in the
 71 decision-making on policies and programs that directly impact their
 72 instruction and are forced to succumb to the policy decisions of
 73 noneducators who lack adequate understanding of the pedagogy
 74 required to deliver instruction on a wide variety of concepts and
 75 content; and

76 WHEREAS, a strong, high-quality teaching force is also a
 77 representative teaching force and has been shown to reduce absences
 78 and suspensions, improve test scores, and increase referrals to gifted
 79 and talented programs; and the demographics of the teaching
 80 profession rarely reflect the demographics of the students in public
 81 schools across the country; and

82 WHEREAS, racist and white supremacist speech and policies have
 83 no place in public education institutions, and we must support the
 84 intentional and interdisciplinary study of race, ethnicity, and indigeneity
 85 with a focus on the experiences and perspectives of people of color

86 and address the social, economic and political ways in which identity-
87 based systems of oppression and privilege connect; and

88 WHEREAS, inequitable schooling serves no one, not even the most
89 advantaged, and equity and social justice must be at the center of
90 educational policies and practices if we are to ensure that public
91 schools serve our society and remain the cornerstone of our
92 democracy:

93 **RESOLVED**, that the American Federation of Teachers, and our
94 affiliates will be unapologetic in their efforts to uphold public
95 education as one of the most important civil rights of modern
96 times and relentless in their advocacy for policies and practices
97 that inspire greater opportunity, justice and freedom; and

98 **RESOLVED**, that the AFT encourages its affiliates to promote
99 policies that protect educators who teach anti-racism and practice
100 gender inclusivity, and fight against districts that make rules or
101 policies to advance discrimination and marginalization in any
102 form; and

103 **RESOLVED**, that the AFT and its affiliates will elevate student-
104 focused policies and programs to disrupt inequitable practices
105 that disproportionately impact schools serving low-income
106 students, and schools that have predominantly Black, Hispanic
107 and Indigenous student populations, by advocating for:

- 108 • The involvement of educators in planning and creating
109 student-centered learning environments with pedagogical
110 practices that ensure students are active participants in their
111 learning.
- 112 • Schools that focus on the healthy cognitive, social,
113 emotional and physical development of students by
114 increasing access to school staff who have expertise in
115 mental health to serve staff, students and families, such as
116 school counselors, psychologists and social workers.
- 117 • Significant and sustainable growth and development of
118 community schools to provide community-specific supports
119 and services.
- 120 • School schedules that provide educators and school staff
121 with consistent and protected time for planning,
122 collaborating and creating student-centered learning
123 environments.
- 124 • Coordinated state and district systems of assessment that
125 support culturally relevant and responsive teaching and
126 learning, along with the elimination of annual, high-stakes,
127 punitive testing, and accountability that is mandated under
128 the Every Student Succeeds Act.

129 **RESOLVED**, that the AFT and its affiliates will promote
130 empowering, rigorous curriculum and instruction by advocating
131 for:

- 132 • Pedagogy and curriculum that are age and developmentally
133 appropriate, effective, and culturally inclusive and
134 responsive.
- 135 • Research-based reading instruction and literacy practices
136 that are culturally rich and diverse and build upon AFT's
137 Reading Opens the World.
- 138 • Increased collective capacity to provide or partner in training
139 on trauma-informed practices, social emotional learning,
140 and bereavement support.
- 141 • The purposeful establishment and continuation of well-
142 rounded school programs that offer STEM, arts, and
143 inclusive enrichment programs and extracurricular/co-
144 curricular activities to all students.
- 145 • Career and technical education and apprenticeship
146 programs.
- 147 • Innovative ways for schools to engage students and infuse
148 hands-on, student-centered experiential learning
149 approaches that foster student ownership of learning; and

150 **RESOLVED**, that the AFT will encourage its affiliates to partner
151 with the AFT Professional Learning and Member Engagement
152 program to build local, state and regional pathways for training
153 trainers and developing structures for support in providing peer-
154 led, research-based professional development that addresses the
155 imperative shift in pedagogy away from coverage and test, and
156 toward engagement and application; and

157 **RESOLVED**, that the AFT and its affiliates will support
158 practices that create safe and affirming environments for
159 educators and students without punitive, institutionalized
160 policing of their identities and the erasure of their cultural and
161 individualized expressions; and

162 **RESOLVED**, that the AFT and its affiliates will fight against
163 censorship that prevents teachers from connecting with all
164 students by supporting litigation against laws that create an
165 arbitrary micromanagement of what is taught; and

166 **RESOLVED**, that the AFT will support affiliates' involvement in
167 AFT programs that increase educator voice and participation in
168 policy and decision-making, such as the Teacher Leaders
169 Program and the Teacher Leaders Alumni Advocacy Training; and

170 **RESOLVED**, that the AFT and its affiliates will seek to
171 collaborate with higher education institutions and partner
172 organizations to review policies and share best practices for the
173 intentional recruitment and retention of educators of color to a
174 more diverse educator workforce; and

175 **RESOLVED, that the AFT will continue its unwavering**
 176 **commitment to advancing opportunity, justice, and freedom for**
 177 **each and every educator through these principles of equity, for**
 178 **they are the basis for preparing all children for bright futures as**
 179 **involved citizens in our democracy.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

2. SPECIAL EDUCATION CASELOADS CAP

Committee recommends concurrence as amended below:

1 WHEREAS, the American Federation of Teachers believes each
 2 child deserves a free and appropriate challenging education that can
 3 only be reached through adequate and supported resources as
 4 identified in their individualized education plans (IEPs); and “Federal
 5 law requires states to monitor class-size and caseloads for special
 6 education personnel to ensure that students with disabilities receive a
 7 free appropriate public education,” (source: Kansas State Department
 8 of Education); and

9 WHEREAS, through the Centers for Disease Control and
 10 Prevention, the percentage of children ages 3-17 diagnosed with a
 11 developmental disability increased from 16.2 percent in 2009-11 to
 12 17.8 percent in 2015-17 (source: CDC); and

13 WHEREAS, the California Department of Education Section 56362
 14 (c) addresses only caseload caps of 28 students for resource
 15 specialists; and

16 WHEREAS, the Ohio Department of Education’s rule 3301-51-09
 17 addresses caseload caps of 16 at the elementary and high school
 18 levels, and no more than 24 at the high school level for students with
 19 intellectual disabilities (source: Ohio Administrative Code); and

20 WHEREAS, the New York Regulations of the Commissioner of
 21 Education, Part 200 states that “The maximum class size for those
 22 students whose special education needs consist primarily of the need
 23 for specialized instruction which can best be accomplished in a self-
 24 contained setting shall not exceed 15 students, or 12 students in a
 25 state-operated or state-supported school” (source: The New York
 26 Regulations of the Commissioner of Education); and

27 WHEREAS, nationally, the number of teachers currently holding
 28 substandard credentials and temporary permits has increased annually
 29 at a time when the percentage of preliminary education specialist
 30 credential holders has been decreasing, oftentimes resulting in fully
 31 credentialed special educators picking up the work of developing IEPs
 32 for students who are not on their caseloads and making them

33 responsible for a disproportionate amount of IEPs relative to their own
34 caseloads (source: Learning Policy Institute); and

35 WHEREAS, nationally there is critical shortage and retention of
36 special education teachers and special education support staff at a
37 time when increased enrollment of students with special needs is
38 prevalent (source: Learning Policy Institute); and

39 WHEREAS, the demographics of special education caseloads have
40 changed to include a diverse range of students with identified needs
41 ranging from mild to severe *academic, physical and socio-emotional*
42 disabilities:

43 **RESOLVED, that in order for each student to receive quality,**
44 **focused special education services from trained and fully**
45 **qualified educators and support staff, an equitable and enforced**
46 **student-to-teacher ratio is just, ~~with a ratio of no greater than 12:1~~**
47 **~~caseload,~~ adjusting for core versus alternative curriculum, for**
48 **special day class programs, self-contained or otherwise, to**
49 **include but not be limited to: autism core, autism alternative**
50 **curriculum, intellectually disabled, emotionally disturbed,**
51 **severely handicapped, etc., in order to provide the access and**
52 **instruction each child requires; and**

53 **RESOLVED, that the American Federation of Teachers will**
54 **advocate for the establishment of caseload caps for every special**
55 **education program and classification in all states and territories**
56 **where the AFT has local affiliates.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

4. FOR A GREEN SCHOOLS CAMPAIGN

Committee recommends concurrence.

1 WHEREAS, climate change is an urgent crisis confronting people
2 all over the world: Extreme weather, forest fires, increased infectious
3 disease outbreaks, rising sea levels and pollution are wreaking havoc
4 on the planet; and

5 WHEREAS, communities of color are disproportionately impacted
6 by pollution, climate change and resulting extreme temperatures,
7 causing forced migration from Puerto Rico and Central America,
8 increased frequency and intensity of flooding and erosion, respiratory
9 illnesses that exacerbate COVID-19 outcomes, and increased
10 pregnancy risks especially for Black mothers; and

11 WHEREAS, the climate crisis exacerbates already existing
12 systemic injustices along racial, regional, social and economic lines,
13 having a disproportionate impact on “frontline communities” (including

14 Indigenous communities, communities of color, migrant communities,
15 deindustrialized communities, the poor, low-income workers, women,
16 the elderly, the unhoused, people with disabilities and youth); and

17 WHEREAS, the United Nations Intergovernmental Panel on
18 Climate Change agrees that to avert this catastrophe, we need “rapid,
19 far-reaching and unprecedented changes in all aspects of our society”
20 to reduce world carbon emissions to 50 percent of current levels by
21 2030 and to net-zero emissions by 2050; and

22 WHEREAS, buildings are the fourth-largest source of greenhouse
23 gas emissions in the U.S., and it is essential for our union to take
24 concrete steps to demand a green transformation at the sites where
25 we have the most power: our schools; and

26 WHEREAS, drastic improvements to many public school buildings
27 are long overdue, including a need to replace outdated and ineffective
28 heating and cooling systems; improve ventilation and insulation; and
29 remediate asbestos, lead and mold that pose a risk to students and
30 staff; and

31 WHEREAS, millions of Americans are out of work and in need of
32 good jobs as soon as possible:

33 **RESOLVED, that the American Federation of Teachers will**
34 **endorse and promote a campaign for green schools to demand**
35 **that the U.S. Department of Education advocate that states and**
36 **municipalities do their part to mitigate and prepare for the**
37 **unfolding climate crisis by doing the following:**

- 38 • **Retrofit and weatherize public schools to make them**
39 **healthier and energy efficient.**
- 40 • **Remediate schools for lead, asbestos and mold.**
- 41 • **Install new electric, energy-efficient heating and cooling**
42 **systems that save money and the planet, and keep our**
43 **buildings’ temperature better regulated.**
- 44 • **Install new ventilation systems that prevent COVID-19, and**
45 **also provide heat and energy recovery by using outgoing air**
46 **to heat or cool incoming air.**
- 47 • **Install solar panels at public schools to produce clean**
48 **energy and provide cooling centers and electricity to**
49 **communities during heat waves, disasters and power**
50 **outages.**
- 51 • **Support the integration of school solar and other green**
52 **technology with climate justice curriculum across the grade**
53 **levels.**
- 54 • **Source 100 percent of the energy used by public schools**
55 **from renewable sources.**
- 56 • **Expand solar energy career programs to support a pathway**
57 **to green careers for students.**
- 58 • **Implement school composting programs, community**
59 **gardening, and other sustainable practices to reduce public**

- 60 schools' carbon footprint and address food deserts and
 61 other community needs.
- 62 • Work with unions to train and hire unemployed parents and
 63 public school alumni from their local neighborhoods with the
 64 highest unemployment rates to do this remediating,
 65 retrofitting and solarization work.
 - 66 • Prioritize schools serving low-income students and
 67 communities hardest hit by the impacts of COVID-19,
 68 environmental racism and systemic disinvestment.

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

8. DEFEND THE TEACHING PROFESSION AND LGBTQIA+ EDUCATORS AND STUDENTS AGAINST PROLIFERATING ANTI-LGBTQIA+ MEASURES

Committee recommends concurrence.

