

Version 2  
June 28, 2022



*A Union of Professionals*

**BOSTON** **2022** 14-17  
JULY  
**CONVENTION**

# **Proposed AFT Constitutional Amendments and Resolutions**

Presented to the 87th National Convention  
of the American Federation of Teachers, AFL-CIO  
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.**



## 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)

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.

*Submitted by: AFT Executive Council*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_ ☐ Referred to \_\_\_\_\_

## BYLAWS

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

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.

*Submitted by: AFT Executive Council*

☐ Adopted     ☐ Adopted as Amended     ☐ Defeated     ☐ Tabled  
☐ Precluded by \_\_\_\_\_ ☐ Referred to \_\_\_\_\_

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

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”:<sup>1</sup>

- 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  
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

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

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:<sup>2</sup>

- 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:<sup>3</sup>

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

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

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

**RESOLVED, that the American Federation of Teachers will join with coalition partners in calling for 25,000 community schools by 2025.<sup>4</sup>**

**RESOLVED, that the AFT will:**

- **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;<sup>5</sup> 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 in Energy and Environmental Design (LEED) system or the Collaborative for High Performance Schools; and**
- **Call for ongoing, high-quality research into community schools' best practices, staffing models, and approaches to implementation that ensure community schools enhance academic standards and other meaningful outcomes; and**
- **Create and deliver professional development so that members are equipped to advocate for and implement community schools strategies as part of a comprehensive model for school improvement; and**

<sup>4</sup> <https://www.communityschools.org/>

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

- 127 • Foster opportunities for locals to network and learn from  
 128 each other's experiences; and  
 129 **RESOLVED**, that the AFT will call on policymakers at all levels  
 130 to recognize the transformative power of community schools and  
 131 their unique capacity to serve all students, and to use their  
 132 authority to fund and support the community schools model with  
 133 fidelity; and  
 134 **RESOLVED**, that the AFT will call on:  
 135 • The U.S. Congress to pass comprehensive legislation, such  
 136 as the Full-Service Community School Expansion Act, to  
 137 sustainably fund community school initiatives at the federal  
 138 level; and  
 139 • The U.S. Department of Education to establish a database of  
 140 community schools and disseminate findings to guide  
 141 research, policy and implementation; and  
 142 • The Department of Education to advocate for the  
 143 consideration of those findings when Congress modifies  
 144 legislation like the Elementary and Secondary Education  
 145 Act, the Individuals with Disabilities Education Act and other  
 146 legislation, budgetary items and competitive grants; and  
 147 • States and school districts to ensure that community  
 148 schools are not a pretext to bypass contractual agreements;  
 149 reduce standards for existing, normal operating school  
 150 hours; lessen those standards during after-hours  
 151 operations; displace existing services and/or staff; or  
 152 weaken existing crucial health and safety regulations, and  
 153 will support locals in developing and articulating their  
 154 bargaining demands related to implementing and sustaining  
 155 community schools.

*Submitted by: Boston Teachers Union, Local 66*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_      ☐ Referred to \_\_\_\_\_

## 2. SPECIAL EDUCATION CASELOADS CAP

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

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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.**

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

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

### **3. EQUITY THROUGH CULTURALLY RESPONSIVE, BALANCED ASSESSMENT SYSTEMS**

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;<sup>1</sup> 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";<sup>2</sup> and

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<sup>1</sup> 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](https://www.colorado.edu/cadre/sites/default/files/attached-files/classroom_assessment_principles_to_support_teaching_and_learning_-_final_0.pdf).

<sup>2</sup> 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](https://cdn.ncte.org/nctefiles/resources/positions/formative-assessment_single.pdf).



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

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;<sup>3</sup>  
 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 racism<sup>4</sup> 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;<sup>5,6,7,8</sup>  
 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,<sup>9</sup> and in response, school districts have directed millions of local

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<sup>3</sup> 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>.

<sup>4</sup> 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.

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

<sup>6</sup> 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>.

<sup>7</sup> 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>.

<sup>8</sup> 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>.

<sup>9</sup> Chingos, Matthew (2012). *Strength in numbers: State spending on K-12 assessment systems* (research report). Brown Center on Education Policy at

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;<sup>10</sup> and

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;<sup>11</sup> 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;<sup>12,13,14</sup> 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

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Brookings. Retrieved on June 7, 2022, from [https://www.brookings.edu/wp-content/uploads/2016/06/11\\_assessment\\_chingos\\_final\\_new.pdf](https://www.brookings.edu/wp-content/uploads/2016/06/11_assessment_chingos_final_new.pdf).

<sup>10</sup> 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 on June 7, 2022, from <https://education.illinoisstate.edu/downloads/csep/ISLAC-Final-Report.pdf>.

<sup>11</sup> 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/>.

<sup>12</sup> 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>.

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

<sup>14</sup> 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>.

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  
 84 pushed out of school, thereby increasing the likelihood for  
 85 interaction with police and law enforcement;<sup>15,16,17,18</sup> 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;<sup>19</sup>  
 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;<sup>20</sup> 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

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<sup>15</sup> 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>.

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

<sup>17</sup> 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](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).

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

<sup>19</sup> 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/>.

<sup>20</sup> 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>.

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

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;<sup>21</sup> 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;<sup>22</sup> 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;<sup>23</sup>

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**

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<sup>21</sup> 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](https://www.scribd.com/document/570300930/Public-Schooling-Report-2022#from_embed).

<sup>22</sup> 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>.

<sup>23</sup> 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>.

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  
 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.**

*Submitted by: AFT Colorado; AFT Massachusetts; Florida Education Association; Illinois Federation of Teachers; Lynn Teachers Union, Local 1037; Ohio Federation of Teachers; Rhode Island Federation of Teachers and Health Professionals*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

#### 4. FOR A GREEN SCHOOLS CAMPAIGN

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.**

*Submitted by: Chicago Teachers Union, Local 1*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

## **5. FULFILLING THE PROMISE OF EDUCATIONAL OPPORTUNITY AND EQUITY**

- 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.**

*Submitted by: Albuquerque Teachers Federation, Local 1420; Cleveland Teachers Union, Local 279*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_      ☐ Referred to \_\_\_\_\_

## 6. SUPPORT FOR COMMUNITY SCHOOLS

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

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.**

*Submitted by: New York State United Teachers*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

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

- 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.**

*Submitted by: New York State United Teachers*

☐ 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

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.**

*Submitted by: New York State United Teachers*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_ ☐ Referred to \_\_\_\_\_

## 9. STRENGTHEN AND DIVERSIFY THE EDUCATOR PIPELINE

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.

*Submitted by: New York State United Teachers*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_ ☐ Referred to \_\_\_\_\_



## 10. THE FIGHT FOR HIGHER EDUCATION

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 on the tenure track; advocating for equity pay and benefits  
63 for part-time/adjunct faculty; and keeping college campuses safe  
64 and welcoming environments for the free exchange of ideas; and

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

78 **RESOLVED**, that the AFT will fight to ensure that professional  
79 and administrative staff are recognized as vital and necessary  
80 partners in the mission to educate students, support faculty and  
81 research, and implement programs in the greater communities  
82 staff serve, and take steps to fully embrace their needs with  
83 broader advocacy; and

84 **RESOLVED**, that the AFT will fight for higher education to be  
85 affordable and accessible to all students; cancel the student debt  
86 of millions of borrowers who are suffering because of the unjust  
87 way we finance higher education; and protect and expand the

88 **financial, educational and social supports that ensure a diverse**  
89 **range of students can access a college education and succeed.**

*Submitted by: AFT Executive Council*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_ ☐ Referred to \_\_\_\_\_

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

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,<sup>1</sup> 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 needs<sup>2</sup>; 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  
21        WHEREAS, most adjunct/contingent faculty are over the age of 50,  
22 and 37 percent do not know how they will manage during retirement<sup>3</sup>;  
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**

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<sup>1</sup> 2019 AFT report “An Army of Temps”

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

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.**

*Submitted by: California Federation of Teachers*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

## **12. OFFICIAL SUPPORT OF FAST FUND PROGRAMS**

1        WHEREAS, FAST Funds have helped students succeed by  
2        providing emergency grants to help them pay for rent, utilities, books,  
3        tuition, technology, medical bills, car payments, food and gas so they  
4        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

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

*Submitted by: Milwaukee Area Technical College, Local 212*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

### 13. FOR STUDENT DEBT CANCELLATION

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 for**  
33 **President Biden to sign the executive order to cancel all federal student**  
34 **debt *before* the expiration of the federal student loan payment**  
35 **moratorium on Aug. 1, 2022.**

*Submitted by: Chicago Teachers Union, Local 1*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_      ☐ Referred to \_\_\_\_\_

## 14. NEW DEAL ON PART-TIME HEALTHCARE EQUITY PROJECT

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.**

*Submitted by: Los Angeles College Faculty Guild, Local 1521*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

## 32. SOLIDARITY WITH UKRAINE

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.

*Submitted by: AFT Executive Council*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_      ☐ Referred to \_\_\_\_\_

## 15. STOP ASIAN HATE

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.**

*Submitted by: Boston Teachers Union, Local 66; United Federation of  
Teachers, Local 2; United Teachers Los Angeles, Local 1021*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
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## **16. ADDRESSING THE NEEDS OF AAPI UNION MEMBERS AND COMMUNITY**

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.**

*Submitted by: Boston Teachers Union, Local 66; United Teachers Los Angeles, Local 1021*

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

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.**

*Submitted by: Berkeley Federation of Teachers, Local 1078*

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## 18. STOP VIOLENCE AGAINST ASIAN AMERICANS

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.**

*Submitted by: Chicago Teachers Union, Local 1*

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

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 racism<sup>1</sup>, 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.

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<sup>1</sup> <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.**

*Submitted by: Chicago Teachers Union, Local 1*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
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## 20. TEACHING AND LEARNING ABOUT LABOR

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](http://www.katemullanyrhs.org)) in Troy, N.Y., and the creation of a**  
78 **National Trade Union Women's Memorial at the site.**

*Submitted by: Troy Teachers Association, Local 3060*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

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

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.

*Submitted by: AFT Connecticut*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_      ☐ Referred to \_\_\_\_\_

## 22. STANDING AGAINST TAXPAYER FUNDING OF SCHOOL VOUCHER PROGRAMS

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.**

*Submitted by: Nashua Teachers' Union, Local 1044*

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

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,<sup>1</sup> 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;<sup>2</sup> and

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

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

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;<sup>3</sup> 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;<sup>4</sup>  
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;<sup>5</sup> and

29 WHEREAS, since the outbreak of COVID-19, Cuba has sent 3,700  
30 health workers in 52 international brigades to 39 countries  
31 overwhelmed by the pandemic, with requests for assistance from many  
32 more countries;<sup>6</sup> 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.<sup>7</sup>

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;<sup>8</sup> and**

<sup>3</sup> <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>

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

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

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

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

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

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.**

*Submitted by: Professional Staff Congress, Local 2334*

☐ 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**

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;<sup>1</sup> 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  
 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;<sup>2,3</sup>  
 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

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

<sup>2</sup> 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.

<sup>3</sup> Hari, Johann. *Stolen Focus: Why You Can't Pay Attention*. Bloomsbury Publishing, 2022. p. 80.

19 reinforces staying on the site, returning to check the media feed,  
20 responding to alerts and inducing more posts;<sup>4,5</sup> 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;<sup>6</sup> 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);<sup>7</sup> 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  
37 sharing with a hundred friends on a social media platform ... negated  
38 any reasonable expectation of privacy";<sup>8</sup> 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;<sup>9</sup> and

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<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> Hari, Johann. *Stolen Focus: Why You Can't Pay Attention*. Bloomsbury Publishing, 2022. p. 125.

<sup>7</sup> 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>.

<sup>8</sup> 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.

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

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**  
 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.**

*Submitted by: Pittsburgh Federation of Teachers, Local 400*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

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

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, including but not limited to**  
29 **seeking revised Section 218 agreements at the state level, as**  
30 **needed to allow all educational employees in impacted states**  
31 **full access to a fully insured federal pension via the Social**  
32 **Security system.**

*Submitted by: Austin Community College/AFT, Local 6249*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

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

- 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  
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.**

*Submitted by: Chicago Teachers Union, Local 1*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

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

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.**

*Submitted by: California Federation of Teachers*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_      ☐ Referred to \_\_\_\_\_

## 28. SCHOOL/COMMUNITY VIOLENCE: A NATIONAL CRISIS

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

*Submitted by: Buffalo Teachers Federation, Local 2525; New York State  
United Teachers*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_      ☐ Referred to \_\_\_\_\_

## 29. ESTABLISH HEALTH AND SAFETY COMMITTEES

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.**

*Submitted by: AFT New Mexico; Rutgers Part-Time Lecturer Faculty  
Chapter, Local 6324*

☐ 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**

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:*

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.**

*Submitted by: Berkeley Federation of Teachers, Local 1078*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
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### **31. WE COMMIT OURSELVES TO THE DEFENSE OF DEMOCRACY IN AMERICA**

1 For more than a century, the American Federation of Teachers has  
2 been faithful to our founding watchwords, “Democracy in Education,  
3 Education for Democracy.” Democracy is our North Star. The phrase  
4 inspires the work we do with our students, our patients and our  
5 constituents. It is the source of our dedication to public service, our  
6 involvement in community and our engagement with the political  
7 process. It guides us when we organize and struggle together for our  
8 common cause. For our union, there is no principle or value more  
9 important, more essential, or more vital than democracy; and

10 Today, we in the AFT are deeply troubled by the state of our  
11 nation’s democracy. The heart of that democracy is government “of, by  
12 and for the people.” For it to survive and thrive, the American people  
13 must choose our government through free and fair elections, and the  
14 power of government must be peacefully transferred to our choice.  
15 Over the last decade, the AFT has expressed our growing  
16 apprehension that free and fair elections in the U.S. were being  
17 undermined by measures designed to thwart the will of the people—  
18 voter suppression, the influence of “dark” and unlimited money in  
19 elections, and extreme partisan gerrymandering. After the 2020  
20 election, those efforts metamorphosed into a frontal assault on this  
21 electoral foundation of democracy, with the promotion of the “big lie”  
22 that Donald Trump had won the election, the Jan. 6 insurrection that  
23 attempted to violently overturn the election of Joe Biden, and with the  
24 passage of legislation in a number of states that enables the  
25 overturning of future democratic elections; and

