Organizational Handbook
2025-2026

California Teachers Association
1705 Murchison Drive
Burlingame, CA 94010

Phone: 650.697.1400
www.cta.org

Mailing Address: P.O. Box 921, Burlingame, CA 94011-0921

Updated: 7.21.2025

The CTA Organizational Handbook is updated regularly, and the latest version can be found at cta.org/orghandbook

President's Message, David B. Goldberg

CTA – Harnessing the Power of Us

Since our founding in 1863, CTA has forged a legacy of solidarity, fighting for the public good and working tirelessly for each other, our students and the belief that public education is a cornerstone of American democracy.

I couldn't be more honored to be your President. I was raised in a union home. Growing up, I saw the power of educators coming together in their union and the impact that can have in our schools and communities. I see that same power today – at the state level and down into every local chapter throughout our state. I believe every single member of CTA is critical to that power and I look forward to working alongside you in the years to come.

Together, we are more than 310,000 union educators across the state, and we power public schools and community colleges in communities from Calexico to Crescent City – northern, central and southern California; urban and rural; small towns and major cities. CTA is in nearly every community in our state, and we are united in our struggle for public education because we care.

We care that our students, who we dedicate our lives to, aren't getting the resources they deserve.

We care that we live in a state that is the fourth largest economy in the world, while we still rank 37th in the nation for per-pupil spending.

We care that far too many of our colleagues can't afford to live where they work.

We care that we see incredible educators leaving our profession due to stress, low pay, unsafe working conditions and racial discrimination in our schools.

We know that the best way to make real change in our working conditions and our students' learning conditions is to come together and organize at every school site across our golden state. This is how we bargain strong contracts, strengthen our skillsets as educators and fight for the resources our students deserve.

Protecting our union and our democratic process requires a solid foundation and structure built to be inclusive and equitable, so that every member is seen, heard and valued. This structure and our vision, long-term plan and policies are contained in this Organizational Handbook. The handbook is our road map, providing the path and process to guide our efforts and accomplish our important work. Since our founding, educators just like you and I have crafted and shaped CTA's structure, bylaws and policies to help build our association into the powerful voice for educators and public education that we are today. Our agenda and goals are rooted in policies developed by our State Council of Education and set forth in this handbook.

Guided by our collective values and powered by the strength and solidarity of our members, CTA continues our mission for even greater successes in the years ahead. Together, we maintain the fight for resources for our students and communities, locally and at the State Capitol, and work with elected officials who believe in our vision for strong, vibrant public schools that serve all students. And as educators and CTA members, we continue to be fueled by the belief that better is possible and focus our combined efforts work on making it so, harnessing the Power of Us to win a brighter tomorrow.

Thank you for all you do to power schools for your students, communities, our profession and our union.

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Statement of Mission

The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education for all students; to ensure that the human dignity and civil rights of all children, youth and adults are protected; and to secure a more just, equitable, and democratic society.

Goals

To fulfill its mission, the California Teachers Association pursues the following goals.

I. CTA plans and executes programs and strategies designed to enhance the quality of education for students and the professional and personal lives of its members.
II. CTA assists its local chapters in bargaining for salaries and individual and employment rights in keeping with the academic and professional status of its members.
III. CTA represents members in governmental relations—to influence state and federal legislation and actions by state and federal agencies.
IV. CTA strengthens its role as the preeminent voice for public education in California—projects a strong, coherent and consistent image such that its members play the major role in shaping public policy on education.
V. CTA represents members in professional and career development matters.
VI. CTA represents members and provides a program of economic benefits and resources for members.
VII. CTA works to maintain and expand its membership so as to remain effective in defending and advancing its members' interests.
VIII. CTA maintains a governance system designed to achieve broad membership involvement and democratic decision-making.
IX. CTA works to encourage Black, Indigenous, and People of Color (BIPOC) member participation.
X. CTA works to promote human and civil rights.
XI. CTA maintains staff, hired in conformance with diversity principles, to serve its members.
XII. CTA maintains internal and external communication systems to ascertain its members' priorities, to keep its members informed, and to improve its relations with the public.
XIII. CTA implements NEA policies within California and works to influence the development and content of those policies.

CTA's Strategic Plan

YOUR VOICE. OUR UNION. OUR FUTURE.

After input from CTA members and staff, CTA's Strategic Planning Group has identified eight areas upon which to focus and build a strategic plan to lead CTA for the next three to five years.

The areas build upon CTA's Mission Statement: *The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education for all students; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable, and democratic society.*

The Strategic Planning Group believes the mission of CTA is carried out by building a strong union on the foundation of members who are active and engaged in strong local chapters.

- **Building an organizing culture**
  Building an organizing culture that engages CTA members at every level of our union.

- **Leadership and leadership development**
  Supporting the recruitment, retention and development of effective, responsible and accountable leaders at every level of our union.

- **Community engagement and coalition building**
  Building effective and authentic partnerships with parents, other unions and community organizations.

- **Transforming our profession**
  Transforming our profession for teachers and other educators by supporting the highest standards of quality in student-centered education.

- **Social justice, equity and diversity**
  Standing up for social justice, equity and diversity inside our organization and in the greater community.

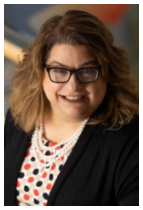
- **Structure and governance**
  Aligning CTA staffing and governance structures with these strategic objectives and assuring effective representational democracy in CTA.

- **Advocacy on education reform**
  Changing the education reform discourse to being proactive and student-centered on education policy issues.

- **Organizing unrepresented education workers**
  Engaging in new member organizing, including charter school workers, Education Support Professionals and college faculty, to advance our goal of quality education for all.

CTA Officers and Board of Directors – 2025-26

President Goldberg



Vice President Littman

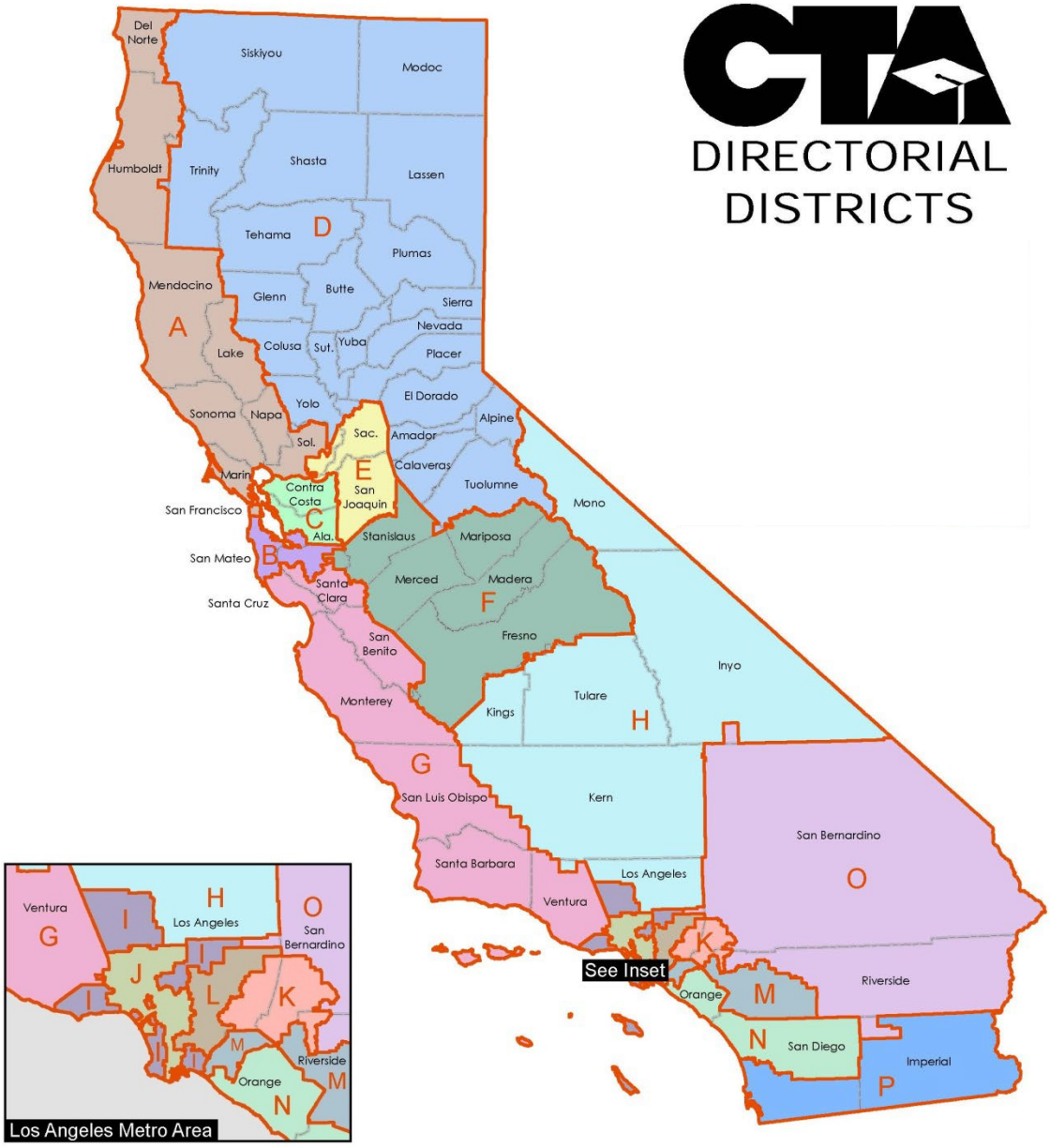
Secretary-Treasurer Jones

Executive Director Good

David B. Goldberg	President	2028
Leslie Littman	Vice President	2028
Erika Jones	Secretary-Treasurer	2028
VanCedric Williams	District A	2026
Maripaz Berlin	District B	2027
Angela Normand	District C	2025
Mara Harvey	District D	2028
Shelly Gupton	District E	2026
Eva Ruiz	District F	2027
Maritza Ávila	District G	2027
Jesse Aguilar	District H	2026
Christopher Bushée	District I	2027
Mel House	District J	2027
Wendy Eccles	District K	2026
Ken Tang	District L	2028
Joe Bartell	District M	2027
Denise Bradford	District N	2026
Gregory Abt	District O	2025
Kisha Borden	District P	2025
DeWayne Sheaffer	District Q	2025
Robert Ellis	At Large	2026
Angela Der Ramos	At Large	2026
Grant Schuster	CTA/NEA Coordinator	2025
Jeff Good	Executive Director	
Laura Kurre	Deputy Executive Director	

All terms expire on June 25th of the year indicated.

DIRECTORIAL DISTRICTS



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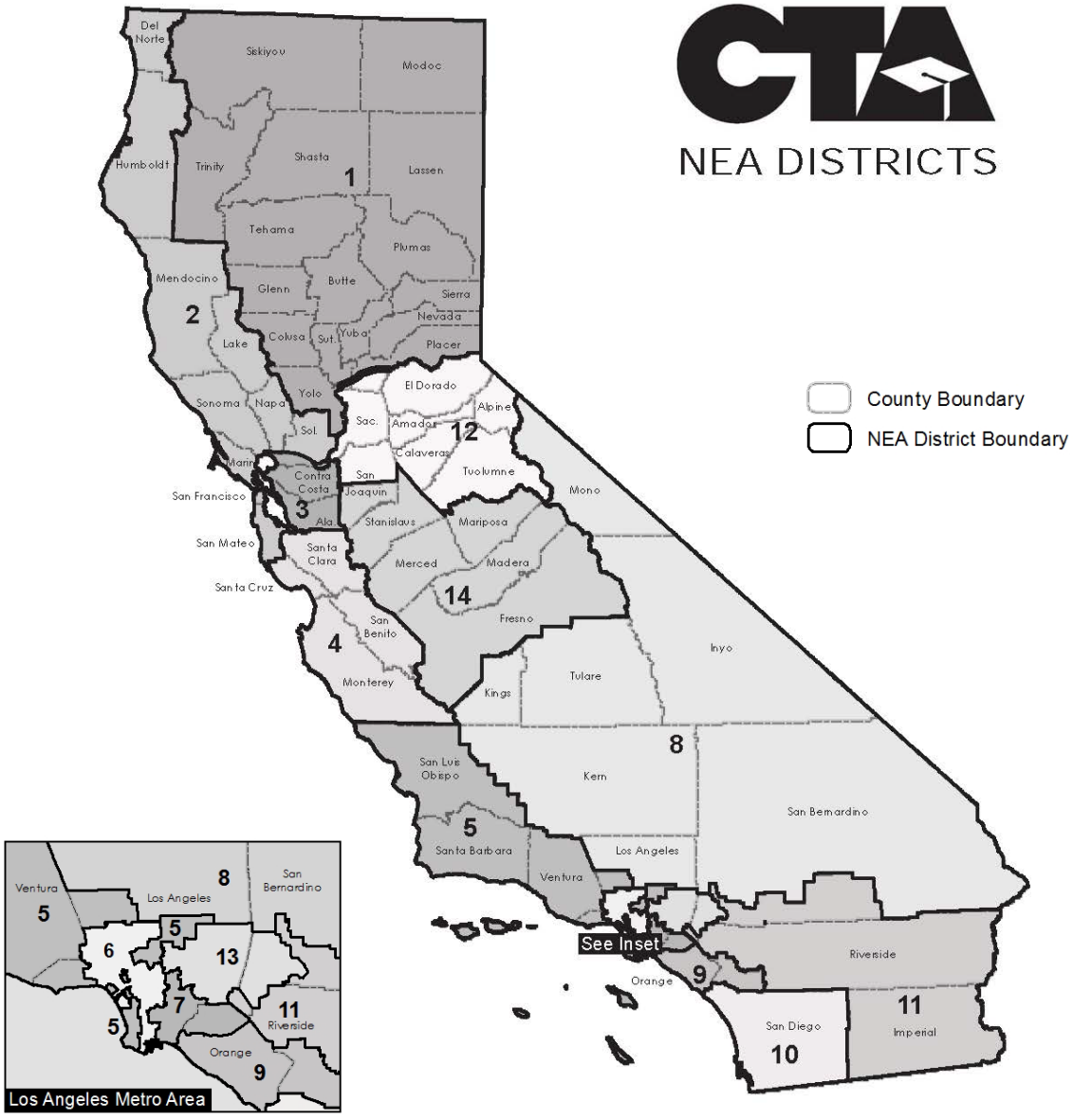
Q – Statewide, Two At-Large Directors – Statewide

Counties: CTA Directorial Districts by Director

District A	VanCedric Williams	Del Norte, Humboldt, Mendocino, Yolo, Lake, Sonoma, Napa, Marin, Solano, San Francisco (Service Center Councils - Redwood, Golden Gate)
District B	Maripaz Berlin	San Mateo, Alameda (part), Santa Clara (part) (Service Center Councils - Golden Gate, Alcosta, Santa Clara)
District C	Angela Normand	Contra Costa, Alameda (part) (Service Center Council - Alcosta)
District D	Mara Harvey	Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Glenn, Butte, Sierra, Colusa, Sutter, Yuba, Nevada, Placer, El Dorado, Amador, Alpine, Calaveras, Tuolumne, Sacramento (part), Yolo (Service Center Councils - Shasta Cascade, Chico, Feather River, Capital)
District E	Shelly Gupton	Sacramento (part), San Joaquin (Service Center Councils - Capital, Delta)
District F	Eva Ruiz	Merced, Mariposa, Fresno, Madera, Stanislaus (Service Center Councils - Merced/Mariposa, Fresno/Madera, Stanislaus)
District G	Maritza Ávila	San Benito, Santa Cruz, Monterey, San Luis Obispo, Santa Barbara, Ventura, Santa Clara (part) (Service Center Councils - Central Coast, Channel Islands, Santa Clara)
District H	Jesse Aguilar	Kings, Tulare, Kern, Inyo, Los Angeles (part), Mono (Service Center Councils - Tulare/Kings, Sierra, High Desert)
District I	Christopher Bushée	Los Angeles (part) (Service Center Council – Bay Valley)
District J	Mel House	Los Angeles (UTLA) (Service Center Council – UTLA)
District K	Wendy Eccles	Los Angeles (part), San Bernardino (part) (Service Center Councils – Service Center One, San Gorgonio)
District L	Ken Tang	Los Angeles (part) (Service Center Councils – Southeastern, Service Center One)
District M	Joe Bartell	Orange (part), Riverside (part) (Service Center Councils - Orange, San Gorgonio)
District N	Denise Bradford	Orange (part), San Diego (part) (Service Center Councils - Orange, San Diego)
District O	Gregory Abt	San Bernardino (part), Riverside (part) (Service Center Councils - San Gorgonio, High Desert)
District P	Kisha Borden	San Diego (part), Imperial (Service Center Councils - San Diego, Imperial)
District Q	DeWayne Sheaffer	Statewide
	Robert Ellis	At-Large
	Angela Der Ramos	At-Large
	Grant Schuster	CTA/NEA Coordinator

NEA DISTRICTS



District 15 - Higher Education

District 16 - Statewide

Counties: NEA Directorial Districts by Director

District 1	Naqiba Gregory	Colusa, Nevada, Placer (part), Sutter, Yuba, Sierra, Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Glenn, Butte, Yolo (Service Center Councils: Capital, Chico, Feather River, Shasta Cascade, ESP)
District 2	Ever Flores	Del Norte, Humboldt, Mendocino, Lake, Sonoma, Napa, Marin, Solano, San Francisco, San Mateo (Service Center Councils: Golden Gate, Redwood)
District 3	Paula Merrigan	Alameda, Contra Costa, Solano (part) (Service Center Council: Alcosta)
District 4	Matthew Seymour	Santa Clara, Santa Cruz, San Benito, Monterey (Service Center Councils: Central Coast, Santa Clara)
District 5	Hillary Hall	Ventura, Los Angeles (part), San Luis Obispo, Santa Barbara (Service Center Councils: Bay Valley (part), Channel Islands)
District 6	William Page	Los Angeles (part) (Service Center Council: UTLA)
District 7	Lorraine Richards	Los Angeles (part), Orange (part) (Service Center Councils: Bay Valley (part), Orange (part), Service Center One (part), Southeastern
District 8	Rafael Gonzalez	Kings, Tulare, Kern, Inyo, Mono, Los Angeles (part) (Service Center Councils: High Desert, Sierra, Tulare-Kings)
District 9	Grant Shuster	Orange (part), Riverside (part) (Service Center Councils: Orange (part), San Gorgonio (part))
District 10	Irene Amezcua	San Diego (Service Center Council: San Diego)
District 11	Yulil Alonso-Garza	Imperial, San Bernardino (part), Riverside (part) (Service Center Councils: Imperial, San Gorgonio (part))
District 12	Nichole DeVore	Placer (part), Sacramento, El Dorado (part), Amador, Alpine, Calaveras, Tuolumne, San Joaquin (part) (Service Center Councils: Capital (part), Delta (part))
District 13	Erika Zamora	Los Angeles (part), San Bernardino (part) (Service Center Councils: San Gorgonio (part) Service Center Council One (part))
District 14	Kelly Villalobos	San Joaquin (part), Stanislaus, Merced, Mariposa, Madera, Fresno (Service Center Councils: Delta (part), Fresno/Madera, Merced/Mariposa, Stanislaus)
District 15	Barbara Jackson	Higher Education (Service Center Councils: Higher Education, CTA Aspiring Educators)

NEA Directors for California (2025-26)

Naqiba Gregory	District 1	2026
Ever Flores	District 2	2027
Paula Merrigan	District 3	2026
Matthew Seymour	District 4	2028
Hilary Hall	District 5	2025
William Page	District 6	2025
Lorraine Richards	District 7	2027
Rafael Gonzalez	District 8	2027
Grant Shuster	District 9	2027
Irene Amezcua	District 10	2026
Yulil Alonso-Garza	District 11	2027
Nichole DeVore	District 12	2026
Erika Zamora	District 13	2028
Kelly Villalobos	District 14	2027
Barbara Jackson	District 15	2027

NEA Alternate Directors

Frank Mata	2026	Mallorie Evans	2028
Laura Finco	2027		

NEA Executive Committee Member

Robert Varela Rodriguez	2025

NEA Executive At-Large Director, Retired

Ed Foglia	2025

NEA Executive At-Large Director, Higher Ed

Kashara Moore	2025

**All terms expire on August 31 of the year indicated.*

NEA Western Region Office

Jason Burns, Regional Director
1201-16th Street, NW, Suite 310
Washington, D.C. 20036

Phone: 202.822.7426
Fax: 202.822.7624

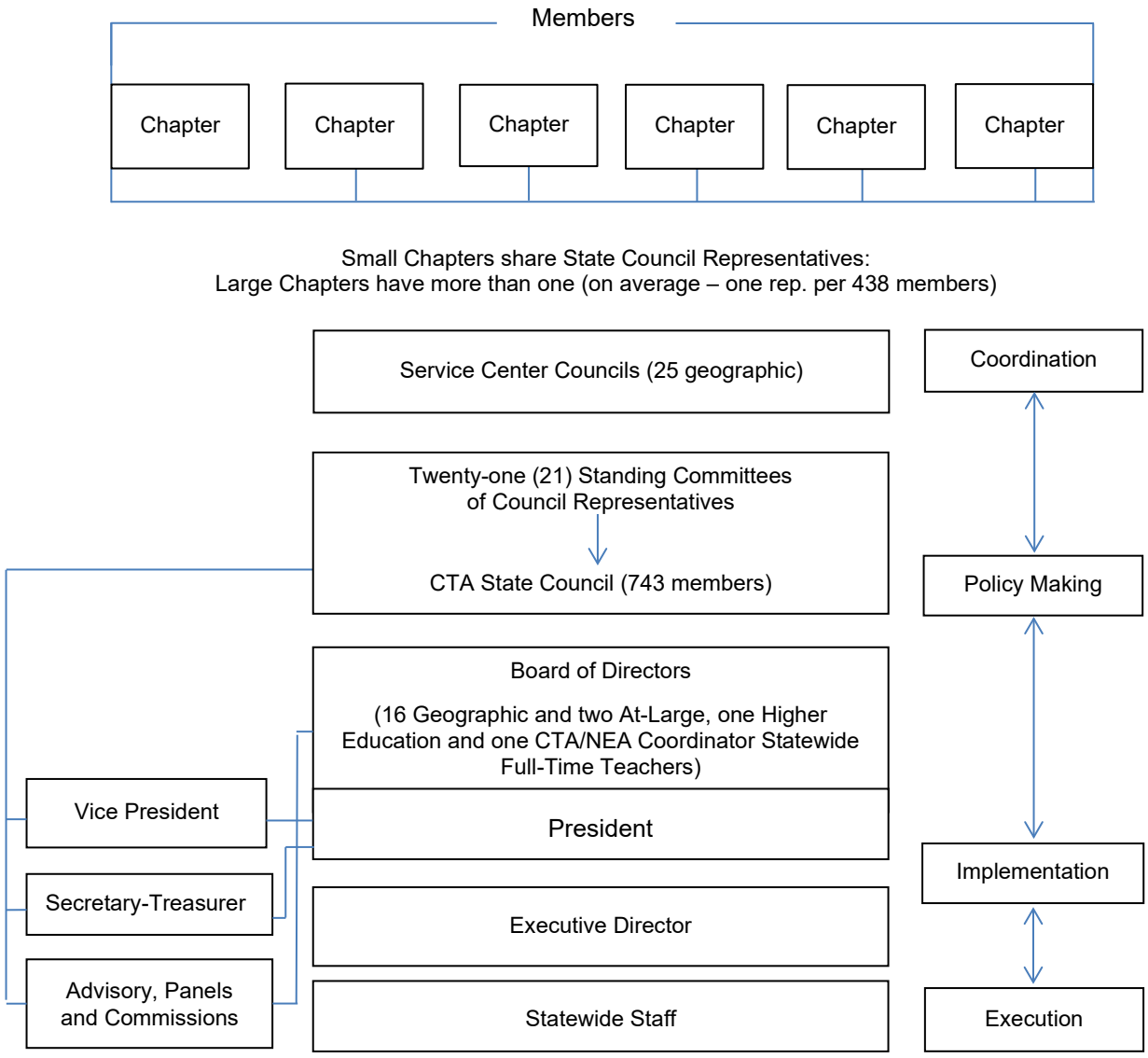
National Education Association Headquarters

1201 16th Street, NW
Washington, D.C. 20036

Phone: 202.833.4000
Fax: 202.822.7974

CTA Governance Structure

Governance in the California Teachers Association begins at the local, or chapter level. By secret ballot, members elect their own chapter officers as well as representatives to CTA's policy-making State Council of Education and delegates to NEA's Representative Assembly. The 743 State Council representatives, each of whom represents members in designated geographic districts throughout the State, in turn elect the three state-level CTA officers and the CTA Board of Directors. Special interest committees' function through both the Council and the Board.



CTA/ABC Committee – 2025-26

CTA Directorial Districts

District A ..... Corey Penrose (Chair) – 2027
District B ..... Timothy Sato – 2027
District C ..... Mayra Alvarado – 2025
District D ..... Roger McCoy – 2027
District E ..... Owen Jackman – 2027
District F..... Jennifer Wilkin – 2025
District G ..... Vanessa Robinson – 2026
District H ..... Ed DeLaVega – 2026
District I..... Mark Norberg – 2026
District J ..... Wade Kyle (Vice Chair) – 2027
District K ..... Billie Joe Wright – 2025
District L..... La Tonya Curlin – 2027
District M..... Loretta Arenas – 2026
District N ..... Juli Stowers (Recording Secretary) – 2027
District O ..... Anthony Garcia – 2026
District P ..... Jasper Daleo – 2025
District Q ..... Patrick Mitchell – 2025
At-Large ..... Gina Gray – 2027
At-Large ..... Gardy Borromeo – 2028

State Council of Education – Standing Committees

Adult, Alternative and Career Technical Education
Lance Gunnersen, Chair

Assessment and Testing
Marina Santos, Chair

Budget Committee
Erika Jones, Chair

Civil Rights in Education
Camille Butts, Chair

Communications
Veronica Talton, Chair

Credentials and Professional Development
Mandy Redfern, Chair

Curriculum and Instruction
Mindy Montanio, Chair

Early Childhood Education
Paula Merrigan, Chair

Elections and Credentials Committee
Pia VanMeter, Chair

Financing Public Education
Jennifer Albright, Chair

Language Acquisition
Yolanda Tamayo, Chair

Negotiations
Kaitlyn Graff, Chair

Political Involvement
Roger McCoy, Chair

Professional Rights and Responsibilities
Renata Sanchez, Chair

Representation Committee
Kelly Villalobos, Chair

Retirement
Kevin Welch, Chair

School Safety/School Management
Monique Segura, Chair

Special Education
Debby Schneider-Solis, Chair

State Legislation
Charlotte Svolos, Chair

Student Support Services
Alissa Juarez, Chair

Teacher Evaluation & Academic Freedom
Lisa Hickman, Chair

Service Center Councils (SCC)
Judee Martinez, Chair

Education Support Professionals (ESP)
Kendall Griffin, Chair

Community College Association (CCA)
Randa Wahbe, Chair

CTA Aspiring Educators (CTA-AE)
Ethan Collier, Chair

Board Advisory Groups

Advisory Panel on Endorsed Services
Alana Acosta-Martin, Chair

Advisory Panel on Legal Services
Stephen Caperton, Chair

Board Charter Workgroup
Christopher Bushée, Chair

Budget Committee
Erika Jones, Chair

Charter School Issues Advisory Committee
Mary Gardner | Micah Wullscheleger, Co-Chairs

CTA/NEA Interview Team
Leslie Littman, Chair

Cadre Advisory Committee
Raul Gonzalez, Chair

CalPERS Interview Team

Crisis Assistance Panel
Leslie Littman, Chair

California Reads/Read Across America Activities Planning Committee
Susan Whyte, Chair

César E. Chávez and Dolores Huerta Education Award Committee
Magdalena Villalba, Chair

Campaign Workgroup
Roger McCoy, Chair

Diversity Advisory Panel
Anthony Garcia, Chair

Disaster Relief Fund Committee
Erika Jones, Chair

Equity and Human Rights Conference Planning Committee
Christina Cheena Moslen, Chair

Elections and Credentials Committee
Pia VanMeter, Chair

EMEID Program Workgroup
Kelly Villalobos, Chair

ESEA Reauthorization Workgroup
KC Walsh, Chair

ESP Issues Advisory Committee
Kendall Griffin, Chair

Foundation for Teaching and Learning Committee

LGBTQ+ Safety in Schools Grant and Scholarship IHO Guy De Rosa
Christina Cheena Moslen, Chair

Governance Documents Review Committee
Kristie Iwamoto, Chair

Good Teaching Conference Planning Committee
Kashara Moore, Chair

Gun Violence Prevention Task Force
Leslie Littman, Chair

Human Rights Awards Selection Committee
Alma Galapon, Chair

Higher Education Educator Award Selection Committee
Elizabeth Maloney, Chair

Higher Education Advisory Committee
Randa Wahbe, Chair

Higher Education Policy Workgroup

Intern Selection Committee

Issues Conference Planning Committee
Juliet Stowers, Chair

LGBTQ+ Issues Conference Planning Committee
Melanie Bean | Jasper Daleo, Co-Chairs

Liaison Committee
Leslie Littman, Chair

Large Urban Advisory Committee
Michael Hickey | Peter Beck, Co-Chairs

Member/Chapter-in-Politics Awards Committee IHO Ted Bass/Joyce Fadem
Roger McCoy, Chair

Martin Luther King, Jr. Memorial Scholarship Fund Committee
Missmary Vaughn, Chair

NEA Convention Coordinating Committee
David Goldberg, Chair

NEA Foundation Award for Teaching Excellence Interview

NEA Foundation Award for Teaching Excellence Screening
Grant Schuster, Chair

NEA Fund for Children and Public Education
Robbie Kreitz, Chair

New Educator Weekend Planning Committee
Mark Signaigo, Chair

Political Academy Planning Committee
Roger McCoy, Chair

Priority Legislation Subcommittee
Mike Patterson, Chair

Protecting Teachers From Violent Threats
Leslie Littman, Chair

Region I Leadership Conference Planning

Region II Leadership Conference Planning

Region III Leadership Conference Planning

Region IV Leadership Conference Planning

Racial Equity Affairs Committee
Alma Galapon | Mayra Alvarado, Co-Chairs

Representation Committee

Rep Council Best Practices Board Committee
Kisha Borden, Chair

Racial and Social Justice Workgroup
Maya Walker, Chair

Rural Issues Advisory Committee
Katie Copp, Chair

CTA Scholarship Committee
Alberto Nodal, Chair

Special Education Conference Planning Committee
Irene Amezcua, Chair

Summer Institute Planning Committee
Errol Garnett, Chair

Sexual Orientation and Gender Identity Issues Advisory Committee
Lydia Dziubanek | Skye Tooley, Co-Chairs

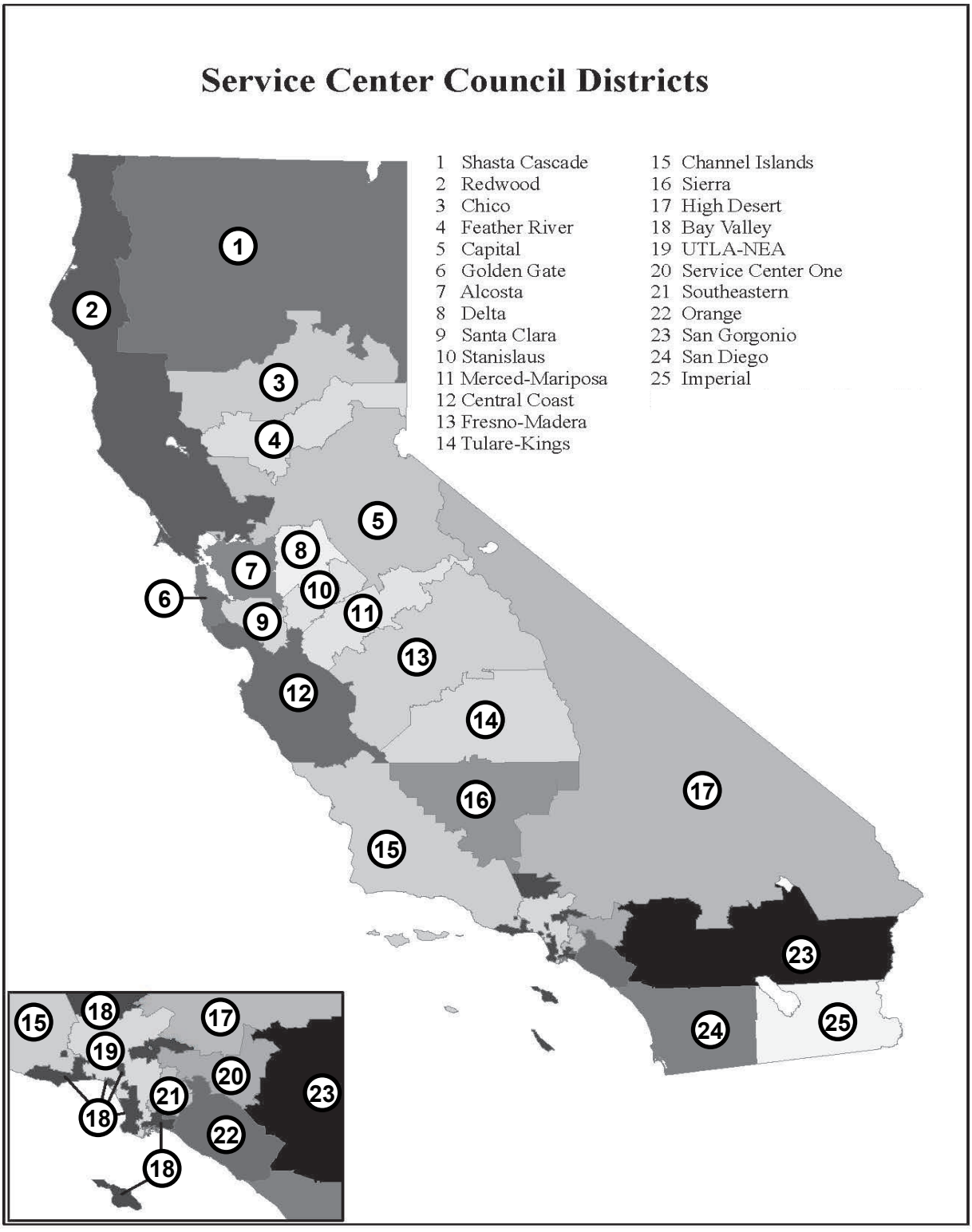
Interview Team for U.S. Senate

Vendor Evaluation and Screening Committee
Elizabeth Maloney, Chair

Women's Rights Committee
Gina Gray, Chair

Executive Officers Circle
David Goldberg, Chair

Service Center Council Districts



Service Center Councils

Judee Martinez, Chair
Sean Ferguson, Staff Consultant

LOCATION	PHONE	FAX
ALCOSTA (REGION I)		
Alberto Nodal, Chair Rhem Bell, Staff Consultant 2177 Diamond Blvd. Concord 94520 rbell@cta.org	925.676.2822	925.676.2915
BAY VALLEY (REGION III)		
George Amaya, Chair Sarah Meyer, Staff Consultant 6095 Bristol Pkwy., #100 Culver City 90230 smeyer@cta.org	310.215.0326	310.215.0341
CAPITAL (REGION II)		
Jen Drewek, Chair Kenya Spearman, Staff Consultant 4100 Truxel Rd. West Sacramento 95834 kspearman@cta.org	916.288.4925	916.288.4912
CENTRAL COAST COUNTIES (REGION I)		
Rosalyn Book, Chair Allyson Schweifler, Staff Consultant 928 E. Blanco Rd., #100 Salinas 93901 aschweifler@cta.org	831.783.3200	831.783.3211
CHANNEL ISLANDS (REGION III)		
Andrew Weatherly, Chair Ken Stevens, Staff Consultant 2325 Skyway Dr., #A Santa Maria 93455 kstevens@cta.org	805.922.5707	805.346.2106

LOCATION	PHONE	FAX
CHICO (REGION II)		
Kathryn Stevens, Chair Sean Ferguson, Staff Consultant 1430 East Ave., #1 Chico 95926 sferguson@cta.org	530.345.9743	530.345.1839
DELTA (REGION II)		
Michelle Orgon, Chair Gina Parish, Staff Consultant 7330 West Ln. Stockton 95210 gparish@cta.org	209.478.6091	209.478.5923
FEATHER RIVER (REGION II)		
Nicolo Orozco, Chair Kelly Kohtz, Staff Consultant 950 Tharp Rd., #901 Yuba City 95993 kkohtz@cta.org	530.755.2082	530.755.0641
FRESNO/MADERA (REGION II)		
Judee Martinez, Chair Christine Rowell, Staff Consultant 5330 N. Fresno St. Fresno 93710 crowell@cta.org	559.222.6593	559.222.9827
GOLDEN GATE (REGION I)		
Erinn Washburn, Chair Halimah Mekki, Staff Consultant 1705 Murchison Dr. Burlingame 94010 hmekki@cta.org	650.552.5571	

LOCATION	PHONE	FAX
HIGH DESERT (REGION III)		
David Cuestas, Chair Jacqualynn Hearne, Staff Consultant 9329 Mariposa Rd., #215 Hesperia 92344 jhearne@cta.org	760.244.2239	760.244.1665
IMPERIAL COUNTY (REGION IV)		
David Avila, Chair James Taylor, Staff Consultant 2419 LaBrucherie Rd. Imperial 92251 jtaylor@cta.org	760.355.4600	760.355.0906
MERCED/MARIPOSA (REGION II)		
Jennifer Wilkin, Chair Kara Hoines, Staff Consultant Marty Thompson, Staff Consultant 3351 M St., #105 Merced 95348 khoines@cta.org | mthompson@cta.org	209.723.8871	209.723.9598
ORANGE (REGION IV)		
Debra Resnick, Chair Amanda Philippe, Staff Consultant 281 N. Rampart, #A Orange 92868 aphilippe@cta.org	714.978.8861	714.978.2423
REDWOOD (REGION I)		
Ola King-Claye, Chair Christopher Brunette, Staff Consultant 2490 Guerneville Rd. Santa Rosa 95403 cbrunette@cta.org	707.544.1075	707.544.9238

LOCATION	PHONE	FAX
SAN DIEGO (REGION IV)		
Dave Szymanski, Chair Stacy Begin, Staff Consultant 15435 Innovation Dr., #225 San Diego 92128 sbegin@cta.org	619.683.3990	619.683.3994
SAN GORGONIO (REGION IV)		
Craig Hardesty, Chair Ken Johnson, Staff Consultant 430 E. Vanderbilt Way San Bernardino 92408 kjohnson@cta.org	909.890.4520	909.890.2461
SANTA CLARA COUNTY (REGION I)		
Jay Mason, Chair Kris Clarke, Staff Consultant 4810 Harwood Rd., #100 San Jose 95124 kclarke@cta.org	408.266.1321	408.266.7893
SERVICE CENTER ONE (REGION III)		
Michelle Ramos, Chair Dawn Basurto, Staff Consultant 222 E. Huntington Dr., #208 Monrovia 91016 dbasurto@cta.org	626.357.2095	626.357.2451
SHASTA CASCADE (REGION II)		
Kris Durfee, Chair Lori Adams, Staff Consultant Vacant, Staff Consultant 760 Cypress Ave., #301 Redding 96001 loriadams@cta.org	530.243.5623	530.243.5813

LOCATION	PHONE	FAX
SIERRA (REGION II)		
Steve Comstock, Chair Michelle Johnson, Staff Consultant 3409 Calloway Dr., #201 Bakersfield 93312 mjohnson@cta.org	661.587.1355	661.587.1356
SOUTHEASTERN (REGION III)		
Alana Acosta-Martin, Chair Sonya Lowe, Staff Consultant 11745 E. Telegraph Rd. Santa Fe Springs 90670 sonyalowe@cta.org	562.942.7979	562.949.3678
STANISLAUS (REGION II)		
JoDee Bonales, Chair Angelina Botelho, Staff Consultant 3900 Mitchell Rd. Ceres 95307 abotelho@cta.org	209.537.0702	209.537.4049
TULARE/KINGS (REGION II)		
Wendy Colson, Chair Annie Ogata, Staff Consultant 301 W. School Ave. Visalia 93291 aogata@cta.org	559.733.7706	559.739.7863
UTLA/NEA (REGION III)		
Georgia Flowers Lee, Chair Cheryl Coney, Staff Consultant 3303 Wilshire Blvd., 10th Floor Los Angeles 90010 cconey@utla.net	213.368.6266	213.368.6256

Higher Education/Affiliated Associations

Community College Association

The Community College Association, CTA-NEA, is the largest community college faculty organization in California. CCA members, drawn from California community college districts, provide leadership for endeavors to achieve academic excellence, exclusive representation for collective bargaining, and political action on behalf of community college students, faculty and programs of study. Its official publication is the CCA Advocate.

Executive Committee

Randa Wahbe	President
Jonathan Ausubel	Vice President
John Sullivan	Secretary
Jesus Guiterrez	Treasurer (Interim)

Board of Directors

John Martin	District A
Ricardo Aguilar	District B
Kristie A. Iwamoto	District C
Anthony Villarreal	District D
Salvador Jiménez Murguía	District E
Caleb Castaneda	District F
Rudy Rios	District G
Scott Douglas	District H-1
Jackie Boboye	District H-2
Crystal Huckabee	District I
Vacant	District J
Lorraine Slattery	District K
Sam Abbas	District L
Joshua Christ	District M
Jennifer Escobar	District N
Trevor Gatz	BIPOC Equity and Justice At-Large Director, North
Pamela James	BIPOC Equity and Justice At-Large Director, South
Patrick Mitchell	LGBTQ+ and CTA/ABC/PAC At-Large Director, North
Tiff Gause	LGBTQ+ At-Large Director, South
Justin Bell	Part-Time Faculty Director At-Large, North
Geoffrey Johnson	Part-Time Faculty Director At-Large, South
Toni Pirtle	Women’s Issues Director At-Large, North
Jacqueline Penhos	Women’s Issues Director At-Large, South

State Headquarters Office

4100 Truxel Rd., Sacramento 95834
916.288.4921 | Fax: 916.288.4911
www.cca4us.org

Independent California College and University Faculty Association

The Independent California College and University Faculty Association is the CTA-NEA affiliated faculty organization representing the independent and private higher education academic community in California. ICCUFA provides a forum for the exchange of varying viewpoints, research and issues among member in private higher education institutions.

CTA Aspiring Educators/NEA-Student Program

CTA Aspiring Educators/NEA-Student Program is the largest student organization in California, with members on more than 100 community college, college and university campuses. The Association brings together pre-professionals across the State to address teacher quality, community outreach and political action.

Executive Board

Ethan Collier-Moreno	President
Mali Vera Curzio	Executive Vice President
Isaiah Ophaso	Secretary-Treasurer
Vacant	Region 1 Director
Rob Hood	Region 2 Director
Vacant	Region 3 Director
Navneet Kaur	Region 4 Director
Jimmy Salvador-Contreras	REAC Director 1
Alrak Rock	REAC Director 2
Vacant	REAC Director 3
Vacant	REAC Director 4
Sarahy Torres	Communications Editor
Jennifer Kay Garcia	Communications Editor
Tiffany Richey	Communications Editor
Dewey Kellygray	CCTC Liaison
Kristen Murray	Past Officer/Elections Chair

Staff Consultant

Sam DeMuro
1705 Murchison Dr., Burlingame 94010
650.552.5365 | sdemuro@cta.org

CTA/NEA-Retired

CTA/NEA-Retired is an active affiliate of CTA and NEA-Retired and sends delegates to CTA's State Council of Education and NEA's Representative Assembly. Representing its members at the State Capital, at CalSTRS meetings and in local chapters. CTA/NEA-Retired is the only retiree organization affiliated with the professional organizations. Membership is open to any retired CTA member, and active members may join as Pre-Retired Subscribers.

Executive Board

Dana Dillon, President
530.949.2676 | danad.cta.nea.r@gmail.com

Debra Sheehan, Vice President
949.633.7222 | dsheehan.ctanear@yahoo.com

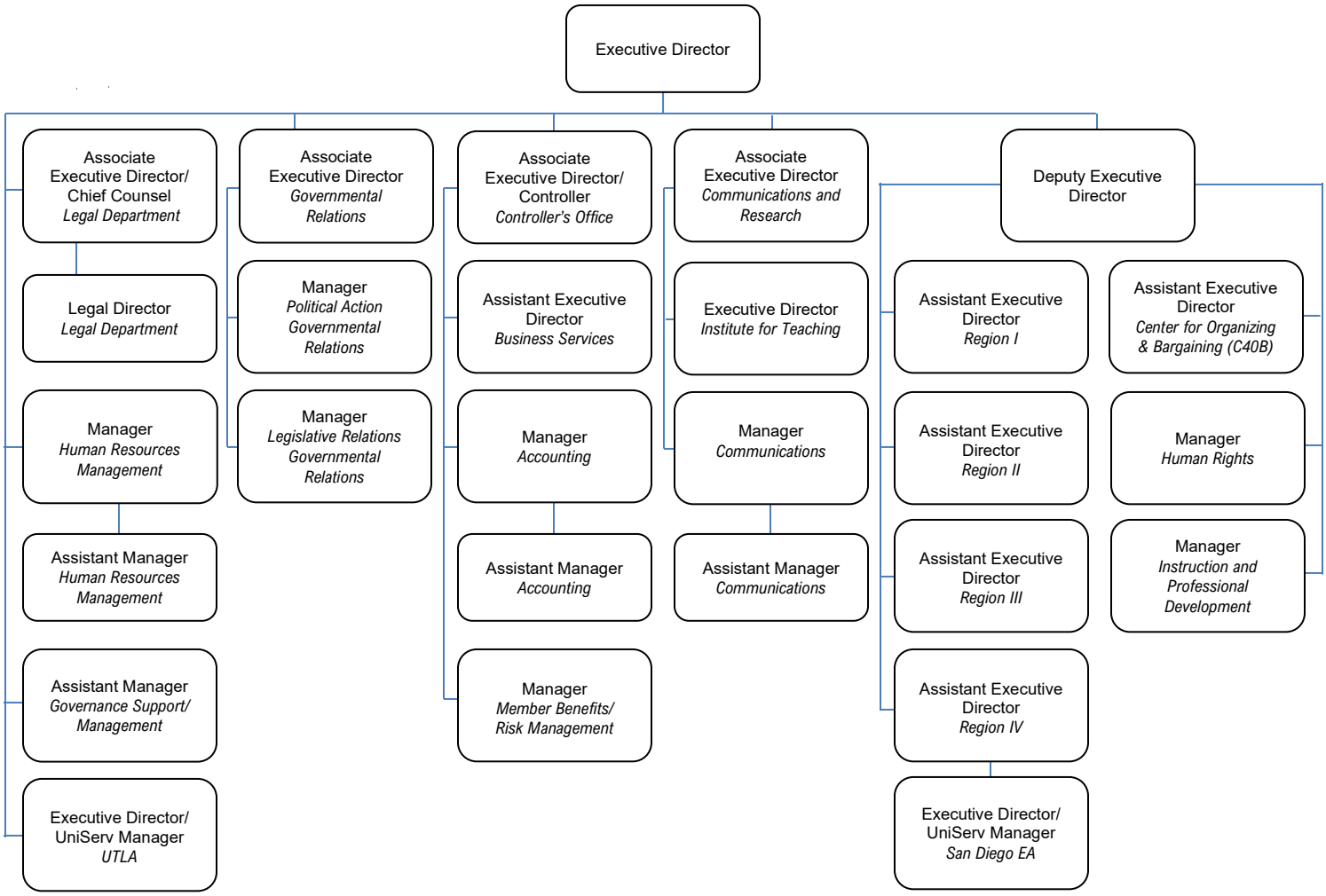
Donald Stauffer, Secretary-Treasurer
949.633.7222 | djstauffer@gmail.com

Staff Consultant

Brian Stafford
1705 Murchison Dr.
Burlingame 94010
650.697.1400 | cta-retired@cta.org

CTA Management

Headed by the Executive Director, the Management Division provides for: assistance to CTA Executive Officers, Board of Directors and other governance groups in the formulation of goals, objectives and policies in accordance with the needs and desires of CTA membership; planning and execution of governance-directed programs designed to fulfill CTA goals and objectives; coordination and direction of all staff activities; and legal assistance to the Association when CTA is defendant or plaintiff, including matters between the Association and its employees.



CTA Statewide Programs and Support Services

Programs

Communications

The Communications Department provides for external (public and media) and internal (membership) promotion of CTA goals, achievements and values. The department is responsible for publicizing a positive educator image in the press, via social media, and on radio and television; directing statewide media activities; supporting local chapters in their bargaining, political action and public relations programs; development and production of membership engagement materials; publication of *California Educator*, *CCA Advocate*, CTA Insider, www.cta.org, maintaining CTA social media outlets; providing online and in-person communications trainings; producing materials in response to CTA governance needs; and promoting statewide CTA political action efforts.

Human Rights

Within the framework of the CTA Strategic Plan, the Human Rights Department serves as a resource for staff and members on social justice issues related to equity, human and civil rights. The department's training work is anchored by the Unconscious Bias Program. The department is also responsible for the annual Equity and Human Rights Conference; LGBTQ+ Issues Conference; provides training programs for members on a variety of critical topics; administers the CTA Scholarships, César E. Chávez and Dolores Huerta Education Awards Program, the Martin Luther King Jr., Scholarship Program, the LGBTQ+ Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa and the Human Rights Awards Program; serves as consultant to the Racial Equity Affairs Committee (REAC) and Sexual Orientation and Gender Identity Issues Affairs Committee (SOGIIAC); coordinates programs with local and Service Center Council Equity Teams; assists in promoting policies and practices to eliminate discrimination based on race, creed, ethnicity, gender, sexual orientation, age or physical challenges; and coordinates CTA Aspiring Educators.

Instruction and Professional Development

With personnel in Burlingame, Natomas, Santa Fe Springs and Norco, the IPD Department works with leaders, educators and staff to advance CTA's agenda to support educators and their profession. The ground-breaking Instructional Leadership Corps is empowering educators to provide relevant professional development and instructional strategies to their colleagues. The department provides training and technical assistance on various educational policy issues for bargaining, lobbying and communications. The department provides trainings at local, regional and state events, as well as coordinating the Good Teaching Conferences and the Professional Development Strand at Summer Institute.

Governmental Relations Division

The Governmental Relations Division in Sacramento is organized to maximize teacher impact on the legislative and political process. It is responsible for monitoring and affecting all laws and funding related to California public schools and members. Headed by an associate executive director, the division provides for legislative advocacy and coordinates political action programs to achieve Association goals. It provides political education for teachers to promote membership involvement in assessing and supporting political candidates and positions, and coordinates testimony before Senate and Assembly hearings and other regulatory agencies.

Note: Member contributions for California candidate campaign support are donated through the CTA/ABC Committee. Contributions for Congressional and Presidential candidate campaign support are donated through the National Education Association Fund for Children and Public Education.

Legal Department

The Legal Department provides extensive and highly effective legal representation to CTA, its members and its chapters. Legal Department staff attorneys and a network of law firms throughout the state work cooperatively to provide legal advice, litigation services and training in labor, employment and education law. The department represents chapters and individual members to protect and expand rights afforded to unions and education employees under the state collective bargaining law and other laws. CTA attorneys also assist chapters in enforcing collective bargaining agreements through arbitration. The department, through the Group Legal Services Program, also provides legal representation to members in a variety of employment-related legal disputes including dismissal proceedings, layoffs, credential investigations, discrimination claims and salary disputes. If a member is accused of a criminal offense related to employment, the department, through the Group Legal Services Program, helps provide expert criminal representation. The department also represents CTA and its members in major litigation on a wide variety of issues, including litigation to defend due process protections for school employees, to enforce the California Education Code, and to defend against attacks on union rights.

The work of the department extends far beyond the courtroom. Staff attorneys work with other CTA staff and leaders to advance the goals of CTA by providing training to staff and members on a variety of employment and education law issues, assisting in reviewing pending legislation, providing collective bargaining advice, and advising on union governance, constitutional, and other matters.

Support Services

Business and Support Services Division

Headed by the Associate Executive Director/Controller, the Business and Support Services Division includes: Accounting/Membership Accounting, Business Services, Central Services, Conference Coordination Center, Integrated Systems and Strategies Department, Member Benefits and Risk Management/Business Initiatives.

Accounting/Membership Accounting

The department provides for coordination and maintenance of financial and membership data; verification, processing, recording, monitoring of all receipts and disbursements in compliance with CTA policies and procedures; preparation of financial statements and reports for association members, chapters, leadership, staff, external auditors and other entities as required; facilitation of preparing, implementing and monitoring the budget process with the Budget Committee; assistance to chapters, school districts, members and staff regarding membership enrollment and dues accounting matters; training in the areas of treasurer responsibilities, Falcon, “CTA360”, “CTA360Pro” and membership processing; and general accounting and other financial services.

Business Services

The Business Services Department (BSD) works closely with CTA departments and regions to determine capital needs as well as works to secure favorable pricing and terms on a variety of goods and services acquired by the Association. BSD works closely with other departments regarding application software selection and implementation as well as enhancements and upgrades to current business systems, office machines and processes.

Center for Organizing and Bargaining (C4OB)

The Center for Organizing and Bargaining (C4OB) provides resources and expertise for primary contact staff and members in the areas of organizing, bargaining support, charter schools, training, and special projects.

C4OB’s organizing support revolves primarily around assisting to build strong, well-organized sites and chapters by providing the training and tools needed to assess and bolster local efforts. In addition, C4OB’s organizers assist staff and leaders in planning member recruitment and retention efforts; outreach to community and other allies; and preparation for difficult bargaining, including impasse and possible strikes.

Bargaining assistance is provided by C4OB staff in state and school budget analysis, mediation, factfinding, contract enforcement, and other advocacy efforts. To support locals in their bargaining efforts, C4OB maintains several software programs to assist in salary schedule development (SSA), district budget analysis (BEN) and comparative costs of health benefits (CalPERS Compare). CTASearch is an additional resource available to

chapter presidents, bargaining chairs and CTA staff. Password-protected, this web-based database provides access to collective bargaining agreements, arbitrations, factfinding reports, charter school information and bargaining language and other databases throughout California.

C4OB develops, delivers and coordinates training programs for staff and members on issues associated with bargaining as well as with other topics related to CTA's mission and strategic plan. These programs include multi-day trainings to help ensure that staff remains current on relevant issues. Content for the Presidents Conference, Summer Institute and the Issues Conference is developed by the department in its ongoing efforts to support conferences that are educational, topical and enjoyable for members and elected leaders. These events typically include information and training on the annual State budget, school finance and budget analysis, health benefits, tax fairness and economic justice, organizing unrepresented education employees and creating an organizing culture within CTA as well as other items of current and ongoing interest.

C4OB builds our union by working closely with staff and leaders to support charter educators as they unionize, negotiate strong collective bargaining agreements, and call for common sense oversight of charter schools. These organizing, bargaining and accountability struggles are an important offensive strategy to push back on the worst of the efforts by corporate school reformers to profit from resources meant for our kids' classrooms. C4OB staff work closely with charter educators and traditional district educators to lead these efforts by building strong worker organizing committees and using strategic organizing methodologies. C4OB has also developed toolkits to train staff and leaders to grow our network of charter activists.

Central Services

Central Services, located in Burlingame and Santa Fe Springs, provides for development, production, distribution and storage of printed materials; reception and switchboard; processing of mail; staff assistance to leadership at State Council, conferences, and workshops as required; warehousing and distribution of archived records and office supplies; building maintenance; and facilities planning and mortgages.

Conference Coordination Center

The Conference Coordination Center manages all logistical aspects of major CTA conferences. The Conference Coordination Center participates on conference planning committees; develops and distributes conference registration marketing materials and brochures; coordinates professional growth and university credit; performs site selection and contract negotiations; coordinates outside speakers, presenters and vendors; develops and scores conference evaluations; and provides all on-site management at CTA conferences, State Council and the RA.

Governance Support Department

The Governance Support Department provides for the coordination of all governance functions, including scheduling, logistics, recordkeeping and administrative support services for the State Council of Education, the Board of Directors and the Executive Officers. The department also coordinates California's participation in the NEA Representative Assembly and provides logistical and administrative support for the California Caucus meetings. The department supervisor reports, within the overall CTA staff structure, to the Executive Director.

Human Resources Management

The Department of Human Resources Management (DHRM) is responsible for providing all facets of human resources. This includes managing the hiring process (recruitment/ selection); maintaining personnel records; overseeing CTA's performance management process; interfacing with CTA's Health and Welfare Trust and Retirement Trust; providing assistance to management and staff with employee training and development; and implementing and maintaining CTA's Safety Programs. DHRM is responsible for coordinating the labor relations functions within CTA, interacting with the staff unions and providing contract interpretation advice.

Integrated Systems and Strategies Department

The Integrated Systems and Strategies Department (ISSD) provide technical resources to CTA associate and professional staff, as well as local chapters and UniServ offices throughout the state. ISSD's focus is to provide specialized skills and resources to CTA regions and departments through joint development and implementation of technology-related projects and processes. ISSD also works nationally with the NEA and other state affiliates on joint initiatives that leverage skills and expertise while directly benefiting our members and staff.

Management Division

Headed by the Executive Director, the Management Division includes Human Resources Management, C4OB, the four regional offices, and associated and affiliated organizations.

Member Benefits

The department develops, negotiates, administers and oversees the association's affinity Member Benefits programs including auto and home insurance, group life and disability plans, credit card program, discount, entertainment and travel programs, disaster relief fund, CTA 403(b) Retirement Savings Plan, and credit union services. It provides administrative support for the CTA Economic Benefits Trust, which funds the automatic death and dismemberment plan. Further, it provides resources and support for two CTA board advisory committees (Advisory Panel on Endorsed Services and Vendor Evaluation and Screening Committee). The department develops and implements training programs at the local and regional levels for members, site representatives and chapter leaders to assist with all member engagement

activities. Additionally, the department releases the publications and consumer guides that promote CTA's Member Benefits programs, including student loan forgiveness resources. And, works in partnership with NEA Member Benefits to promote NEA-sponsored programs to CTA members.

Risk Management/Business Initiatives & Development

The department is responsible for the strategic development, implementation and oversight of new programs and services for CTA members including CTA's Investment Education Program. Additionally, the department is the named administrator for the CTA Economic Benefits Trust and is responsible for administration and compliance responsibilities for the trust. The trust provides various health and welfare programs and services, including a no-cost death and accidental death benefit, investment education and other permissible benefits. The department provides resources and services to CTA for its corporate health and welfare and retirement plans and association-sponsored VEBAs. The department is the program administrator for the CTA Voluntary Retirement Plans for Educators, LLC, which oversees the new CTA Retirement Savings 403(b) Plan for educators.