- 1 WHEREAS, on March 8, 2022, Florida's Senate passed legislation
 2 that would severely curtail classroom instruction about the reality of
 3 human sexual and gender diversity; and
- 4 WHEREAS, in February 2022, Texas Gov. Greg Abbott directed
 5 state agencies to treat gender-affirming care for transgender youth as
 6 "child abuse" and required teachers and nurses to report parents who
 7 aid their child in receiving such care to the Texas Department of Family
 8 and Protective Services; and
- 9 WHEREAS, these measures join 300 anti-LGBTQIA+ bills currently
 10 under consideration by state legislators across the U.S., according to
 11 the Human Rights Campaign, including legislation passed by Idaho's
 12 House of Representatives on March 8 that would make the provision
 13 of gender-affirming healthcare to transgender youth a felony and
 14 punish providers with life in prison; and
- 15 WHEREAS, this wave of anti-LGBTQIA+—and often specifically
 16 anti-transgender—action villainizes individuals in the LGBTQIA+
 17 community, putting a target on the back of every member of the
 18 LGBTQIA+ community and anyone assumed to belong to that
 19 community, including the many LGBTQIA+ educators and students in
 20 our schools; and
- 21 WHEREAS, this pervasive villainization increases anti-LGBTQIA+
 22 violence and bullying in and out of schools; and
- 23 WHEREAS, laws like those in Florida are a direct attack on the
 24 teaching profession, preventing educators from teaching basic facts
 25 about human existence and fostering a chilling environment in the
 26 classroom that may deter teachers from the profession:

27 **RESOLVED**, that the American Federation of Teachers will
 28 condemn these measures as an attempt to indoctrinate young
 29 people in anti-LGBTQIA+ ideology and conscript educators as
 30 enforcers in this effort; and

31 **RESOLVED**, that the AFT will implore its members to support
 32 the state and local organizations fighting these bills, like Equality
 33 Texas and the Florida chapter of Lambda Legal, as well as labor
 34 efforts to empower local educators against these measures.

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

9. STRENGTHEN AND DIVERSIFY THE EDUCATOR PIPELINE

Committee recommends concurrence.

1 WHEREAS, American Federation of Teachers affiliates are working
 2 to develop a robust educator pipeline across the U.S. to encourage
 3 young people and career changers to pursue careers in teaching and
 4 to increase diversity in the educator workforce; and

5 WHEREAS, at the core of these initiatives are the development and
 6 expansion of grow-your-own (GYO) initiatives that cultivate
 7 relationships between P-12 school districts, higher education and
 8 community partners—programs that provide valuable early
 9 experiences for students considering a career in education, and help
 10 strengthen ties to community groups supporting students and families
 11 outside of school:

12 **RESOLVED**, that the American Federation of Teachers will call
 13 on legislators and the Department of Education to support and
 14 strengthen pathways for aspiring educators—including new
 15 students, career changers and teaching assistants—and remove
 16 impediments to preparation and teacher certification at the state
 17 level through the development and expansion of programs,
 18 including:

- 19 • **Scholarship opportunities for education majors at higher**
 20 **education institutions covering not only tuition, but fees and**
 21 **books as well;**
- 22 • **Career ladders that provide education and certification**
 23 **pathways for teaching assistants—many teaching assistants**
 24 **have their associate or bachelor's degree and need the**
 25 **financial assistance and supports to become certified as a**
 26 **teacher;**
- 27 • **Programs designed for career changers—school districts**
 28 **should partner with higher education institutions to design**

29 programs tailored to career changers in high shortage areas,
 30 such as career and technical education. These individuals
 31 come to the classroom with a wealth of working knowledge
 32 developed through their employment history;

- 33 • Fellowship opportunities within school districts. These
 34 programs provide pre-service training covering core
 35 teaching skills, customized academic programs, and
 36 support and guidance for fellows to obtain their teaching
 37 certification;
- 38 • Residency programs developed through partnerships
 39 between higher education programs and public school
 40 districts that provide students with educational and teacher
 41 training and preparation, as well as financial assistance in
 42 the form of stipends allowing students to fully focus on their
 43 studies and student teaching;
- 44 • Improved educator certification processes at the state level
 45 eliminating delays in educators receiving their teacher
 46 certification, which results in an unnecessary barrier to
 47 getting educators in the classroom; and

48 **RESOLVED**, that the AFT will call on the Department of
 49 Education to provide grants to assist school districts with
 50 establishing and growing educator pipeline initiatives, such as
 51 GYO programs, and developing collaborations with established
 52 programs that have a proven track record of engaging students
 53 of color; and

54 **RESOLVED**, that the AFT will call on school districts to review
 55 and update their hiring practices and work to identify and remove
 56 any obstacles or hurdles that create barriers to educators of color,
 57 and continue to support successful programs to expand the
 58 number of diverse teacher candidates available to be hired by
 59 districts throughout the U.S.; and

60 **RESOLVED**, that AFT will call on the Department of Education
 61 to allocate funding to provide scholarship opportunities to
 62 potential educators, the creation of programs to support career
 63 ladders, career changers, fellowship and residency programs.

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

6. SUPPORT FOR COMMUNITY SCHOOLS

Precluded by recommendation of concurrence with Resolution #1.

1 WHEREAS, public schools in the United States are the center of
 2 our communities; and

EDUCATIONAL ISSUES COMMITTEE

3 WHEREAS, unfortunately, too many of our communities are
4 dealing with poverty, a lack of access to health and social services,
5 housing and food insecurity, and a lack of reliable transportation and
6 internet services; and

7 WHEREAS, these conditions create a barrier against success in
8 school and the workplace; and

9 WHEREAS, fully funded schools and well-designed, community-
10 based wraparound services can provide much-needed support for
11 communities and families in need; and

12 WHEREAS, community schools offer a valuable coordination of
13 services to support students and families in need. This model goes
14 beyond serving just the academic needs of students; and

15 WHEREAS, at the core of effective community school initiatives is
16 a well-planned coordination of services by a dedicated community
17 school director/coordinator who helps support the unique needs of
18 each community; and

19 WHEREAS, funding for community schools has also been proven
20 to be a sound investment. For every \$1 invested in establishing a
21 community school and hiring a site coordinator, the national average of
22 return on investment is more than \$7; and

23 WHEREAS, the community school model is underutilized
24 nationwide, with offerings that vary:

25 **RESOLVED, that the American Federation of Teachers will**
26 **affirm its commitment that every school should have access to**
27 **resources to develop a community school model, including a**
28 **designated community school director/coordinator—an essential**
29 **resource to link services and develop community partnerships;**
30 **and**

31 **RESOLVED, that the AFT will advocate for funding at the**
32 **federal level dedicated specifically for creating additional**
33 **community schools and supporting the hiring of community**
34 **school directors/coordinators to lead the critical work of aligning**
35 **community services with family and student needs.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

7. IMPLEMENT DEVELOPMENTALLY APPROPRIATE GRADES 3-8 ASSESSMENTS THAT MEET STUDENTS' NEEDS

Precluded by recommendation of concurrence with Resolution #3.

- 1 WHEREAS, the American Federation of Teachers supports
2 substantive changes to the federally mandated grades 3-8 testing
3 requirement to ensure they provide an accurate picture of student
4 progress; and
5 WHEREAS, the tests should be developmentally appropriate,
6 authentic and shorter; and
7 WHEREAS, high-stakes tests do not provide timely, meaningful
8 data and simply do not meet the needs of families and educators; and
9 WHEREAS, teacher-generated, locally developed assessments
10 are more authentic systems of assessment than high-stakes
11 assessments crafted by corporate testing companies:
12 **RESOLVED, that the American Federation of Teachers will call**
13 **on the U.S. Department of Education to call for changes to the**
14 **federally mandated testing requirements to allow grade-span**
15 **testing in lieu of grade-by-grade testing, and allowing locally**
16 **determined screening and progress-monitoring assessments,**
17 **that schools may already administer throughout the school year,**
18 **to be used to meet federal mandates; and**
19 **RESOLVED, that the AFT will continue to work to secure**
20 **changes and/or waivers to the federal testing mandate to allow**
21 **these changes at the state level.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

HIGHER EDUCATION COMMITTEE

Committee Chair: Lacy Barnes, State Center Federation of Teachers,
Local 1533

Committee Secretary: Elizabeth Ramsay, United Faculty of Miami Dade
College, Local 4253

10. THE FIGHT FOR HIGHER EDUCATION

Committee recommends concurrence as amended below:

- 1 WHEREAS, higher education, particularly through our minority-
2 serving institutions, our community colleges, and our public colleges
3 and universities, is a public good that serves as a pathway to individual
4 improvement, civic and democratic health, and economic growth; and
5 WHEREAS, the American Federation of Teachers has committed
6 to making higher education accessible to all students, regardless of
7 ability to pay; to fighting for good jobs for both the instructional and non-
8 instructional higher education workforces; and to ensuring the highest
9 standards of education and research by protecting academic freedom
10 and bolstering shared governance; and
11 WHEREAS, decades-long trends that have made college less
12 affordable and accessible to students while simultaneously making
13 careers in higher education more precarious and unsustainable have
14 been exacerbated and compounded by the shock of the COVID-19
15 pandemic to enrollments, instruction, and student and worker health
16 and safety; and
17 WHEREAS, the bedrock institutions of academic integrity—tenure,
18 academic freedom and shared governance—are under assault from
19 hostile state legislatures, partisan media, political extremists, and even
20 by university administrators themselves in an attempt to bend the
21 academy’s public mission to private will; and
22 WHEREAS, these same forces that erode academic integrity are
23 also attacking the measures taken by colleges and universities to
24 ensure that the public goods provided by higher education are
25 equitably available to and inclusive of the diversity of lived experiences
26 in the communities these institutions serve; and
27 WHEREAS, the overwhelming majority of workers who make up the
28 higher education instructional workforce continue to labor with little
29 meaningful job security or protections for academic freedom,
30 inequitable compensation for the work they do, and no voice in shared
31 governance; and
32 WHEREAS, professional and administrative staff who support
33 students, faculty and their communities are often under-recognized for
34 their contribution to the success of their institutions and have little to no
35 job security and less voice in decision-making on matters that impact
36 their work and communities, and are considered disposable when
37 adverse conditions are projected; and

38 WHEREAS, there is a 50-year trend of public disinvestment in our
39 public colleges and universities, taking us from the post-World War II
40 moment of public support for universal access to our current time when
41 the burden of costs have been shifted onto students via higher tuition
42 and fees, and the higher education workforce is experiencing flat
43 income growth and decreased security; and

44 WHEREAS, the transfer of costs to students has created an
45 unsustainable legacy of student debt that caused economic and
46 emotional hardships to millions of borrowers; and

47 WHEREAS, the increased tuition and fees that students are paying
48 are being misdirected to management executives, stadiums and other
49 non instructional purposes:

50 **RESOLVED, that the American Federation of Teachers will**
51 **vigorously defend the public mission of the United States’**
52 **minority-serving institutions, community colleges, and public**
53 **colleges and universities, to ensure that its benefits are**
54 **accessible to and inclusive of the diverse communities of our**
55 **nation; and**

56 **RESOLVED, that the AFT will fight alongside faculty to protect**
57 **academic freedom and academic integrity by repelling legislative**
58 **incursions on academic freedom and supporting affiliates’ efforts**
59 **through collective bargaining and other means to reinvigorate**
60 **shared governance; extending protections, including meaningful**
61 **job security, to the majority of higher education instructors who**
62 **are not tenured nor on the tenure track; advocating for equity pay**
63 **and benefits for part-time/adjunct faculty; and keeping college**
64 **campuses safe and welcoming environments for the free**
65 **exchange of ideas; and**

66 **RESOLVED, that the AFT will fight for good, sustainable higher**
67 **education careers, be they instructional or noninstructional, by**
68 **continuing to organize the higher education workforce both inside**
69 **and outside of the collective bargaining context; by agitating for**
70 **the development and implementation of academic labor**
71 **standards in state and federal policy that provide equitable**
72 **treatment for all faculty and professional staff and incentivize**
73 **pathways to secure full-time academic employment for those who**
74 **desire it; and by engaging the union’s political power to secure**
75 **the funding necessary to fairly compensate the higher education**
76 **workforce and provide the resources so they can succeed in their**
77 **work; and working with legislators on the state and national levels**
78 **to initiate legislation that would ensure the above; and**

79 **RESOLVED, that the AFT will fight to ensure that professional**
80 **and administrative staff are recognized as vital and necessary**
81 **partners in the mission to educate students, support faculty and**
82 **research, and implement programs in the greater communities**

83 staff serve, and take steps to fully embrace their needs with
84 broader advocacy; and

85 **RESOLVED**, that the AFT will fight for higher education to be
86 affordable and accessible to all students; cancel the student debt
87 of ~~millions-of~~all borrowers who are suffering because of the
88 unjust way we finance higher education; and protect and expand
89 the financial, educational and social supports that ensure a
90 diverse range of students can access a college education and
91 succeed.