26 A democratic government cannot stand on its own: It can only be  
27 sustained when it sinks deep roots into democratic society. It is of grave  
28 concern to the AFT that the assault on democratic government in the  
29 U.S. has been accompanied by attempts to eviscerate the democratic  
30 society it needs to survive. We have seen: efforts to destroy civic trust  
31 in our communities by promoting fear, prejudice and hate against the  
32 “other” (African Americans, Latinos and Asian Americans; LGBTQIA+  
33 people; Jews, Muslims and other minority religions; and immigrants);  
34 the calculated dissemination of lies, disinformation and conspiracy  
35 theories to tear at the fabric of our collective knowledge and shared  
36 understanding of the world; the stoking of extreme polarization and  
37 division to impede efforts at civic dialogue and communication; the  
38 banning of books in schools and libraries and the loss of freedom and  
39 rights; and the attacks on institutions that promote the common good,  
40 such as public education, healthcare and unions; and

41 We in the AFT know these attacks on democratic society all too  
42 well. We have borne the brunt of a number of them: AFT healthcare  
43 professionals put their health and safety at risk to care for patients in

44 the pandemic, only to be attacked for following medical science and  
 45 promoting the public health; AFT educators sacrificed to provide an  
 46 education for our students in the pandemic that upended normal modes  
 47 of instruction, only to be attacked for teaching students how to  
 48 distinguish truth from falsehood and propaganda, for providing a full  
 49 and honest history of our nation's past, and for building mutual respect  
 50 and understanding among them; and AFT unionists have committed  
 51 ourselves to public service in the most difficult and trying time of the  
 52 pandemic, only to be blamed for its disruption of our lives and to find  
 53 our work vilified; and

54 We are now at a critical point in our nation's history, as some people  
 55 in one of the two major political parties in the U.S. are so craven for  
 56 power that they are willing to attack the very foundations of democracy  
 57 in order to obtain it. Too many elected officials and candidates for  
 58 office—led by former President Trump—repeat the “big lie” about the  
 59 2020 election, excuse the Jan. 6 insurrection (including actual  
 60 participants in that day's events), promote legislation that would strike  
 61 at free and fair elections and the peaceful transfer of power.  
 62 Unfortunately, in the service of power, these same people have  
 63 promoted fear and hate, disinformation and conspiracy theories,  
 64 stoking of polarization and division, including the banning of books and  
 65 in attacks on public education, healthcare and unions; and

66 The 2022 and 2024 elections are critical for the survival of  
 67 democracy. The extremists' goal is to win control over all levers of  
 68 government, from school boards to state houses to the White House  
 69 and Capitol Hill. If they are successful electorally, they will act to  
 70 replace democratic government with a self-perpetuating autocracy of  
 71 permanent minority rule. Pro-democracy candidates, pro-public  
 72 education and pro-healthcare candidates, and pro-working family  
 73 candidates must win in these elections; and

74 Working families are hurting and tired, but they are also a resilient  
 75 people who can meet any challenge. They just want to be given a fair  
 76 shot—something that is increasingly difficult in these times of  
 77 disinformation and distrust. Americans are understandably frustrated  
 78 and skeptical of how to meet their needs. It is the job of the AFT and  
 79 the labor movement to help people connect the dots between  
 80 addressing their everyday concerns and worries with real-life solutions;  
 81 and this can best be achieved by doing so on the very local level—  
 82 focusing on people's concerns and priorities, and fighting for  
 83 candidates who will fight for a better life; and

84 Political commentators are fond of the adage “elections have  
 85 consequences.” Those consequences are not just over who holds the  
 86 reins of power in our government. When elections put into power those  
 87 who embrace what was once a fringe racist and antisemitic theory that  
 88 whites are being “replaced” by people of color and immigrants as part  
 89 of a conspiracy masterminded by Jews, when these candidates take



90 the message of the neo-Nazis at Charlottesville and make it into  
 91 mainstream discourse by repeating it on media outlets such as Fox  
 92 News and Newsmax and on social media, the consequences for  
 93 democracy and those most in need can be grave; and

94 Now is the time for an election that defends democracy in America  
 95 and, in so doing, brings liberty and justice for all Americans:

96 **RESOLVED, that the American Federation of Teachers**  
 97 **reaffirms our unwavering commitment to democracy in America,**  
 98 **both in our government and in our society, and commits itself to**  
 99 **the vigorous defense of that democracy; and**

100 **RESOLVED, that to this end, the AFT will place the highest**  
 101 **priority of the election of candidates who share our commitment**  
 102 **to democracy in the 2022 and 2024 elections; and**

103 **RESOLVED, that together with our state and local affiliates, the**  
 104 **AFT will work to ensure that all of our members and their families**  
 105 **are registered to vote, and will dedicate resources for voter**  
 106 **registration work at the local level; and**

107 **RESOLVED, that together with our state and local affiliates, the**  
 108 **AFT will work with our community partners to ensure that all**  
 109 **Americans are able to freely exercise their right to vote so that**  
 110 **voter suppression efforts, which target disproportionately**  
 111 **communities of color, are unsuccessful; and**

112 **RESOLVED, that together with our state and local affiliates, the**  
 113 **AFT will mount member-to-member voter engagement and GOTV**  
 114 **(get-out-the-vote) campaigns, so our members and their families**  
 115 **are informed on the candidates' positions on the issues and cast**  
 116 **their ballots in the election; and**

117 **RESOLVED, that together with our state and local affiliates, the**  
 118 **AFT will work with the AFL-CIO's Labor 2022 political program,**  
 119 **focusing on local electoral activism through central labor**  
 120 **councils and AFL-CIO state federations; and**

121 **RESOLVED, that together with our state and local affiliates, the**  
 122 **AFT commits to working tirelessly in the 2022 and 2024 elections**  
 123 **to support candidates and issues that advocate for democracy,**  
 124 **strengthen public education, ensure high-quality healthcare, and**  
 125 **fight for all working families and, in so doing, make it possible for**  
 126 **all Americans to thrive.**

*Submitted by: AFT Executive Council*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_      ☐ Referred to \_\_\_\_\_

## 32. SOLIDARITY WITH UKRAINE

*Moved to Human Rights and International Relations Committee*

### 33. CALLING FOR THE PRESIDENT OF THE UNITED STATES TO PARDON MARCUS GARVEY

1 WHEREAS, Marcus Garvey was a Jamaican-born black nationalist,  
2 who founded the Universal Negro Improvement Association (UNIA) in  
3 1914, attracting thousands of supporters as he spoke across America  
4 urging African Americans to be proud of their race and return to Africa;  
5 and

6 WHEREAS, the UNIA exponentially grew, with more than 700  
7 branches across the U.S., attracting the attention of the FBI and  
8 causing it to hire its first Black agents to infiltrate the association and  
9 spy on Garvey; and

10 WHEREAS, the FBI acknowledged that it began investigating  
11 Garvey to find reasons to deport him as an undesirable alien, then  
12 initiated a mail-fraud case with an overwhelming amount of errors and  
13 questionable evidence, resulting in a commuted five-year sentence  
14 and deportation for Garvey and an acquittal for three other defendants;  
15 and

16 WHEREAS, for more than 82 years, Garvey's family, followers  
17 (Garveyites), and several U.S. representatives have advocated for a  
18 presidential pardon from Presidents Calvin Coolidge to Barack Obama:

19 **RESOLVED, that the American Federation of Teachers will**  
20 **acknowledge Marcus Garvey as an influential figure for civil rights**  
21 **activists that followed him; and**

22 **RESOLVED, that the AFT, in collaboration with its members**  
23 **and other community organizations, will produce and distribute**  
24 **appropriate teaching resources about the life and legacy of**  
25 **Marcus Garvey; and**

26 **RESOLVED, that the AFT will declare that the mail-fraud**  
27 **charge against Marcus Garvey was politically motivated, and that**  
28 **the U.S. government played a leading role in his false conviction;**  
29 **and**

30 **RESOLVED, that the AFT will join the growing clamor for the**  
31 **posthumous pardon of Marcus Garvey by encouraging its local,**  
32 **state and national affiliate organizations to work with our elected**  
33 **federal officials to stand in solidarity to convince President Joe**  
34 **Biden to grant clemency to Marcus Garvey.**

*Submitted by: United Federation of Teachers, Local 2*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

### **34. DIVEST FROM FOSSIL FUELS AND REINVEST IN WORKERS AND COMMUNITIES**

1 WHEREAS, climate change represents an urgent and accelerating  
2 crisis, as extreme weather, forest and wildfires, infectious disease  
3 outbreaks, rising sea levels, and pollution wreak havoc on the  
4 ecosystems and societies in the U.S. (where the cost of climate  
5 disasters doubled in 2020) and across the globe; and

6 WHEREAS, the climate crisis exacerbates already existing  
7 systemic injustices along racial, regional, social and economic lines,  
8 concentrating harm in frontline communities (including Indigenous  
9 communities, communities of color, migrant communities,  
10 deindustrialized communities, the poor, low-income workers, women,  
11 the elderly, the unhoused, people with disabilities and youth); and

12 WHEREAS, teachers, nurses, academic staff, public workers and  
13 higher education faculty have taken leadership in educating students  
14 on the climate emergency, in forging alliances with climate movements,  
15 and in promoting action to reduce carbon emissions, notably:

- 16 • In 2017, the American Federation of Teachers executive council  
17 resolved to “urge its locals, state federations and members’  
18 retirement systems to ... review strategies to mitigate the risk of  
19 climate change in their investment portfolios, including, ...  
20 possible divestiture from other types of fossil fuel companies that  
21 contribute substantially to climate change. ...”
- 22 • In 2017, the AFT executive council passed the “Resolution on a  
23 Just Transition to a Peaceful and Sustainable Society” (referred  
24 from the 2016 AFT national convention) and committed therein,  
25 “to a rapid transition from fossil fuels to renewable energy ...  
26 [such that] most fossil fuels must be left in the ground.”
- 27 • In 2020, the AFT national convention resolved “that the American  
28 Federation of Teachers will fully participate in shaping the  
29 definition of ‘a just transition to a peaceful and sustainable  
30 economy,’ ... in accord with the latest climate science regarding  
31 the need for very rapid reductions in greenhouse gas emissions;”  
32 and

33 WHEREAS, shareholder resolutions and even director votes at  
34 fossil fuel companies—as alternatives to divestment—have never  
35 resulted in significant change at coal, oil or gas companies nor led to a  
36 reduction in greenhouse gas emissions from those companies’  
37 products; and

38 WHEREAS, the fiduciary duty of retirement funds obligates them to  
39 consider divestment from declining assets or at high risk of being  
40 stranded, a category that Blackrock, Makeda and the World Bank now  
41 believe includes fossil fuels; and

42 WHEREAS, there are now more than 1,500 institutions with assets  
43 over \$39 trillion that have committed to some form of fossil fuel

44 divestment, including the following funds (many explicitly in order to  
45 reinvest in environmentally and socially responsible industries):

- 46 • Teachers' Retirement System of the City of New York;
- 47 • New York State Common Retirement Fund and the Maine Public
- 48 Employees' Retirement System;
- 49 • City of Boston's and the City of Baltimore's investment funds;
- 50 • London Pensions Fund Authority;
- 51 • La Banque Postale of France;
- 52 • Caisse de Dépôt et Placement du Québec;
- 53 • Norway Sovereign Wealth Fund and the Vatican;
- 54 • The endowments of Harvard, Oxford, Rutgers and the University
- 55 of California, among other institutions of higher education; and

56 WHEREAS, according to the Political Economy Research Institute  
57 at the University of Massachusetts, each \$1 million reinvested from  
58 fossil fuels to green energy results in a net increase of five jobs—often  
59 unionized jobs in solar and wind farms or in other sectors suitable for  
60 organizing; and

61 WHEREAS, Illinois' Climate and Equitable Jobs Act of 2021 and the  
62 federal Build Back Better bill provide models for reinvestment in local,  
63 green jobs; and

64 WHEREAS, AFT members participate in public and private pension  
65 plans totaling roughly \$5.8 trillion (of which an estimated \$255 billion is  
66 invested in fossil fuel corporations) and, therefore, possess significant  
67 financial means to address the climate crisis and promote a just  
68 transition for workers and communities:

69 **RESOLVED, that the American Federation of Teachers will**  
70 **urge boards managing the retirement funds of its members to**  
71 **divest their assets—in consultation with preK-12 members and**  
72 **their local unions—from all corporations or other entities that**  
73 **extract, transport, trade or otherwise contribute to the production**  
74 **of coal, oil and gas—and to reinvest those funds in projects that**  
75 **benefit displaced workers and frontline communities in the state**  
76 **or region of the given AFT members; and**

77 **RESOLVED, that the AFT will urge the board of TIAA to divest**  
78 **the retirement funds of higher education members—in**  
79 **consultation with their local unions—from all corporations or**  
80 **other entities that extract, transport, trade or otherwise contribute**  
81 **to the production of coal, oil and gas—and to reinvest those funds**  
82 **in socially responsible, climate-positive projects that benefit**  
83 **displaced workers and frontline communities; and**

84 **RESOLVED, that before Oct. 1, 2022, the AFT's Climate Justice**  
85 **Task Force will convene as a body and initiate communication**  
86 **with local and member-trustees toward the goal of divesting from**  
87 **fossil fuels and reinvesting in workers and communities; and**

88       **RESOLVED, that by July 1, 2025, or earlier if possible, the AFT**  
 89       **will divest its own assets from all corporations or other entities**  
 90       **that extract, transport, trade or otherwise contribute to the**  
 91       **production of coal, oil and gas—and will reinvest those funds in**  
 92       **projects that benefit displaced workers and frontline**  
 93       **communities.**

*Submitted by: AFT New Jersey; AFT Washington; Boston Teachers Union, Local 66; Chicago Teachers Union, Local 1; Faculty and Staff Federation Community College of Philadelphia, Local 2026; Professional Staff Congress, Local 2334; Rutgers Council of AAUP Chapters, Local 6323; United University Professions, Local 3190*

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### **35. DIVEST FROM FOSSIL FUELS AND REINVEST IN WORKERS AND COMMUNITIES**

1       WHEREAS, climate change represents an urgent and accelerating  
 2       crisis, as extreme weather, forest and wildfires, infectious disease  
 3       outbreaks, rising sea levels, and pollution wreak havoc on the  
 4       ecosystems and societies in the U.S. (where the cost of climate  
 5       disasters doubled in 2020) and across the globe; and

6       WHEREAS, the sixth and most recent Intergovernmental Panel on  
 7       Climate Change report notes that our “incremental” efforts to reverse  
 8       the climate crisis are failing and that without “transformational”  
 9       changes, the world is on pace for what United Nations Secretary-  
 10      General Antonio Guterres has called a “frog march to destruction” due  
 11      to an “abdication of leadership” he characterizes as “criminal”; and