Other responsibilities include administration of CTA's corporate and chapter business insurance program including Association Professional Liability, Directors and Officers, Workers' Compensation, Fidelity Bond coverage and other insurance services for CTA and its affiliates. Risk management services are provided to CTA and chapter affiliates. The department is responsible for the development and maintenance of strategic partnerships and services including financial services programs such as 403(b) and 457 plans, market research and investment education programs.

Regional Offices

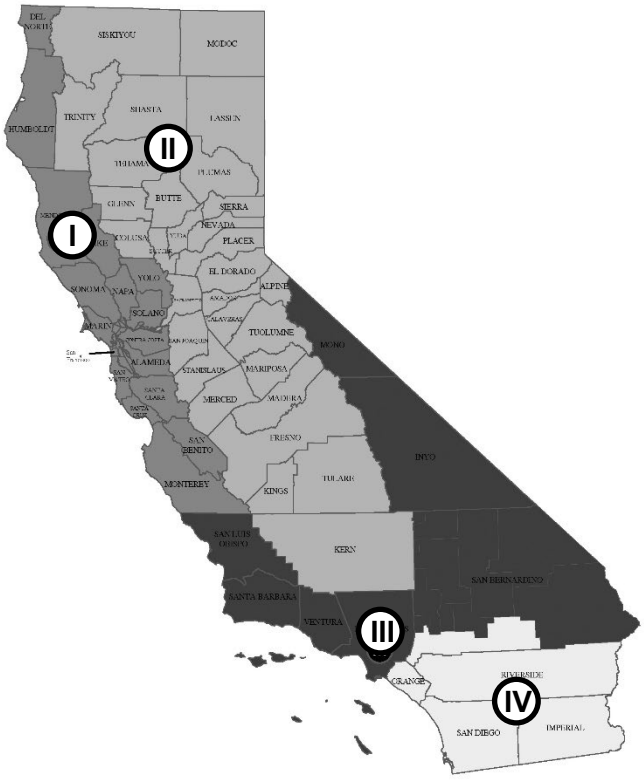
CTA's four regional offices coordinate direct assistance and support to local leaders and members in their chapters. Primary Contact Staff (PCS) are deployed through Regional Resource Centers as well as local option offices to help with identification of local issues and development of chapter programs aligned with CTA's Long-Term Strategic Plan. PCS and regional department staff assist with membership engagement/promotion, chapter bargaining, contract monitoring, grievance representation procedures including arbitrations, and identification and processing of unfair practice charges. Regional programs include trainings to promote leadership development; networking and coordination between chapters; enhancement of internal and external communications systems; and development of community engagement plans to connect parents, teachers, business and community leaders around issues affecting children and public education. Regional support also includes assistance with accessing Legal Services Programs for chapters and members; chapter recognition status; consultation to the Service Center Councils; and coordination of CTA/NEA Retired Programs.

CTA Region I Office
1705 Murchison Drive
Burlingame 94010
Nicole Love, Assistant Executive Director
650.552.5560 | Fax: 650.552.5023

CTA Region II Office
4100 Truxel Road
Sacramento 95834
Paul Barragan, Assistant Executive Director
916.288.4900 | Fax: 916.288.4910

CTA Region III Office
11745 E. Telegraph Road
P.O. Box 2153
Santa Fe Springs 90670
Denise Jennex, Assistant Executive Director
562.942.7979 | Fax: 562.478.1433

CTA Region IV Office
1169 Mountain Avenue
Norco 92860
Heather Carroll-Fisher, Assistant Executive Director
951.372.2500 | Fax: 951.372.2540



CTA Locations and Offices

CTA State Headquarters
1705 Murchison Dr.
Burlingame 94010
650.697.1400 | Fax: 650.552.5002

Mail: P.O. Box 921
Burlingame 94011-0921

Governmental Relations
1118 10th St.
Sacramento 95814
916.325.1500 | Fax: 916.325.1500

Regional Resource Centers

LOCATION	PHONE	FAX
BAKERSFIELD		
3409 Calloway Dr., #201 Bakersfield 93312	661.587.1366	661.587.1365
BURLINGAME		
1705 Murchison Dr. Burlingame 94010	650.552.5560	650.552.5023
CERES		
3900 Mitchell Rd. Ceres 95307	209.537.0702	209.537.4049
CHICO		
1430 East Ave., #1 Chico 95926	530.345.9743	530.345.1839
CONCORD		
2177 Diamond Blvd. Concord 94520	925.676.2822	925.676.2915
CORDELIA		
4751 Central Way Fairfield 94534	707.864.0305	707.864.0307
CULVER CITY		
6095 Bristol Pkwy., #100 Culver City 90230	310.215.0326	310.215.0341
EDEN		
14523 Catalina St., Ste A San Leandro 94577	510.357.1806	510.357.3886

LOCATION	PHONE	FAX
EUREKA		
630 J St. Eureka 95501	707.443.6341	707.443.9580
FRESNO		
5330 N. Fresno St. Fresno 93710	559.222.6593	559.222.9827
HESPERIA		
9329 Mariposa Rd., #215 Hesperia 92344	760.244.2239	760.244.1665
LANCASTER		
1027 W. Lancaster Blvd. Lancaster 93534	661.948.6035	661.942.8453
MONROVIA		
222 E. Huntington Dr., Ste 208 Monrovia 91016	626.357.2095	626.357.2451
MURRIETA		
25114 Jefferson Ave., Ste B Murrieta 92562	951.461.2183	951.461.2797
NATOMAS		
4100 Truxel Rd. Sacramento 95834	916.288.4900	916.288.4911
OAKLAND		
1211 Embarcadero, Ste 204 Oakland 94606	510.536.5850	510.536.3010
ONTARIO		
3175-C Sedona Ct. Ontario 91764	909.476.2367	909.980.8106
ORANGE		
281 North Rampart, Ste A Orange 92868	714.978.8861	714.978.2423
OXNARD		
1930 Outlet Ctr. Dr. Oxnard 93036	805.485.1706	805.485.1658

LOCATION	PHONE	FAX
PALM DESERT		
75084 Gerald Ford Dr. Palm Desert 92211	760.340.5025	760.340.5081
REDDING		
760 Cypress Ave., Ste 301 Redding 96001	530.243.5623	530.243.5813
SALINAS		
928 E. Blanco Rd., Ste 100 Salinas 93901	831.783.3200	831.783.3211
SAN BERNARDINO		
430 E. Vanderbilt Way San Bernardino 92408	909.890.4520	909.890.2461
SAN DIEGO		
15435 Innovation Dr., #225 San Diego 92128	619.683.3990	619.683.3994
SAN JOSE		
4810 Harwood Rd., Ste 100 San Jose 95124	408.266.1321	408.266.7893
SAN RAFAEL		
4300 Redwood Hwy., Ste 200 San Rafael 94903	415.479.6616	415.479.6435
SANTA FE SPRINGS		
11745 E. Telegraph Rd. Santa Fe Springs 90670	562.478.1412	562.478.1432
SANTA MARIA		
2325 Skyway Dr., Ste A Santa Maria 93455	805.922.5707	805.346.2106
SANTA ROSA		
2490 Guerneville Rd. Santa Rosa 95403	707.544.1075	707.544.9238
STOCKTON		
7330 West Ln. Stockton 95210	209.478.6091	209.478.5923

LOCATION	PHONE	FAX
UKIAH		
706 East Perkins Street, Suite C Ukiah 95482	707.468.8197	707.468.0265
YUBA CITY		
950 Tharp Rd., #901 Yuba City 95993	530.755.2082	530.755.0641

Professional Staff Directory

LOCATION	REGION	PHONE	FAX
ALHAMBRA			
Alhambra/Garvey/South Pasadena UniServ 3030 W. Main St. Alhambra 91801 *STAFF: Elizabeth Pinkava, Regional UniServ Staff*	III, OPTION I	626.289.1933	
ALISO VIEJO			
Capistrano United Education Association 27422 Aliso Creek Rd., Ste 100 Aliso Viejo 92656 *STAFF: Amanda Philippe, Regional UniServ Staff*	IV, OPTION I	949.900.2280	949.900.2284
ANAHEIM			
Anaheim Educators UniServ 50 S. Anaheim Blvd., Ste 300 Anaheim 92805 *STAFF: Lisa Eck, Regional UniServ Staff*	IV, OPTION I	714.399.1882	
North Orange County United Ed 1250 North Lakeview Ave., #A Anaheim 92807 *STAFF: Cliff Schuster, Regional UniServ Staff*	IV, OPTION I	714.970.3700	
BAKERSFIELD			
Regional Resource Center 3409 Calloway Dr., #201 Bakersfield 93312 *STAFF: Gregory Ardoin, Regional UniServ Staff; Michelle Johnson, Regional UniServ Staff; Mitch Olson, Regional UniServ Staff-C4OB; Bruce Saathoff, Regional UniServ Staff*	II	661.587.1366	661.587.1365
Bakersfield Elementary Teachers Association 837 H St. Bakersfield 93304 *STAFF: Rose Tapp, Regional UniServ Staff*	II, OPTION I	661.327.4567	661.327.5194

LOCATION	REGION	PHONE	FAX
BREA			
North Orange County United Teachers 749 S. Brea Blvd., #42 Brea 92821 *STAFF: Jim Rogers, Regional UniServ Staff*	OPTION I	714.256.9900	714.256.9785
BURBANK			
Glendale-Burbank UniServ 3021 W. Burbank Blvd. Burbank 91505 *STAFF: Alexander Moore, Regional UniServ Staff*	III, OPTION I	818.846.1304	
BURLINGAME			
State Headquarters 1705 Murchison Dr. Burlingame 94010 Mail: P.O. Box 921 Burlingame 94011-0921	REGION I	650.697.1400	650.552.5002
Executive Management Cabinet *STAFF: Jeff Good, Executive Director; Laura Kurre, Deputy Executive Director; Teri Holoman, Associate Executive Director, Governmental Relations; Laura Juran, Associate Executive Director/Chief Counsel, Legal Services; Wei Pan, Associate Executive Director/Controller; Emily Gordon, Associate Executive Director; Communications and Research; Abdul Sayid, Executive Director; Institute for Teaching*			
Accounting *STAFF: Anna Dilig, Manager; Kate Durham, Assistant Manager*		650.552.5366	650.552.5011
Business Services *STAFF: Steve Perry, Assistant Executive Director*		650.552.5340	650.552.5011
Building Services *STAFF: Connie Cisneros, Supervisor*		650.552.5376	650.552.5062
Center for Organizing and Bargaining *STAFF: Daniel Koen, Assistant Executive Director; Ann Swinburn, Regional UniServ Staff-C4OB*		650.552.5395	650.552.5008
Communications *STAFF: Terry Ng, Communications Assistant Manager; Mary Ann Lapuz Gacutan, Supervisor; Jessica Beard, Communications Organizer; Katharine Fong, Editor; Jay Ortiz, Production Consultant; Julian Peeples, Consultant; Chris Robledo; Consultant*		650.552.5365	650.552.5002
Conference Coordination Center *STAFF: Jessica Guccione, Supervisor*		650.552.5355	650.552.5013

LOCATION	REGION	PHONE	FAX
Controller		650.552.5375	650.552.5003
STAFF: Wei Pan, Associate Executive Director/Controller			
Governance Support & Management		650.552.5300	650.552.5010
STAFF: April Laxa, Assistant Manager			
Human Resources Management		650.552.5100	650.552.5006
STAFF: Tom Kaiser, Manager; Jasmine Wan, Supervisor			
Human Rights		650.552.5370	650.552.5018
STAFF: Monica Thammarath, Manager; Karissa Tom, Organizer			
Instruction and Professional Development		650.552.5350	650.552.5008
STAFF: Norma Sanchez, Manager			
Integrated Systems and Strategies		650.552.5500	650.552.5004
STAFF: Ken Fukumoto, Supervisor; Max Caber, Application Developer; Hue Chi, Network Engineer; Shyamal Gurazada, Application Developer; Bobby McDonald, Knowledge-Base Coordinator; Charles Young, Network Specialist			
Legal Services		650.552.5425	650.552.5019
STAFF: Laura Juran, Associate Executive Director/Chief Counsel; Mandy Hu, Attorney; Jacob Rukeyser, Attorney; Brian Schmidt, Attorney; Terri Witherspoon, Attorney			
Member Benefits		650.552.5200	650.552.5014
STAFF: Vicki Rodgers, Manager; Yvonne Cheng, Consultant, Henry Ahn, Supervisor			
Membership		650.552.5278	650.552.5009
STAFF: Steve Perry, Assistant Executive Director; Dora Mok, Supervisor; Alec Williams, Supervisor			
Office Services		650.552.5190	650.552.5017
STAFF: Gilbert Fallorina, Supervisor			
Region I Headquarters		650.552.5560	650.552.5023
STAFF: Nicole Love, Assistant Executive Director; Naima Bullock, Supervisor			
Regional Resource Center		650.552.5560	650.552.5023
STAFF: Jamarr Akins, Regional UniServ Staff; Kathleen Beebe, Regional UniServ Staff; Ma Bernadette Andres Salgarino, Regional UniServ Staff-IPD; Guillermo Durgin, Regional UniServ Staff-Reg. Organizer; Gray Harris, Regional UniServ Staff-Reg. Political Organizer			
Risk Management/Business Initiatives & Development		650.552.5200	650.552.5014
STAFF: Vicki Rodgers, Manager			

LOCATION	REGION	PHONE	FAX
CARMICHAEL			
San Juan Teachers Association 5820 Landis Ave., #1 Carmichael 95608	II, OPTION II	916.487.7582	916.487.7648
STAFF: Shannan Brown, Executive Director; Edward Burgess, Associate Executive Director			
CERES			
Regional Resource Center 3900 Mitchell Rd. Ceres 95307	II	209.537.0702	209.537.4049
STAFF: Angelina Botelho, Regional UniServ Staff; Kara Hoines, Regional UniServ Staff			
CHICO			
Regional Resource Center 1430 East Ave., #1 Chico 95926	II	530.345.9743	530.345.1839
STAFF: Sean Ferguson, Regional UniServ Staff; Shaye Stephens, Regional UniServ Staff			
CHULA VISTA			
South County Teachers United 1061 Tierra del Rey, Ste 100 Chula Vista 91910	IV, OPTION I	619.427.1371	619.427.0846
STAFF: Chad Cooper, Regional UniServ Staff; Paul Chambers, Regional UniServ Staff			
COLTON			
ALCO UniServ 190 West “H” St., #101-102 Colton 92324	IV, OPTION I	909.825.0332	909.825.0720
STAFF: Dan Bartlett, Regional UniServ Staff; Robert Lemoine, Regional UniServ Staff			
CONCORD			
Regional Resource Center 2177 Diamond Blvd. Concord 94520	I	925.676.2822	925.676.2915
STAFF: Rhem Bell, Regional UniServ Staff; Dawn Cova, Regional UniServ Staff; Daryl Hemenway, Regional UniServ Staff-C4OB; Rosemary Louissaint, Regional UniServ Staff			

LOCATION	REGION	PHONE	FAX
CORDELIA			
Regional Resource Center 4751 Central Way Fairfield 94534	I	707.864.0305	707.864.0307
STAFF: Tara Carey, Regional UniServ Staff; Demetrio Gonzalez-Hoy, Regional UniServ Staff; Kei Swenson, Regional UniServ Staff			
CULVER CITY			
Regional Resource Center 6095 Bristol Parkway, #100 Culver City 90230	III	310.215.0326	310.215.0341
STAFF: Omar Joseph, Regional UniServ Staff; Sarah Meyer, Regional UniServ Staff			
EDEN			
Regional Resource Center 14523 Catalina St., #A San Leandro 94577	I	510.357.1806	510.357.3886
STAFF: Katherine Clarke, Regional UniServ Staff; Chastity Garcia, Regional UniServ Staff; David Hernandez, Regional UniServ Staff; Larry Spotts, Regional UniServ Staff; Zev Kvitky, Regional UniServ Staff			
EUREKA			
Regional Resource Center 630 J St. Eureka 95501	I	707.443.6341	707.443.9580
STAFF: Lathe Gill, Regional UniServ Staff			
FONTANA			
Fontana Teachers Association 16850 Seville Ave. Fontana 92335	IV, OPTION I	909.829.0940	909.829.0466
STAFF: Connie Rosales, Regional UniServ Staff			
FREMONT			
Fremont Unified District Teachers Assn 39510 Paseo Padre, Ste 370 Fremont 94538	I, OPTION I	510.791.8366	510.791.0181
STAFF: Jervon Graves, Regional UniServ Staff			

LOCATION	REGION	PHONE	FAX
FRESNO			
Regional Resource Center 5330 N. Fresno St. Fresno 93710	II	559.222.6593	559.222.9827
STAFF: Angelina Botelho, Regional UniServ Staff; Lisa Edelheit, Regional UniServ Staff; Caroline Gonzales, Regional Organizer C4OB; Brian McNally, Regional UniServ Staff-C4OB; Brandon Scovill, Regional UniServ Staff; Jason Thompson, Regional UniServ Staff			
Fresno Teachers Association 5334 N. Fresno St. Fresno 93710	II, OPTION II	559.224.8430	559.224.1571
STAFF: Louis Jamerson, Executive Director; Magdalena Gomez, Felipe Grimaldo and LaTisha Harris, Associate Executive Directors			
GARDEN GROVE			
Garden Grove Education Association 12966 Euclid St., #100 Garden Grove 92840	IV, OPTION II	714.638.7480	714.638.9167
STAFF: Paul Kim, Executive Director			
GLENDALE			
Glendale-Burbank UniServ 3233 N. Verdugo Rd. Glendale 91208	III, OPTION I	818.240.3924	
STAFF: Alexander Moore, Regional UniServ Staff			
HESPERIA			
Regional Resource Center 9329 Mariposa Rd., #215 Hesperia 92344	III	760.244.2239	760.244.1665
STAFF: Nanette Cadilli, Regional UniServ Staff; Brian Todd, Regional UniServ Staff			
HUNTINGTON BEACH			
West Orange County United Teachers 20800 Beach Blvd., #200 Huntington Beach 92648	IV, OPTION II	714.536.6166	714.536.4766
STAFF: Mónica Mora, Executive Director			

LOCATION	REGION	PHONE	FAX
IMPERIAL			
Imperial County UniServ 2419 La Brucherie Rd. Imperial 92251 *STAFF: James Taylor, Regional UniServ Staff*	IV, OPTION I	760.355.4600	760.355.0906
IRVINE			
Irvine/Tustin Teachers UniServ 4940 Irvine Blvd., Ste 205 Irvine 92620 *STAFF: Michael Stone, Regional UniServ Staff*	IV, OPTION I	714.505.6365	714.505.6370
IRWINDALE			
Twin Lakes UniServ Unit 5200 Irwindale Ave., Ste. 100 Irwindale 91706 *STAFF: Carolyn Govea, Regional UniServ Staff*	III, OPTION I	626.337.7814	626.960.1114
LA MESA			
East County Teachers UniServ 9015 Grossmont Blvd. La Mesa 91941 *STAFF: Courtney Green, Regional UniServ Staff*	IV, OPTION I	619.460.3465	619.460.9325
LANCASTER			
Regional Resource Center 1027 West Lancaster Blvd. Lancaster 93534 *STAFF: Troy Doyle, Regional UniServ Staff; Richard Dybas, Regional UniServ Staff; Kathy Vanderzee, Regional UniServ Staff*	III	661.948.6035	661.942.8453
LONG BEACH			
Teachers Association of Long Beach 4362 Atlantic Ave. Long Beach 90807 *STAFF: Chris Callopy, Executive Director; Milton Duena, Regional UniServ Staff*	OPTION II	562.426.6433	562.424.9352

LOCATION	REGION	PHONE	FAX

LOS ANGELES

United Teachers Los Angeles/NEA — III, OPTION II — 213.487.5560 — 213.487.3319
3303 Wilshire Blvd., 10th Floor
Los Angeles 90010

STAFF: Cheryl Coney, Executive Director; Alice Cardenas, Chief Finance Officer; Mayra Castro, Communications Specialists; Marissa Berg, Data and Membership Manager; Hong Bui, Regional Organizer; Diana Darty, Operations Director; Nicholas Cohen, Research Specialist; Ryan Erlbaum, Regional Organizer; Zenaida Fuentes, Charter Organizer; Nicolas Gardner-Serna, Parent and Community Organizer; Camilla George, Education and Training Coordinator; Angel Godina, Accounting Manager; Carla Gonzalez, Community Schools Organizer; Hanna Haddad, Data Analytics and Visualization Specialist; Jollene Levid, Regional Organizer; Maria Lopez, Communications Specialist; Norberto Lopez, Charter Organizer; Regional Organizer; Herman Jones II, Parent and Community Organizer; Hannah Joravsky, Lead Community Schools Organizer; Jill Marucut, Lead Charter Organizer; Brian McNamara, Organizing and Representation Director; Isela Orellano, Senior Accountant; Pablo Serrano, Communications Specialists; Kim Turner, Communications Specialist; Jan Williams, Community Schools Organizer; Sydney Williams, Communications Specialist; Mario Valenzuela, Political and Community Organizing Director; Evangela Vaughn-Taylor, Operations Manager; Scarlett Ying, Communications Director

AREA REPRESENTATIVES: Tom Alfano, Yvonne Bonilla, Antonio Buenabad, Ilse Escobar, Keiko Goto, Jose Govea, Millie Guerbaoui, Darlene Haezaert-Caraveo, Jacqueline Fonseca, Carl Joseph, Joon Kang, Dale Kretz, Adrian Lau, Pablo Murillo, Luis Vicente Ovalles, Anthony Popovic, Annie Shaw, Daniel Soto, Bruce Williams, Lorraine Zapata

MERCED

Merced/Mariposa Teachers — II, OPTION I — 209.723.8871 — 209.723.9598
3351 M St., Ste 105
Merced 95340

STAFF: Kara Hoines, Regional UniServ Staff; Marty Thompson, Regional UniServ Staff

MISSION VIEJO

Saddleback Valley Educators Association — IV, OPTION I — 949.951.5373 — 949.951.3848
25909 Pala, Ste. 160
Mission Viejo 92691

STAFF: Frank Oppedisano, Regional UniServ Staff

MODESTO

Modesto Teachers Association — II, OPTION II — 209.526.0191 — 209.526.0294
817 Coffee Rd., Bldg. E
Modesto 95355

STAFF: Yaser Herrera, Executive Director

MONROVIA

Regional Resource Center — III — 626.357.2095 — 626.357.2451
222 E. Huntington Dr., Suite 208
Monrovia 91016

STAFF: Nathan Banditelli, Regional UniServ Staff; Alan Harris, Regional UniServ Staff; Christian Lozano, Regional UniServ Staff; Thomas Pinkava, Regional UniServ Staff-C4OB

LOCATION	REGION	PHONE	FAX
MONTEBELLO			
Montebello Teachers Association 918 West Whittier Blvd. Montebello 90640 *STAFF: Doug Patzkowski, Executive Director*	III, OPTION II	323.722.5005	323.722.0543
MORENO VALLEY			
Moreno Valley Educators Association 12125 Day St., Suite M407 Moreno Valley 92557 *STAFF:*	IV, OPTION I	951.485.0545	951.485.0353
MURRIETA			
Regional Resource Center 25114 Jefferson Ave., Suite B Murrieta 92562 *STAFF: Carin Polk, Regional UniServ Staff; Kate Phillips, Regional UniServ Staff; Michael DeVries, Regional UniServ Staff*	IV	951.461.2183	951.461.2797
NATOMAS			
Region II Headquarters 4100 Truxel Rd. Sacramento 95834 *STAFF: Paul Barragan, Assistant Executive Director; Shauna Taylor, Supervisor*	REGION II	916.288.4900	916.288.4912
Center for Organizing and Bargaining *STAFF: Mark DeWeerdt, Regional UniServ Staff-C4OB; Kris Dickson, C4OB Specialist*		916.288.4934	916.288.4912
Community College Association		916.288.4921	916.288.4912
Communications *STAFF: Rachel Warino, Communications Manager; Jackie Howard, Communications Organizer*			
Governmental Relations *STAFF: Michael Tamariz, Regional UniServ Staff-Political Organizer*		916.288.4942	916.288.4912
Human Rights *STAFF: Michael Flores-Castaneda, Regional UniServ Staff*		916.288.4937	916.288.4912
Institute for Teaching		916.288.4953	916.288.4911

LOCATION	REGION	PHONE	FAX
Instruction and Professional Development		916.288.4943	916.288.4911
STAFF: Chandra McPeters, Regional UniServ Staff			
Regional Resource Center		916.288-4900	916.288.4912
STAFF: Emma Erbach, Regional UniServ Staff; Adam Goldstein, Regional UniServ Staff; Jon Halvorsen, Regional UniServ Staff; Karmen Ortloff, Regional UniServ Staff; Laura Schultz, Regional UniServ Staff; Kenya Spearman, Regional UniServ Staff; Jeffery Kirby, Regional UniServ Staff			

NORCO

Region IV Headquarters 1169 Mountain Ave. Norco 92860	REGION IV	951.372.2500	951.372.2550
STAFF: Heather Carroll-Fisher, Assistant Executive Director; Martina Lechuga, Supervisor			
Center for Organizing and Bargaining		951.372.2540	951.372.2540
STAFF: David Partida, Regional UniServ Staff/Organizer; Angela Su, Regional UniServ Staff-C4OB; Wendy Lockhart, Regional UniServ Staff-C4OB			
Communications			
STAFF: Jonathan Mello, Communications Organizer			
Governmental Relations		951.372.2528	951.372.2560
STAFF: Shanta Franco-Clausen, Regional UniServ Staff-Political Organizer			
Human Rights		951.372.2503	951.372.2540
STAFF: Lisa Adams, Regional UniServ Staff			
Instructional & Professional Development		951.372.2529	951.372.2540
STAFF: Karen Taylor, Regional UniServ Staff			
Corona-Norco TA UniServ 1189 Mountain Ave., #100 Norco 92860	IV, OPTION I	951.737.3414	951.737.1440
STAFF: Region UniServ Staff			

NORWALK

Tri-City Educators UniServ 11310 Firestone Blvd. Norwalk 90650	III, OPTION II	562.868.6251	562.868.6253
STAFF: Maria Martinez, Executive Director			

LOCATION	REGION	PHONE	FAX
OAKLAND			
Regional Resource Center 1211 Embarcadero, #204 Oakland 94606	I	510.536.5850	510.536.3010
STAFF: Muni Citrin, Charter Organizing Specialist-C4OB; Ona Keller, Charter Organizing Specialist-C4OB; Joshua Sperry, Regional UniServ Staff			
Oakland Education Association 272 E. 12th St. Oakland 94606	I, OPTION I	510.763.4020	510.763.6354
OCEANSIDE			
San Diego Coastal United Teachers UniServ 1155 Sportfisher Dr., #200 Oceanside 92054	IV, OPTION I	760.721.1810	760.721.1851
STAFF: Lindsey Tatnall, Regional UniServ Staff			
ONTARIO			
Regional Resource Center 3175-C Sedona Ct. Ontario 91764	III	909.476.2367	909.980.8106
STAFF: Dawn Basurto, Regional UniServ Staff; Gregorio Daniel, Regional UniServ Staff; Jacqualynn Hearne, Regional UniServ Staff; Estela Morales, Regional UniServ Staff; Sarah Vigrass, Regional UniServ Staff-C4OB			
ORANGE			
Regional Resource Center 281 North Rampart, Suite A Orange 92868	IV	714.978.8861	714.978.2423
STAFF: Dave Brown, Regional UniServ Staff-C4OB; Brian Eldridge, Regional UniServ Staff; Marianne Reynolds, Regional UniServ Staff-CCA			
Orange County Educators UniServ 1224 East Katella Ave., #203 Orange 92867	IV, OPTION I	714.288.1288	714.288.0227
STAFF: Roger Urroz, Regional UniServ Staff			

LOCATION	REGION	PHONE	FAX
OXNARD			
Regional Resource Center 1930 Outlet Center Dr. Oxnard 93036	III	805.485.1706	805.485.1658
STAFF: Wes Davis, Regional UniServ Staff; Andrew Staiano, Regional UniServ Staff; Benjamin West, Regional UniServ Staff-C4OB			
PALM DESERT			
Regional Resource Center 75084 Gerald Ford Drive Palm Desert 92111	IV	760.340.5025	760.340.5081
STAFF: Kyna Collins, Regional UniServ Staff; Tomás Martínez, Regional UniServ Staff			
PINOLE			
United Teachers of Richmond 700 Crestview Dr. Pinole 94564	I, OPTION I	510.222.5112	510.222.5114
STAFF: Mark Mitchell, Regional UniServ Staff			
PLEASANT HILL			
Mt. Diablo Education Association 1000 Burnett Avenue Suite 435 Concord 94520	I, OPTION I	925.676.4664	925.676.4442
STAFF: Dan Reynolds, Regional UniServ Staff			
REDDING			
Regional Resource Center 760 Cypress Ave., Suite 301 Redding 96001	II	530.243.5623	530.243.5813
STAFF: Lori Adams, Regional UniServ Staff; Christine Rowell, Regional UniServ Staff			
RIVERSIDE			
Riverside City Teachers Association 3556 Central Ave. Riverside 92506	IV, OPTION I	951.684.6744	951.684.6250
STAFF:			

LOCATION	REGION	PHONE	FAX
SACRAMENTO			
Governmental Relations 1118 10th. St. Sacramento 95814	II	916.325.1550	916.325.1581
STAFF: Teri Holoman, Associate Executive Director; Michael Borges, Political Action Manager; Seth Bramble, Legislative Relations Manager; Annie Chou, Legislative Advocate; Susan Harper, Supervisor; Xong Lor, Legislative Advocate; Patricia Rucker, Legislative Advocate; Toni Trigueiro, Legislative Advocate; Brian Stafford, Organizer for Political Action and Grassroots Organizing; Michelle Warshaw, Legislative Advocate; Michael Young, Legislative Advocate			
Sacramento City Teachers Association 5300 Elvas Ave. Sacramento 95819	II, OPTION I	916.452.4591	916.452.4675
STAFF: John Borsos, Regional UniServ Staff			
SALINAS			
Regional Resource Center 928 E. Blanco Rd., #100 Salinas 93901	I	831.783.3200	831.783.3211
STAFF: Christal Hall-Kelly, Regional UniServ Staff; Joshua Kob, Regional UniServ Staff; Allyson Schweifler, Regional UniServ Staff			
SAN BERNARDINO			
Regional Resource Center 430 E. Vanderbilt Way San Bernardino 92408	IV	909.890.4520	909.890.2461
STAFF: Ken Johnson, Regional UniServ Staff; Patricia Salas, Regional UniServ Staff			
Citrus Belt UniServ Unit 225 W. Hospitality Lane, Suite 300G San Bernardino 92408	IV, OPTION II	909.890.9116	909.890.9661
STAFF: Jolene Barrow and John Vigrass, Executive Directors			
Inland Empire UniServ/San Bernardino Teachers Association 1997 E. Marshall Blvd. San Bernardino 92404	IV, OPTION I	909.881.6755	909.881.6752
STAFF: Justin Arnold, Regional UniServ Staff; Antonio Galindo, Regional UniServ Staff			

LOCATION	REGION	PHONE	FAX
SAN DIEGO			
Regional Resource Center 15435 Innovation Dr., #225 San Diego 92128	IV	619.683.3990	619.683.3994
STAFF: Alan Underwood, Regional UniServ Staff; Stacy Begin, Regional UniServ Staff; Erin Clark, Regional UniServ Staff; Helen Farias, Regional UniServ Staff-C4OB; Erik Olson Fernández, Regional UniServ Staff; Kathy Rallings, Regional UniServ Staff			
San Diego Education Association 10393 San Diego Mission Rd., #100 San Diego 92108	IV, OPTION II	619.283.4411	619.282.7659
STAFF: Anthony Saavedra, Executive Director; Michael Devries, UniServ Field Staff-Organizer; Sara Holerud, UniServ Field Staff-Organizer; Morgan Thornberry, UniServ-Organizer			
SAN FRANCISCO			
United Educators of San Francisco 2310 Mason St. San Francisco 94133	I, OPTION I	415.956.8373	415.956.8374
SAN JOSE			
Mt. Hamilton Coordinating Council 1333 Piedmont Rd., Ste 106 San Jose 95132	I, OPTION I	408.272.0601	408.272.7569
STAFF: Kris Clarke, Regional UniServ Staff; Chaz Garcia, Regional UniServ Staff			
Regional Resource Center 4810 Harwood Rd., Suite 100 San Jose 95124		408-266-1321	408.266.7893
STAFF: Jamarr Akins, Regional UniServ Staff; Yurii Camacho, Regional UniServ Staff; Adia Hoag, Regional UniServ Staff; Anna Koski, Regional UniServ Staff; Valorie Luke, Regional UniServ Staff; Peter Tappeiner, Regional UniServ Staff; Lisa Vieler, Regional UniServ Staff-C4OB			
San Jose Teachers Association 5444 Thornwood Dr. San Jose 95123	I, OPTION I	408.267.0411	408.267.7150
STAFF: Michael Hickey, Regional UniServ Staff			
SAN MATEO			
San Mateo/South San Francisco/Sequoia UniServ Council 411 Borel Ave., Ste 400 San Mateo 94402	I, OPTION I	650.638.9690	650.638.9691
STAFF: Halimah Mekki, Regional UniServ Staff			

LOCATION	REGION	PHONE	FAX
SAN RAFAEL			
Regional Resource Center 4300 Redwood Hwy., #200 San Rafael 94903 *STAFF: Rebecca Flanigan, Regional UniServ Staff; Michelle Washington, Regional UniServ Staff-C4OB*	I	415.479.6616	415.479.6435
SANTA ANA			
Santa Ana Educators Association 2107 North Broadway, #305 Santa Ana 92706 *STAFF: Mia Colación, Regional UniServ Staff*	IV, OPTION I	714.542.6758	714.558.7333
SANTA CLARITA			
Santa Clarita Valley UniServ 26111 Bouquet Canyon Rd., H-5 Santa Clarita 91350 *STAFF: Suzanne Graff, Regional UniServ Staff*	III, OPTION I	661.255.0311	661.255.6404
SANTA FE SPRINGS			
Region III Headquarters 11745 Telegraph Rd. Santa Fe Springs 90670 *STAFF: Denise Jennex, Assistant Executive Director; Jennifer Dragovich, Supervisor*	REGION III	562.478.1412	562.478.1432
Center for Organizing and Bargaining *STAFF: Vernon Gates, Regional UniServ Staff-C4OB; Kelly Iwamoto, Regional UniServ Staff-C4OB*		562.478.1366	562.478.1434
Communications *STAFF: Christian Castro, Digital Communications Specialist; Gabriella Landeros, Communications Organizer*		562.478.1375	562.478.1431
Community College *STAFF: Robin Devitt, Regional UniServ Staff*		562.478.1344	562.478.1431
Government Relations *STAFF: Eric Alfaro, Regional UniServ Staff-Political Organizer*		562.478.1350	562.478.1342
Human Rights *STAFF: Aisha Blanchard-Young, Consultant*		562.478.1345	562.478.1431

LOCATION	REGION	PHONE	FAX
Instruction & Professional Development		562.478.1342	562-478-1432
STAFF: Brian Guerrero, Regional UniServ Staff			
Legal Services		562.478.1410	562.478.1434
STAFF: York Chang, Legal Director; Rosa Rozman, Supervisor; Richa Amar, Attorney; Megan Degeneffe, Attorney; Stephanie Joseph, Attorney; Bryan Lopez; Jean Shin, Attorney			
Member Benefits			
STAFF: Sean Mabey, Member Benefits Consultant			
Regional Resource Center		562.478.1412	562.478.1432
STAFF: Justin Johnson, Regional UniServ Staff; Sonya Lowe, Regional UniServ Staff; Angel Maldonado, Regional UniServ Staff; Stephanie Tellez, Regional UniServ Staff			

SANTA MARIA

Regional Resource Center 2325 Skyway Dr., Suite A Santa Maria 93455	III	805.922.5707	805.346.2106
STAFF: Mindy Bartlett, Regional UniServ Staff; Brian Breslin, Regional UniServ Staff-C4OB; Ken Stevens, Regional UniServ Staff			

SANTA ROSA

Regional Resource Center 2490 Guerneville Rd. Santa Rosa 95403	I	707.544.1075	707.544.9238
STAFF: Christopher Brunette, Regional UniServ Staff; Mark Mitchell, Regional UniServ Staff; Joshua Yeh, Regional UniServ Staff			

SIMI VALLEY

Golden Oaks UniServ 40 W. Cochran St., #104 Simi Valley 93065	III, OPTION I	805.526.5668	
STAFF: Jake Anderson, Regional UniServ Staff			

STOCKTON

Regional Resource Center 7330 West Lane Stockton 95210	II	209.478.6091	209.478.5923
STAFF: Gina Parish, Regional UniServ Staff; John Green, Regional UniServ Staff			

LOCATION	REGION	PHONE	FAX
Stockton Teachers Association 2291 West March Lane, Suite A110 Stockton 95207 *STAFF: La Nita Dominique-Tate, Regional UniServ Staff*	II, OPTION I	209.478.5074	209.478.5098
THOUSAND OAKS			
Golden Oaks UniServ 100 E. Thousand Oaks Blvd., #145 Thousand Oaks 91360 *STAFF: Jake Anderson, Regional UniServ Staff*	III, OPTION I	805.497.8220	
TORRANCE			
South Bay United Teachers 3551 Voyager St., #105 Torrance 90503 *STAFF: Jeremy Zuniga, Executive Director*	III, OPTION II	310.921.2500	310.921.2502
Torrance Teachers Association 1619 Cravens Ave. Torrance 90501 *STAFF: Julie Shankle, Executive Director*	III, OPTION II	310.320.8200	
UKIAH			
Regional Resource Center 706 East Perkins Street, Suite C Ukiah 95482 *STAFF: Diego Santelices, Regional UniServ Staff*	I	707.468.8197	707.468.0265
VISALIA			
Kings/Tulare UniServ Unit 301 W. School Ave. Visalia 93291 *STAFF: Benjamin Avila, Regional UniServ Staff; Angelina Ogata, Regional UniServ Staff*	II, OPTION I	559.733.7706	559.739.7863
YUBA CITY			
Regional Resource Center 950 Tharp Rd., # 901 Yuba City 95993 *STAFF: Tamara Conry, Regional UniServ Staff; Kelly Kohtz, Regional UniServ Staff; Cathy McGuigan, Regional UniServ Staff*	II	530.755.2082	530.755.0641

Code of Ethics of the Education Profession

Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I

Commitment to the Student

The educator strives to help each student realize their potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
   A. Exclude any student from participation in any program;
   B. Deny benefits to any student;
   C. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent their professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Adopted by the 1975 Representative Assembly, Amended 2010

Ethnic-Minority Delegate Representation at NEA Representative Assembly

NEA Bylaw 3.1.g

It is the policy of the Association to achieve ethnic-minority delegate representation at least equal to the proportion of identified ethnic-minority populations within the state. Prior to December 1 of each fiscal year, each state affiliate shall submit to the NEA Executive Committee for its approval a legally permissible plan which is designed to achieve a total state and local delegation to the Representative Assembly held that fiscal year which reflects these ethnic-minority proportions. If a state affiliate fails to submit such a plan, the NEA Executive Committee fails to approve a plan which is submitted, or a state affiliate fails to comply with an approved plan, the Representative Assembly may deny to the delegates from the state affiliate any right to participate in the NEA Representative Assembly at the Annual Meeting other than to (i) participate in elections for Association officers and (ii) vote on increases in Association membership dues. Local affiliates shall comply with the approved plan of the state affiliate, and if a local affiliate fails to do so, the right of its delegates to participate in the NEA Representative Assembly at the Annual Meeting may be limited as indicated above. The failure of a state or local affiliate to comply with the provisions of this Bylaw shall in addition be grounds for censure, suspension, or expulsion pursuant to Bylaw 6-5.

California Teachers Association

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Articles of Incorporation

KNOW ALL PEOPLE BY THESE PRESENTS:

That we, the undersigned, all of whom are citizens and residents of the State of California, under and by virtue of the provisions of the laws of the said State of California, do hereby certify, agree, and declare, each for theirself and not one for the other, that we have this day voluntarily associated ourselves together for the purpose of forming a body politic, and incorporate, under and by virtue of the laws of the State of California.

And we hereby further certify:

First — That the name of this corporation shall be California Teachers Association. This corporation elects to be governed by all of the provisions of the Nonprofit Corporation Law effective January 1, 1980, not otherwise applicable to it under Parts 3 and 5 of Division 2 of Title 1 of the Corporations Code of the State of California. This corporation is a nonprofit mutual benefit corporation organized under the Nonprofit Mutual Benefit Corporation Law. The purpose of this corporation is to engage in any lawful act or activity for which a corporation may be organized under such Law.

Second — The purposes for which said Association is formed are:

To represent employees of public school employers in their employment relations with such employers;

To further the educational interests of the State of California, to give increasing efficiency to its school system, to secure and maintain for the office of teaching its true rank among the professions of the state, to furnish a practicable basis for united action among those devoted to the cause of education in the state;

To acquire by purchase or otherwise, buy, own, possess, hold, use, let, lease, rent, hire, mortgage, hypothecate, grant, bargain, sell, or otherwise secure and dispose of, and generally deal in all kinds of real estate and personal property for the purpose of this Association; also to lend money and to receive, own and hold security for the payment of the same, or otherwise to take, own and hold any and all kinds and classes of security for the repayment of money loaned, including mortgages and pledges of real and personal property, stocks, bonds, notes, and all other kinds of securities, and to fully satisfy and discharge all such mortgages and pledges when the money loaned is repaid; also to borrow money and to hypothecate, mortgage, or pledge any or all of its property, stocks, bonds, notes, or other securities as security for payment thereof or otherwise, and generally to do and perform any and every act and thing deemed necessary, proper, or expedient by its

Directors in the operating, conducting, maintaining, and protecting the business or property of said Association, to the same purpose and with the same effect as can be done by a natural person.

Third — That the county in this State where the principal office for the transaction of the business of this corporation is located is the county of San Mateo.

Fourth — This Association shall have perpetual existence.

Fifth — That the number of directors of this corporation and the conditions and terms of office of said directors, shall be established in the Bylaws. The names and residences of the directors who are appointed for the first year and to serve until the election and qualification of their successors are as follows, to wit:

M.E. Daily, San Jose, California; E.C. Moore, Los Angeles, California; J.H. Francis, Los Angeles, California; C.L. McLane, Fresno, California; C.C. Van Liew, Chico, California; E.B. Wright, Stockton, California; Fred T. Moore, Alameda, California; J.W. McClymonds, Oakland, California; A.F. Lange, Berkeley, California.

Sixth — That there shall be classes of members in this corporation as fixed in the Bylaws. Upon the death, withdrawal, dismissal, or resignation of any member, all rights held by such member under his certificate of membership shall revert to the corporation.

Seventh — That the rights and interests of all members of this corporation shall be as fixed in the Bylaws, and the following are the names of the persons, all of whom are citizens and residents of the State of California, who have paid their first annual membership fee and are entitled to membership in said corporation, to wit:

M.E. Daily, San Jose, California; E.C. Moore, Los Angeles, California; J.H. Francis, Los Angeles, California; C.L. McLane, Fresno, California; C.C. Van Liew, Chico, California; E.B. Wright, Stockton, California; Fred T. Moore, Alameda, California; J.W. McClymonds, Oakland, California; A.F. Lange, Berkeley, California

Eight – That this corporation is organized pursuant to the General Nonprofit Corporation Law of the State of California

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Articles of Incorporation filed in the office of the Secretary of State at Sacramento, January 16, 1907. The above incorporates amendments filed June 1, 1970, July 1, 1971, June 18, 1973, April 19, 1977, February 24, 1978, October 3, 1980, August 25, 1982 and May 24, 1989.

California Teachers Association

Bylaws

The Bylaws of the Association were totally revised effective April 9, 1949. Amendments have been made frequently since that date. The reprinting in this shows the wording as it existed at the end of the May 2009 meeting of the State Council of Education.

ARTICLE I — NAME AND PURPOSES

SECTION 1. The name of the Association is the California Teachers Association. The name may be abbreviated as CTA. *(Amended March 1991, January 1998)*

SECTION 2. Purposes. The Association has been established to:

a. Secure unified planning and action on all matters pertaining to public education. *(Amended April 1960, January 1998)*
b. Provide communication with and coordination among local, regional, statewide, and national organizations associated with or interested in the cause of public education; *(Amended January 1998)*
c. Seek recognition or certification and provide representation for employees in matters relating to terms and conditions of employment, educational objectives, course content and curriculum, and the selection of textbooks. *(Adopted May 1976, Amended January 1998)*

SECTION 3. Distribution of Assets. The Association shall not be for profit and no part of the net earnings of the Association shall inure to the benefit of any of its members or any other private individual. In the event of the dissolution of the Association, after paying or adequately providing for its debts and obligations, the Board of Directors shall dispose of any remaining assets of the Association exclusively for educational purposes. *(Amended December 1955, January 1998)*

ARTICLE II — GOVERNANCE

SECTION 1. Definition. Governance is the process by which decisions are made and implemented by the members of the Association. *(Amended January 1998)*

SECTION 2. Governance Bodies. The governance bodies of the Association, in the order of their rank and precedence, shall be the following:

a. **The General Membership.** Governance actions taken by this highest level shall be exercised through the processes of initiative and referendum elections, and through the direct membership election of voting representatives to the policymaking body.
b. **Policymaking Body.** The State Council of Education shall act for the general membership as the policymaking legislative body of the Association.
c. **Executive Body.** The Board of Directors shall be the policy executing body of the Association.

SECTION 3. Authority and Restrictions. The actions of all governance bodies shall conform to the Articles of Incorporation for the Association, and these Bylaws. *(Adopted May 1977; Amended January 1998)*

ARTICLE III — MEMBERSHIP

SECTION 1. Categories of Membership. There shall be five categories of membership in the Association: Active, Staff, Student, Retired and Associate. *(Amended January 1998)*

SECTION 2. General Requisites. Members in good standing must be current in dues payments, meet requirements specified for their category of membership, and meet the following qualifications: *(Amended January 1998; February 2001)*

a. Membership in the Association is not transferable.
b. No member shall be permitted to remain in a category of membership for which they are no longer qualified. *(Amended January 1998)*
c. Members who have paid their dues for a membership year in a given category shall not have their rights to membership denied for the balance of that year. *(Amended January 1998)*
d. Anyone admitted to any category of membership in the Association must also become a member through the payment of dues of the chapter serving the area or level in which they are actively employed, the National Education Association, and, if applicable, the Community College Association. *(Amended January 1998, May 2025)*
e. Enrollment in all categories of membership is limited to persons who support the principles and goals of the Association and who subscribe to the Code of Ethics of the Education Profession. *(Amended January 1998)*

SECTION 3. Description of Categories and Authorization for Enrollment. The State Council of Education shall have the authority to authorize or to terminate authorization for membership enrollment in any given category, except for the Active category. *(Amended January 1998)*

a. **Active.** Active membership shall be open to any person engaged in, or who is on a limited leave of absence from, non-administrative, non-supervisory, public education employment. The definition of administrative or supervisory status in higher education units shall be determined by the governing body of the local Association chapter. *(Amended October 1982, January 1998, June 2006)*

b. **Staff.** Staff membership shall be open to any person employed by the Association or any of its national or state affiliates in a professional staff position.

c. **Student.** Any person regularly enrolled in an institution of higher education preparing to become a teacher and eligible to become a member of the CTA Aspiring Educators under the provisions of the governance documents of that association may become a Student member. *(Amended January 1998, January 2024)*

d. **Retired Membership**.

(1) Any person who is or was a member of the Association and who is a qualified applicant for or recipient of service or disability retirement allowances from a public or private retirement system may become a member of CTA/NEA-Retired. Members who are drawing retirement benefits from the State Teachers' Retirement System and/or the Public Employees' Retirement System and are employed as a substitute in a school district on a day-to-day basis shall be considered CTA/NEA-Retired members, except substitutes who are dues-paying members of a recognized bargaining unit. The Board of Directors shall fix the terms and conditions upon which such memberships shall be issued, including the extent to which such memberships shall be free from the payment of assessments and the extent to which such terms and conditions shall not be subject to change or revocation by the Association. A member who is drawing retirement from the State Teachers' Retirement System and/or the Public Employees' Retirement System and returns to employment in a bargaining unit represented by CTA in a school district shall not be considered eligible for CTA/NEA-Retired membership.

(2) A member who is a dues-paying member of a recognized CTA bargaining unit is eligible to become a Preretired Subscriber. Preretired subscribers shall be eligible to receive the benefits and services of CTA/NEA-Retired as authorized by the CTA/NEA-Retired Board of Directors and upon the payment of life membership dues to CTA/NEA-Retired. Preretired subscribers shall not have the right to vote in any election of CTA/NEA-Retired officers, CTA/NEA-Retired representatives to the State Council of Education nor CTA/NEA-Retired representatives to the NEA Representative Assembly.

(3) Anyone admitted to any category of membership in CTA/NEA-Retired must also become a member through the payment of dues to NEA-Retired, unless the person was granted a waiver of this requirement on or before September 1, 1998. Any member who has not maintained membership in NEA-Retired in accordance with the above will not receive any services from NEA-Retired, and will not be counted for purposes of NEA-Retired delegation allocation in California. If a life member or any other member of NEA-Retired becomes a

member of CTA/NEA-Retired after September 1, 1998, the member must retain their membership in CTA/NEA-Retired thereafter. *(Amended March 1994, October 1997, April 2004)*

e. **Associate.** Associate membership shall be open to any person who is interested in advancing the cause of public education but who is not eligible for any other class of membership in the Association. The different types of eligibility and services for such memberships shall be prescribed in the Standing Rules. *(Adopted May 1975, amended May 1976, June 1980)*

SECTION 4. Membership Cards. The amount and type of dues for each category of membership shall be as prescribed in Article XIV, Section 3. The Standing Rules shall contain the procedures by which dues are collected and transmitted to the Association, including the establishment of provisions for declaring delinquency and forfeiture of membership. The Board of Directors shall have the authority to waive the prescribed dues on an individual basis for extenuating or honorary circumstances. Each member of the Association shall be issued the appropriate membership card. *(Amended January 1998)*

SECTION 5. Rights and Privileges of Members.

a. **Active Members.** Active members in good standing shall be entitled to the following rights and privileges:
   (1) The right to vote on all matters submitted to the chapter membership; *(Amended January 1998)*
   (2) Eligibility to run for and/or serve in any elective office and/or appointive position in the Association for which qualified, except as specified in Article XIII, Section 4; *(Amended January 1978, February 1981, January 1998)*
   (3) Admission to and participation in Association meetings except for executive sessions of the Board of Directors; *(Amended January 1978, January 1998)*
   (4) Receipt of the official publication of the Association; *(Amended January 1998)*
   (5) The right to due process and choice of representation in any disciplinary proceedings within the Association; and *(Adopted January 1978; Amended January 1998)*
   (6) Participate in Association services available to the membership. *(Amended January 1998)*

b. **Other than Active Members.** Persons enrolled in categories of membership other than the Active shall be granted such privileges as may be prescribed for that category by the State Council of Education. *(Adopted May 1975, amended January 1978, June 1980, February 1981, June 1988, January 1998)*

SECTION 6. Obligations of Membership. Members of the Association shall be subject to the following obligations:

a. Prompt payment of membership dues; *(Amended January 1998)*
b. Support and promotion of the stated purposes of the Association; *(Amended January 1998)*

c. Cooperation with Association officers, representatives and committees in furthering the program of the Association; *(Amended January 1998)*
d. Conformity with the Code of Ethics of the Education Profession adopted by the National Education Association; and
e. Support of and conformity to the provisions of these Bylaws. *(Adopted May 1975, Amended June 1980, October 1992)*

SECTION 7. Termination/Suspension of Membership.

a. Membership in the Association shall terminate upon the death or resignation of the member. Membership may also be terminated for: *(Adopted May 1975, Amended January 1978, June 1980, June 1988, January 1998)*
   (1) Failure to pay dues; *(Amended January 1998)*
   (2) Flagrant or continued violation of recognized professional standards, including the provisions of the adopted code of ethics of the Association; *(Amended January 1998)*
   (3) Service on a negotiating team representing a school board or representing a board of trustees of a higher education institution, if termination for that reason is requested by the governing body of a CTA chapter in the school district or higher education institution in question. Service shall include being a member of or a consultant to such a negotiating team. *(Added January 1992; Amended January 1998)*
b. After proper investigation, the Board of Directors may expel or restrict rights of any member by a two-thirds vote by secret ballot. The due process rights of the members, including the right to representation and counsel, shall be safeguarded. *(Amended January 1978, January 1998)*
c. Any appeal of such expulsion may be made to the State Council of Education whose decision may be final. *(Amended January 1998)*

ARTICLE IV—INITIATIVE, REFERENDUM, AND RECALL

SECTION 1. Initiative. The Active membership shall have the authority to make decisions on any matters affecting the Association through the initiative process. *(Amended January 1998)*

a. After registration with the Secretary-Treasurer of the Association, initiative petitions must be circulated among the Active membership for no more than 120 calendar days to be considered valid. *(Amended January 1998)*
b. Such petitions must contain the question proposed to be placed on the ballot.
c. Registration shall include a written notice of intent to circulate, a copy of the petitions to be circulated, and the names of at least three Active members supporting the proposed measure. *(Amended January 1998)*

d. The Secretary-Treasurer shall immediately transmit a copy of the petition to all members of the Board of Directors and the Board shall report this fact to the next meeting of the State Council of Education for informational purposes. *(Amended January 1998)*
e. The circulators shall make a presentation to the Secretary-Treasurer of similar petitions signed during the specified time by 10 percent or more of the Active members of the Association. *(Amended January 1998)*
f. The Board of Directors shall publicize such proposal in the official publication of the Association. The Board of Directors shall immediately appoint a committee consisting of three persons from those who registered the initiative proposal to draft a "Pro" argument and another committee consisting of three persons who oppose the issue to draft a "Con" argument. Each of these arguments shall be limited to 500 words. *(Amended January 1998)*
g. The Secretary-Treasurer shall complete an appropriate verification process to determine the validity and sufficiency of the signatures within an additional thirty (30) day periods. *(Amended January 1998)*
h. After examination of the original arguments, each committee shall also be given the opportunity to draft rebuttal arguments of no more than 200 words each. *(Amended January 1998)*
i. Arguments and rebuttals shall be furnished to the members with the ballots in an election to be conducted among the Active members of the Association no less than ninety (90) calendar days after presentation of the circulated petitions. The period June 1 to August 31 shall not be included in this count. *(Amended January 1998)*

SECTION 2. Referendum. Any proposed action shall be referred to a vote of the Active membership upon two-thirds vote of the State Council of Education. *(Amended January 1998)*

a. Referendum election procedures shall be the same as that prescribed for an initiative election, except that the action of the State Council directing the referendum shall substitute for the initiative petition. *(Amended January 1998)*
b. The referendum action shall prescribe the exact wording of the question to be posed to the membership on the ballot. *(Amended April 1960, March 1973)*

SECTION 3. Recall. The State Council of Education shall have the authority to recall from office any person or persons holding office by virtue of having been elected thereto by the State Council of Education. *(Amended January 1998)*

a. **Registration and Circulation of Recall Petitions.** Recall petitions must be registered with the Secretary-Treasurer prior to their circulation and shall use the form to be prescribed in the Standing Rules. These petitions shall be valid for a period of ninety (90) days. In the event that the proposed recall is for the person holding the office of Secretary-Treasurer, the request to register the petition shall be made to the President who shall, with the advice and consent of the Board of Directors, appoint an acting Secretary to handle the official acts required by the

Secretary-Treasurer in connection with recall, as described in this Article. *(Amended January 1998)*

b. **Signature Requirements.** Only signatures obtained within the registration period shall be considered valid. Petitions must be signed by 25 percent (25%) or more of the voting members of the State Council of Education. *(Amended January 1998)*
c. **Filing and Verification of Recall Petitions.** Completed petitions must be filed with the Secretary within thirty (30) days of the end of the circulation period specified at the time of their circulation. The Secretary-Treasurer shall complete an appropriate verification process to determine the validity and sufficiency of the signatures within an additional thirty (30) day period. *(Amended January 1998)*
d. **Report to the Board of Directors.** The Secretary-Treasurer shall report to the Board of Directors at the time of registration of a recall petition and again at the Board meeting following the close of the verification period. *(Amended January 1998)*
e. **Call of Election.** When it has been determined that a recall petition is valid, the Board of Directors shall publicize such request in the official publication of the Association within sixty (60) days. The question of the recall shall be submitted to a vote of the State Council of Education at the first meeting following publication. *(Amended January 1998)*
f. **Action by State Council of Education.** If two-thirds of the members of the State Council of Education present vote to recall, the office shall immediately be declared vacant. *(Amended January 1998)*
g. **Supplementary Rules.** Supplementary rules governing recall may be adopted and published in the official publication and by the same manner as are prescribed for other elections within the Association. *(Amended April 1960, June 1971, March 1973, March 1977, May 1977, June 1988, January 1998)*

ARTICLE V — STATE COUNCIL OF EDUCATION

SECTION 1. Functions. The State Council of Education shall be the statewide representative body of the Association and shall have the following functions and powers:

a. Serve as the legislative and policymaking body. *(Amended January 1998)*
b. Consider and act upon proposals affecting the welfare of the public schools of California. *(Amended June 1971, January 1998)*
c. Elect the Executive Officers and other members of the Board of Directors. *(Amended October 1980; January 1998)*
d. Determine the amount of the membership dues. *(Amended April 1960, May 1975, January 1998)*
e. Adopt the annual budget of the Association. *(Adopted June 1971, Amended October 1973, January 1998)*
f. Define the boundaries of the geographical districts from which Directors shall be chosen and the electoral districts from which Council representatives shall be elected

following submission by the Board of Directors of the report of the Representation Committee. *(Adopted June 1971, Amended October 1973, January 1998)*

g. Recommend to the Board of Directors for consideration expenditures not provided for in the regular budget of the Association. *(Amended January 1998)*
h. Elect the California State Directors of the National Education Association. *(Amended April 1960, June 1971, March 1979, January 1998)*
i. Amend these Bylaws as set forth Article XVI. *(Amended November 1969, March 1979, January 1998)*
j. Perform other powers as may be provided elsewhere in these Bylaws or by law. *(Amended March 1979, January 1998)*

SECTION 2. Composition. The State Council of Education shall be composed of elected voting representatives together with ex officio voting and non-voting members as prescribed below. Elected voting representatives shall include those elected from electoral districts and those elected to meet racial/ethnic minority guarantees. *(Amended January 1990, January 1998)*

a. **Electoral District Representatives.** Except for electoral districts established to provide representation for members of CTA/NEA-Retired, an electoral district shall consist of one or more chapters of Active or Student members.
   (1) Chapters of Active K-12 members, Active higher education members, and Student members shall not be combined into the same electoral district. *(Amended January 1998)*
   (2) The boundaries of electoral districts shall be established by the State Council periodically following a review not less often than each three years. *(Amended January 1998)*
   (3) Chapters shall be grouped to ensure that all chapters are in an electoral district large enough to be entitled to elect at least one representative. *(Amended January 1998)*
   (4) The representation ratio for State Council shall be adjusted each year by a percentage amount, not to exceed the statewide percentage change in Association membership from the previous fiscal year. The ratio shall be a part of the Representation Report which is adopted each year by the State Council. *(Amended January 1998)*
   (5) The number of representatives shall be established in such a manner that the final voting representation on the Council shall meet the test that 50.1 percent of the State Council representatives shall represent at least 45.1 percent of the Association members. *(Amended June 1991, January 1993, January 1998)*
b. **Electoral District Retired Representatives.** Four (4) electoral districts shall be established to provide State Council representation for members of CTA-Retired. The Board of Directors shall define the boundaries of the electoral districts for Retired representatives. *(Adopted June 1991; Amended January 2021)*
c. **Racial and Ethnic Minority Guarantees.** An annual ethnic census of the electoral district voting representatives shall be made to establish the proportion of such

persons who are members of racial/ethnic minorities in the categories of American Indian/Alaska Native, Asian/Pacific Islander, African American, and Hispanic. This proportion shall be compared with the proportion of all California public school teachers who are members of these minority groups. A determination shall be made of the number of additional representatives required to bring the proportion of minority voting representatives of the State Council so as to equal the proportion of those teaching in the California public schools. This number shall constitute the number of vacancies to be allocated on a one-person, one-vote basis among the geographical boundaries of the Service Center Councils for election. When an at-large racial/ethnic minority seat is established, it shall exist for nine years. *(Amended February 1981, January 1991, March 1991, January 1998)*

d. **Ex Officio Voting Members.** *(Renumbered January 1990)*
   (1) The members of the Board of Directors of the Association.
   (2) The members of the Board of Directors of the National Education Association from California.
e. **Ex Officio Non-voting Members.** One representative from each statewide non-governance (professional organization) affiliate. *(Amended October 1978 to be effective July 1, 1979)*

SECTION 3. Qualifications. The following qualifications must be met in order to be elected or continue as a voting representative to the State Council of Education within the appropriate category of membership: *(Amended January 1998)*

a. Must be an Active, Student member of the Association, or a CTA/NEA-Retired member. *(Amended June 1991, Amended January 1998)*
b. Must be an Active, Student, or NEA-Retired member. *(Amended June 1991, January 1992, January 1998)*
c. Must be an Active or Student member of a chapter of the Association where such membership is available, provided that membership in no more than one such chapter shall be required. *(Amended October 1978 to be effective July 1, 1979)*
d. For eligibility to serve as a Retired representative, the person must have held Active CTA membership at the time they retired and must reside in the Retired Electoral District they are elected to represent. *(Adopted June 1991)*

SECTION 4. Election and Term of Office of Elected Voting Representatives. The provisions of this Section shall apply to representatives elected from electoral districts and to those elected for purposes of racial/ethnic minority guarantees. *(Amended January 1990, January 1998)*

a. **Election.** All elections of voting representatives shall be conducted by an open nomination and secret ballot process. *(Amended January 1998)*
   (1) Representatives from electoral districts shall be chosen by and from an election among all Association members contained within the electoral district. The chapter governance bodies for single-chapter electoral districts shall conduct and certify their own elections. The geographical Service Center Council containing

the largest share of members shall conduct and certify the election for a given multi-chapter electoral district. Each electoral district shall guarantee Black, Indigenous, and People of Color (BIPOC) representation among its total delegation which is at least proportional to its BIPOC membership.