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

11. CALLING FOR DEPARTMENT OF EDUCATION STUDY OF ADJUNCT/CONTINGENT PAY AND BENEFIT INEQUITY

Committee recommends concurrence.

1 WHEREAS, adjunct/contingent faculty comprise 73 percent of all
2 higher education faculty (AAUP), which is the majority of U.S. higher
3 education faculty, and a critical and essential force for learning; and

4 WHEREAS, adjunct/contingent faculty possess the same teaching
5 credentials and teach alongside tenure-track faculty without the
6 benefits tenure-track faculty are given, including: job security, paid
7 livable wages, access to employer healthcare, and a robust retirement
8 plan; and

9 WHEREAS, 41 percent of adjunct/contingent faculty reported they
10 struggle with job security,¹ not knowing whether they have a teaching
11 position only days before the start of a new given term; and

12 WHEREAS, 25 percent of these faculty rely on some form of public
13 assistance, and 40 percent struggle to meet monthly household
14 needs²; and

15 WHEREAS, over two-thirds of adjunct/contingent faculty make less
16 than \$50,000 per year, and one-third make less than \$25,000 per year,
17 which is below the poverty level for a family of four; and

18 WHEREAS, less than one-half of adjunct/contingent faculty have
19 access to employer-provided healthcare during a time of a global,
20 nationwide pandemic; and

¹ 2019 AFT report "An Army of Temps"

² Ibid.

21 WHEREAS, most adjunct/contingent faculty are over the age of 50,
22 and 37 percent do not know how they will manage during retirement³;
23 and

24 WHEREAS, such widespread academic inequity must be called
25 out, and measures taken to address it; and

26 WHEREAS, once called out, the appropriate measures to address
27 this inequity, to the true fullest extent possible must be engaged:

28 **RESOLVED, that the American Federation of Teachers directly**
29 **request the U.S. Department of Education to fully investigate, by**
30 **use of a national study, the plight of adjunct/contingent faculty**
31 **and the severe inequities of pay and overall benefits they endure**
32 **as the majority workforce as U.S. higher ed faculty, and publish**
33 **the results of said study.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

12. OFFICIAL SUPPORT OF FAST FUND PROGRAMS

Committee recommends concurrence as amended below:

1 WHEREAS, FAST (Faculty and Students Together) Funds have
2 helped students succeed by providing emergency grants to help them
3 pay for rent, utilities, books, tuition, technology, medical bills, car
4 payments, food and gas so they can stay in school and graduate; and

5 WHEREAS, FAST Funds are faculty-run emergency aid programs
6 with proven results; and

7 WHEREAS, most college-run emergency-aid programs deduct the
8 value of the aid payment from the student's financial aid package; and

9 WHEREAS, establishing faculty-run emergency programs is one
10 way of involving members and retirees in ongoing union activity; and

11 WHEREAS, nearly 3 in 5 college students report experiencing basic
12 needs insecurity; and

13 WHEREAS, the cost of college today is uniformly underestimated
14 by institutions, while incomes remain stagnant, income inequality
15 persists, and social safety nets are strained; and

16 WHEREAS, the pandemic has had a detrimental impact on college
17 students; and

18 WHEREAS, costs for rent, child care, gas, food and utilities
19 continue to skyrocket throughout the country; and

³ Ibid.

20 WHEREAS, the American Federation of Teachers has previously
21 supported the implementation of new FAST Funds with a pilot
22 \$100,000 grant program in 2021:

23 **RESOLVED, that the American Federation of Teachers will fully**
24 **and formally support the establishment of more FAST Funds at**
25 **higher education institutions throughout the country and that the**
26 **AFT will actively help facilitate the development and expansion of**
27 **these faculty-run emergency-aid programs.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

14. NEW DEAL ON PART-TIME HEALTHCARE EQUITY PROJECT

Committee recommends concurrence.

1 WHEREAS, healthcare is a fundamental human right; and
2 WHEREAS, healthy faculty make for better student learning
3 conditions; and
4 WHEREAS, part-time contingent higher education faculty make
5 up approximately 79 percent of the temporary academic gig
6 economy; and
7 WHEREAS, many part-time higher education faculty have little
8 or no job security and suffer from lack of parity in pay, retirement,
9 healthcare benefits (including vision, mental and dental), as well as
10 other union-negotiated contract rights; and
11 WHEREAS, many states are lacking state incentive programs
12 for community college districts or higher education institutions to
13 offer health insurance for part-time faculty; and
14 WHEREAS, 25 percent of part-time, contingent or adjunct
15 faculty rely on public assistance, and the lack of healthcare and
16 health insurance is one of the major contributors to poverty and
17 homelessness in America:

18 **RESOLVED, that the American Federation of Teachers will**
19 **start a New Deal on Part-Time Healthcare Equity Project to**
20 **support local unions across America, campaign for, and**
21 **achieve part-time faculty health insurance access and**
22 **coverage; and**

23 **RESOLVED, that the AFT will sponsor legislation to**
24 **establish tax incentives and permanent healthcare programs**
25 **for part-time faculty, their spouses and their dependents, to**

26 **defray costs of programs not funded by their employers or**
27 **states.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

13. FOR STUDENT DEBT CANCELLATION

Committee recommends concurrence as amended below:

1 WHEREAS, the student debt crisis is a teacher debt crisis; and
2 WHEREAS, nearly half of today’s educators took out student loans
3 to pay for college; and
4 WHEREAS, today’s average teacher carries about \$58,700 in
5 debt—as much as their annual salary. One in 7 teachers owes more
6 than \$105,000 in debt; and
7 WHEREAS, educators of color carry far more debt than white
8 educators. More than half of Black educators (56 percent) took out
9 student loans—with an average initial amount of \$68,300—compared
10 to 44 percent of white educators, who borrowed \$54,300 on average.
11 One in 5 of those Black educators still owes more than \$105,000. In a
12 nation committed to education as a means of racial justice, educators
13 themselves are trapped in a system of racialized debt; and
14 WHEREAS, student loan debt is an often overlooked barrier to
15 diversifying the U.S. teaching workforce; and
16 WHEREAS, student debt cancellation increases the take-home pay
17 of millions of indebted teachers, at no cost to their employing school
18 districts, because the federal government bears financial responsibility
19 for federal student loans; and
20 WHEREAS, canceling student loan debt represents an enormous
21 economic opportunity for local and state municipalities to increase
22 spending in their local communities, support individuals in gaining
23 upward social mobility, and provide a deeply needed stimulus during
24 the pandemic and recovery from the pandemic; and
25 WHEREAS, canceling student debt is a policy that has broad
26 political and public support; and
27 WHEREAS, student debt cancellation is only one step toward
28 improving public education, and must be accompanied by free higher
29 education for all, among other measures; and
30 WHEREAS, President Joe Biden has full executive authority to
31 cancel all federal student debt using his powers of executive order:

32 **RESOLVED, that the American Federation of Teachers will call**
33 **for President Biden to sign thean executive order to cancel all**

HIGHER EDUCATION COMMITTEE

- 34 **federal student debt *before* the expiration of the federal student**
35 **loan payment moratorium on Aug. 31, 2022.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

HUMAN RIGHTS AND INTERNATIONAL RELATIONS COMMITTEE

Committee Co-Chairs: LaBrina Hopkins, AFT-Maryland;

Peter Goodman, United Federation of Teachers, Local 2

Committee Secretary: Brant Duncan, Lynn Teachers Union, Local 1037

32. SOLIDARITY WITH UKRAINE

Committee recommends concurrence.

1 WHEREAS, the Ukrainian people have a long history of fighting for
2 their sovereignty, including, since World War II, voting for
3 independence from the former Soviet Union in 1991, and pushing out
4 Russian puppet control in 2014. Ukrainians see themselves as part of
5 Europe and have repeatedly sought entry, like others from the former
6 Soviet sphere, into the European Union and NATO. On the morning of
7 Feb. 24, 2022, Russian forces launched an unprovoked invasion of
8 Ukraine, threatening its sovereignty, democracy, and creating a terrible
9 humanitarian and refugee crisis; and

10 WHEREAS, this invasion has turned into a horrific and brutal war, in
11 which the civilian population has suffered horribly, amounting to crimes
12 of war; Russia's invasion, has leveled cities, killed tens of thousands of
13 Ukrainians—and Russians—and forced millions from their homes; and

14 WHEREAS, according to the United Nations Educational, Scientific
15 and Cultural Organization (UNESCO), more than 1,500 schools across
16 Ukraine have been destroyed, damaged or forced to close, displacing
17 thousands of students and teachers; in addition, hospitals and clinics,
18 religious and cultural sites, and public institutions have been
19 deliberately targeted by heavy artillery, explosives and air strikes; and

20 WHEREAS, this invasion is an assault not just on Ukraine, but also
21 on international order, which is based upon the mutual understanding
22 that conflicts among nations can be resolved by peaceful and
23 diplomatic means; as educators—teachers of government, civics and
24 world history—we have not forgotten the costs paid over many
25 decades in creating that order; and

26 WHEREAS, the plight of refugees is heart-rending. More than 5
27 million refugees are estimated to have fled to neighboring countries,
28 and more than 7 million are estimated to be internally displaced—
29 remaining in Ukraine, but having lost homes, jobs, families and
30 community. We note that:

- 31 • Nearly all of those fleeing Ukraine have been welcomed into
32 neighboring countries, although some minorities of color or
33 religion, from Africa and Asia, have met with wrongful
34 discrimination at the border; and
- 35 • The flood of refugees has highlighted the special plight of women,
36 children, the elderly, and other vulnerable groups now facing new
37 risks of gender-based violence or trafficking; and

38 WHEREAS, the cost of Russian aggression in Ukraine is not only
39 impacting the people of Ukraine and their neighbors in Europe, it's also
40 impacting America's working families by triggering higher energy costs,
41 higher food costs and, eventually, increased taxes due to a higher
42 defense budget; and

43 WHEREAS, Ukraine has always been one of the world's top grain
44 and vegetable-oil suppliers, but the war is now disrupting its harvests
45 and exports, contributing to a global food crisis, and risking a new wave
46 of hunger in the world's most vulnerable countries; and

47 WHEREAS, the Biden administration has thus far shown leadership
48 in guiding a coordinated response among a significant number of allies
49 to support Ukraine while preventing direct U.S. military involvement;
50 and

51 WHEREAS, the humanitarian task ahead is daunting; but the
52 outpouring of rescue assistance from relief workers, international
53 agencies, faith-based organizations and individual volunteers has been
54 enormous, both within Ukraine and in neighboring countries; and

55 WHEREAS, Human Rights Watch has documented several cases
56 of Russian military forces committing law-of-war violations against
57 civilians in occupied areas; these include sexual assault and rape,
58 summary execution, rioting and other cases of unlawful violence; those
59 who carried out these abuses, says Human Rights Watch, are
60 responsible for war crimes:

61 **RESOLVED, the American Federation of Teachers condemns**
62 **without reservation the unprovoked and unjustified Russian**
63 **invasion of Ukraine, and affirms the fundamental principle that**
64 **aggression should not be the answer to conflict among nations.**
65 **We assert, as we have for more than 100 years since our union's**
66 **founding, that the pursuit of peace and democracy is a**
67 **fundamental value of the labor union movement, and an essential**
68 **tenet in securing social justice, worker rights, and human rights;**
69 **and**

70 **RESOLVED, that the AFT expresses solidarity with the people,**
71 **workers and labor unions of Ukraine; we highlight the Ukrainian**
72 **unions of teachers, healthcare professionals, emergency workers**
73 **and public employees who continue their heroic work even while**
74 **under fire; and we extend that solidarity to Russian independent**
75 **unions and activists who bravely oppose the war from within**
76 **Russia; and**

77 **RESOLVED, that the AFT will continue to support the needs of**
78 **students, educators and teachers unions who remain in Ukraine,**
79 **where education continues, even under the most difficult**
80 **conditions; and**

81 **RESOLVED, that the AFT joins with those in the international**
82 **community calling for an immediate end to hostilities in Ukraine;**

83 the retreat of Russian forces; restoration of Ukraine's sovereign
84 borders; and negotiations for a peace process that respects
85 democracy, human rights and international law; and

86 **RESOLVED**, that the AFT will continue to support political and
87 economic measures aligned with ending the war. As examples:

- 88 • We will continue to support the administration's financial
89 and political sanctions that specifically target the interests
90 and assets of the Russian leadership and oligarchs; and
- 91 • In the interest of our communities, we will back efforts to
92 shield America's food and energy supplies from the
93 economic backlash of the war; and
- 94 • We will renew our call for the prudent divestment of public
95 school teachers' pension fund assets from investments with
96 ties to Russia; and

97 **RESOLVED**, that the AFT supports efforts by the United States
98 and the world community to provide humanitarian aid to the
99 Ukrainian people, including both refugees and internally
100 displaced people; we urge countries that are receiving refugees
101 to welcome them regardless of their color, religion, ethnicity or
102 nationality, and to work for their integration without
103 discrimination; and

104 **RESOLVED**, that the AFT will continue our own direct outreach
105 and support of teachers and their unions in refugee-receiving
106 countries, including Poland, Germany and across Europe, where
107 local schools are integrating refugee children into education
108 systems and resettling them in their communities; and

109 **RESOLVED**, that the AFT will continue to support other union-
110 based efforts, such as those by Education International and
111 Public Services International, to channel humanitarian aid to the
112 region; and we recognize the generosity of thousands of
113 individual AFT members who have so far participated in an
114 unprecedented humanitarian fundraising effort; and

115 **RESOLVED**, that the AFT will ally with international human
116 rights organizations in reaffirming that the laws of war prohibit
117 murder, sexual violence, torture, and inhumane treatment of
118 captured combatants and civilians; those who order or commit
119 such acts are responsible for war crimes, and must be held
120 accountable; and

121 **RESOLVED**, that the AFT recognizes the cost of this war to our
122 members, their families and their communities, and the sacrifices
123 that will be made in the fight for defending democracy.

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

15. STOP ASIAN HATE

Committee recommends concurrence.

- 1 WHEREAS, the American Federation of Teachers is strongly
2 opposed to crimes of racial bias and discrimination; and
3 WHEREAS, the COVID-19 pandemic, begun in 2020, has created
4 a climate of fear and insecurity; and
5 WHEREAS, nearly 11,000 hate crimes targeting those of Asian and
6 Pacific Island descent across America were reported to Stop AAPI
7 Hate, an advocacy organization, and the *New York Times* from March
8 2020 through December 2021; and
9 WHEREAS, these incidents include reports of people being spat
10 on, blocked from public transportation, victimized by workplace
11 discrimination, beaten, stabbed and assaulted while being called
12 transmitters of the virus; and
13 WHEREAS, on March 16, 2021, eight individuals were killed, six of
14 whom were AAPI women in Atlanta; and
15 WHEREAS, there has been a surge of assaults on Asian Americans
16 in New York City's Chinatown, in Boston Common, as well as in many
17 other communities across our country and that during these assaults,
18 attackers have claimed that Asians had caused the coronavirus; and
19 WHEREAS, racially motivated violence has increased to alarming
20 levels since the outbreak of the virus, increasing 77 percent between
21 2019 and 2020, and approximately 340 percent between 2020 and
22 2021; and
23 WHEREAS, we must invest in long-term solutions that address the
24 root causes of violence and hate in our communities. And we must
25 recognize that violence against Asian American communities is part of
26 a larger system of violence and racism against all communities of color,
27 including Black, Hispanic, Indigenous and immigrant communities; and
28 WHEREAS, in this time of crisis, we must come together and build
29 strong communities of trust, where we all feel safe, where all workers
30 are treated with dignity and respect, where all children feel comfortable
31 going to school, and where all our loved ones have the freedom to
32 thrive; and
33 WHEREAS, Illinois and New Jersey were the first two states that
34 passed legislation requiring teaching of Asian American history in
35 public schools, and efforts are being made to have it taught in many
36 other states, including New York:
- 37 **RESOLVED, that the American Federation of Teachers**
38 **supports state efforts to pass legislation to develop and**
39 **implement an expanded curriculum that is inclusive of Asian**
40 **American history and contributions to the United States; and**

41 **RESOLVED, that the AFT will support federal legislation,**
 42 **Teaching Asian Pacific American History Act (H.R. 2283)**
 43 **sponsored by U.S. Rep. Grace Meng (D-N.Y.) to promote the**
 44 **teaching and learning of Asian Pacific American history in**
 45 **schools across the United States; and**

46 **RESOLVED, that the AFT advocates for teaching ethnic and**
 47 **Indigenous studies as foundational knowledge for respectful**
 48 **cross-cultural understanding and uplifting BIPOC (Black,**
 49 **Indigenous and people of color) voices and communities; and**

50 **RESOLVED, that the AFT repudiates all racially motivated**
 51 **crimes against Asians and Asian Americans and encourages that**
 52 **they are identified as bias/hate crimes; and**

53 **RESOLVED, that the AFT expresses its position on social**
 54 **media and in public forums, that the union stands in solidarity**
 55 **with Asians and Asian American students and educators; and**

56 **RESOLVED, that the AFT extends/reaffirms its commitment to**
 57 **policies, initiatives and movements that promote respect for and**
 58 **inclusion of Asians and Asian Americans; and**

59 **RESOLVED, that the AFT will continue its advocacy on behalf**
 60 **of our students and communities to ensure that they are not**
 61 **discriminated against, targeted or profiled.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

16. ADDRESSING THE NEEDS OF AAPI UNION MEMBERS AND COMMUNITY

Committee recommends concurrence.

1 WHEREAS, The Asian American and Pacific Islander (AAPI)
 2 community is one of the most diverse and fastest-growing racial/ethnic
 3 groups in the United States, growing over four times as rapidly as the
 4 total U.S. population and is expected to double to over 47 million by
 5 2060; and

6 WHEREAS, the current AAPI community in the U.S. is at 24 million
 7 strong and is a mosaic of rich cultural and ethnic diversity, which
 8 represents over 100 languages and 50 ethnic groups, and has made
 9 significant social, artistic, cultural, educational, literary, culinary,
 10 political and economic contributions to American life; and

11 WHEREAS, Asian American workers have been integral to the U.S.
 12 labor movement since the 1800s, when plantation workers in the
 13 Hawaiian Islands began forming unions to protest working conditions
 14 and continue to play critical roles throughout the United States in
 15 building political and labor power; and

16 WHEREAS, the pandemic exposed the severe structural
17 challenges facing low-wage workers, many of whom are Southeast
18 Asian workers who often experience job insecurity and neglect in the
19 workplace; and

20 WHEREAS, America's broken immigration system is forcing Asian
21 immigrants into the shadow economy, where they suffer wage theft,
22 on-the-job fatalities and pay violations; and

23 WHEREAS, AAPIs need to have equal access to federal programs
24 and services and expanded language access and increased efforts to
25 combat discrimination; and

26 WHEREAS, anti-Asian racism has been a consistent part of
27 American history, incidents have risen due to the association of
28 COVID-19 with Asian people, according to the Stop AAPI Hate
29 Reporting Center: Close to 3,800, racist incidents were reported last
30 year, a significant increase from previous years. Incidents of hate and
31 racism manifest in different ways, and the AAPI community has
32 experienced everything from physical attacks, verbal harassment and
33 violence leading to death, as seen in the horrific fatal shootings at
34 Atlanta-based massage parlors in March 2021; and

35 WHEREAS, there is a shortage of preK-12 teachers,
36 paraprofessionals and school-related personnel, school
37 administrators, public service employees and healthcare workers who
38 are Asian; and

39 WHEREAS, our members work with the AAPI community across all
40 constituencies (teachers, PSRPs, state and local government workers,
41 higher education faculty and staff, early childhood educators and
42 healthcare professionals) and need the appropriate preparation,
43 information and resources to work effectively with this diverse
44 population:

45 **RESOLVED, that the American Federation of Teachers will**
46 **focus our efforts to elevate the importance of AAPI issues to the**
47 **union in three key areas:**

- 48 **1. Programs and initiatives**
49 **2. Policy and campaigns**
50 **3. Communications**

51 **Programs and Initiatives**

- 52 • **Extend and expand direct services to our affiliates and**
53 **members working with AAPI students and families;**
54 • **Continue to support immigration information and citizenship**
55 **clinics;**
56 • **Help AFT affiliates find opportunities to support AAPI**
57 **members;**
58 • **Strengthen our work on citizenship and immigration issues**
59 **and English language learner issues (including continuing to**
60 **be a strong advocate for, and provide high-quality resources**

- 61 to, non-AAPI immigrants and ELLs of all language
 62 backgrounds and countries of origin);
- 63 • Expand and deepen the AFT’s strategic state, local and
 64 national partnerships with AAPI advocacy, legislative and
 65 political organizations, and faith-based networks, as well as
 66 with community-based organizations committed to
 67 improving the lives of AAPI families;
 - 68 • Create a domestic plan of action that integrates the AFT’s
 69 international work in Asia to promote democracy and civil
 70 society;
 - 71 • Advocate for improved recruitment, support and retention of
 72 AAPI teachers, PSRPs, public employees, nurses and other
 73 healthcare professionals, and higher education faculty, with
 74 initiatives that are inclusive of grow-your-own programs and
 75 more traditional recruitment routes but that do not rely
 76 significantly on the H1B Visa Program for recruitment;
 - 77 • Promote ethical recruiting and workplace treatment
 78 practices of H1B visa holders who are brought to the
 79 country; Support state and federal legislation that promotes
 80 the teaching and learning of Asian Pacific American history
 81 in schools across the United States;
 - 82 • Advocate for expanded curriculum that is inclusive of Asian
 83 American and Pacific Islander history and culture;
 - 84 • Support trainings on the shared history of structural racism,
 85 civil rights, identity, immigration and citizenship with other
 86 Black, Indigenous, and people of color (BIPOC)
 87 communities, with the goal of building greater awareness
 88 and power together;
 - 89 • Continue to provide AFT AAPI-themed publications,
 90 culturally relevant professional development and other
 91 union-sponsored resources, such as Colorín Colorado,
 92 Share My Lesson, to increase our members’ efficacy with
 93 instruction and on AAPI parent and community outreach;
 94 and
- 95 **Policy and Campaigns**
- 96 • Develop and champion a robust AFT legislative agenda and
 97 campaigns, to be shared with the president’s administration,
 98 AAPI lawmakers and allies on Capitol Hill, state and local
 99 legislative and government organizations, and the broader
 100 community, that focus on:
 - 101 1. Comprehensive immigration reform and immigration
 102 executive actions;
 - 103 2. Passage of the federal DREAM Act;
 - 104 3. Higher wages and worker protections;
 - 105 4. Greater healthcare access for the AAPI community;
 - 106 5. Early childhood education and bilingual education;

- 107 **6. More career and college preparation programs to**
 108 **prepare more AAPI youth to succeed in the workplace and**
 109 **graduate with higher education degrees;**
 110 **7. Recruitment and support of AAPI teachers,**
 111 **paraprofessionals and school support staff, professors and**
 112 **adjunct faculty, and healthcare workers; and**
 113 • **Maximize current potential of political campaigns by**
 114 **incorporating multiple AAPI voices and needs;**
 115 • **Call for greater disaggregated data on AAPIs to address**
 116 **masked needs within AAPI subgroups. Lack of data**
 117 **contributes to the model minority myth;**
 118 • **Commit to have an AFT presence and participation in AAPI**
 119 **events, such as educational conferences, community**
 120 **outreach events;**
 121 • **Bolster organizing campaigns/events targeting AAPIs**
 122 **through expanded work on issues that directly affect them;**
 123 **and**
 124 **Communications**
 125 • **Be proactive about addressing the urgent needs of the AAPI**
 126 **community where they live and across all settings where**
 127 **AFT members work: in schools, public institutions, hospitals**
 128 **and institutions of higher education; and**
 129 • **Enact a comprehensive interdepartmental communications**
 130 **strategy that includes staffing, is informed by AFT policy and**
 131 **programmatic priorities, and includes traditional and new**
 132 **media.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

17. DEFEAT ANTI-LGBTQIA+ ‘DON’T SAY GAY’ AND ANTI-TRANSGENDER BILLS AND ATTACKS WITH MASS PRIDE AND MASS ACTION

Committee recommends referral to Executive Council.