12      WHEREAS, the climate crisis exacerbates already existing  
 13      systemic injustices along racial, regional, social and economic lines,  
 14      concentrating harm in frontline communities (including Indigenous  
 15      communities, communities of color, migrant communities,  
 16      deindustrialized communities, the poor, low-income workers, women,  
 17      the elderly, the unhoused, people with disabilities and youth); and

18      WHEREAS, teachers, nurses, academic staff, public workers and  
 19      higher education faculty have taken leadership in educating students  
 20      on the climate emergency, in forging alliances with climate movements,  
 21      and in promoting action to reduce carbon emissions, notably:

- 22      • On March 13, 2016, delegates at the California Federation of  
 23       Teachers convention passed Resolution 29, “Committing CFT to  
 24       a Climate Justice Agenda,” which resolved that CFT will “work  
 25       towards ending all of our retirement systems’ investments in fossil  
 26       fuels and other commercial enterprises that are contributing to  
 27       catastrophic climate change”;

- 28 • In 2017, the American Federation of Teachers executive council  
 29 resolved to “urge its locals, state federations and members’  
 30 retirement systems to ... review strategies to mitigate the risk of  
 31 climate change in their investment portfolios, including, ...  
 32 possible divestiture from other types of fossil fuel companies that  
 33 contribute substantially to climate change. ...”
- 34 • In 2017, the AFT executive council passed the “Resolution on a  
 35 Just Transition to a Peaceful and Sustainable Society” (referred  
 36 from the 2016 AFT national convention) and committed therein,  
 37 “to a rapid transition from fossil fuels to renewable energy ...  
 38 [such that] most fossil fuels must be left in the ground.”
- 39 • In 2020, the AFT national convention resolved “that the American  
 40 Federation of Teachers will fully participate in shaping the  
 41 definition of ‘a just transition to a peaceful and sustainable  
 42 economy,’ ... in accord with the latest climate science regarding  
 43 the need for very rapid reductions in greenhouse gas emissions.”
- 44 • In 2022, San Diego and Grossmont-Cuyamaca Community  
 45 College Districts AFT Guild, Local 1931; San Jose/Evergreen  
 46 Federation of Teachers, AFT Local 6157; the Boston Teachers  
 47 Union, AFT Local 66; Rutgers AAUP-AFT, Local 6323 have  
 48 already passed a “Resolution to Divest from Fossil Fuels and  
 49 Reinvest in Workers and Communities,” and other AFT locals  
 50 across the United States are in the process of doing so; and
- 51 WHEREAS, shareholder resolutions and even director votes at  
 52 fossil fuel companies—as alternatives to divestment—have never  
 53 resulted in significant change at coal, oil or gas companies nor led to a  
 54 reduction in greenhouse gas emissions from those companies’  
 55 products; and
- 56 WHEREAS, the fiduciary duty of retirement funds obligates them to  
 57 consider divestment from declining assets or at high risk of being  
 58 stranded, a category that Blackrock, Makeda and the World Bank now  
 59 believe includes fossil fuels; and
- 60 WHEREAS, there are now more than 1,500 institutions with assets  
 61 over \$39 trillion that have committed to some form of fossil fuel  
 62 divestment, including the following funds (many explicitly in order to  
 63 reinvest in environmentally and socially responsible industries):
- 64 • Teachers’ Retirement System of the City of New York;  
 65 • New York State Common Retirement Fund and the Maine Public  
 66 Employees’ Retirement System;  
 67 • City of Boston’s and the City of Baltimore’s investment funds;  
 68 • London Pensions Fund Authority;  
 69 • La Banque Postale of France;  
 70 • Caisse de Dépôt et Placement du Québec;  
 71 • Norway Sovereign Wealth Fund and the Vatican;  
 72 • The endowments of Harvard, Oxford, Rutgers and the University  
 73 of California, among other institutions of higher education; and

74 WHEREAS, according to the Political Economy Research Institute  
 75 at the University of Massachusetts, each \$1 million reinvested from  
 76 fossil fuels to green energy results in a net increase of five jobs—often  
 77 unionized jobs in solar and wind farms or in other sectors suitable for  
 78 organizing; and

79 WHEREAS, Illinois’ Climate and Equitable Jobs Act of 2021 and the  
 80 federal Build Back Better bill provide models for reinvestment in local,  
 81 green jobs; and

82 WHEREAS, AFT members participate in public and private pension  
 83 plans totaling roughly \$5.8 trillion (of which an estimated \$255 billion is  
 84 invested in fossil fuel corporations) and, therefore, possess significant  
 85 financial means to address the climate crisis and promote a just  
 86 transition for workers and communities:

87 **RESOLVED, that the American Federation of Teachers will**  
 88 **urge boards managing the retirement funds of its members to**  
 89 **divest their assets—in consultation with preK-12 members and**  
 90 **their local unions—from all corporations or other entities that**  
 91 **extract, transport, trade or otherwise contribute to the production**  
 92 **of coal, oil and gas—and to reinvest those funds in projects that**  
 93 **benefit displaced workers and frontline communities in the state**  
 94 **or region of the given AFT members; and**

95 **RESOLVED, that the AFT will urge the board of TIAA to divest**  
 96 **the retirement funds of higher education members—in**  
 97 **consultation with their local unions—from all corporations or**  
 98 **other entities that extract, transport, trade or otherwise contribute**  
 99 **to the production of coal, oil and gas—and to reinvest those funds**  
 100 **in socially responsible, climate-positive projects that benefit**  
 101 **displaced workers and frontline communities; and**

102 **RESOLVED, that before Oct. 1, 2022, the AFT’s Climate Justice**  
 103 **Task Force will convene as a body and initiate communication**  
 104 **with local and member-trustees toward the goal of divesting from**  
 105 **fossil fuels and reinvesting in workers and communities; and**

106 **RESOLVED, that by July 1, 2025, or earlier if possible, the AFT**  
 107 **will divest its own assets from all corporations or other entities**  
 108 **that extract, transport, trade or otherwise contribute to the**  
 109 **production of coal, oil and gas—and will reinvest those funds in**  
 110 **projects that benefit displaced workers and frontline**  
 111 **communities.**

*Submitted by: California Federation of Teachers*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

### **36. CONDEMN STATE BILLS AND LAWS BANNING TRANSGENDER YOUTH FROM PARTICIPATING IN SPORTS, AND DECLARE: ‘LET TRANS KIDS PLAY!’**

1 WHEREAS, in 2022, there have been over 300 anti-LGBTQIA+ bills  
2 introduced in state legislatures, and 137 of them have been specifically  
3 anti-transgender bills;<sup>1</sup> and  
4 WHEREAS, in 2021, 31 states<sup>2</sup> introduced bills that would ban  
5 transgender children and adolescents from participating in sports  
6 consistent with their gender identity and 17 states<sup>3</sup> now have laws  
7 banning transgender youth participating in sports; and  
8 WHEREAS, suicide is the second-leading cause of death among  
9 adolescents and young adults ages 10 to 34 years in the United  
10 States,<sup>4</sup> and transgender and nonbinary adolescents report  
11 significantly higher rates of suicide attempts, up to five times greater,  
12 compared to their cisgender peers;<sup>5</sup> and  
13 WHEREAS, the laws banning transgender youth from participating  
14 in sports (many suspiciously named the “Fairness in Women’s Sports  
15 Act”) deny the existence of nonbinary and intersex persons; define sex  
16 “based solely on an individual’s reproductive organs, biology or  
17 genetics at birth”; disregard the association of gene expression and  
18 endocrinology with sex, solely for the purpose of excluding transgender  
19 and nonbinary youth from interscholastic, intercollegiate, intramural, or  
20 club athletic teams that are sponsored by a public primary or high  
21 school or a public institution of higher learning; and  
22 WHEREAS, 261 major U.S. companies have joined in opposing  
23 anti-LGBTQIA+ state legislation,<sup>6</sup> including the current torrent of bills  
24 targeting transgender youth, and the “NCAA Board of Governors firmly  
25 and unequivocally supports the opportunity for transgender student-  
26 athletes to compete in college sports”<sup>7</sup>; and

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<sup>1</sup> ICYMI: As Lawmakers Escalate Attacks on Transgender Youth across the ...”  
<https://www.hrc.org/press-releases/icymi-as-lawmakers-escalate-attacks-on-transgender-youth-across-the-country-some-gop-leaders-stand-up-for-transgender-youth>.

<sup>2</sup> “2021 Set a Record for Anti-Transgender Bills.” PBS, Public Broadcasting Service, Dec. 30, 2021, <https://www.pbs.org/newshour/show/2021-set-a-record-for-anti-transgender-bills-heres-how-you-can-support-the-community>.

<sup>3</sup> “Bans on Transgender Youth Participation in Sports.” *Movement Advancement Project*, [https://www.lgbtmap.org/equality-maps/sports\\_participation\\_bans](https://www.lgbtmap.org/equality-maps/sports_participation_bans).

<sup>4</sup> Centers for Disease Control and Prevention. National suicide statistics. 2016.

<sup>5</sup> Toomey, Russell B., Syvertsen, Amy K., and Shramko, Maura. *Pediatrics* October 2018, 142 (4) e20174218; DOI: <https://doi.org/10.1542/peds.2017-4218>

<sup>6</sup> “Business Statement on Anti-LGBTQ State Legislation.” *Freedom for All Americans*, May 24, 2022, <https://freedomforallamericans.org/business-statement-on-anti-lgbtq-state-legislation/>.

<sup>7</sup> <https://www.ncaa.org/about/resources/media-center/news/ncaa-board-governors-statement-transgender-participation> accessed, April 21, 2021.



27 WHEREAS, the development, education and healthy maturation of  
 28 all children are better supported by a system of inclusion rather than  
 29 exclusion:

30 **RESOLVED**, that the American Federation of Teachers will  
 31 condemn the rash of these harmful and mean-spirited attacks on  
 32 transgender and nonbinary youth, condemn the legislators and  
 33 governors who use children as a wedge issue, and condemn  
 34 those who wrote and/or signed on to these bills; and

35 **RESOLVED**, that the AFT will encourage the legislators who  
 36 genuinely care about all women and girls to find ways to address  
 37 gender-based disparities in recognition and support for  
 38 interscholastic and intercollegiate sports, and the enormous  
 39 divide between the compensation for women and for men in  
 40 professional sports; and

41 **RESOLVED**, that the AFT will support nondiscrimination  
 42 policies for transgender and gender-expansive students, and  
 43 declare: “Let them play!”

*Submitted by: Pittsburgh Federation of Teachers, Local 400*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

### **37. SUPPORT THE IMPLEMENTATION OF CARBON FEE AND REBATE SYSTEM TO REDUCE GREENHOUSE GAS EMISSIONS**

1 WHEREAS, increased levels of greenhouse gases (GHG) such as  
 2 carbon dioxide and methane are the primary causes of climate change;  
 3 and

4 WHEREAS, climate change is an existential threat to life on earth;  
 5 and

6 WHEREAS, the Obama administration estimated the economic  
 7 damages imposed by climate change to be \$51 per ton of carbon  
 8 dioxide emissions; and

9 WHEREAS, these costs of climate change present a significant  
 10 financial risk to the California State Teachers’ Retirement System  
 11 (CalSTRS) and California Public Employees’ Retirement System  
 12 (CalPERS) portfolios and the current and future retirement income  
 13 security of California educators; and

14 WHEREAS, some retirement systems in the United States and  
 15 Europe, including CalSTRS have made the commitment to move their  
 16 investment portfolios toward net-zero by 2050; and

17 WHEREAS, the California Federation of Teachers has supported  
18 efforts to change the behavior of fossil fuel companies by putting  
19 pressure on them through financial markets; and

20 WHEREAS, the CFT has supported efforts to change the behavior  
21 of fossil fuel companies through direct regulations, as in trying to block  
22 the use of fracking to extract oil in California; and

23 WHEREAS, it is essential for the transition to a low-carbon  
24 economy to happen as quickly as possible, which will require  
25 multifaceted interventions beyond just financial markets; and

26 WHEREAS, in a market-based economy, people respond to prices  
27 and if the price of something goes up, people will try to find substitutes  
28 for it; and

29 WHEREAS, if the price of something is zero, too much of it will be  
30 used; and

31 WHEREAS, currently the market price for carbon pollution is zero  
32 and as a result, too much carbon is being pumped into the atmosphere;  
33 and

34 WHEREAS, it is essential to reduce the amount of carbon dioxide  
35 and other GHG being pumped into the atmosphere; and

36 WHEREAS, a use fee on all forms of carbon will increase the cost  
37 of using carbon in many different sectors of the economy; and

38 WHEREAS, this increased cost will encourage all members of  
39 society to find ways to reduce their use of hydrocarbons, whether in the  
40 form of heating, transportation, plastics or the purchase of items that  
41 must be transported over long distances; and

42 WHEREAS, the more people searching for alternatives to the use  
43 of fossil fuels to provide energy, the more demand there will be for  
44 alternatives; and

45 WHEREAS, the increased demand for alternatives will lead to more  
46 experimentation to develop those alternatives; and

47 WHEREAS, paying for the full cost to society created by the use of  
48 fossil fuels will increase the cost of many (most) items sold in the  
49 economy, and this will impose a burden on low- and middle-income  
50 households, which have the least resources available to adjust their  
51 spending habits; and

52 WHEREAS, the revenue raised from a carbon use fee could be  
53 used to offset this increased burden on low- and middle-income  
54 households by rebating some of the revenue back to these households;  
55 and

56 WHEREAS, some of the revenue raised from a carbon use fee  
57 could be used to subsidize the transition to low or zero carbon solutions  
58 in many industries, especially transportation and retrofitting residential  
59 buildings; and

60 WHEREAS, some of the revenue raised by a carbon use fee could  
61 be used to assist and retrain workers whose jobs will be eliminated in  
62 the transition to a low or zero carbon economy; and

63 WHEREAS, several European Union countries, South Africa and  
64 Canada have seen reductions in greenhouse gas emissions following  
65 the implementation of a carbon use fee; and

66 WHEREAS, multiple carbon fee and rebate bills have been  
67 introduced in Congress between 2019 and 2021; and

68 WHEREAS, carbon fee and rebate bills have also been introduced  
69 in state legislatures, including Oregon; and

70 WHEREAS, achieving a low-carbon economy will require a  
71 multifaceted approach, including direct regulation of the use of fossil  
72 fuels; putting a price on carbon is an essential part of this multifaceted  
73 approach:

74 **RESOLVED, the American Federation of Teachers supports**  
75 **legislative efforts at the national or state level to implement a use**  
76 **fee on all forms of carbon used in the economy, as long as that**  
77 **legislation includes a method to rebate some of the revenue from**  
78 **the use fee to ensure low- and middle-income households will not**  
79 **see a reduction in their standard of living; and**