(2) Representatives to meet BIPOC guarantees shall be chosen by and from an election among all the Active members contained within the Service Center Council boundaries to which the vacancies are allocated. The Service Center Council shall conduct and certify the election.

b. **Term of Office.** The term of office of elected representatives, with the exception of representatives elected by the CTA Aspiring Educators, shall be three years and shall expire June 25 of the year ending the term. When a new office is initiated creating two or more offices in an electoral district, such districts may elect representatives initially for less than the full three-year term to effect staggered terms. Representatives shall be eligible for reelection but no person may serve more than three consecutive three-year terms. No person may serve more than eleven consecutive years, including completed and/or extended terms, without a break in service of at least one year. No person will be eligible for election for any term which would provide total service greater than eleven consecutive years. *(Amended February 1981, October 1981, January 1984, October 1987, January 1998, April 2021, January 2024)*

(1) The term of office of the BIPOC representative shall end on the June 25 immediately following the completion of three years from the date of election. *(Amended October 1987, January 1990, January 1998)*

(2) Whenever an electoral district gains substantially in membership so as to be entitled to one or more additional representatives based on the full ratio of members per allocated representatives, the Council may establish such additional allocation(s), following completion of prescribed procedures for study, verification, and report/recommendation to the Council. *(Adopted October 1981, January 1998)*

(3) Whenever an electoral district loses membership and is over-represented by one or more excess representatives, the following shall apply within the year following the decrease in membership: *(Amended January 1998)*

(a) If there are sufficient terms expiring that an open election can be held for the newly established decreased allocation, an election shall be held for the appropriate number of open seats.

(b) If sufficient terms expire which would eliminate the excess representation and no incumbent otherwise eligible to seek reelection is thereby deprived of doing so, no further action shall be required, and all elections to fill expiring terms thereafter shall be held as regularly scheduled.

(c) If sufficient terms do not expire which would eliminate the excess representation, all terms shall expire and an open election shall be held to fill the allocated seats. Those incumbents who are reelected shall be assigned

to the same term previously held. *(Adopted October 1981, Amended March 1985)*

(d) If a midterm vacancy occurs, that seat shall be eliminated reducing the overrepresentation by one seat. *(Adopted February 2013)*

(4) Bylaws of the CTA Aspiring Educators may provide for terms of less than three years duration. *(Adopted January 1984, Amended January 1998, January 2024)*

c. **Recall.** The electorate which chooses an elected representative shall have the power of removal by a two-thirds vote in a recall election held pursuant to election procedures. *(Amended January 1998)*

d. **Vacancies.** Vacancies in the office of elected representatives shall be deemed to exist in the event of resignation, death, recall, or inability to serve, or if the elected representative is no longer employed to perform professional educational work within the electoral district from which they were elected. *(Amended January 1992, January 1998)*

(1) Elections shall be held to fill vacancies as soon as practicable. The term of office of the new representative shall be from the date of the elections until the completion date of the term filled. *(Amended January 1998)*

(2) The question of inability to serve shall be deemed to arise in the event of absence from two meetings during any single membership year or any two consecutive meetings. The Board of Directors shall notify the representative after the first absence. Prior to declaring a seat vacant, the Board of Directors may consider any extenuating circumstances, including but not limited to official leaves of absence from teaching, illness, and/or other personal emergency. The Board shall also take into consideration whether or not an elected alternate was available and notified to attend in the place of the regular delegate. Actions by the Board of Directors to declare a vacancy may be appealed to the next regular meeting of the State Council. Actions on the appeal by the Council shall be deemed to be final. *(Amended March 1983, June 1988, June 1992)*

(3) The Board of Directors may grant leaves of absences on a case by case basis.

e. **Temporary Loss of Representation Delinquency in Dues Transmittals.** Payment and transmittal of dues on a timely basis is a prerequisite for representation on the State Council of Education. The Council may adopt policies setting forth standards for determination that a condition of delinquency exists. Such policies shall include provisions for formal notice of delinquency by the Board of Directors; a right to a due process hearing on the facts; the right to a timely appeal to the Council of any adverse decision contemplated as a result of the hearing prior to loss of representation or other rights; and the procedure for curing the delinquency. In cases where a representative is elected from a multi-chapter district, provisions shall be made for safeguarding the representation rights for those chapters which are in current dues status. *(Adopted October 1981, Amended October 1978 to be effective July 1, 1979)*

SECTION 5. Alternates. In the event an elected Representative is unable to attend a meeting of the State Council of Education, an elected Alternate shall be designated using the following process: *(Amended October 1978, October 1995)*

a. **Single Chapter**. In an electoral district comprised of a single chapter, an elective Representative who is unable to attend such a meeting shall notify the president of the chapter, who shall designate an Alternate in a method set forth in the bylaws or standing rules of the chapter. *(Amended July 1999)*
b. **Multiple Chapter**. In an electoral district comprised of two or more chapters, an elective Representative who is unable to attend such a meeting shall immediately notify the CTA President through the Governance Support Department. In an electoral district comprised of two or more chapters, Alternates in multiple electoral districts shall be selected on the basis of seniority and the use of a rotation method for each meeting that an Alternate is needed. If seniority is equal among Alternates, then the CTA alphabet will be used to determine which senior Alternate will be contacted by the Governance Support Department and notified to attend. The rotation would become effective with the first State Council meeting. If an alternate is unable to attend a meeting, the Alternate shall retain their place in the rotation order. *(Amended March 1991, June 1992, October 1995, January 1998, July 1999)*
c. In the event a Representative in a multiple electoral district is absent from Council for more than one meeting, due to a leave of absence approved by the CTA Board of Directors, the same Alternate who has been selected on the basis of seniority shall attend for the Representative in their absence. If seniority is equal among Alternates, then the CTA alphabet will be used to determine which senior Alternate will be contacted and notified to attend. Once the Representative returns to Council, the Alternate who attended for the absent Representative shall move back into the rotation process. *(Amended October 1995, July 1999)*
d. Only those Alternates who have been officially certified by the CTA Elections and Credentials Committee prior to the opening of the first session of State Council shall be seated and permitted to vote. *(Adopted March 1972, Amended October 1995, July 1999)*

SECTION 6. Duties of Representatives. Each representative shall: *(Amended January 1998)*

a. Regularly attend all meetings of the State Council of Education.
b. Participate actively in the work of committees to which they are assigned.
c. Become informed on professional and educational matters in the chapter(s) represented and be prepared to make appropriate presentation of recommendations originating in the chapter(s). *(Amended June 1971, January 1998, October 2000)*
d. Report regularly to their chapter(s) regarding the deliberations and actions of the State Council of Education. *(Amended June 1971, January 1998, October 2000)*
e. Attend and participate in the meetings and activities of the Service Center Council of which their chapter is a part. *(Adopted June 1971)*

f. Perform other duties as may be assigned to representatives by action of the State Council of Education. *(Amended October 2000)*

SECTION 7. Meetings. Meetings of the State Council of Education shall be classified as regular or special. *(Amended June 1971, October 1973, May 1981)*

a. **Regular Meetings.** The Council shall meet in regular session on a frequency to be determined by the Council for each membership year. The last such meeting shall be designated the Annual Meeting of the Association. Dates and places for regular meetings shall be established by the Board of Directors within guidelines established by the Council. Regular meetings may consider any item of business within the policymaking function of the Council without prior notice. *(Adopted May 1981)*
b. **Special Meetings.** Additional meetings of the Council may be called at any time by the Board of Directors or by petition containing the signatures of a majority of the members of the Council filed with the Secretary-Treasurer. The Board of Directors shall designate the place where each special meeting shall be held. Special meetings shall consider only those items listed in the notice of call. *(Amended June 1971, May 1981, January 1998)*
c. **Notice.** Notice of the time and place of each regular meeting of the Council shall be published in the official publication of the Association at least two weeks prior to the date set for the meeting. No further notice of regular meetings shall be required. Written notice of the time and place of special meetings shall be delivered to each representative or mailed to them at their address as it is shown on the records of the Association at least two weeks prior to the date set for the meeting, together with a copy of the Board action calling the meeting, or the petition, whichever is applicable. Notice to a representative shall be deemed notice to their alternate. *(Amended May 1981, January 1998)*

SECTION 8. Voting Rights. Each voting member of the State Council of Education, as defined in Section 2 above, shall be entitled to one vote. Only members who are registered at the meeting of the Council shall be entitled to vote at that meeting. *(Amended April 1968, April 1969, April 1970, October 1973, renumbered October 1979, January 1998)*

SECTION 9. Quorum. The presence at any meeting of a majority of the voting members of the State Council of Education, as defined in Section 2 above, shall constitute a quorum for the transaction of business. *(Amended April 1968, October 1973)*

SECTION 10. Rules of Procedure. The rules governing proceedings at meetings of the State Council of Education shall be set forth in Article XV or the Standing Rules of the Association. *(Amended April 1966, June 1971, October 1973, Renumbered October 1979, January 1998)*

SECTION 11. Expenses. The expenses of meetings of the State Council of Education and of the voting members of the Council meetings shall be paid from Association funds in accordance with rules and regulations set forth in the Standing Rules of the Association.

Expenses shall be included in the annual budget of the Association. Payment of individual Council member expenses shall be dependent upon attendance and participation in all regular Council activities scheduled during a given Council meeting. *(Renumbered October 1979, Amended June 1983, October 1987, June 1988, January 1990, January 1998)*

ARTICLE VI — BOARD OF DIRECTORS

SECTION 1. Composition and Number. The Board of Directors shall consist of the following: *(Amended January 1998)*

a. The President, ex officio;
b. The Vice President, ex officio; *(Adopted May 1975)*
c. The Secretary-Treasurer, ex officio; (Adopted January 1978, Amended October 1980)
d. Between 17 and 26 Directors, both numbers inclusive, selected from within directorial districts as defined in Section 3 below; *(Amended May 1979, to be effective July 1980; January 1998)*
e. Additional Directors who are members of BIPOC as defined in Section 3.b. below; and *(Amended January 1998, March 2000, April 2021)*
f. An elected NEA State Director from California as defined in Section 3.c. below: *(Adopted May 1974, Amended May 1975, January 1978, May 1979, October 1980, January 1990, January 1998, March 2000)*

SECTION 2. Qualifications. The following qualifications must be met to serve on the Board of Directors: *(Amended January 1998)*

a. Must be an Active member of the Association.
b. Must be an Active member of the National Education Association. *(Amended January 1998)*
c. Must be an Active member of a chapter of the Association where membership is available, provided that membership in no more than one chapter shall be required. *(Added June 1988; Amended January 1998)*
d. Must be employed in the district which they represent. *(Added June 1992)*

SECTION 3. Nomination and Election.

a. Directors from Directorial Districts.
   (1) **Election.** Directors from directorial districts shall be elected by the State Council of Education at its Annual Meeting, or, when a vacancy occurs between Annual Meetings, at the next regular meeting. *(Amended January 1998)*
   (2) **Establishment of Directorial Districts.** The boundaries of directorial districts shall be established by action of the State Council of Education. Such boundaries shall take into consideration the population and geographical distribution of Association membership and other criteria as the State Council of Education may

from time to time adopt and be in compliance with one-person, one-vote standards: *(Amended January 1998)*

a. The total number of Active Association members shall be divided by the total number of geographical Directors to arrive at a base figure of members per geographical Director.
b. A similar computation shall be obtained for each directorial district. *(Amended January 1998)*
c. The figure for each directorial district shall be compared with the base figure to establish the percentage of deviation.
d. The average percentage of deviation per geographical Director shall not exceed ten percent. *(Amended May 1979, to be effective July 1980)*

(3) **Nominating Caucus.** All voting Council members whose place of educational service is within the boundaries of each directorial district shall be eligible to participate in the nomination of Directors. Each district shall consider all nominees in caucus preceding election by the Council at times and places to be established within regularly adopted election procedures. An alternate shall vote in the same directorial district as that of the representative for whom they are an alternate. Names of eligible Association members may be proposed for caucus consideration by any Association member with the consent of the nominee. The caucus shall choose one or more nominees for presentation to the State Council of Education. Additional nominations of Active members of the Association employed within the boundaries of the directorial district may be made on the Council floor with the consent of the nominee prior to the election by the Council. Elections shall be by written ballot. *(Amended May 1976, October 1978, October 1981, January 1998)*

(4) **Deferral of Election.** By a two-thirds vote of declaration of emergency conditions at the time an election is pending, the State Council may defer an election of a Director from a given directorial district for a period of time up to one year. Such deferral may be vacated by a majority vote of the State Council at any time thereafter.

b. **Racial and Ethnic Minority Directors.** There shall be two at-large members of the Board of Directors in the category of racial and ethnic minority director as defined in Article V, Section 2.c. Additionally, there shall be at least the same proportion of members of the Board of Directors who are members of those racial and ethnic minorities as the proportion required for the State Council of Education. If for any reason this minimum proportion of Directors is not either elected to or currently serving on the Board of Directors, the State Council of Education shall hold a special election at its next regular meeting to elect at-large the additional number of Directors necessary to meet this requirement. *(Amended January 1998)*

c. **NEA Director Representation.** There shall be a representative from among the elected NEA State Directors from California. Whenever a vacancy occurs in the separate office of NEA Director serving on the CTA Board, a special election shall be held in which the State Council of Education shall choose one of the elected

California NEA State Directors to be seated as a regular voting member of the Board of Directors. The term of office shall begin on June 26 following the election and shall run concurrently through June 25 for the remainder of their current elected term as NEA State Director, provided that such person is not prohibited from serving as set forth in Section 4.c. below. *(Adopted May 1974, Amended May 1976, October 1978, March 1979, May 1979, January 1990, January 1998, March 2000, June 2004)*

SECTION 4. Term of Office.

a. **Directors from Directorial Districts.**
   (1) Each Director shall be elected for a three-year term, beginning on June 26th following the election. Those elected to fill unexpired terms shall take office upon election and serve the unexpired portion of the term. If an election is deferred, the expiration date of term shall be the same. *(Amended October 1987, January 1998)*
   (2) Directors shall be eligible for reelection, but no person shall serve more than three full three-year terms. *(Amended October 1978, May 1979, January 1998, November 2010)*

b. **Racial and Ethnic Minority Directors-at Large.** These Directors shall be elected for a three-year term beginning on June 26 following the election. At-large Directors shall be eligible for reelection or for election as a Director from a directorial district. Those elected to fill unexpired terms shall take office upon election and serve the unexpired portion of term. *(Adopted May 1974, Amended May 1975, November 1977, October 1978, May 1979, January 1998, March 2000, November 2010)*

c. **All Directors.** Directors who have been elected to three three-year terms shall not be eligible for reelection to the Board. *(Adopted March 2000, Amended November 2010)*

SECTION 5. Vacancies. A vacancy as Director shall exist in case of the death, resignation, recall, or inability to serve. If any Director ceases to be a member of the Association or is absent from a meeting of the Board without proper excuse more than three times during any one term of office, a vacancy shall be declared. The Board shall determine whether a particular absence is excused. An appeal of any adverse Board action may be made to the State Council of Education. When a Director, who is elected from within a directorial district, ceases to be employed in active educational service within the boundaries of the directorial district, a vacancy shall be declared. Periods of sabbatical and other temporary leaves of absence or loss of employment due to holding elected office in the Association shall not be deemed to be a lapse of such employment. Any declaration of vacancy on the Board of Directors may be appealed to the State Council of Education for final decision. *(Adopted May 1974, Amended May 1975, October 1978, January 1998)*

SECTION 6. Meetings of the Board. The Board of Directors shall hold no fewer than four regular meetings each year. Meeting dates shall be published in a publication of the Association. Special meetings may be called at any time by the President, or, if they are

absent or unable or refuse to act, by a majority of the Directors currently serving. Meetings locations shall be determined by the Board. Notice to the Directors of the regular meetings of the Board shall not be required. Written notice of the time and place of any other meeting shall be given to each Director at least five days prior to the date set for the meeting. The Board in contemplation of specific circumstances may waive the written notice. Emergency meetings may be held by telephone conference call upon two days' notice when called by the President, provided actions taken at such meetings are subject to ratification at a later regular or special meeting of the Board. *(Amended November 1969, June 1971, June 1980, January 1998)*

SECTION 7. Waiver of Notice. The transactions of any meeting of the Board of Directors shall be as valid as though taken at a meeting, provided a quorum is present and each of the absent Directors signs a written waiver of notice or consent to holding such meeting or the approval of the minutes. *(Amended January 1998)*

SECTION 8. Quorum and Prohibition of Use of Proxies. No official business of the Association shall be conducted by the Board when fewer than two-thirds of the total Directors are present. Every action made by a majority of the Directors present at a meeting at which a quorum is present shall be regarded as official action of the Board of Directors, unless a greater number be required by law, the Articles of Incorporation, or by these Bylaws. In the absence of a quorum, a majority of the Directors present at any directors' meeting may adjourn from time to time until a quorum is present, or adjourn to a time certain. A Director shall not be permitted to vote through a proxy or alternate. *(Amended June 1971, March 1973, January 1998)*

SECTION 9. Powers and Duties. The Board of Directors shall have the following powers and duties subject to the general policy directives of the State Council of Education: *(Amended October 1979, January 1998)*

a. Exercise all the corporate powers of the Association and supervise and control its business and activities, subject only to the limitations and restrictions provided by law or these Bylaws. *(Amended October 1973, January 1998)*
b. Employ and direct the utilization of staff. *(Amended October 1980, January 1998)*
c. Make appropriate provisions for the evaluation of staff. *(Amended October 1980, January 1998)*
d. Authorize the execution of contracts and other agreements necessary to the conduct the business of the Association. *(Amended January 1998)*
e. Develop a budget for presentation to the State Council of Education for adoption, supervise receipts and expenditures, and set up proper procedures for the safekeeping and accounting of all funds of the Association. *(Amended June 1971, January 1998)*
f. Incur indebtedness in the name of the Association for such sums as are necessary for current operations and any sums for a major project of the Association, provided that such project has been approved by the State Council of Education. *(Amended April 1960, January 1998)*

g. Recommend the amount of the membership dues to the State Council of Education. *(Amended January 1998)*
h. Determine the time and place of meetings of the State Council of Education, and such other professional meetings as may be sponsored by the Association. *(Amended January 1998)*
i. Call special meetings of the State Council of Education. *(Amended January 1998)*
j. Appoint the committees of the Association. *(Amended October 1979, January 1998)*
k. Provide a complete record of the meetings of the Board of Directors and of the State Council of Education, the maintenance of membership records, and the preparation of annual reports of finances and activities of the Association. *(Amended January 1998)*
l. Determine policies governing the administrative services and publications of the Association. *(Amended January 1998)*
m. Approve the affiliation of statewide organizations with the Association, and issue charters to local chapters of the Association. *(Amended January 1998)*
n. Adopt and amend the Standing Rules of the Association. *(Renumbered October 1979; Amended January 1998)*
o. To indemnify its agents, as defined in the California Corporations Code, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with any threatened, pending, or completed civil, criminal, administrative, or investigative action or proceeding, and to maintain insurance on behalf of any of its agents against any liability asserted against or incurred by the agent in such capacity or arising out of such status as agent. *(Amended May 1977, October 1979, October 1980, October 1987, June 1988, January 1998)*
p. To declare vacant, for the purpose of the election process, a seat on the State Council of Education, the CTA Board of Directors, the NEA Board of Directors from California, and the CTA/ABC Committee. *(Adopted November 2000)*

ARTICLE VII — OFFICERS

SECTION 1. General. The officers of the Association shall be the Executive Officers and all Directors. The Executive Officers shall be President, Vice President, and Secretary-Treasurer. *(Amended October 1980, January 1998)*

SECTION 2. Qualifications. To be elected or continue in service as an Executive Officer a person must be an Active member of the California Teachers Association, the National Education Association, and a chapter of the Association where such membership is available. *(Adopted June 1988; Amended January 1998)*

SECTION 3. Election and Term of Office. The election and the terms of Executive Officers shall be as follows: The President, Vice President and Secretary-Treasurer shall be elected by the State Council of Education at the meeting preceding its Annual Meeting for a three-year term beginning June 26. A person may be reelected to the same office for a

subsequent three-year term, but no person shall serve more than two full three-year terms in the same office. *(Adopted June 1971, Amended October 1973, May 1974, May 1975, January 1976, May 1977, January 1978, March 1979, October 1980, October 1981, October 1987, January 1998, February 2025)*

SECTION 4. Subordinate Officers. The Board of Directors may appoint other officers as the business of the Association may require, each of whom shall hold office for specified period, have such authority, and perform duties as are provided in these Bylaws, in the Standing Rules, or as the Board of Directors may determine. *(Amended January 1998)*

SECTION 5. Resignation. An officer may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary-Treasurer. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified. *(Amended June 1971, January 1998)*

SECTION 6. Vacancies. A vacancy shall exist in case of the death, resignation, or inability to serve of the officer. In the case of a vacancy in the office of President, the Vice President shall become President for the remainder of the unexpired term, provided that the Vice President shall have been elected to the office of Vice President by the State Council of Education. In the event that the Vice President is an interim replacement appointed by the Board, they shall hold the office of President only until a special election of a new President can be held by the Council. In the event of a vacancy in the office of Vice President or Secretary-Treasurer, the Board of Directors shall appoint a temporary replacement to serve until the State Council of Education shall elect a permanent replacement to complete the unexpired portion of the term. Special elections shall take place at the next regular or special meeting of the Council which occurs not less than thirty days following the existence of the vacancy. *(Amended June 1971, May 1977, January 1978, October 1980, March 1985, January 1998)*

SECTION 7. President. The President shall have the following powers and duties:

a. Preside at all meetings of the Board of Directors*. (Amended January 1998)*
b. Call special meetings of the Board of Directors at any time, at their discretion or upon the request of ten or more Directors. *(Amended June 1971, January 1998)*
c. Preside at all meetings of the State Council of Education. *(Amended January 1998)*
d. Direct the planning of the meetings of the State Council of Education, and other Association conferences and meetings subject to the advice and direction of the Board of Directors and with the cooperation and assistance of the State Executive Director. *(Amended June 1971, January 1998)*
e. Sign major contracts and other documents related to the business and professional activities of the Association. *(Amended June 1971, Amended January 1998)*
f. Make an annual report of Association activities to the State Council of Education and to the membership. *(Amended January 1998)*
g. Serve as the official representative of the Association. *(Amended January 1998)*

h. Serve as an ex officio member of all the standing committees of the Association. *(Amended January 1998)*
i. Perform other duties as may pertain to the office of President. *(Amended January 1998)*

SECTION 8. Vice President. The Vice President shall perform duties as assigned by the President. In the absence or disability of the President, the Vice President shall perform all the duties of, and be subject to all the restrictions upon, the President. *(Amended June 1971, January 1998)*

SECTION 9. Secretary-Treasurer. The Secretary-Treasurer shall perform the duties of Secretary and of the Treasurer, which may be referenced either separately or together. The Secretary-Treasurer shall have the following powers and duties: *(Amended January 1998)*

a. Have custody of the corporate seal. *(Amended January 1998)*
b. Maintain the minutes and other records of the governance bodies of the Association. *(Amended January 1998)*
c. Act as the chairperson of the governance bodies in the event of temporary absence or inability of both the President and Vice President. *(Amended January 1998)*
d. Exercise general supervision over the receipt and disbursement of all funds of the Association. *(Amended January 1998)*
e. Have official custody of all funds and property of the Association. *(Amended January 1998)*
f. Supervise the preparation of the annual budget and periodic financial reports and the preparation and distribution of the annual financial report to members of the State Council of Education. *(Amended January 1998)*
g. Supervise the preparation of such other financial reports as may be required by the Board of Directors or by the State Council of Education. *(Amended January 1998)*
h. Perform other duties as pertain to the office of Secretary-Treasurer. *(Amended May 1977, October 1980, October 1987, June 1988, January 1998)*

ARTICLE VIII — NON-GOVERNANCE ADVISORY GROUPS

SECTION 1. Appointment. The Board of Directors shall have the authority to establish, appoint members, and assign the charge(s) for non-governance advisory committees, commissions, task forces, and similar groups. *(Amended January 1998)*

SECTION 2. Meetings. All meetings of non-governance advisory groups shall be held at times and places as approved by the Board of Directors. *(Amended January 1998)*

SECTION 3. Term of Service. Appointments shall be for a period of one year unless otherwise prescribed. *(Amended January 1998)*

SECTION 4. Expenses. Meetings expenses shall be paid out of the general funds of the Association. *(Adopted October 1979, January 1998)*

ARTICLE IX — AFFILIATES

SECTION 1. Affiliation. Affiliation shall mean a reciprocal contractual agreement between the Association and an organization involved with or interested in education. Such an affiliation shall continue until the affiliate withdraws or becomes disaffiliated. *(Adopted May 1975, Amended January 1998)*

SECTION 2. Classes of Affiliates. Affiliates shall be of two types, governance and non-governance. *(Adopted May 1975, Amended January 1998)*

SECTION 3. Governance Affiliates. Affiliates shall be of three types, national, state and local. *(Amended June 1990, January 1998)*

a. **National.** The National Education Association is the national affiliate. *(Amended January 1998)*
b. **State.** The Community College Association is a state governance affiliate, with the powers, duties, and functions as specified elsewhere herein or as provided for in agreements between the Association. *(Added June 1990, January 1998, October 2020)*
c. **Local.** Chapters, as described elsewhere in these Bylaws, shall be the local affiliates of the Association for governance matters. *(Adopted May 1975, January 1998)*

SECTION 4. Non-Governance Affiliates. Non-governance affiliates shall be of two types: professional organizations and related organizations. *(Amended January 1998)*

a. **Professional Organizations.** A professional organization shall comprise at least seventy-five percent Association members with a common occupation or subject matter assignment, who are organized to further specific educational objectives. Such organizations shall meet at least the minimum standards for non-governance affiliation as prescribed in the Standing Rules.
b. **Related Organizations.** A related organization shall be an auxiliary or service organization comprising at least three-fourths Association members with a common interest or occupation. Such organization shall meet at least the minimum standards for non-governance affiliation as prescribed in the Standing Rules. *(Adopted May 1975, Renumbered October 1979, Amended January 1998)*

SECTION 5. State Directors of NEA. State Council of Education members elected by direct vote of the membership shall elect the California State Directors for the National Education Association: *(Amended May 1979, January 1998)*

a. **Qualifications.** Any member who meets the following qualifications may be nominated for the office of State Director. *(Amended June 1971, June 1972, October 1973, May 1979, January 1998)*
   (1) Active or Life member of the National Education Association. *(Amended January 1998)*
   (2) A member in good standing of the chapter of the Association where chapter membership is available. *(Amended January 1998)*
   (3) Is employed in the area to be represented. *(Amended January 1998)*

b. **Vacancies.** If during their term of office, any State Director dies, resigns, or becomes unable to serve their full term, or if they cease to be employed in the area which they represent, their office shall be deemed vacant. Their successor shall be selected to fill the remainder of the term as set forth in the Standing Rules of the Association. *(Amended November 1969, October 1973, January 1998)*

c. **Alternate Directors.** There shall be three alternate NEA Directors elected at large for terms of three years each, with one term expiring each year. Elections to fill vacancies shall be held during the Annual Meeting of the State Council of Education. Criteria for the election and eligibility for service shall be as prescribed in Section 5.a.(1)(2). The positions shall be designated as first, second, and third alternate according to the cumulative length of continuous service as Alternate NEA Director, except that rankings shall be established by the drawing of lots in the case of Alternate NEA Directors who have an equal amount of such service. Vacancies occurring in the office of Alternate NEA Director need not be filled between Annual Meetings unless all three offices become vacant. Alternate NEA Directors shall serve in the absence of a regular Director from any NEA Board meeting. An Alternate shall also be recommended to the NEA Board of Directors or Executive Committee to serve as Interim Director to fill a permanent vacancy until an election for regular replacement is held and certified. *(Adopted October 1980, Renumbered October 1980, Amended June 1987, January 1992, January 1998)*

ARTICLE X — CHAPTERS (LOCALS)

SECTION 1. Definition of Chapter (Local). A chapter (local) is the basic unit of self-governance within the Association. It may be organized in a manner which comprises any compatible unit and complies with the minimum standards of chartering. *(Adopted January 1976; Amended January 1998)*

SECTION 2. Purposes of Chapters (Locals). The purposes for which chapters (locals) are organized shall include: *(Amended January 1998)*

a. Maintain and extend loyalty to the Association. *(Amended January 1998)*
b. Make available to members the services of the Association. *(Amended January 1998)*

c. Provide communication between the Association and its members. *(Amended June 1971, January 1998)*
d. Create opportunities at the local level for individual members to participate in the initiation and development of policy for the Association. *(Amended January 1998)*
e. Serve, as far as practicable, as the basis upon which representation to the State Council of Education and the Service Center Councils shall be determined. *(Amended April 1960, June 1971, January 1998)*
f. Seek recognition or certification and provide representation for employees in matters relating to wages, hours of employment, health and welfare benefits, leave and transfer policies, safety conditions of employment, class size, procedures to be used for evaluation of employees, organizational security, processing grievances, educational objectives, course content and curriculum, and the selection of textbooks. *(Amended May 1976, January 1998)*

SECTION 3. Unified Dues Requirement. A chapter of the Association shall require that anyone admitted to Active membership in the chapter must also become a member of the Association and of the National Education Association through payment of membership dues. A chapter representing community college employees shall also require its members to join and pay membership dues to the Community College Association. The chapter shall be responsible for payment and transmittal of dues to the Association on a timely basis. *(Adopted May 1975; Amended January 1998, May 2025)*

SECTION 4. Rights of Active Members in Chapters (Locals). Each chapter (local) shall guarantee its Active members an open nomination procedure and a secret ballot. No chapter shall discriminate against its Active members in their right to vote, seek office, or otherwise participate in the activities of the chapter, the Association, or the NEA. Chapters with members in multi-track, year-round schools shall develop specific provisions to ensure that all members are afforded the right to participate in chapter, Association, and NEA activities. *(Adopted January 1976, Amended January 1991, January 1998)*

SECTION 5. Protection of Chapter (Local) Integrity. The Association may establish a trusteeship over an affiliated chapter. *(Adopted June 1993; Amended January 1998)*

a. A trusteeship may be established and administered for the purpose of correcting corruption or financial malpractice, assuring the performance of collective bargaining agreements or other duties of a bargaining representative, restoring democratic procedures, or otherwise carrying out the legitimate objects of the Association.
b. The Board of Directors will adopt such rules and procedures as may be necessary to implement this Section. Those rules and procedures define the steps required to initiate, establish, modify, and terminate trusteeships; delineate the powers and duties of trustees; and include a process for appealing actions of the Board of Directors — establishing, retaining, modifying, or lifting trusteeships — to the State Council for final adjudication. *(Amended January 1998)*

SECTION 6. Rules Governing Chapters (Locals). The qualification, process of issuing and revoking charters, financial obligations, privileges and duties, and the process of suspension or expulsion of chapters shall be as set forth in the Standing Rules of the Association. *(Amended January 1976, January 1998)*

SECTION 7. Restrictions upon Merger. No chapter affiliated by the Association as a governance affiliate shall enter into a merger requiring affiliation with any other organization, or the payment of dues either by individual members or by the chapter to any other organization, whenever such other organization is not affiliated with or by the Association. *(Adopted February 1981)*

ARTICLE XI — SERVICE CENTER COUNCILS

SECTION 1. Definition and Function. The Board of Directors shall establish Standing Rules governing formation and operation of Service Center Councils comprised of chapters which, combined, enroll a minimum of 6,000 members of the Association when practicable. The purpose and functions of these Councils will be as follows:

a. Coordinate member participation in Association activities for the decentralized delivery of chapter and member services. *(Amended January 1998)*
b. Establish statewide channels of communication, respond to requests from State Council committees, and offer information and recommendations to the State Council and Board of Directors following study and discussion of professional issues. *(Amended January 1998)*
c. Develop Service Center regional objectives. *(Amended January 1998)*
d. Advise the Service Center staff about programs needs and evaluate programs and services. *(Amended January 1998)*
e. Provide a foundation for regional political activities and legislative contact programs. *(Amended January 1998)*
f. Perform such additional functions as may be set forth in the Standing Rules. *(Adopted June 1971, Renumbered October 1979; Amended January 1998)*

ARTICLE XII — CTA ASPIRING EDUCATORS

SECTION 1. Composition. The Student members of the Association shall be members of the CTA Aspiring Educators. *(Amended April 1960, January 1998, January 2024)*

SECTION 2. Purposes. The purposes of the CTA Aspiring Educators shall be to provide a means of active cooperation among students in California's colleges and universities preparing to become teachers, and to stimulate professional attitudes among future teachers. *(Amended April 1960, January 1998, January 2024)*

SECTION 3. Constitution and Bylaws. The qualifications of members, the internal organization, the duties of officers, and other matters pertinent to the organization and operation of the CTA Aspiring Educators shall be set forth in its constitution and bylaws, which shall be subject to the ratification and approval of the Board of Directors of the California Teachers Association. Any amendment to or revision of such constitution and bylaws shall also be subject to the ratification and approval of the Board of Directors of the California Teachers Association. *(Amended April 1960, January 2024)*

SECTION 4. Advisor. The CTA Aspiring Educators shall be under the general supervision of an advisor appointed by the Executive Director with the approval of the Board of Directors of the Association. The advisor shall present reports of the activities of the CTA Aspiring Educators to the Board of Directors. *(Amended April 1960, January 1998, January 2024)*

SECTION 5. Expenses. The expenses of delegates to regular conferences of the CTA Aspiring Educators, as provided in the Constitution of that Association, and other expenses of the CTA Aspiring Educators as may be approved by the Board of Directors of the California Teachers Association shall be paid by the California Teachers Association. *(Amended April 1960, May 1977, Renumbered October 1979, Amended January 1998, January 2024)*

ARTICLE XIII — EMPLOYMENT OF STAFF

SECTION 1. General. The Board of Directors, acting within the general policy provisions and budgetary constraints enacted by the State Council of Education, shall employ, make provisions for the regular evaluation of, and deploy staff as necessary. *(Amended January 1998)*

SECTION 2. Executive Director. An Executive Director shall be employed under contract. The contract shall fix terms and conditions of employment. The length remaining in the term of the contract at any given time shall not exceed four years from date of notice of intent to terminate. The Executive Director shall:

a. Serve as the general manager of the program and activities of the Association, under the direction and control of the Board of Directors.
b. Have the responsibility, and commensurate authority, for the activities of all staff of the Association. *(Amended January 1998)*
c. Propose to governance bodies such activities as they deem pertinent to the purposes and objectives of the Association. *(Amended January 1998)*
d. Provide advice to the non-governance advisory groups of the Association. *(Amended January 1998)*
e. Perform such other duties as may properly pertain to the office as prescribed by law, these Bylaws, or other actions of the Board of Directors. *(Amended January 1998)*

SECTION 3. Evaluation of Staff. The Board of Directors shall be responsible for the periodic evaluation of the Executive Director and for establishing written procedures for the Executive Director to implement in evaluating the performance of other staff of the Association. *(Amended January 1998)*

SECTION 4. Automatic Resignation or Limited Leave of Absence from Elected Office. If a person becomes a paid employee of the Association or its affiliates, they should be deemed to have resigned, or to have requested a leave of absence from, any elected office having a vote on either of the elected governance bodies of the Association; i.e., the State Council of Education or the CTA Board of Directors. This restriction shall not apply to expense or salary reimbursements for release time from public education employment in order to hold elected office or to those who are intermittently employed. The CTA Board of Directors shall notify each person affected by this provision of the option of seeking a leave of absence instead of an automatic resignation, with a reasonable time in which to request the leave. Where a leave of absence is to be sought rather than automatic resignation, such leave of absence must be approved by the Board of Directors. Only one such leave of absence not to exceed six months in duration may be granted per any given elected term of office. Any vacancies created by such leaves of absence shall be filled on a temporary basis by the elective authority with a term ending with the expiration of the leave of absence. *(Adopted October 1980, Amended February 1981, January 1998, January 1999)*

ARTICLE XIV — BUSINESS AND FISCAL

SECTION 1. Fiscal Year. The fiscal year of the Association shall begin on September 1 and end on the following August 31, both dates inclusive. *(Adopted May 1977)*

SECTION 2. Budget. The annual budget shall be established by the State Council of Education and administered by the Board of Directors. *(Adopted May 1977)*

SECTION 3. Dues. The State Council of Education shall have the authority to adopt the regular dues levels for the membership as part of its responsibility for funding the budget. *(Amended March 1979, January 1998)*

a. **Dues for Active Members.** The proposed dues for Active members of the Association in full-time educational service shall be adjusted each year by a percentage amount not to exceed the statewide percentage change in average classroom teacher salary, exclusive of step and column increases, within California public schools totaled over a three (3) year period, divided by three (3). Such adjustments shall be included within the adoption of the budget of the Association and shall be computed on the change in such average statewide classroom teacher salary taking place during the three (3) fiscal years immediately preceding the year in which the budget is adopted. *(Amended January 1992, January 1998)*

b. **Dues for Less Than Full-Time Active Membership.** Dues for Active members of the Association in less than full-time educational service may be set at a lower amount as specified in the Standing Rules. *(Amended January 1998)*

c. **Changing Dues Base.** Any change in the ongoing dues base beyond the amount which would be established by the computation may be approved by the following processes: *(Amended January 1998)*
   (1) Formal proposal by the Board of Directors. *(Amended January 1998)*
   (2) Notice to be given to the members of the State Council of Education at the meeting immediately preceding the Annual Meeting at which the change in base figure is to be voted upon, and to be published in the official publication of the Association at least ten days prior to the Annual Meeting. *(Amended January 1998)*
   (3) The State Council of Education may adopt the proposed change, or any lesser change, in the ongoing dues base figure at the Annual Meeting. *(Amended January 1998)*
   (4) The effective date of any change in the ongoing dues base figure shall be with the budget next adopted after the Council action approving the change.

d. **Dues for Other than Active Members.** The State Council of Education shall have the authority to establish policies and/or authorize formulas for dues levels for all other categories of membership so long as the amounts of such dues do not exceed those prescribed for full-time members. *(Adopted October 1978, Amended March 1979, January 1998)*

SECTION 4. Official Publication. There shall be an official publication of the Association and any notice required by law or by these Bylaws to be given to the members of the Association or the State Council of Education may be given to members by publishing the notice in the official publication. *(Amended April 1960, May 1977, January 1998)*

SECTION 5. Standing Rules. The Board of Directors of the Association, acting by the affirmative vote of two-thirds or more of its members, shall have the power to adopt and amend rules and regulations pertaining to the purposes, activities, and business of the Association. These rules shall be known as the Standing Rules. *(Amended May 1977, Renumbered October 1979, October 1980, January 1998)*

ARTICLE XV — PARLIAMENTARY PROCEDURE

On all matters of procedure not otherwise covered by the provisions of these Bylaws, or by the Standing Rules of the Association, Robert's Rules of Order, latest revised edition, shall be the official guide. *(Amended May 1977, Renumbered October 1979, October 1980)*

ARTICLE XVI — AMENDMENTS

SECTION 1. Proposal of Amendments to Articles of Incorporation and Bylaws. Amendments to the Articles of Incorporation and/or these Bylaws may be proposed by any one of the following: *(Amended January 1998)*

a. The affirmative vote of at least two-thirds of the members of the Board of Directors.
b. The affirmative vote of a majority of those present at any meeting of the State Council of Education, provided that a copy of the bylaw change is attached with additions bolded and deletions struck through. *(Amended June 2025)*
c. The regular initiative or referendum processes as stated in Article IV, Section 1 and 2. *(Amended January 1998)*

SECTION 2. Notice and Publicity.

a. After an amendment or amendments to the Articles of Incorporation or these Bylaws has been proposed as provided in Section 1, a copy shall be provided to each voting member of the State Council of Education and published in the official publication of the Association. Notice and publication shall be completed at least thirty (30) days prior to either the meeting of the State Council of Education at which action on the amendment or amendments is to be taken or the date of the initiative or referendum election. *(Amended January 1998)*
b. A reference in the minutes of the meeting of the Board of Directors in the case of an initiative or referendum election, or in the meeting of the State Council of Education when adopted by the State Council, that notice and publication has been duly accomplished within the time specified shall be conclusive evidence of such fact. *(Amended January 1998)*
c. In the case of an initiative or referendum election, both the current and the proposed wording of the affected sections of the Articles of Incorporation and Bylaws shall be sent to the membership with the other prescribed election materials. *(Amended March 1973)*

SECTION 3. Adoption of Amendments to Bylaws. Any amendment to these Bylaws may be adopted by any of the following processes: *(Amended January 1998)*

a. Approval by at least a two-thirds vote of the Active and life members participating in a valid initiative or referendum election.
b. The affirmative vote by written ballot of at least two- thirds of the votes cast at the meeting of the State Council of Education at which such amendment is submitted for action, provided that at least a majority of the voting members of the Council, as defined in Section 2 of Article V above, vote affirmatively for the amendment regardless of the number registered for the meeting.

c. Prior to the written ballot, amendments shall be considered during a business session of the Council and may be modified by majority vote of the Council in any manner which does not increase their scope or impact.
d. The final written vote on the adoption of amendments at a meeting of the State Council shall be at polling places under regularly-adopted elections procedures designed to insure that every voting Council member present at the meeting has a reasonable opportunity to cast a vote. *(Amended March 1973, October 1973)*

SECTION 4. Adoption of Amendments to Articles of Incorporation.
Amendments to the Articles of Incorporation may be adopted by the Board of Directors by the affirmative vote of at least two-thirds of its members following consent by either the State Council of Education or the Active and Life members voting in a valid initiative or referendum election in the same manner as if giving approval to a Bylaws amendment. *(Amended January 1998)*

SECTION 5. Effective Date. An amendment to these Bylaws shall become effective immediately upon its adoption, unless otherwise provided in the amendment. An amendment to the Articles of Incorporation shall become effective upon filing of a certificate of amendment with the Secretary of State of the State of California. *(Article amended in its entirety November 1969, Renumbered October 1979, October 1980, Amended January 1998)*

California Teachers Association

Standing Rules

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Standing Rules

1-SERIES: Business - Budget, Fiscal and Corporate Matters

RULE 1-1: State Headquarters Office

The State Headquarters Office of the Association shall be located at 1705 Murchison Drive, Burlingame, California 94010.

RULE 1-2: Statement of Mission and Goals

The CTA State Council of Education shall adopt a "Statement of Mission and Goals." That Statement shall establish the Association's priorities and shall guide the appropriate governance bodies in their development of the Association's programs. The Statement shall be reviewed by the Board of Directors prior to the third State Council meeting of each year and shall then be submitted to that Council meeting for further review and adoption. *(Adopted June 1991, Amended June 1997, May 2004, June 2005)*

RULE 1-3: Media Relations

The purpose of the California Teachers Association's media relations program is to enhance CTA's standing with the public at large and with specific constituencies, including public policymakers. The program shall be designed to protect and advance the interests of its members. *(Amended June 1997)*

These interests include member salaries, benefits, and working conditions as well as the quality of education, the well-being of students, and the promotion of human and civil rights throughout our society. *(Amended July 2004)*

To that end the following rules govern contacts with the media by CTA elected leaders and staff representatives.

1. The president is CTA's official spokesperson on all issues including, but not limited to, organizational, political, and educational policy and positions. *(Amended June 1997)*
2. The CTA president may designate other elected leaders or staff members to articulate the organization's policies or positions either on a specific occasion or, within defined limits, on a continuing basis. The president will determine any occasions and will define any limits. *(Amended June 1997)*

3. No CTA elected leader or staff member shall initiate contact with any print or broadcast journalist to encourage or develop an article that in any way reflects on CTA policies or positions without the specific authorization of the CTA president or their designee. A request for such authorization will include a detailed account of the subject(s) the journalist wishes to discuss as well as the approach(es) they may be expected to take. *(Amended June 1997)*
4. Any CTA elected leader or staff member who is contacted by a journalist for comment, on or off the record on any organizational, political, or educational issue will first suggest that they would prefer that the journalist speak with the CTA president. *(Amended June 1997)*
5. In the event the president is unavailable to respond to any such request, the elected leader or staff member will contact the Executive Director, or their designee, who will endeavor to find a spokesperson in this order: (1) another executive officer, (2) a member of the CTA Board of Directors who either works in the journalist's geographical region or who is knowledgeable in the area of the journalist's subject of inquiry, (3) another CTA activist, such as a State Council Delegate with a special interest in the subject or area, or (4) a staff member to be selected by the Executive Director or their designee. *(Amended June 1997)*
6. A CTA elected leader or Communications Department staff member who is contacted by a journalist asking for specific data or information the "average class size in California," for example may give that data or information, either for or not for attribution. Any other elected leader or staff member contacted for such information shall refer such a call to the office of the President or to the Executive Director or their designee. *(Amended June 1997)*
7. Any violation of this policy, by elected CTA leaders, shall be referred to the Board of Directors for appropriate action. *(Amended June 1997)*
8. Any violation of this policy, by staff members, shall be referred to the Executive Director for appropriate action. *(Added October 1992, Amended June 1997)*

RULE 1-4: Budget Preparation and Membership Assessment Processes

The following general procedures and timelines shall be followed in preparation of the budget:

1. **Dues Computation.** The Board of Directors shall release to the Budget Committee the computed dues figures for the following fiscal year at the first regular State Council meeting.
2. **Fixed Commitments.** Unless otherwise prescribed by governance directives from the Board of Directors and/or State Council, budget preparation will include the following computations:
   A. UniServ subventions at an amount equal to the prior year's subvention plus or minus the amount by which either Option I-RRC funding per FTE (full-time equivalent) exceeded Option I/Option II subventions per FTE or Option I/Option

II exceeded Option I-RRC funding per FTE in the fiscal year immediately preceding the year in which the budget is adopted for UniServ units meeting prescribed requirements. *(Amended July 1991 to be effective September 1, 1993)*

B. Crisis Assistance Panel escrow account at the rate of $3.00 per FTE member, with ending-year balances carried over to the next fiscal year. *(Amended July 2004)*

C. The ABC program funding is indexed within the CTA dues at the same rate as is used for overall dues computation. *(Amended July 2004)*

3. **Working Draft Budget.** The Budget Committee shall prepare a Working Draft Budget for the Board of Directors. This budget shall reflect a projection of current program levels and all known or predictable cost increases. Each major division of the budget shall be accompanied by a brief description of the program and/or activities for which funds would be used. *(Amended June 1997)*
4. **Membership Hearings.** Membership hearings shall be held at the Presidents Conference and at Regional/Service Center Fall Leadership Conferences. Membership hearings within each Service Center Council shall be held by members of the Budget Committee and/or any CTA Board members who are present at that meeting. Other committees and/or individual members may also give input through written proposals and/or informal hearings during Budget Committee meetings. A written report of membership assessment shall be furnished to the Board of Directors. *(Amended September 1990, June 1997, July 2004)*
5. **Council Open Hearings.** The Budget Committee shall hold open hearings no later than the second State Council meeting and make a summary report of the results to the Board. *(Renumbered July 2004)*
6. **Departmental Hearings.** Departmental hearings will be held by the Budget Committee for the purpose of receiving input from management. *(Renumbered July 2004)*
7. **Preliminary Budget.** Members of the Board shall be furnished with an analysis of program and expenditures for the current budget year, the Working Draft Budget for the following year, summary reports of hearings and input received by the Budget Committee, and any additional recommendations regarding program priorities from the Executive Director which may be deemed appropriate. The Board shall then issue instructions within State Council policy for altering priorities, programs and/or activities. Utilizing such instructions, a balanced Preliminary Budget funded within known income projections shall be prepared by the Budget Committee and reported to the Board. The narrative description accompanying each major division within the budget shall include details of the changes in program and/or activities as directed by the Board. *(Amended June 1997, Renumbered July 2004)*
8. **Final Budget Recommendation.** The Board shall consider the results of the Council open hearing together with any other recommendations deemed appropriate, and shall make such adjustments to the Preliminary Budget as needed.

The Final Budget proposal shall be mailed to all members of the State Council and all CTA/NEA chapter presidents sufficiently in advance of the final State Council meeting to permit thorough examination. Narrative descriptions accompanying each major division of the budget shall highlight changes in programs and/or activities in the Final Budget recommendations. Consideration, amendment and adoption of the Final Budget shall be a priority item for the annual State Council meeting. *(Last Amended July 2004)*

RULE 1-5: Bonding of Employees and Audit

1. **Bonding.** Each officer or employee of the Association who is entrusted with the receipt, safekeeping, or disbursement of funds of the Association shall be placed under a bond in such amount as the Board of Directors may determine.
2. **Audit.** The accounts and other financial records of the Association shall be audited annually by an independent certified public accountant or accounting firm, to be designated by the Board of Directors.

RULE 1-6: Authorization of Delegates to Conventions and Special Meetings

1. **Representation Authority**. No person shall have authority to attend conventions or other professional meetings as an official delegate or representative of the Association unless such representation has been approved by the Board of Directors. *(Amended July 2004)*
2. **Reimbursement of Expenses**. The Board of Directors shall determine the extent to which any such delegate or representative shall receive reimbursement of expenses from the Association. *(Amended October 1983)*

RULE 1-7: Membership Expense Reimbursement Policy

1. **General Authorization**. The rules governing the control for necessary expenses of representatives to the State Council of Education, members of Association committees, commissions, panels and task forces, and other in-state travel of members on business of the Association are authorized by the Board of Directors as follows: *(Amended July 2004)*
   A. **Travel**
      1) PLANE: Actual, most economical coach fare (with receipt). *(Last Amended July 2004)*
      2) TRAIN OR BUS: Actual fare (with receipt). *(Last Amended March 1992)*
      3) AUTO:
         a) The standard business mile rate as set by the Internal Revenue Service for transportation expenses. The mileage reimbursement will be calculated using the shortest highway route. Mileage reimbursement cannot exceed the cost of coach plane fare. *(Last Amended February 2006)*

b) Mileage to and from the member's home airport at the standard business mile rate as set by the Internal Revenue Service. *(Last Amended February 2006)*

4) AIRPORT SHUTTLE: CTA will reimburse the cost of airport shuttles to and from the meeting site. Taxi fare shall be reimbursed only when no other form of transportation is available. *(Last Amended March 1992)*

5) PARKING: Actual costs of airport parking and hotel parking. *(Last Amended March 1992)*

B. **Lodging in Hotel/Motel**:

1) Half the cost of a double-occupancy hotel room. Those wishing a single room must pay the difference except for extenuating circumstances, which must be approved in advance. Circumstances may include but are not limited to physically challenged, other medical reasons, persons in groups consisting of twenty-five (25) or fewer persons requiring overnight lodging may be reimbursed for single-occupancy where not otherwise directed by the Board. *(Last Amended June 1997)*

2) If travel by private car means an extra hotel or motel charge, such charge is not reimbursable.

3) Personal charges such as laundry, valet, telephone calls, snacks, and entertainment are not reimbursable. *(Last Amended March 1992)*

4) A maximum of eight dollars ($8.00) per day for portage is reimbursable. *(Last Amended September 2011, February 2023)*

C. **Meals**. Actual amounts paid including tax and tip are not to exceed $90.00 for any one day. Itemized receipts are required for all meals. A Missing Receipt form must accompany the Member Expense Statement when an itemized meal receipt is not available. Extra meals required by auto travel are not reimbursable. There will be no reimbursement for meals when CTA already provides one. *(Amended June 2012, eff. September 2012, September 2014, March 2015, February 2023)*

D. **Reimbursement for Caregiver-related Services**. Upon satisfying the following criteria, attendees at CTA governance meetings, statewide and regional conferences shall be eligible for reimbursement of actual expenditures of caregiver-related services of 80% of the California State minimum wage, not to exceed $800.00 per conference/meeting. *(Amended May 2006, April 2017, May 2023)*

1) Attendee filing the claim must be a member in good standing.

2) Member must submit verifiable documentation of proof of expenditure.

3) The child for which home care services reimbursement is requested must be: a legal dependent of the member, and under 16 years of age.

4) Caregiver-related services reimbursement would also include coverage for:

a) adults with special needs

b) elder care
c) dependent care
d) family member care *(Amended May 2006, May 2023)*

5) Member must submit documentation that they are the primary caregiver for the dependent under this section.
6) Alignment to federal mandates – The recommended test must meet federal assessments enumerated in ESSA Title I, Part A and the Individuals with Disabilities Education Act. *(Amended May 2005, May 2006, April 2017)*

Similar reimbursements for members attending meetings for Service Center Councils and local chapters will be at the discretion of the Service Center Councils and local chapters. *(Amended May 2023)*

2. **Deadline for Filing Claims**. All claims must be filed within thirty days of the end of the month in which they are incurred. An additional thirty-day period may be granted for extenuating circumstances set forth in a letter of explanation and filed with the claim. Claims filed more than sixty days after the end of the month in which they are incurred shall require approval by the Board of Directors. *(Adopted November 1978, Amended January 1995)*
3. **Recurring Late Expenses**. Upon a member's third appeal to the CTA Board for reimbursement of late expenses, the CTA geographical director will be contacted. The director will offer appropriate assistance. *(Adopted September 1995)*
4. **Alternates**. In the event a State Council member is unable to attend both days of a regularly scheduled State Council meeting and an alternate is certified, the total amount of travel and other expenses which are paid to the member and the alternate together shall not exceed the amount which would have been paid to the regular delegate if that person alone had attended both days of such meeting. The amounts paid to the regular delegate and the alternate shall bear the same ratio to the total amount paid as the ratio of the expenses of each to their combined expenses. *(Amended November 1978, September 1995)*
5. **Exceptions**. Any exceptions or variations from the above Rules covering travel and other expenses shall be allowed only by authorization within supplemental policies adopted by the Board of Directors. *(Amended November 1978, September 1995)*
6. **Reimbursement for Multiple Chapter-State Council Representatives**. Based on Article V, Bylaw Section 6, #c and #d, State Council representatives who represent multiple chapters shall be reimbursed reasonable cost for mileage and/or postage and duplication expenses in order to communicate effectively with the locals they represent. Such reimbursement claim forms shall be submitted along with State Council reimbursement forms and must be filed within 30 days of each State Council meeting. *(Adopted February 2007)*
7. **Honoraria**. CTA members will not be provided honoraria or remuneration for speaking at CTA conferences or conducting CTA workshops beyond

reimbursement for expenses as prescribed above. *(Adopted August 1983, Amended June 1997*)

RULE 1-8: Corporate Seal

1. **Form.** The form of the corporate seal of the Association shall be as follows: "California Teachers Association Incorporated January 16, 1907 San Francisco, California".
2. **Custody.** The Secretary-Treasurer shall have custody of the official seal of the Association.
3. **Use**. The official seal of the Association shall be used on such documents and publications as may be required by law, or may be determined by the Board of Directors. *(Amended June 1997)*

RULE 1-9: Service Marks (Logo)

1. **Form**. The form of the Association names shall be as follows: "California Teachers Association" and/or "CTA" and the "National Education Association" and/or "NEA". The form of the CTA service mark (logo) shall be in accordance with the certificate of registration issued on March 13, 1984, by the Commissioner of Patents and Trademarks. *(Adopted November 1994)*
2. **Use**. The use of the CTA and NEA names and service marks (logos) shall be limited to individuals or groups authorized by the CTA Executive Officers and/or the CTA Executive Director. The only exception is for affiliates of the Association. *(Adopted November 1994)*

RULE 1-10: Leadership Involvement in Political Campaigns

1. To safeguard the integrity of the process for official California Teachers Association recommendations for public office, all officials elected by the State Council of Education shall conduct themselves in such a way so as not to compromise the State Council of Education's role in making the final determination of the official recommendation of the California Teachers Association. *(Adopted February 1995, Amended June 1997)*
2. California Teachers Association members who work in a candidate's campaign before recommendation has taken place or in the campaign of a candidate who is not recommended should make it clear that they are acting as individuals. They should not identify themselves with the title of any position held in a recognized California Teachers Association group, governance or non-governance. *(Adopted February 1995, Amended March 1995, June 1997)*
3. This policy shall not in any way infringe upon the rights of individual California Teachers Association members to express support for individual candidates. *(Adopted February 1995)*

RULE 1-11: Use of Tax Registration Number

The use of CTA non-profit registration identification numbers shall be restricted to official business of the California Teachers Association. This includes, but is not limited to, requests by other agencies for use in tax filings and other mailings. *(Adopted July 1986)*

RULE 1-12: Official Publication

1. In accordance with Article XIV, Section 4, of the Bylaws, the Board of Directors shall be responsible for issuing an official publication. *(Amended April 1996)*
2. Six dollars and forty-seven cents ($6.47) of the annual dues of each member or equivalent fee will be used to pay for the subscription of each member to the official publication for the present year. *(Amended June 2009)*
3. Copies of this rule may be prepared as necessary by the CTA Secretary-Treasurer and filed as necessary with federal postal authorities.