1 WHEREAS, thousands of young middle school, high school and
 2 college students walked out in Florida and across the country
 3 throughout the spring in response to the latest right-wing attack of the
 4 Trump movement trying to force LGBTQIA+ youth back into the closet.
 5 In the walkouts, some under the banner “Say Gay Anyway!” youth
 6 proclaimed loud and clear that they refuse to go back into the closet,
 7 and they will not accept anti-LGBTQIA+ violence in our schools, our
 8 communities and in this country. These attacks have emboldened

9 young people to be more openly gay, transgender, and proud than ever
10 before; and

11 WHEREAS, H.B. 1557, presented as “An act relating to parental
12 rights in education,” better known as the “Don’t Say Gay” bill, is a vile
13 and bigoted attack on LGBTQIA+ youth in Florida, presented as
14 prohibiting any discussion on sexual orientation and gender identity in
15 school classrooms; and

16 WHEREAS, the Florida law could eliminate any book or educational
17 material that even mentions anything about LGBTQIA+ rights or
18 references any LGBTQIA+ historical figures, or those who are in
19 “nontraditional” gender roles or identity. Although the law claims to
20 apply to the kindergarten to third-grade levels, what this law could
21 mean is that discussions on gay and transgender people could be
22 silenced and prohibited at any grade level; and

23 WHEREAS, the bill does more than prohibit classroom discussions
24 about sexual orientation and gender identity, it’s a green light to anti-
25 LGBTQIA+ bigots, Trump supporters, and neo-fascists to repress
26 LGBTQIA+ students and all youth rights; and

27 WHEREAS, one of the most dangerous and vicious provisions of
28 this bill also aims to compel teachers, counselors and any school staff
29 to inform abusive, homophobic or transphobic parents if their child is
30 discussing their sexual orientation or gender identity in school. This
31 would make it impossible for LGBTQIA+ students to go to any adult in
32 the education system to raise their sexuality or gender identity, isolating
33 them and setting them up for potential abuse at home; and

34 WHEREAS, already in 2022, hundreds of homophobic and anti-
35 transgender bills have been introduced in state legislatures across the
36 country, and some have already passed. Many have specifically
37 targeted youth and educators in schools. The passage of Florida’s
38 “Don’t Say Gay” law has already emboldened these efforts across the
39 country; and

40 WHEREAS, these laws and the anti-LGBTQIA+, anti-youth
41 propaganda that is used to justify them is intended to whip up attacks
42 in our schools and communities. We must build campaigns to defend
43 LGBTQIA+ youth and support their fight for equality; and

44 WHEREAS, for most young people, schools are a place to build
45 social relations that help youth develop their own sense of identity as
46 an independent person, including their sexual orientation and gender
47 identity. It is essential to learning and development for young people to
48 have a safe school environment that validates, acknowledges and
49 celebrates LGBTQIA+ people and history, whether the students are out
50 or not. These bills guarantee the negative reinforcement of every
51 homophobic, anti-transgender, backward and bigoted impulse in our
52 society; and

53 WHEREAS, the leadership of LGBTQIA+ youth and allies has been
54 critical to defending all civil rights and human rights against attacks,

55 including by the proto-fascist Trump movement over the next years.
56 We must defend our leaders:

57 **RESOLVED, that the American Federation of Teachers will take**
58 **all necessary steps to defeat and overturn the “Don’t Say Gay”**
59 **law in Florida and other homophobic and anti-transgender laws**
60 **and attacks throughout the country; and**

61 **RESOLVED, that the AFT affirms our commitment to**
62 **LGBTQIA+ youth and all young people to learn about and develop**
63 **their own sexual orientation and gender identity. We support the**
64 **independent mass actions of youth to defend their existence,**
65 **dignity and rights of the LGBTQIA+ community; and**

66 **RESOLVED, that the AFT will vigorously defend educators who**
67 **support LGBTQIA+ youth and who teach about the existence,**
68 **dignity, rights, mass actions, history and pride of LGBTQIA+**
69 **people.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

18. STOP VIOLENCE AGAINST ASIAN AMERICANS

Committee recommends concurrence.

1 WHEREAS, during the COVID-19 pandemic, Asian Americans
2 have seen a rising tide of violence directed at people of Asian descent.
3 Starting with a vicious knife attack on a father and his two sons, ages
4 6 and 3, in Midland, Texas, in March 2020, and the murders of eight
5 people, six of whom were Asian American women, near Atlanta, in
6 March 2021, thousands of attacks have been reported in the last
7 year—and many more have not; and

8 WHEREAS, modern violence against Asians goes back to the
9 1980s, when Vincent Chin was killed by two white Americans who
10 blamed him for the rise of the Japanese auto industry, despite the fact
11 that he was Chinese American. Mr. Chin’s killers were sentenced to
12 probation and a \$3,000 fine; and

13 WHEREAS, myths of the model minority and dominant stereotypes
14 of East Asians have historically reinforced anti-Black racism and been
15 deployed to prevent multiracial solidarity; and

16 WHEREAS, this latest wave of anti-Asian violence was fanned by
17 the Trump administration, whose toxic mix of anti-immigrant
18 xenophobia, anti-Asian racism and U.S. imperial foreign policy brought
19 about these tragic results. Extreme oppression of Asian Americans has
20 been a feature of Asian American life for many in the United States
21 dating back to the mid-19th century. Chinese American workers were
22 paid much less than white workers while building the Transcontinental

23 Railroad. Chinese American miners were subject to a high Foreign
24 Miners' Tax that provided nearly 25 percent of tax revenues for
25 California. The passage of the Chinese Exclusion Act in 1882 barred
26 immigration from China. A few years later, 28 Chinese American
27 miners were killed and 15 more wounded in Rock Springs, Wyo., in
28 1885; and

29 WHEREAS, Chinese and other Asian Americans have been the
30 target of racist laws first aimed at other oppressed nationalities. The
31 anti-miscegenation laws designed to prevent African Americans from
32 marrying white Americans also were applied to Chinese, Japanese and
33 Filipino immigrants up to and through World War II. Some school
34 districts could and did segregate Chinese, Japanese and Chicano
35 children into separate schooling from whites; and

36 WHEREAS, the list of oppression is long, including 120,000
37 Japanese Americans forced into concentration camps during World
38 War II, restrictive covenants used to force Chinese Americans to live
39 only in Chinatown, and so much more:

40 **RESOLVED, that the American Federation of Teachers will**
41 **send a message of unconditional solidarity to all Asian**
42 **Americans. The AFT stands for and supports all efforts for full**
43 **equality of all oppressed peoples and nationalities, including**
44 **Asian Americans; and**

45 **RESOLVED, that the AFT and its members will use our**
46 **platforms to expose racist violence and oppression of Asian**
47 **Americans. We encourage education as one tool in the fight**
48 **against racist ignorance.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

19. ANTI-RACISM AND CULTURALLY RESPONSIVE CURRICULUM AS A SCHOOL PRIORITY

Committee recommends referral to Executive Council.

1 WHEREAS, we are in a historical moment in which the U.S. and the
2 world have been forced to confront the legacy of systemic and
3 institutional racism; and

4 WHEREAS, now is the time to lead as educators toward what
5 education will look like in the future: an education that promotes
6 collective liberation from racism and prejudice that disproportionately
7 impact communities of color, an education system that promotes racial,
8 economic, social and environmental justice; and

9 WHEREAS, the implementation of ethnic studies and culturally
10 sustaining curricula is of critical importance to supporting the learning
11 needs of all students, but particularly students of color; and

12 WHEREAS, punitive discipline practices and the over-policing of
13 Black and brown students in schools leads to the criminalization of
14 students and is damaging to their health and well-being:

15 **RESOLVED**, that the American Federation of Teachers will
16 provide resources for and will lead an ongoing campaign to help
17 members lobby all school-based committees, whether elected or
18 appointed, in public schools to prioritize anti-racist and culturally
19 responsive curriculum, instruction, and professional
20 development in schools with all school stakeholders by taking
21 any, and hopefully, all of the following actions; and

- 22 1. Fully funding high-quality anti-racist professional
23 development training available from the district and/or from
24 outside organizations, for school stakeholders about
25 restorative justice, four levels of racism¹, microaggressions,
26 and culturally responsive curriculum.
- 27 2. Advancing proposals for and implementation of culturally
28 responsive curriculum.
- 29 3. Launching student-led and designed surveys where
30 students can share their experiences with racism in schools,
31 needs and desires for curriculum, diversity among staff,
32 relations and interactions with other students and staff, etc.
- 33 4. Launching surveys led and designed by teachers and staff
34 where they can share their experiences with racism in
35 schools and their related needs and desires.
- 36 5. Advancing proposals for and implementation of restorative
37 justice practices.
- 38 6. Supporting efforts to reallocate funds from school resource
39 officers to trained staff who can provide counseling
40 services, restorative justice programs, trauma-informed
41 instruction, and supports for students in temporary living
42 situations.
- 43 7. Expanding grow-your-own initiatives to expand the rates of
44 licensed teachers of color in our public schools.
- 45 8. Increasing access for diverse community members,
46 especially parents to find employment in schools.
- 47 9. Regularly gathering qualitative and quantitative data from all
48 school stakeholders on how to effectively promote racial,
49 social and economic justice, culturally responsive
50 curriculum and restorative practices in our classrooms,
51 schools and communities.

¹ <https://www.thesociologicalcinema.com/videos/individual-vs-systemic-4-types-of-racism>

52 **10. Conducting asset mapping of school communities in order**
53 **to identify additional resources to connect student needs,**
54 **identities, and cultures to curriculum and school activities;**
55 **and**

56 **RESOLVED, that the AFT will provide anti-racist and culturally**
57 **sustaining professional development and support members in**
58 **developing, implementing and sharing anti-racist and culturally**
59 **sustaining curriculum (including using the Share My Lesson**
60 **platform) with members and all school stakeholders; and**

61 **RESOLVED, that the AFT will elevate these demands and**
62 **proposals among its locals.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

LABOR AND THE ECONOMY COMMITTEE

Committee Chair: Shari Obrenski, Cleveland Teachers Union, Local 279
Committee Secretary: Deborah Baker-Lloyd, Ohio Nurses Association,
Local 5903

**21. BUILDING A BETTER BRIDGE BETWEEN
LEARNING AND WORK THROUGH CTE, INTERNSHIPS
AND APPRENTICESHIPS**

Committee recommends concurrence.