80 **RESOLVED, the AFT supports the allocation of some of the**  
81 **revenue raised by a carbon use fee to support, assist and retrain**  
82 **workers whose jobs are eliminated in the transition to a low or**  
83 **zero carbon economy; and**

84 **RESOLVED, the AFT supports the allocation of some of the**  
85 **revenue raised by a carbon use fee to subsidizing the transition**  
86 **to a low or zero carbon economy, especially in the areas of**  
87 **transportation, residential retrofitting and energy production.**

*Submitted by: California Federation of Teachers*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_ ☐ Referred to \_\_\_\_\_

### 38. LOWERING THE VOICE OF MONEY IN POLITICS

1 WHEREAS, politics has become the playground of money far  
2 beyond the vision of grassroots citizen support for election of  
3 candidates, initiative and referenda, and campaigns; and

4 WHEREAS, elected leaders regularly describe the amount of time  
5 needed for fundraising as exceeding 50 percent of their time, detracting  
6 from time better used in service to constituents and legislating to meet  
7 the needs of the country; and

8 WHEREAS, campaign spending unleashed by *Citizens United v.*  
9 *Federal Election Commission*, 558 U.S. 310 (2010) removing barriers  
10 to corporate spending has exploded political action committee growth  
11 and the preference for nondisclosure pathways for spending; and

12 WHEREAS, according to Public Citizen, based on Federal Election  
13 Commission reports, the first 10 years under *Citizens United*, corporate

14 spending of more than one-half billion dollars to influence elections  
15 included:

- 16 • At least \$313 million from more than 2,200 corporations donating  
17 to more than 500 super PACs;
- 18 • Some \$226 million flowed from at least 30 corporate trade groups,  
19 which are not required to disclose their donors;
- 20 • Some \$230 million—about 74 percent—of the total disclosed  
21 corporate donations went to a few super PACs dedicated to  
22 electing Republican candidates;
- 23 • Among those corporate trade groups not required to disclose, the  
24 U.S. Chamber of Commerce alone accounts for \$143 million;
- 25 • More than one-third—\$118 million—came from the top 20  
26 corporate donors through contributions to super PACs that back  
27 Republicans, while only four of these corporations (three energy  
28 and one tobacco) are publicly traded enterprises; and of the 16  
29 private companies, nearly half are run by billionaires;
- 30 • Top figures of these corporate donors gave more than \$127  
31 million, primarily to Republicans; and

32 WHEREAS, wealth itself has become the principle instrument,  
33 including from out-of-jurisdiction contributors, to finance candidate  
34 campaigns often eclipsing support within their own constituency; and

35 WHEREAS, examples abound where outsized, out-of-jurisdiction  
36 contributions made to state and local candidacies drive up the specific  
37 and general costs of campaigns and office aspirations by many  
38 qualified local and state candidates. Examples include Oregon's 4th  
39 Congressional District where 2020 contributions to a Republican  
40 challenger drew 69.6 percent of reported financing from out-of-state  
41 compared with 41.9 percent for the Democrat incumbent, a trend  
42 continuing in a 2022 open seat, with the same Republican drawing 58.6  
43 percent of contributions from out-of-state compared with 21.7 percent  
44 for the Democrat for an open seat; and

45 WHEREAS, according to the Federal Election Commission, total  
46 spending by presidential candidates in 2020 reached more than \$4  
47 billion; for Senate candidates more than \$2 billion—with only one-third  
48 of the seats up for elections; and for House candidates \$1.8 billion; and

49 WHEREAS, the sum for presidential candidates exceeds the gross  
50 domestic product of each of at least 16 countries; and

51 WHEREAS, the greatest threat to campaign financing and electoral  
52 reform is the rise of "dark money," though hard and soft money are  
53 influenced as well by *Citizens United*; and

54 WHEREAS, spending from Jan. 1, 2021, through April 30, 2022,  
55 well before the conclusion of primary season, totaled nearly \$3.2 billion  
56 by candidates, PACs and party committees:

57 **RESOLVED, that the American Federation of Teachers will**  
58 **advance the following proposed amendment to the U.S.**  
59 **Constitution as:**

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**28th Amendment**

- 1. Money is not political speech. Limitations in the use of monies in political speech are not an infringement or an abridgement of speech in the First Amendment of the Constitution.**
- 2. The Congress and the several states shall have the power to enforce this article by appropriate legislation concerning elections over which each has authority. No law or regulation shall obscure the identification or use of such monies; and**  
**RESOLVED, that the AFT will lobby for the introduction and passage of this amendment for referral to the states for ratification; and**  
**RESOLVED, that the AFT will urge political action activity among its affiliates to advance and support this effort among their own states and their congressional delegations; and**  
**RESOLVED, that while this may be viewed as an impossibility, attempting nothing will only perpetuate and expand the current campaign financing climate; and**  
**RESOLVED, that no impossibility was ever overcome without starting the quest.**

*Submitted by: AFT-Oregon Retirees Chapter, Local 8035R*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

**39. IN OPPOSITION TO THE PRIVATIZATION OF  
MEDICARE**

- 1 WHEREAS, the American Federation of Teachers, has previously**
- 2 declared that “access to high-quality healthcare is a basic human**
- 3 right”<sup>1</sup> and healthcare should be treated as a “public good”;<sup>2</sup> and**
- 4 WHEREAS, Medicare has been a highly successful program of**
- 5 government-funded health insurance for seniors since 1965, spending**
- 6 under 2 percent on administration so that 98 percent of money in**
- 7 traditional Medicare goes directly to healthcare;<sup>3</sup> and**
- 8 WHEREAS, AFT retirees rely on Medicare for healthcare in their**
- 9 retirement, and active members need to be able to rely on Medicare**

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<sup>1</sup> AFT Resolution: REIMAGINING OUR SOCIETY AND REWRITING THE RULES TO ENABLE OPPORTUNITY AND JUSTICE FOR ALL. (2020). <https://www.aft.org/resolution/reimagining-our-society-and-rewriting-rules-enable-opportunity-and-justice-all>

<sup>2</sup> AFT Resolution: A HEALTHCARE SYSTEM THAT WORKS FOR ALL BY 2025. (2020). <https://www.aft.org/resolution/healthcare-system-works-all-2025>

<sup>3</sup> Kaiser Family Foundation. “The Facts on Medicare Spending and Financing.” (2019). <https://www.kff.org/medicare/issue-brief/the-facts-on-medicare-spending-and-financing/>

10 when they retire, so the continuing viability of Medicare is of vital  
11 concern to all members; and

12 WHEREAS, since the start of Medicare, there have been continuing  
13 efforts to privatize Medicare, most significantly in 2003 with the  
14 introduction of Medicare Advantage plans, which profit by limiting  
15 member access to providers, tests, and procedures and have  
16 consistently cost the federal government more than traditional  
17 Medicare; and

18 WHEREAS, employers (including public employers) are  
19 increasingly enrolling retirees in for-profit Medicare Advantage plans;  
20 and

21 WHEREAS, in 2019, the Centers for Medicare & Medicaid Services  
22 Innovation Center (CMMI) developed a program to turn the  
23 administration of Medicare funds over to direct contracting entities—  
24 for-profit intermediaries, including insurance companies and hedge  
25 funds, as well as provider practices; and

26 WHEREAS, after public outcry, CMMI has rebranded direct  
27 contracting entities into “ACO (Accountable Care Organizations)  
28 REACH,” but has not changed the basic structure of the program, with  
29 the goal of incorporating such entities into all of traditional Medicare by  
30 2030;<sup>4</sup>

31 **RESOLVED, that the American Federation of Teachers will**  
32 **oppose the continuing movement to force retired union members**  
33 **into private Medicare Advantage plans; and**

34 **RESOLVED, that the AFT will oppose any other attempt to**  
35 **privatize Medicare, including through direct contracting entities,**  
36 **ACO REACH or any similar programs; and**

37 **RESOLVED, that the AFT will support efforts by organizations**  
38 **working against the privatization of Medicare; and**

39 **RESOLVED, that the AFT will work to encourage other unions**  
40 **to oppose all privatization of Medicare and will act to reverse**  
41 **these private programs that drain resources away from actual**  
42 **health services.**

*Submitted by: Professional Staff Congress, Local 2334*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

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<sup>4</sup> Joyce Frieden. “Medicare Direct Contracting Demo Garners Critics and Defenders.” *Medpage Today*. Feb. 4, 2022.  
<https://www.medpagetoday.com/practicemanagement/reimbursement/96497>

#### **40. THE FUTURE OF PUBLIC WORK: ARTIFICIAL INTELLIGENCE, ALGORITHMS AND DATA PROTECTION IN A DIGITAL AGE**

1 WHEREAS, the public sector is facing a digitized future where  
2 public data and employees' work products are subject to an increased  
3 use of algorithms and digitalization, as well as a transition to artificial  
4 intelligence and machine learning without regard for human oversight  
5 and union voice in the development of these products; this trend is  
6 affecting many sectors of the workforce, including education—pre-K  
7 through higher education—healthcare, infrastructure, and every level  
8 of government service; and

9 WHEREAS, when regulated, digital advances can benefit workers,  
10 improve public services, break down barriers to access and build  
11 democratic power; and

12 WHEREAS, these innovations also bring fundamental ethical  
13 concerns, and many unforeseen challenges, including the possibility of  
14 increased gender and ethnic bias, high costs, significant threats to  
15 privacy, dangers of mass surveillance, and concern over transparency  
16 and accountability; and

17 WHEREAS, few governments have successfully developed policies  
18 or institutions to ensure data can be protected and utilized for public  
19 good; many private companies now hold monopolies on the data  
20 governments need to operate critical public services; and governments  
21 are handing over the rights to this data directly to companies without  
22 an understanding of its value; and

23 WHEREAS, data protection is a critical issue; we, as citizens, often  
24 lack the ability to access or control our personal data collected by  
25 technology; Artificial intelligence in the digital realm can be very  
26 invasive, and even infringe on basic rights and freedoms; AI can  
27 increase risks of misinformation, disinformation and widening society's  
28 divisions; and

29 WHEREAS, digitalization's negative impacts exacerbate an already  
30 divided and inequitable world; these anti-democratic tendencies  
31 include accentuating differences in class and income, ethnicity,  
32 custom, religion, gender, generations and geography:

33 **RESOLVED, the American Federation of Teachers will support**  
34 **enforceable governmental regulations that increase individuals'**  
35 **protection by allowing transparency, agency and control over**  
36 **citizens' personal data; and**

37 **RESOLVED, the AFT will provide union education and**  
38 **advocacy on AI issues in the workplace and, at the bargaining**  
39 **table, research and collect contract bargaining language that will**  
40 **support our desire to protect members' personal data and ensure**

41 that the data of the communities we represent is safeguarded as  
42 a public good; and

43 **RESOLVED**, the AFT will advocate for the development of an  
44 AI environment where the ultimate responsibility and  
45 accountability lies with humans, not with the technology itself; to  
46 further this discussion among our affiliates and members, we will  
47 promote the groundbreaking global agreement from the United  
48 Nations Educational, Scientific, and Cultural Organization  
49 (UNESCO) entitled, “The Ethics of Artificial Intelligence”; and

50 **RESOLVED**, workers, their unions and the international labor  
51 community must have a seat at the table to ensure that the  
52 benefits and responsibilities of a digital society—AI grounded in  
53 ethical values, principles and human rights—are considered; this  
54 will include a review of costs, equity, efficiency, inclusiveness and  
55 accountability; workers and their unions must be empowered  
56 along each step—algorithm design, procurement, training,  
57 implementations and assessment—to benefit from the new  
58 workforce opportunities and professional development these  
59 changing technologies will offer.

*Submitted by: AFT Executive Council*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_ ☐ Referred to \_\_\_\_\_

## **41. ADDRESS HOMELESSNESS, FORECLOSURES AND EVICCTIONS**

1 WHEREAS, the federal eviction moratorium expired in August  
2 2021, and by March 2022 the percentage of American renters facing  
3 eviction compared with the historical average doubled, and whereas  
4 the number of American homeowners facing foreclosure increased by  
5 nearly 200 percent between April 2021 and April 2022; and

6 WHEREAS, nearly 1.5 million school-age children are houseless in  
7 a typical school year, not to mention those in danger of becoming  
8 houseless; and

9 WHEREAS, educator unions are increasingly recognizing their  
10 power to bargain for the common good, and push the boundaries of  
11 what is considered appropriate for collective bargaining in order to  
12 contribute to dismantling systems of oppression and addressing the  
13 needs of students, their families and their school communities:

14 **RESOLVED**, that the American Federation of Teachers will  
15 provide resources and support for locals to bargain for  
16 enforceable contract language that attempts to address and  
17 alleviate houselessness among the students they serve; and



18       **RESOLVED, that the AFT will provide resources and support**  
 19 **for locals to advocate for students experiencing houselessness**  
 20 **to voice their needs and contribute to decisions around their**  
 21 **education; and**

22       **RESOLVED, that the AFT will lobby for and support efforts to**  
 23 **provide affordable housing to all pre-K through 12th-grade**  
 24 **students and families that need it.**

*Submitted by: Chicago Teachers Union, Local 1*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

## **42. SUPPORT FOR THE TRUTH AND HEALING COMMISSION ON INDIAN BOARDING SCHOOL POLICIES ACT AND ASSOCIATED EFFORTS**

1       WHEREAS, the Federal Indian Boarding School Initiative  
 2 Investigative Report of May 2022 concluded that the United States'  
 3 creation of the federal Indian boarding school system was part of a  
 4 broader policy aimed at acquiring collective territories from Indian  
 5 tribes, Alaska Natives, and the Native Hawaiian community and lands  
 6 from individuals therein, severing the cultural and economic connection  
 7 between Indian tribes, Alaska Native Villages, the Native Hawaiian  
 8 community and their territories, and assimilating Indian children  
 9 through the federal Indian boarding school system; and

10       WHEREAS, the federal Indian boarding school system was  
 11 expansive, consisting of 408 federal Indian boarding schools, often  
 12 church-run, comprising 431 specific sites, across 37 states or then-  
 13 territories, including 21 schools in Alaska and seven schools in Hawaii;  
 14 and

15       WHEREAS, the twin federal policy of Indian territorial  
 16 dispossession and Indian assimilation through Indian education  
 17 extended beyond the federal Indian boarding school system, including  
 18 an identified 1,000+ other federal and non-federal institutions, including  
 19 Indian day schools, sanitariums, asylums, orphanages, and stand-  
 20 alone dormitories that involved education of Indian people, mainly  
 21 Indian children; and