RULE 1-13: Facilities/Enterprises Use/Boycott - Union/Non-Union

1. **Preference for Union Hotels.** For the purpose of selecting a hotel for meetings, workshops, or conferences, CTA will use "union" hotels which meet the needs of the stated event. If none are available, "non-union" hotels may be considered. In no event shall any hotel actively engaged during the prior three years in "anti-union" activity be selected unless settlement has been reached with affected employees. *(Amended June 2001)*
   A. CTA will not patronize any establishment or enterprise listed as "do not patronize" by the AFL-CIO so long as the National Education Association does not reject or censure a specific boycott. *(Renumbered February 1995, Amended January 2013)*
   B. Before CTA patronizes any establishment or enterprise on the California State Federation of Labor's "do not patronize" list, the CTA Executive Director will solicit the reasons, in writing, for the boycott and a statement of the procedure used to place the specific firm on the list. *(Amended January 2013)*
      1) Until and unless that information is provided, CTA will remain free to patronize the establishment or enterprise.
      2) If and when the requested information is provided, the CTA Executive Officers will evaluate it and make a recommendation to the Board of Directors as to whether or not the CTA should honor the boycott. The Board will decide the issue and may also choose to communicate the reasons for its decision to the State Federation of Labor, to CTA affiliates and members, and to others.
      3) In making its decision, the Board shall be guided by the following criteria:

(a) Preference shall be given to union hotels with adequate accommodations and meeting facilities over non-union hotels in the same area.

(b) Non-union hotels without a record of aggressive anti-union activities shall be utilized where adequate union hotels are unavailable in the area. *(Amended January 2013)*

(c) Facilities with aggressive anti-union records shall be avoided whenever possible. *(Amended July 2004)*

4) Facilities utilized that are on the California Labor Federation's "do not patronize" list shall be reviewed periodically in accordance with the criteria in "b (3)" above. *(Amended January 2013)*

C. CTA will not be bound by any boycott called by a local union or central labor council unless that boycott has met the criteria in "a" or "b" above.

D. CTA will honor all "do not patronize" decisions issued or endorsed by the NEA Executive Committee, Board of Directors, and Representative Assembly. *(Amended January 1990, March 1993, January 2013)*

2. **State-Level Governance Meetings**. The following apply for determining locations of meetings for state-level governance bodies:

A. **State Council**. Based on ease of transportation and expense, Council shall meet in Southern California each year unless otherwise determined by timely Council action. *(Amended June 1997, July 2004)*

B. **Board of Directors**. Unless otherwise specified for a particular meeting, meetings of the Board of Directors shall be held in the Board room at CTA State Headquarters in Burlingame.

C. **Advisory Groups**. First priority for meetings of CTA state-level task forces, committees, and Board advisory groups shall be the CTA State Headquarters in Burlingame. Such groups may hold their meetings in hotels located in the Burlingame headquarters vicinity if there are no additional costs involved, except for meals, when this is necessary because of lack of space or when the building is closed. Whenever appropriate, meetings may be held in CTA facilities outside the Burlingame area subject to Board approval. In emergency circumstances, the president, in consultation with the officers, may authorize such meetings outside the Burlingame area. *(Adopted November 1988, Amended June 1997, July 2004)*

RULE 1-14: Requests for Assistance

CTA dues are intended to promote the interests of teachers and public education. Funds created to assist the victims of crime or other public causes, regardless of individual merit, represent an inappropriate expenditure of Association funds. The Association may encourage its members or the general public to make individual contributions to such funds. The California Teachers Association should not become involved in such activities on an ongoing basis. *(Adopted November 1988, Amended June 1997)*

2-SERIES: Personnel - Board of Directors and Staff

RULE 2-1: CTA Directorial District Apportionment

1. The number of CTA Directors is determined by the State Council. Representatives shall be allocated on the basis that each member counts as one person. *(Amended July 1997)*
2. The one-person, one-vote principle shall be applied to CTA Geographical Districts. One person, one-vote is the procedure by which each CTA Geographical Director shall represent approximately the same number of constituents as each and every other CTA Geographical Director. The average percentage of deviation per geographical Director shall not exceed 10 percent. *(Amended July 1997; February 2013)*
3. CTA districts shall use chapters as the basis for apportionment.
4. No chapter shall be divided.
5. CTA Geographical Districts' representation ratio shall be reviewed every three years, based on membership as of the last day of the fiscal year. If the review process indicates that the average deviation is more than ten percent (10%), a new plan shall be prepared and approved by the State Council. *(Amended July 2004, February 2013)*
6. A chapter with sufficient membership shall be entitled to a CTA Geographical Director.
7. CTA Geographical Directorial Districts shall be grouped only when it is not possible to meet the representation ratio. When the grouping is necessary, the smallest number of chapters shall be grouped to meet the representation ratio.
8. Chapters within a CTA Geographical District shall be contiguous. Chapters for a union high school district and its elementary feeder district(s) shall be within one CTA Geographical District. *(Adopted November 1991, Amended April 2008)*

RULE 2-2: Board Management Procedures Handbook

1. **Preparation**. A continuously updated Board Management Procedures Handbook for those procedures adopted by the Board of Directors which pertain directly to the manner in which Board members function as such, collectively and individually, shall be prepared and maintained by the Secretary-Treasurer under the supervision of the President.
2. **Scope**. Topics in Board Management Procedures, beginning with the reproduction of this Rule, shall include but not be limited to the following:

    A. Inter-relationships between staff and the Board, collectively and individually;
    B. Procedures for funding Board expenses, collectively and individually; and
    C. Any other items or matters unique to the Board of Directors. *(Amended July 1997)*

3. **Distribution.** Board Management Procedures shall periodically be reproduced and issued to individual members of the Board and other persons in accordance with the following: *(Amended July 1997)*
    A. Annually to all members of the Board of Directors and to key staff as determined by the Executive Director; *(Amended July 1997)*
    B. Upon request through an Executive Officer or the Executive Director, Board Management Procedures may be given to any person having a demonstrable need to review it; and *(Amended July 1997)*
    C. Immediately upon election to office as a member of the Board of Directors, such person shall be given a copy of Board Management Procedures. *(Amended July 1997, September 1978)*

RULE 2-3: Emergency Procedures

The California Teachers Association shall provide to all its staff members information, training, and procedures to help minimize injury and loss of life during an emergency. Such procedures shall be developed by the Executive Director and distributed to all staff. *(Adopted May 1990, Amended July 1997)*

3-SERIES: State Council of Education

(Series renumbered 2000)

RULE 3-1: State Council Registration and Attendance Procedures

1. **Certification of Election**. The current Official CTA State Council Representative/Alternate Tally Sheet must be completed and returned to the CTA Governance Support Department in order for the election to be certified by the Chairperson of the CTA Elections and Credentials Committee. The names of elected Representatives and/or Alternates shall be certified by the Chairperson of the Elections and Credentials Committee upon receipt of the CTA Official State Council Representative/Alternate Election Tally sheet, which states that the election has been held in compliance with rules established in the CTA Elections Manual. The results, on a CTA Official State Council Representative/Alternate Election Tally Sheet, shall be accepted from: *(Amended June 1999)*
    A. A chapter president or designee of a single chapter electoral district. *(Amended September 1997)*
    B. The president of an affiliated organization. *(Amended January 2025)*
2. **Registration at Council Meetings**. Representatives certified as prescribed above shall be permitted to register at State Council meetings no later than 11 a.m. on the first Council day. Such registration shall include issuance of a State Council badge and materials at the CTA registration desk. Whenever possible, the Chairperson of the Elections and Credentials Committee shall be available to assist the CTA

registration desk with certification of Representatives and Alternates whose names have not been previously submitted. When this is not possible, an Alternate or Representative shall be directed to the Elections and Credentials Committee for assistance. *(Amended September 1997, June 1999, July 2009, January 2025)*

A. An Alternate certified under the above provisions must register by 11 a.m. on the first Council day. Once the Alternate has registered, that seat is filled for the duration of that State Council meeting. An Alternate badge shall be issued which will include the name of the Alternate and the absent Representative. *(Amended June 1999, January 2025)*

3. **Attendance Procedures.** The attendance requirements of the CTA Bylaws shall be implemented as follows:
   A. A record shall be maintained for the attendance or absence of each State Council representative. An absence at a State Council meeting shall be defined as the failure of an elected representative either to attend a State Council meeting or to notify the CTA President, in writing and in a timely manner, of their inability to attend, whether or not the electoral district is represented by an alternate. *(Amended September 1997, October 2005)*
   B. When a representative has been absent from a meeting, a letter shall be sent by certified mail to the representative informing them of the requirements of Article V, Section 4.d.(2) of the CTA Bylaws. A copy of the letter shall be sent to the chapter president(s) of the electoral district and to the CTA Board member. *(Amended November 1992, May 1993, September 1997)*
4. **Declaration of Vacancy**. After review of any circumstances presented, the CTA Board shall determine whether or not to declare a vacancy pursuant to Article V, Section 4.d.(2) of the CTA Bylaws. *(Amended September 1997)*
5. **Follow-up to Declaration of Vacancy**. If a vacancy is declared, the Board shall also cause the former representative to be notified of their right to appeal the matter to the next regular meeting of the State Council for final action. The former representative shall also be informed that they may run for election to the vacant seat. The CTA Committee on Elections and Credentials shall be notified of the Board's action and shall then further notify the electoral district to hold an election to fill the vacancy as soon as possible. *(Adopted November 1985, Amended May 1989, September 1997, Renumbered July 2004)*

RULE 3-2: Arrangements for the State Council of Education

1. **Voting Members.** During sessions of the State Council of Education, including committees of the whole, all voting CTA/NEA members shall be seated together in a delegate section. Each voting member shall be provided with an identification badge. *(Amended September 1997, July 2022)*
2. **Non-voting Members**. Non-voting CTA/NEA members attending the State Council of Education shall be seated in the observer section. Their badges shall be similar

to those issued to voting CTA/NEA members, but distinguish that they are not voting members. *(Amended September 1997, July 2022)*

3. **Visitors**. Any person attending the State Council of Education who is not a CTA/NEA member shall be considered a visitor. Visitors are guests and are welcome to be observers as long as they adhere to the provisions of Standing Rule 3-7. Visitors shall be provided with an identification badge that clearly distinguishes them from those worn by CTA/NEA members. *(Adopted July 2022)*
4. **Advance Notice on Use of Booths at Council**. The Standing Rule 12.4 "Policy for Exhibits at CTA Functions" shall be included in the first notice of each Council meeting. *(Amended February 1994, September 1997, July 2022)*
5. **Speakers**. Voting members, non-voting members or visitors invited by the CTA Executive Officers are defined as speakers.
   A. The principal criteria used in selecting speakers for major presentations to be made to the CTA State Council of Education shall be the advancement and enhancement of the CTA program. Consideration shall be given to all aspects of the program, including professional areas as well as political action.
   B. Responsibility for making recommendations and extending invitations for speakers shall be assigned to the CTA Executive Officers.
   C. If time allows, a recommendation for selection of speaker should be given to the Board for discussion and action. Where time does not permit, selections shall be given to the Board for discussion, ratification, and any further guidance the Board may choose to give.
   D. In general, there shall be no more than one speaker per meeting. *(Adopted July 1991; Amended July 2022)*

RULE 3-3: Action Items for the State Council of Education

1. **Prior Study and Research**. Items of business for Council deliberation and action shall regularly be considered for study first by either the Board of Directors, a committee or a commission or other study group. A recommendation(s) may be made by such bodies for Council action as a part of the regular Council agenda. Each such recommendation shall be designated by the recommending bodies as being for "immediate action" or as a "major policy" matter. Unless otherwise ordered by a two-thirds vote of the Council, action on "major policy" matters shall be deferred until the next State Council meeting. *(Amended July 1997, September 1997)*
2. **New Business Item Submissions**. The following shall be included in the delegate packet for State Council meetings for reference purposes: *(Amended July 1997)*

   New Business Items may be submitted by any Council member(s) registered for a State Council meeting in the form of separate proposals to be acted upon under New Business. The procedure for handling such items is as follows: *(Amended November 2013)*

A. Proposals must be submitted by the end of the First General Session to the Secretary-Treasurer or designee via the NBI app at the registration desk. They shall be received and numbered within a sequential numbering system established for each membership year. An e-mail confirmation of receipt along with the number assigned to the NBI will be sent to the maker(s) of the NBI. *(Amended September 1997, April 2001, November 2013)*

B. The President or designee shall refer the item to the appropriate body for study and recommendation to the Council. All New Business Items are referred to the Board of Directors, a State Council committee, special committee, or task force. *(Amended July 1997, April 2001)*

C. A list of New Business Items shall be posted by 2:00 p.m. of the first day of the Council meeting. This posting shall include the names and Council committee assignments of the maker and seconder for each New Business Item as well as the body of referral for each New Business Item. *(Adopted April 2001, Amended November 2013)*

D. If the body of referral is a State Council committee, that committee will present a progress report on the second day of the Council meeting during Committee Reports. At this time, motions of referral, modification, action or disapproval may be placed on the floor by the committee chair on behalf of the Council committee. All NBIs held as matters pending will be listed in the committee report. *(Adopted April 2001; Amended November 2013)*

E. During the time designated on the agenda for consideration of New Business Items, the President or designee shall place each item before the Council for ratification of the previous day's referral. At this time, any Council member may request to pull an item for consideration of immediate action, which is non-debatable and takes a 2/3 vote. Such request must be in writing on the appropriate form and submitted to the presiding officer prior to the commencement of consideration of New Business Items. The presiding officer will inform Council of the request and reason(s) indicated on the form before Council votes on consideration of the item. *(Adopted February 1979, Amended July 1997, April 2001, May 2010, June 2010)*

F. New Business Items not acted upon through referral or by immediate action at the meeting during which they are submitted shall automatically be placed on the agenda for the following Council meeting. *(Adopted February 1979; Amended July 1997; April 2001)*

G. New Business Items shall be tracked by the Governance Support Department staff. *(Adopted November 2013)*

3. **Special Items**. Matters closely related to agenda items before the Council may be taken up at the same time without special waiver of rules. By a two-thirds vote, the State Council may at any time consider and act upon any proposal. *(Amended July 1997)*

4. **Handling of Items Designated as Policy**. The following shall be included in the packet for each Council meeting. *(Amended July 1997)*

   POLICY ADOPTION. Any action of the Council may be considered to be a policy adoption. Appropriate continuing policy items shall be placed in the Organizational Handbook, to serve as the basis for decisions between Council meetings by the Board of Directors, Executive Officers, staff (including legislative advocates) and other bodies of the Association. *(Amended July 1997, September 1997)*

   Major Policy actions are those designated as being of special importance by either the recommending body or by majority vote of the Council. Items so classified require a written statement to explain the need for immediacy and two-thirds vote for final adoption, if such action is to be taken at the first meeting of their formal consideration.

5. **Specific Legislative Bills**. Specific legislative bills are reviewed by the State Legislation Committee. Where policy already exists in an area, the State Legislation Committee recommends CTA positions based on the existing policies, with advice from the committee of primary jurisdiction. Where existing policy is found to be incomplete on the subject, the appropriate Committee(s) should: (1) Recommend policy improvements to the Council for adoption, and (2) Recommend positions on specific pending legislation to the State Legislation Committee subject to policy adoption. *(Adopted December 1979, Amended October, July 1997)*
6. **Unfinished Business**. Pursuant to a Council operational directive, business items on a Council agenda which have not been acted upon by the Council at the time a meeting is adjourned due to a lack of quorum are automatically referred to the Board of Directors for handling on an interim basis. The Board shall report its action to the Council. *(Adopted July 1986, Amended July 1997).*

RULE 3-4: Responsibility of Committees

1. **Referrals**. Each item of new business, referral from a member or a chapter, or legislative bill presented for review will be assigned to a committee for study and recommendation back to the Council. *(Amended September 1997)*
2. **Overlapping Jurisdictions**. When an item contains elements or implications within the purview of more than one committee, the additional committees will be made aware of the assignment to the primary committee and of the content of the proposal. The committee of primary responsibility will be notified that this has occurred. The chairperson and consultant of the committee given primary responsibility will arrange with their counterparts on other affected committees to obtain recommendations. These recommendations will be given careful consideration by the primary committee in developing the final recommendation for presentation to the Council. If the subject of study is originally generated within a committee, that committee will be responsible for appropriate involvement of other committees whose area of concern may be affected. *(Amended September 1997)*

RULE 3-5: Special Rules of Procedure

1. A member of the Council who is recognized by the chair shall give their name and group represented.
2. No member speaking on a question may move the previous question.
3. Speakers are normally recognized in the order in which they take their places at the numbered microphones. *(Amended September 1997)*
4. In cases of a known and intense degree of diverse opinions, a member may request or the chair may rule at the beginning of a discussion that it will be treated on a "pro-con" basis. In such a case, the debate will alternate between "pro" and "con" and the chair will place, at reasonable intervals, the question of closing debate to the body. *(Amended September 1997)*
5. At the request of the chair, any amendment or main motion shall be in writing.
6. Wherever possible, the debate on a proposed bylaw amendment shall take place during the meeting prior to the meeting in which it is to be considered for adoption by written ballot. *(Adopted July 1990)*

RULE 3-6: Past CTA Presidents at State Council

CTA past presidents may be invited to attend. *(Adopted October 1992, Amended July 2004)*

RULE 3-7: Non-Voting Members and Visitors Attending the State Council and Committee Meetings

1. Non-voting members and visitors to State Council shall observe the following practices and shall be given a copy of Standing Rule 3-7, A-D upon registration. *(Adopted December 2000; Amended July 2004, July 2022)*
   A. Register according to their designations in Standing Rule 3-2. (Visitors must be guests of a voting CTA/NEA member of the State Council of Education) *(Adopted December 2000; Amended July 2022)*
   B. Sit in the observer section of General Session and Committee rooms. *(Adopted December 2000; Amended July 2022)*
   C. Standing Committee Room:

      Non-voting members and visitors shall:

      1) Introduce themselves to the committee chairperson before the start of the meeting. *(Adopted December 2000; Amended July 2022)*
      2) Not enter into committee discussions unless the committee chairperson specifically invites them to make comments. *(Adopted December 2000)*
      3) Be aware that they may be asked to leave at any time at the discretion of the chairperson. *(Adopted December 2000; Amended July 2022)*

4) Be prohibited from using materials that are only for voting CTA/NEA members of State Council General Session and committees. *(Adopted December 2000; Amended July 2022)*

D. General Session Room:

1) Non-voting members and visitors shall not be recognized for the purpose of conducting business or in engaging in debate.

2) Non-voting members and visitors shall have the right to be recognized to speak while an item of business is being considered if the following procedure is followed;

a) A voting CTA/NEA member of the State Council of Education gains recognition from the presiding officer to request that a non-voting member or visitor be granted the right to speak on the floor.

b) The presiding officer shall raise the request to the body. A majority vote is needed to grant permission.

c) Non-voting members and visitors shall be permitted to speak for up to two (2) minutes.

d) The purpose for commenting will be limited only to providing information that is necessary for the floor debate and not engaging in the debate itself. *(Adopted July 2022)*

2. Affiliates are extended invitations by the President to attend the meetings of State Council and the standing committee meetings. *(Amended September 1997)*

3. Committees other than State Council committees may, upon authorization from the President, hold meetings when the State Council of Education meets. *(Amended September 1997)*

A. Each request for authorization to hold a meeting during State Council, shall include a list of the committee members. *(Amended September 1997)*

B. Badges will be prepared for those who are not State Council representatives. These people may attend the General Session of the day their committees meet. Their expenses shall be paid for the day of their meeting only. *(Amended September 1997, July 2022)*

4. Other visitors to State Council and Standing Committee meetings may be invited by the President. *(Amended September 1997, July 2022)*

A. A Standing Committee Chairperson wishing to have a non-voting member, visitor or speaker attend a committee meeting is to submit a request to the President. *(Amended September 1997, July 2022)*

B. It shall be the prerogative of the President to extend invitations to non-voting members, visitors and speakers to attend Standing Committee meetings as well as to those to attend the General Sessions of the State Council. *(Amended September 1997, July 2022)*

5. Subject to other provisions of Standing Rule 3-7, a CTA chapter may send members to attend the State Council at the chapter's expense. Individual members

may attend at their own expense. *(Adopted August 1981; Amended September 1997, July 2022)*

RULE 3-8: State Council Caucuses

1. **Purpose**. The purpose of caucuses is to advise, educate, or lobby the State Council or the Board of Directors about caucus issues. *(Amended July 1997, July 2004)*
2. **Recognition**. Any group wishing to be recognized as a State Council Caucus may petition the Board of Directors for recognition. The Board shall then act upon the petition by granting or denying such recognition. Each petition shall afford the following information: *(Amended March 1990, July 1994)*
   A. Name of Group.
   B. Purpose of organization.
   C. Membership roll of CTA members. *(Amended July 1997)*
   D. Names and addresses of leaders or elected officers. *(Amended March 2003)*
   E. A projected plan for meetings.
   F. Caucus Bylaws and Rules of Operation. *(Adopted March 2003)*
   G. Caucus budget certification that shows the projected accounting of receipts and disbursements of funds. *(Adopted March 2003)*
   H. Any group that meets during State Council that recognizes itself as a CTA Caucus shall file for caucus recognition. *(Adopted April 2017)*
3. **Caucus Activities**. Rules governing recognized caucus activities: *(Amended July 1991, July 1994, July 1997)*
   A. Upon request by the caucus chairperson to a CTA Executive Officer, a meeting room may be provided with place and time published in the Council program.
   B. All expenses incidental to caucus organization, activities, or meetings shall be assumed by the caucus.
   C. Caucus meetings shall not be scheduled to conflict with the State Council of Education general sessions or the regular meetings of Council committees.
   D. Caucuses shall not make CTA policy or speak on behalf of CTA. *(Amended July 1997)*
   E. Caucuses shall not lobby or advise entities other than the CTA State Council, the Board of Directors, or the NEA. *(Amended July 1997)*
4. Continuance of Recognition. Continuing recognition is subject to annual reapplication and approval by the Board of Directors. Previously recognized caucuses which desire to have their recognition continued shall: register names and addresses of leaders or elected officers, a membership roll of CTA members, and the prior year accounting of receipts and disbursements that has been certified by the caucus chair with the CTA Board of Directors prior to August 31 of each year. *(Amended July 1994, July 1997, March 2003)*

5. Exhibits or Booth Space. Requests for exhibit or booth space may be made in writing according to Standing Rule 12-4. *(Adopted 1995, Amended July 1997, March 2003, July 2004)*

RULE 3-9: CTA Policy on Reimbursement for Dependent Care

Upon satisfying the following criteria, a State Council representative shall be eligible for reimbursement of actual expenditures for hardship child, adults with special needs and/or elder care services of 80% of the California State minimum wage, not to exceed $500.00 per dependent, per State Council meeting as per Standing Rule 1-7, (Reimbursement for Dependent Care). *(Amended November 1998, May 2006, July 200, April 2017)*

The member must be: a duly elected representative or seated alternate in attendance at State Council; or a Liaison in attendance at State Council; or a Service Center Chair in attendance at State Council; or a duly authorized member attending State Council on official business. *(Adopted November 1998, Amended May 2006, July 2009)*

4-SERIES: CTA Internal Matters - Chapters (Locals), CTA Service Center Councils, and Affiliates

(Series renumbered 2000, 2009, 2010, 2011)

RULE 4-1: Chapters (Locals)

1. **Standards for Chartering**. A Charter is defined as a mutual contract between the Association and a chapter (local) to work cooperatively within the rules established (in order of precedence) by the national affiliate (NEA), the state affiliate (CTA) and the local affiliate of CTA/NEA (the Chapter) and such contract includes an understanding that each chapter, by entering into an affiliation relationship with CTA/NEA and enjoying the benefits of that affiliation relationship, agrees to be bound by NEA and CTA governing documents, including the CTA Bylaws, Standing Rules, and Requirements for Development of Bylaws for Chartered Chapters of CTA, as they may be amended from time to time. A Charter belongs to the CTA/NEA membership of California, the agent for which is the CTA Board of Directors, acting within policies adopted by the State Council of Education. The Association shall not charter a chapter (local) unless it meets the following minimum standards: *(Amended March 1982, April 2015)*
   A. Each chapter (local) shall apply the one-person, one-vote principle for representation on its governing bodies except that the chapter (local) shall endeavor to have ethnic-minority representation at least proportionate to its ethnic-minority membership. *(Amended June 2025)*
   B. The chapter (local) shall conduct all elections with open nominations and a secret ballot.
   C. The chapter (local) shall require membership in the Association and in the NEA.

D. The chapter (local) shall adopt a policy that recognizes the pre-eminence of the "Code of Ethics of the Education Profession."

E. The chapter (local) shall submit current governance documents and other requested evidence of compliance with current minimum chartering standards upon request of the Governance Documents Review Committee (the Committee), and in no case less frequently than on every fifth anniversary of charter date. *(Amended February 1995)*

F. The chapter (local) shall cooperate with the Association in any audit of the chapter (local) books and records. CTA may periodically audit any chapter. *(Adopted March 1994, Amended May 2010)*

G. Alternatively, upon receipt of a complaint or inquiry by a member of a chapter (local) alleging or concerning possible inaccuracies, discrepancies, misuse or misconduct with respect to chapter (local) finances, funds and/or property, the CTA Executive Officers shall have the authority to designate a representative to take charge of all financial books, records and accounts of said chapter (local) and/or may employ a certified public accountant to audit same. *(Amended May 2010)*

   1) The report and findings of the representative(s) or the certified public accountant shall be filed with the chapter (local) president and the CTA President.

   2) The refusal of the chapter (local) or its officers to provide the Association's representative(s) or designated certified public accountant with access to the chapter's (local's) financial books, records and accounts, and/or the refusal of the chapter (local) or its officers to cooperate with said representative or the certified public accountant, shall be cause, in order to protect chapter (local) integrity pursuant to Article X, Section 5 of the Bylaws, for the CTA Executive Officers to initiate proceedings for the imposition of a trusteeship under Section 8.a. of this Standing Rule.

H. The chapter (local) shall have the same membership and fiscal year as that of the Association and shall maintain current dues transmittal status with the state and national associations as defined by the policies of those associations. *(Adopted February 1982)*

I. The chapter (local) membership categories shall not compete with those of another UTP chapter (local) within the same employing jurisdiction.

J. The chapter (local) governance documents shall be consistent with the Association and NEA governance documents, and shall include the following minimum provisions:

   1) Name and location (county) of the chapter (local), including that its official title shall be: "Name of Chapter, CTA-NEA."

   2) Statement of purposes which shall include as a primary purpose that of representing its members in their relations with their employer, and to seek to be the exclusive representative of appropriate units of school employees

in all matters relating to employment conditions, and employer-employee relations including, but not limited to wages, hours, and other terms and conditions of employment.

3) A provision acknowledging its status as a chapter (local) of the Association and NEA.
4) Officers and their duties, method of election, term of office, how vacancies are filled, and a provision that all officers of the chapter (local) shall be and remain currently paid-up members of the chapter, CTA and NEA as a condition for nomination to and service in their respective positions.
5) Meetings, provision for calling, frequency, and quorum.
6) Provisions for amending the constitution or bylaws or both.
7) Provisions that the disciplining of members by the chapter shall be subject to the use of a due process hearing including the established appellate procedure. *(Adopted September 1978)*

2. **Application Procedures for Charters**. Applications for recognition as a chapter (local) of the Association shall be submitted to the Board of Directors on a current official form, as prescribed by the Committee. *(Amended November 2004, June 2008)*
   A. One copy of all governance documents, i.e.:
      1) Articles of Incorporation (if applicable)
      2) Bylaws
      3) Election Standing Rules *(Amended September 2011)*
   B. Letter of compliance with one-person, one-vote principle coupled with representation on matters of racial diversity. *(Amended June 2025)*
   C. Copy of applications for non-profit status filed with State Franchise Tax Board and Internal Revenue Service in the case of a chapter whose gross annual income is anticipated to be at least $5,000.
   D. A letter of release in the case of chapters withdrawing from an existing multiple-district chapter.
3. **Processing of Applications**. After such preliminary administrative processing as may be deemed pertinent, applications shall be referred to the Committee for a study as to substantive conformance with the policies of the Association, with guarantees of democratic process and accountability to the local members, and conformity with the current "Requirements for Development of Constitutions, Bylaws, and Standing Rules for Chartered Chapters of CTA." The Committee shall return the results of this study together with its recommendations to the Board of Directors. *(Amended February 1995)*
4. **Granting of Charters**. The final granting or denial of initial recognition as a chartered chapter (local) of the Association shall be by majority vote of the Board of Directors, based on the recommendations of the Committee together with any further study of the matter by the Committee which may be directed, in exceptional

cases, by the Board of Directors. In the event that a chapter (local) is not recommended for a permanent charter, the Committee may recommend and the Board may grant interim status within the following categories pending the meeting of stipulated further requirements within the stated time limits: *(Amended February 1995)*

A. A Temporary Charter shall be valid for up to ninety days.

B. A Provisional Charter shall be valid for a period of not more than one year. Such provisional charter may be renewed by the Board of Directors upon evidence of extenuating circumstances which prevent completion of chartering requirements. *(Amended October 1978)*

5. **Administrative Issuance of Charters**. Following action by the Board of Directors, the Executive Director shall oversee the issuance of the actual charter, to be authenticated with the signature of the President and the Executive Director.

6. **Continuing Review of Chapter (Local) Status**. The Association shall maintain records on each chapter (local) of the Association, in which shall be filed the original application form, the initial chartering study of the Committee, and copies of the governance documents of the chapter (local) to include amendments as they are adopted. The Committee shall conduct an ongoing review of these documents to ensure that chapters are taking all necessary steps to be in compliance with current chartering standards. *(Amended February 1995, November 1997)*

   A. If the chapter's governance documents are not submitted to CTA in a timely manner, a second request for the documents shall be mailed by certified mail, return receipt requested. This second request shall advise the chapter that continued refusal to submit the requested documents shall be referred to the CTA Executive Officers for investigation as to whether cause exists for Standing Rule 4-1 (8). "Protection of Chapter Integrity" to be invoked. Copies shall be sent to the CTA Geographical Director, NEA Geographical Director, the regional or Community College Association manager, and the primary contact staff person. *(Adopted November 1997, Amended December 2005)*

   B. If a chapter remains out of compliance with CTA and NEA affiliation requirements, the Committee shall refer the matter to the CTA Executive Officers for investigation as to whether cause exists for Standing Rule 4-1(8). "Protection of Chapter Integrity" to be invoked. *(Adopted November 1997, Amended December 2005)*

   C. Notwithstanding the above best practices, it is ultimately each chapter's responsibility to ensure that it is in compliance with CTA governing documents, including CTA Bylaws, Standing Rules, and Requirements for Development of Bylaws for Chartered Chapters of CTA, and nothing in Rule 4-1(6) limits CTA's authority to invoke Rule 4-1(8) as appropriate. *(Adopted November 1997, April 2015)*

7. **Chapter Assistance and Intervention**. In the event a chapter has been identified in need of assistance beyond regular CTA program services, a Chapter Assistance

& Intervention Team (CAI Team) shall be appointed by the CTA president. This team shall hold a formal investigation following procedures established by the CTA Board, described in the Procedures section of the Organizational Handbook. Any chapter involved in assistance and intervention is expected to comply with and will be assisted in implementing requirements adopted by the CTA Board. If a chapter fails compliance, the CTA Board will decide whether cause exists for further intervention, up to and including implementation of Standing Rule 4-1(8) Protection of Chapter Integrity. *(Adopted December 2005, Amended November 2010, February 2011)*

8. **Protection of Chapter Integrity**. To protect chapter integrity, as provided in Article X, Section 5 of the Bylaws, CTA may establish a trusteeship over a chapter (local).
   A. **Initiation of Proceedings**. If the Executive Officers vote unanimously that adequate cause to establish and administer a trusteeship exists under Article X, Section 5 of the Bylaws, they will recommend to the Board of Directors that a trusteeship be established.
      1) The President will transmit that recommendation to all members of the Board, in writing, within five (5) working days of the Executive Officers' vote.
      2) The notification to the Board will include a statement that sets forth the basis for the Executive Officers' conclusion that adequate causes exists for the establishment and administration of a trusteeship.
   B. **Disaffiliation**. Any action taken by a chapter (local) to withdraw or disaffiliate from the Association after the Executive Officers have determined that adequate cause exists to establish a trusteeship over that chapter (local) will be invalid unless each and all of the following steps set forth in Rule 4.2 have been taken. *(Amended May 2010)*
   C. **Establishment of Trusteeship and Hearing Procedures**.
      1) The CTA Board of Directors will act upon the Executive Officers' recommendation to establish a trusteeship at its next regularly scheduled meeting - or at a special meeting called to consider the recommendation.
      2) If two-thirds (2/3) or more of the members of the CTA Board of Directors vote to adopt the Executive Officers' recommendation, the chapter (local) will be in trusteeship as of the moment the vote is recorded.
      3) Once a trusteeship is established, the CTA President will nominate a trustee.
      4) Once a majority of the Board of Directors votes to confirm the President's nominee, the trustee will immediately assume all powers and duties delegated to trustees under Section 8.d. of this Rule.
      5) The CTA Board of Directors will - within twenty (20) working days - convene a hearing to review the justification for the trusteeship and to determine whether and under what conditions it should be continued.

6) The CTA Board of Directors will conduct or supervise the hearing. If it chooses to supervise rather than conduct the hearing, the Board will delegate to a Board Trusteeship Hearing Committee of no fewer than three (3) of its members - none of whom shall be CTA Executive Officers - all responsibility for receiving evidence, hearing arguments, and preparing a written report of the hearing.

7) All members of the chapter (local) placed in trusteeship will be afforded the opportunity to present their views on the matter at the hearing conducted by the CTA Board or by the Board Trusteeship Hearing Committee. Notice of the hearing will be given to the members of the chapter (local) no fewer than five (5) working days before the hearing is held.

8) At its next regularly scheduled meeting or at a special meeting called for that purpose following the hearing the CTA Board of Directors will vote on the question of whether the trusteeship should be continued.
   a) If two-thirds (2/3) or more of the members of the Board of Directors who vote on the question vote "yes," the trusteeship will be continued.
   b) If more than one-third (1/3) of the members who vote on the question vote "no," the trusteeship will be immediately dissolved and the suspended chapter (local) officers will be restored to their positions unless - consistent with provisions and procedures in the CTA Bylaws, CTA Standing Rules, and chapter (local) governance documents - one or more of those positions is to be newly filled.

9) The autonomy of a chapter (local) shall be suspended during a trusteeship.

D. **Powers and Duties of Trustees**.

1) A trustee will serve until a trusteeship is dissolved or until they are removed by the CTA President with the concurrence of a majority of the members of the CTA Board of Directors.

2) A trustee's authority will exist, undiluted, until such time as the CTA Board votes to lift the trusteeship or to modify the trustee's authority.

3) During their period of service, a trustee will act for and on behalf of the chapter (local) placed in trusteeship. Subject to the direction and control of the CTA President, a trustee will have the power to manage and conduct all affairs of the chapter (local) - and specifically, though not exclusively, to:
   a) Take possession of the books, records, funds, and other assets of the chapter (local), to be held in trust and used only in the proper conduct of its affairs.
   b) Negate or override any decision of the chapter's (local's) officers or governing bodies.
   c) Remove chapter officers and other elected representatives for the duration of the trusteeship.

d) Direct, supervise, and discipline any and all employees of the chapter (local).

e) Appoint, with the concurrence of the CTA President, a deputy trustee.

f) Take any other actions as, in the trustee's judgment, may be necessary to protect the integrity of the chapter (local), the rights of its members, and the interests of the Association.

4) The Board of Directors may, at any time during a trusteeship, modify the powers and duties of a trustee.

5) The trustee will make periodic reports to the CTA Executive Officers on the status of the trusteeship.

6) The Executive Officers will transmit those reports to the Board of Directors for review and, as appropriate, modification.

7) The Board of Directors will forward those reports, as they may be modified, to the State Council of Education for further review, discussion, and recommendation back to the Board for reconsideration.

8) The trustee will hold all-member meetings of the chapter (local) at least quarterly for the purpose of reporting on the status, affairs, and transactions of the chapter (local). Advisory votes may be taken at those meetings; but no such vote will be binding on the trustee or in any way affect the existence or conditions of the trusteeship.

E. **Termination of Trusteeship**. The CTA Executive Officers, with the concurrence of a majority vote of the CTA Board of Directors, will terminate a trusteeship as soon as the cause for its establishment is removed.

1) Prior to the termination of a trusteeship, the trustee will conduct an election - in accordance with the applicable provisions of the Association's governing documents and policies - to fill, as of the termination of the trusteeship, all elected positions within the chapter (local) that are vacant.

2) Upon termination of the trusteeship and, where appropriate, the assumption of the office by newly elected chapter (local) officers, the trustee will return control of the chapter's (local's) books, records, funds, and other assets to its elected officers.

3) The trustee will make a final accounting of their trusteeship and submit copies of their report to the CTA Board of Directors and to the chapter (local).

F. **Financial Responsibility**. During a trusteeship, the assets of a chapter (local) will be expended only for the conduct of the chapter's (local's) affairs.

1) In imposing or retaining a trusteeship, the CTA Board of Directors may require a chapter (local) to bear all expenses incurred in connection with the imposition, administration, and termination of the trusteeship.

2) No financial obligation or liability of the chapter (local) which may exist at the time a trusteeship is established - or which may be incurred during a trusteeship - will be assumed or will become an obligation of CTA.

G. **Finality and Appeal**. All actions of the CTA Board of Directors will be final, subject only to the review of the CTA State Council of Education.

1) If the Board establishes a trusteeship - or declines to modify or lift an existing trusteeship - the chapter (local) may appeal the Board's decision to the State Council.

2) To be valid, an appeal from the chapter (local) must be signed by at least ten (10) percent of the chapter's (local's) active members in good standing and must be transmitted to the CTA President - by certified mail or signature-required commercial delivery.

3) The State Council will rule on the chapter's (local's) appeal at its first meeting after the CTA President receives written notice of the appeal, provided that the CTA President receives the appeal at least forty (40) days prior to the next scheduled State Council meeting.

4) Absent a timely appeal to the State Council, all actions of the Board of Directors shall be final and binding on all parties and members. *(Amended March 1993, June 1993)*

RULE 4-2: Withdrawal or Disaffiliation

In accordance with Article IX, Section 1, of the Bylaws, a local chapter may withdraw or disaffiliate from CTA at the completion of the following procedures.

1. The chapter president must notify the CTA President in writing of the chapter's intent to consider withdrawal or disaffiliation. Such notice must be made sixty (60) days prior to any formal vote.
2. A formal, roll-call vote of the chapter's (local's) board of directors must precede any membership vote to withdraw or disaffiliate.
3. Each member of the chapter's (local's) board of directors must be given fourteen (14) days advance notice prior to the meeting at which the formal, roll-call vote is conducted.
4. A majority of the chapter's (local's) board of directors must certify the results of the formal, roll-call vote by signing a copy of the withdrawal or disaffiliation motion.
5. A copy of the withdrawal or disaffiliation motion, signed by a majority of the chapter's (local's) board of directors must be sent to the CTA President by registered mail or signature-required commercial delivery or service by a process server in accordance with the California Corporations Code.
6. A secret-ballot, all member vote must confirm the withdrawal or disaffiliation vote of the chapter's (local's) board of directors by a two-thirds (2/3) majority of all members in good standing and eligible to vote in chapter (local) elections.

7. The secret-ballot, all-member vote must be scheduled no fewer than sixty (60) and no more than one hundred and twenty (120) days after the chapter's (local's) board of directors has notified the CTA President of its formal, roll-call vote to withdraw or disaffiliate.
8. The secret-ballot, all-member vote must not be conducted by mail.
9. CTA must be allowed the right to designate observers to monitor each stage of the secret-ballot, all-member vote, including the preparation, distribution, casting, collecting, and counting of the ballots to insure that due process and fair election principles are upheld.
10. If the vote is to withdraw or disaffiliate, and it is not challenged in accordance with the procedures set forth in the then-current Elections Manual, the decision will be final in thirty (30) days.
11. If an appropriate challenge to the results of the election is made in accordance with the then-current Elections Manual, then the results of the election are not final until the challenge procedures are exhausted.
12. If the vote is to withdraw or disaffiliate, such withdrawal or disaffiliation will not be effective until all financial obligations to CTA/NEA are paid, subject to audit by the chapter and CTA. *(Adopted May 2010)*

RULE 4-3: CTA Service Center Councils

1. **Handbook**. The Board of Directors shall regularly publish a Handbook outlining the duties, powers, responsibilities and funding of CTA Service Center Councils. That Handbook shall be published pursuant to, and have the force and effect of, this Rule. *(Amended August 1982, September 1992, January 2002)*
2. **Rules of Operation**. The Board of Directors shall regularly review the rules of operation for each Service Center Council to ensure their compliance with CTA/NEA Policies and Procedures. *(Adopted January 2002)*

RULE 4-4: Budgeting for Sparsity-Factor UniServ Units

1. In the preparation of the budget each year, the funds for the known or possible sparsity-factor UniServ units shall be reserved. *(Amended December 1997)*
2. Sparsity-factor UniServ units actually established shall require annual Board approval.

RULE 4-5: Non-Governance Affiliates

1. **Application Process**. Any qualified statewide organization may become a non-governance affiliate by the following process:
   A. Presentation of an application to the Association.
   B. Verification of eligibility by the Executive Director.
   C. Favorable recommendation by the Board of Directors.
   D. Approval by a majority vote of the State Council of Education.

2. **Financial Provisions**. No affiliation fees or dues shall be required of any non-governance affiliate, and no financial obligations shall be assumed by the Association for or on behalf of any non-governance affiliate except with the specific approval of the Board of Directors.
3. **Termination of Affiliation**. The State Council of Education, by a two-thirds vote following investigation, findings, and recommendation of the Board of Directors, shall have the power to terminate the affiliation of any non-governance affiliate.

RULE 4-6: Procedures to Obtain CTA Support for Chapter Actions

1. **Application**. As soon as it becomes apparent to the chapter that it must undertake concerted action requiring substantial support, including financial resources, from the Association beyond that of professional staff assistance which may be requested through normal channels, the chapter president with the assistance of their primary contact staff shall file a crisis application with the appropriate regional manager. Such notice should: *(Amended February 1985, November 2004)*
   A. Be in writing;
   B. Be given at the earliest indication of need;
   C. State the nature and cause(s) of the crisis;
   D. State the extent of chapter efforts to resolve the problems and difficulties which necessitate the contemplated concerted action;
   E. State the degree and manner of involvement of regional resource center personnel;
   F. Specify chapter membership authorization of, and commitment to, the contemplated concerted action;
   G. Detail the concerted action plan, including projected costs;
   H. Specify the nature, type, level and/or amount of assistance requested of CTA; and
   I. Explain the concerted action plan in terms of objectives sought and the possibilities of their attainment, the seriousness of the issues balanced against the risks of the contemplated concerted action, and the congruence with State Council adopted policies.
2. **Funding**. Funds for the implementation of this Standing Rule may be derived or authorized from the following sources only:
   A. The CTA crisis fund;
   B. The National Education Employees Assistance Fund; and (C)
   C. Such other funds as are from time to time provided through voluntary contributions, special needs drives or other means as prescribed by the Board of Directors to augment the CTA crisis fund.
3. **Emergency Authorizations**. The Executive Director, in communication with the appropriate regional manager, may initiate action pursuant to an oral request for

assistance in emergency situations, provided that written requests as set forth above will be sent by the Chapter immediately thereafter. Such emergency authority is limited to $500 in monies and shall not constitute a commitment for additional funds and/or support from the Crisis Assistance Panel.

4. **Review**. The Crisis Assistance Panel shall:
   A. Evaluate the chapter's plan for concerted action within the context of the requirements set forth above and in accordance with the Crisis Assistance Panel's "Guidelines for Chapters Requesting Crisis Assistance." *(Amended May 1991)*
   B. Allocate funds as specified within this Standing Rule to the chapter within the amount of funds available, other actual or anticipated demands upon the crisis fund, the extent of the chapter financial commitment, and the assessment of the chapter's plan for concerted action. Nothing within this Rule, however, shall be construed so as to authorize the Crisis Assistance Panel to obligate the credit or resources of the Association beyond budget authorizations or confirmation actions taken by the Board of Directors.
   C. Administer the National Education Employees Assistance Fund in and for California under policies and procedures approved by the Board of Directors. *(Amended March 1998)*
5. **Disbursement of Funds**. The form and amount of monetary assistance to chapters and their individual members shall be as determined by the Crisis Assistance Panel. Only the Secretary-Treasurer and/or the Executive Director or their designee(s) may release monies from the crisis fund except for the emergency authorizations prescribed above. The release of funds shall be upon the recommendation of the Crisis Assistance Panel and within the limits specified by the Board of Directors. Funded forms of assistance may include but need not be limited to interest-free loans and expenses incurred in contesting representational elections. *(Amended September 1990, May 1993)*
6. **Reservation of Rights**.
   A. In the event that legal process in a given case is served under circumstances which may expose the treasury of CTA to liability, the Board of Directors shall have the right to modify CTA's support of the chapter action in order to minimize or eliminate that exposure.
   B. At no time should a CTA chapter in a minority (i.e., non-certified) position in any way commit itself to an action that in any way directly or residually would place CTA and NEA in legal jeopardy as a result of what the non-CTA exclusive bargaining agent did. (Examples: Coalitions, formalized pacts, etc., which may carry legal responsibilities.) *(Amended October 1993)*
7. **Legal Services**. When a chapter contemplates utilization of an attorney during a crisis situation and will use crisis funds for such expenses, the following restrictions shall be observed: *(Amended March 1998)*
   A. The office of the CTA Chief Counsel, Legal Services, must be consulted.

B. Attorneys from the list supplied by the office of the CTA Chief Counsel, Legal Services, must be used except as otherwise agreed to by the Chief Counsel.

8. **Relief Funds**. When a chapter contemplates the establishment of a local relief or assistance fund to be utilized during a crisis situation, the following guidelines should be considered: *(Adopted October 1993)*
   A. The local chapter should establish internal operating procedures prior to soliciting and disbursing of voluntary contributions from members and other interested parties.
   B. The chapter should establish some method of acknowledgment for those who contribute to the fund.

RULE 4-7: CTA Elections Manual

1. **Publication and Scope**. The Board of Directors shall regularly publish a CTA Elections Manual containing rules, regulations and procedures for the following: *(Amended May 1991, September 2011)*
   A. Elections by the State Council of Education for officers and directors.
   B. Elections conducted within electoral districts for representation on the State Council of Education.
   C. Elections conducted within electoral districts for representation to the NEA Representative Assembly.
   D. Elections conducted by local affiliates of CTA. *(Adopted November 2004, Amended September 2011)*
2. **Elections and Credentials Committee Review**. The Elections and Credentials Committee shall continuously screen current election procedures for conformance to Association Bylaws, State Council policies, and other generally accepted standards for the conduct of elections, so as to provide the Board of Directors with recommended revisions to update the Elections Manual as needed. *(Amended May 1991)*
3. **Incorporation into Standing Rules**. The Elections Manual shall have the same force and effect as this Standing Rule and is hereby incorporated into this Rule by reference thereto.
4. **Distribution.** The Elections Manual will be electronically published on the CTA website. Additionally, it will be posted to the Attendee Hub in the Cvent app during State Council of Education meetings. *(Amended August 2023)*
5. **Limitations on Changes**. Pursuant to State Council policy, changes in the Elections Manual after September 1 of each year shall only be made after authorization by the State Council of Education.

RULE 4-8: Release of Membership Mailing Lists or Data

1. **Authority for Release**. The release of CTA membership mailing lists or data is prohibited except under the following conditions: *(Amended September 2012)*

A. **Routine Releases**. The Executive Director is authorized to release CTA membership mailing lists for routine purposes as follows: *(Amended April 1998)*

1) Upon official written request of an affiliated CTA chapter, UniServ unit or Service Center Council for the purpose of communicating with its own membership on routine local business matters, the lists may be released contingent upon the following: *(Amended April 1998, November 2004)*

a) The chapter president, UniServ unit chairperson or SCC chair shall agree that the lists are for the sole purpose expressed above and shall also agree to provide such safeguards as necessary to insure that neither the lists nor any type of facsimile copy of the information contained on them will be released to any other party or agency for any reason. *(Amended April 1998, November 2004)*

b) The chapter, unit or SCC shall agree to pay for the cost of the lists. *(Amended April 1998, November 2004)*

2) Upon official written request from a sponsored vendor, the lists may be released contingent upon the following:

a) The release shall be in accordance with contracts between the Association and the vendor which have been approved by the CTA Board of Directors.

b) The lists shall be released directly to commercial mailing firms to protect the integrity of the information contained on them.

B. **Political Campaign Releases**. The Executive Director is authorized to release CTA membership mailing lists or data for political campaigns as follows: *(Amended April 1998, September 2012)*

1) Upon request by an affiliated CTA/NEA chapter or UniServ Unit, within the following conditions: *(Amended April 1998)*

a) The chapter or UniServ unit representing the teachers of a school district makes the request for use of the lists for the promotion of a local district tax election, bond election, or school board or other local candidate election, where a candidate or issue has been formally recommended/endorsed using CTA procedures. *(Amended September 2007)*

b) The chapter president or UniServ unit chairperson acknowledges that the lists, if released, shall be used for the sole purpose of the election, and that neither the lists nor any facsimile copy of the information contained on them will be released to any other party or agency for any reason. *(Amended April 1998)*

c) Chapters may only request mailing labels and/or phone lists to advocate to CTA members the recommended school board and other local candidates, and/or ballot measures in the school district the chapter serves. *(Amended September 2007)*

d) The chapter or UniServ Unit agrees to pay for the cost of the lists. *(Amended April 1998)*

C. **Statewide and Regional Releases**. The Executive Director is authorized to release CTA membership data for statewide or regional campaigns as follows: *(Added September 2012)*

1) Upon request of Regional UniServ Staff for statewide, regional or local ballot initiatives, candidate elections or organizing campaigns.

2) Upon request from CTA management for cross-regional membership categories including but not limited to CCA, CTA Aspiring Educators and CTA/NEA retired. *(Amended October 2020, January 2024)*

3) Above requests are subject to the following conditions:

(a) The requested data is relevant and necessary to clearly stated campaign goals,

(b) The request has been approved by regional or departmental management, and

(c) The Regional UniServ Staff making the request has signed the appropriate confidentiality agreement.

2. **Prohibition on In-Kind Services**. In no event may any agency of the Association make an in-kind or monetary contribution to federal candidates.

3. **Processing Requests**.

A. All requests for lists under Routine Releases shall be sent to the Membership Accounting Department and must include: *(Amended April 1998)*

1) The name of the chapter, UniServ unit or Service Center Council requesting the list. *(Amended April 1998, November 2004)*

2) The general purpose for which the list is to be used.

3) The format of the list (roster, label, etc.). *(Amended November 2004)*

4) The desired order of the list (alpha, zip code, local association, etc.). *(Amended November 2004)*

B. All request for lists under Rule 4-8.1.b. Political Campaign Releases shall be sent to the Governmental Relations Department. The requests must include: *(Amended April 1998, September 2012)*

1) The name of the recommended/endorsed candidate(s) or issue(s). *(Amended April 1998)*

2) The office sought, or the ballot number or letter of the issue(s). *(Amended April 1998)*

3) A statement that the candidate(s) or issue(s) has been endorsed by the local chapter. *(Amended April 1998, November 2004)*

4) The date of the election.

5) The format of the list. *(Amended November 2004)*

C. All requests for lists under Rule 4-8.1.c. Statewide and Regional Releases shall be sent to the Governmental Relations Department and must include: *(Added September 2012)*

1) Assurance the requested data is consistent with the campaign goals.

2) The specific time period for which data requests are authorized.