1 WHEREAS, career and technical education (CTE) has proven its
2 value in minimizing dropout rates and promoting further education in
3 proportions approaching those of purely academic routes; and

4 WHEREAS, America is experiencing severe shortages in a number
5 of areas, exacerbated by COVID-19, all the while needing to prepare
6 students for well-paying, middle-class jobs of the future; and

7 WHEREAS, the German dual-track vocational education and
8 training (VET) system is so prestigious because it puts students' needs
9 at the center of the system, giving students multiple options for careers
10 beginning with career research and marketing, followed by an
11 application to a company or public sector institution for a paid
12 apprenticeship position that consists of classroom study in specialized
13 vocational schools and on-the-job work experience under the
14 supervision of a certified trainer; and

15 WHEREAS, about 51 percent of Germany's workers are skilled
16 workers trained in the VET system, in which 430,000 companies
17 partner with vocational schools and more than 80 percent of large
18 companies hire apprentices; and

19 WHEREAS, the German system has a tri-partite governance
20 structure composed of government, the private sector and labor
21 unions, which ensure that an emphasis on social inclusion is
22 maintained; and

23 WHEREAS, the United States lacks the tri-partite system of
24 collaboration between government, industry and labor, and U.S.
25 politics and culture differ significantly from Germany's; nevertheless,
26 there are elements of the German VET system that can improve our
27 career and technical education system, producing greater benefits both
28 for students and our economy; and

29 WHEREAS, the United States needs to embrace CTE as a system
30 of career advising, career-connected learning, followed by an
31 employer-facilitated transition to work and/or further education tied to a
32 career.

33 **RESOLVED, that the American Federation of Teachers,**
34 **including its locals and affiliated organizations, will support and**
35 **will advocate for the development of student internships and**

36 apprenticeships, including pre-apprenticeship programs in career
 37 and technical education programs in school districts across the
 38 United States, in partnership with local employers, union
 39 apprenticeship programs and community colleges; and

40 **RESOLVED**, that the AFT, including its locals and affiliated
 41 organizations, will support and will advocate for the development
 42 of an incentive structure at the national and local levels to
 43 encourage the private sector to play a role similar to that of
 44 German companies in the preparation of young people for skilled,
 45 high-paying jobs; and

46 **RESOLVED**, that the AFT, including its locals and affiliated
 47 organizations, will advocate for externships for CTE teachers to
 48 maintain their knowledge of new technologies and processes in
 49 industries so that they are able to keep curricula up to date and
 50 teach students the latest skills that companies are looking for;
 51 and

52 **RESOLVED**, that the AFT will advocate for and seek resources
 53 to fund a position of coordinator in schools to manage local
 54 partnerships to develop relevant career advising, internships and
 55 apprenticeships for students and externships for teachers,
 56 similar to the AFT's Innovation Fund-granted position in Peoria,
 57 Ill., that proved so valuable to the community that the local
 58 Chamber of Commerce and partners have continued to fund the
 59 position.

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

24. END SURVEILLANCE CAPITALISM AND REGULATE SOCIAL MEDIA TO PROTECT OUR CHILDREN, PROTECT PRIVACY, AND SAVE OUR DEMOCRACY

Committee recommends concurrence.

1 WHEREAS, by age 12, more than two-thirds (69 percent) of
 2 children and 84 percent of teens (13- to 18-year-olds) own a
 3 smartphone, and on average, teens' daily screen time (excluding
 4 school and homework) is nearly 7 1/2 hours with 1 hour and 10 min.
 5 devoted to social media;¹ and

6 WHEREAS, Facebook's own internal research shows Instagram
 7 use by some teen girls is related to feeling worse about their bodies,
 8 anxiety, depression and suicidal thoughts, and confirms a decade of

¹ "The Common Sense Census: Media Use by Tweens and Teens, 2019." *Common Sense Media*, <https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-tweens-and-teens-2019>. Accessed May 21, 2022

9 studies revealing the relationship between social media use and types
10 of harm to young people; and

11 WHEREAS, for U.S. adults, the recent average amount of time
12 spent per day (1) reading a book is 17 minutes, (2) on their smartphone
13 is 5.4 hours and (3) on social media is two hours and three minutes;^{2,3}
14 and

15 WHEREAS, social media sites are designed to be addictive with the
16 infinite scroll and swipe-to-refresh that generate never-ending targeted
17 content, Instagram’s and Facebook’s “Like” buttons, and comments
18 that provide validation feedback while the brain’s dopamine system
19 reinforces staying on the site, returning to check the media feed,
20 responding to alerts and inducing more posts;^{4,5} and

21 WHEREAS, every time someone sends a message on Facebook,
22 Snapchat or Twitter, or does a Google search or sends an email using
23 Google’s Gmail, everything is scanned, sorted and stored as part of
24 that person’s advertising profile;⁶ and

25 WHEREAS, the behavior of clicking Facebook’s Like button, “can
26 be used to automatically and accurately predict a range of highly
27 sensitive personal attributes, including: sexual orientation, ethnicity,
28 religious and political views, personality traits, intelligence, happiness,
29 use of addictive substances, parental separation, age and gender”; the
30 highest accuracy for correctly classifying individuals are: by race (95
31 percent), gender (93 percent), male sexual orientation (88 percent) and
32 political affiliation—Democrat vs. Republican (85 percent);⁷ and

33 WHEREAS, in 2018, Facebook (now, Meta) CEO Mark Zuckerberg
34 told Congress, “We believe that everyone around the world deserves
35 good privacy controls,” but, a year later, a Facebook attorney argued
36 in a U.S. District Court, “There is no privacy interest, because by

² Published by Statista Research Department, “Daily Social Media Usage Worldwide.” *Statista*, March 21, 2022, <https://www.statista.com/statistics/433871/daily-social-media-usage-worldwide/>. Accessed May 29, 2022.

³ Hari, Johann. *Stolen Focus: Why You Can’t Pay Attention*. Bloomsbury Publishing, 2022. p. 80.

⁴ Price, Catherine. “Trapped—the Secret Ways Social Media Is Built to Be Addictive (and What You Can Do to Fight Back).” *BBC Science Focus Magazine*, April 15, 2020, <https://www.sciencefocus.com/future-technology/trapped-the-secret-ways-social-media-is-built-to-be-addictive-and-what-you-can-do-to-fight-back/>. Accessed May 30, 2022.

⁵ Ong, Thuy. “Sean Parker on Facebook: ‘God Only Knows What It’s Doing to Our Children’s Brains.’” *The Verge*, Nov. 9, 2017, <https://www.theverge.com/2017/11/9/16627724/sean-parker-facebook-childrens-brains-feedback-loop>. Accessed May 30, 2022.

⁶ Hari, Johann. *Stolen Focus: Why You Can’t Pay Attention*. Bloomsbury Publishing, 2022. p. 125.

⁷ Kosinski, Michal, Stillwell, David, and Graepel, Thore. *Private Traits and Attributes Are Predictable from Digital Records of Human Behavior—PNAS*. (2013) <https://www.pnas.org/doi/10.1073/pnas.1218772110>.

37 sharing with a hundred friends on a social media platform ... negated
38 any reasonable expectation of privacy”;⁸ and

39 WHEREAS, surveillance capitalism creates profit by claiming
40 private human experience collected online as a free source of raw
41 material translated into behavioral data that is processed—without
42 individuals’ knowledge or understanding—to create profiles which
43 provide behavior predictions of an individual or group and sold to
44 business customers in a new marketplace to manipulate human
45 behavior. Internet users are not the customer, they are the raw
46 material;⁹ and

47 WHEREAS, surveillance data are used to build psychographic
48 profiles of voters and sold to political campaigns, as revealed by the
49 Cambridge Analytical scandal where CA obtained the data of 87 million
50 Facebook profiles, more than 70 million in the U.S., tested images and
51 messages, and supplied profiles and hundreds of tailored ads to the
52 2016 Trump campaign to do highly targeted political advertising on
53 social media; and

54 WHEREAS, surveillance data used to build psychographic profiles
55 of voters to create political ads, use disinformation, and create fake
56 news stories designed to influence specific groups of voters in elections
57 and campaigns around the world are a threat to democratic nations:

58 **RESOLVED, that the American Federation of Teachers will**
59 **affirm:**

- 60 • **U.S. federal and state governments must enact legislation**
61 **that gives internet users the choice to opt out of any data**
62 **collection process without repercussions and to have**
63 **access to completely tracking-free advertising;**
- 64 • **The business model of global tech companies must be**
65 **reformed to protect against data targeting of personal**
66 **information, including race, sexuality, gender, health status,**
67 **and political, religious or philosophical beliefs;**
- 68 • **Social media platforms must reform algorithmic pathways to**
69 **end the optimization of divisive and dangerous messages**
70 **based on disinformation that radicalizes some users, leads**
71 **to violence and threatens democratic governments;**
- 72 • **Anti-trust action must be taken to mitigate the power of**
73 **global technology giants such as Google and Meta; and**

74 **RESOLVED, surveillance capitalism must end; and**

75 **RESOLVED, that the AFT will affirm that it is the responsibility**
76 **of tech giants and governments to ensure that timely reforms are**

⁸ Biddle, Sam. “In Court, Facebook Blames Users for Destroying Their Own Right to Privacy.” *The Intercept*, June 14, 2019, <https://theintercept.com/2019/06/14/facebook-privacy-policy-court/>. Accessed May 29, 2022.

⁹ Zuboff, Shoshana. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. Public Affairs, 2020.

77 **made to mitigate the discovered harm done by using social media,**
 78 **such that it would not be the case that viewing and using an app**
 79 **might lead a teenager to consider suicide.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

22. STANDING AGAINST TAXPAYER FUNDING OF SCHOOL VOUCHER PROGRAMS

Committee recommends concurrence.

1 WHEREAS, public education is the foundation of our democracy
 2 where all children are accepted regardless of their gender, race, sexual
 3 orientation, religion, disability or economic status; and

4 WHEREAS, our public schools are the heart of our communities,
 5 providing all children with an ample and effective opportunity for a
 6 public education; and

7 WHEREAS, it is not viable or desirable to divert public resources to
 8 educate only select students in other programs, which do not meet the
 9 accountability and inclusion standards of our public schools; but rather,
 10 we need to focus on educating all students with a well-resourced public
 11 education system; and

12 WHEREAS, it is essential to focus on providing public schools with
 13 the funds and resources to meet the needs of all students; and

14 WHEREAS, there have been strategic attempts to dismantle public
 15 education by imposing taxpayer-funded school voucher programs; and

16 WHEREAS, there are currently 27 voucher programs in 16 states
 17 and the District of Columbia; and

18 WHEREAS, states like New Hampshire have seen unregulated,
 19 taxpayer-funded vouchers used to discriminate against children and
 20 not provide all of them an equal opportunity at a free public education:

21 **RESOLVED, that the American Federation of Teachers will**
 22 **continue to publicly oppose the diversion of public funds to**
 23 **discriminatory voucher programs that significantly reduce public**
 24 **financial support to our cherished public schools; and**

25 **RESOLVED, that the AFT will continue to use its voice**
 26 **nationally and on the state and local levels to educate the public**
 27 **about the dangers of vouchers; and**

28 **RESOLVED, that the AFT will continue to lobby national, state,**
 29 **and local governments, and support state federations in their**
 30 **opposition to school vouchers; and**

31 **RESOLVED, that the AFT will continue to partner with like-**
 32 **minded community organizations, parent organizations and labor**
 33 **organizations to support fully funded public schools; and**

34 **RESOLVED, that the AFT will continue to shout from sea to**
35 **shining sea the value, importance, and fundamental right of every**
36 **American child to a free and appropriate public education.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

25. CHANGING SOCIAL SECURITY TO PROVIDE FULL ACCESS AND EQUITY FOR ALL EDUCATIONAL EMPLOYEES

Committee recommends concurrence as amended below:

1 WHEREAS, most Americans already believe that earned Social
2 Security is an entitlement available to all American workers; and
3 WHEREAS, the American Federation of Teachers believes that
4 all workers should be able to access their full, safe, secure pension
5 via Social Security; and
6 WHEREAS, currently the Government Pension Offset (GPO),
7 which in various instances, reduces earned Social Security
8 survivors' benefits for spouses, widows and widowers who also
9 receive government pensions of their own; and
10 WHEREAS, currently the Windfall Elimination Provision (WEP),
11 which in some instances, reduces Social Security benefits for
12 individuals who also receive a pension or disability benefit from an
13 employer that did not withhold Social Security taxes; and
14 WHEREAS, currently 1.2 million employees of certain K-12
15 public education districts and higher education districts (or in some
16 cases statewide) in 15 states and the District of Columbia are
17 excluded from the Social Security system; and
18 WHEREAS, this situation is particularly critical for adjunct faculty
19 members in higher education employed by some community
20 college districts who are considered as part-time employees and
21 hourly workers. Both receive very little in the way of any pension
22 benefits:

23 **RESOLVED, that the American Federation of Teachers will**
24 **seek the complete repeal of the WEP and GPO loopholes by**
25 **supporting and advocating for the passage of the Social**
26 **Security Fairness Act of 2021 and related legislation; and**
27 **RESOLVED, that the AFT will support and advocate for all**
28 **federal and state legislation policy, including but not limited to**
29 **seeking revised Section 218 agreements at the state level, as**
30 **needed to allow all educational and all public employees in**
31 **impacted states full access to a fully insured federal pension**
32 **via the Social Security system a given jurisdiction or workplace**

33 who have been excluded from the retirement portion of Social
 34 Security to be able to collectively decide to take part in that
 35 portion of the system.