22       WHEREAS, the federal Indian boarding school system deployed  
 23 militarized and identity-alteration methodologies to assimilate  
 24 American Indian, Alaska Native, and Native Hawaiian people—  
 25 primarily children—through education; and

26       WHEREAS, the federal Indian boarding school system  
 27 predominantly utilized manual labor of American Indian, Alaska Native,  
 28 and Native Hawaiian children to compensate for the poor conditions of

29 school facilities and lack of financial support from the federal  
30 government; and

31 WHEREAS, the federal Indian boarding school system discouraged  
32 or prevented the use of American Indian, Alaska Native, and Native  
33 Hawaiian languages or cultural or religious practices through  
34 punishment, including corporal punishment; and

35 WHEREAS, the intentional targeting and removal of American  
36 Indian, Alaska Native, and Native Hawaiian children to achieve the goal  
37 of forced assimilation of Indian people was both traumatic and violent,  
38 resulting in thousands of children dying at federal Indian boarding  
39 schools, many buried in unmarked or poorly maintained burial sites far  
40 from their Indian tribes; Alaska Native Villages; the Native Hawaiian  
41 community; and families, often hundreds, or even thousands, of miles  
42 away; and

43 WHEREAS, the federal Indian boarding school system directly  
44 disrupted Indian families, Indian tribes, Alaska Native Villages, and the  
45 Native Hawaiian community for nearly two centuries; and the 2018  
46 Broken Promises Report published by the U.S. Commission on Civil  
47 Rights reported that American Indian and Alaska Native communities  
48 continue to experience intergenerational trauma resulting from  
49 experiences in Indian boarding schools, which divided cultural family  
50 structures, damaged Indigenous identities, and inflicted chronic  
51 psychological ramifications on American Indian and Alaska Native  
52 children and families; and

53 WHEREAS, today over 90 percent of American Indian, Alaska  
54 Native, and Native Hawaiian students are enrolled in our public  
55 schools, and in schools operated or funded by the Bureau of Indian  
56 Education; and

57 WHEREAS, Congress introduced legislation to establish the Truth  
58 and Healing Commission on Indian Boarding School Policies in the  
59 United States, and for other purposes, cited as the Truth and Healing  
60 Commission on Indian Boarding School Policies Act, on Sept. 30,  
61 2021; and

62 WHEREAS, the purposes of this act are to establish a Truth and  
63 Healing Commission on Indian Boarding School Policy in the United  
64 States to fully investigate and document the scope and impact of such  
65 policies including identifying surviving Federal Indian boarding school  
66 attendees and documenting their experiences, advancing Native  
67 language revitalization, promoting Indian health research, and  
68 recognizing the generations of American Indian, Alaska Native, and  
69 Native Hawaiian children that experienced the federal Indian boarding  
70 school system with a federal memorial:

71 **RESOLVED, that the American Federation of Teachers will use**  
72 **its resources to advocate for the passage of the Truth and Healing**  
73 **Commission on Indian Boarding School Policies Act (H.R. 5444**

74 and S. 2907) and similar initiatives to hold the federal government  
75 accountable for, and redress and heal, the historical and  
76 intergenerational trauma inflicted by the Indian boarding school  
77 policies; and

78 **RESOLVED**, that the AFT will provide resources to inform and  
79 educate AFT members and the school community as a whole  
80 about the historical and intergenerational traumatic impact; and

81 **RESOLVED**, that as the process moves forward with the  
82 Department of the Interior, the AFT will advocate for AFT members  
83 to participate in future studies and commissions that support the  
84 goals of the Truth and Healing Commission on Indian Boarding  
85 School Policies Act (H.R. 5444 and S. 2907).

*Submitted by: Education Minnesota*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
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### 43. DEI AND RACIAL JUSTICE IN INVESTMENTS

1 WHEREAS, diversity, equity and inclusion (DEI) are core values of  
2 the American Federation of Teachers, and the AFT is committed to  
3 leading the fight for racial justice; and

4 WHEREAS, DEI refers to policies and programs that promote the  
5 representation and participation of historically underrepresented  
6 groups, including but not limited to people of color, women, LGBTQIA+  
7 individuals, veterans and disabled individuals; and

8 WHEREAS, diversity of identity and thought enrich our schools,  
9 workplaces and communities; and diverse identities, experiences,  
10 skills and abilities bring value and benefit to society as a whole; and

11 WHEREAS, of the \$69.1 trillion global financial assets under  
12 management across mutual funds, hedge funds, real estate and private  
13 equity, fewer than 1.3 percent<sup>1</sup> are managed by women and people of  
14 color; and

15 WHEREAS, as of 2021, only 17.5 percent of directors<sup>2</sup> among  
16 Fortune 500 companies were people of color, and only 26.5 percent  
17 were women; and

18 WHEREAS, diversity, equity and inclusion are integral to achieving  
19 good governance of pension fund boards; and

20 WHEREAS, empirical evidence demonstrates that diversity, equity  
21 and inclusion yield better overall business performance, including  
22 stronger investment returns, increased investment in research and  
23 development, as well as talent recruitment and retention; and

24 WHEREAS, the governance and performance benefits of diversity  
25 to corporate boards also apply to pension fund boards, many of which  
26 do not accurately reflect the diversity of AFT's membership; and

27 WHEREAS, corporate America and the finance sector have  
28 contributed to systemic racism; driving racial wealth inequality;  
29 targeting minority communities with unhealthy and predatory products  
30 and services; and failing to hire, promote and fairly compensate people  
31 of color; and

32 WHEREAS, AFT members' pension funds are invested in  
33 corporations and asset managers that perpetuate and profit from  
34 systemic racism; and

35 WHEREAS, pension fund trustees have a fiduciary duty to assess  
36 and address investment risks across all asset classes, including risks  
37 posed by lack of diversity and racial inequity:

38 **RESOLVED, that the American Federation of Teachers will**  
39 **work with public pension funds, state treasurers, policymakers**

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<sup>1</sup> <https://www.pnas.org/content/116/35/17225>

<sup>2</sup> <https://www2.deloitte.com/us/en/pages/center-for-board-effectiveness/articles/missing-pieces-report-board-diversity.html>

40 and advocacy organizations to promote diversity, equity and  
41 inclusion among asset managers, corporate leadership and  
42 boards of directors through engagement and shareholder  
43 activism; and

44 **RESOLVED**, that the AFT will work with affiliates to identify,  
45 recruit, train and support diverse candidates for pension boards;  
46 and

47 **RESOLVED**, that the AFT pension Trustee Council will work  
48 within its role as fiduciaries and investors to determine the risk  
49 posed to our pension funds by lack of diversity and systemic  
50 racism, and to raise concerns as investors and shareholders  
51 when appropriate; and

52 **RESOLVED**, that the AFT will support efforts to hold asset  
53 managers and corporations accountable for achieving diversity,  
54 equity and inclusion goals, including fostering a pipeline for  
55 diverse hiring and leadership, and training programs to expand  
56 opportunities for diverse employees; and

57 **RESOLVED**, that the AFT pension Trustee Council will support  
58 AFT affiliates and trustees in urging pension fund staff to develop  
59 and adopt investment policies that integrate consideration of  
60 diversity factors, including, but not limited to, the selection,  
61 evaluation and monitoring of investment managers, consultants,  
62 contractors and service providers, and to integrate racial justice  
63 into investment decision-making, consistent with fiduciary duty.

*Submitted by: AFT Executive Council*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
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#### 44. CLIMATE AND GREEN INVESTMENTS

1 WHEREAS, according to a 2022 report by the Intergovernmental  
2 Panel on Climate Change (IPCC), a body of experts convened by the  
3 United Nations, governments are not doing nearly enough to protect  
4 cities, farms and coastal areas from the impacts of climate change they  
5 already are experiencing, and that immediate, transformational action  
6 is required to avert the most catastrophic impacts; and

7 WHEREAS, in February 2021, the United States officially rejoined  
8 the 2015 Paris Agreement, an international accord involving nearly  
9 every nation, that aims to significantly reduce global greenhouse gas  
10 emissions to limit global temperature increase during this century to 2  
11 degrees Celsius above preindustrial levels; and

12 WHEREAS, a 2021 study found that none of the G20 nations—  
13 which together are responsible for 80 percent of greenhouse gas  
14 emissions—are on track to achieve the emissions reduction goals laid

15 out in the 2015 Paris Agreement, and the IPCC warned in 2021 that  
 16 countries must achieve zero emissions within 15 years to avert global  
 17 warming of 1.5 degrees Celsius above preindustrial levels; and

18 WHEREAS, there is a consensus among the IPCC and other  
 19 experts that limiting global warming to 2 degrees Celsius above  
 20 preindustrial levels is necessary to avoid unmanageable and  
 21 unpredictable economic and social consequences, including severe  
 22 and unpredictable impacts on risk-adjusted returns to investors,  
 23 including teachers' pension funds, and

24 WHEREAS, there is a scientific consensus that the burning of fossil  
 25 fuels (oil, coal and gas)—and the consequent increase in carbon  
 26 dioxide and other greenhouse gases in the atmosphere— is the primary  
 27 cause of climate change; and

28 WHEREAS, fossil fuel companies have spent millions on lobbying  
 29 and denying the well-documented environmental consequences of  
 30 burning fossil fuels at the current rate, with some fossil fuel  
 31 corporations actively suppressing information from their own scientists  
 32 on global warming since the 1980s; and

33 WHEREAS, fossil fuel companies have failed to produce robust  
 34 climate change plans detailing how they will adapt to the low- or zero-  
 35 carbon future required to avoid climate catastrophe; and

36 WHEREAS, Russia's invasion of Ukraine has made it more  
 37 apparent that fossil fuel dependence puts people at risk, makes energy  
 38 systems insecure and enables authoritarian power grabs, destabilizing  
 39 democracy and economies across the globe, and creating serious  
 40 investment risks; and

41 WHEREAS, it is estimated that \$250 billion in AFT members'  
 42 pension assets are invested in fossil fuel companies and related  
 43 assets; and

44 WHEREAS, fossil fuel companies' role as the primary driver of  
 45 climate change and their refusal to modify their business models pose  
 46 investment risks to institutional investors like public pension funds; and

47 WHEREAS, some AFT locals and members are already engaging  
 48 with AFT members' pension funds on climate issues, including working  
 49 with student groups, community organizations and advocacy groups  
 50 that urge pension funds to divest from fossil fuels; and

51 WHEREAS, some pension funds where AFT members serve as  
 52 trustees have already taken significant actions to reduce fossil fuel  
 53 exposure and address climate risk, including the Teachers' Retirement  
 54 System of the City of New York, which voted in 2021 to divest from  
 55 fossil fuels; the New York State Teachers' Retirement System, which  
 56 voted in 2021 to divest from thermal coal and engage with fossil fuel  
 57 companies on climate risk; and the California State Teachers'  
 58 Retirement System, which in 2021 successfully replaced two  
 59 ExxonMobil board members over their failure to account for climate risk  
 60 and create sustainable investment value:

61       **RESOLVED**, that the American Federation of Teachers will  
 62 work with the AFT pension Trustee Council to identify and  
 63 develop investment opportunities for members' pension funds  
 64 that simultaneously create and support good jobs and generate  
 65 noncarbon-emitting energy, and provide a just transition for  
 66 workers and communities that may be harmed due to changing  
 67 energy sources; these investment opportunities may include but  
 68 are not limited to low or zero carbon-emitting schools, affordable  
 69 housing, and other renewable energy and infrastructure projects  
 70 that benefit AFT members, students, and communities while also  
 71 producing positive risk-adjusted financial returns for pension  
 72 funds; and

73       **RESOLVED**, that the AFT will work with our trustees, locals,  
 74 state federations and members' retirement systems to assess the  
 75 exposure of our members' pension funds to fossil fuels, and  
 76 evaluate risk of climate change to those funds' overall investment  
 77 portfolios, including evaluating the impact to the fund of divesting  
 78 from thermal coal companies, other types of fossil fuel companies  
 79 and other companies that contribute substantially to climate  
 80 change, consistent with fiduciary duty to participants and  
 81 beneficiaries; and

82       **RESOLVED**, that the AFT will work with our locals, state  
 83 federations and members' retirement systems to support  
 84 shareholder initiatives that seek to address the investment risk  
 85 posed by climate change, and require companies to clarify and  
 86 demonstrate progress in achieving their climate risk policies,  
 87 consistent with fiduciary duty; and

88       **RESOLVED**, that the AFT will work with pension trustees to  
 89 engage with private equity and hedge fund managers on climate  
 90 risk and adopt fund policies requiring that private equity firms and  
 91 hedge funds disclose their fossil fuel-related holdings on an  
 92 annual basis, and

93       **RESOLVED**, that the AFT will support efforts by the Biden  
 94 administration and independent agencies such as the U.S.  
 95 Securities and Exchange Commission and the Board of  
 96 Governors of the Federal Reserve System to require  
 97 comprehensive disclosure of climate-related data and risk factors  
 98 by operating companies, asset managers and other financial  
 99 institutions.