4. **Appeals**. In the event that the Executive Director decides that a request for lists does not fall within this policy, or for any other reason refuses to release the lists when requested to do so, the agency concerned may appeal such refusal to the CTA Board of Directors for further interpretation of this policy and/or other action. The decision of the Board of Directors shall be final. *(Replaced all versions, November 1985; Amended April 1998)*

RULE 4-9: Leadership Training

1. **Responsibilities**. The Board of Directors, as a body, shall have final responsibility for the total program of leadership training within the Association. Staff persons designated by the Executive Director shall perform necessary duties of coordination and consultation with the Board and those committees of membership designated by the Board to act for it in supervising the planning and execution of a particular segment of the leadership training program. *(Amended March 1989, April 1998, November 2004)*
2. **Board Training and Development Committee**. This committee studies, monitors and makes recommendations to the Board of Directors about leadership training conferences at all levels both geographic and statewide. This includes policy guidelines for all conferences and workshops which CTA funds and the name of the Association when it is used in any manner. *(Adopted April 1998)*
3. **Membership Committees**. The President recommends, and the Board appoints on an annual basis membership committees as necessary to assist the Board in meeting its responsibilities in leadership training. Committee composition shall be representative of the diversity within the CTA membership. Whenever a representative from the State Council, Board of Directors, or other specific group who has been designated to serve on a committee vacates the office of entitlement, must vacate the position on the training and/or conference committee. Committees to be appointed include, but are not limited to, the following: *(Amended April 1998, January 2009, June 2009)*

A. Equity and Human Rights Conference Planning Committee. *(Amended April 1998, October 2014)*

B. Good Teaching Conference Planning Committee. *(Amended April 1998)*

C. Issues Conference Planning Committee. *(Amended October 2014)*

D. LGBTQ+ Issues Conference Planning Committee. *(Amended October 2014)*

E. New Educator Weekend Planning Committee. *(Amended May 2023)*

F. Political Academy Planning Committee. *(Amended October 2014)*

G. Presidents Conference Planning Committee. *(Amended May 2023)*
H. Regional Leadership Conference Committees. *(Amended April 1998, November 2004, January 2009)*
I. Special Education Conference Planning Committee. *(Amended August 2020)*
J. Summer Institute Planning Committee. *(Amended April 1998)*

4. **Budgetary Controls**. The respective member-leader Committees shall be responsible to the Board for bringing to the Board recommendations for planning workshops and conferences within the budgetary allocations made by the Board, and for developing projected budgets for use in making future allocations. As specified in the Bylaws, all leadership training programs and conferences are the final responsibility of the Board of Directors for implementation. *(Amended April 1998)*
5. **Criteria for Workshops**. All statewide, regional and local conferences and/or training should be planned and delivered as part of a strategic plan to promote the goals of the California Teachers Association. Conferences and training planners should strive to create trainings that have direct application to and for our members, builds stronger locals by emphasizing the Constant Organizing Goals, encourages action with accountability and follow-up and are fully articulated and integrated statewide, regionally and locally. All Committees and assigned staff persons charged with making preparations for any CTA leadership training activity or function shall be guided by the following: *(Amended April 1998, January 2009)*
   A. Consistency with current CTA organizational goals.
   B. Utilization of materials and formats consistent with adopted policies and current adult learning theories. *(Amended January 2009)*
   C. Involvement of current elected leaders of the Association in visibly identifiable leadership roles appropriate to their office. The President or designee shall be given an opportunity to speak at conferences and workshops of the Association on a topic or topics to be selected under the direction of the President. *(Amended November 2004)*
   D. Use of qualified staff as resources appropriate to their qualifications. *(Amended April 1998)*
   E. Budgets for conferences and workshops shall include the costs of receptions that are to be included as part of the conference or workshop. *(Adopted November 1979, Amended May 1989)*
   F. Use inclusive terms, as appropriate for all CTA membership groups e.g., ESP, Higher Education, Pre-K. *(Adopted January 2009)*
   G. Use inclusive and non-discriminatory language, materials and formats. *(Adopted January 2009)*
6. **General Duties of Conference Planning Committees**.
   A. **Pre-Conference Responsibilities**. Members of Conference Planning Committees shall participate actively in all phases of conference planning and

execution regarding the following conference planning areas: *(Adopted January 2009)*

1) Development of conference theme
2) Selection of conference workshops
3) Evaluation of conference workshops
4) Selection of conference geographic location
5) Recommendation of major conference speakers, with approval of officers
6) Selection of entertainment, as appropriate

B. **Conference Responsibilities**. The Conference Planning committee members will attend the conference and will participate in certain functions at the conference including, but not limited to, conference registration, preparation of participant packets, assistance with logistical support, introduction of speakers and responding to member questions. *(Adopted January 2009)*

7. **Staffing**. Staffing of both Committees and Conferences shall be as directed by the CTA Executive Director. *(Adopted 1978, Amended November 1978, October 1979, January 2009)*
8. **Composition and Additional Duties for Statewide Conference Planning Committee**. *(Amended July 2011)*

A. **Equity and Human Rights Conference**. The Equity and Human Rights Conference Planning Committee shall be composed of 13 members and shall endeavor to be representative of the diversity within the CTA membership, including Black, Indigenous, and People of Color (BIPOC), LGBTQ+, CTA Aspiring Educators and ESP representation. *(Adopted January 2009; Amended June 2009, July 2011, April 2021, January 2024, June 2025)*

B. **Good Teaching Conference**. The Good Teaching Conference Planning Committee shall be composed of 15 members. Selection of nine (9) members shall representative of the following State Council Committees: Assessment and Testing, Civil Rights in Education, Curriculum and Instruction, Early Childhood Education, Language Acquisition, and Teacher Evaluation and Academic Freedom. Additionally, there shall be one member appointed to represent the Community College Association, one member to represent CTA Aspiring Educators, one ESP and the remaining three to be chosen from the general CTA membership. *(Adopted January 2009; Amended June 2009, July 2011, October 2020, May 2023, January 2024)*

C. **Issues Conference**. The Issues Conference Planning Committee shall be composed of 15 members and shall be representative of the diversity of urban, rural and ESP chapters within CTA membership. *(Adopted January 2009; Amended June 2009, July 2011)*

D. **LGBTQ+ Issues Conference.** The LGBTQ+ Issues Conference Planning Committee shall be composed of two (2) LGBTQ+ Issues Advisory Committee co-chairs and eight (8) members. *(Adopted June 2015)*

E. **New Educator Weekend.** The New Educator Weekend Planning Committee shall be composed of nine (9) members who are representative of the diversity of rural, urban, BIPOC, LGBTQ+ and years of professional experience. *(Adopted May 2023)*

F. **Political Academy.** The Political Academy Planning Committee shall be composed of eight (8) members who are representatives of CTA/ABC Committee and the Political Involvement Committee. *(Adopted May 2023)*

G. **Presidents Conference.** The Presidents Conference Planning Committee shall be composed of the Training and Development Committee of the CTA Board of Directors. *(Adopted January 2009)*

H. **Regional Leadership Conference.** There shall be a Regional Leadership Conference Committee of member-leaders for each region appointed by the Board upon nomination of the President from lists of nominees submitted by CTA Board members. These Committees shall maintain contact with all training programs sponsored by CTA or its agencies and shall have approval authority within existing Board directives for annual CTA Regional Leadership Training Conferences in each respective region. *(Adopted May 2023)*

I. **Special Education Conference.** The Special Education Conference Planning Committee shall be composed of 10 members and shall be representative of Special Education, General Education, and ESP educators from the diversity of urban, rural, and ESP chapters within CTA membership. *(Adopted August 2020)*

J. **Summer Institute**. The Summer Institute Planning Committee shall be composed of the Training and Development Committee of the CTA Board of Directors; a member of the State Council Negotiations, Curriculum and Instruction, Political Involvement, and Communications committees and seven (7) additional members appointed by the CTA Board of Directors and representative of the diversity of the CTA membership. *(Adopted January 2009; Amended July 2011)*

RULE 4-10: Scheduling of Meetings, Conferences and Workshops

1. **During State Council Meetings**. Conferences, workshops, training sessions, meetings of the Board of Directors and of any other group of CTA members whose activities are supported or directed by CTA as a part of CTA program shall not be convened during the time the State Council of Education is in session, except under extenuating circumstances. *(Amended April 1998, November 2004)*
2. **During Meetings of the Board of Directors**. Conferences, workshops, training sessions, and meetings of any other group of CTA members whose activities are supported or directed by CTA as a part of CTA program shall not be scheduled during the same time as meetings of the CTA Board of Directors except under extenuating circumstances and by special permission of the Board. This does not apply to activities of local chapters or UniServ units. *(Adopted June 1986, Amended April 1998)*

3. **During CTA-Sponsored Conferences and Workshops**. Recognized CTA caucuses and special interest groups may hold social events at leadership conferences when there is no cost to CTA and events are held outside of scheduled conference activities. *(Adopted November 1991, Amended April 1998)*

RULE 4-11: CTA Participation in Non-CTA Sponsored Conferences and NEA State Affiliate Meetings

1. **Non-CTA Sponsored Conference**. CTA shall seek to increase its visibility at non-CTA sponsored statewide subject-matter and special-interest conferences. The participation shall be determined by the CTA Board on an annual basis. In formulating recommendations to the Board of Directors, the following guidelines shall be considered: *(Adopted May 1988, Amended April 1998)*
   A. Conferences should anticipate statewide participation and be held in California. *(Adopted April 1998)*
   B. Conferences should anticipate a sizable number of CTA members as participants or represent a special-interest group or a group where CTA needs to increase its membership and/or visibility. *(Adopted April 1998)*
   C. The appropriate participation for the most benefit to CTA should include, but not be limited to, a booth, reception(s), material in packets, presenters on the conference program, sponsorship, ads in program booklets, and/or the use of the CTA logo. *(Adopted April 1998)*
   D. In the event that the hotel where the conference is scheduled and listed as "do not patronize" by the AFL-CIO, CTA will not participate and will send a letter explaining why to the appropriate party. Furthermore, CTA will not contribute or sponsor such an event, and CTA will not reimburse any expenses incurred if a liaison attends. *(Amended February 2013, September 2013)*
2. CTA-sponsored booths or receptions shall be staffed by CTA board members and/or CTA personnel. NEA Board members shall be included in the process whenever possible. *(Adopted April 1998; November 2004; Amended February 2013)*
3. **NEA State Affiliate**. The CTA Board shall review, on a case-by-case basis, the funding and participation of CTA members at other NEA state affiliate meetings. Attendance and participation should be directly related to a CTA standing committee and should provide needed information for CTA which cannot be obtained within the state or from NEA. *(Adopted April 1998)*
4. **Reports**. A report shall be submitted to the CTA Board of Directors by each attendee sponsored by CTA. Such reports shall detail how the information gathered at such affiliate meetings is to be utilized and implemented into the CTA program. *(Adopted April 1998)*
5. **Nomination of Attendees**. Once the Board has approved attendance at a given meeting, the CTA President shall recommend to the Board of Directors for final

confirmation their nominees for participation, including consideration as to who can best meet the need to speak on behalf of CTA to the issues addressed by the conference. *(Adopted April 1998)*

RULE 4-12: CTA Promotion of Conferences

CTA may distribute to its members information concerning CTA-sponsored conferences. Individuals who desire CTA sponsorship of a conference may request such sponsorship through the Board of Directors. *(Adopted June 1997)*

RULE 4-13: CTA Aspiring Educators

1. The CTA Director representing Higher Education on the CTA Board of Directors shall be the liaison to the CTA Aspiring Educators. *(Adopted June 1994, Amended January 2000, January 2024)*
2. CTA Aspiring Educators president's scholarship guidelines: *(Adopted January 2000; Amended January 2024)*
   A. The president of CTA Aspiring Educators shall receive a scholarship to help offset tuition and other college expenses during the year of service as president. *(Adopted January 2000; Amended January 2024)*
   B. Scholarship payments shall be made quarterly with proof of enrollment in at least six units required by CTA prior to the September 1 and March 1 payments. *(Adopted January 2000)*
   C. Verification of membership in CTA Aspiring Educators for the scholarship year is required prior to the September 1 payment. *(Adopted December 2000)*
   D. No advances will be authorized. *(Adopted January 2000; Amended January 2024)*
3. The CTA-AE president shall serve on the CTA Martin Luther King, Jr. Scholarship Committee and other committees as appointed by the CTA officers and shall participate in the CTA Presidents Conference, the NEA Pacific Regional Conference and other conferences as appointed by the CTA officers. *(Adopted July 2002, Amended November 2004, January 2024)*

RULE 4-14: UniServ Units

The UniServ Program encompasses the following:

1. **UniServ**. The core of uniform services to which each member of the Association is entitled. *(Amended April 1998)*
2. **Primary Contact Staff**. The staff charged with delivering elements of the UniServ core of programs and services, through recognized local chapter affiliates. *(Amended April 1998)*

3. **Local UniServ Unit**. A local UniServ Unit is a chapter or group of chapters which have voluntarily formed a unit through which to employ and deploy primary contact staff in the delivery of the UniServ program. *(Amended April 1998)*
4. **Options**. Three types of UniServ option are recognized within the CTA-NEA UniServ program:
   A. Option I-RRC: UniServ primary contact staff are employed, housed and serviced directly by CTA. *(Amended April 1998)*
   B. Option I: UniServ primary contact staff are employed by CTA and assigned to UniServ units. *(Amended April 1998)*
   C. Option II: UniServ primary contact staff is employed by UniServ units. *(Adopted June 1994; Amended April 1998)*

RULE 4-15: Chapter Social Media Accounts

1. All official chapter social media accounts and pages, including but not limited to Facebook, Twitter and Instagram, are communication tools belonging to the local association.
2. The ability to post from and administer these accounts resides with the president or a designee appointed in accordance with the local association's bylaws or standing rules.
3. All official chapter social media accounts and pages shall be used to express the general sentiments and interests of the membership, to inform members and the public about educational and other important issues, and to reflect the policies of CTA.
4. When a chapter president leaves office, all credentials (usernames, passwords, etc.) for official chapter social media accounts and pages shall be provided to the incoming president. *(Adopted November 2021)*

5-SERIES: Membership and Dues *(Series renumbered 2014, 2018)*

RULE 5-1: Privileges of Membership

1. **Active.** All Active members shall be fully entitled to the privileges of membership as set forth within the Bylaws. A member who retires during a membership year but who has paid full active dues for that year shall have “Active” status until the end of that membership year. *(Amended March 1990, June 1998)*
2. **Student**. Student members shall be entitled to all privileges accorded to Active members except those of voting and holding office unless otherwise prescribed in the Bylaws. This provision shall not, however, preclude limiting or excluding benefits to Student members in group insurance or group legal services provided by CTA. *(Amended June 1998)*

3. **CTA/NEA-Retired**. In addition to eligibility for participation in the economic services program of the Association, a CTA/NEA-Retired member shall be entitled to receive the official publication of the Association. *(Amended May 1993)*
4. **Staff**. Staff members shall be eligible for participation in the economic services programs of the Association, including payroll deductions where necessary, and shall have entitlement to receive the official publication of the Association. They shall not be entitled to advice and consultation with professional personnel or legal services personnel of the Association with regard to employment matters pertaining to their employer-employee relationships with the Association.
5. **Associate**. Associate members shall be eligible for continuing participation in the economic services program of the Association, including payroll deductions where necessary, and shall receive the official publication of the Association. *(Amended June 1998)*

RULE 5-2: Establishment of Membership Dues

1. **Active**. The dues of Active members of the Association shall be as set forth below. When a member is employed by more than one (1) educational institution, the category of membership shall be determined by considering the single highest percentage of employment and by the determination of eligibility made by the local chapter serving employees in that school district, community college district, or university. *(Amended July 1979, March 1990)*
    1) **Category 1**. Seven hundred and eighty-six dollars ($786.00) per year for those faculty whose teaching assignment is more than 60% of a normal assignment, except for faculty employed as preschool, head start, child care, adult education, and substitute teachers whose salaries are less than the minimum teacher salary for the district in which they are employed. *(Amended July 2009, July 2010, July 2011, July 2013, July 2014, July 2015, July 2016, July 2017, August 2018, October 2023)*
    2) **Category 2.** Four hundred and three dollars ($403.00) per year for: *(Amended July 2009, July 2010, July 2011, July 2013, July 2014, July 2015, July 2016, July 2017, August 2018, October 2023)*
        a. For those faculty whose teaching assignment is greater than 1/3 but not more than 50% of a normal assignment. *(Amended January 2010, July 2011, July 2013, October 2023)*
        b. For those faculty whose teaching assignment is greater than 50% but not more than 60% of a normal assignment, or faculty employed as pre-school, head start, child care, adult education, and substitute teachers whose salary in the district in which they are employed is less than the minimum salary paid regular teachers in such district. *(Amended October 2023)*
    3) **Category 3**. Two hundred eleven dollars and fifty cents ($211.50) per year for: *(Amended July 2010, July 2011, July 2013, July 2014, July 2015, July 2016, July 2017, August 2018, October 2023)*

a. For those faculty or substitutes whose teaching assignment is 25% or less than a normal assignment, including faculty on unpaid leave. *(Amended January 2010, July 2011, July 2013, October 2023)*

b. For those faculty whose teaching assignment is greater than 25% but not more than 1/3 of a normal assignment of those faculty employed in private higher educational institutions or the University of California for whom no representation by the Association in employer-employee relations exists or is immediately contemplated. *(Amended October 2023)*

4) **Category 4**. Ninety-six dollars and sixty cents ($96.60) per year for those adult education and community college employees employed only on a part-time or hourly basis. *(Amended July 2009, July 201, July 2013, July 2015, July 2016, July 2017, August 2018, October 2023)*

2. **Staff**. The dues for this class of membership shall be set at fifty percent (50%) of Active dues, Category 1, per membership year. *(Amended May 1978)*
3. **Student**. The dues of Student members of the Association shall be thirty dollars ($30) per membership year, of which five dollars ($5) shall be rebated to the member's local CTA Aspiring Educators chapter, plus annual dues in NEA Student Program. *(Amended September 1991, September 1992, June 2006, January 2024)*
4. **CTA/NEA-Retired**. Dues in CTA/NEA-Retired shall be eighty-five dollars ($85) for one (1) year or six hundred dollars ($600) for lifetime membership. *(Amended June 1980, May 1993, June 1993, June 1998, June 2006, July 2011, July 2013, August 2018, July 2019, September 2023)*
5. **Associate**. The dues for this class of membership shall be eight hundred and twenty-six dollars ($826) per membership year together with full NEA dues. *(Amended July 2009, July 2010, July 2011, July 2013)*
6. **Dues Waivers**. Any active member of the Association who is a member of the Active Reserves of the United States Armed Forces shall have all dues payments waived during any period in which they are called to and serve on Active Duty. They shall retain all rights and privileges of active membership during such Active Duty. The local chapter shall notify CTA of the member's Active Duty status within 30 days of their call-up. Upon their deactivation from Active Duty and return to employment in the bargaining unit represented by the local chapter, the local chapter shall notify CTA and full dues shall automatically be reinstated. *(Adopted February 1991)*
7. **Advocacy/Foundation**. To support CTA advocacy efforts for public education (Advocacy) and a CTA foundation to support members' scholarship and grant programs and teacher-driven solutions for public schools (Foundation), all active members of CTA shall be enrolled in a refundable reverse dues check-off voluntary contribution of $20 per member. The default allocation between the two categories Advocacy and Foundation will be set annually by State Council upon recommendation from the CTA Board of Directors. Such recommendation will follow the same process and timeliness as the budget development cycle and will be reflective of CTA's current priorities.

CTA members will annually have the option to:

1) Choose to opt out of the entire $20 contribution by requesting a full refund.
2) Choose to opt out of a portion of the $20 contribution by requesting a partial refund or choosing to contribute to only one of the two categories.
3) Choose to allocate the entire $20 to one of the two categories.

Once a member has chosen an option it shall continue annually until that member chooses a different option in a subsequent year.

CTA will produce and distribute to State Council an annual summary report of Advocacy and Foundation income and expenses. *(Amended June 2008)*

8. **Initiative Fund**. The Initiative Fund supports initiatives that advance the cause of free universal and quality public education or to combat initiatives that are hostile to the CTA mission to advance the cause of free, universal and quality public education. The annual amount is $36 per applicable full-dues equivalent (FDE) and is to be kept in reserve for the aforementioned purposes. *(Adopted June 1995, Amended June 2000)*
9. **Media Fund**. The Media Advertising Fund consists of revenues designated for paid advertisement to educate the public about the achievements, the problems and needs of public education from preschool through graduate school. The annual amount is $16 per applicable FDE and is to be kept in reserve for the aforementioned purposes. *(Adopted March 1990, Amended May 1999)*

RULE 5-3: Transmittal and Full Time Equivalency (FTE) Computation of Membership Dues

1. **Membership Year**. The membership year shall be September 1 through August 31 of the following calendar year. Dues shall be delinquent for any class of member on October 31 of the current membership year unless fully paid in cash or being paid under a payroll deduction authorization which the member has executed and filed with the employer or by any one of the other payment methods approved by the Board of Directors and will result in the collection of full dues prior to the end of the membership year. *(Adopted December 1980, Amended April 1998, June 1998)*
2. **Pro Rata Dues Collection for New Members**. After the beginning of any membership year, the dues of Active or Staff members who are enrolling for the first time may be prorated, provided enrolling by payroll deduction if such deductions are available or by any one of the other payment methods approved by the Board of Directors. Cash payment may also be accepted for the balance of such membership year for any member who enrolls and pays membership dues by continuing payroll deduction or by any other payment method approved by the Board of Directors thereafter. The pro rata dues for the balance of a membership year may automatically be waived for enrollments taking place on and after April 1st, where it is not possible to obtain payroll deductions during that year, provided the member

agrees to retain membership for the following membership year. *(Adopted May 1978; Amended October 1978, April 1979, June 1983, April 1998, June 1998)*

3. **General Transmittal Procedures**. The collection, forwarding and disbursement of CTA, NEA, CCA, and chapter dues shall be under the direction of the Board of Directors which shall establish general procedures for the control of the accounting and disbursement of such dues and payments. The Treasurer shall include in the regular Treasurer's Report to the governance bodies of the Association detailed data as to the collection and distribution of dues income. CTA will not refund any over-payment of dues to either a member or a chapter for more than the last three years. *(Adopted March 1980; Amended June 1998, June 1999, October 2021)*
4. **Computation of Full Time Equivalency (FTE).** The following method of computation adopted by the State Council of Education will be utilized in determining the FTE basis for UniServ subventions and other allocations based on FTE computations: "In all cases where full dues are collected, full UniServ subventions will be paid. In any case where less than a full year's Active United Education Profession (UEP) dues is collected from any individual, including but not limited to -- collection of less than a year's dues because of late enrollment or mid-year resignation or other collection issues; or because of enrollment in categories of less than full Active UEP dues -- the UniServ subvention shall be computed on a full time equivalency (FTE) basis." *(Adopted March 1980; Amended June 1998, July 1998)*
5. **Allocation to Political Action Fund**. The allocation to the CTA/ABC fund, to be administered as provided elsewhere in these Rules by the CTA/ABC Committee, shall be indexed annually at the same percentage as dues. Of this allocation, the sum of no less than $6.00 shall be designated for political contributions. Each member shall be given the opportunity to have her/his allocation be redirected to the CTA general fund. *(Adopted March 1980; Amended May 1989, November 1994, June 1998, July 1998)*

RULE 5-4: Membership Cards

1. **Format of Membership Cards**. The format for membership cards shall be approved from time to time by the Board of Directors to meet the requirements of both the CTA and the NEA. *(Amended June 1998)*
2. **Active, Staff and Associate**. A membership card shall be issued annually to each Active, Staff, and Associate member who is enrolled as a continuing member and has paid or is paying full annual membership dues under a valid payment method approved by the Board of Directors. *(Amended April 1998, June 1998)*
3. **Student**. A membership card shall be issued annually to each Student member upon payment of the membership dues. *(Amended June 1998)*
4. **CTA/NEA-Retired**. An appropriate card shall be provided to each CTA/NEA-Retired member at the time of enrollment in this category of membership. *(Amended May 1993, June 1998)*

RULE 5-5: Procedures for Membership Complaints

The procedure shall be as follows:

1. **Complaints**

   A. Event(s) set forth in the complaint must involve allegations that an individual or individuals violated CTA Bylaws, rules, policies, non-discrimination statements, and/or procedures. The complaint must not be subject to a separate process such as a process for challenging election results, and the complaint must not solely involve internal chapter matters. Complaints may address occurrences at CTA events and/or may involve alleged conduct by individuals holding CTA positions and acting within the course or scope of those positions.

   B. The party filing the complaint must complete a Member Complaint Form obtained through the CTA Secretary-Treasurer. The Member Complaint Form shall be signed and filed with the Secretary-Treasurer within forty-five (45) days of the precipitating event. The Member Complaint Form must provide the following information:

      1. The event giving rise to the complaint and a summary of evidence including names of individuals with information pertaining to the complaint; the names of any persons at CTA with whom the complaining party has spoken regarding the matter and the outcome; the resolution sought; and the complaining party's contact information, date, and signature. *(Amended September 2015, February 2018, June 2021, November 2021)*

2. **Review**

   Step 1: Officers Review

   Upon receipt of the Member Complaint Form, the Secretary-Treasurer shall determine from the face of the Complaint whether the Member Complaint Form has been timely filed and whether it includes each of the mandatory elements listed in section 1 above.

   A. If the Member Complaint Form is not timely or fails to include requisite information, the Complaint will be dismissed, and the complainant will be notified by email and priority mail.

   B. If the Member Complaint Form is timely and includes the requisite information, the Secretary-Treasurer will forward the allegations to the other Officers. The Officers determine whether it merits further discussion and review.

   C. If the Officers determine that no further action is warranted, the Complaint will be dismissed, and the complainant will be notified by email and priority mail.

   D. If the Officers determine that further discussion, review or investigation is warranted, the Officers will refer the matter to the Internal Concerns Committee (ICC) for further review. At that time, the complaining member as well as the

party(s) who have been accused of misconduct will be notified by email and priority mail of the Officers' determination and of the next step in the process.

The Officers Review will be completed within thirty (30) calendar days of receipt of the Complaint.

Any decision issued in the above process may be appealed by either party to the ICC. The appeal must be filed with the Secretary-Treasurer within fifteen (15) calendar days of the Decision being rendered.

Step 2: ICC Review

Upon receipt of the Member Complaint Form, the ICC will conduct an investigation as it deems appropriate.

If the ICC determines that the Complaint lacks merit or otherwise concludes that no further action is warranted, the Complaint will be dismissed, and the complainant and the accused party(s) will be notified in writing by email and priority mail.

If the ICC determines that the investigation warrants a hearing, it is authorized to conduct one, or refer it to an *ad hoc* panel of three CTA members, to be appointed by the Officers, to conduct one.

If the ICC determines that the Complaint has merit, the ICC is vested with the authority to issue an appropriate remedy. The complainant and the accused party(s) will be notified of the ICC's determination by email and priority mail. In addition to notifying the parties of the ICC's determination, the Board of Directors will also receive notice.

The ICC will conduct and complete its investigation within forty-five (45) calendar days of receipt of the Member Complaint Form from the Officers.

Any decision issued in the above process may be appealed by either party to the Board of Directors. The appeal must be filed with the Secretary-Treasurer within fifteen (15) calendar days of the Decision being rendered.

3. **Appeal to the Board of Directors**

The Board shall consider the appeal at the first Board of Directors' meeting after the appeal is filed, unless such Board meeting is scheduled to occur fewer than thirty (30) days after the filing of the appeal. In that case, the appeal shall be considered at the next scheduled Board meeting. The Board shall notify the parties in writing of its decision regarding an appeal within thirty (30) days of the Board meeting at which the appeal was considered. If the Board of Directors concurs with the ICC decision, it may adopt all or part of the decision in its final decision and order. If it rules in whole or in part contrary to the ICC decision, it shall explain its different findings and conclusions in the final decision. A copy of the final decision and order of the Board of Directors shall be sent by email and priority mail to all parties in the matter.
(Adopted July 2014; Amended November 2021)

RULE 5-6: Procedure for Expulsion of Members

1. **Authority**. A member may be expelled from the Association pursuant to provisions of the Bylaws in accordance with the procedures provided in this rule. *(Amended July 1998)*
2. **Hearing Panel**. Prior to making a final vote on expulsion of a member, the Board of Directors shall convene a nine (9) person hearing panel to consider the charges and make recommendations. The hearing panel shall be representative of ethnic, gender and geographic diversity and have a majority of members who have not held elected or appointed positions for the past three (3) years. Before recommending the expulsion of any member, the hearing panel shall notify the member in writing of the charges against them and that such charges will be heard at a time and place specified in the notice. The time set for the hearing shall be at least 10 days after the date on which the notice is mailed, and the member shall be entitled to one continuance as a right for such period as the hearing panel may allow if such continuance is requested in writing not less than 5 days prior to the date originally set. The notice shall include a copy of this rule. *(Amended July 1998, January 2015)*
3. **Waiver of Rights**. If the member does not appear at the time and place fixed for the hearing on the charges, they shall have waived all rights provided in this rule. *(Amended July 1998)*
4. **Membership Rights**. Throughout all steps of the procedures outlined herein, the member shall have the right to due process and to select representation or counsel. In all appearances before the hearing panel, the Board of Directors, and the State Council of Education, the member shall have the right: *(Amended July 1998)*
   A. To present evidence on their behalf.
   B. To confront and cross-examine their accuser and any other witnesses against them.
   C. To examine and refute all evidence considered by the hearing panel, whether or not such evidence is presented at the hearing.
5. **Written Report**. The hearing panel shall submit a written report and recommendation on the charges to the Board of Directors. A copy of the report and recommendation shall be mailed to the member and the member may file written exceptions to such recommendations with the Board within 15 days from the date of such mailing. *(Amended January 1978, July 1998)*
6. **Action and Appeal**. If no exceptions are filed with the Board by the member within the time specified, the right to a hearing before the Board shall be deemed waived. If exceptions from the report and recommendation of the hearing panel are filed, the Board shall notify the member by mail of the time and place set for the hearing. The member shall be entitled to present a written statement at such hearing, and to argue their defense orally before the Board for such period as the Board shall allow, which shall not in any event be less than 30 minutes, and shall not be more than one hour unless two-thirds of the Board vote for an extension of the period. The

action of the Board upon the report and recommendation shall be recorded in the minutes and a copy mailed to the member. Such action may be appealed to the State Council of Education not later than the second meeting of the Council following the action of the Board. The action of the Council shall be final and conclusive. *(Amended January 1978, July 1998)*

7. **Association Protection Clause**. Neither the members of the Board of Directors nor the Association shall incur or be under any liability of any sort to any member who is expelled in accordance with the procedures specified in this rule. If any court should hold that any member was wrongfully expelled, either by reason of a failure to comply with the procedures specified in this rule or for any other reason, the person so expelled shall be reinstated to membership, but such person shall have no other claim, remedy or right to damages against the Association or any member of the Board of Directors. *(Amended July 1998)*
8. **Preparation of Notices**. Any notices required in this rule shall be prepared by the attorneys for the Association. The hearing panel and the Board of Directors shall consult with such attorneys at each stage of the expulsion procedure. *(Amended July 1998)*
9. **Receipt of Notices**. Any notice or paper required to be served on the member shall be sent by registered mail through the postal service addressed to them at their latest address appearing on the records of the Association. *(Amended July 1998)*

RULE 5-7: Membership in CTA/NEA-Retired

1. **Eligibility**.
   2 Any person who was a member of CTA/NEA and is a qualified recipient of service or disability retirement allowances from a public or private retirement system may become a CTA/NEA-Retired Member.
   3 Any person who was a member of the National Education Association (NEA), but was not a member of CTA, and is a qualified recipient of service or disability retirement allowances from a public or private retirement system, may become a Partner Member of CTA/NEA Retired. *(Adopted August 2018)*
2. **Residency**. To become a member of CTA/NEA-Retired, the person need not reside in California. *(Amended July 2000)*
3. **NEA-Retired Affiliation**.
   A. CTA/NEA-Retired members must maintain membership in NEA-Retired unless both of the following conditions are met:
      1) The person was admitted to membership in CTA/NEA-Retired prior to September 1, 1998; and *(Amended July 2000)*
      2) Was not a member of NEA-Retired and did not join NEA-Retired thereafter.
   B. Any member who has not maintained membership in NEA-Retired in accordance with 2.A. above will not receive any services from NEA-Retired, and

will not be counted for purposes of NEA-Retired delegation allocation in California.

C. If a life member or any other member of NEA-Retired becomes a member of CTA/NEA-Retired, after September 1, 1998, the member must retain their membership in CTA/NEA-Retired thereafter. *(Amended July 2000)*

4. **Status of Retired Membership**.

A. A CTA/NEA Retired member cannot serve as an officer or elected representative of a local chapter, service center council, nor a UniServ board. This prohibition includes, but is not limited to, serving after retirement in any official capacity such as "Immediate Past President" and/or appointed positions with discretionary authority that will affect procedures. *(Adopted July 2000, Amended August 2018)*

B. A Partner Member of CTA/NEA-Retired has the following rights and restrictions:

1) Partner Members shall be entitled to all the benefits and services offered by NEA-Retired (e.g.: NEA Member Benefits, Liability Insurance).
2) Partner Members shall be entitled to receive communications (e.g.: Newsletters/Mailings/E-Mailings) from CTA/NEA-Retired and NEA-Retired.
3) Partner Members shall have the right to run for, vote, and hold office in local retired chapters (where applicable).
4) Partner Members shall be eligible to hold appointed positions in the Local and State (Retired) Association.
5) Partner Members, as NEA-Retired Members in good standing, shall maintain their membership and governance rights in their "pension state" affiliate.
6) Partner Members maintain the right to run as a retired delegate to the NEA Representative Assembly from their pension state, but not as a representative from CTA/NEA-Retired.
7) Partner Members shall not have the right to run for or vote in any election of CTA/NEA-Retired officers or CTA/NEA-Retired Representatives to the State Council of Education.
8) Partner Members shall not be entitled to any benefits or protections offered to former active CTA Members through CTA. (e.g.: CTA Member Benefits, Legal Representation). *(Adopted August 2018)*

6-SERIES: NEA Matters *(Series renumbered 2005)*

RULE 6-1: Governance Liaison with NEA

1. The Executive Officers and Executive Director of the Association, operating within limits prescribed by the Board of Directors, are designated as the official liaison with their counterparts in the National Education Association.

2. The NEA Director elected to the CTA Board of Directors to fulfill the NEA affiliation requirements shall be known as the Coordinating Director, with the following special duties and functions defined for the holder of this position:
   A. Report to the CTA Board of Directors as a regular part of each Board agenda on pertinent NEA matters emanating from the NEA Board of Directors.
   B. Maintain liaison on behalf of the CTA Board of Directors with all other NEA Directors from California, setting up appropriate methods of communication (telephone trees, written reports, e-mails and similar procedures) for this purpose. *(Amended March 2005)*
   C. Represent CTA positions at meetings of the NEA Board of Directors, including the introduction of agenda items as needed to implement these positions.
   D. Assist the CTA Board of Directors with the screening of CTA members for nomination for possible appointment to NEA advisory groups.
   E. The NEA Coordinating Director is exempted from making nominations to fill vacancies on CTA advisory groups which apply to other voting members of the CTA Board of Directors. *(Amended October 1985)*

RULE 6-2: Leadership Involvement in NEA Candidate Activities

To safeguard the integrity of the process for official endorsements for organizational office within the National Education Association, all officials elected by the Council shall conduct themselves in such a way so as not to compromise the Council's role in making the final determination of the official endorsement of the California Teachers Association. *(Adopted December 1991)*

Prior to Council action on such endorsements, CTA members working in a candidate's campaign should make it clear that they are acting as individuals. They should not identify themselves with the title of any position held in a recognized Association group, governance or non-governance. *(Adopted December 1991)*

This policy shall not preclude the Board of Directors from setting up the contact procedures for candidates for NEA office so that they will have reasonable access to NEA members within California. Nor shall this policy in any way infringe upon the rights of recognized Association groups to express support for individual candidates. *(Adopted December 1991)*

RULE 6-3: Endorsement Procedures for Candidates for NEA Office

1. **Friendly Incumbents**. Upon recommendation of the CTA Executive Officers, the Board of Directors may declare a candidate a "friendly incumbent", waive the interview procedure outlined below, and recommend to the State Council their endorsement for re-election to the office they currently hold. *(Adopted December 1991)*
2. **CTA-NEA Interview Team**. *(Adopted December 1991)*

A. A CTA-NEA Interview Team shall be appointed annually by the CTA Board of Directors upon the recommendation by the CTA President.
B. The Interview Team's charge will be to formulate questions to determine the candidate views and the impact of such views on CTA and to interview both in-state and out-of-state candidates for NEA office. *(Amended June 1999)*
C. The CTA-NEA Interview Team shall interview candidates at a generally convenient time and location, which may be at a regular meeting of the NEA Board of Directors. All candidates shall be informed by the CTA-NEA Interview Team of the time and place for interviewing.
D. Recommendations of the Interview Team shall be presented to the CTA Board of Directors in a timely manner to permit the Board of Directors to make its recommendation to the State Council for official endorsement. *(Amended June 1999)*

3. **In-State Candidates**. *(Adopted December 1991)*
   A. Each candidate seeking consideration for CTA endorsement shall notify the CTA President by the last State Council meeting two years prior to the year the candidate runs for office. The candidate must show evidence of endorsement from at least three locals. *(Amended June 1999)*
   B. The President shall notify the chairperson of the CTA-NEA Interview Team of such announcements.
   C. When a previously endorsed candidate is standing for reelection to the same office and is deemed to be a friendly incumbent, the Interview Team may waive the requirement for another interview. *(Adopted June 1999)*
   D. The chairperson of the CTA-NEA Interview Team shall notify each in-state candidate and give them the opportunity to be interviewed no later than the third State Council meeting following the notification.
   E. Each in-state candidate will be allowed no more than fifteen (15) minutes for a presentation to the CTA-NEA Interview Team, after which the Team may ask questions to determine the candidate's views on NEA issues and advocacy of California positions.
   F. The CTA-NEA Interview Team will report to the CTA Board.
   G. The CTA Board of Directors shall vote on a recommendation to present to the State Council. *(Amended June 1999)*
   H. Each recommended candidate will be given an opportunity to address the State Council. Other candidates may also address the Council.
   I. The State Council will vote by secret ballot on the CTA Board's recommendation at the same meeting at which the recommendation is made. Candidates receiving a sixty percent (60%) vote of the Council shall be recommended for endorsement to the California caucus at the NEA Representative Assembly. *(Amended June 1999)*

J. As a courtesy, once an in-state candidate has been recommended for endorsement by the State Council for an NEA office, out-of-state candidates for the same office shall be notified by the CTA President of the recommendation. *(Amended June 1999)*

K. CTA shall provide opportunities to each recommended in-state candidate for promotion of their candidacy and for fundraising events. *(Amended June 1999)*

4. **Out-of-State Candidates**. *(Adopted December 1991)*

A. Each out-of-state candidate for NEA office seeking consideration for California endorsement shall contact the CTA President.

B. The CTA President shall notify the chairperson of the CTA-NEA Interview Team of request(s) for endorsement.

C. The CTA President shall assign each out-of-state candidate to a California NEA Director who shall serve as that candidate's official contact until CTA endorses a candidate for office.

D. The CTA contact shall inform the candidate of the state's endorsement process, including the date of the State Council meeting when the recommendation is to take place; and shall provide information about California's concerns and problems as they affect the office being sought. The CTA contact shall receive any free material provided by the candidate to be made available at State Council meetings and/or the California Caucus at the convention site. *(Amended June 1999)*

E. The chairperson of the CTA-NEA Interview Team shall notify each out-of-state candidate and give them the opportunity to be interviewed.

F. Each candidate will be allowed up to 15 minutes for a presentation to the CTA-NEA Interview Team, after which the Team may ask questions to determine the candidate's views on NEA issues and advocacy of California positions.

G. Any candidate who cannot attend the interview meeting may provide the CTA-NEA Interview Team with a five (5) to ten (10) minute tape detailing their views on NEA issues. The candidate shall also have an opportunity to have a spokesperson represent them.

H. The CTA-NEA Interview Team will vote on recommendations for endorsement and may recommend as many candidates as there are openings. The recommendations will be forwarded to the CTA Board.

I. The CTA Board of Directors will vote on the recommendation(s) of the CTA-NEA Interview Team for endorsement of candidates for recommendation to the State Council.

J. The CTA President will inform the candidates of the CTA Board of Directors' recommendation and will also inform the California members on the NEA Board of Directors.

K. Any NEA candidate in attendance at a State Council meeting shall be allowed up to three (3) minutes for a presentation at a general session and shall also

have the opportunity to speak up to one (1) minute at each directorial district caucus.

L. Should a candidate wish to request the use of a table for campaigning at a CTA-sponsored event, they may do so no sooner than the close of the last California Caucus meeting at the NEA Representative Assembly preceding the election. *(Adopted June 1999)*

M. The State Council will vote by secret ballot on the CTA Board's recommendation at the same meeting at which the recommendation is made. Candidates receiving a sixty percent (60%) vote of the votes cast shall be recommended to the California delegation at the NEA Representative Assembly for final endorsement.

5. **California Caucus**. *(Adopted December 1991)*

A. The Caucus shall consider endorsement(s) at a meeting designated by the Chairperson of the Caucus. *(Amended June 1999)*

B. The ballot shall list the names of all candidates according to the CTA alphabet. Candidates who have received State Council endorsement will be so designated. *(Amended June 1999)*

C. Any State Council recommended candidate receiving a majority of the secret ballot vote will be an official endorsed candidate of California.

D. A candidate not endorsed by State Council must have a sixty percent (60%) vote of the Caucus to be endorsed.

E. In the event a run-off election occurs at the NEA Representative Assembly, the California Caucus may consider non-endorsed candidates at whichever caucus meeting is appropriate for the final voting. Any candidate receiving a majority vote of the secret ballot vote will be an official endorsed candidate of the Caucus. *(Adopted December 1991, Amended June 1999)*

RULE 6-4: Election Districts for NEA Directors

1. The number of NEA Directors allocated to California, determined by NEA in accordance with NEA governance documents, shall be allocated on the basis that each member counts as one person.
2. The one-person/one-vote principle shall be applied to election districts for NEA Directors, such that each NEA Director shall represent approximately the same number of constituents as each and every other NEA Director. Districts shall deviate no more than ten (10) percent from the established representation ratio.
3. No chapter shall be divided such that its membership is assigned in part to two (2) or more NEA Directorial districts.
4. A chapter with membership equal to the established representation ratio, or within ten (10) percent of that ratio, shall be designated an NEA Directorial district.

5. Notwithstanding Rule 6-4.1 above, any part of the membership of a chapter which meets the criterion in Rule 6-4.2 above, may be assigned to a second NEA Directorial district.
6. The representation ratio of NEA Directorial districts, based on NEA membership in California, shall be reviewed every three years as of the last day of the preceding fiscal year - or upon notification from NEA that the number of NEA Directors from California is being changed. If the review process indicates a deviation of more than ten (10) percent, a redistricting plan shall be prepared for adoption.
7. To the extent possible, NEA Directorial districts shall follow Service Center Council boundaries.
   A. NEA Directorial districts shall be grouped so that the smallest possible number of Service Center Councils are included within any one NEA Directorial district.
   B. If a Service Center Council must be split among two (2) or more NEA Directorial districts, the following criteria shall be considered: (1) chapters within a CTA directorial district; (2) contiguity of chapters; (3) geography; (4) accessibility of travel; and (5) county boundaries. *(Adopted July 1991)*

RULE 6-5: NEA Convention Task Force

1. **Composition and Appointment**. The Board of Directors shall appoint annually an NEA Convention Task Force consisting of the CTA Executive Officers and such additional members as necessary to perform assigned tasks in connection with the next NEA Representative Assembly. Members of the CTA and NEA Boards of Directors shall be included among these additional persons. Terms of office on the Task Force shall be one year, expiring on August 31 of the year of service. The CTA President shall serve as chairperson of the Task Force.
2. **Meetings**. The Task Force shall meet at least once during the spring of the year for purposes of planning the CTA participation in the annual NEA Representative Assembly. Additional meetings may be called as necessary within guidelines established by the CTA Board of Directors.
3. **General Structure**. The CTA delegation to the NEA Convention shall be headed by the CTA President. Other duties and responsibilities of the three CTA elected Executive Officers shall be as enumerated in detail within the Board Management Procedures Handbook. In general, the Executive Officers shall be responsible to the Board of Directors for implementing the Board's policies, procedures and goals in all matters connected with the NEA Representative Assembly. Necessary and appropriate staff assistance shall be provided by the Executive Director, both during the year preceding the Convention, and on-site at the Convention.
4. **Ancillary Tasks**. The ancillary tasks of each member of the Task Force, other than the Executive Officers, shall be as prescribed each year at the time of appointment by the Board. A proposed structure of such tasks and their organization shall be drafted each year by the Executive Officers to accompany nominations being made by the President to the Board for that year. This structure of tasks shall be designed

to meet the unique requirements of the situation with regard to that year's forthcoming NEA Representative Assembly. These tasks shall include but not be limited to the following: *(Adopted June 1994, Amended July 1998)*

A. Convention Issues
B. Elections
C. Contact Program
D. Logistics and Protocol
E. Fundraising Control
F. Social
G. Caucus Information
H. Registration

RULE 6-6: NEA Fund for Children and Public Education Committee

1. **Composition.** The committee shall be composed of NEA Board Members from California.
2. **Charge:** The charge of the committee will be to coordinate fundraising for the NEA Fund for Children and Public Education throughout California. *(Adopted June 2015)*

7-SERIES: Committees of the State Council of Education *(Series renumbered 1983, 2009)*

RULE 7-1: Definition of and Assignment to Council Committees

1. **Assignment**. Every member of the State Council of Education shall be appointed annually to a Council committee. *(Amended August 1978, January 1979, June 1984)*
2. **Types of Committees**.
   A. **Policy-Making Committees** - A Policy-Making Committee is one on which only members of CTA State Council of Education may serve, and which has as its major responsibility the development of policies to be considered by the State Council for adoption. Such committees recommend positions to State Council on proposed legislation within their areas of responsibility, via the State Legislation Committee. Committees may also make recommendations to the Board of Directors for implementation of adopted policies as are appropriate to their area of responsibility. Reporting channels may be specifically prescribed as established elsewhere in these rules. Policy-Making Committees are: *(Adopted November 1991, Amended August 1993, September 1993, May 1995, September 1998, June 1999, September 2009, November 2009, April 2012)*
      1) Adult, Alternative and Career Technical Education Committee

2) Assessment and Testing Committee
3) Civil Rights in Education Committee
4) Communications Committee
5) Credentials and Professional Development Committee
6) Curriculum and Instruction Committee
7) Early Childhood Education Committee
8) Financing Public Education Committee
9) Language Acquisition and Development Committee
10) Negotiations Committee
11) Political Involvement Committee
12) Professional Rights and Responsibilities Committee
13) Retirement Committee
14) School Safety/School Management Committee
15) Special Education Committee
16) State Legislation Committee
17) Student Support Services Committee
18) Teacher Evaluation and Academic Freedom Committee *(Amended March 2004, September 2004)*

F. **Board Advisory Committees**. A Board Advisory Committee is one on which only members of the CTA State Council may be appointed by the CTA Board of Directors to serve and which has as its major responsibility the recommendation of policy and procedures to the Board of Directors for consideration. The Board shall be responsible for any further reporting to the CTA State Council as may be deemed appropriate. The Board Advisory Committees are: *(Adopted November 1991, Amended August 1993, September 1998)*
1) Budget Committee
2) Representation Committee

3. **General Requirements**. The following general provisions shall apply to the structure of committees of the Council:
A. Each person assigned to a Council committee, or their authorized alternates in the case of elected Council representatives, shall have one vote on the committee of assignment, including members of the Board of Directors who are assigned as liaison to such committees.
B. The quorum for each Council committee shall be the presence of at least a majority of the assigned elected Council representatives and/or their alternates.
C. State Council members will conduct themselves in a manner that is consistent with the Ethics of the Education Profession. Members will engage in full open debate on items under consideration. *(Adopted April 2014)*
D. Council committees to which ten or fewer State Council elected representatives accept appointment in a given year shall have their status reviewed by the

Board of Directors prior to the making of committee assignments for the following Council business year. *(Amended October 1986, Amended April 2014)*

4. **Responsibility for Assignment**.

A. The Board of Directors shall appoint the members of the Board Advisory Committees. The Representation Committee is designated as the operational agent of the Board of Directors in preparing the initial roster of recommended assignments of the remaining Council members. *(Amended November 1991, September 1998)*

B. **Procedures for Assignment**. The Representation Committee shall use the following procedures in making assignments to the foregoing committees:

1) Each year continuing State Council members shall make their committee choices at or prior to the Annual Meeting of the State Council of Education. Over the summer each year, each new State Council member shall be asked to give their first, second and third committee choices. The Representation Committee will honor these choices insofar as follows, using the following criteria sequentially for first, second, and third choices to prepare a preliminary roster: *(Amended February 1980)*

a) Members requesting assignment to the State Legislation Committee must have served on the State Council for the equivalent of at least one year prior to such assignment. Such service may be gained by previous service on the Council before a break in service between terms, or actual service on the Council as an elected alternate for a minimum of four meetings of the Council. *(Amended February 1987)*

b) Continuing members of the Council shall be given priority consideration for assignment to their previous committee of service where so chosen by them.

c) Interest and/or experience at the Chapter, Service Center Council, or state or national levels as indicated on an information sheet shall be considered.

d) Equitable distribution shall be made by directorial districts wherever practicable.

e) All committees shall have BIPOC representatives assigned to them to the extent possible. *(Amended June 2025)*

f) Newly-elected members whose backgrounds uniquely fit them for service on a particular committee shall be given priority consideration for such assignment.

g) Additional requirements for assignment to particular committees, as set forth in the Rule establishing that Committee. *(Adopted November 1988, Amended April 2021)*

C. In the case where the request for placement on a committee and the information sheet is not received by the Representation Committee within the established time limits, the following shall apply:

1) A continuing member shall be returned to the committee on which they were previously serving.
2) A newly-elected member shall be recommended for placement on a committee chosen by the Representation Committee.

D. **Assignment of Alternates**. Alternates shall be voting members of the committees to which the representatives they replace are assigned; except that no alternate shall be assigned to the Budget or Representation Committees because of the special requirements which exist for membership on those committees. Alternates replacing representatives assigned to the Budget or Representation Committees shall report to the Representation Committee on Friday night for assignment to other committees. *(Adopted February 1989, Amended May 1989, November 1992, September 1998, June 2005)*

5. **Changes in Assignment**. Final action on the preliminary recommendations of the Representation Committee shall be taken by the Board of Directors at its October meeting each year. A representative may request a change in assignment in writing or by appearing at a Representation Committee meeting. The Representation Committee shall notify the representative of the disposition of their request. The decision of the Representation Committee shall take effect immediately, subject to review and ratification by the Board of Directors. *(Amended April 1991, April 1993, January 1999)*
6. **Mid-Year Elections and Committee Assignment**. In the event a representative is elected mid-year to complete an unexpired term, that representative shall assume the committee responsibility of the replaced representative, provided that no new Council member without at least one previous year of Council service shall be assigned to the State Legislation Committee. *(Adopted June 1981, Amended November 1991)*
7. **Elections**. At the last State Council meeting of the year, each Committee shall elect its officers for the following year. *(Adopted January 1992)*
   A. An announcement that officers will be elected at the next meeting will be made during the Committee's meeting at the third State Council of the year. At both the third and the fourth meetings, interested members will be given an opportunity to declare their candidacies. The Budget and Representation Committees will elect provisional officers but will hold official elections at the first State Council meeting of the year. *(Amended April 1992, September 1998)*
   B. All Committee members shall be eligible to vote. *(Amended September 2004)*
   C. The CTA Board liaison will conduct the election. In the event the Board liaison is unavailable, a member of the CTA Elections Committee will conduct the election.
      1) Elections will be held just prior to the adjournment of the Committee.
      2) Elections will be conducted by secret ballot.

3) The CTA Board liaison may ask Committee members not seeking election to assist in the elections.
4) In the event that the Committee chair is unable to continue serving as chair, the vice chair shall assume the chair. Election for a new vice chair shall be conducted as soon as feasible. *(Amended June 2005)*

8. **Responsibility of Committee Chairs**

A. Be familiar with appropriate CTA policy.
B. Develop committee meeting agenda in consultation with the assigned committee staff consultant(s) and Board Liaison.
C. Attend appropriate pre-meetings of CTA State Council.
D. Conduct committee meeting.
E. Finalize committee report in consultation with the assigned committee staff consultant and Board Liaison.
F. Present committee report during business session of State Council.
G. Consult on interim legislative positions.
H. Attend committee specific lobby days.
I. Attend other related meetings as appointed.

The committee vice-chair shall fill-in for the Chair as needed. *(Added May 2014)*

RULE 7-2: Adult, Alternative and Career Technical Education Committee (ACT)

The Adult, Alternative and Career Technical Education Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas: *(Adopted November 1991, Amended December 1992, May 1995, Renamed March 2004, September 2004, Amended September 2009, Renamed April 2012)*

1. Current issues in the coordination of alternative and vocational curriculum offerings in K-12 and post-secondary education, particularly in the context of the new Carl Perkins Vocational and Applied Technology Education Act.
2. Current issues in the coordination of adult education curriculum offerings in K-12 and post-secondary education.
3. The interests of alternative and vocational educators at both the K-12 and post-secondary levels.
4. Activities related to the advancement of alternative and vocational education, including the establishment of necessary liaisons with agencies and organizations crucial to alternative and vocational education.
5. The development of an articulated school restructuring policy and program which integrates academic alternative and vocational education to the maximum benefit of students. *(Amended June 2005)*

RULE 7-3: Assessment and Testing Committee (AST)

The Assessment and Testing Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas: *(Adopted November 1991; Amended September 1992, May 1995, September 2009)*

1. The assessment and testing of students including, but not limited to, performance assessment, portfolios, and the California Assessment Program; *(Amended December 1997)*
2. Implementation of CTA policy on assessment and testing;
3. Reviewing state and federal proposals for the assessment and testing of students; and
4. The implications of student assessment, and accountability, in all its forms, on teacher evaluations. *(Amended December 1997)*

RULE 7-4: Budget Committee (BUD)

1. **Composition**. The Budget Committee shall have the same number of members as the CTA Board of Directors. It is encouraged to have BIPOC representation. *(Amended August 1983, April 2021, June 2025)*
2. **Selection**. Each geographical and at-large director shall submit to the President prior to the Board's annual organizational meeting each year two or more names for consideration of persons whose place of educational service is within the boundaries of the geographical district of the Board member making the nomination. Executive Officers and At-Large Directors shall make nominations for their appointees on a statewide basis. The President shall select one person from each such list for recommendation to the Board for appointment. *(Amended November 1982, June 1984)*
3. **Chairperson**. The CTA Secretary-Treasurer shall be the Chairperson of the Committee. The Committee shall elect its own Vice Chairperson, as well as such other subcommittee chairpersons as deemed necessary. *(Amended January 1999)*
4. **Functions.** The committee shall have the following functions:
   A. To develop the Association's annual budget for consideration of the Board of Directors.
   B. To hold hearings on the budget to receive membership input during all phases of its preparation, i.e., State Council, regional conferences, and service center council meetings. *(Amended January 1999)*
   C. To make recommendations to the Board of Directors on any items of proposed expenditures which are not included in the current budget of the Association.
   D. To review proposals upon referral by the Board of Directors and/or State Council of Education which have implications for future budgets of the Association.
   E. To provide continuous review of the fiscal status of the Association. *(Adopted June 1980, Amended May 1989)*

RULE 7-5: Civil Rights in Education Committee (CRE)

The Civil Rights in Education Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas: *(Amended May 1995)*

1. Promotion of positive human relations practices within the profession.
   A. Advocacy and promotion of the principle that every child should be given equal educational opportunities in a safe and secure environment. *(Amended November 1982)*
   B. Investigation, evaluation, and promotion of the use of appropriate materials and methods.
   C. Methods by which the Association can cooperate with individuals, groups, and agencies which are committed to civil rights objectives and goals.
2. Promotion of policies as they relate to human and civil rights in educational perspective.
   A. Advocacy and promotion of the principle that every child should be given equal educational opportunities.
   B. Study and search for resolution of underlying economic and social conditions which undermine and deny equal opportunities to individuals and groups within American society.
   C. Promotion of a climate of public understanding and cooperation for achieving "equality of opportunity" and positive racial/ethnic school integration in accord with Association policy.
   D. Promotion within affiliates and chapters of the creation of organizational structures for study of issues relating to human/civil rights and assistance in developing effective programs in this area.
   E. Advocacy of positive teaching practices of the basic principles of human rights and examination and evaluation of teaching methods, pre-service and in-service education of teachers.
   F. Aid in the development of opportunities for young people of BIPOC groups to enter the teaching profession. *(Amended April 2021)*
   G. Advancing the placement of certificated minority teachers to provide a racially and culturally balanced teaching staff within every school district.
   H. Advocacy for safe, secure and adequate living conditions, proper nutrition and access to medical attention for our students, education employees and all their families. *(Amended July 2002)*
   I. Advocacy and promotion of environmental issues and education to foster respect for Earth and its inhabitants. *(Amended July 2002)*
   J. Advocacy for issues pertaining to peace and international relations having an impact on educational opportunities for California students and education employees. *(Amended July 2002)*

K. Advocacy, promotion and protection of Gay, Lesbian, Bisexual and Transgender rights and issues. *(Adopted December 1997, Amended July 2002)*

L. Advocacy of equal rights for all. *(Adopted November 1980, Amended June 1984, May 1988, May 1992, December 1997, June 2002, July 2002)*

RULE 7-6: Communications Committee (COM)

The Communications Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas: *(Amended July 1991, July 1993)*

1. Building and maintaining a strong public image for educators and positioning CTA as the pre-eminent voice for public education, Pre-K through the university system.
2. Enhancing the Association's statewide media relations programs.
3. Creating communications strategies to promote CTA's legislative agenda.
4. Strengthening community action programs, including the Association's political action efforts.
5. Providing communications resources and programs to the Association's field operation.
6. Promoting careers in education. *(Amended February 1999)*
7. Expanding the Association's strong program of membership promotion throughout the state.
8. Improving communications with the Association's membership throughout the state.
9. Developing and maintaining an overall Communications Action Plan.
10. Evaluating nominees and making recommendations to the Board of Directors for the Association's annual CTA Communications Awards, CTA State Gold Awards and sponsoring the John Swett Awards for Media Excellence.

RULE 7-7: Credentials and Professional Development Committee (CPD)

The Credentials and Professional Development Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the fields of teacher education (pre-service and in-service), accreditation, certification, and professional personnel supply. *(Amended June 1984, September 2009)*

RULE 7-8: Curriculum and Instruction Committee (C&I)

The Curriculum and Instruction Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the areas of classroom curriculum, materials, and instructional methods, including: *(Amended September 2009)*

1. Matters pertaining to curriculum and instruction impacting upon the education needs of the students of California.

2. Matters pertaining to curriculum and instruction impacting upon the organizational needs of the state and local associations.
3. Reviewing and recommending appropriate actions upon referrals in accordance with CTA policy. *(Amended June 1984, November 1984, February 1991, September 2009)*

RULE 7-9: Early Childhood Education Committee (ECE)

The Early Childhood Education Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas: *(Adopted November 1991; Amended May 1995, September 2009)*

1. The development and implementation of programs in childhood education (birth through age eight) with special attention to curriculum, assessment, on the staffing and the funding of those programs; implementation of CTA policy on early childhood education. *(Amended July 1995)*
2. Interpretation of state and federal proposals for early childhood education.

RULE 7-10: Financing Public Education Committee (FPE)

The Financing Public Education Committee studies and recommends policies and procedures for consideration by CTA governance bodies on matters pertaining to the financing of public education in California. *(Adopted June 1984, Amended September 2009)*

RULE 7-11: Language Acquisition and Development Committee (LNG)

The Language Acquisition Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas: *(Adopted November 1991, Amended May 1995, September 2009)*

1. State and federal agencies that impact language acquisition and development through litigation, policies and regulations, and funding. *(Amended September 2009)*
2. Development of strategies for the implementation of CTA policies and programs including member education and education of the public at all organizational levels. *(Amended September 2009)*
3. Implementation of language acquisition and development in the areas of certification and teacher training, class size, recruitment, funding, staffing, and curriculum and instruction. *(Amended September 2009)*

RULE 7-12: Negotiations Committee (NEG)

The Negotiations Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas: all matters concerning negotiations and collective bargaining, including but not limited to bargaining support,

chapter concerns, contract language, salary and coordinated bargaining. *(Adopted April 1980, Amended June 1984, September 2009)*

RULE 7-13: Political Involvement Committee (PIC)

The Political Involvement Committee studies and recommends policies and procedures for consideration by CTA governance bodies regarding political action in such areas as: *(Adopted August 1981, Amended September 2009)*

1. Endorsement and political activities on behalf of candidates supportive of public education.
2. Funding and statewide activities in support of CTA's political positions. *(Amended September 2009)*
3. The political process and statewide ballot measures, consistent with CTA policies and mission. *(Adopted September 2009)*
4. Community engagement and coalition building with groups supportive of public education. *(Adopted January 2015)*
5. Continuing voter registration and get-out-the-vote efforts.
6. Special programs to involve such specific groups as retired teachers, new voters, parents and minority groups in the political process.
7. Models for local Chapter implementation of political and legislative programs.
8. Activities to support CTA positions in coordination with NEA policies and programs in regard to federal legislation and political issues. *(Amended January 2015)*
9. Promote membership involvement in political action *(Amended June 1984, September 2009)*
10. Review strategies for successful campaigns to make recommendations to the CTA Board of Directors and/or workgroups*. (Adopted January 2015)*

RULE 7-14: Professional Rights and Responsibilities Committee (PRR)

The Professional Rights and Responsibilities Committee studies and recommends policies and procedures for consideration by CTA governance bodies on matters pertaining to rights and responsibilities in employment issues, except those delegated to committees dealing with due process, retirement and negotiations. Some of the areas considered to be within the province of this Committee are: *(Adopted October 1980, Amended June 1984, November 1995, September 2009)*

1. Contract rights and enforcement
2. Non-contract rights
3. Personnel files
4. Assignment, transfer and promotion of personnel
5. Policies and procedures for all types of leaves
6. Personnel standards

7. Professional standards

RULE 7-15: Representation Committee (REP)

1. **Composition**. The Representation Committee shall have the same number of members as the CTA Board of Directors. It is encouraged to have BIPOC members and an ESP member. *(Adopted November 1982, Amended August 1983, March 2012, April 2021, June 2025)*
2. **Selection**. Each Geographical and At-Large Director shall submit to the President prior to the Board's annual organizational meeting each year one or more names for consideration of persons whose place of educational service is within the boundaries of the geographical district of the Board member making the nomination. Executive Officers and At-Large Directors shall make nominations for their appointees on a statewide basis. The President shall select one person from each such list for recommendation to the Board for appointment. *(Amended November 1982, June 1984, July 1990)*
3. **Charge to Committee**. The Representation Committee shall report through the Board of Directors regarding the following areas:
   A. To maintain records of geographical distribution of Association members.
   B. To recommend the boundaries of directorial and electoral districts, apportioning representation, in as equitable a manner as possible, among the electoral district.
   C. To adjudicate representation disputes by convening as a hearing panel of no less than three members. The recommendation of the hearing panel shall be submitted to the Committee for decision. The decision of the Committee shall be subject to appeal to the State Council of Education.
   D. To recommend to the Board of Directors an initial list of assignments to committees of members of the State Council of Education each year as elsewhere prescribed herein. After appropriate consideration, the Committee may assign/reassign State Council members to committees during the year. Any assignment/reassignment is subject to final ratification by the Board of Directors *(Amended September 1994, June 1997)*
   E. To recommend boundaries for NEA directorial districts.
   F. To recommend allocations of NEA state delegates to the geographical Service Center Council areas.
   G. To list each State Council member in the annual Representation Report indicating years served, including completed and/or extended terms. *(Adopted December 1980, Amended June 2025)*
4. **Chairperson and Vice Chairperson**. The chairperson and vice-chairperson shall be elected by and from among the members of the Committee at the first scheduled State Council meeting each year. *(Amended August 1978, September 1994)*

RULE 7-16: Retirement Committee (RET)

The Retirement Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas: *(Adopted March 1994, Amended September 2009)*

1. Improvement of the State Teachers Retirement System and/or the Public Employees Retirement System. *(Amended March 1998)*
2. Understanding of provisions of the existing retirement law and proposed changes.
3. Information concerning the relationship of national retirement legislation to the State Teachers Retirement System and/or the Public Employees Retirement System. *(Amended March 1998)*
4. Means and measures to safeguard the retirement interests of both active and retired teachers. *(Amended June 1984)*
5. Strive to ensure that the State Teachers Retirement System and/or the Public Employees Retirement System maintain fiduciary integrity. *(Adopted March 1994, Amended March 1998)*
6. Provide health care benefits to retired members of STRS. *(Adopted March 1994)*

RULE 7-17: School Safety/School Management Committee (SSM)

The School Safety/School Management Committee studies and recommends policies and procedures for consideration by CTA governance bodies related to school safety, including the issues involved in the process of whole-school management. The Committee shall recommend specific procedures that should be in place to ensure safety for every school student/employee. The Committee may recommend publication of documents addressing issues of safety, school leadership, and school management. *(Adopted September 1993; Amended September 1995, November 1999, September 2009)*

RULE 7-18: Special Education Committee (SEC)

The Special Education Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas:

1. Matters pertaining to special education needs of California students;
2. Matters pertaining to special education concerns of the state and local associations;
3. Other matters, upon referral, that falls under its purview. *(Adopted November 1991; Amended September 2004; September 2009)*

RULE 7-19: State Legislation Committee (STL)

The State Legislation Committee shall review all recommended positions from the CTA standing committees to ensure the recommendations are consistent with CTA's policies. When necessary, the State Legislation Committee advises the committee(s) of policy jurisdiction of the need to propose consistent policies within which the legislative proposals

will fit. *(Adopted June 1984, Amended May 1985, September 2009, Renamed April 2012, Amended November 2013)*

RULE 7-20: Student Support Services Committee (SPS)

The Student Support Services Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas: school counseling and guidance, nursing/health services, speech pathology, psychology, social work, library services, and welfare and attendance services. *(Adopted June 1999; Amended February 2000, September 2009, February 2017)*

RULE 7-21: Teacher Evaluation and Academic Freedom Committee (TEAF)

The Teacher Evaluation and Academic Freedom Committee studies and recommends policies and procedures for consideration by CTA governance bodies in the following areas: *(Adopted February 1994, Amended September 2009)*

1. Proposals, laws, and procedures which improve the educational opportunities for children in the schools by promoting careful attention to the selection, retention, and supervision of teachers.