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

20. TEACHING AND LEARNING ABOUT LABOR

Committee recommends concurrence.

1 WHEREAS, attacks on the labor movement have been increasing
 2 in volume and intensity fomented by anti-union politicians,
 3 organizations, corporations and wealthy individuals; and
 4 WHEREAS, recent attacks have been primarily focused on public
 5 employee unions including teachers, police officers and firefighters and
 6 other local, state and federal employees; and
 7 WHEREAS, research conducted by Hart Associates indicates that,
 8 of all adults, 46 percent said they knew a fair amount or a great amount
 9 about unions as opposed to 54 percent who said they knew just a little
 10 or did not know much about unions; and
 11 WHEREAS, that same research found a great deal of
 12 misunderstanding and misinformation about unions and what they do;
 13 and
 14 WHEREAS, other studies show that the more people know about
 15 unions, the higher the approval rate; and
 16 WHEREAS, Americans said their chief sources of knowledge about
 17 unions were personal experience (37 percent), people in unions (26
 18 percent) and the media (25 percent) while schools were not mentioned
 19 at all; and
 20 WHEREAS, while there are a number of well-documented reasons
 21 for the relative decline of American labor, including intense opposition
 22 from employers and their allies, it can be argued that the lack of
 23 knowledge or incorrect knowledge about unions contributed to this
 24 decline; and
 25 WHEREAS, the lack of knowledge and support of the labor
 26 movement makes it more difficult to gain public and political support for
 27 its goals; and
 28 WHEREAS, a number of studies conclude that the American labor
 29 movement has been—and is—a major advocate for measures to
 30 improve the lives of working families, including public education, a
 31 minimum wage, unemployment insurance, workers' compensation,
 32 health and safety laws, progressive leave policies, the right to organize
 33 and bargain collectively, Social Security, Medicare, pensions, and
 34 improved wages and working conditions for all American workers
 35 whether in a union or not; and

36 WHEREAS, if the fortunes of the American labor movement are to
37 improve, its story must be told and told more effectively; and

38 WHEREAS, the Albert Shanker Institute in cooperation with the
39 American Labor Studies Center published “American Labor in U.S.
40 History Textbooks: How Labor’s Story is *Distorted* in High School
41 History Textbooks” that concludes that labor’s role in U.S. history is
42 misrepresented, downplayed or ignored; and

43 WHEREAS, there exists a number of excellent programs and
44 curriculum about the rich history and the economic, political, social and
45 cultural activities of workers and their unions but few find their way into
46 American classrooms and labor education programs; and

47 WHEREAS, the American Labor Studies Center owns and is
48 restoring the home of Kate Mullany, a young Irish immigrant who
49 formed our nation’s first bona fide all-female union in 1864—the Troy
50 Collar Laundry Union—that was designated a National Historic
51 Landmark by the secretary of the interior in 1998 and a National
52 Historic Site, a unit within the National Park System, by Congress in
53 2004; and

54 WHEREAS, the American Labor Studies Center is in the process of
55 establishing a National Trade Union Women’s Memorial honoring
56 women who have made significant contributions to workers and their
57 unions throughout our nation’s history at the Kate Mullany National
58 Historic Site; and

59 WHEREAS, American Federation of Teachers President Randi
60 Weingarten wrote, “The American Labor Studies Center is a wonderful
61 source for elementary and secondary teachers who are seeking high-
62 quality curriculum materials and resources for integrating labor history,
63 and an understanding of the role of the labor movement, into their
64 classrooms. It deserves the strong support of all those who support the
65 labor movement and the Center’s mission”:

66 **RESOLVED, that the American Federation of Teachers will**
67 **actively continue its policies and programs to assist members to**
68 **understand the need for the integration of the labor movement**
69 **and its history into the curriculum, and identify curriculum**
70 **resources and strategies; and**

71 **RESOLVED, that the AFT will continue to actively support and**
72 **promote the American Labor Studies Center ([www.labor-](http://www.labor-studies.org)**
73 **studies.org) that provides high-quality and extensive K-12**
74 **teaching materials about the American labor movement and its**
75 **history through its communications platforms and the restoration**
76 **and opening of the Kate Mullany National Historic Site**
77 **(www.katemullanyrhs.org) in Troy, N.Y., and the creation of a**
78 **National Trade Union Women’s Memorial at the site.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

23. IN OPPOSITION TO U.S. SANCTIONS ON CUBA

Committee recommends non-concurrence.

1 WHEREAS, starting in 1960, the U.S. has imposed an increasingly
 2 severe economic, commercial and financial embargo on Cuba, which
 3 was intensified by Donald Trump in 2017; and
 4 WHEREAS, the U.S. blockade often prevents the purchase of
 5 necessary educational materials, desks, books, technology, which are
 6 essential for the teaching-learning process, and even basic resources
 7 for building repairs in the schools; and
 8 WHEREAS, the U.S. blockade has severely restricted collaboration
 9 on scientific and medical research that interferes with the potential of
 10 saving lives in the face of this pandemic,¹ including Cuba's
 11 development of four vaccines against COVID-19; and
 12 WHEREAS, for 29 consecutive years, the General Assembly of the
 13 United Nations has voted overwhelmingly to adopt a resolution in favor
 14 of lifting the U.S. embargo against Cuba;² and
 15 WHEREAS, despite punishing sanctions, Cuba is a country that
 16 prioritizes education and spends 13 percent of its gross domestic
 17 product on universal public education, the highest of any nation;³ and
 18 WHEREAS, current U.S. policy undermines the solidarity that Cuba
 19 has shown with oppressed communities globally and in the U.S.; and
 20 WHEREAS, Cuba is providing free medical education to low-
 21 income students in the U.S., particularly students of color in
 22 underserved communities who are unable to afford medical school;⁴
 23 and
 24 WHEREAS, Cuba has a long history of providing international
 25 medical aid and healthcare to the peoples of the world, and the Henry
 26 Reeve International Brigades were decisive in the fight against Ebola
 27 and have stepped forward in many epidemics around the world,
 28 including dengue fever, HIV/AIDS, swine flu and hepatitis;⁵ and
 29 WHEREAS, since the outbreak of COVID-19, Cuba has sent 3,700
 30 health workers in 52 international brigades to 39 countries

¹ <https://www.ethicsandinternationalaffairs.org/2020/u-s-economic-sanctions-on-cuba-in-the-context-of-the-pandemic-covid-19/>

² <https://www.reuters.com/world/americas/us-continues-vote-against-un-call-end-cuba-embargo-2021-06-23/>

³ <https://www.worldatlas.com/articles/25-countries-spending-the-most-on-education.html>;

<http://nnoc.info/world-bank-cuba-has-the-highest-investment-in-education-worldwide/>;

<https://data.humdata.org/dataset/unesco-data-for-cuba>

⁴ <https://www.newyorker.com/science/elements/why-african-american-doctors-are-choosing-to-study-medicine-in-cuba>

⁵ <https://www.coha.org/coha-is-honored-to-nominate-the-cuban-henry-reeve-international-medical-brigade-for-the-2021-nobel-peace-prize/>

31 overwhelmed by the pandemic, with requests for assistance from many
32 more countries;⁶ and

33 WHEREAS, the pandemic has shown that international cooperation
34 is essential for public health, and Cuba has led the way with its medical
35 internationalism and solidarity; and

36 WHEREAS, the U.S. has consistently worked to undermine the
37 progress demonstrated above in the educational and medical areas;
38 and

39 WHEREAS, shortages and economic hardship caused by U.S.
40 sanctions and the resulting social tensions are used as a pretext for
41 intervention and regime change;⁷

42 **RESOLVED, that the American Federation of Teachers will call**
43 **on the Biden administration and Congress to end the devastating**
44 **61-year economic, financial and commercial blockade, as well as**
45 **travel restrictions on U.S. residents to Cuba and Cuban citizens**
46 **to the U.S. as so many other unions have done;⁸ and**

47 **RESOLVED, that the AFT will educate and mobilize all**
48 **members and students against these inhumane and unjust**
49 **policies; and**

50 **RESOLVED, that the AFT will reverse its support for U.S.**
51 **sanctions against Cuba.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

26. IN SUPPORT OF MANUFACTURING RENAISSANCE BILL (H.R. 5124)

Committee recommends non-concurrence.

1 WHEREAS, the Manufacturing Renaissance Campaign and the
2 Manufacturing Connect program run an inclusive training program for
3 students and educators that is rooted in equity and environmental,
4 social and environmental sustainability; and

5 WHEREAS, there remains a crucial need for career and technical
6 education at school districts across the country to provide learning
7 opportunities so that all interested students, including students of color

⁶ <https://www.reuters.com/article/us-health-coronavirus-cuba-doctors/cuba-punches-above-weight-with-white-coat-army-during-pandemic-idUSKBN2651NK>

⁷ <https://www.cambridge.org/core/journals/ethics-and-international-affairs/article/abs/smart-sanctions-revisited/14E85413C04EE483370E6A23CB7C7225>

⁸ <https://www.theguardian.com/commentisfree/2021/aug/04/us-freedom-cuba-punishing-sanctions-critics-blockade>

8 and students with disabilities, are prepared for the needs of high-skilled
9 jobs in areas like advanced manufacturing; and

10 WHEREAS, Rep. Jan Schakowsky, a Chicago Teachers Union
11 supporter, has filed H.R. 5124 (the Manufacturing Reinvestment
12 Corporation Act), a bill to expand and fund manufacturing training
13 programs, including Manufacturing Connect, in the U.S. House of
14 Representatives, and the language of that bill has been included in
15 other pieces of legislation that are moving through the congressional
16 legislative process:

17 **RESOLVED, that the American Federation of Teachers will**
18 **support H.R. 5124 and the use of the bill's language in other**
19 **legislative measures.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

ORGANIZING AND COLLECTIVE BARGAINING COMMITTEE

Committee Chair: J. Philippe Abraham, New York State United Teachers
Committee Secretary: Olivia Coleman, East St. Louis Federation of Teachers, Local 1220

27. IN SUPPORT OF THE PRO ACT: PROTECTING THE RIGHT TO ORGANIZE

Committee recommends concurrence.