*Submitted by: AFT Executive Council*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_



**45. REPEAL THE WINDFALL ELIMINATION PROVISION (WEP) AND GOVERNMENT PENSION OFFSET (GPO)**

- 1 WHEREAS, the WEP and GPO affect the standard of living for  
2 more than 2 million retired public employees; and  
3 WHEREAS, teachers in 15 states have been, are being, and will be  
4 affected; and  
5 WHEREAS, *more than* 6 million current in-service employees will  
6 be affected upon retirement; and  
7 WHEREAS, the earned benefits are being significantly reduced or  
8 eliminated for affected retirees; and  
9 WHEREAS, there was no requirement from the enactment of the  
10 WEP/GPO in 1983 until 2005 for employers to inform employees or  
11 prospective employees that their employment would not include  
12 participation in the Social Security system, thereby making them  
13 subject to the WEP and GPO; and  
14 WHEREAS, the vast majority of current in-service public employees  
15 who will be affected by the provisions are unaware of the penalties they  
16 and/or their spouses will incur upon eligibility for any Social Security  
17 benefits they have earned from other employment; and  
18 WHEREAS, there have been unsuccessful legislative attempts in  
19 recent years to address the unfairness propagated by these provisions;  
20 and  
21 WHEREAS, only a full repeal of the provisions can fully address  
22 that unfairness going forward:
- 23 **RESOLVED, that the American Federation of Teachers will**  
24 **undertake efforts to make its members, both retired and currently**  
25 **in service, aware of the substantial and negative effects of the**  
26 **WEP and GPO; and**  
27 **RESOLVED, that the AFT will support legislative efforts to fully**  
28 **repeal the WEP and GPO.**

*Submitted by: Lincoln Teachers' Association, Local 1461*

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## 46. ADDRESSING STAFFING SHORTAGES IN THE HEALTHCARE WORKFORCE

1 WHEREAS, nursing staff includes an entire care team comprising  
2 multiple disciplines and ancillary staff; and  
3 WHEREAS, non-nurse disciplines, including physicians, physician  
4 assistants, pharmacists, physical therapists, respiratory therapists, and  
5 all other non-nurse specialties are crucial to delivery of high-quality  
6 care; and  
7 WHEREAS, workers in transport, environmental services and other  
8 healthcare titles are crucial to ensuring safe, high-quality care for  
9 patients; and unprecedented vacancies in these positions have been  
10 created due to safety concerns, inequitable compensation, and other  
11 poor working conditions, which are felt at the bedside; and  
12 WHEREAS, working conditions in clinical settings have  
13 deteriorated to the point where experienced professionals are leaving  
14 the bedside, new professionals are taking jobs outside of healthcare,  
15 and vacancies in ancillary jobs are critically unfilled; and  
16 WHEREAS, this situation is not only placing unconscionable strain  
17 on healthcare workers, it also has created a crisis that threatens the  
18 safety of patients and the overall stability of the American healthcare  
19 system; and  
20 WHEREAS, nurses, professional associations, and unions have  
21 been advocating for safe staffing laws for decades. The lack of  
22 consensus among nursing groups and employers has stalled the  
23 discussion for too long, resulting in continued application of dangerous  
24 staffing approaches; and  
25 WHEREAS, mandatory overtime, misuse of on-call for staffing,  
26 overreliance on travelers and contract nurses, and unmanageable  
27 patient care assignments have become normalized. Staffing  
28 committees and other venues for nurses to vocalize staffing needs,  
29 while valuable, have not produced positive movement toward a  
30 standard that is safe; and  
31 WHEREAS, being responsible for unreasonable patient loads;  
32 relying on inexperienced and agency staff to supplement and care for  
33 these patients; and being expected to work more hours with fewer  
34 resources—putting their own health, the health of their patients and the  
35 health of their families at risk—have resulted in an adverse work  
36 environment wrought with ethical challenges that have left healthcare  
37 professionals feeling completely unsupported and morally injured,  
38 particularly during the pandemic;<sup>1</sup> and

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<sup>1</sup> Blanchard, J., Li, Y., Bentley, S. K., Lall, M. D., Messman, A. M., Liu, Y. T., Diercks, D. B., Merritt-Recchia, R., Sorge, R., Warchol, J. M., Greene, C., Griffith, J., Manfredi, R. A., & McCarthy, M. (2022). The perceived work environment and well-being—a survey of emergency healthcare workers during the COVID-19 pandemic. *Academic Emergency Medicine*. <https://doi.org/10.1111/acem.14519>

39 WHEREAS, two states have safe staffing limits (ratios) built into  
40 state law for all or some patient care units, with California having a  
41 comprehensive ratios law and Massachusetts mandating ratios in  
42 some patient-care areas. Research shows that minimum nurse-to-  
43 patient ratios improve patient outcomes, such as improvements in  
44 mortality, readmissions and length of stay;<sup>2</sup> and

45 WHEREAS, while the lack of enforceable standards has rendered  
46 staffing untenable for decades, the current situation is creating an  
47 existential crisis for the nursing profession. The consequence of unsafe  
48 staffing has a cumulative severe impact on the physical, mental,  
49 emotional and spiritual health of the nursing workforce; and

50 WHEREAS, nurses and other health professionals are leaving the  
51 bedside because of unmanageable patient loads and the deplorable  
52 working conditions across the healthcare system. One survey reported  
53 that over one-third of nurses plan to leave their jobs by the end of 2022,  
54 and nearly a third plan to leave the profession altogether;<sup>3</sup> and

55 WHEREAS, pandemic-related pressures on healthcare accelerated  
56 this trend—the rate of violence in hospitals increased by 25 percent in  
57 one year alone from 2019 to 2020.<sup>4</sup> And the correlation between  
58 inadequate staffing and higher incidence of violence in healthcare was  
59 well known even before the pandemic; and

60 WHEREAS, violence against healthcare workers is a serious and  
61 growing problem exacerbated by inadequate staffing. Healthcare and  
62 social services workers experience 76 percent of all reported  
63 workplace violence injuries in the American labor force, and the  
64 number of actual incidents of workplace violence is likely to be much  
65 higher;<sup>5</sup> and

66 WHEREAS, healthcare workers have endured unfathomable strain  
67 at work during the pandemic, including inadequate personal protective  
68 equipment; ever changing care protocols; and administrators who were  
69 unprepared, not supportive and, often, not present; and

70 WHEREAS, our healthcare workforce has increasingly experienced  
71 moral distress caused by ethically challenging situations, such as the  
72 perception of not always being able to provide the normal standard of  
73 care and emotional support to patients and their families;<sup>6</sup> and

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<sup>2</sup> Rosenberg K. Minimum nurse-to-patient Ratios Improve Staffing, Patient Outcomes. *Am J Nurs*. 2021 Sep 1;121(9):57. doi: 10.1097/01.NAJ.0000790644.96356.96. PMID: 34438432.

<sup>3</sup> Incredible Health. (2022, January). *Nursing in the Time of COVID-19*. <https://www.incrediblehealth.com/wp-content/uploads/2022/03/IH-COVID-19-2022-Summary-1.pdf>

<sup>4</sup> “Death on the Job: The Toll of Neglect,” 2022. <https://aflcio.org/reports/death-job-toll-neglect-2022>

<sup>5</sup> BLS, SOII, 2020, Table R8.

<sup>6</sup> Blanchard, J., Li, Y., Bentley, S. K., Lall, M. D., Messman, A. M., Liu, Y. T., Diercks, D. B., Merritt-Recchia, R., Sorge, R., Warchol, J. M., Greene, C., Griffith, J., Manfredi, R. A., & McCarthy, M. (2022). The perceived work environment

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74 WHEREAS, the compounding impact of experiences of moral  
75 distress, burnout, and impossible working conditions is exacerbated by  
76 environments with inadequate organizational support by employers  
77 and government;<sup>7</sup> and

78 WHEREAS, the fatigue and overwork (resulting from poor staffing  
79 and other failures of employers to prioritize a positive work environment  
80 for those delivering patient care) serve to deteriorate the resilience and  
81 ability to cope with stress across our healthcare workforce, impacting  
82 workers' health, personal relationships and families; and

83 WHEREAS, increased incidence of depression, anxiety and suicide  
84 among healthcare workers signify an immediate need to act;<sup>8</sup> and

85 WHEREAS, a survey of emergency health workers reinforces our  
86 members' experience and found a strong association between a  
87 perceived adverse working environment and poor mental health,  
88 particularly when organizational support was deemed inadequate; and

89 WHEREAS, unfair and inadequate pay practices exist, such as the  
90 refusal to increase wages for experienced nurses, low starting wages  
91 for hard-to-fill positions, and failure to pay ancillary staff a living wage;  
92 these are contributing factors to both new and experienced health  
93 professionals leaving their jobs—a dynamic that is exacerbating  
94 shortages; and

95 WHEREAS, the use of travel agencies to fill staffing holes has  
96 skyrocketed, forcing stark and unjust disparities in pay among  
97 clinicians; this is a development that exposes a deeply broken labor  
98 market in the healthcare industry; and

99 WHEREAS, consolidation in the healthcare industry has resulted in  
100 a reduced number of corporations competing for workers, which has  
101 resulted in practices like wage suppression, normalization of  
102 diminished working conditions, increased healthcare costs, and few  
103 resources spent to ensure health professionals have the tools needed  
104 to deliver safe, high-quality care; and

105 WHEREAS, elimination of services by hospitals not only deprives  
106 communities of care in rural and underserved areas, it also leaves  
107 specially qualified healthcare professionals unemployed, a dynamic  
108 that creates economic harm to families and those communities; and

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and well-being—a survey of emergency healthcare workers during the COVID-19  
pandemic. Academic Emergency Medicine. <https://doi.org/10.1111/acem.14519>

<sup>7</sup> Blanchard, J., Li, Y., Bentley, S. K., Lall, M.D., Messman, A.M., Liu, Y.T., Diercks,  
D.B., Merritt-Recchia, R., Sorge, R., Warchol, J.M., Greene, C., Griffith, J.,  
Manfredi, R.A., & McCarthy, M. (2022). The perceived work environment and  
well-being—a survey of emergency healthcare workers during the COVID-19  
pandemic. Academic Emergency Medicine. <https://doi.org/10.1111/acem.14519>

<sup>8</sup> WebMD, February 1, 2021, Kathleen Doheny, Moral Injury: Pandemic's Fallout for  
Health Care Workers, <https://www.webmd.com/lung/news/20210201/moral-injury-pandemics-fallout-for-health-care-workers#:~:text=Moral%20injury%20occurs%20when%20health,to%20healing%2C%20%80%9D%20Dean%20say>

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109 WHEREAS, moving work out of acute care settings, outsourcing  
110 through contract work and telemedicine, and the use of artificial  
111 intelligence are strategies driven by cost savings, not patient needs;  
112 and

113 WHEREAS, employers and industry stakeholder groups are  
114 actively working to maximize profits—by cheapening care delivery  
115 through efforts to deskill our professions and seeking out cheaper labor  
116 forces—which complicates delivery of care, erodes scope of practice  
117 for a multitude of health disciplines, and threatens our jobs; and

118 WHEREAS, the COVID-19 pandemic has exacerbated pre-existing  
119 pressures and strain on the healthcare system and its workforce to a  
120 critical breaking point; and

121 WHEREAS, healthcare is a high-stakes environment with highly  
122 complex systems on the clinical and the business sides, and where  
123 factors like the evolution of different models of nursing care,  
124 reimbursement-driven documentation systems, and advances in  
125 research and treatment mean incessant change for direct care  
126 clinicians; and

127 WHEREAS, too often, nurses and other health professionals are  
128 scapegoated for lapses in systems and structures. Threats to just  
129 culture and other frameworks that ensure a culture of safety and  
130 accountability in healthcare have corroded to the point that health  
131 professionals are no longer willing to assume a disproportionate level  
132 of responsibility for this situation or heightened level of personal risk  
133 and liability; and

134 WHEREAS, the healthcare industry is in the midst of a workforce  
135 crisis, with unprecedented numbers of people leaving the bedside and  
136 many more preparing to leave the professions altogether; and the AFT  
137 is in a unique position to provide crucial input on strategies for  
138 addressing this situation because we represent clinicians, career and  
139 technical education teachers, faculty for nursing and other professional  
140 programs; and

141 WHEREAS, equity in the healthcare workforce is a requirement for  
142 broader health equity and the time for authentic, meaningful efforts at  
143 addressing racism, diversity, equity and inclusion in our healthcare  
144 workforce; and

145 WHEREAS, it is well settled that outcomes improve when the  
146 healthcare workforce reflects the population it serves. However,  
147 minority healthcare workers are currently underrepresented, and as the  
148 complexity of the positions and the salaries increase, the diversity of  
149 the workforce decreases; and

150 WHEREAS, the role of nurses is not only crucial to the stability of  
151 today's patient care environment but is also critical to teaching the next  
152 generation of nurses. At the same time, nursing education programs  
153 do not have the funding, facilities or faculty needed to address the  
154 workforce shortage. And in nursing programs, where the problem is

155 particularly acute, low salaries for faculty make choosing teaching  
156 unaffordable for many nurses:

157 **RESOLVED**, that the American Federation of Teachers will  
158 develop and implement a strategy with its national and state  
159 leaders for obtaining state law that mandates staffing ratios, or  
160 safe patient limits, in at least five states by 2025; and

161 **RESOLVED**, at the federal level, that the AFT will continue its  
162 work to secure staffing ratios in federal law by advocating for the  
163 Nurse Staffing Standards for Hospital Patient Safety and Quality  
164 Care Act and through all available regulatory means; and

165 **RESOLVED**, that the AFT will continue its efforts at securing  
166 legislation banning mandatory overtime by advocating for  
167 legislation at the federal level and through support of affiliates  
168 advocating for mandatory overtime prohibitions in state law; and

169 **RESOLVED**, that the AFT will support affiliate efforts to secure  
170 staffing ratios in collective bargaining agreements through  
171 supporting campaigns, developing model contract language, and  
172 providing training and resources; and

173 **RESOLVED**, that the AFT will continue its efforts to secure  
174 federal workplace violence protections through passage of the  
175 Workplace Violence Prevention for Health Care and Social Service  
176 Workers Act and Occupational Safety and Health Administration  
177 promulgation of the interim standard within one year; and

178 **RESOLVED**, that the AFT will support the work of its affiliates  
179 to address workplace violence in legislation, through collective  
180 bargaining, and other state and local work of healthcare affiliates;  
181 and

182 **RESOLVED**, that the AFT recommits to its advocacy to secure  
183 adequate pandemic preparedness protections in the law through  
184 means, like an OSHA infectious disease standard and updates to  
185 the Centers for Medicare & Medicaid Services emergency  
186 preparedness rule; and

187 **RESOLVED**, that the AFT will continue its work to educate and  
188 support affiliates and members about research, initiatives, and  
189 developments in pandemic preparedness at the employer and  
190 governmental levels; and

191 **RESOLVED**, that the AFT will prioritize its work to secure  
192 funding, programming, and other legal protections at the federal  
193 level to support health professionals in the areas of mental health,  
194 burnout and stress management, including addressing shortages  
195 in the mental health professions; and

196 **RESOLVED**, that the AFT will expand its work in partnering  
197 with other organizations and mental health experts devoting  
198 resources and work aimed at developing clear demands for  
199 improving healthcare workplaces, ensuring mental health needs

of the workforce are addressed, and to development of resources and education programming that provide meaningful support to health professionals; and

**RESOLVED**, that the AFT will develop resources to support affiliate work addressing inadequate compensation in the healthcare industry through market and employer research, comparative analysis, and other needed means for use in collective bargaining and other affiliate efforts; and

**RESOLVED**, that the AFT will utilize opportunities to educate and advocate with government and other stakeholders on inadequate pay and compensation inequities; and

**RESOLVED**, that the AFT will deploy resources to secure more oversight of merger and acquisition practices in the healthcare industry through the Federal Trade Commission, Department of Justice, and the Centers for Medicare & Medicaid Services and to support affiliates pursuing state-level oversight; and

**RESOLVED**, that the AFT will work at the federal level to secure legal protections to protect scope of practice and our jobs with government and every other forum, and the AFT will support affiliates in similar state and local endeavors; and

**RESOLVED**, that the AFT will work to increase oversight for telehealth, hospitals at home, and other business practices so that our work, our jobs and our patients are protected; and

**RESOLVED**, that the AFT will make education, resources and direct support available to affiliates to address system problems that have been shifted too heavily on the backs of the healthcare workforce. This includes exploration of new member benefits to help shield health professionals from personal liability for systemic problems; and

**RESOLVED**, that the AFT will advocate for accountability in federal law and regulations that protects the licenses, jobs and livelihood of health professionals from unfair civil, administrative and criminal penalties that are the responsibility of an employer. The AFT will support affiliates in similar state and local efforts; and

**RESOLVED**, that the AFT will call on the federal government to develop a national healthcare workforce strategy, with participation and input by the AFT and its members, including those working in direct care, career and technical education program teachers, nursing programs and other healthcare professional program faculty; and

**RESOLVED**, that the AFT will work to advance efforts at meeting the needs of the healthcare workforce through CTE, apprenticeship programs, and residency and fellowship programs. We will also support affiliates in this work, as well as work to develop and expand language in collective bargaining



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246 agreements related to orientation, precepting, and other critical  
247 support for workers new to health professions; and

248 **RESOLVED**, that the AFT will continue promoting resources  
249 and support to healthcare affiliates and members for student loan  
250 forgiveness programs and also workforce development funding,  
251 particularly in communities of color and in rural and other  
252 underserved areas; and

253 **RESOLVED**, that the AFT will employ new strategies for  
254 affiliates to increase diversity in the local healthcare workforce,  
255 such as: addressing racism in healthcare workplaces; developing  
256 program models that help affiliates expand career outreach  
257 programs in communities of color to reach those who are  
258 underrepresented in healthcare jobs; and expanding targeted  
259 financial aid and loan repayment programs, including National  
260 Health Service Corps and the Nurse Faculty Loan Repayment  
261 program; and

262 **RESOLVED**, that the AFT's healthcare and higher education  
263 program and policy councils will collaborate on development of a  
264 comprehensive strategy to address faculty shortages; and

265 **RESOLVED**, that the AFT adopts the report and  
266 recommendations made by its Healthcare Staffing Shortage  
267 Taskforce.