   Statements on academic freedom and responsibility and policies to implement these statements. Matters pertaining to personnel standards are not within the assignment of this Committee. *(Amended June 1984)*

8-SERIES: Board Appointed Advisory Groups

(Renumbered 1982, 1994, 2005, 2009, 2013, 2014, 2015, 2017, 2018, 2020)

RULE 8-1: Overall Guidelines for Appointment of Board Advisory Groups, Committees, Task Forces, Work Groups, Panels and Programs

A Board Advisory Group is defined as a group of members of the Association, recommended by the President and appointed annually by the CTA Board of Directors to accomplish a specific charge. Advisory Groups shall meet at such times as deemed necessary with the approval of the Board of Directors and are limited to three meetings per year unless otherwise approved by the Board of Directors. Chair(s), Vice Chair(s) and a voting member from the Board of Directors are recommended by the President and appointed annually by the Board of Directors. Unless otherwise specified, Board Advisory Groups shall report to the Board of Directors their findings and recommendations and the Board shall be responsible for such further reporting to the State Council of Education as may be deemed appropriate. *(Adopted August 1978, Amended May 1984, April 1987, June 1989, October 1989, May 1990, June 1994, November 1998, September 1999, November 2004, June 2009, January 2010)*

There are five types of Board Appointed Advisory Groups:

1. A Board Advisory Committee that is composed of State Council members and meets at State Council; i.e., Budget Committee and Representation Committee. *(November 1998)*
2. A Board Advisory Committee that has an ongoing responsibility within the Association. With the exception of the Liaison Committee, an individual appointee shall be eligible for a maximum of three one-year terms of consecutive appointments to a particular advisory group, after which at least one year must pass before they become eligible for service on that advisory group, except that the Board may waive this provision to ensure that at least one-third of an advisory group's membership continues from one year to the next. Unless otherwise indicated by Board action, terms on a Board Advisory Committee shall end upon the committee meeting its charge of June 25 of each year. *(Amended November 1998, January 2000)*
3. A Task Force is a restricted, special committee appointed to meet a particular short-term need, whose existence automatically terminates upon completion of its charge. A Task Force may be re-established for a second year if necessary. If a third year is required for the charge to be completed, the CTA Board will consider changing the Task Force to an ongoing Board Advisory Committee. *(Amended September 1998)*
4. A Workgroup is a Board Advisory Committee comprised of CTA members and staff appointed to meet a specific short-term objective, whose existence automatically terminates upon the completion of the task. *(Adopted November 1998)*
5. A Panel is a group of CTA members appointed to serve in an advisory capacity to the Board of Directors. Panels may hold hearings and consider special requests either on legal matters or Association sponsored programs. Panels meet when necessary, subject to approval of the Board and make reports to the Board as appropriate. An individual appointee shall be eligible for a maximum of three one-year terms of consecutive appointments to a particular panel, after which at least one year must pass before they become eligible for service on that panel, except that the Board may waive this provision to ensure that at least one-third of a panel's membership continues from one year to the next. Unless otherwise indicated by Board action, terms on the panel shall end upon the committee meetings its charge of June 25 each year. *(Adopted November 1998; Amended June 2009, January 2010)*

Racial/Ethnic Minority Representation. At least one third of the members of a Board Advisory Group should be members of racial and ethnic minority groups. In a group of seven members, this goal shall be considered to be met by the appointment of two of the total of seven from such groups. *(Amended September 1999, June 2025)*

Removal. The Board may choose to remove an appointee at time of committee appointments without notice or hearing by exercising its right of peremptory challenge. Such a motion to remove by peremptory challenge shall be non-debatable in Board deliberations and shall not be deemed to be a negative or punitive action. Once appointed, a member can

be removed by the appointment authority, i.e., the Board of Directors, in one of the following procedures: *(Amended November 1998, Amended January 2010)*

1. **Non-Attendance at Meetings**. If the member does not attend 2 of any 3 sequential meetings of the appointive body, removal is deemed automatic unless specifically excused by action of the appointive or elective body. *(Amended May 1984, February 1987, November 1998, November 2004)*
2. **Cause**. Removals for cause shall be deemed as punitive. Such actions shall require the following steps: *(Amended November 1998)*
    A. **Notice and Suspension**. By majority vote in executive session, the Board may suspend a member from participation and voting and give notice of its intention to remove an appointee for cause. The reason for removal shall be stated as part of the action. *(Amended November 1998)*
    B. **Hearing**. An independent body, constituted as an "Ethics Committee" within the meaning of the latest edition of Robert's Rules of Order, shall hear the charges and report the facts back to the Board in a timely manner. The constitutional rights of the appointive member to due process shall be scrupulously protected. *(Amended November 1998)*
    C. **Finding**. Following the report to the Board, the Board shall act to remove the cause or reinstate the appointive member to full status on the body. *(Adopted November 1978; Amended June 1981, May 1984, November 1998)*

Appointed members of governance advisory groups are presumed to be serving on such groups as members, representing the membership interests of the Association. Acceptance of part-time employment from any level of the Association sets up a condition whereby a possible conflict-of-interest may result. The procedures which follow are intended to provide a framework for the resolution of such conflicts. *(Amended November 1998)*

1. **Full-Time Employment**. Members of an advisory group who accept full-time employment with any level of the Association are thereby considered to have vacated their appointment to the advisory group. *(Amended November 1998)*
2. **Part-Time Long-Term Employment**. If a member of an advisory group is employed part-time on a long-term basis (i.e., more than six months), the appointment to that advisory group is thereby automatically vacated. *(Amended November 1998)*
3. **Part-Time Short-Term Employment**. In the event a member of an advisory group is employed on a short-term basis (less than six months), the question of conflict-of-interest which is thereby raised shall be resolved with the following procedures: *(Amended November 1998)*
    A. **Initial Finding**. The CTA Executive Officers shall have the responsibility for ongoing monitoring of the status of appointed members of advisory groups who accept part-time short-term employment. Where the Officers feel that a conflict-of-interest exists, the President shall immediately notify the member concerned of the potential conflict. *(Amended November 1998)*

B. The notice shall include giving the member a choice of options: either to choose to make a written appeal of the matter to the Board of Directors or to resign from the appointment to the advisory body. If the route of appeal is chosen, the member shall stand aside from attending meetings of the advisory group in question while the issue is being resolved. Failure to respond to the notice shall be presumptive evidence of resignation from the advisory group. *(Amended November 1998)*

C. The Board of Directors shall, in case of appeal, take into consideration all pertinent factors in deciding whether to vacate the appointment. These factors shall include: the nature of the business conducted by the advisory group; any interrelationship between that and governance decisions; and the propriety of continuing to service on the advisory group while being employed by some level of the Association in a short-term part-time capacity. *(Amended November 1998)*

RULE 8-2: Advisory Panel on Diversity

1. **Purpose**. The Diversity Advisory Panel is advisory to the Board of Directors in implementing affirmative action policies in situations where the Association is an employer. *(Renamed July 2005)*
2. **Composition**. The Panel shall consist of 10 members including but not limited to members from the Civil Rights in Education Committee, the CTA Board of Directors and the NEA Board of Directors. *(Adopted November 1984, Amended January 1987, June 2009)*

RULE 8-3: Advisory Panel on Endorsed Services

1. **Function as Hearing Panel**. Matters concerning adjudicating disputes between an individual member and Association sponsored programs, both insurance and economic, shall be the responsibility of the Panel, functioning as a hearing panel.
2. **Composition**. The Panel shall consist of nine (9) members. *(Adopted June 2009)*

RULE 8-4: Advisory Panel on Legal Services

1. **Jurisdiction**. The Panel shall serve in an advisory capacity to the Board of Directors on all matters concerning the legal services of the Association, including but not limited to:
   A. To review the prescribed legal services program and its conformance to the adopted Budget of the Association. *(Amended June 1984)*
   B. To review and make recommendations for change in the Group Legal Services Manual, to be adopted and revised as necessary by the Board of Directors. *(Amended June 1984)*
   C. To consider requests for special legal assistance in cases not specifically covered by the provisions of the Group Legal Services Manual, and to make

recommendations on such requests to the Board of Directors. Such recommendations shall include specification identification of the budget area within the overall legal services budget from which funding is to be derived. *(Amended June 1984)*

D. To review and make recommendations to the Board of Directors for improvements and safeguards pertaining to the operation of all phases and aspects of the legal services program of the Association. *(Amended June 1984)*

2. **Composition**. The Panel shall consist of nine (9) members. *(Adopted August 1982, Amended June 1984, April 1992, June 1994, June 2009)*

RULE 8-5: Cadre Advisory Committee

1. **Composition:** The CTA Board will appoint a seven-member Cadre Advisory Committee composed of five CTA members, including at least one CTA board member. Two staff persons will be appointed by CTA management. The Chair shall be designated by the CTA President.
2. **Purpose:** The Human Rights Cadre Training Program is a member-led, peer-to-peer training program around racial and social justice issues and leadership development. The goal of these trainings is to advance understanding around human and civil rights as well as best practices to build inclusive school communities. Training opportunities include conferences, service centers, and local chapter programs. *(Adopted August 2023)*

RULE 8-6: California Reads/Read Across America Activities Planning Committee

1. **Composition:** The committee shall be comprised of 10 CTA members, including one CTA Board member liaison.
2. **Purpose:** The California Reads/Read Across America Activities Planning Committee is an advisory group to the CTA Board of Directors. The Committee coordinates all aspects of the California Reads and Read Across America programs. The California Reads program expands our current day of reading celebration to a yearlong promotion of reading. California Reads offers teacher-approved quarterly book recommendations for all age groups. The Read Across America program focuses on motivating children and teens to read through events, partnerships and reading resources. *(Adopted February 2015, Amended June 2015, September 2015)*

RULE 8-7: Charter School Advisory Committee

1. **Purpose**: The Board advisory committee on charter school issues will review, comment on and make specific recommendations to the CTA Board of Directors on matters related to charter schools and charter school educator issues. *(Amended April 2017)*

RULE 8-8: Charter School Lobby Team

1. **Purpose**. The team shall support CTA's legislative strategy on charter school issues by lobbying elected officials as needed. *(Adopted August 2020)*

RULE 8-9: Communications Advisory Committee

1. **Composition**. The Communications Advisory Committee is a subcommittee of the CTA State Council Communications Committee. Included among the members will be representatives from ESP and Higher Ed.
2. **Purpose**. The committee is an ongoing advisory group to the CTA Board of Directors that makes recommendations on CTA member publications including the magazine and website. Any recommendations from the advisory committee will be immediately referred to the Board of Directors and included in the informational items of the committee report. *(Adopted February 2018)*

RULE 8-10: Crisis Assistance Panel

1. **Composition**. The Crisis Assistance Panel shall consist of nine (9) members, including two (2) from the CTA Board of Directors (one (1) from the South and one (1) from the North), one NEA Director from California, and the remainder to be chosen at large. The three (3) elected CTA Executive Officers shall serve as ex officio members (nonvoting). *(Adopted March 1982, Amended September 1986, June 2009)*
2. **Functions**. The Panel shall:
   A. Evaluate, through the use of crisis evaluation teams, plans for action by local chapters which involve the potential use of the resources and/or name of the Association. *(Amended June 1984)*
   B. Allocate crisis funds within general budgetary amounts established by the State Council and such additional control parameters as may arise from time to time by actions of the Board of Directors. Such allocations shall be made consistent with the overall amount of available funds, other potential demands on those funds, degree of local effort within the context of available resources, and a candid assessment of the viability of the contemplated crisis plan.
   C. Administer, as the agent of the Board of Directors, the Arbitration Participation Fund pursuant to guidelines established by the Board. *(Adopted April 1999)*
   D. Administer, as the agent of the Board of Directors, the National Education Employees Assistance Fund in and for California, pursuant to guidelines established by the Board. *(Amended April 1999)*
   E. Serve as the administrative agent of the Board of directors for holding the Charter for a Chapter which is not the exclusive bargaining agent for its members, review plans for regaining such recognition and make recommendations to the Board for approval or disapproval, monitor the

performance of a chapter in adhering to the plan, and make recommendations for further actions including the appointment of an Organizing Committee wherever appropriate. *(Amended March 1982, April 1999)*

F. Perform such other crisis-related tasks of any kind as may be directed by the Board of Directors. *(Adopted April 1999, Amended July 1980, March 1982, June 1984, January 1990, April 1992, June 1992, June 2009, October 2010)*

RULE 8-11: Disaster Relief Committee

1. **Purpose**. The Disaster Relief Committee shall determine recipients of Disaster Relief Fund Grants.
2. **Composition**. The Committee shall be comprised of two (2) CTA Board members and the CTA Secretary-Treasurer. The Secretary-Treasurer shall serve as chair. *(Adopted July 2009)*

RULE 8-12: Education Support Professional (ESP) Issues Advisory Committee

The Board Advisory Committee on Education Support Professional (ESP) Issues will review, comment on and make specific recommendations to the CTA Board of Directors on matters related to education support professionals' issues.

1. **Composition**. The committee will consist of 12 members. The committee shall have six chapter presidents and six State Council members designated by the Board. *(Adopted June 2015, Amended April 2017)*

RULE 8-13: Elections and Credentials Committee

1. **Composition**. The Elections and Credentials Committee shall consist of 11 members. All members shall be chosen either from among those who have served at least three years on the State Council of Education but who are not in such positions at the time of appointment or during the time of service on the Committee. *(Adopted December 1978, Amended September 1979, September 1987, June 2005, June 2009)*
2. **Charge to Committee**. The functions of the Committee shall be as follows:
   A. To develop and recommend to the Board of Directors for adoption the material to be contained in the Elections Manual as prescribed elsewhere in these Standing Rules.
   B. To count and certify the votes on elections and/or issues decided by the State Council and such additional matters as may be prescribed by the Board of Directors.
   C. To hold such hearings in connection with its duties as may be prescribed by the Board of Directors.
   D. To be responsible for the supervision of the accreditation of members and alternates at the meetings of the State Council of Education, including giving

assistance in settling any dispute over the seating of a delegate within the following procedures:

1) An opportunity shall be given for interested parties to present their positions to the Committee, after which the Committee shall consider the evidence and submit its recommendations to the Board of Directors for action.
2) The decision of the State Council of Education shall be final.

E. To verify the documentation of members elected to fill unexpired terms.

F. To verify the documentation of alternates.

3. **Quorum**. The presence at any meeting of five members shall constitute a quorum for the transaction of business. A lesser number of members than that required for a quorum may discuss and take action on any item of business subject to the ratification by a quorum at a subsequent meeting. The Committee shall regularly be available for meetings concurrent with meetings of the State Council of Education, and additionally as deemed necessary upon call of the chairperson in accordance with procedures adopted by the Board of Directors.

4. **Prohibition**. As a condition of being retained on the Committee:

A. Members shall refrain from being involved in actively promoting any campaign for elected office, or issue, in the Association, whether such activity is identified as promotion or opposition to such candidate, or issue. This prohibition shall apply whenever the Committee has, or has the potential of being assigned, jurisdiction over an election or its appeals process in any way. This shall not operate to preclude activities within the chapter to which a member of the Elections and Credentials Committee belongs, except that when an issue arising from such a chapter becomes the property or is placed under the jurisdiction of the Committee, the member of the Committee belonging to that chapter shall not discuss or vote on the issue as a committee member. *(Adopted November 1978; Amended July 1979, June 2009)*

B. Members shall abstain from participating in the Committee activities related to balloting during the specific meeting(s) in which their immediate family member is a candidate. *(Amended February 1990)*

RULE 8-14: Governance Documents Review Committee

1. **Purpose**. This Committee conducts ongoing reviews of governance documents of chartered chapters for CTA and NEA. It reports its findings to local chapters. Upon request, these reports shall be made available to the CTA Board of Directors. *(Adopted March 2001)*

2. **Other duties include:**

A. Review of chartering procedures, including the methods of granting and withdrawal. *(Adopted March 2001)*

B. Review of specific charter applications with recommendation to the Board of Directors for final action. *(Adopted March 2001)*

C. Review of chartering status of local CTA chapters. *(Adopted March 2001)*

D. Periodically to review the Rules of Operation of recognized Service Center Councils to determine their consistency with CTA policies and governance documents. *(Adopted September 2013)*

E. Performance of any other governance document related reviews that may be referred to the Committee by the Board of Directors. *(Adopted March 2001; Amended June 2009)*

RULE 8-15: Higher Education Advisory Committee

1. **Composition.** The Higher Education Advisory Committee shall be comprised of 10 members, including five (5) from the Community College Association, four (4) from CTA Aspiring Educators and the District Q Director. *(Amended January 2021)*
2. **Purpose.** The Higher Education Advisory Committee shall review, comment on and make specific recommendations to the CTA Board of Directors on matters related to higher education. *(Adopted October 2014)*

RULE 8-16: Liaison Committee

1. **Composition**.
   A. The number of members shall be sufficient to monitor activities of appropriate state agencies. Recommendations for appointment shall take into consideration a primary area of expertise; an overall knowledge of CTA policy and the ability to keep current on such policy; and the ability to articulate CTA policy when necessary during meetings of the state agencies being monitored. In addition to the area of primary expertise, appointees shall be considered as being in an overall pool of talent, available to cover other than the primary state agency when deemed necessary. Community College Association officers shall serve on the Liaison Committee by virtue of their CCA positions. *(Amended February 2002)*

   B. Supplement Appointments may also be made during the year as necessary to meet changing circumstances. Where members of the Liaison Committee are unable and/or unavailable to attend a meeting of a state agency and it is determined such attendance is necessary, the President may appoint an interim liaison to attend the meeting.

   C. **Externally Appointed Liaisons**. CTA recognizes the value of conducting ongoing liaison with California state task forces, commissions, and similar state governmental regulatory agencies dealing with education. In those cases where CTA members are appointed to serve on such bodies, they can also serve as an external liaison to CTA's liaison program, upon the recommendation of the CTA Executive Officers. *(Adopted September 1986, Amended May 1988, October 2012)*

2. **Purpose**. The Liaison Committee shall monitor and report on meetings of state governmental agencies and organizations in matters affecting educational policy and administration. The Committee shall consider and make any necessary recommendations concerning the status of procedures for individual monitoring of the activities of state governmental agencies. *(Amended June 2009)*
3. **Meetings**. The Committee shall regularly meet during meetings of the State Council of Education, with such additional meetings as may be specifically authorized by the Board of Directors.
4. **Charge to Committee Members**.
   A. Individual members of the committee shall attend meetings of state governmental agencies and/or organizations as are assigned, rendering a written report of each meeting for further distribution and consideration as the Board may from time to time determine.
   B. Liaisons are the guests of the Committee Chairs at the respective State Council Committee Meetings and may provide State Council Committee Chairs with current information and policy advice as it relates to information concerning the Liaison's assigned agency, commission or organization. *(Amended May 2005)*
5. **Chairperson**. The chairperson shall, under the direction of the President, ensure that all appropriate meetings of state governmental agencies are monitored by one or more members of the committee; that reports of such monitoring are adequate; and that all members of the Committee are kept informed regarding current CTA policies. The Chairperson shall prepare and submit an annual budget for Liaison Committee activities through such channels as may from time to time be prescribed by the Board of Directors.

RULE 8-17: Racial and Social Justice (RSJ) Workgroup

1. **Composition**. The RSJ Workgroup will be composed of thirteen (13) representatives, one (1) from each of the following groups:
   A. Officer / Board Liaison
   B. Chair
   C. Staff Consultant - Manager
   D. Staff Consultant - CSO
   E. CTA Board of Director
   F. SCC Chair
   G. SCC At-Large
   H. ABC Member
   I. NEA Director
   J. Caucus Chair
   K. CAS Staff
   L. CSO Staff

M. Management Staff

2. **Purpose**. To form a workgroup of members, leaders, and staff from specific spheres of influence to come together to support and advise one another in moving racial equity and racial and social justice work in their other roles and responsibilities in CTA. *(Adopted November 2024)*

RULE 8-18: Racial Equity Affairs Committee (REAC)

1. **Composition**. The Committee will be composed of three (3) representatives from each of the following recognized ethnic minority caucuses:
   A. American Indian/Alaska Native
   B. African American *(Amended December 1991)*
   C. El Sol *(Amended December 1991, October 2024)*
   D. Asian & Pacific Islander *(Amended October 2024)*

   Participation in ethnic minority caucuses is open to all eligible Association members. Active members who self-identify as racial or ethnic minorities and/or Black, Indigenous, and People of Color (BIPOC) are strongly encouraged to participate in the ethnic minority caucuses. *(Amended June 2025)*
2. **Purpose**. The REAC is advisory to the CTA Board of Directors and will: *(Amended September 2012)*
   A. Promote Black, Indigenous, and People of Color (BIPOC) participation in all areas of CTA leadership; *(Added Amended September 2012, Amended April 2021)*
   B. Monitor BIPOC representation within the Association as set forth in the governing documents; *(Amended July 1993, September 2012, April 2021)*
   C. Provide BIPOC input on CTA membership programs and policies; *(Amended September 2012, April 2021)*
   D. Make specific recommendations to the Board for continuing BIPOC input into the Association; *(Amended October 2000, September 2012, April 2021)*
   E. Work toward an inclusive Association that involves and empowers its equity-minded members; and *(Adopted October 2000, Amended September 2012)*
   F. Advise the Board in addressing the needs of California's ethnically diverse student population. *(Adopted October 2000, Amended September 2012)*
   G. Take an active role in promoting anti-bias and anti-racist activities in our communities. *(Adopted November 2020)*
3. **Nomination and Appointment**. Each ethnic minority caucus shall make nominations to fill vacancies on the Committee from among its members who are regularly funded to attend State Council. Nominations will be forwarded to the CTA President for further recommendation to the Board. The Board shall make the final appointments, with terms expiring on June 25 of each year. *(Amended October 2000, July 2005)*

4. **Co-Chairpersons**. The Committee shall select its own co-chairpersons from among its members.
5. **Meetings**. Meetings of the Committee will be held pursuant to actions of the CTA Board of Directors. *(Adopted February 1985)*

RULE 8-19: Rural Issues Advisory Committee

1. **Purpose**. This Committee has the responsibility to advise the CTA Board of Directors on issues important to our members serving in rural school districts. In addition, the Committee is responsible for planning of the Rural Issues Conference.
2. **Composition**. Shall be composed of 15 members who are representative of the diversity of rural chapters within the CTA membership. *(Adopted June 2009)*

RULE 8-20: Sexual Orientation and Gender Identity Issues Advisory Committee (SOGIIAC)

The Board advisory committee on lesbian, gay, bisexual, transgender, questioning/queer, intersex, asexual/ally, pansexual, etc., (LGBTQ+) issues will review, comment on and make specific recommendations to the CTA Board of Directors on matters related to sexual orientation and gender identification. *(Adopted March 2000, Amended May 2002, March 2016)*

1. **Composition**. The committee will consist of 11 members. The CTA Board shall make every effort to designate co-chairpersons of diverse gender identities. *(Adopted March 2000, Amended June 2009, March 2016)*
2. **Nomination and Appointment.** The Gay, Lesbian, Bisexual, Transgender caucus shall make up to four (4) nominations to fill vacancies on the Committee from among its members. Nominations will be forwarded to the CTA President for further recommendation to the Board. The Board shall make the final appointments, with terms expiring on June 25 of each year. *(Adopted February 2018)*

RULE 8-21: Vendor Evaluation and Screening Committee

1. **Purpose**. This Committee shall be responsible for reviewing and screening prospective sponsored vendors for recommendation to the Board of Directors, and to evaluate sponsored vendors and report to the Board of Directors.
2. **Composition**. The Committee shall consist of five (5) persons. Terms of Committee members shall expire on August 31st of each year. *(Adopted February 1985, Amended July 2005, June 2009, October 2014, January 2015, February 2015)*

9-SERIES: Board Advisory Groups (Non-Board Appointed) *(Renumbered 2009, 2013, 2018)*

RULE 9-1: CTA/ABC Committee

1. **Name**. The political action fund of the Association shall be administered by a committee known as the CTA/ABC Committee.
2. **Purposes**. The purposes of the CTA/ABC Committee are as follows:
   A. To serve as an advisory committee through which CTA members may support important state and local educational issues as well as worthy state and local candidates for office. This shall be done on a non-partisanship basis. *(Adopted January 1999)*
   B. To be a standing advisory committee within CTA subject to the policy and governance structure of CTA. *(Amended September 1988)*
3. **Governance**. The CTA/ABC Committee shall be governed as a component part of CTA, within the following parameters:
   A. Governance Bodies. The following shall be the governance bodies for the CTA/ABC Committee, in the order of their rank and precedence:
      1) Policymaking. The CTA State Council of Education shall be the policymaking body for the CTA/ABC Committee.
      2) Supervisory. The CTA Board of Directors shall be the agent of the CTA State Council of Education in supervising the ongoing activities of the CTA/ABC Committee.
      3) Administrative. The CTA/ABC shall be the policy implementation and administrative body for the CTA/ABC Fund.
   B. **Governance Documents**. All types and classes of governance shall be conducted in accordance with the governance documents of CTA.
   C. **Modification of Structure**. The policies adopted by the State Council of Education shall determine the structure of the CTA/ABC Committee.
   D. **CTA/ABC Committee Members**.
   E. **Powers**, **Duties and Functions**. The general management of the business and affairs of the CTA/ABC Committee shall be under the control, supervision and direction of the CTA/ABC Committee members within the requirements of law, the CTA Bylaws, policies adopted by the CTA State Council of Education, and guidelines established within such policies by the CTA Board of Directors.
   F. **Composition**. The CTA/ABC Committee shall reflect the number of geographical districts of the CTA Board of Directors as determined in Standing Rule 2-1.1. Additionally, the same At-Large representation shall exist for the Committee as applies to the CTA Board of Directors. *(Amended January 1999, November 2013, March 2023, June 2025)*

G. **Election of Members**. Election of the CTA/ABC Committee members shall take place in the same manner as that prescribed for CTA Directors.

H. **Eligibility for Service**. Any member of CTA shall be eligible for service as CTA/ABC Committee member.

I. **Term of Service**. Term of service and limitations upon the number of terms of service as CTA/ABC Committee member shall be the same as prescribed for CTA Director. Each term shall expire June 25 of the year ending the term. *(Amended January 1990)*

J. **Vacancies**. Vacancies in the office of CTA/ABC Committee member shall be deemed to exist in the event of excessive absence, inability to serve, resignation or failure to adhere to the policies of the CTA State Council of Education as implemented by guidelines adopted by the CTA Board of Directors. Declaration of vacancy shall be by action of the CTA Board of Directors, taking into account any extenuating circumstances which may be set forth by action of the Committee. An appeal may be taken from the declaration of vacancy to the CTA State Council. Vacancies shall be filled at the next meeting of the CTA State Council of Education in the same manner as if a regular election were being held except that, in the case of a vacancy created by inability to serve or resignation, the President may designate, subject to Board of Directors approval, an interim CTA/ABC Committee member to serve until an election is held, the selection of an interim Committee member to be made from a list of nominees submitted by the CTA Board of Directors member(s) for that directorial district following consultation with the Service Center Chair(s) in that directorial district.

K. **Meetings**. The Committee shall meet at least quarterly, or as needed.

4. **Committee Leadership**. The CTA Executive Officers shall be charged with working on a daily basis with the CTA/ABC Committee and its leadership for the proper performance and safeguarding of the funds of CTA/ABC. Additional specific duties of designated CTA/ABC Committee leaders shall be as contained in this paragraph. *(Amended February 1989)*

   A. **Committee Chairperson**. The CTA/ABC Committee Chairperson shall be elected by and from the current members from each geographical district and At-Large members of CTA/ABC Committee, using procedures contained within the CTA Elections Manual. The Chairperson shall serve a period of one year beginning on June 26, or until the end of the period of service as a member of the Committee. The Chairperson shall preside over meetings of the CTA/ABC Committee and shall serve as the official spokesperson for the committee within the internal structure of CTA. In the event of a vacancy during a term in the office of CTA/ABC Committee Chairperson, the CTA/ABC Committee Vice Chairperson shall become the CTA/ABC Committee Chairperson. *(Amended June 1999, June 2005)*

B. **CTA/ABC Committee Vice Chairperson**. The CTA/ABC Committee Vice Chairperson shall be elected by and from the current members from each geographical district and At-Large members of the CTA/ABC Committee at the same time and in the same manner as prescribed for CTA/ABC Committee Chairperson. In the event of a vacancy, the election shall be held at a CTA/ABC Committee meeting as soon as feasible. The CTA/ABC Committee Vice Chairperson shall serve for a period of one year beginning June 26 or until the end of the period of service as CTA/ABC Committee member. The CTA/ABC Committee Vice Chairperson shall serve as an assistant to the Chairperson. *(Amended June 1999, June 2005)*

C. **Recording Secretary**. The CTA/ABC Committee Recording Secretary shall be elected by and from the current members from each geographical district and At-Large members of the CTA/ABC Committee at the same time and in the same manner as prescribed for CTA/ABC Committee Chairperson and Vice Chairperson. The CTA/ABC Committee Recording Secretary shall serve for a period of one year beginning June 26 or until the end of the period of service as CTA/ABC Committee member. The CTA/ABC Committee Recording Secretary shall: *(Amended June 1999, June 2005)*

1) Keep an accurate record of all action items taken during the ABC meeting.
2) Review the monitoring report and the financial reports to ensure categories and accounts are accurate and adaptable to the needs of the committee.
3) Review policy and working materials essential to the ABC to ensure they are accurate. *(Amended January 1999)*
4) Review special reports as deemed necessary and requested by the ABC, e.g. the minority participation report and the report and materials from the long day meeting.
5) Participate with the other Officers of ABC in the development of the ABC internal working annual budget.

D. **CTA/ABC Committee Treasurer**. The CTA Treasurer shall function ex officio as Treasurer for the CTA/ABC Committee for purposes of fund control responsibility, rendering such internal and external reports as may be required by the CTA governance structure and/or by the CTA/ABC Committee members.

5. **Financial**. The ultimate fiscal controls and responsibility for the fiscal processes used by the CTA/ABC Committee reside by law with the CTA Board of Directors as the corporate board responsible for the activities of the California Teachers Association. This paragraph provides for the inter-relationship between the CTA Board of Directors and the CTA/ABC Committee members on an operational level.

A. **Income**. The amount of income available for allocation to CTA/ABC Committee activities shall be established in CTA governance actions as part of the budget preparation and adoption processes of CTA.

B. **Contributions**. Contributions, gifts and bequests may be accepted for the treasury of the CTA/ABC fund at any time when they are without restrictions as

to use. Any conditions attached to such use must first be approved by the CTA Board of Directors prior to final acceptance.

C. **Fiscal Year**. The fiscal year of the CTA/ABC fund shall be the same as the fiscal year of CTA.

D. **Budget for Committee and the CTA/ABC Fund**. The development and proposal of the details of the CTA/ABC Committee budget shall be the responsibility of the CTA/ABC Committee members, subject to any fiscal controls imposed by the CTA governance structure. The Committee shall recommend an initial budget proposal for the CTA/ABC fund to the CTA Board of Directors for ultimate adoption and administration within the CTA Governance structure.

E. **Expenditure of and Accounting for Funds**. The CTA/ABC Committee members shall be responsible to the CTA Board of Directors for setting up adequate procedures for the control and expenditure of funds. All actions allocating funds shall have the status of recommendations until approved by the CTA Board of Directors.

F. **Appointments to Public Office**. Regular CTA program funds are not to be expended on efforts to influence the appointment of individuals to public office with the exceptions of testimony or letters of support or objection sent to relevant governmental entities on behalf of CTA regarding a potential appointee, and communications and activities among Association members regarding such appointments. CTA/ABC funds used for involvement in seeking or opposing appointments to public office shall be separately maintained and accounted for as required by law. *(Adopted February 1980; Amended June 1984, November 1988, July 1989)*

G. **Conflict of Interest Provisions.** Individual members of the CTA/ABC Committee are charged with taking every appropriate measure to avoid both conflict-of-interest and the appearance of conflict of interest.

If a member of the CTA/ABC Committee is seeking any public office and funding is being requested from the CTA/ABC Fund for their campaign, the CTA/ABC Committee member in question shall be granted a leave of absence immediately upon their declaration of candidacy and for the duration of their candidacy. The CTA Board of Directors, upon the recommendation of the CTA President, shall appoint a temporary CTA/ABC Committee member from the appropriate district to serve during such leave of absence. *(Amended September 2012)*

If a member of the CTA/ABC Committee is seeking any public office and funding is not being requested from the CTA/ABC Fund for their campaign, the CTA/ABC member will recuse themselves from all committee business associated with any and all candidates for that office. *(Amended September 2012)*

If a member of the CTA/ABC Committee is holding any public office where funding is being requested for other candidates from the CTA/ABC Fund, the

CTA/ABC member will recuse themselves from all committee business associated with any and all candidates for that office.

In the event a CTA/ABC Committee member must recuse themselves, the CTA President or designee will appoint a CTA/ABC At-Large Committee member to serve the affected chapter in the interim. *(Adopted November 1989; Amended November 2012, March 2023)*

RULE 9-2: Large Urban Advisory Committee (LUAC)

1. **Charge**. The Large Urban Advisory Committee is to advocate for the educators and the students of large urban school districts in California. The primary goal is achieving educational equity.
2. **Composition**. The Committee shall consist of presidents and one (1) staff person from each local of the large urban chapters that meet CTA Board of Directors adopted eligibility criteria.
3. **Meetings**. The Committee shall meet on a schedule to be approved annually by the Board of Directors. *(Adopted July 2009)*

RULE 9-3: Omnibus Bill Monitoring Task Force

When a bill is multi-subject in nature with features too important to lose by taking a firm position, the CTA President or designee is authorized to create and chair an Omnibus Bill Monitoring Task Force. The Task Force will include representatives from each of affected Council standing committees. The Task Force makes recommendations to the CTA Board and lasts for the life of the bill. *(Adopted July 1979, Amended October 1981, January 1982, June 1994, February 2004, July 2011)*

RULE 9-4: Service Center Council Chairs Committee

1. **Purpose**. The Service Center Council Chairs Committee is established for the following general purposes:
   A. To provide an opportunity for the exchange of ideas and program implementation among individual Service Center Councils.
   B. To receive applications from groups of chapters for recognition as Service Center Councils and evaluate such applications in terms of their consistency with the policies of CTA.
   C. To make recommendations to the Board of Directors regarding recognition and revocation of recognition of specific Service Center Councils.
   D. To perform such other tasks as may from time to time be assigned by the Board of Directors. *(Amended June 2016)*
2. **Composition**. Membership on the Service Center Council Chairs Committee shall consist of chairpersons of recognized Service Center Councils together with the CTA President or designee of the President. The Committee shall elect its own

chairperson and/or vice chairperson at the June Service Center Council Chairs Committee meeting on open nominations, one-person, one-vote basis with provision that all current members shall be given an adequate opportunity to vote. *(Amended February 2017)*

3. **Meetings**. The Committee shall meet on a schedule to be approved annually by the Board of Directors. A quorum shall consist of the presence of a majority of the voting members of the Committee. The formation of any subcommittees shall be consistent with broad-based representation, both geographically and with representation from chairpersons who do and do not have voting status on the State Council of Education on a proportional basis to their membership on the total Committee.

10-SERIES: CTA/NEA Legislative Contact Program

(Renumbered 2005, 2009)

RULE 10-1: CTA/NEA Legislative Contact Program

1. **Purpose**. This Rule is intended to implement general policies adopted by the CTA State Council of Education regarding the State Legislative Contact Program. *(Amended November 1998)*
2. **Appointments of CTA/NEA Legislative Contacts**. In screening nominations and making the total list of recommendations to the CTA Board of Directors for final appointment, the CTA President shall review the total list of recommendations to ensure that all general Council and Board policies for appointments have been met. This includes, but is not limited to, local concurrence by chapter governing bodies in cases where a prospective appointee is not already serving as an elected State Council representative, and the general intent that the overall percentage of the number of appointees who are members of Black, Indigenous, and People of Color (BIPOC) minorities shall be at least the same as the percentage of such among the California teaching population. [See CTA/NEA Legislative Contact Program in the Procedures Section of the CTA Organizational Handbook] *(Adopted October 1983; Amended November 1998, March 2012, April 2021, June 2025)*
3. **Terms of Members**. An appointment to the CTA/NEA Legislative Contact Program will be for a term of two (2) years unless it is made to fill an unexpired term. There is no limit to the number of consecutive terms served. *(Adopted June 1994; Amended November 1998)*

11-SERIES: Awards *(Renumbered 1994, 2010, 2014, 2016, 2018, 2021)*

RULE 11-1: Awards, Commendations, and Scholarships

1. All programs of awards, commendations, and scholarships granted in the name of the California Teachers Association shall be approved by, and all selection committees shall be appointed by, the CTA Board of Directors. *(Adopted November 1983, Amended November 1989, January 2010)*
2. The CTA President shall be responsible for making and/or authorizing the appropriate presentations or announcements of awards, commendations, and scholarships. *(Amended November 1989)*
3. The Board of Directors may from time to time prescribe further rules for the making of, and announcements pertaining thereto, awards, commendations, and scholarships on behalf of the Association. *(Amended November 1989)*
4. In the event the State Council wishes to establish a new award, commendation, or scholarship, the Board of Directors shall review the proposed award, commendation, or scholarship prior to the Council taking final action. *(Adopted November 1983; Amended November 1989, March 1994)*

RULE 11-2: California Friend of Education Award

1. **Purpose**. The Friend of Education Award is intended to recognize exemplary support of public education by any California resident, company, or organization. *(Amended June 2000)*
2. **Criteria.** Annual award(s) may be given to California residents, companies, or organizations which have made extraordinary efforts to advance the cause of public education. *(Amended June 2000)*
3. **Nomination Process**. Any member(s) or chapter of CTA may nominate any California resident, company, or organization. All nominations must be postmarked by January 15 of the school year in which the award is made. *(Amended June 2000)*
4. **Selection Process**. The CTA Board of Directors will consider the nominations submitted and may select one or more of the nominees to receive the award. If the Board of Directors believes that none of the nominees submitted for consideration of the award meet the criteria, then the Board may decide not to give the award for the current year. *(Amended June 2000)*
5. **Presentation of the Award**. The award(s) shall be given to the recipient(s) at a meeting of State Council. *(Amended June 2000)*

The Friend of Education Award is intended to recognize exemplary support of public education by any California resident, company, or organization. *(Adopted February 1990; March 1994; February 2000, June 2000)*

RULE 11-3: César E. Chávez and Dolores Huerta Education Award

The César E. Chávez and Dolores Huerta Education Award provides recognition for educators and their students who demonstrate an understanding of the vision and guiding principles embraced by César Chávez and Dolores Huerta. The Awards Program honors the memory of these great leaders and ensures that the spirit of their work continues in the classrooms of California. Awards shall be given to projects that demonstrate knowledge of César Chávez and Dolores Huerta's lives and focus on one or more of the following: principles of non-violence, self-determination through unionization, social justice for farm workers, safe food/health/environment issues, human and civil rights issues, teamwork/cooperation/collaboration, empowerment of the disenfranchised and innovation and education. *(Adopted June 2003; Amended April 2020, October 2021)*

1. **Charge**. The César E. Chávez and Dolores Huerta Education Award Committee shall review all projects submitted in response to the awards announcement and shall forward a list of recommended awards recipients to the CTA Board of Directors. Awards must focus on one or more principles and show the relationship to the lives and legacies of César E. Chávez and/or Dolores Huerta. *(Adopted June 2009; Amended April 2020, October 2021)*

RULE 11-4: Communications Awards

Communications Awards recognize and honor CTA chapters for effective communications with their members and the community. *(Adopted February 1995; Amended April 2000)*

1. **Memorial Award in Honor of Jose Colmenares**. This award recognizes overall excellence in chapter communications. *(Amended April 2000, April 2014, May 2016)*
2. **Digital Media Award in Honor of Ralph J. Flynn**. These awards recognize efforts by CTA locals to use modern technology to communicate with their membership and the public, through digital media. *(Adopted February 1995; Amended March 2000, April 2000, April 2014, May 2016)*
3. **Charge**. The Communications Committee of CTA State Council judges the entries and forwards its recommendations for awards to the Board of Directors for final selection. *(Adopted November 2014)*

RULE 11-5: CTA ESP of the Year Award in Honor of Paula J. Monroe

1. **Purpose**. The CTA ESP of the Year Award in Honor of Paula J. Monroe is intended to recognize exemplary support of public education by an education support professional.
2. **Selection Process**. The ESP Issues Advisory Committee screens and reviews nominations and makes recommendations to the CTA Board of Directors regarding the recipient of the CTA ESP of the Year Award in Honor of Paula J. Monroe. *(Adopted October 2014, May 2015, May 2016)*

RULE 11-6: CTA Higher Education Awards

1. **Purpose**. The Higher Education Award recognizes, rewards, and promotes excellence in teaching, union advocacy, advocacy for the profession, attention to inclusion, equity and diversity, community and/or student engagement.
2. **Criteria.** Nominations will be reviewed for outstanding efforts in professional practice; union advocacy/advocacy for the profession; attention to inclusion, equity and diversity; and community/student engagement.
3. **Nomination Process**. Any active CTA/CCA member may submit a nomination and any active CCA member can be nominated.
4. **Selection Process**. The Higher Education Award Selection Committee will choose winners and submit its recommendations to the Board of Directors for final approval. *(Adopted June 2021)*

RULE 11-7: CTA Scholarships

The California Teachers Association scholarship program gives financial aid to CTA active members, to dependent children of CTA members and members of CTA Aspiring Educators for study in institutions of higher education. *(Adopted February 1995; Amended January 2024)*

1. **Charge.** The CTA Scholarship Committee shall review all entries in response to the Scholarship announcement and shall forward a list of recommended award recipients to the CTA Board of Directors. *(Adopted June 2009)*

RULE 11-8: Human Rights Awards

Human Rights Awards promote the development of programs for the advancement and protection of human and civil rights within the California Teachers Association. Awards are given each year for exemplary contributions in the areas of human and civil rights. *(Adopted February 1995; Amended September 2008)*

1. **Charge**. The Human Rights Awards Selection Committee screens and reviews nominations and makes recommendations to the CTA Board of Directors regarding the recipients of CTA's Human Rights Awards. The committee also develops promotional activities to ensure a wide distribution of the awards program. *(Adopted June 2009; Amended January 2010)*

RULE 11-9: John Swett Media Awards

John Swett Media Awards recognize outstanding contributions by individual journalists and their publications or broadcast stations to public understanding of the issues facing California schools, colleges, and universities. *(Adopted February 1995)*

Entries are judged by panels of independent media professionals outside of CTA. Judges base their decisions on their own professional expertise and experience and their decisions are final. *(Adopted November 2014)*

RULE 11-10: LGBTQ+ Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa

The LGBTQ+ Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa was created to promote human and civil rights by making our public schools safe for lesbian, gay, bisexual, transgender and questioning/queer persons (LGBTQ+). The program provides financial assistance to members enrolled in teaching/counseling credential programs that are pursuing a career in public education and projects and presentations that promote understanding and respect LGBTQ+ persons. *(Amended November 2017, August 2018)*

The program was renamed in 2009 in the memory of CTA member and educator Guy DeRosa. Guy was a lifelong advocate for civil and human rights and LGBTQ+ issues. *(Adopted September 2008, Renamed July 2009, Amended March 2016, May 2016, November 2017)*

1. **Charge**. The Grant and Scholarship Committee shall review all entries submitted in response to the Grant and Scholarship Program announcement and shall forward a list of recommended recipients to the CTA Board of Directors for their final approval. The grant program will support projects and presentations that promote understanding and respect for LGBTQ+ persons. The scholarship program will support self-identified LGBTQ+ active CTA/CTA Aspiring Educators members enrolled in a teacher/counseling credential or graduate program who are pursuing a career in public education and who understand the importance of LGBTQ+ educators as role models in our public schools. *(Adopted July 2009; Amended May 2013, March 2016, November 2017, January 2024)*

RULE 11-11: Martin Luther King, Jr. Memorial Scholarship

The Martin Luther King, Jr. Memorial Scholarship fund provides financial assistance to Black, Indigenous, and People of Color (BIPOC) individuals who are CTA members, CTA Aspiring Educators, and dependents of active CTA members and CTA/NEA-Retired members who wish to pursue university studies in teaching related careers. *(Adopted February 1995; Amended February 1999, April 2021, January 2024)*

1. **Charge**. The Martin Luther King, Jr. Memorial Scholarship Fund Committee shall review all applications submitted in response to the Scholarship Fund announcement and shall forward a list of recommended scholarship recipients to the CTA Board of Directors for their final approval. The Scholarship Fund must focus on applicants pursuing a teaching related career in public education and be a member of a defined BIPOC group. *(Adopted June 2009, Amended April 2021)*

RULE 11-12: Political Achievement Awards

1. **Member in Politics Awards in Honor of Ted Bass.** These awards are given to individual members in recognition of outstanding contributions to fellow members through the political process and to recognize political efforts and grassroots activism. *(Adopted February 1995; Amended January 2010, February 2016)*
2. **Chapters in Politics Awards in Honor of Joyce Fadem.** These awards honor CTA chapters for outstanding contributions to members through political action and grassroots activism. *(Adopted February 1995; Amended January 2010, February 2016)*

RULE 11-13: Spirit of 98 Award

The Board of Directors may, as the achievement of an individual member warrants, confer a Spirit of Proposition 98 Award. *(Amended February 1999)*

Any CTA member may propose a member—or group of members—to a Board member for nomination for the Spirit of Proposition 98 Award. *(Amended February 1999)*

1. The Award may be granted no more than once in any given year; but the Award need not be given annually.
2. The Award shall recognize some member - or group of members - who have rendered extraordinary service to CTA or to educators, education, and students throughout the state. That service shall have demonstrably has had one or more of the following effects:
   A. A major enhancement of CTA's role as the voice of education in California.
   B. A significant strengthening of CTA and its ability to produce gains for educators, education and students.
   C. An indispensable contribution to winning some outstanding advance for educators, education and students.
3. The Award shall be presented at a meeting of the State Council of Education.
4. The Award shall consist of:
   A. A suitable plaque for the recipient's possession.
   B. The inscription of the recipient's name on a commemorative plaque that will be permanently displayed at the CTA headquarters. *(Adopted March 1990; Amended February 1999)*

RULE 11-14: State Gold Awards

1. **Statement of Purpose.** The California Teachers Association may bestow each year a CTA State Gold Award(s) in each category, (profit and non-profit), that in support of teachers and students exemplify(ies) the high ideals of public education and of the Association. *(Amended July 2002)*

2. **Qualifications.** The CTA State Gold Award(s) may be bestowed upon any person(s) or organization(s) whose leadership, acts, and support has proven that person(s) or organization(s) to be a true friend of public education, educators, or students. An individual recipient need not be a California resident, but they should reflect the philosophy and principles of CTA. Selection of finalists shall not abridge CTA's policy on non-discrimination. Eligibility for recipients of the CTA State Gold Award(s) will include four (4) non-member categories: business (small), business (corporation), non-profit (individual), non-profit (organization). Nominations will be solicited and received each year, but no award need be granted. Certificates of Merit may be awarded at the discretion of the CTA State Council Communications Committee. *(Adopted March 1990; Amended November 1994, February 1999, June 2002, May 2024)*
3. **Charge**. The Communications Committee of CTA State Council reviews the nominations and forwards its recommendations to the Board of Directors for final selection. *(Adopted November 2014)*

RULE 11-15: We Honor Ours (WHO) Awards

1. **State WHO Awards**. Chapters may nominate, and Service Center Councils may select, each year, an individual member who has rendered exceptional service at the state and/or national level. *(Adopted February 1995, January 2010)*
2. **Chapter WHO Awards**. CTA encourages its chapters to honor individual members for outstanding contributions to education, the profession, and the California Teachers Association. *(Adopted February 1995)*

12-SERIES: Miscellaneous *(Renumbered 1994, 1996, 2009, 2010, 2014)*

RULE 12-1: Accommodations for the Physically Challenged

1. CTA meetings, conferences, and workshops will be held in facilities that permit full participation by people who are physically challenged. *(Amended February 1999)*
2. CTA will indicate on registration forms - and on materials describing its meetings, conferences, and workshops - that the Association will provide services to facilitate the participation of people who are physically challenged. Registration forms will also include a request that physically challenged people tell or write CTA representatives about anything they may need to accommodate them. Services and facilities for people who are physically challenged will include, but are not limited to, providing "signers" and wheelchair access. *(Amended February 1999)*
3. Budgets for CTA meetings will include the projected cost of accommodating the needs of physically challenged attendees. *(Amended February 1999)*

4. The Executive Director will monitor the application of this Rule and will deliver an annual report to the Board of Directors on its implementation. *(Adopted November 1988; Amended March 1993)*

RULE 12-2: CTA Conference Fees

The fee for CTA Aspiring Educators members for all CTA conferences shall be twenty (20) percent of the registration fee for Active members. The non-member fee for all CTA conferences shall be three (3) times the registration fee for members. *(Adopted April 1990; Amended September 1990, January 2009, September 2018, January 2024)*

RULE 12-3: Cadre Training

All trainers should be active members who are not currently serving as a CTA Director. After a search is conducted with due diligence and a determination is made that no active members are available, then a retiree may serve as a trainer to fulfill a specific training request. *(Adopted December 2000; Amended 2005, August 2023)*

RULE 12-4: Policy for Exhibits at CTA Functions

Requests to exhibit at State Council and other CTA conferences must be submitted in writing in advance and approved by the Board of Directors. Endorsed vendors will not be required to receive prior approval to exhibit at CTA conferences. Arrangements must be made with the appropriate planning committee. No cost shall be incurred by CTA. No exhibit shall be in conflict with CTA-NEA policy.

If any kind of drawing for prizes is planned, the date and time of the drawing shall be posted at the table. *(Amended April 1996, July 2001, May 2006)*

1. **CTA-NEA Related Exhibits**
   A. Space will be provided at all CTA sponsored events for NEA Fund for Children and Public Education, Martin Luther King Jr./Cesar Chavez Scholarships and any other CTA-NEA approved programs. Sharing of tables may be a necessity due to space requirements. *(Amended July 1995, February 1999, April 2002, May 2013)*
   B. Other CTA Board approved activities shall be allocated exhibit space on a space-available basis.
   C. CTA conferences will only provide conference tables to institutions of higher education where employees are represented by collective bargaining. *(Amended February 2018)*
2. **Vendors**
   A. Endorsed or Recommended vendors may have exhibit space at the Presidents Conference, regional conferences, and other CTA-sponsored conferences. They should submit in writing, annually, a list of conferences at which they will exhibit.

Vendors must pay fees as determined by the CTA Board of Directors or the appropriate regional planning committee. Endorsed or Recommended vendors shall exhibit only those products endorsed by CTA. Endorsed or Recommended vendors shall receive space priority for placement of tables over non-endorsed vendors *(Amended May 2013)*

B. Non-Endorsed or Non-Recommended vendors will be allocated exhibit space on a space-available basis. Individual members requesting exhibit space shall be considered Non-Endorsed vendors. *(Amended May 2013)*

C. No vendor may promote products in conflict or in competition with CTA endorsed vendor products, or in conflict with CTA policy. *(Amended April 1996, May 2013, June 2013)*

3. **State Council Caucuses**.

   A. Recognized caucuses of the CTA State Council may request exhibit space for any two of the four Council meetings for the year. Exhibit space will be provided on a space available basis. *(Amended April 1996, April 1997, March 2003)*

   B. Caucus exhibit space may only be used to promote caucus membership and to disseminate information. The collection of monies other than dues must receive prior Board approval. Any related costs shall be borne by the caucus. *(Amended April 1996, April 1997, March 2003)*

   C. Request for exhibit space by recognized caucuses for CTA statewide conferences must be made in writing to the CTA Board of Directors. *(Amended April 1997, March 2003)*

4. **Regional Conferences**. Recognized caucuses may request exhibit space at regional conferences. A request must be made to the appropriate regional planning committee. *(Adopted April 1996)*

5. **Affiliates**. Service Center Councils, UniServ units, and local chapters shall be allocated exhibit space based on space availability. Collection of monies must receive prior Board approval. Related costs shall be borne by the affiliate. *(Adopted June 1993, Amended April 1996)*

6. **Candidates: CTA/NEA Offices**.

   A. Candidates for CTA/NEA offices must submit their request for a table and/or campaign display at CTA-sponsored events no later than the regular board meeting immediately preceding the event. *(Adopted April 1999; Amended March 2011)*

   B. If a candidate for CTA or NEA office requests a table and/or campaign display at a CTA-sponsored event and if such space is available, there will be no cost unless there is a cost to CTA. *(Adopted February 1995; Amended November 1995; Amended March 2011)*

7. **Recommended Candidates**. If a recommended candidate for state or national office requests a table at a CTA-sponsored event and a table is available, the table will be at no cost unless there is a cost to CTA. *(Adopted November 1995)*

RULE 12-5: Prohibition Upon Honorariums

No elected leader of the Association shall receive honorariums for speaking and/or presiding at training workshops sponsored by the Association, other than payment of expense costs as provided elsewhere herein. A similar prohibition shall be in effect for staff employees, except that their regular salary shall not be considered within the definition of the term "honorarium." *(Adopted November 1988)*

RULE 12-6: Serving of Alcoholic Beverages on CTA Property

1. **General Statement**. When scheduling the use of Association property:
   A. Non-Association Functions on CTA Property: For events hosted by sponsored vendors, external agencies and civic groups, such groups shall agree as a condition of such use that alcoholic beverages are strictly prohibited, no exceptions.
   B. CTA Functions on CTA Property: All requests to serve alcohol at Association events held at CTA facilities must be reviewed and approved by both the CTA Risk Management Department and the CTA Executive Director, ensuring all the following criteria are met:
      1) Alcohol being served is in the care, custody and control of a reputable third-party vendor who is properly insured and licensed to serve alcohol. Given the compliance requirements, the third-party agreement must be provided to the CTA Risk Management Department for approval (30 days prior to the event) to ensure insurance requirements are met (including a Certificate of Insurance with CTA named as an additional insured and other requirements, as deemed necessary, dependent upon the event such as Liquor Liability). Alcohol is not to be served by CTA staff nor CTA members, and self-service is prohibited.
      2) Alcohol is limited to beer and wine only.
      3) A CTA staff person organizing the event is present for the entire event to ensure compliance with the alcohol policy. Reasonable safety measures will be established (e.g., limiting alcohol to 1 to 2 drinks with use of drink tickets, ensuring rideshare or transportation is made available, etc.). Alcohol is not to be sold and donations for drinks are not allowed. *(Adopted November 1988, Amended June 2005, January 2025)*

RULE 12-7: Smoking in CTA Facilities and at CTA Meetings

1. Smoking is prohibited within all facilities owned, leased, and/or operated by the California Teachers Association and in all CTA meetings.
2. Appropriate signs will be posted to inform visitors and occupants that CTA facilities are smoke-free.
3. Appropriate containers for the disposal of smoking materials will be situated outside those facilities. *(Adopted August 1993)*

RULE 12-8: Special Attendance of Chairpersons

Whenever conferences are held where subject matter pertains to a particular State Council Committee, the Board may authorize attendance of the chairperson and Board liaison.
(Adopted November 1988; Amended February 1999)

California Teachers Association

Policies

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Policy Positions

1. **Purpose.** The purpose of the Organizational Handbook is to have an accurate record of all policy binding upon the governance structure of CTA adopted by the State Council of Education. It shall be used by the Board of Directors, officers, staff (including legislative advocates), liaisons and other bodies of the Association for reference in reflecting the policies of CTA. As used in these guidelines, a policy statement is the encapsulation of a major definitive philosophical position of the Association.
2. **Format.** Each policy statement contained in the Handbook shall be clearly recognizable as such and shall be phrased in general policy terms, beginning with the words, “CTA believes....” Each policy statement shall be a brief paragraph which reflects an ongoing policy or philosophy of the Association and should deal with only one major concept or topic. Where appropriate, it shall be followed by concise but thorough descriptive rationale.
3. **Adoption and Publication.** The Handbook will be published during the summer each year by the Board of Directors, to include any changes, deletions or new policy adopted during the previous year and will be presented to the State Council of Education at the first meeting of the new year. Distribution shall be made to all members of the State Council of Education and to Presidents of local CTA/NEA Chapters, together with any additional distribution as deemed appropriate by the Board. Once adopted, provisions of the Handbook shall remain in effect until revised or amended by the State Council.
4. **Identification of Prime Committee.** Each policy statement in the Handbook shall be identified as to prime committee or commission. When a topic falls into the general policy area of more than one committee or commission, the prime committee assignment shall be made by the Board of Directors within the following constraints:
   A. A committee or commission having major jurisdiction over the subject or topic shall be selected by the Board for assignment as prime committee to coordinate activities and input from all pertinent committees or commissions where this is feasible;
   B. The Board of Directors may appoint a special broad-based committee or itself assume coordination over a topic or subject which is of such broad scope as to involve several major committees; and/or
   C. The Board of Directors shall be the prime committee for matters essentially organizational in nature.