- 1 WHEREAS, opinion research consistently shows that a majority of
2 American workers would join a union in their workplace if they did not
3 fear getting fired during an organizing campaign; and
4 WHEREAS, the National Labor Relations Act, meant to protect
5 workers in collective action and enable them to organize, has been
6 gutted by adverse court decisions and legislative reforms favoring
7 employers over the years; and
8 WHEREAS, the ability of the National Labor Relations Board to
9 perform its original mission of protecting the right of workers to organize
10 has been severely compromised, such that most private sector unions
11 have given up serious efforts to organize, and when they do attempt to
12 organize, they are subject to extraordinary barriers to success; and
13 WHEREAS, private sector union density, once one-third of the
14 working class, is today, after decades of continuous decline, just over
15 6 percent; and
16 WHEREAS, without strong private sector unions in alliance with
17 public sector unions, the entire labor movement is weakened; and
18 WHEREAS, over the past 40 years, as overall labor movement
19 density has been cut in half, from 20 percent to 10 percent, the
20 consequence has been severe cuts to public education and vital social
21 program funding, and an enormous increase in economic inequality;
22 and
23 WHEREAS, H.R. 2474, the Protecting the Right to Organize Act
24 (PRO Act), would provide critical labor law reforms that would allow
25 unions to organize in the private sector once again with a reasonable
26 assurance of success; and
27 WHEREAS, the PRO Act has already passed the House of
28 Representatives; and
29 WHEREAS, the Senate now has a slim majority of Democrats for
30 the next two years, and provides the opportunity for the first time since
31 2010 for passage of labor law reform:

32 **RESOLVED**, that the American Federation of Teachers go on
33 record in support of the PRO Act, share information about the
34 PRO Act with its locals and allies within the community, and work
35 with the labor movement to support its passage.

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

28. SCHOOL/COMMUNITY VIOLENCE: A NATIONAL CRISIS

Committee recommends concurrence as amended below:

1 WHEREAS, violence, anger and disruptive behaviors are harmfully
2 infecting our students/children; and
3 WHEREAS, it is critical that we realize that the resulting and too
4 often fatal incidents in our schools and on our school grounds are
5 occurring across the United States; and
6 WHEREAS, this is a national crisis involving the well-being of our
7 children that must immediately be addressed by the president and
8 Congress of the United States as well as other relevant agencies:

9 **RESOLVED**, that the American Federation of Teachers will take
10 the following action(s):

11 Seek through correspondence, email, petitioning and other
12 appropriate methods, the support of state and federal legislators,
13 and all other critical people and organizations, to ensure safety in
14 our schools (which extends into the communities) for the
15 following:

- 16 • Earmarked federal funding for school counselors, school
17 psychologists, school social workers, school attendance
18 teachers, etc., with a defined caseload, e.g., 120/1.
- 19 • Earmarked federal funding to provide sufficient security
20 personnel who will also be trained to gain the confidence of
21 students to relate any concerns.
- 22 • Earmarked federal funding for community organizations that
23 have experience working with students to prevent acts of
24 violence and disruption.
- 25 • Earmarked federal funding to provide additional security
26 measures for any district/school that needs them, without
27 taking away from students' other educational needs
28 programs.
- 29 • De-escalating techniques for all staff and parents, including
30 restorative justice practices.

- 31 • **Other critical school security needs identified by a school**
 32 **district and its school staff.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

29. ESTABLISH HEALTH AND SAFETY COMMITTEES

Committee recommends concurrence.

1 WHEREAS, the American Federation of Teachers recognizes that
 2 every teacher, professor, nurse and health professional, public
 3 employee, and paraprofessional and school-related personnel
 4 deserves a safe and healthful workplace free of known dangers; and
 5 WHEREAS, AFT members face occupational safety and health
 6 hazards, such as infectious diseases, indoor air pollution, workplace
 7 violence and ergonomic problems every day; and
 8 WHEREAS, occupational safety and health hazards kill and disable
 9 more than 100,000 workers each year—on average 5,000 from
 10 traumatic injuries and an estimated 95,000 from occupational
 11 diseases; and
 12 WHEREAS, despite having some of the most dangerous jobs in our
 13 society, over 8 million public employees throughout the United States
 14 still lack coverage under the Occupational Safety and Health Act; and
 15 WHEREAS, even though the AFT has the one of largest health and
 16 safety programs of all labor unions, 1.7 million-member trainers add
 17 essential capacity to AFT health and safety education and training
 18 programs; and
 19 WHEREAS, establishing a workplace health and safety committee
 20 is one way the union can involve members with implementing and
 21 improving working conditions as an effective committee can help
 22 prevent injury and illnesses on the job; increase awareness of health
 23 and safety issues among workers, supervisors and managers; and
 24 develop a culture of safety to make the work environment safe and
 25 healthy; and
 26 WHEREAS, health and safety committees keep day-to-day watch
 27 on work-site conditions, identifying and solving problems before they
 28 become serious; and
 29 WHEREAS, just as local unions create committees for contract
 30 enforcement, political action and other activities, workers benefit from
 31 a union-only committee of members who develop experience in
 32 handling health and safety matters; and
 33 WHEREAS, a union-only health and safety committee can inform
 34 health and safety work in joint labor-management committees,
 35 resulting in more meaningful advocacy that results in safer work, fewer
 36 incidents of workplace illness and injuries, and possibly saves lives:

37 **RESOLVED**, that the American Federation of Teachers will
 38 support affiliates that renew their commitment to enhancing
 39 existing health and safety committees, and to create a union
 40 health and safety committee where they do not exist; and

41 **RESOLVED**, that the AFT will develop resources for health and
 42 safety missions that develop and promote a healthy and safe
 43 environment for all employees and the communities we serve, and
 44 that includes key activities that include, but are not limited to, the
 45 following:

- 46 • Identify unsafe work practices and conditions and suggest
 47 appropriate remedies.
- 48 • Conduct health and safety inspections of both operations
 49 and facilities, identify safety and health hazards, and
 50 recommend corrective measures.
- 51 • Review accident/incident reports. Types of accidents,
 52 causes and trends will be identified, and appropriate
 53 corrective action suggested.
- 54 • Obtain and analyze available data on past injuries and
 55 illnesses, and identify trends and suggest appropriate
 56 corrective actions.
- 57 • Assist in the development and implementation of effective
 58 health and safety awareness programs.
- 59 • Encourage feedback from all individuals about health and
 60 safety-related ideas, problems and solutions.
- 61 • Develop written programs to ensure compliance with
 62 Occupational Safety and Health Administration health and
 63 safety regulations.
- 64 • Serve as an advisory body to management on health and
 65 safety issues.
- 66 • Provide suggestions and recommendations for resolution of
 67 health and safety concerns.

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

30. SUPPORT THE REINSTATEMENT OF NICOLE CONAWAY AND DEFEND ADA PROTECTIONS FOR TEACHERS AND STAFF DURING THIS ONGOING PANDEMIC

Committee recommends referral to Executive Council.

1 WHEREAS, the COVID-19 pandemic is still an ongoing threat to
 2 public health, with schools as the leading source of community spread.
 3 New and dangerous variants are constantly evolving and bypassing

4 vaccinations. The COVID-19 death toll has surpassed 6 million people,
5 and it has surpassed 1 million in the U.S. alone. Despite these very real
6 dangers, especially to those with underlying health conditions, COVID-
7 19 protections in schools and communities are being lifted without
8 adequate review and concurrence; and

9 WHEREAS, Detroit Federation of Teachers member Nicole
10 Conaway is an excellent, highly effective science teacher and a
11 committed outspoken advocate for teachers and students. Despite
12 clear documentation from her doctor ordering her to work from home
13 to protect her health from COVID-19 in light of her medical condition,
14 Sister Conaway was denied Americans with Disabilities Act
15 accommodations by the Detroit Public Schools Community District.
16 DPSCD subsequently terminated her in retaliation for asserting her
17 rights under the law to seek Americans with Disabilities Act (ADA)
18 accommodations. Conaway and similarly situated teachers have
19 received support from the Detroit Federation of Teachers (DFT); and

20 WHEREAS, ADA accommodations and the Family and Medical
21 Leave Act (FMLA) are protections that were won out of the labor and
22 civil rights movement to protect the health of workers. In the middle of
23 the historic catastrophe of the COVID-19 pandemic, the DPSCD and
24 other school district administrations are treating these protections for
25 workers as weapons to discipline workers and force them into unsafe
26 working conditions. Nicole Conaway's case is one in a series of cases
27 in which districts have tried to get away with denying ADA and FMLA,
28 terminating workers for not returning to work, even when their physician
29 has said they are not clear to return to in-person work; and

30 WHEREAS, if the Detroit school district is able to get away with this
31 unlawful termination of Conaway, it will have dire consequences for all
32 teachers and school support staff who are trying to stay safe from
33 COVID-19 and apply for any accommodation or FMLA for a health
34 condition or disability. The repercussions could spill over into school
35 districts arbitrarily violating the rights of any staff or student with
36 disabilities for any reason; and

37 WHEREAS, if Nicole Conaway and other educators are able to
38 prevail in their struggles to keep their jobs and receive ADA
39 accommodations, all educators' and students' rights will be affirmed
40 and far more protected. In the middle of a continued worldwide
41 pandemic, which continues to change and requires far more intensive
42 study, protecting our most vulnerable union members and loved ones
43 is essential; and

44 WHEREAS, nationally, more than 575,000 teachers have left the
45 workforce during the pandemic. No one should be made to choose
46 between their livelihood and their health and safety. *None of us are*
47 *disposable.*

ORGANIZING AND COLLECTIVE BARGAINING COMMITTEE

48 **RESOLVED, that the American Federation of Teachers will**
49 **stand with our DFT sister Nicole Conaway to demand her**
50 **immediate reinstatement and her right to receive**
51 **accommodations under ADA; and**

52 **RESOLVED, that the AFT president will send a letter of support**
53 **to the Detroit Public School Community District expressing our**
54 **support for Conaway's reinstatement and for her and other**
55 **educators' lawful right to ADA accommodations.**

☐ Adopted ☐ Adopted as Amended ☐ Defeated ☐ Tabled
☐ Precluded by _____ ☐ Referred to _____

Parliamentary Motions Guide

Based on *Robert's Rules of Order Newly Revised (12th Edition)*

The motions below are listed in order of precedence. Any motion can be introduced if it is higher on the chart than the pending motion.

YOU WANT TO:	YOU SAY:	INTERRUPT?	2 ND ?	DEBATE?	AMEND?	VOTE?
§21 Close meeting	I move to adjourn	No	Yes	No	No	Majority
§20 Take break	I move to recess for	No	Yes	No	Yes	Majority
§19 Register complaint	I rise to a question of privilege	Yes	No	No	No	None
§18 Make follow agenda	I call for the orders of the day	Yes	No	No	No	None
§17 Lay aside temporarily	I move to lay the question on the table	No	Yes	No	No	Majority
§16 Close debate	I move the previous question	No	Yes	No	No	2/3
§15 Limit or extend debate	I move that debate be limited to ...	No	Yes	No	Yes	2/3
§14 Postpone to a certain time	I move to postpone the motion to ...	No	Yes	Yes	Yes	Majority
§13 Refer to committee	I move to refer the motion to ...	No	Yes	Yes	Yes	Majority
§12 Modify wording of motion	I move to amend the motion by ...	No	Yes	Yes	Yes	Majority
§11 Kill main motion	I move that the motion be postponed indefinitely	No	Yes	Yes	No	Majority
§10 Bring business before assembly (a main motion)	I move that [or "to"] ...	No	Yes	Yes	Yes	Majority
Incidental Motions - No order of precedence. Arise incidentally and decided immediately.						
§23 Enforce rules	Point of order	Yes	No	No	No	None
§24 Submit matter to assembly	I appeal from the decision of the chair	Yes	Yes	Varies	No	Majority or tie sustains
§25 Suspend rules	I move to suspend the rules which ...	No	Yes	No	No	2/3
§26 Avoid main motion altogether	I object to the consideration of the question	Yes	No	No	No	2/3 against consideration
§27 Divide motion	I move to divide the question	No	Yes	No	Yes	Majority
§29 Demand rising vote	I call for a division	Yes	No	No	No	None
§33 Parliamentary law question	Parliamentary inquiry	Yes (if urgent)	No	No	No	None
§33 Request information	Request for information	Yes (if urgent)	No	No	No	None
Motions That Bring a Question Again Before the Assembly - No order of precedence. Introduce only when nothing else pending.						
§34 Take matter from table	I move to take from the table ...	No	Yes	No	No	Majority
§35 Cancel or change previous action	I move to rescind/amend something previously adopted ...	No	Yes	Yes	Yes	Varies
§37 Reconsider motion	I move to reconsider the vote ...	No	Yes	Varies	No	Majority



A Union of Professionals

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