*Submitted by: AFT Executive Council*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

## 47. AFT HEALTHCARE PROFESSIONALS MENTAL HEALTH

1 WHEREAS, after two years of record hospitalization rates and as  
2 the nation has surpassed 1 million deaths from COVID-19, our nation's  
3 healthcare workforce has been stretched beyond the breaking point  
4 and is in a mental health crisis—fatigued from unsafe patient levels and  
5 workloads that worsened during the pandemic, scarred from all they  
6 have witnessed over the last two years, and dealing with severe  
7 burnout and with moral injury from repeatedly being forced to make  
8 choices that transgress their long-standing, deeply held commitment to  
9 healing;<sup>1</sup> and  
10 WHEREAS, the worry and emotional trauma related to COVID-19  
11 have had a negative impact on the mental health of a majority of our  
12 healthcare workforce.<sup>2</sup> Around one-third of healthcare workers either  
13 received or thought they needed mental health services because of the  
14 pandemic. And nearly all reported negative impacts to physical health  
15 and to relationships with family and co-workers. Many reported  
16 problems with sleeping, frequent headaches, increased use of alcohol  
17 or drug use, all attributed to pandemic stress and worry; and  
18 WHEREAS, another recent study showed that more than 70  
19 percent of healthcare workers have symptoms of anxiety and  
20 depression, 38 percent have symptoms of post-traumatic stress  
21 disorder, and 15 percent have had recent thoughts of suicide;<sup>3</sup> and  
22 WHEREAS, emotional trauma, burnout and mental health needs of  
23 frontline healthcare professionals were at high levels even before the  
24 pandemic with, for example, between 17 and 38 percent of nurses  
25 reporting some depression,<sup>4</sup> and most alarming of all, healthcare  
26 professionals dying by suicide, with risk of suicide in health  
27 professionals, particularly nurses, being higher than the general

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<sup>1</sup> WebMD, Feb. 1, 2021, Kathleen Doheny, Moral Injury: Pandemic's Fallout for Health Care Workers, <https://www.webmd.com/lung/news/20210201/moral-injury-pandemics-fallout-for-health-care-workers#:~:text=Moral%20injury%20occurs%20when%20health.to%20healing%2C%E2%80%9D%20Dean%20says>

<sup>2</sup> KFF/The Washington Post Frontline Healthcare Worker Survey (Apr. 2021) <https://www.kff.org/reportsection/kff-the-washington-post-frontline-health-care-workers-survey-toll-of-the-pandemic/>

<sup>3</sup> Chatterjee, R. (2022, March 31) A Nurse's Death Raises Alarm about the Profession's Mental Health Crisis. Retrieved from <https://www.npr.org/sections/health-shots/2022/03/31/1088672446/a-nurses-death-raises-the-alarm-about-the-professions-mental-health-crisis?fbclid=IwAR0BQRhx5l7KVsmEX7URgDhppeRpJ6XJh7eHIQErGRTtYU46pVLF5bNZMzY>

<sup>4</sup> <https://www.grid.news/story/science/2022/05/02/nurses-are-not-ok-why-theyre-quitting-their-jobs-and-what-it-means-for-the-future-of-healthcare/>

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28 population even before the pandemic<sup>5</sup> and female nurses dying by  
29 suicide at twice the rate of women who aren't nurses;<sup>6</sup> and

30 WHEREAS, stigma associated with seeking mental health supports  
31 and months long waiting lists due to provider shortages are barriers to  
32 treatment and support that place perilous strain on health  
33 professionals;<sup>7</sup> and

34 WHEREAS, the mental health crisis of healthcare professionals is  
35 the result of a broken healthcare system and not individual deficits, as  
36 is often suggested by employer resistance training; and

37 WHEREAS, according to the U.S. Department of Health and  
38 Human Services' Health Resources and Services Administration and  
39 the Kaiser Family Foundation, there are over 5,800 designated mental  
40 health professional shortage areas in the country, and more than 6,300  
41 mental health practitioners would be needed to meet the needs in the  
42 shortage areas;<sup>8</sup> and

43 WHEREAS, the risk of violent assault by patients or visitors is an  
44 ongoing source of emotional trauma for healthcare professionals—and  
45 with good reason. The rate of injuries from workplace assaults climbed  
46 by 173 percent in hospitals and by 95 percent in psychiatric and  
47 substance use facilities over the last 15 years. The rate of injuries from  
48 workplace violence in hospitals jumped by 25 percent in 2020 alone;<sup>9</sup>  
49 and

50 WHEREAS, the systematic failure of healthcare employers in  
51 providing psychological and physical safety in the work environment  
52 has a cumulative impact on the mental health of the workforce, but also  
53 results in consequences like lower employee engagement, more

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<sup>5</sup> Davis MA, Cher BAY, Friese CR, Bynum JPW. Association of US Nurse and Physician Occupation with Risk of Suicide. *JAMA Psychiatry*. 2021;78(6):651–658. doi:10.1001/jamapsychiatry.2021.0154

<sup>6</sup> <https://www.grid.news/story/science/2022/05/02/nurses-are-not-ok-why-theyre-quitting-their-jobs-and-what-it-means-for-the-future-of-healthcare/>

<sup>7</sup> KFF. (Sept. 30, 2021). *Mental Health Care Professionals Shortage Areas (HPSAs)* Retrieved from <https://www.kff.org/other/state-indicator/mental-health-care-health-professional-shortage-areas-hpsas/?currentTimeframe=0&sortModel=%7B%22colId%22:%22Location%22,%22sort%22:%22asc%22%7D>

<sup>8</sup> HRSA. (March 31, 2021) Designated Health Professional Shortage Area Statistics. Retrieved from [file:///H:/Public/Mental%20Health%20mapping/BCD\\_HPSA\\_SCR50\\_Qtr\\_Smry.pdf](file:///H:/Public/Mental%20Health%20mapping/BCD_HPSA_SCR50_Qtr_Smry.pdf); KFF. (Sept. 30, 2021) Mental Health Care Professionals Shortage Areas (HPSAs) Retrieved from <https://www.kff.org/other/state-indicator/mental-health-care-health-professional-shortage-areas-hpsas/?currentTimeframe=0&sortModel=%7B%22colId%22:%22Location%22,%22sort%22:%22asc%22%7D>

<sup>9</sup> U.S. Bureau of Labor Statistics, Survey of Occupational Illness and Injury Data, Table R8

54 absenteeism and poor retention. These failures have been definitively  
55 shown to result in negative patient outcomes:<sup>10</sup>

56 **RESOLVED, that the American Federation of Teachers will:**

- 57 • **Enact the Workplace Violence Prevention for Health Care**  
58 **and Social Service Workers Act; and**
- 59 • **Hold the Department of Labor and Occupational Safety and**  
60 **Health Administration accountable to promulgate the**  
61 **standard in a timely manner; and**
- 62 • **Press the National Institute for Occupational Safety and**  
63 **Health (NIOSH) to research and identify additional**  
64 **mitigations; and**
- 65 • **Provide training and support to AFT Nurses and Health**  
66 **Professionals locals to foster their capacity to bargain with**  
67 **employers for comprehensive workplace violence**  
68 **prevention programs and effective training; and**

69 **RESOLVED, that the AFT will advocate for:**

- 70 • **Full enforcement of federal mental health services parity**  
71 **laws that require that health insurance plans provide the**  
72 **same level of coverage for mental health benefits as they do**  
73 **for medical benefits; and**
- 74 • **Permanent federal funding for the Dr. Lorna Breen Health**  
75 **Care Provider Protection Act that supports healthcare**  
76 **workers through training grants in strategies to reduce and**  
77 **prevent burnout, mental health conditions, and substance**  
78 **use disorders; education and awareness campaigns to**  
79 **encourage healthcare providers to use available mental and**  
80 **behavioral health services to address their own concerns;**  
81 **grants awarded to employers to establish or expand**  
82 **programs to promote mental and behavioral health for their**  
83 **employees; and a study on mental and behavioral health and**  
84 **burnout among healthcare workers; and**
- 85 • **Increased funding for financial aid programs that support**  
86 **those seeking training to become mental health**  
87 **professionals and programs to recruit students into mental**  
88 **health careers; and**
- 89 • **Support state level actions that expand access to mental**  
90 **health services by allowing healthcare professionals to**  
91 **practice to the full extent of their education and license; and**

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<sup>10</sup> Roche, M. , Diers, D. , Duffield, C. & Catling-Paull, C. (2010). *Journal of Nursing Scholarship*, 42 (1), 13-22. doi: 10.1111/j.1547-5069.2009.01321.x. See also Vessey J.A., Demarco R., DiFazio R. Bullying, harassment, and horizontal violence in the nursing workforce: the state of the science. *Annu Rev Nurs Res*. 2010;28:133-57. doi: 10.1891/0739-6686.28.133. PMID: 21639026; and Rodwell J., Brunetto Y., Demir D., Shacklock K., Farr-Wharton R. Abusive supervision and links to nurse intentions to quit. *J Nurs Scholarsh*. 2014 Sep;46(5):357-65. doi: 10.1111/jnu.12089. Epub Aug. 15,2014. PMID: 25132621.

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- 92       **RESOLVED, that the AFT will support affiliates in efforts to**  
93 **ensure employers provide paid time off for employer-sponsored**  
94 **mental health training and peer-to-peer support, expand the**  
95 **mental health benefits of employer health insurance, and that**  
96 **labor-management committees within healthcare facilities will**  
97 **address creating a supportive environment for nurses and health**  
98 **professionals and to develop metrics and strategies that track**  
99 **progress; and**  
100       **RESOLVED, that the AFT will partner with other organizations**  
101 **and mental health experts to develop new frameworks for**  
102 **ensuring psychological safety in the healthcare workplace and to**  
103 **address mental health needs of the workforce.**

*Submitted by: AFT Connecticut; Washington State Nurses Association,  
Local 5901*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

**48. IN-SERVICE NURSING ORIENTATION, MENTORING  
AND ONGOING EDUCATIONAL SUPPORT FOR  
PROFESSIONAL NURSING PRACTICE**

1 WHEREAS, overwhelming and relentless patient-care demands  
2 are causing a massive disruption in the nursing workforce caused by  
3 the ongoing COVID-19 pandemic; and  
4 WHEREAS, nurse burnout, early retirement, mounting  
5 resignations, insufficient staffing, workload, emotional tolls, and lack of  
6 ongoing support are exacerbating the nursing shortage; and  
7 WHEREAS, generational changes in the nursing workforce have  
8 been ongoing as baby boomers retire out of the nursing workforce and  
9 are replaced by Generation X and Y; and  
10 WHEREAS, the effects of the pandemic on readiness of new nurses  
11 to practice in highly complex environments are challenging as  
12 evidenced by nursing deficiencies in clinical competencies; and  
13 WHEREAS, the pandemic will continue to have a profound impact  
14 on the nursing workforce for some time requiring the need for  
15 thoughtful strategic planning to address the complexity of issues,  
16 including proper orientation, mentoring and ongoing support; and  
17 WHEREAS, the changing nursing workforce seeks continuous  
18 education, expects strong mentorship with support and strong  
19 intellectual stimulation:

20 **RESOLVED, that the American Federation of Teachers will help**  
21 **locals develop and support strong contractual language that**  
22 **supports robust ongoing professional development programs,**  
23 **appropriate orientation, mentoring programs; and**  
24 **RESOLVED, that the AFT will continue to plan and offer**  
25 **support for the ongoing mental and emotional health of nurses**  
26 **who have suffered through the pandemic.**

*Submitted by: United Federation of Teachers, Local 2*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

**49. DESIGNATING AND CELEBRATING NATIONAL  
PARAPROFESSIONALS AND SCHOOL-RELATED  
PERSONNEL DAY**

1 WHEREAS, the American Federation of Teachers represents more  
2 than 370,000 paraprofessionals, bus drivers, custodial and  
3 maintenance employees, health assistants, clerical employees,  
4 secretarial staff, and other school and college support staff (PSRPs) in  
5 schools and colleges across the nation; and

6 WHEREAS, members who perform this work may be called many  
7 different things, from paraprofessionals and school-related personnel  
8 to college support staff, to classified staff, to school-related personnel  
9 or any other number of school support staff names; and

10 WHEREAS, the contribution of paraprofessionals and school-  
11 related personnel to the school community is integral, significant and  
12 deserving of recognition; and

13 WHEREAS, the AFT first demonstrated its commitment to PSRPs  
14 and their important contributions to our students and our union in 1930,  
15 with the chartering of the Education Secretaries of Chicago; and