5. **Numbering System.** Policy statement shall be numbered sequentially within the year originally addressed, including identification of the prime committee with coordinating responsibilities.
6. **Revisions, Rescissions, and Updating.**
   A. Annual Review. Each prime committee shall review annually all those items assigned to it and shall deal with them in one or more of the following manners:
      1) Where necessary, the topic shall be referred to the Board of Directors for reassignment.
      2) Recommend deletion of items which do not meet the definition of policy or which are redundant.
      3) Revise and edit to reflect a current Association position and/or to conform to the definition of policy statement as contained herein.
   B. Processing Timeline. Each prime committee shall submit consolidated statements to the Board of Directors in sufficient time prior to the final Council meeting each year so that the Board may arrange for review, reconciliation and compilation of policies for the succeeding year.
   C. State Council Chairpersons Steering Committee. The Board may utilize the services of the State Council Chairpersons Steering Committee in coordinating the timeline contained herein and for review and reconciliation purposes where necessary.
7. **Interim Authority for Topics Not Covered.** Nothing contained herein shall be so construed as to prevent the Board of Directors from exercising its responsibilities to take interim emergency action between Council meetings in areas where policy does not exist. Such action shall be limited to necessity, so that the maximum amount of options shall be kept open for the Council to exercise when the matter is presented at the next meeting for policy formulation, and shall in no case conflict with clearly enunciated and existing policy formally adopted by the Council. *(Adopted 1980, Amended 1981, 1982)*
8. **Higher Education Policy.**
   A. Policy related only to Higher Education developed by the Community College Association (CCA) or other non-state council committee.
      1) The policy shall be referred by the group of origin to CTA President.
      2) CTA President shall refer to the HE Policies Workgroup, (Presidents of CCA, and CTA Aspiring Educators or designee and the District Q Director who serves as chair). Workgroup reviews/revises proposed policy to see if it can be made comprehensive and follows CTA policy protocol.
      3) The HE Policies Workgroup forwards with any recommendations to CTA President who then refers the policy to the Board Policy Review and Organization Committee (PRO).
      4) PRO forwards final recommendations for Board approval.

5) Approved policies are included in the Board report to the State Council for final adoption by State Council.

B. Policy related only to Higher Education developed by a State Council Committee.
   1) Committee must consult with
      a. CCA for policies related specifically to Higher Education.
      b. HE Policies Workgroup for comprehensive higher education policy.
      c. District Q Director
   2) Disagreements which cannot be resolved between the State Council Committee and the higher education group(s) shall be referred to the Board.
   3) Mutually accepted policy shall be forwarded by the State Council Committee of origin to the State Council for adoption.

C. Comprehensive policy covering K-HE developed by any group or committee.
   1) Shall be referred to the appropriate State Council committee and the HE Policies Workgroup.
   2) Disagreements which cannot be resolved between the two groups shall be referred to the Board.
   3) Mutually accepted policy shall be forwarded by the State Council committee of origin to the State Council for adoption. *(Amended: October 2020)*

Committee Glossary:

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

Academic Freedom

Academic Freedom

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

1. Educators must be free to think and to express ideas, free to select and employ materials and methods of instruction, free from undue interference by any individual or group, and free to act within their professional groups, including appropriate methods of student evaluation. Such freedom should be used judiciously and prudently so that it promotes learning, pupils' exercise of free thought and critical thinking.
2. Academic freedom is essential to high-quality education and carries with it professional responsibilities. Educators have the freedom within the law, while observing the basic ethical responsibilities of the teaching profession, to exercise their rights as citizens and responsibilities as teachers. Those responsibilities include:
    A. Understanding of our democratic tradition and its methods.
    B. Concern for the welfare, growth, maturity and development of all students.
    C. Application of sound professional judgment in selecting and employing materials and methods of instruction.
    D. Defense of the profession and its members from any abridgment of academic freedom.
    E. Ensurance of instruction that includes perspectives and materials that reflect the cultural and ethnic diversity of California's students, such as described in SB 48, the FAIR Act (Fair, Accurate, Inclusive and Respectful) and related legislation.
3. Classroom teachers and other educators must have the responsibility for developing curriculum and selecting instructional materials and methods to meet the goals of that curriculum.
    A. They shall be involved in all aspects of adoption and implementation of curricula and materials. The adoption and implementation processes must recognize that individual teachers have different teaching styles and bring unique attributes to their classrooms. Curricula that limit the ability of educators to incorporate teachers' own styles, attributes, and materials infringe upon academic freedom.
    B. The professional judgment of classroom teachers and other educators to determine appropriate and aligned curricula, as well as instructional methodologies, are key to student achievement and growth. Local associations and governing boards shall adopt/negotiate procedures to be followed when there are criticisms/objections to methods or materials. Challenges to the choice of instructional materials and methodologies shall be orderly and objective, in accordance with these adopted/negotiated procedures, and shall be conducted

in a manner that encourages civility, as well as respect for participants and process.

C. The content of instruction and resources, including the curation and collection development of materials for both classroom and school libraries, must be judged and controlled by skilled professionals without undue influence or interference by any individual or group, especially those seeking to ban or restrict access to books or any other medium of expression.

4. Recognizing that our knowledge regarding many academic subjects will continue to evolve;
   A. Educators must have the academic freedom to teach topics that reflect the emerging body of academic and/or scientific knowledge and understanding in their respective curricula as well as to select instructional materials and methods to meet those educational goals.
   B. Academic freedom includes the rights of educators to assist students in developing critical thinking skills by exploring and discussing divergent points of view.
   C. Controversial issues shall be a part of the instructional program when, in the judgment of the skilled professionals, the issues are appropriate to the curriculum and to the maturity level of the student.
5. Part-time and temporary bargaining unit members are particularly vulnerable concerning issues of academic freedom. The same policies and protections applied to full-time bargaining unit members must apply to part-time and temporary bargaining unit members.
6. Bargaining unit members must be free to evaluate, criticize, and/or advocate personal points of view concerning policies and/or programs of the schools. Bargaining unit members must be free to assist their colleagues when their academic or professional freedoms are violated.
7. Employment, promotion, or retention of bargaining unit members shall be conducted based on the standards of the profession, independent of those members' academic freedom.
   A. Discrimination or harassment based on bargaining unit members' personal opinions or their scholarly, literary, or artistic endeavors shall not be allowed.
   B. The presence in the classroom of any individual or organization whose intent is to decide or determine what is accurate or inaccurate inhibits academic freedom, except when instruction substantially deviates from established academic and/or scientific consensus.
   C. Any individual or group that seeks to inhibit academic freedom shall not have influence over the hiring, firing, promotion or due process rights of bargaining unit members.

(TEAF: January 1979, June 1984, June 1986, January 2000, May 2005, November 2013, February 2017, April 2017, May 2023, February 2023, February 2024, June 2024)

Access to Copyrighted Materials for Educational Use

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

Copyright law should include an appropriate not-for-profit clause to guarantee faculty, schools, colleges and universities the use of copyrighted materials. *(COM: March 1995, June 1995)*

Alteration of Student Grades

CTA believes a teacher's determination of a grade in any course is final, unless the determination is found to have resulted from clerical or mechanical mistake, fraud, bad faith or incompetence.

Grading policies must respect the educator's decision making and academic freedom to assign the appropriate grade to a student. Educators must be a part of the development of all grading policies. *(PRR: May 1985, June 1992, January 2021)*

Freedom of the Press

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

Protection of sources of confidential information is essential to the continuance of a free press. Editors of student newspapers and publications should be subject to the protections provided by the First Amendment of the U.S. Constitution. *(TEAF: October 1973, June 1984, October 1995)*

Instructional Materials: Educator Developed

CTA believes:

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

materials/equipment were obtained. *(HE: February 1974; C&I: March 1983, June 1992, April 2002, March 2003; TEAF: May 2005)*

Recording Devices in Schools

CTA believes the recording or electronic surveillance of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. *(PRR: January 1995, May 2005)*

Retention of Students

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

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

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

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

CTA believes additional work required for student retention be compensated at a pro rata rate. *(PRR: May 1985, October 1992; C&I: June 2001; PRR: May 2005)*

Suspension, Expulsion, Exclusion and Exemption

CTA believes that any decision to suspend, expel, exclude or exempt a student from school should be based upon the Education Code. This decision should be used only as a last resort and only when psychological, emotional or physical safety is compromised. School, district policies should be consistent with sound educational philosophy. Legislation which diminishes the rights of a teacher to remove disruptive students from the classroom environment when deemed necessary by the teacher should be opposed.

When a student has been suspended, the classroom teacher shall determine whether makeup work or homework is to be provided.

CTA further believes that parents, guardians and any agency that may have guardianship over a student shall be notified of any pending suspension, expulsion, exclusion or exemption of a student from the educational setting. *(CRE: May 1978, June 1984, June 1992, April 2012, June 2013)*

Bargaining and Employees Rights

Adjunct Duties

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

Volunteerism differs from adjunct duties. Unit members who volunteer do so only of their own volition. Unit members who choose not to volunteer or who decline requests for volunteer duties shall not suffer reprisals or any other adverse employment action. *(NEG: January 1996, April 2011)*

Bargaining Goals

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

Core Values:

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

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

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

Bargaining Goals:

Salary

1. Establish and maintain comparable and competitive salaries utilizing revenues and reserves.
2. Attract and retain highly qualified unit members with a quality salary schedule that is geographically comparable. *(NEG: June 2016)*
3. Attract and retain highly qualified unit members with secure retirement benefits. Locals must ensure that employers do not overstate the cost factor of retirement benefits as a bargaining ploy to avoid salary increases. *(NEG: June 2014, June 2016)*

Health and Welfare Benefits

1. Establish and maintain a comprehensive program including health, dental, vision, life and income protection for the unit member and their family, at district expense.
2. Establish and maintain a competitive, comparable and high quality benefit structure to attract and retain the highest level of professional personnel. *(NEG: June 2016, June 2017)*

Conditions of Teaching and Learning

1. Provide and maintain the conditions of teaching and learning that demonstrate respect for the profession and are able to attract/retain highly qualified, highly motivated unit members.
2. Provide and maintain the learning environment, including the salary and benefits of certificated and classified bargaining unit personnel, as a budget priority.
3. Provide and maintain professional development opportunities based on unit members' determination of need.
4. Provide and maintain that the principle unit members are the primary decision-makers on the conditions of teaching and learning.
5. Provide all mandatory induction/early career support programs at no cost to the educator. *(NEG: January 2001, June 2007, June 2008, May 2009, June 2016, June 2017)*

Right to Consult

1. The local bargaining unit shall actively engage its members in identifying goals in the areas of curriculum, educational objectives and textbooks, and shall exercise the right to consult on these matters.

2. The local shall demand to bargain any impacts and effects identified as part of the consultation process.
3. Unit members shall be appointed by the local association to all committees.
4. The local shall participate in and influence the LCAP process to achieve member goals. *(NEG: June 2014)*

Association Rights

1. Local Associations shall negotiate access to employee orientation and bargaining unit member information pursuant to AB 119 (2017).
2. Locals shall negotiate privacy protections to ensure member information is not released to third party organizations. *(NEG: June 2018)*

Benefits: Cancer and Specific Disease Insurance Programs

CTA believes cancer care and other specific disease insurance plans offer limited coverage and are not economically beneficial for members concerned about supplementing their medical insurance plans. *(NEG: June 1991, April 2006)*

Benefits: Health and Welfare

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

A comprehensive program of health and welfare benefits provisions shall include but not be limited to: health care, dental care, vision care, life insurance and income protection. Such programs should provide for coverage of the spouse/domestic partner and dependents of educational employees. *(NEG: June 1989, June 2005, April 2006)*

Benefits: Health Benefits Programs (Statewide)

CTA believes active and retired educational employees and their eligible dependents/domestic partners should be provided a basic and comprehensive health, dental and vision benefits via a statewide system. CTA representatives shall be actively involved in the administration/management of such a system. *(NEG: June 1989; CRE: May 1999; NEG: April 2006)*

Benefits: Health Care Cost Management

CTA believes effective health care cost management by jointly managed trust funds or by CTA chapters and their school districts can be accomplished only through the provision of adequate data from both insurers and providers. As a minimum, such data must include

specific detailed claims experience; costs of claims by procedure and by provider; and, costs to the plan compared to costs throughout the service area for similar medical procedures; and fees and commissions of consultants, brokers, pharmacy benefits managers, and third party administrators. This data shall be provided in a manner which assures individual patient confidentiality. *(NEG: January 1985, March 1996, June 2005, April 2006)*

Benefits: Health Care Coverages

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

1. The plan shall be fully paid medical care with no dollar maximum.
2. The plan shall not limit coverage based upon pre-existing conditions.
3. The plan shall contain no exclusion of the coverage of domestic partners.
4. The plan shall not limit any right guaranteed by COBRA for coverage of employees and their dependents and/or domestic partners.
5. The plan shall incorporate provisions for the coverage of retired members for life.
6. The plan shall include a Medical Procedures Review Board.
7. The plan shall include a procedure for plan participants to appeal disputed claims (the CTA Hearing Panel).
8. The plan shall have no restrictions on the provider of the medical care, except to be fully licensed.
9. The plan shall incorporate provisions for hospice care.
10. The plan shall include full dependent and/or domestic partner coverage with no age restrictions.
11. The plan shall provide for fully paid prescription drug service.
12. The plan shall provide for prenatal, maternity, and pediatric care.
13. The plan shall provide for a comprehensive program of preventive care, including physical examination.
14. The plan shall incorporate provisions for full coverage of psychological/psychiatric services.
15. The plan shall incorporate provisions which result in any excess premiums paid during a given premium year being returned to the plan as reduction in future premiums or to improve coverage as appropriate.
16. The plan shall incorporate provisions which guarantee full consultation and discussion with representatives of the Association whenever any modifications are contemplated in the administration of the plan, including the institution of any cost containment of cost reduction provisions.

17. The plan shall incorporate provisions which guarantee that monthly claims experience reports, including total premiums paid in and total claims paid out, reserves, investments, etc., are fully reported to designated representatives of the Association.
18. The plan shall not change rates during the term of the contract.
19. Any “cost containment” provisions shall not be “cost shifting” from employer paid premiums to out of pocket expenses of the plan participants.
20. Cost containment shall be based on mutually accepted goals and claims experience data.
21. The plan shall incorporate managed care provisions including, but not limited to, utilization review for hospital care.
22. The plan shall incorporate an employee assistance program to provide counseling and other services to employees and their dependents and/or domestic partners.
23. The plan shall promote a comprehensive wellness program in which the Association actively participates in the design and management of the program.
24. The plans offered shall be selected and designed to minimize adverse selection.
25. The plan(s) shall be designed to encourage participation in one or more alternative delivery systems that incorporate negotiated fee schedules.
26. All plans shall provide economic incentives to encourage efficient use of health care services.
27. Vision care plans shall provide a full range of services including bifocals, trifocals, prisms, annual exams, and annual lenses.
28. Vision and dental plans shall incorporate cost containment features to curb abusive claim practices by both patients and providers.
29. Vision and dental plans shall provide for professional review and quality control over rendered services.
30. Dental plans shall be written to provide a comprehensive range of dental services, and to encourage preventive dentistry, and shall include full orthodontia coverage for employees, their dependents and/or domestic partners.
31. Dental and vision plans shall contain provisions that require providers to pre-file their fees with the insurance carrier or administrator. *(NEG: June 1984, June 1989, June 1991, June 1993, June 2004, June 2005, April 2006, April 2011; SMC: February 2024, April 2024)*

Benefits: Health Coalitions

CTA believes continuing to work with broad-based coalitions dealing with issues of health care is one effective means of addressing the escalating cost of health care. *(NEG: March 1990, April 2006)*

Benefits: Health Plan Uniform Standards

CTA believes health care programs covering educational employees shall adhere to uniform California standards without regard to whether the plan is operated by a public entity (JPA) or a jointly managed trust. The uniform standards shall include, but not be limited to: financial solvency, scope of benefits and claims paying practices. *(NEG: June 1992, January 1996, April 2006, April 2011)*

Benefits: Joint Employer-Employee Trusts

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

1. The Board of Directors of the trust shall be composed of equal numbers of directors representing management and labor.
2. Among the directors representing labor, directorships shall be divided equally among classified and certificated organizations.
3. Directors for each side, management and labor, shall each cast a "unit vote." Tie votes shall be broken through the use of an arbitration procedure.
4. While districts may opt to participate in the joint trust through the use of a "Joint Powers Agreement," CTA will resist participation in management dominated joint powers agreements.
5. Trusts should be formed within districts or groups of districts in order to create a group which has 2,000 or more insured persons.
6. Pooling of all groups involved in the trust is preferred rather than separate experience rating for each group involved in the trust. Further, all data related to claims experience shall be made available to all participants in the trust.
7. A trust does not need to be self-insured. However, in the event that a trust decides to be self-insured, it should maintain a size of at least 2,000 insured persons and adequate aggregate and individual stop loss insurance shall be provided. *(NEG: June 1984, April 2006)*

Benefits: Long-Term Care

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

1. The plan shall not require hospitalization before nursing home benefits are payable.
2. The plan shall have minimal waiting periods of no more than 20 days.

3. The plan shall have a minimum daily benefit of $80 adjusted for inflation.
4. The plan shall pay a minimum benefit period of three years.
5. The plan shall not limit pre-existing conditions beyond six months.
6. The plan shall not limit benefits beyond a certain age.
7. The plan shall be guaranteed renewable.
8. The plan shall have an inflation factor built in to protect against eroding benefits.
9. The plan shall not have exclusions for diseases such as Alzheimer's or cancer.
10. The plan shall have fixed premiums rather than premiums that increase with age, whenever possible.
11. The plan shall have a full and fair disclosure of all limitations, exclusions, etc.
12. The plan shall not reduce benefits upon conversion of group policy to an individual policy.
13. The plan shall maintain appropriate loss ratios to assure proper premium charges and benefit payments.
14. The plan shall offer a liberal return provision for individuals who purchase the policy and then wish to decline coverage.
15. The insurer shall maintain an A.M. Best rating of A+ or A. *(NEG: March 1990, April 2006)*

Benefits: Medicare Supplement Plans - Endorsement Criteria

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

Section A - Product criteria should:

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

10. Provide coverage for excess doctor charges.
11. Provide coverage for foreign travel.
12. Provide coverage for at-home recovery and home health care services.
13. Provide for preventative screening.

Section B - Company Criteria

The insurance company should be rated A+ by A.M. Best Company and should have a quality rating of AAA from Standard and Poor's and/or AAA from Moody's Insurance Rating Service. *(NEG: June 1991, April 2006)*

Benefits: Retiree Health Benefits Funding and GASB 45

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

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

1. Salary and benefit levels already exceed area comparability standards.
2. District reserves are growing.
3. Retirees receive lifetime benefits.

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

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

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

CTA further believes districts should resist the purchasing of OPEB bonds as a means of prefunding because of their risks, and because it converts liabilities into fixed, long-term indebtedness. *(NEG: May 2009)*

Benefits: Self-Insured Health and Welfare Benefit Plan Audits

CTA believes districts and joint powers agreements that self-insure health and welfare benefit plans should complete an audit and actuarial evaluation of the cost of such plans every three years. Audits and actuarial projections should be conducted by independent experts following generally accepted auditing standards and actuarial standards of practice. *(NEG: June 1993, March 1996, April 2006)*

Benefits: Workers' Compensation

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

1. Permanent, temporary, partial temporary and partial permanent disability provisions should provide sufficient compensation so that the injured worker may maintain their standard of living.
2. The claims payment and adjudication process should be clear, understandable, and free from unreasonable delay. Further, claims shall be paid while cases are being adjudicated, with awards offset by any overpayments made prior to final determination.
3. Applicants/claimants shall be entitled to legal counsel in accordance with a fee schedule written into the law.
4. Stress claims shall be covered under a reasonable definition that would cover the unique workers' compensation needs of education employees.
5. Managed care organizations, such as HMO's, shall be authorized to provide treatment for workers' compensation injuries.
6. Physicians, vocational rehabilitation representatives, lawyers and all other providers of Workers' Compensation benefits shall be subject to a violation of law for referring injured workers to facilities in which the provider has a financial interest.
7. Practices of fraud, such as filing fraudulent claims, shall be made a punishable crime by law.
8. The Workers' Compensation system shall provide incentives for injured workers to return to work and for employers to improve workplace safety.
9. Vocational rehabilitation programs shall be provided on a cost-effective basis.
10. Fee schedules shall be imposed on hospitals, doctors, drug services and other providers of services for injured workers. *(NEG: January 1986, June 1991, January 1993, April 2006)*
11. Legal provisions regarding workers compensation should not be more punitive for educators than for other employees in the state of California. *(PRR: April 2015)*

Burden of Proof in Dismissals

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

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

As an essential element of due process of law, any party making charges against a bargaining unit member must be required to prove the substance of those charges by a preponderance of the evidence before any disciplinary action against the bargaining unit member, including dismissal, can be taken. *(TEAF: June 1986, May 2005)*

CTA/NEA-Retired

CTA believes all retiring members should be encouraged to join CTA/NEA-Retired and to form an active lobbying arm for CTA/NEA-Retired issues. *(RET: March 1996, March 2004)*

Career Options

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

1. The activities involved may include flexible teaching experiences; curriculum improvement; textbook selections; instructional improvement; assisting other teachers; parental, site, district or community committees; opportunities for career improvement by additional education; and other related activities.
2. At least 50 percent of the employee's day or year is in the employee's primary assignment.
3. The activities shall not be supervisory and shall not involve evaluation of other bargaining unit members.
4. Participation in the program shall be voluntary and all bargaining unit members shall have an opportunity to participate.
5. Selection procedures shall be determined.
6. Additional compensation shall be provided for activities requiring time beyond the individual's normal assignment.

All aspects of this program shall be determined by the collective bargaining process. *(NEG: April 1986)*

Categorical/Mandated Programs

CTA believes educators within categorical programs shall assume the same rights and responsibilities and shall be treated in the same manner as other certificated staff members with regard to seniority rights, tenure, salary, professional rights and responsibilities, academic freedom, and all other matters crucial to maintaining a high level of professional status. *(C&I: May 1978, October 1986, March 2003)*

Collective Bargaining

CTA believes in collective bargaining and unionizing and endorses the need for federal and state collective bargaining legislation.

Local chapters must negotiate written contracts with school employers. Such contracts shall result from negotiations in good faith between local chapters and school employers through representatives of their own choosing, to establish, maintain, protect, and improve matters relating to salaries, hours of employment, other terms and conditions of professional service,

and other matters of concern to the chapter. Negotiated contracts should include a comprehensive non-discrimination clause.

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

Procedural resolution of impasse through mediation and fact-finding should be provided. Where conditions are unsafe or otherwise make it impossible for teachers to provide quality education, chapter actions may include legal actions, political actions, and strikes. In the event of a strike by professional employees, extracurricular and co-curricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification of placement practices that constitute strikebreaking. Additionally, local unions representing similar job categories should be notified.

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

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

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

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

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

Primary Objectives

1. Secure exclusive bargaining status for CTA-NEA chapters in all California school districts.
2. Maximize bargaining resources and capacities of all CTA/NEA chapters through establishment of a statewide coordinated bargaining system by means of multi-chapter commitments to the achievement of common goals.
3. Bargain optimum contracts in all districts in which CTA/NEA chapters are recognized as exclusive bargaining agents.

4. Administer and enforce implementation of contracts in all districts in which agreements have been reached.
5. Seek repayment of legal expenses and fees from the employer if the union prevails in a legal action against the employer.
6. Regain exclusive representation rights for CTA/NEA chapters where challenged by decertification attempts and secure such rights through decertification elections in districts where CTA/NEA chapters do not have exclusive bargaining status.

Adjunct Objectives

1. Secure, through legislative effort, needed modifications and improvements in the collective bargaining law (Rodda Act) to require school boards to negotiate procedures and methods for involving teachers in decisions that shape curriculum, peer assistance, and other professional and instructional matters.
2. Establish influential relationships with appropriate state agencies, especially including PERB, to achieve optimum effectiveness in implementation of the collective bargaining law.
3. Defeat, through legal, political, and legislative action, any efforts to interfere with the exercise of rights gained under the Rodda Act.
4. Improve, through legislative effort, the availability of supporting resources for school districts which form the context in which bargaining will take place. *(NEG: November 1970, December 1976, May 1977, June 1984, October 1991, January 1996, March 1997, June 2008, April 2017)*

Comparable Worth

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

The concept of comparable worth-that all people should receive equal pay for work requiring similar skill, effort and responsibility.

All school districts, community colleges and universities should make a concerted effort to adjust wage disparities in order to prohibit continuing sex-based wage discrimination. *(CRE: April 1986; Amended July 2022)*

Compensation

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

CTA believes every school district, community college district, and California State University system must have salary schedules/structures and fringe benefit programs which will attract and retain scholarly, intelligent, creative, and dedicated personnel. Fringe benefit programs should: be fully paid by the employer; be in addition to, and exclusive from the basic salary structure; include, but not be limited to, coverage for preventative healthcare, hospitalization, major medical, dental, psychiatric counseling, vision, income protection, prescription drugs and supplies, and life insurance; and cover active and retired personnel as well as all dependents.

CTA believes that compensation for school district superintendents should be limited to a base salary no higher than 300% of the average teacher salary in the district in which the superintendent is employed, and all wages paid to the superintendent shall be limited to no higher than 325% of the average teacher salary in the district in which the superintendent is employed. *(NEG: June 2014)*

CTA believes the single salary schedule, based upon the “step and column” salary matrix, was created to pay educators in an equitable and non-discriminatory manner. The salary schedule recognizes two critical variables: experience and education/training. The model is widely accepted because it is seen as less arbitrary, clearer and more predictable. Because of these factors, the single salary schedule will continue to be the foundation of educators’ pay.

A salary policy shall:

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

CTA believes that local chapters may bargain compensation models to maximize career earnings. Locally bargained pay systems should work to promote employment in public education as a career. CTA opposes merit pay models, including those based on student test scores. Any compensation system used to enhance the single-salary schedule must meet certain criteria.

Such systems shall:

1. Be voluntary, locally bargained and available to all unit members.
2. Be funded by new money, above the current funding, and that new funding to support the new system must be guaranteed and permanent.

3. Provide salary enhancements that are adequate, fairly distributed and designed to support professional practice.

CTA supports the concept of "extra pay for extra work." CTA believes the public education system must honor the critical and valuable time educators spend to improve their instructional programs by providing the compensation and/or time for educators to fulfill their professional responsibilities.

A "merit system" basis of payment of salaries, compensation, any statewide salary schedules, differentiated staffing programs, and any new taxation on employer-paid employee benefits programs should be opposed. *(NEG: April 2006, June 2008, January 2010, June 2014)*

Compensation: Schedule Placement

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

Districts shall place new bargaining unit members on the salary schedules according to their relevant experience and training allowing full credit for all previous service. This policy shall be applied so that educational employees are not penalized in changing assignments from district to district. *(NEG: October 1980, March 1983, June 1984, January 1985, October 1985, June 1995, January 1996, June 1998, April 2006, June 2008)*

Competency

CTA believes that age shall not be a factor for any rules or regulations that are developed to determine competency for employees. Current statutory provisions provide for the determination of competence. *(TEAF: November 1977, March 1983, March 1998)*

Curriculum Decision Making

CTA believes local associations should consult and/or negotiate with their respective district governing boards a written policy on curriculum development that guarantees the establishment of a (district) committee whose scope of involvement shall include, but not be limited to:

1. Co-curricular activities ("adjunct duties" outside teaching hours relating to curriculum)
2. Course offerings
3. Curriculum design (including development/selection of software)
4. Development and implementation of curriculum
5. Extracurricular activities
6. In-service education projects/staff development
7. Materials of instruction (including equipment, hardware and software)

8. Methods and standards of student evaluation
9. Participation in planning and development of plant facilities
10. Patterns of curriculum organization
11. Staffing patterns and utilization
12. Use of physical plant

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

1. Teachers shall be selected by and be responsible to the local association, and shall account for not less than 50 percent of the membership of the committee.
2. The committee shall have control over the items it is to consider.
3. All programs developed by the committee shall be referred directly to the Board of Education.
4. Time during the normal working day shall be provided for the work of the committee.
5. Appropriate resources shall be provided to the committee including, but not limited to, consultants selected by the committee, clerical help, available research data, etc.
6. Appropriate in-service education shall be provided the committee as needed. *(C&I: April 1970; SAE: May 2005)*

Dismissal Procedures

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

CTA believes in the instances where substitute teachers are represented by their local Association, the dismissal process shall be followed. CTA believes, in such cases, substitute teachers have just cause in disciplinary cases.

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

1. Bargaining unit members must have access to a hearing of charges, evidence, and presentation of defense before an impartial, objective, “third-party” source.
2. The conclusions and recommendations of such hearings, with right of appeal, must be binding on all parties in the proceeding.
3. Rules of evidence in administrative proceedings must be the same as those utilized in civil actions.
4. The proceedings and resulting conclusions and recommendations must reflect the participation of professional peers in the process.

5. Dismissal proceedings must be based upon sound procedures, which would include:
   A. Clear definition of standards of performance and of criteria upon which those standards will be judged. Student performance on standardized tests shall not be considered valid criteria. These standards and criteria shall be mutually agreed upon by the evaluatee and evaluator.
   B. Early notification to the bargaining unit member of alleged deficiencies.
   C. Opportunity, including time and assistance from district sources, to correct alleged deficiencies before dismissal action is taken.
6. It is the responsibility of the professional organization to protect the due process rights of its members.
   A. CTA members who are selected to serve on Professional Competency Commissions should be willing and able to ensure that the legitimate rights of the certificated employee defendant are of service.
   B. CTA shall establish criteria to guide certificated employees in the selection of their representative on Professional Competency Commissions.
   C. CTA shall provide training and assistance so that the certificated employee representative on Professional Competency Commissions will effectively carry out the objectives cited in item (a) of these principles. *(TEAF: January 1979, June 1984, October 1992, June 2001, May 2005, October 2007; PRR: June 2012)*

Domestic Partners

CTA believes all benefits for spouses should be equally available for domestic partners. Domestic partners are two adults who have chosen to share one another's lives in an intimate and committed relationship of mutual caring, who live together and who have agreed to be jointly responsible for basic living expenses incurred during the domestic partnership. Domestic partners are not related by blood; neither person is married or related by marriage; the persons are 18 years of age or older; and have signed a declaration of domestic partnership. *(CRE: October 1992)*

Evaluation and Due Process

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

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

1. Evaluation and Due Process protects:

A. Children and society against incompetent or unfit professional staff members.
B. Bargaining unit members against disciplinary or dismissal proceedings without just cause.
C. Bargaining unit members against disciplinary or dismissal proceedings for arbitrary, capricious, unsubstantial or unsubstantiated reasons.
D. Educators against the inappropriate use of student data in teacher evaluation.
E. Academic freedom.

2. Due Process for certificated employees provides:
   A. For a procedure by which an individual subject to dismissal may obtain a fair and full hearing before a group of their professional peers.
   B. For judicial recourse or appeal if a bargaining unit member feels aggrieved at dismissal or disciplinary actions.
3. California Teachers Association believes:
   A. Bargaining unit members are professionally competent and can be counted upon to engage in reflective practices for professional growth.
   B. When there are sudden and widespread changes to working conditions, evaluations should be suspended until the bargaining unit is given the opportunity to negotiate sufficient time, training, and resources for the bargaining unit members to perform their professional duties.
   C. An adequate probationary period is necessary and that no dismissal action should be initiated unless the bargaining unit member has been informed of their alleged deficiencies and given time and assistance for their correction. *(TEAF: June 2020, November 2024)*

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

Basic principles for certificated personnel:

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

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

4. For capable, qualified, certificated personnel to achieve and retain permanent status.

These principles are dependent upon the following guidelines relevant to both certificated and classified employees:

1. Bargaining unit members shall participate with their evaluators in the development of criteria for satisfactory performance. These criteria shall be mutually agreed upon by both bargaining unit members and evaluators and shall be subject to periodic review.
2. The criteria, procedures, and form relating to evaluation shall be fully publicized and available to all concerned.
3. Procedures for collecting, processing, and interpreting data shall be objective and uniform.
4. Bargaining unit members shall have the opportunity to select their own evaluator. Bargaining unit members shall have the option to engage with peers confidentially in a professional growth model. The bargaining unit member's self-evaluation at the conclusion of the process shall serve as the formal evaluation. The goal is to ensure a supportive climate for improving professional practice, promoting growth, and fostering collaboration among educators.
5. Evaluation shall include a conference between the evaluatee and the evaluator(s) at which time information relating to the individual's strength and weaknesses should be discussed openly and frankly with the individual being evaluated.
6. The availability of needed resources and other factors unique to the individual assignment shall be identified and considered in evaluation conferences.
7. When a significant change in the bargaining unit member's ongoing assignment occurs, sufficient time, support and training shall be offered prior to evaluation. When there is a temporary, short-term change in the bargaining unit member's assignment, the evaluation shall not be based on the temporary assignment.
8. Help and assistance to bargaining unit members in areas indicated as not meeting district standards shall be provided, and a record of such assistance shall be maintained for review in subsequent evaluation conferences.
9. Evaluations shall be recorded and signed by both evaluatee and evaluator(s), a copy provided to the evaluatee and a copy retained in the district files to provide a continuous record of the individual's service.
10. Provision for appeal on items of disagreement shall be available.
11. Provision shall be made for self-evaluation or other action programs for the benefit of all bargaining unit members to upgrade their professional performance.
12. Provision shall be made to remedy deficiencies in the conditions under which bargaining unit members perform their services.
13. No standardized test norms shall be used to evaluate bargaining unit members' performance.

14. Non-instructional duties shall be at most a minimal part of a certificated bargaining unit member's evaluation, and these duties must be specified in advance of any utilization for evaluation purposes.
15. Value-Added Measures or Models (VAM) are unproven, unreliable and ineffective models that must never be used to measure individual teacher effectiveness or play any part in teacher evaluations. Nor should VAM be connected to teacher pay, seniority or permanent status. VAM is a mismeasure of both student achievement and teacher performance. VAM is not useful in evaluating something as complex as quality instructional practice. It is statistically inappropriate to use VAM for high-stakes decision-making.
16. Bargaining unit members shall evaluate administrative personnel.
17. No student assessment results shall be used in the evaluation of bargaining unit members.
18. A beginning bargaining unit member shall be evaluated as is every other member of the staff. Work with a mentor bargaining unit member shall not be within the realm of evaluation.
19. The findings of any practice evaluation shall not be made accessible to anyone outside the administrative training program.
20. Evaluation shall be based on the standards for the profession of the bargaining unit member being evaluated (e.g. CSTPs for teachers, ASHA for Speech and Language Pathologists, CASC for school counselors, etc.).
21. Bargaining unit members shall be evaluated based on their individual performance. Teaching strategies such as team teaching, core groups, and others shall not be the basis for the evaluation of an individual bargaining unit member's performance.
22. District standards for evaluation purposes must be clearly stated and attainable by the evaluatee.
23. Evaluators must be trained and calibrated to assure accurate and consistent evaluations. Calibration assures inter-rater reliability so that each evaluator consistently applies the evaluation process as negotiated. The data gathered to show inter-rater reliability will be shared with the exclusive bargaining unit representative(s).*(TEAF: November 1969; April 1982; January 1986; January 1988; March 1991; PRR: June 1991; TEAF: March 1995; PRR: May 1997; TEAF: January 2000; January 2001; October 2001; PRR: May 2005, January 2010; TEAF: June 2010; AST: April 2011; TEAF: June 2012, June 2022, November 2023, June 2025)*

Evaluation of Administrators

The goal of administrative evaluations should be to strengthen the educational leadership skills of administrators as they support and help shape the learning community under their purview.

1. Local Education Associations (LEA) must establish policies for administrator evaluations grounded in professional standards, such as the California Professional

Standards for Educational Leaders which are clear to the district and the administrator.

2. The evaluation cycle should include mandatory evaluations for the first two years, and thereafter shall follow the same cycle and timelines as for teachers in the LEA.
3. The criteria, procedures, and forms relating to the evaluation shall be publicized and available to all stakeholders.
4. The evaluation of an administrator shall include an interactive process between the administrator being evaluated, their supervisor, and the teachers and other staff under their supervision.
5. At least once a year, all stakeholders shall have the opportunity to provide feedback to the administrator for self-reflection and the development of goals.
6. Procedures for evaluation of administrators shall include evaluations by the school employees under their direct supervision. The assurance of anonymity and protection from retaliation should be guaranteed in any tool used to provide feedback.
7. No student assessment data should be used in the evaluation of the administrator.
8. The administrator's effectiveness and reliability in evaluation of the staff under their supervision should be included in the evaluation of the administrator.
9. Administrators identified as not meeting standards should be provided the opportunity to improve. Help and assistance to administrators in areas indicated as not meeting district standards shall be provided, and a record of such assistance shall be maintained for review in subsequent evaluation conferences.
10. The evaluation may be used for personnel actions that require an improvement plan, reassignment or removal. *(TEAF: June 2012; SMC: April 2024)*

Extended School Year

CTA believes any legislation regarding extending the school year must be permissive. Any program for extending the school year must be developed jointly by the school board, certificated staff, and the community. All teachers must be allowed to elect participation in an extended year program. Certificated salary must be paid on a per diem basis for each day of service beyond the state-mandated school year. This service includes any non-teaching attendance that is required by the district. Sick leave should be computed by the same method. *(NEG: November 1971, March 1997)*

Grievance Processing

CTA believes grievance processing is an essential element in collective bargaining because it affords the means through which a contract of employment is clarified, protected and enforced. Grievance rights processing, culminating in binding arbitration, should be a continuing goal of negotiations until it is achieved. Associations should establish effective grievance-processing programs and train persons involved in the program in order to fully discharge their contract administration responsibilities. As part of the ongoing procedure of

grievance processing, each Association should draft its own interpretations of the local contract. *(PRR: November 1975, NEG: January 1977, PRR: June 1984, NEG: June 1984, PRR: June 1992, NEG: January 1996)*

Hiring: Previous Employment

CTA believes that in determining any condition of employment, employers shall be prohibited from asking an applicant to disclose non-reelection status. *(PRR: April 2025)*

Housing: Cooperative Trusts

CTA believes appealing and affordable housing for the bargaining unit members in or near the school districts in which they work strengthens their connections with the community and the families of the children in the local schools. CTA also believes affordable housing will support professional compensation, benefits and working conditions in the recruitment and retention of bargaining unit members. CTA supports legislation that increases opportunities for bargaining unit members to acquire affordable housing. *(NEG: May 2009)*

Immunity from Liability: Good Samaritans

CTA believes no liability should accrue to its members who, in good faith, assist another person who is in imminent danger of physical harm or in need of emergency first aid. *(PRR: March 1991)*

Incentives for Teachers of Language Minority Children

CTA believes school districts should offer incentives to school employees for language acquisition training or second and third language learning. These incentives include granting district salary schedule credits for course work or in-service training leading to language acquisition credentials and/or certificates, paying the cost of tests such as the CLAD and BCLAD, and offering and funding sabbaticals for language acquisition purposes as part of the district's regular sabbatical program. Every effort should be made to encourage future school employees to become bilingual or multilingual and trained in language acquisition techniques. *(NEG: June 1995, June 2017)*

In-Service Education: Professional Development

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

1. The financial responsibility of a district for development of continuing education and appropriate resources (materials, personnel, etc.) to carry out the desired education change.
2. Teacher involvement in the initiation and determination of the scope, content and form of in-service training in the district.
3. That emphasis is placed on planning by teachers from:

A. Individual schools (on-site)
B. Within a discipline, and/or
C. Areas with a common concern.

4. Provisions shall be made for the implementation of professional development during prime time (release time, minimum school days, flexible school organization, etc.) and/or at other times with appropriate compensation.
5. Teachers must be provided ongoing access to up-to-date research and information on student learning, curriculum, instructional practices, and content and performance standards. *(C&I: March 1974, June 1990, January 1995, March 2000)*

Intellectual Property Rights

CTA believes educators should have full ownership of and subsequent control over their intellectual property, including but not limited to, intellectual property related to technology-mediated instruction.

Educators should retain control of their personal likeness when being recorded for educational purposes. *(HE: May 1996, March 2000; PRR: October 2020)*

Job Sharing

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

The practice of employing job-sharing education employees for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time education employee positions should be opposed. This policy is not meant to conflict with rights or leaves of full-time employees. *(NEG and PRR: March 1995)*

Jury Duty

CTA believes all professional educators have the right to serve on any jury and/or appear as a witness in court other than as a litigant without loss of compensation. CTA further believes as a state-mandated program, this should be fully funded. *(PRR: October 1986, June 1993)*

Labor Unions

CTA believes a strong labor movement and a unionized work force is the cornerstone to democratized government. CTA believes all workers have the right to work in a unionized workforce, free from interference by the employer in organizing efforts. CTA supports the labor movement and opposes any restrictions on unionization or labor union rights. *(NEG: November 2021)*

Leave: Legislative

CTA believes educational employees have a role to play in the political process, including serving as elected officials. CTA believes employees who are elected or appointed to full-time public office shall be granted a leave of absence from their duties as employees of the district by the governing board of the district. These absences shall not affect in any way the classification of the employees. Upon return, the educator shall retain all rights of employment, and time spent in the legislative service shall be utilized in computing years of service with the school district. If, after completion of public service, the educator applies for reinstatement, the application shall be made within six months of completion of this service. Within six months after the term of office of such employee expires, they shall be entitled to return to the position held at the time of election, at the salary at which they would have been entitled had they not absented themselves from the service of the school district under this section. *(PRR: January 1999)*

Leave: Medical

CTA believes that all educational employees should receive full salary and benefits while on medical leave. *(NEG: January 2020)*

Leave: Public Service

CTA believes participation in public service is a right of every educational employee. Educational employees have a role to play in their community and state, including performing public service. Applicants for public service leave should make a reasonable effort to prevent their public service from conflicting with their school duties. Whenever an employee is required to serve on a school day, there should be no loss of sick leave, salary, or benefits. Absences for public service should not affect in any way the status of the employee. Upon return, the employee should retain all rights of employment. The time spent in public service should be utilized in computing years of service with the school district. All contractual rights of the employee on public service leave should be consistent with reemployment rights cited in state law. *(PRR: January 1999)*

Leaves: Armed Forces Reserve

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

1. Applicants for military leave should make reasonable effort to prevent their military obligations from conflicting with school duties. Whenever service is required on a school day there will be no loss of sick leave, salary or benefits.
2. Absences for military obligations should not affect classification in any way.

3. All rights of employment, and time spent in the military service shall be considered in computing years of service with the school district.
4. After extended military service applications for reinstatement shall be made within six months of separation from the service.
5. All contractual rights of those on military leave will be consistent with the reemployment rights cited in the Military and Veterans Code 38:2024. *(PRR: April 1986, March 1996, May 2005)*

Leaves: Bereavement

CTA believes all educational employees should have the right to bereavement leave upon the death of a family member or close friend. Local associations should collectively bargain broad and inclusive definitions of family or close friend. *(CRE: June 1991, June 1984, October 1983, October 1974; NEG: April 2006)*

Leaves: Catastrophic

CTA believes educational employees should have access to paid leave for catastrophic illnesses or events. Local associations should collectively bargain the definition of catastrophic leave so that its definition is consistent with the Education Code. Contributions of sick leave days for catastrophic leave shall be voluntary, and shall not be person-specific or event-specific. Contract provisions for the use of catastrophic leave shall guarantee equal and non-discriminatory access to catastrophic leave for eligible participants, and shall respect the privacy of the applicants. *(NEG: April 2006)*

Leaves: Family Care

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

CTA also believes the definition of family care should be inclusive and broad, and should include, at a minimum, care for a natural, surrogate or adopted child, and care for adult children, grandchildren, parents, or other family/household members. *(CRE: October 1974, October 1983, June 1984; NEG: April 2006)*

Leaves: Maternity/Paternity and Child-bonding Leave

CTA believes temporary disability because of pregnancy, childbirth and recovery should be treated as any other temporary disability in respect to sick leave, district-paid insurance and all other benefits.

CTA believes in paid pre-and-post arrival maternity/paternity and child-bonding leave for all parents (biological, adoptive and foster-to-adopt). *(CRE: October 1974, October 1983, June 1984, June 1991, November 2015; NEG: April 2006)*

Leaves: Paid Administrative Leave

CTA believes:

1. Bargaining unit members must not be removed from the worksite unless there is a specific potential danger to the student(s). All accusations that do not involve a danger to student(s) should be investigated while the teacher continues to instruct students.
2. Bargaining unit members who are removed from the worksite must immediately be informed of any allegations against them and of their right to representation from their local association.
3. Investigations must begin immediately and conclude within a timeline that has been collectively bargained.
4. Bargaining unit members retain full due process rights while on paid administrative leave. *(PRR: June 2018)*

Leaves: Paid Short-Term Disability

CTA believes all educational employees should have access to paid short-term disability benefits. *(PRR: April 2018)*

Leaves: Personal Necessity

CTA believes educational employees should have the right to paid personal necessity leave. The personal necessity leave should be collectively bargained by local associations in a manner that guarantees the educational employee's privacy and personal discretion for the necessity of the leave. Educational employees should have personal necessity leave available for an adequate number of days annually, to be taken from sick leave. Contract provisions for personal necessity leave should be collectively bargained without requirements for advance notification, permission, or need to justify or disclose the reasons for the personal necessity leave. *(NEG: April 2006)*

Mandated Breaks for Bargaining Unit Members

CTA believes mandatory breaks for all public school bargaining unit members be provided consistent with those guaranteed to private sector employees. In each pre-K through adult school bargaining unit members shall have a duty-free lunch of not fewer than 30 consecutive minutes. *(PRR: April 1986, June 1994, May 2005)*

Mandatory Preparation Time

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

This preparation time shall not be infringed upon by duties outside the primary teaching assignment. *(PRR: October 1985, March 1995)*

Medical Examinations

CTA believes federal and state regulations governing health requirements for certificated employees provide sufficient safeguards to such employees and to the students with whom they work. Any other state or locally imposed physical or mental health examinations of certificated employees should be opposed. *(PRR: March 1974, June 1984)*

Medicare

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

CTA believes that any cuts or reduction of benefits to Medicare shall be opposed.

CTA further believes Medicare shall cover all CalSTRS and CalPERS members. *(RET: March 2004, April 2025)*

Mentor Teachers: Evaluation

CTA believes the evaluation of mentor teachers should be separate from the California Standards for the Teaching Professions (CSTP) evaluation process. Such separate evaluation should be based on clearly defined standards of performance as they relate to the specific mentor teacher program objectives. Procedures for the evaluation of mentor teachers should be negotiated and such procedures should contain basic elements, including but not limited to: identification of the evaluator; identification of evaluation standards; a timeline for the evaluation plan; and due process standards for those rare instances in which deficiencies and/or non-performance dictate removal from the mentor teacher program. *(TEAF: March 1984, November 2024)*

Merit Pay

CTA believes “Merit Pay” as a basis of payment of salaries is flawed in concept. Where it has been tried, it has proven to be a detriment rather than a stimulus to better education. CTA is open to consideration of alternative pay plans as determined by the local associations through the collective bargaining process. *(TEAF: January 1984, May 2005)*

Multiple Intelligences

CTA believes the local bargaining agent should be significantly involved in the development of policies regarding the implementation of instructional and assessment practices related to multiple intelligences. *(C&I: January 1996)*

Non-Discrimination

CTA believes all local chapters should include in negotiated contracts a comprehensive non-discrimination clause which requires compliance with law, and which prohibits discrimination because of race, color, national origin, religion, sex, sexual orientation, age, handicap, marital status, economic status or union affiliation, and as such to be grievable in accordance with regular contract grievance procedures, including binding arbitration. *(NEG: June 1990, March 1996)*

Part-Time Employment

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

The practice of employing part-time education employees for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time education employee positions should be opposed. This policy is not meant to conflict with rights of leaves of full-time employees. *(NEG: March 1995)*

Participation in Professional Associations

CTA believes every educator has the right and obligation to participate fully in professional associations. Released time should be equitably provided without harassment and without preference given to administrative personnel for local, state, and national meetings. *(PRR: June 1994)*

Payroll Deduction Rights

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

CTA further believes transmittal of CTA members' funds, deducted through payroll deduction, shall take place in a timely fashion and preferably concurrently with the CTA member's receipt of their paycheck. *(NEG: October 1985, June 2015; PIC: March 2004)*

Permanent Status: Categorically Funded Bargaining Unit Members

CTA believes service by bargaining unit members in categorically funded programs should be included as time served towards the attainment of permanent status. Due process protections should be afforded all bargaining unit members, regardless of source of funding, since most categorically funded programs are not of "indeterminate duration" but are ongoing legislative mandates. *(TEAF: June 1982, May 2005)*

Permanent Status: Education Support Professional Bargaining Unit Members

CTA believes that the Education Support Professional employee probationary period should not exceed six months. *(PRR: April 2019)*

Permanent Status: Non-Administrative Certificated Employees

CTA believes that all non-administrative employees serving in a position or positions requiring certification shall be classified as and become permanent employees following the completion of a probationary period. CTA believes that a probationary period of no more than two (2) years is adequate to achieve permanent status provided there are good personnel practices and supervision by the administration. Further, Average Daily Attendance (ADA) should not be a determining factor in the length of the probationary period. *(PRR: March 1999, June 2015, April 2021)*

Permanent Status: Temporary Teachers

CTA believes all certificated employees hired on a temporary contract should be given every possible opportunity to achieve probationary and permanent status. CTA opposes usage of temporary contracts for continual and perpetual rehire. Temporary teacher positions should only be established under specific circumstances, such as being hired to replace a specific teacher in a specific situation. General job openings, such as positions created by class-size reduction, should never be treated as temporary positions. The practice of hiring temporary teachers for what should be deemed permanent positions erodes the rights and privileges of the profession, such as seniority, due process, retirement, and more. Temporary teachers should not be used to preclude teachers from permanent status, and therefore, CTA opposes the misuse of temporaries. *(NEG: May 2009)*

Personal Identification Information

CTA believes educator personal identification information should not be placed on data forms or electronic media to be utilized by entities other than Local Education Agencies, State Department of Education, United States Department of Education and CTA. Local Education Agencies should not transmit educator personal identification information to any agency or entity for anything other than research. *(PRR: May 1981, November 200, April 2017)*

Personnel Files: Materials

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

Site files shall be limited to emergency data, such as name, address, telephone number, and emergency notification information. Both district and site files shall be open to review by the unit member. *(PRR: June 1990, June 1992, June 2001)*

Personnel Files: Medical Files

CTA believes medical files should be maintained only when a unit member submits them in connection with a legal or contractual matter. Access to and use of medical files must maintain the member's privacy. *(PRR: March 2001)*

Personnel Files: Privacy

CTA believes the privacy of personnel files must be maintained stringently with access by the member and with limited access by those with supervisory responsibility for the member and only for matters covered by the contract or California law. *(PRR: March 2001)*

Personnel Policies and Procedures

CTA believes personnel policies and procedures should be written and developed cooperatively by local associations and their local boards of education or appropriate governing bodies. Cooperative review for improvement of the personnel policies and procedures should be accomplished through the negotiations process. *(PRR: January 1995)*

Portfolios and Teacher Assessment

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

CTA further believes any use of portfolios for evaluation of teachers shall be voluntary and be guided by the following statement: the portfolio shall be the property of the teacher and its content, purpose and audience shall be determined by the teacher. For the purpose of activities related to NBPTS (National Board for Professional Teaching Standards) portfolios will be guided by the same statement. *(NEG: May 1996, March 1994; CPD: June 2004)*

Reduced Workload

CTA believes educational employees 55 and over with 10 or more years of full time service should have the right to reduced workload without loss of seniority and retention of health and retirement benefits of full-time employees. If required, workload sharing should involve voluntary partnerships. *(PRR: May 2009)*

Reduction in Force (RIF), Order of Termination

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

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

The current March 15th and May 15th notification dates in the dismissal laws should be maintained for certificated employees. CTA supports efforts to increase the length of layoff notices from the current 45-day minimum notification period for classified employees.

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

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

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

1. Protection of rights for all of the bargaining unit.
2. Effect on the minimum and maximum class size.
3. Criteria used to determine competency as it relates to bumping.
4. For classified employees, criteria and qualifications used should include previous district experience and/or classification as it relates to bumping.
5. Affirmative action
6. Impact on workload

When it may be necessary for a district to protect itself and issue layoff notices they must be stated in terms to minimize their negative impact on morale. Since this is a process fraught with great emotional impact for employees, any district which finds it necessary to contemplate reduction in staff should make as accurate a projection as possible and limit such notices to this projection. In determining which personnel to reduce, the district shall include administrators in the layoff process. Indiscriminate distribution of such layoff notices, as a practice, constitutes unprofessional conduct and results in intimidation of personnel and destruction of their morale. *(TEAF: January 1978; HE: October 1983; TEAF: June 1984, October 1992, June 2001, May 2005, October 2007, April 2010)*

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

CTA believes all credentialed employees when appointed to serve on State of California advisory boards, commissions, task forces or statewide committees related to educational matters by the Governor, Senate, Assembly, Superintendent of Public Instruction, State

School Board, and State Education Organization should be granted release time with no penalties for loss of benefits or salary to attend all regular or special meetings of the body on which they serve.

Members who are appointed to represent the organization officially as liaisons shall be released without penalty. *(C&I: May 1978)*

Released/Assigned Time

CTA believes released/assigned time for administrator association activities and educator association activities should be allocated on an equitable basis for local, state and national meetings. *(PRR: October 1974, January 1984, May 2005)*

Representation: Commissions, Council and Advisory Groups

CTA will work to achieve state commissions, councils and/or advisory groups which are formed for the purpose of addressing educational issues (such as an independent credentialing board, Commission on Special Education) be comprised of a majority of teachers directly affected by the work of those bodies. Representatives of constituent groups to the various commissions, councils or advisory groups shall be selected by the constituent group. Constituent group representatives may not be rejected by the body to which they are named. These educators shall be selected from a wide variety of affected grade levels and subject areas with geographical representation. *(C&I: January 1984, June 1992; CPD: April 2002, May 2005)*

Resignation of Employees

CTA believes that a school employee has the right to resign their employment at any time the employee chooses. Governing boards shall accept the resignation. The effective date shall be as requested by the employee, normally not later than the close of the school year during which the resignation has been received by the board. The employee and the governing board may, however, agree that the resignation be accepted at a mutually agreed upon date beyond the close of the school year during which the resignation is tendered. *(PRR: March 1999)*

Retirement Principles

CTA believes everyone has a right to retire with dignity, reasonable security and without discrimination or abuse. School, college, university and county office employees have a right to a fair and just retirement program that includes: 1) income that does not decline in value; 2) a comprehensive health care program; 3) a tax structure that is designed so the burden is based on the ability to pay; and 4) affordable and suitable housing. *(RET: November 2023)*

CTA believes there must be two mandatory State of California defined benefit systems (California State Teachers' Retirement System (CalSTRS) and California Public Employees'

Retirement System (CalPERS) for employees (pre-K through higher education) with equal benefit structure and equal costs.

CTA believes that CalSTRS and CalPERS defined benefit programs are the primary earned retirement benefit. Defined contribution plans are voluntary, supplementary, tax-deferred savings plans, such as 403(b) and 457 plans, including those collectively bargained.

CTA believes all future members of the CalSTRS and CalPERS are entitled to the same basic benefit structure as provided for current members. *(RET: June 1982, June 1984, May 1985, April 1986, December 1989, March 1991, October 1992, January 1994, March 1996, October 1996, January 1997, January 2000, June 2004, April 2006, April 2008, June 2011, March 2016)*

Retirement Savings Plans

CTA believes the retirement security of its members include, but is not limited to, access to defined benefit systems (CalSTRS and CalPERS) and unrestricted access to investment through IRS 403(b) and 457 products such as Tax Deferred Annuities (TDAs) to ensure a financially secure retirement. CTA believes vendors of 403(b), 457 and any supplemental retirement product shall provide superior quality instruments at low cost with full disclosure of all fees and policies.

CTA believes investment product vendors shall provide a wide variety of passive and active investment choices to meet the varying needs of members.

CTA believes vendors shall provide an education component, including access to financial consultants who are registered and who act as a fiduciary to the member.

CTA believes school district 403(b) and 457 plans should be financially beneficial to members, responsibly managed, independently operated, and audited annually by a third party administrator (TPA) to ensure accountability. CTA believes selection of vendors shall be mutually agreed or affirmatively negotiated upon between the bargaining units and the district. This selection must be based on the merits of the investment instruments and not for financial or personal gain of an individual, association, district, employer and/or investment provider. CTA further believes that the exchange of gifts or any other remuneration is unethical and presents a conflict of interest.

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

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

1. In accordance with IRS rules may permit loans and hardship withdrawals;
2. Includes a record keeper that has established experience in the 403(b) and 457 market and provides quality customer service;
3. In accordance with IRS rules may offer annuities and mutual fund custodial accounts;
4. Offer a well-diversified portfolio of investment options;
5. Investment options may include, but not be limited to, no-load mutual funds, no-load annuities spread over a broad range of asset classes;
6. Offer investment options that include reasonable fees;
7. Investment options should include historical performance data and benchmark comparisons when appropriate;
8. Fees for programs and services are disclosed to participants;
9. May offer additional services through registered investment advisors;
10. May provide target date or life style funds to provide a full cycle of investment services;
11. Provides information for inclusion in the CalSTRS 403(b) Compare website;
12. In accordance with IRS rules may offer a 403(b) Roth program;
13. Allows for plan-to-plan transfers. *(RET: April 2008, March 2009, April 2012, March 2016)*

Retirement Savings Plan: Automatic Enrollment

CTA acknowledges that nationally, personal savings rates for retirement are woefully inadequate. While CTA recognizes that defined benefit plans are the foundation of retirement security, individual contribution plans (voluntary or collectively bargained automatic enrolled) are critical in providing an essential buffer to assure members have the financial security they deserve in retirement.

CTA believes automatic enrollment programs in retirement savings plans must include the following:

1. Be negotiated affirmatively and not subject to imposition.
2. The ability for employees to opt-out and/or choose an alternative plan.
3. The ability for an employee to self-select investment vehicles within the identified plan.
4. The plan(s) must be portable without penalty.

CTA believes that members should be educated as to their rights as participants in auto-enrollment plans.

CTA believes that employees should not be solicited for additional products by the selected vendor of the auto-enrollment plan.

Auto-enrollment plans should meet the same criteria as the plans described in CTA Policy, "Retirement Savings Plans." *(RET: March 2016)*

Retirement System

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

CTA believes that districts/reporting agencies are responsible for accurate reporting to CalSTRS and CalPERS. Penalties and interest incurred as a result of misreporting shall be the responsibility of the district/reporting agency and not the member. Retirees shall be exempt from any reimbursement obligation resulting from overpayment of benefits due to erroneous information provided to CalSTRS and CalPERS by the district/reporting agency.