16 WHEREAS, paraprofessionals and school-related personnel in  
17 many states are members of both the American Federation of  
18 Teachers and the National Education Association; and

19 WHEREAS, the National Education Association has declared the  
20 third Wednesday of each November their version of a  
21 Paraprofessionals and School-Related Personnel Day:

22 **RESOLVED, that the American Federation of Teachers shall**  
23 **designate the third Wednesday of each November as National**  
24 **Paraprofessionals and School-Related Personnel Day; and**

25 **RESOLVED, that the AFT shall uplift the contributions, work,**  
26 **stories and voices of PSRP members in honor of National**  
27 **Paraprofessionals and School-Related Personnel Day.**

*Submitted by: Alliance/AFT, Local 2260; Toledo Federation of Teachers,  
Local 250*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_ ☐ Referred to \_\_\_\_\_

## 50. LIVING WAGES FOR ALL AFT MEMBERS

1 WHEREAS, all working people deserve a wage that allows them  
2 dignity and the basic necessities of life; and  
3 WHEREAS, no employer should pay wages so low that their  
4 employees must rely on government assistance to meet their basic  
5 needs such as food, rent and healthcare; and  
6 WHEREAS, the federal poverty wage does not take into  
7 consideration costs like child care and healthcare that not only draw  
8 from one's income, but also are determining factors in one's ability to  
9 work and endure the potential hardships associated with balancing  
10 employment and other aspects of everyday life; and  
11 WHEREAS, a living wage model is an alternative market-based  
12 measure of basic needs that takes into consideration geographic  
13 location and specific expenditure data related to a family's likely  
14 minimum food, child care, health insurance, housing, transportation  
15 and other basic necessities such as clothing, personal care items etc.;  
16 and  
17 WHEREAS, the living wage model would draw on these cost  
18 elements and the relative effect of local, state and federal taxes to  
19 determine the minimum employment earning necessary to meet a  
20 family's basic needs while also maintaining self-sufficiency; and  
21 WHEREAS, a living wage model is a more accurate reflection than  
22 the federal poverty wage model of a family's true cost of living in a given  
23 location; and  
24 WHEREAS, the Massachusetts Institute of Technology has  
25 conducted an extensive study on living wages at the county level and  
26 created a living wage calculator based on their study; and  
27 WHEREAS, the American Federation of Teachers has a  
28 responsibility to advocate for workers to earn a wage that allows them  
29 to take care of their family and be self-sufficient:

30 **RESOLVED, that the American Federation of Teachers will**  
31 **support state legislation or ballot initiatives that raise the**  
32 **minimum wage; and**

33 **RESOLVED, that the AFT will provide information on metrics**  
34 **available to advocates of a living wage; and**

35 **RESOLVED, that the AFT will offer tools, resources and**  
36 **support to any local whose members earn less than a living wage**  
37 **and wishes to undertake a campaign to raise wages to a living**  
38 **wage standard.**

*Submitted by: Hartford Federation of Paraeducators, Local 2221*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_



## 51. SUPPORTING SAFE WORKPLACES AND SAFE SCHOOLS FOR ALL

- 1 WHEREAS, students, teachers, and school and college support  
2 staff have experienced increased stress, uncertainty, financial hardship  
3 and emotional turmoil due to the coronavirus pandemic; and  
4 WHEREAS, schools are meant to be a safe haven for all who enter,  
5 including those who work in them; and  
6 WHEREAS, funding and other resources for mental health, trauma,  
7 emotional and behavioral supports have not kept pace with the  
8 increased need for these resources and supports; and  
9 WHEREAS, special education paraprofessionals and teachers are  
10 at a significantly increased risk for “student related injuries” and had  
11 the highest workers’ compensation claims rate (5 for every 100 full-time  
12 employees) for such injuries, compared to all other school personnel;  
13 and  
14 WHEREAS, American Federation of Teachers affiliate locals have  
15 reported an uptick in the number of members being injured on the job,  
16 and a corresponding increase in the number of hospitalizations,  
17 workers’ compensation claims, and resignations; and  
18 WHEREAS, the AFT is committed to making schools and colleges  
19 as safe as possible for students and our members:
- 20 **RESOLVED, that the American Federation of Teachers will help**  
21 **assist locals in collecting workplace safety and member injury**  
22 **data; and**  
23 **RESOLVED, that the AFT will continue to assist affiliates in**  
24 **developing campaigns to address workplace violence, and school**  
25 **and college safety issues; and**  
26 **RESOLVED, that the AFT will advocate for the collection of**  
27 **national school and college trends on violence, and provide**  
28 **resources and supports to locals engaged in issue advocacy**  
29 **around violence, workplace assault and injury.**

*Submitted by: Oregon School Employees Association, Local 6732; Rush  
Henrietta Employees Association, Local 2969*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_      ☐ Referred to \_\_\_\_\_

## 52. SCHOOL MEALS FOR ALL

- 1 WHEREAS, the AFT has long supported universal school meals as  
2 a way to address food and nutrition instability, increase access and  
3 equality in our education system, and to reduce systemic barriers to  
4 school meals; and

5 WHEREAS, hunger creates poor outcomes for students of all ages,  
6 including less ability to concentrate, graduate and more likely to have  
7 health issues; and

8 WHEREAS, having access to meals at school will support students'  
9 academic success; reduce childhood hunger; decrease childhood  
10 overweight and obesity; improve child nutrition and wellness; enhance  
11 child development and school readiness; and support learning,  
12 attendance and behavior; and

13 WHEREAS, in other areas, students and families have accrued  
14 hundreds of dollars in school lunch debt because they are unable to  
15 afford to buy school meals, demonstrating that too many students fall  
16 through the cracks and are not receiving free- and reduced-price  
17 school meals; and

18 WHEREAS, prior to COVID-19, about 15 million children in the  
19 United States—21 percent of all children—lived in families with  
20 incomes below the federal poverty threshold, who struggle to afford  
21 basic necessities like food; and United States Department of  
22 Agriculture data showed that nearly 12 percent of households were  
23 food insecure; and

24 WHEREAS, the COVID-19 pandemic relief included issuing a  
25 waiver authority to the USDA, which effectively created universal  
26 school feeding for students and families for a limited time; and

27 WHEREAS, for the last few years, students and families have  
28 become accustomed to receiving free school meals; and

29 WHEREAS, School Meals for All will help eliminate paperwork,  
30 collections on unpaid meals debt, and increase federal  
31 reimbursements as well as allow the continuity for students, especially  
32 for those with families with unstable incomes:

33 **RESOLVED, that the American Federation of Teachers will**  
34 **advocate for and support federal and state legislative actions that**  
35 **all students—regardless of income—have unimpeded access to**  
36 **school meals; and**

37 **RESOLVED, that the AFT will work with community groups,**  
38 **nutrition groups and other education groups to continue our**  
39 **advocacy; and**

40 **RESOLVED, that the AFT will create lobbying and advocacy**  
41 **tools to help individuals and communities advocate for school**  
42 **meals for all.**

*Submitted by: Alliance/AFT, Local 2260; Denver Federation for  
Paraprofessionals and Nutrition Service Employees, Local 4463*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

### 53. REPRODUCTIVE RIGHTS AND THE PROTECTION OF WOMEN

1 WHEREAS, the American Federation of Teachers is committed to  
2 ensuring that women maintain their reproductive choice and have  
3 access to all reproductive health services, as far back as a 1981 policy  
4 resolution; and

5 WHEREAS, bodily autonomy is essential to liberty and self-  
6 determination; and

7 WHEREAS, the right to liberty is guaranteed under the U.S.  
8 Constitution; and

9 WHEREAS, at this juncture it appears the Supreme Court justices  
10 will use the *Dobbs v. Jackson Women's Health Organization*, to  
11 overturn long-standing precedent in *Roe v. Wade*; and

12 WHEREAS, this decision takes away already established rights for  
13 women; this ruling will undermine all other freedoms and disparage  
14 women as second-class citizens; and

15 WHEREAS, pregnancy-related mortality in the United States  
16 affects approximately 700 women per year at various stages of  
17 gestation, with one-third of pregnancy-related deaths occurring during  
18 pregnancy, one-third occurring at delivery or one week after, and one-  
19 third occurring one week to one year postpartum, per the Centers for  
20 Disease Control and Prevention; and

21 WHEREAS, women of color are the primary victims of pregnancy-  
22 related mortality despite their minority representation in the general  
23 population, with Black women accounting for 41.7 percent, Indigenous  
24 women accounting for 28.3 percent, Asian and Pacific Islander women  
25 accounting for 13.8 percent, and Hispanic or Latino women accounting  
26 for 11.6 percent, per the CDC; and

27 WHEREAS, pregnancy and child rearing are a lifelong  
28 responsibility, and their own source of trauma, which should not be  
29 forced on victims of existing trauma or people otherwise unwilling or  
30 unable to assume this responsibility; and

31 WHEREAS, several states, including Alabama, Arizona, Arkansas,  
32 Florida, Kentucky, Louisiana, Missouri, New Hampshire, Ohio,  
33 Oklahoma, South Dakota, Tennessee and Texas, have enacted or are  
34 contemplating ultra-restrictive abortion bans without exemptions for  
35 rape, incest, or human trafficking even for people as young as 13; and

36 WHEREAS, having the right to decide when and whether to  
37 reproduce is associated with better relationship stability and  
38 satisfaction, the likelihood of completing a college education, more  
39 work experience, and greater earning potential among women, which  
40 contributes to a well-functioning society:

41 **RESOLVED, that the American Federation of Teachers**  
42 **acknowledges that this is a precarious time for the right to**

43 reproductive freedom, individual autonomy and self-  
44 determination; and

45 **RESOLVED**, that the AFT stands in solidarity with women and  
46 people who can become pregnant. We join them in calls to protect  
47 reproductive freedom at the state and federal levels via  
48 codification and executive action of *Roe v. Wade*; and

49 **RESOLVED**, that the AFT will use its voice in support of  
50 initiatives promoting access to reproductive care; and

51 **RESOLVED**, that the AFT will use its voice to lend support to  
52 initiatives nationwide calling to prevent the criminalization of any  
53 reproductive healthcare; and

54 **RESOLVED**, that the AFT will work with current and future  
55 lawmakers at both the state and federal levels to codify into law  
56 rights that ensure women equal access to comprehensive  
57 reproductive healthcare.

*Submitted by: AFT Executive Council*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_ ☐ Referred to \_\_\_\_\_

## **54. SAVE *ROE V. WADE*, THE RIGHT TO PRIVACY, AND AMERICAN DEMOCRACY ITSELF**

1 WHEREAS, the Supreme Court 1973 decision in *Roe v. Wade*  
2 established that a woman has the fundamental right to make decisions  
3 over her own body; and

4 WHEREAS, the leaked draft opinion, written by Samuel Alito on  
5 behalf of Clarence Thomas and the three Trump-nominated associate  
6 justices—Neil Gorsuch, Brett Kavanaugh and Amy Coney Barrett—  
7 would overturn *Roe v. Wade*, and represents one of the grossest  
8 violations of the rights of women to make intimate and private decisions  
9 about their bodies and whether to carry a pregnancy to term or not, as  
10 well as to make decisions about their private lives without government  
11 regulation and interference; and

12 WHEREAS, the Supreme Court is thoroughly compromised. The  
13 three Trump associate justices constitute an ongoing far right-wing  
14 coup inside the nation's highest judicial body, and clearly intend to use  
15 their undemocratic power to overturn progressive legislation for  
16 decades to come; and

17 WHEREAS, the Trump movement aims to create an American  
18 government completely subservient to the interests of a section of  
19 America's giant corporations and wealthiest individuals, without any  
20 meaningful constitutional or democratic restraints on the use of  
21 governmental power to serve their purposes. Trump's three Supreme

22 Court appointees and far right-wing control of the court are pivotal to  
23 the Trump movement achieving its objectives; and

24 WHEREAS, electoralism alone cannot provide a solution to this  
25 crisis. Even if the Democrats pass state or federal legislation to uphold  
26 abortion rights, those laws will be challenged by the Trump movement  
27 and inevitably brought before this Supreme Court. The new civil rights  
28 and labor movement can defeat these attacks through mobilizing our  
29 members and supporters to take mass action across the country to  
30 maintain *Roe v. Wade* and defend women and all Americans from this  
31 fundamental attack on civil and human rights:

32 **RESOLVED, that the American Federation of Teachers will use**  
33 **all means at our disposal to defend reproductive freedom and *Roe***  
34 ***v. Wade*; and**

35 **RESOLVED, that the AFT will defend AFT members and**  
36 **students who need access to abortions and birth control; and**

37 **RESOLVED, that the AFT demands that Biden increase the**  
38 **number of Supreme Court justices, and/or impeach the justices**  
39 **who went against their sworn testimony to not overturn *Roe v.***  
40 ***Wade*; and**

41 **RESOLVED, that the AFT calls for an end of the Senate**  
42 **filibuster that is being used now, as it has in the past, to maintain**  
43 **white privilege and Jim Crow laws and to block progressive**  
44 **legislation.**

*Submitted by: Berkeley Federation of Teachers, Local 1078*

☐ Adopted      ☐ Adopted as Amended      ☐ Defeated      ☐ Tabled  
☐ Precluded by \_\_\_\_\_      ☐ Referred to \_\_\_\_\_

## 55. SUPPORTING ABORTION RIGHTS IN THE FACE OF ATTACKS ON *ROE V. WADE*

1 WHEREAS, the American Federation of Teachers, an  
2 overwhelmingly women's organization, has long been on record as a  
3 pro-choice union that supports a woman's right to reproductive  
4 freedom, including the right to abortion; and

5 WHEREAS, the Supreme Court of the United States has clearly  
6 indicated its intention to strike down *Roe v. Wade* in its current session,  
7 and a substantial number of states have already enacted or plan to  
8 enact draconian restrictions on a woman's right to choose if and when  
9 they will have a child:

10 **RESOLVED, that the American Federation of Teachers will**  
11 **publicly stand in defense of abortion and reproductive rights for**  
12 **all people who can be pregnant and will encourage its members**

WOMEN'S RIGHTS COMMITTEE

- 13 **to participate in activities, including rallies and demonstrations,**  
14 **lobbying and political campaigns, educational events and other**  
15 **actions to support the right to abortion, contraception and other**  
16 **reproductive rights.**

*Submitted by: Chicago Teachers Union, Local 1*

☐ Adopted                      ☐ Adopted as Amended                      ☐ Defeated                      ☐ Tabled  
☐ Precluded by \_\_\_\_\_                      ☐ Referred to \_\_\_\_\_

## **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,<sup>1</sup> 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.

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<sup>1</sup> 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.

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# Parliamentary Motions Guide

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



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