The Retirement Systems shall continue to be audited annually and a report of such made available on the website.

Periodic investigation of the experience under the Retirement Systems, with resulting adoption of rates and tables, should continue to be made. CalSTRS and CalPERS should be independent state agencies headed by an independent member-majority boards and administered by executive officers not subject to political control.

CTA believes that CalSTRS and CalPERS should recruit and retain the highest caliber of personnel to further the goals of the systems. CTA believes that CalSTRS and CalPERS should have systematic and ongoing processes to review the operational activities of the retirement systems and make adjustments as necessary.

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

The first priority of CalSTRS and CalPERS is to fund the retirement pension benefits, and other benefits including health benefits shall be secondary.

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

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

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

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

CalSTRS and CalPERS shall furnish to any member or designated representative (upon written request of the member) complete information from their record, which may include a

copy of their file and CalSTRS/CalPERS staff interpretation of the Retirement Law and State regulations pertaining to their status as a member. The Retirement Systems shall continue to make a current annual report to the individual members of the Systems showing the member's service credit, the amount of contribution and interest credited.

Limited service in public school districts shall be permitted after retirement in accordance with applicable law. *(RET: June 1982, June 1984, May 1985, April 1986, December 1989, March 1991, October 1992, January 1994, March 1996, May 1996, October 1996, January 1997, March 1998, June 1998, March 1999, October 1999, June 2001, March 2001, June 2004, January 2006, April 2006, April 2008, April 2011, April 2013)*

Retirement System Benefits

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

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

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

Benefit improvements shall be applied on an equitable basis to all members and beneficiaries of CalSTRS/CalPERS. Ad hoc benefit increases, which favor one group of members to the disadvantage of another group of members, should be resisted. This does not preclude adoption of greater increases in order to bring parity to groups that retired under a lower benefit amount in their respective retirement systems. *(RET: June 1982, June 1984, May 1985, April 1986, December 1989, March 1991, October 1992, January 1994, March 1996, January 1997, June 1998, March 1999, June 2000, June 2004, April 2006, April 2008, January 2022)*

Retirement System Defined Benefit Program

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

CTA believes that any compensation that is above and beyond that which is assigned to CalSTRS defined benefit program shall be credited to the CalSTRS defined benefit supplemental account (DBS).

Districts shall clearly communicate to employees the contributions made on their behalf to the CalSTRS defined benefit and defined benefit supplement programs, respectively, through a variety of methods such as pay warrants, contracts and/or other mutually agreed upon means.

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

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

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

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

CTA believes CalSTRS and CalPERS shall provide adequate post-retirement, disability, and beneficiary benefits through annual purchasing power adjustments. *(RET: June 1982, June 1984, May 1985, April 1986, December 1989, March 1991, October 1992, January 1994, March 1996, January 1997, June 1998, October 1999, March 2000, June 2000, June 2004, April 2008, April 2013)*

Retirement System Disability Program

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

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

The Retirement Systems shall have a provision for fair and equitable treatment of disability plan members under their designated plan. *(RET: June 1982, June 1984, May 1985, April 1986, December 1989, March 1991, October 1992, January 1994, March 1996, March 1998, March 1999, June 2000, June 2004, April 2008)*

Retirement System Funding and Investments

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

The State shall be responsible for all past unfunded obligations of the Retirement Systems. As long as the Retirement Systems remains fully funded, excess earnings shall be used for benefit enhancements. The responsibility for funding the Systems shall fall equitably upon the State, the district and the member.

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

CTA believes the rules related to public retiree health and pension obligation reporting, promulgated by the General Accounting Standards Board (GASB) or any other independent non-governmental entity, have no bearing on the fiscal solvency of the district, and that the financial statement of a district should not be used to deny a district's operating budget.

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

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

CTA believes that our Retirement Systems' investment policy shall include non-economic factors, such as but not limited to, Environmental, Social, and Governance (ESG) principles, provided that doing so maintains an investment portfolio that fulfills the fiduciary responsibility of the CalSTRS and CalPERS boards to provide a fully funded defined-benefit pension to all eligible participants. *(RET: June 1982, June 1984, May 1985, April 1986, December 1989, March 1991, October 1992, January 1994, March 1996, May 1996, June 1998, October 1999, March 2001, June 2004, April 2008, June 2014, April 2024)*

Retirement System Services/Counseling

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

CTA believes CalSTRS and CalPERS should employ highly qualified school counselors who are trained and evaluated on an ongoing basis by CalSTRS and CalPERS.

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

CTA believes CalSTRS and CalPERS counseling services should be relevant, reliable, accurate, and compatible with members' work schedules. *(RET: June 1982, June 1984, May 1985, April 1986, December 1989, March 1991, October 1992, January 1994, March 1996, March 1998, June 1999, June 2000, April 2006, April 2008; SPS: October 2020)*

Retirement System Survivor/Death Benefits

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

The family benefit structure as it relates to the continuity of benefits to a surviving spouse and problems relating to ineligible services shall be studied. *(RET: June 1982, June 1984,*

May 1985, April 1986, December 1989, March 1991, October 1992, January 1994, March 1996, March 1998, June 1999, June 2000, April 2006, April 2008)

Rights and Duties of Employees

CTA believes employees of a district have both the right and the duty to examine the business practices of their district, to make public any concerns they may have about such practices, and to take such positions as are deemed necessary. *(PRR: May 1985)*

School Property: Sale or Lease

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

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

Should the property be sold to a private competing entity, the jobs, negotiated benefits, and rights of bargaining unit members shall be protected. *(PRR: March 1984, May 2005)*

Seniority/Affirmative Action

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

The development and implementation of affirmative action plans and procedures will encourage equal employment and retention of men, women and non-binary people, including Black, Indigenous, and People of Color (BIPOC), and people with disabilities at all levels. *(Amended April 2021, July 2022)*

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

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

regardless of race, disability, or sex, this is not always possible. Affirmative action which takes conscious account of race, disability, or sex may be necessary to achieve true equal employment opportunity.

The choice between strict seniority and some accommodation of affirmative action is best made voluntarily by the employer and employee organization through collective bargaining or other forms of dialogue. It must be determined on a case-by-case basis, after examining all the relevant factors, whether any particular race, disability, or gender preference in employment decisions represents an appropriate effort to eliminate the effects of unlawful discrimination. *(CRE: October 1975, January 1984, May 1999)*

Social Security

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

1. Social Security should be available to eligible education employees on an individual basis. It should apply to education employees who are hired after a date certain.
2. The cost of mandated Social Security, both employer and employee contributions, shall be borne by the State.

CTA believes that any cuts or reduction in Social Security benefits should be opposed. *(RET: March 1996, June 1998, March 2022, April 2025)*

Special Education: Caseload

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

1. Special Day Class Teacher Caseload
    A. Infant/Preschool (Birth - 5 years)
        1) Intensive, 6 pupils
        2) Non-intensive, 8-10 pupils
    B. Ages (5.0 - 22)
        1) Autism, 6 pupils
        2) Moderate - severe, 6-8 pupils
        3) Mild-moderate, 8-10 pupils
        4) Blended - RSP/SDC/autism, 10-12 pupils
        5) Emotionally disturbed, 4-6 pupils
        6) Low incidence
            a) Hearing (hard of hearing, deaf), 6-8 pupils
            b) Vision (low vision, blind), 6-8 pupils

c) Deaf-blind, 4-6 pupils
d) Orthopedically challenged, 6-8 pupils

2. Resource Specialists: caseload, 20 pupils
3. Related/Designated Instructional Services Caseload
   A. Speech and Language (including duplicated and unduplicated),
      1) Infant, 15 pupils
      2) Preschool, 25 pupils
      3) Elementary, secondary, post-secondary, 40 pupils
   B. Adapted P.E. (including duplicated and unduplicated), 45 pupils
   C. Psychological Services
      1) Assessment caseload (including gifted), 45 pupils
      2) Counseling, 12-22 pupils
   D. Hearing (itinerant) (duplicated and unduplicated), 12 pupils
   E. Orientation and Mobility, 12 pupils
   F. Inclusion Specialist, 8-10 pupils
4. School Nursing Service Caseload
   A. General and special education K-6, 750:1
   B. General and special education 7-12, 1000:1
   C. Special education, 100:1 *(SE: January 1986, June 1990, June 1992, June 1998, February 2001, April 2007, November 2009)*

Special Education: Caseload Waivers

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

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

1. The circumstances are documented.
2. All other service delivery options have been exhausted.
3. The waiver does not exceed the current school year.
4. The exclusive bargaining representative has signed off on the waiver.
5. The teacher/specialist has agreed to and signed the waiver.
6. The same resource specialist shall not be asked to sign a waiver for more than two consecutive years. *(SE: May 1997, June 1998)*

State Loans to School Districts

CTA believes when there is legislation for a state loan to a school district; CTA shall take a legislative position consistent with the position of the local. *(NEG: January 2003)*

Statutory Protection of Rights

CTA believes statutory protections bargaining unit members' rights are fundamental and that attempts to repeal these rights substitute the collective bargaining process for them and should be opposed. *(TEAF: June 1982, May 2005)*

Subcontracting/Contracting-Out

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

Contracting-out of services, which are the proper domain of school personnel, must be carefully and thoroughly evaluated before being implemented. *(C&I: June 1971; NEG: January 1995; C&I: May 1996; NEG: January 2001)*

Teacher Education and Computer Centers

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

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

Teacher Representatives, Selection Procedures for

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

Selection procedures shall be limited to 1, 2 and/or 3. *(C&I: January 1983, June 2002)*

Teacher Rights

CTA believes the concepts of Teacher Rights as professionals and as employees as stated in the NEA Bill of Teacher Rights, Articles I and II, be included in contracts sought by collective bargaining. *(NEG: December 1976)*

Transfer and Reassignment

CTA believes any transfer or reassignment should follow due process and should not be arbitrary, capricious, or retaliatory. CTA further believes that reassignments shall be based

on locally bargained agreements and not be dependent upon federal mandates. *(PRR: March 1996, January 2010)*

Transfer Policy: Affirmative Action

CTA believes all transfer policies in relation to placement or reassignment of staff shall be in accordance with desegregation guidelines and affirmative action policies at all levels. Transfer policies as adopted by local school districts shall be so constructed as to eliminate discriminatory practices that result in the disproportionate assignment of Black, Indigenous and People of Color (BIPOC) teachers to BIPOC schools within the system. *(CRE: October 1975, May 2023)*

Unemployment Insurance

CTA believes members who are terminated for any reason should be guaranteed full rights to unemployment insurance. CTA further believes that classified education employees should receive unemployment insurance during interim sessions. *(NEG: April 1986, June 1991, PRR: June 2015)*

Unification/Deunification of Districts

CTA believes employee organizations with exclusive bargaining rights should negotiate a contract prior to implementation of the unification/deunification plan. *(C&I: March 1993)*

United States Secretary of Education

CTA believes that to fulfill the mission of the U. S. Department of Education, the U. S. Secretary of Education must have a minimum of five (5) years teaching experience in public education. *(CRE: April 2011)*

Waivers

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

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

1. Establish a mechanism for exclusive representative participation in the development and the renewal of a waiver within an agreement with the district Board of Education. Such agreement should include official involvement of the Chapter Executive Board.
2. Monitor meetings of the district Board of Education, school site councils, and/or other councils or committees.

3. Establish a process for the exclusive representative to respond to and annually monitor waivers including the documentation of each waiver request, and clearly state the position of the exclusive representative relative to each waiver.
4. Send copies of letters of support or opposition to a waiver request to the district, State Board of Education, and the CTA Department of Governmental Relations in Sacramento. *(C&I January 1984, June 1998; NEG: June 1998)*

Walk-on Coaches

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

1. A school district may employ a non-certificated person to coach or supervise athletic teams in extracurricular activities only after the exclusive representative organization has been notified that a thorough annual search of the district's certificated employees has failed to fulfill the district's coaching needs;
2. The district should make every reasonable effort to recruit persons with teaching credentials;
3. Any non-certificated persons should be determined to be knowledgeable and competent in first aid and emergency procedures, coaching techniques and adolescent psychology as it relates to sports participation;
4. Districts should provide appropriate in-service training for non-certificated persons, including laws, policies, and procedures regarding supervision of students;
5. Such persons should be supervised and evaluated by credentialed personnel consistent with district procedures; and,
6. Procedures and practices for employment of such persons shall be uniform regardless of the gender of the participants. *(TEAF: January 1985; NEG: April 2006)*

Year-Round Schools (YRS)

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

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

Year-round scheduling plans and calendars must be negotiated by teacher associations. Contracts need to be reviewed for alignment of existing language and for additional

language for year-round scheduling before any school is converted. There must be equity for all students regarding course offerings and other support services. Curriculum must be developed that is appropriate for year-round scheduling. Year-round tracks must be balanced by gender, ethnicity, and instructional level in order to enhance instruction and to avoid segregation by tracks.

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

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

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

Teachers on a year-round program shall be eligible to retire the first day following the last day of paid assignment. *(NEG: October 1988, June 1991, January 1995, January 1996)*

Community Relations

Broadcasting and the Public Interest

CTA believes the broadcasting industry must serve the public interest and educational process. The Public Broadcasting Service, National Public Radio and expanding cable television should provide communication services to education.

Local, state and federal financial support for public broadcasting should be continued and expanded without further restrictions. *(CRE: June 1992)*

Business and Education Coalitions

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

Local affiliates should engage in efforts to prevent the use of programs in the public schools that involve the marketing of and/or the promoting of products that exploit students. *(FPE: June 1991)*

Community Economic Development

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

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

CTA further believes we should promote the participation of education employees, labor and local community representatives in the creation and development of policies, programs, and activities aimed at developing the linkages between labor, education, and the economy. *(ACT: January 2009)*

Endorsement of Instructional Materials and Programming

CTA believes school-business relationships based on sound principles can contribute to high quality education. Schools and businesses must ensure that educational values are not distorted. Positive school-business relationships should be ethical and structured to meet identified current needs of education, not commercial motives, and must be evaluated for educational effectiveness by the school/district on an ongoing basis. Selling or providing access to a captive audience in the classroom for commercial purposes is exploitation and a violation of the public trust. Schools and educators should hold sponsored and donated materials to the same standards used for the selection and purchase of curriculum materials. Sponsor recognition and corporate logos should be for identification rather than commercial purposes. *(COM: March 1991, January 1996, March 1996)*

Media and Children

CTA believes children are an especially vulnerable audience and must be protected from violence, prejudice, sexual content, stereotyping, and exploitation by advertisers, media professionals, and social media platforms. Advertisers and media professionals should use standard grammar and correct spelling and refrain from the use of sexist terminology and profanity. *(COM: March 1995, January 1996, March 1996; PRR: June 2024)*

Multimedia Communications

CTA believes effective communication with its members and the public requires the use of modern technology, such as video and audio productions and internet communications. *(COM: June 1991, June 2004)*

Parent Teachers Association

CTA believes its members and CTA Aspiring Educators members should be encouraged to take an active role in Parent Teachers Association (PTA) and/or Parent Teachers Student Association (PTSA). *(CRE: May 1977, June 1984, May 2005)*

School-Parent "Contracts"

CTA believes the intent of school-parent "contracts" must be to establish a positive learning environment, must not violate provisions of existing collective bargaining agreements and must recognize the interlocking roles of the student, parent, community and school. *(C&I: December 1993)*

Shared Support/Parental Involvement

CTA believes the education of children is a shared responsibility. For the school to provide a complete system of educational delivery, the support of all stakeholders is essential.

1. Parents and caregivers must support the child physically (providing food, a time for rest and a place to study), psychologically (monitoring homework, attendance and behavior standards) and emotionally (providing a nurturing environment).
2. The dimensions of parents' and caregivers' involvement include, but are not limited to, responding to and following through with teacher communications; fostering student responsibility; volunteering at the school site; participating in organizations like PTA, site councils and school boards; and attending school functions.
3. Students and their parents or guardians must sign written agreements with school representatives identifying their responsibilities. Those agreements must include but should not be limited to discipline standards, age-appropriate use of technology (both school and personal devices), performance goals and parental involvement. If a student, parent(s) or guardian(s) fails to comply with the agreement, the school district must have policies in place regarding student discipline and school assignment. School districts must always have the authority to assign severely disruptive students to alternative programs.
4. The community also plays a vital part in student success. All adults must model a love of learning and communicate the value of education, positive behavior and good citizenship. Communities must address the needs of all children, not only those who live in traditional settings.
5. It is the responsibility of the state, the district and the schools to encourage student achievement by providing qualified educators and the tools for learning. Schools must teach the standards adopted by the state of California and ensure a safe and healthy learning environment.
6. Students bear increased responsibility for their own education as they mature. The support of all stakeholders, including parents and caregivers as well as the school and larger community, helps ensure student achievement and success. Communities are enriched through these shared responsibilities and partnerships. *(C&I: May 1977, January 1995, January 1999, May 1999; SPS: October 2001; SSM: June 2019, June 2024)*

Video and Audio Productions

CTA believes effective communication with its members and the public requires the use of modern communications technology, such as video and audio productions. *(COM: June 1991)*

Credentials/Teacher Preparation

Administrator Preparation

CTA believes all administrators and staff are partners in the total school program. CTA believes that all public school administrators, including all charter school administrators, must hold a valid California administrative services credential.

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

Administrators must maintain valid administrator licensure and have periodic, authentic teaching experience that must include planning, instruction, assessment, and reporting. Areas of instructional content and experience shall include participatory decision making, interpersonal skills, support of professional collaboration, personnel selection, staff evaluation, dismissal law and process, curriculum, and school management techniques.

Administrators shall be knowledgeable about the professional standards that educators are expected to meet. Administrators shall have the knowledge and certification to provide appropriate instructional and program support to Multilingual Learners/English language learners.

CTA believes that prior to credentialing, an administrator shall have served at least 10 years in a full-time teaching position and hold a clear credential. In order to obtain a preliminary administrative credential through an examination option, administrators shall demonstrate the same skills and knowledge as those gained through a regular administrator preparation program. *(SMC: October 1994; May 1997; CPD: April 2002; TEAF: April 2002; CPD: May 2009, June 2012; SMC: April 2024)*

Advanced Specialty Certificates

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

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

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

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

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

Participation in an advanced certification process must be voluntary; and, further, the passage, non-passage, or failure to participate in the process of obtaining an Advanced Specialty Certificate must not affect employment rights or contractual working conditions including seniority provisions, transfer or reassignment provisions, promotion opportunities or job security. *(CPD: October 1987, March 1995, October 2001)*

Assignment/Misassignment

CTA believes no teacher should be assigned to teach outside their credential authorization and CTA should take any and all actions necessary to protect misassigned teachers from being accountable for such misassignment. In order to reduce misassignment of teachers, California should establish a single annual reporting system of all teacher assignments and credentials for all schools receiving any public funds in California, through an independent standards board.

CTA believes that it is the financial responsibility of the employer to fund continuing education for educators to earn additional credentials, certifications or added authorizations that prevent them from being misassigned in their existing positions. *(CPD: October 1985, June 2001, March 2012, April 2018)*

Beginning Teachers

CTA believes all beginning teachers must be given immediate opportunity to learn about district policies, requirements and resources, and full assistance in initially setting up a classroom. CTA supports the establishment of a substantive paid training program at the district level for all newly hired teachers to be held prior to the first day of student contact. This two-part program conducted at both district and site locations would provide familiarization with district facilities, procedures and geographic boundaries through tours and work groups. During the first year of full-time teaching, the beginning teacher shall participate in a program that has frequent time set aside for (a) new teacher study groups

and (b) work with a teacher of their choice who is experienced in a similar grade level or subject who has permanent status. Teacher support programs shall be designed to meet the pedagogical needs and experience(s) of the teacher while addressing specific student populations, local community service areas, and local district initiatives and priorities.

Regular time should be set aside during the teaching day for the experienced teacher to work with beginning teachers. Work with the experienced teacher shall not be used in the performance evaluation of the beginning teacher.

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

The beginning teacher shall be evaluated in accordance with the provisions of the local contract. Any specific recommendations that may be necessary for strengthening that teacher's skills shall be a part of the evaluation instrument. *(CPD: October 1984, January 1988, March 2000, October 2001, April 2002, June 2004, June 2014)*

Beginning Teachers: Induction

CTA believes effective and professionally supported induction is an important process that will help beginning teachers learn how to analyze their practice, explore alternatives for content delivery, and make professionally autonomous decisions about their teaching practice. The program's content and duration should be responsive to the beginning teachers' needs and differentiated to reflect individual skills, experience and teaching assignment. Teacher participation should be limited to enhancing the continuing professional development of new teachers as well as satisfying credentialing requirements; evidence of participation and performance shall not be used by the employing agency for any other purpose. The beginning teacher shall be evaluated in accordance with the provisions of the local contract. Any specific recommendations that may be necessary for strengthening the teacher's skills shall be a part of the evaluation instrument.

Induction/early career support programs are essential to supporting and retaining quality teachers. These programs must be funded and provided at no cost to the teacher.

CTA recognizes the importance of ongoing relationships between practicing teachers, institutions of higher education, schools, districts and teacher unions to provide support and direction to establish a support community. All induction program sponsors should collaborate with one or more regionally accredited institutions of higher education to offer voluntary opportunities to earn credit through successful participation in the induction program.

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

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

1. Consistent application of clear, concise, and publicly articulated criteria based on the California Standards for the Teaching Profession (CSTP)
2. Clearly articulated processes for conducting formative assessments that will ensure collaboration of representatives of at least two of the sponsoring education organizations, e.g., Local Education Agency, higher education partner, or induction consortium.
3. Evidence of fair and unbiased review and decision making involving the exclusive bargaining representatives and at least two of the sponsoring education organizations.
4. Trained and qualified assessors who ensure formative assessment are used solely for purposes of improvement of practice.
5. Assurances that the products and processes of formative assessment are not inappropriately used for purposes of summative evaluation or employment decisions. *(CPD: June 2002, November 2009, June 2014; Renumbered November 2009)*

Conflict Resolution Training

CTA believes all credential programs should include specific training in the prevention and handling of confrontation in the classroom and on the campus. *(PRR: June 1982, May 2005; CPD: May 2005)*

Credentialing: National Board for Professional Teaching Standards (NBPTS)

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

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

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

CTA supports the periodic evaluation of such certification procedures to uphold the California Standards for the Teaching Profession and to ascertain whether cultural, economic, gender, racial or age bias is perpetuated by the requirements for certification. *(CPD: May 1999, March 2001, November 2009)*

Credentials: Due Process in Adverse Action

CTA believes that credential holders have a right to due process relative to adverse actions that may be taken by the independent credentialing board.

CTA believes that a committee of an independent credentialing board whose purpose is to investigate and/or recommend adverse action for misconduct should be composed of a majority of credential holders who are currently working in a public school classroom setting.

CTA further believes that due process rights must include the opportunity for credential holders to present the unique circumstances of their case prior to any action being taken against their credentials. Decisions reached by the committee or independent standards board should be timely and should not set a precedent for future cases of a similar nature. *(CPD: January 2008, November 2011)*

Credentials: Educator Databases

CTA believes information collected as part of a statewide educator database shall only be collected and disseminated in a way that prevents the disclosure of the identity and other personal information of individual educators. Information collected and maintained by the state in such a database shall not be used by any agency for the purpose of evaluating educators. *(CPD: June 2007, June 2019)*

Credentials: Fees

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

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

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

The fee for renewals and supplementary credentials should not be more than one-half the cost of the initial credential. *(CPD: April 1992, March 1993, April 2002)*

Credentials: Fingerprinting

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

Credential holders who have obtained certificates of clearance should be exempted from the requirement to fingerprint for employment purposes, since any subsequent arrest or conviction after the receipt of the credential is automatically reported. Fingerprinting databases should be maintained by the independent standards board since they have access to Department of Justice databases. Classified ESP and non-credentialed employees should continue to be fingerprinted for employment purposes since they have not completed a character clearance for credential purposes. *(CPD: April 2007)*

Credentials: Grandparenting

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

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

The issuance of a new credential must not disenfranchise holders of similar credentials from being issued the new credential and/or holding positions designated by the new credential. *(CPD: October 1980, October 1986, December 1993, May 2005)*

Credentials: Permits

CTA believes all educators should be fully credentialed and opposes any relaxation of standards. CTA opposes any recognition by the state's independent credentialing board of alternative routes, such as the American Board for the Certification of Teaching Excellence (ABCTE) Passport to Teaching, that do not include all state mandated preparation requirements. Holders of a substitute teacher permit do not have the same training as a fully credentialed teacher, and CTA believes substitute teachers should only be used in a temporary and short-term capacity. Substitute teachers should not be used for long-term replacement of the teacher of record. *(CPD: June 1982, June 1984, March 2001, May 2005, June 2005, April 2018)*

Credentials: Qualified Instructors

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

CTA believes that the proper definition of a "fully credentialed, fully qualified" or "qualified teacher" is an individual who holds a credential or certificate issued by an independent credentialing board. Teachers should be recognized as highly qualified for the positions they are authorized to teach because they have demonstrated teaching competence based on the preparation or training standards defined by the certification requirements for the credential or certificate at the time of issuance. CTA further believes that teaching competence should be documented using multiple measures including, but not limited to, in-service training, documented accomplished practice and teaching expertise, mentoring activities, additional certificates or licenses, as well as professional growth activities approved pursuant to licensure renewal.

Any fully credentialed educator performing professional responsibilities, regardless of title, should be considered to have demonstrated competence and to be qualified to perform those same or equivalent duties under any other title, and that this educator should be granted any newly required credential, certification, or authorization covering these responsibilities. Additional teaching authorizations shall not require clinical practice.

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

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

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

Credential applicants must have fingerprinting clearances. *(CPD: October 1980, October 1986, October 1990, December 1993, March 2001, April 2002, May 2005, March 2022)*

Credentials: Registration/Renewal

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

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

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

CTA believes that preliminary credential holders who are without long-term employment shall be allowed additional time to obtain a clear credential or be allowed one renewal of their preliminary credential.

A new permanent professional teaching credential shall be issued when a teacher completes the recommended course of professional development and two (2) five year renewals. Credential renewal shall be from the date of expiration. *(CPD: January 1983, January 1986, May 1999, March 2000, June 2000, April 2002, May 2005, February 2013, November 2014)*

Credentials: Special Education

CTA believes teachers should obtain certification in their special education area and be required to pass competencies specific to the students for whom they are responsible.

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

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

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

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

The bargaining agent should be consulted on waivers.

The student population designated "at-risk" who are also identified special education students, should not be denied special education services. Teachers, who are not identified as special educators designated specifically to work with "at-risk" students, shall not be required to hold a special education credential. *(CPD: March 1981, June 1989, January 1996, April 2006, May 2009)*

Faculty Participation Teacher Preparation Programs

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

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

These teachers shall be assigned at the level of the course or in the program that they teach. These teacher-training faculty in public schools shall be assignments outside established teacher/pupil ratios so that no teacher shall be displaced from a teaching position. *(CPD: October 1984)*

Independent Credentialing Boards

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

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

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

Public interest functions should be supported by the general fund. An independent credentialing board should accredit institutions of higher education. There should be comparable standards for out-of-state teachers. *(CPD: October 1974, June 1984, March 1985, June 1990, January 1996, April 2002, April 2014, June 2022)*

Licensure of Teacher Assistants

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

Any standardized program for licensing paraprofessional/teaching assistants: should not result in the displacement of any person currently employed as a teacher paraprofessional/ teacher assistant; should not be a requirement for teacher paraprofessional/teacher assistants; should clearly define the roles of paraprofessional/teaching assistants and volunteers; should in no way be used, or appear to be used, as a rationale to delay or avoid reduction of class size; should be consistent with programs leading to teaching credentials so that any coursework for this license will be accepted toward teacher preparation programs in the CSU system; should ensure that licensed teacher assistants not be authorized to work without the immediate supervision of a classroom teacher; should provide that paraprofessional/ teacher assistants be evaluated according to procedures recommended by CTA and developed by the local bargaining unit. *(CPD: April 1989, October 1991, April 2002, June 2024)*

Mentors

CTA believes mentor teachers should be fully credentialed in the subject matter/grade level where they mentor. Mentors must have multiple years of recent experience in instruction in the subject matter/grade level at which they mentor. Mentors must be permanent employees and should be provided with training and support for their mentor role. Mentors must not participate in the evaluation of participants and beginning teachers. *(CPD: June 2007)*

Middle School: Preparation and Staff Development

CTA supports the development of middle school emphasis programs designed by institutions of higher education for either a single or multiple subject credential program as long as such programs do not increase unit requirements. However, CTA would oppose the creation of a special or mandatory Middle School Credential. *(CPD: October 1990)*

Off-Campus Degree/Credential Programs

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

Teacher associations and institutions of higher education should encourage the accrediting bodies and the postsecondary education commissions to apply rigorous reviews and high standards in their approval procedures for both on-campus and off-campus programs. Accrediting commissions and postsecondary education commissions should give special attention to the procedures and standards necessary to guarantee the quality of such programs and that all groups should join forces in the development of legislation to impose some form of reasonable control over the offerings in California of private brokers and out-of-state institutions. *(CPD: February 1980, June 1984, June 1991, May 2005)*

Reciprocity

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

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

The “One Year Non-Renewable Emergency Credential” which is currently granted upon district request so that a teacher from out-of-state is given one year in which to complete

California Basic Education Skills Test (CBEST), Multiple Subject Assessment Test (MSAT) and all other required tests should be extended to all experienced teachers seeking to return to teaching whether from California or from another state. The word "emergency" is misleading and should be deleted from the title of this one-year credential.

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

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

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

An independent credentialing board should develop guidelines for an institution of higher education offering and/or district staff development package on specific laws and regulations that are unique to California which should be made available to teachers new to California. Districts should take the responsibility to ensure that the opportunity is provided for all new hires to receive this training. *(CPD: June 1988, June 1989, June 1992, October 1992, May 1997, October 2001, April 2002)*

Rights of Bargaining Unit Members on Waiver

CTA believes those who possess clear teaching credentials shall be granted probationary status for the purpose of attaining permanent status when accepting an assignment necessitating the signing of a waiver for an additional credential or certificate required by that position unless they fall within the provisions of the Education Code relating to those on leave. *(TEAF: October 1986, May 2005)*

Teacher Preparation

CTA believes the standards for teacher preparation programs should be developed by professionals in the field, involving classroom teachers, certificated support services personnel, and higher education faculty members who currently work with teacher credential candidates in an instructional capacity. CTA believes the California Standards for the Teaching Profession and California content standards are the foundation for all teacher preparation and professional development programs. CTA further believes one outcome of a standards-based preparation system should be increased efforts to ensure greater transferability of units earned from one institution of higher education to another. Approval of teacher preparation programs by the independent credentialing agency must be based upon these standards. Teacher preparation programs must prepare candidates to work in a standards-based environment. Candidates must be supported in their efforts to focus on student learning. Teacher preparation programs may contain multiple pathways including, but not limited to, traditional post-baccalaureate coursework, residency, internship, and apprenticeship.

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

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

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

A student, once participating in a teacher preparation or induction program, shall not be held liable for changes enacted in credential or induction requirements. There should be guidelines for the selection of cooperating teachers and university supervisors shall include they have teaching experience at the appropriate level or in the subject. The cooperating teacher should be compensated commensurate with the time and expertise provided.

CTA believes that clinical practice should not be a financial hardship for aspiring educators. Solutions may include, but are not limited to, residency programs, apprenticeships, student loan forgiveness, tuition deferral, and stipends. The teacher shall be granted a clear credential upon successful completion of the first two years of full-time teaching and the induction program. *(CPD: May 1981, February 1982, June 1984, January 1989, June 1991; SMC: October 1994; CPD: January 1996, March 1996, March 2000, June 2000, October 2001, February 2002, April 2006, November 2009, June 2024)*

Teacher Preparation: Assessment

CTA believes that teacher candidates shall demonstrate proficiency in basic skills prior to entry into Teacher Preparation Programs. Proficiency may be demonstrated in a variety of ways such as coursework, written assessments, field work or internships.

CTA believes any assessment of candidates shall reflect current standards, subject matter and be non-duplicative. Candidates shall not be required to complete additional subject matter coursework if they have verified subject matter competence by examination.

CTA believes that teacher preparation, including clinical practice, shall be free of additional assessment requirements outside of the accredited preparation program.

CTA believes that any assessment of teacher candidates shall be free of bias.

CTA believes any state mandated tests for teacher preparation shall be paid for by the State. *(CPD: June 2017, May 2023)*

Teacher Preparation: English Language Learner

CTA believes students in California have greater language diversity than in any other state or nation, and that our State must meet the challenge of ensuring equal access for these students. CTA recognizes that there are an ever-increasing number of languages spoken by California students, many of which are dissimilar to English and have no written materials. CTA believes all educators need to have in-depth understanding of language acquisition so that they can comprehend how strategies support students' language development during instruction of all academic areas. Furthermore, CTA believes it is important for all educators to understand how first language acquisition contributes to students second language acquisition. While knowledge of the primary language of the students is desirable, CTA believes the most basic need for teachers of these students is to obtain the skills and knowledge for effective teaching of English Language Learners.

Teachers who are not certified to teach EL students should be encouraged to obtain the appropriate English Learner authorization to enable them to work with students of all language backgrounds, with the exception that they cannot provide instruction in the primary language of the student. Teachers who wish to teach students in their primary language should receive support to obtain the appropriate bilingual authorization. This authorization will enable teachers to work with students of specific language backgrounds in the area selected for authorization. *(CPD: December 1989, June 1990, January 2000; LNG: February 2001, October 2002, June 2004; CPD: January 2010; LNG: February 2013, SEC: June 2017)*

Teacher Preparation: Expansion of Alternative Programs

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

Alternative programs, including "intern" programs, should be primarily used to address teacher shortages in either given subjects or geographic areas that would otherwise require hiring emergency permit individuals under board declaration. For purposes of this policy, "intern" programs may include either the district intern program which grew out of SB 813 or the traditional intern programs offered by institutions of higher education, and either program

must be operated under, and evaluated according to, the new program standards used by an independent credentialing board.

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

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

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

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

The exclusive representative shall be involved in the planning, implementation and evaluation of such a program and shall have a "sign off" on any intern program in which the district participates. *(CPD: June 1986, January 1990, March 1993, June 2001, April 2002, June 2007, January 2010)*

Testing of Teachers

CTA believes testing of teachers as a criterion for job retention, promotion, permanent status or salary increments; the use of student test scores as a criterion for teacher evaluation; and any plan to rank and place teachers on the basis of proficiency/competency testing should be opposed. *(CPD: January 1981, June 1986, October 1997, June 2000, June 2017)*

Curriculum

21st Century Essential Skills

CTA believes students should practice higher order critical thinking skills and positive learning dispositions focusing on, but not limited to:

1. An emphasis on core and elective subjects.
2. The use of 21st Century tools to develop learning skills to teach and learn 21st Century content and context.
3. The use of 21st Century assessments that measure core subjects and 21st Century skills.

4. Learning innovation skills, digital literacy skills, as well as practicing career and life skills.

CTA believes that students possessing these skills will succeed in a rapidly changing, digitally interconnected world. *(Adopted June 2016; C&I: June 2019)*

Adult Education

CTA believes:

1. That Adult Education in K-12 and Community Colleges should be a seamless pathway that articulates between both systems. The structure of the Adult Education system should include collaboration between groups to foster efficiency. Funding for Adult Education must include a dedicated adequate funding source. New funding must be used to restore, maintain and create programs for adults.
2. The purpose of Adult Education is to provide opportunities for adults with low skills to gain education and training to become career or college ready and also to provide programs for immigrants in citizenship, ESL, and workforce preparation.
3. Creating efficiency in both the K-12 and Community College systems when developing courses must not create a hierarchy that subsumes one under the other.
4. The employees must remain with their current employer. K-12 Adult Education should be increased to meet minimum requirements for continuation and upgrading of current programs and should reflect the need for funding parity between K-12 and Community Colleges.
5. Community Colleges should receive a basic level of support for Adult Education. Additionally, Community Colleges should receive a cost of living adjustment (COLA) in keeping with the COLA received for other programs offered by the Community Colleges.
6. Both segments shall be placed on a funding formula for the purpose of reaching a common funding level for like programs.
7. The COLA for Adult Education funding will be equal to that of the individual community college or K-12 district.
8. An annual growth factor will be included for the K-14 Adult Education programs to meet the needs of the community.
9. Up to 2% of the previous year's budget will be allowed on an application basis to initiate new programs. The CAEP (California Adult Education Program) cap should be adjusted by the above 2% for each new program.
10. Any high school, unified or community college district may assume responsibility of providing adult education only by a mutual delineation of functions agreement. If the parties are unable to agree to a mutual delineation of functions agreement, the parties will agree to abide by a final and binding decision which shall be made by a representative of the State Conciliation Services. These decisions when applicable shall be part of the collective bargaining process as defined in SB 160. In the absence of an exclusive agent in a district when the above issue surfaces, the appropriate

teacher/faculty body shall be given the opportunity to meet and negotiate the impact of the decision.

11. Districts whose CAEP cap is being audited and adjusted should be allowed to apply for additional CAEP funding above the cap in order to meet the changing needs of a community. *(CTE: June 1982, June 1984, March 1996; ACT: November 2013, November 2019)*

Alternate Education Programs

CTA believes in the optional use of limited experimental programs with equivalent instructional minutes provided that proper and appropriate provisions are included for the protection of teacher and student rights. Students must receive due process before placement in alternative programs. *(PRR: March 1981, June 1992; SMC June 1994, June 1995)*

Career Pathway Programs

CTA believes Career Pathway Programs shall be developed by interdisciplinary teams and shall meet rigorous academic standards meriting the same level of accreditation as other education programs. These programs should, when possible, align with industry and local specific career needs for all students and be relevant to changing educational demands.

1. Professional development in Career Pathway Programs shall be developed with input from the professional development participants.
2. Professional development participants shall be compensated or be given release time.
3. All time beyond the contractual school day devoted to the development and implementation of a Career Pathway program shall be compensated on a *pro rata* basis or be provided with release time with the choice left to the member.
4. Certificated personnel shall not be displaced by non-certificated personnel in the implementation of Career Pathway Programs.
5. A properly certificated CTE educator shall not be replaced by a certificated educator who does not possess valid and related CTE certification in the development and implementation of CTE courses as part of the Career Pathway Programs.

All student career paths and scheduling of students into Career Pathway Programs shall be done by certificated school counselors. Students who participate in Career Pathway Programs that meet rigorous academic standards and the criteria for graduation must have equal access to college and university admission. All students are entitled to qualified instruction, both in school and at the work site. Participants in Career Pathways Programs, including internships and apprenticeships, shall not replace regular-paid employees.

Students participating in Career Pathway Programs should be allowed the flexibility of career exploration within the educational institution without any punitive and/or financial consequences.

Students shall be assigned to a safe, sanitary and healthful learning environment in Career Pathways Programs. Furthermore, the number of students per work station shall not exceed safe industrial and educational standards. *(CTE: October 1997; ACT: March 2016; SPS: October 2020)*

Career Technical Education

CTA believes a comprehensive program of career technical education must be available to all students from the elementary level through college. Districts should make every effort to provide at least one year of CTE courses for all its students. Career technical education is defined as that segment of education which relates to the fifteen recognized Industry Sectors in California: Agriculture and Natural Resources; Arts, Media and Entertainment; Building Trades and Construction; Education, Child Development and Family Services; Energy and Utilities; Engineering and Design; Fashion and Interior Design; Finance and Business; Health Science and Medical Technology; Hospitality, Tourism, and Recreation; Information Technology; Manufacturing and Product Development; Marketing, Sales, and Service; Public Services; and Transportation. These components aid the student in the marketplace and in the orientation to, selection of, preparation for, and placement in a job. *(ACT: June 2014, June 2021)*

CTA further believes:

1. A comprehensive career technical education program at the elementary level assists the classroom teacher in utilizing job-related activities which emphasize planning and construction to reinforce learning experiences related to English, science, mathematics, and social science and gives the student an awareness of and an orientation to the world of work.
2. Career technical education programs in the elementary, middle school, junior high, high school, and adult education segments provide the student the opportunity for exploration, development and understanding of the technical, consumer, occupational, organizational, managerial, social and cultural aspects of agriculture, industry and technology. The program also provides a link between abstract educational concepts and the practical use of basic occupational and technical skills. *(ACT: November 2019)*
3. The career technical education components should represent a continuum starting in pre-K and extending through the post-secondary level to provide preparation, work experience and placement services and activities that will lead to meaningful and informed occupational choices and to the development of sufficient skills and knowledge for the student to enter and advance in a gainful, satisfying career. *(VED: June 1980; ACT: January 2008, June 2014)*
4. K-12 adult education programs and community colleges have a substantial role in providing a comprehensive program of college and career readiness that is available to all students. College and career readiness programs prepare students

for post-secondary education and lead to meaningful and informed occupational choices. *(ACT: November 2019)*

5. Career technical education programs and courses shall respond to the needs of a variety of student populations, including training for initial workforce entry, job retraining, professional development and upward mobility. Extra support for students with IEPs in CTE courses shall be solely decided by the IEP team. When working on the transition plan within CTE courses, the CTE educator of record shall be included. Students with IEPs shall not be excluded from CTE courses and shall have the same opportunities to participate as their general education peers. These courses and programs shall develop perspectives that lead to employment flexibility and growth potential. Career technical education transfer programs shall be established for those occupations that have a certificate, associate or baccalaureate degree.
6. Students moving through all grade levels must be provided the support to connect classroom learning to career opportunities.
7. Teachers in all grade levels must be provided with the opportunity to articulate CTE program courses and local industry sector needs with other educators within and across school sites.

A credentialed school counselor provides the support students need and gives teachers the resources necessary to communicate across grade levels and school sites. *(HE: October 1983; October 1985; ACT: January 2008, May 2009, February 2016; SSM: November 2015; ACT: June 2022)*

Career Technical Education (CTE): Literacy Policy

CTA believes that career readiness and 21st century skills entail both the academic and practical skills students will require for career success. At the foundation of such skills are technical literacy, numeracy and interpersonal communication skills (soft skills). These skills include application of technical vocabulary, accurate performance of technical procedures, comprehension of authentic technical expository texts and communications in the workplace. CTA further believes that CTE literacy proficiency can only be achieved by augmentation of traditional core curricula with specific training in real-life challenges requiring the relevant vocabulary, technical comprehension, numeracy, technical dynamics and authentic problem-solving skills needed in the modern workplace. CTA believes that certificated school counselors play a vital role in academic, personal/social development and career development ensuring that students become productive, well-adjusted adults.

In developing a Literacy-in-CTE curriculum integration model, including the industry sectors recognized by the State of California with their multiple pathways, CTA believes that utilizing authentic texts and implementing CTE-related reading strategies will best promote students' technical literacy and vocabulary, thus increasing technical literacy in high school CTE classrooms. Further, CTA believes in incorporating content-area literacy strategies into regular CTE professional development experiences.

We believe that sector specific industry certification tests should be the only standardized assessment for CTE courses and/or pathways, as certification is not only a central goal of CTE pathways, it demonstrates mastery of professional workplace and CTE standards. Additional state assessments for CTE subjects are unnecessary.

CTA further believes there should be a variety of indicators to demonstrate career readiness that are determined locally to ensure alignment with the career pathways that are offered as well as alignment with industry standards. *(ACT: March 2016; SPS: October 2020)*

Career and College Ready

CTA believes that students should be Career and College Ready by high school graduation. CTA further believes the data collected through California Longitudinal Pupil Achievement Data System (CALPADS*)* shall be utilized to validate college and career readiness as reported on the CA School Dashboard. The term "Career and College Ready" describes a set of student abilities as characterized below:

1. Students are academically prepared to achieve their ultimate goals within their chosen career, including post-secondary education admission requirements.
2. Students know the pathways to their desired career that include college and university degrees, career-oriented employment, apprenticeship, technical certifications, military service, licenses and/or entry into industry directly after high school.
3. Students know how to network, as well as apply and interview for jobs in their desired field.
4. Students have practiced the professional skills in their chosen field.
5. Students have developed an academic and/or career action plan, with the support of a certificated school counselor, of potential options for their adult life following high school graduation. CTA believes that certificated school counselors play a vital role in the academic, personal/social and career development, ensuring that today's students become the productive, well-adjusted adults of tomorrow.
6. Students should learn, through research, the career opportunities and potential employability in their desired careers in their local communities, regions, state, nation and globally. Schools and Local Education Agencies (LEAs) should partner with local and regional businesses to create volunteer and other real-world training that provides context-based problem solving in the workplace.
7. Students will gain proficiency in 21st century technical skills necessary for career success. Furthermore, students will master the technical skills required for their industry sector certification or proficiency within the 15 CTE-recognized industry sectors.
8. Students will complete a sequence of CTE courses culminating in a capstone course. *(ACT: March 2016, June 2017, November 2017)*

Collaborative Programs (K-12/Higher Education)

CTA believes secondary and adult school students have the right to adequate preparation for success in higher education through state-supported collaborative programs between the public schools and institutions of higher education. CTA further believes students shall be allowed to receive an alternate diploma that demonstrates the same right to adequate preparation for success in higher education through state-supported collaborative programs between public schools and institutions of higher education. *(CRE: December 1989; ACT: November 2019, June 2022)*

Conflict Resolution Education and Training

CTA believes in the use of proven conflict resolution and de-escalation strategies to encourage nonviolent resolution of interpersonal and societal conflicts. Curriculum and activities to develop these skills can be applied in all teaching situations. Programs should be developed to train education employees in methods of nonviolent conflict resolution. The use of conflict resolution processes should be used to resolve disputes and disagreements between and among all education employees so that they can model these processes. *(SMC: March 1996, February 2024)*

Correspondence Programs

CTA believes students participating in correspondence courses should be held to the same standards as those in comprehensive high schools. These programs must consist of courses that are transferable as graduation requirements. A student's progress must be documented and monitored by a credentialed/licensed educator. *(PRR: January 1995, March 1996)*

Critical Thinking

CTA believes that critical thinking is an essential part of a well-rounded education. CTA also believes that educators play a vital role in teaching critical thinking skills through developmentally appropriate practices. CTA further believes that critical thinking is a developmentally appropriate practice that recognizes the disproportionate and often inequitable influence of status quo thinking, and enables students to analyze, synthesize, evaluate, and determine the importance and relevance of arguments and ideas as a guide to belief and action – for the human rights and dignity of all children, youth, adults, and to secure a more just, equitable, and democratic society. *(Adopted: April 2023)*

Cultural Diversity and Ethnic Studies

CTA believes participation in Ethnic Studies has positive effects on the overall achievement of all students. Providing Ethnic Studies curricula facilitates engagement with academic skills related to study of race and equity. This in turn benefits performance in other academic areas and promotes a positive academic identity for students. The positive benefits include

widening cultural awareness and strengthening knowledge of the foundational ideals of equality upon which democracy is built. CTA believes in celebrating diversity and its commitment to Ethnic Studies.

CTA believes that we have a duty to teach our youth about their ancestral legacies, that culture is essential in the fight for racial justice and equity, and that it is the right of all (pre-K-14) students in California to have access to quality Ethnic Studies curriculum. CTA believes that Ethnic Studies is the interdisciplinary study that centers Asian Americans & Pacific Islanders, Chicanx/Latinx, Central American, American Indian/Alaskan Native, Middle Eastern/ North African, Arab American, and Africana/Black/African Americans who have experienced, survived, and resisted settler colonialism, racism, hegemonic systems and structures of oppression. Students in these courses will study topics through the intersectional lenses of race, ethnicity, culture, gender, sexuality, ability, language, immigrant status, and class.

Using Ethnic Studies epistemology, content, and pedagogy, Ethnic Studies aims to educate students to be socially, politically, and economically conscious of their personal connections to local and (trans)national histories. Students will analyze indigeneity, aspects of decolonization, white supremacy, oppression and privilege, and work towards empowering themselves as anti-racist leaders who engage in social justice activism.

Reflection, Naming, Dialogue and Action drives the learning and supports the belief that each person has important narratives, stories, and voices to share. Students will have the opportunity to cultivate intersectional solidarity with groups of people, locally and (trans)nationally, to foster active community responsiveness, social engagement, radical healing, and critical hope.

In order to be considered an Ethnic Studies course, it must include the guiding values and principles of Ethnic Studies, which are to:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color;
2. Celebrate and honor Native People/s of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth;
3. Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge;
4. Critique empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society;
5. Challenge imperialist/colonial hegemonic beliefs and practices on ideological, institutional, interpersonal, and internalized levels;
6. Connect ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure a truer democracy;

7. Conceptualize, imagine, and build new possibilities for post-imperial life that promote collective narratives of transformative resistance, critical hope, and radical healing.

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

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

Accurate portrayals of the roles and contributions of all races, ethnic groups, and cultures in all areas of the curriculum, school policies, and school supported and/or sponsored activities.

Strategies for the elimination of institutional racism, white privilege, white supremacy, linguistic bias, homophobia and sexism.

White supremacy is here defined as an institutionally perpetuated system of overt and covert exploitation and oppression of people of color by white people for the purpose of maintaining and defending a system of wealth, power, and privilege.

White privilege is here defined as “an invisible package of unearned assets,” a set of advantages white people benefit from that are automatically conferred irrespective of wealth, gender or other factors, and that are severely limited or withheld from people of color.

Strategies for the elimination of racist, homophobic, and sexist jokes in the classroom. Strategies for the elimination of racism, homophobia, and sexism within the education profession. *(CRE: May 1987, April 1992, June 1993, June 1995, March 1996, February 2002, April 2011, February 2017, June 2017, June 2018, October 2020, January 2021)*

Curriculum

CTA believes curricula should address the common values of the society; promote respect for diversity and cooperation; and prepare the learner to compete in, and cope with a complex and rapidly evolving society. Such curriculum should prepare the student to become a fully-functional adult who can communicate effectively; adapt to new situations; and enjoy the benefits and exercise the responsibility of society. *(C&I: January 1984, June 2001, June 2002)*

Curriculum Decisions

CTA believes teachers should have the central role in the development, definition, and implementation of curriculum and should comprise a majority of all committees making or recommending decisions in the area. CTA further believes the manner and pace in which a course of study or district/state adopted program is implemented in a classroom shall be determined by the individual teacher and should reflect adopted California standards in all curricular areas. Curricular decisions should be based on current, valid research including, but not limited to:

1. Culturally relevant and sustaining pedagogy
2. Adequate learning time
3. Recognizing student differences
4. Providing an enriched environment
5. Recognizing that a single method or set of materials may not be appropriate for all learners

Consequences of Narrowing Options: CTA believes the practice of programming students with low English and math scores into more than one English or math class in the same term or semester can lead to a narrowing of the educational opportunities for these students. This practice limits these students from taking career technical, business, fine arts, world language, and other elective classes, thereby denying all students the opportunity for a comprehensive education. *(HE: May 1972; C&I: January 1984, HE: June 1984; C&I: May 1997, June 2001, April 2002, March 2003, March 2004, April 2005, June 2019)*

CTA further believes there must be equitable access to motivating elective classes for a full, well rounded curriculum, helping to prevent academically unmotivated students from dropping out at increasingly higher rates. High school students cannot earn English and math credits that count toward graduation by repeating the same class, which then puts these students off track for graduation within four years. Additionally, providing equitable access for students with IEPs, as decided by the IEP team, allows these students to have more post-secondary opportunities, including trade-schools, adult education and apprenticeships. *(ACT: June 2005, June 2022)*

Driver Education and Training

CTA believes in order to promote safety on the highways and responsible driving; driver education and training should be provided within the public school system for all high school students by credentialed driver education instructors. *(C&I: January 1986, June 1990)*

Drug Education

CTA believes there is a need to increase the number of programs to combat drug abuse in schools and institutions of higher education. *(CRE: October 1986)*

Early Childhood Education

CTA believes preschool through grade three students should have access to a curriculum that prepares them for further elementary education and leads them to a secondary and post-secondary education. This curriculum should be developmentally appropriate and allow time to master appropriate grade-level skills. Preschool through grade three students learn best when provided with hands-on, experiential, child-centered, explorative, play-based learning activities and experiences. *(ECE: April 2011, February 2017, June 2018)*

Education of Migrant Children

CTA believes in the implementation of bilingual/bicultural educational programs funded by federal and state monies for the unique needs of students from migrant families. These include but are not limited to academic, health, nutritional, emotional and socioeconomic needs. *(LNG: March 1994, March 1996, June 2002)*

Education Through Community Service Learning

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

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

School districts should work with communities to provide students program opportunities for community service learning. *(C&I: June 1995)*

Environmental Curriculum

CTA believes in the implementation of an informed, environmental-based curriculum, integrated across all subjects, specifically but not limited to the subject-matter areas of history/social science and science. CTA further believes that all PK-12 students in California need to develop a deep understanding of the interconnectedness between natural and human social systems. The curriculum shall include research-based instruction on climate change and environmental justice along with strategies to prepare students to think critically about solutions as they become global citizens. CTA supports comprehensive environmental literacy that increases student understanding, skills, and motivation to make responsible decisions that consider their relationships to natural systems, communities, and future generations. *(C&I: January 1992, February 2002, June 2008, April 2023)*

Essential Skills

CTA believes a basic education consists of those skills which enable the student to function effectively in our complex democratic society. These skills should be provided through an

educational program which includes instruction in decision making, critical thinking skills, and traits of good citizenship.

The major focus of the curriculum should be the development of higher order thinking skills based on key concepts and generalizations selected from all academic and Career Education disciplines. Purposeful problem-solving and hands-on learning should underlie all curricular activities. *(C&I: January 1987, June 1993, February 2002, June 2006; ACT: June 2024)*

Extended-Day Programs

CTA believes extended-day programs shall be developmentally appropriate, adequately staffed, and well-designed. These programs shall be connected to the school day and provided by well-compensated, highly qualified teachers and staff. The curriculum used shall be intentional and support social emotional learning, constructive play, and supplement classroom instruction. Additional resources shall be available to further develop the whole child and instruction shall occur in a safe and supportive environment that includes active and engaging learning, skill building, and opportunities to develop student leadership – focusing on healthy choices and behaviors while addressing cultural and language diversity for all students, including students with disabilities. *(Adopted: April 2023)*

Family Life and Sex Education

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

CTA believes it is a fundamental right of all students to have a free and unlimited access to sex education as provided in the adopted curriculum of the public schools. *(C&I: April 1970; CRE: September 1971; CRE: June 1984; C&I: June 1993, May 1996, CRE: April 2005; C&I: January 2008)*

Field Trips

CTA believes field trips enrich and enhance the curriculum, strengthen observation skills, and expand students' knowledge in a particular subject area. Field trips also expand students' awareness about how they connect with their community and with other diverse communities in the world. When possible, field trips shall align with CTA's racial equity and social justice goals. *(C&I: March 2022)*

Gender Equity

CTA believes all school districts shall provide equal opportunities for students of all genders in all curricula, co-curricular and extra-curricular activities. Sexism, gender discrimination and sexist language must be eliminated from the curriculum.

CTA believes that students and educators shall have access to private and safe methods of disposal of menstrual products. *(CRE: October 1973, March 1984, June 1984, October 1990, January 1995, April 2011, June 2019, June 2025)*

Health Education

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

Health education is an academic field which should be based upon the best scientific information that currently is available and should cover a broad range of relevant physical, mental, and social health concepts that are designed, selected and conducted in accordance with the needs, interests, and maturational levels of the individual students and with the needs of the community at large.

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

The total program of health education should be taught by health educators and designed to reinforce and to supplement home and community efforts to help students attain their optimum physical, mental, and social health potential. *(C&I: June 1982, October 1992, March 1996)*

High School Curriculum

CTA believes all students shall have access to a college and career curriculum that prepares them for post-secondary education and leads them to meaningful and informed occupational choices. Students shall have access to curriculum that includes college prep courses, Advanced Placement courses, fine arts courses, STEM/STEAM courses and career and technical courses that are rigorous and relevant. The curriculum may also include academic enrichment programs, other courses and cross-curricular programs that are challenging, relevant and lead to the development of socially and educated responsible citizens.

Credentialed school counselors are critical to ensure students take the necessary college and career readiness classes for graduation. *(C&I: June 2006; ACT: February 2016, C&I: June 2016)*

Independent Study

CTA believes school districts should allocate adequate funding for all forms of independent study. Long-term/short-term independent study should meet the goals of a quality education by using necessary instructional resources that address the needs of individual students. All students participating in any independent study program shall be monitored and instructed by an appropriately credentialed teacher. It should allow for a low student-to-teacher ratio

and provide competitive compensation for teachers. It should also include a comprehensive curriculum aligned with current state standards, and provide appropriate, equitable access for all students in the program.

CTA believes that student attendance and work completion in an independent study program is important to student success. To the greatest extent possible, classroom teachers shall have discretion to coordinate, evaluate, and supervise the student's independent study, including the manner in which students submit assignments. *(SAE: October 2002; C&I: May 2023)*

In-Service Education: Multicultural/Global Education

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

Comprehensive educator training programs for multicultural/global education need to be developed. *(C&I: April 1969; CRE: October 1988, March 1990, May 1996, C&I: April 2019)*

Instructional Materials: English Learners (ELs)

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

In order to provide the highest quality of instruction for EL students, the adopted instructional materials should be designed to meet the specific academic and linguistic needs of EL students. It is also critical that teachers of ELs have access to the highest quality instructional materials, as well as quality professional development. Finally, all instructional materials used for literacy development for ELs instructed in English should align to both the English Language Arts and the English Language Development standards of the State of California. *(LNG: June 2007, AST: February 2018)*

Lesson Plans

CTA believes lesson plans are a tool to guide classroom instruction. Requiring these at mandated times or in a particular format is not acceptable. *(C&I: April 2002)*

Media Literacy, Propaganda, and Misinformation

CTA believes that a well-rounded education shall include the explicit classroom instruction of skills that will assist students in:

1. Distinguishing fact from opinion;
2. Identifying biases, both in themselves and in material they read or watch;
3. Evaluating the reliability of sources;
4. Identifying misinformation/fake information, propaganda, and falsehoods;
5. Recognizing historical and other context;
6. Verifying visual information;
7. Discerning deceptive or manipulative practices;
8. Understanding how information that elicits strong emotional responses may have ulterior motives. *(C&I: June 2024)*

Minimum Days

CTA believes minimum days for students should be based on number of minutes the students attend not the number of periods they attend. *(C&I: May 2005)*

Multimedia Instruction

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

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

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

Interactive television network instructors must be given sufficient time and resources to prepare for their classes. *(COM: June 1993, March 1996, June 2004)*

Multi-Tiered Systems of Support

CTA believes Multi-Tiered Systems of Support (MTSS) is a general education system-wide practice, using evidence-based methods and frequent data collection to respond to the academic and behavioral needs of students which enables them to meet high academic standards.

CTA believes the effective implementation of Multi-Tiered Systems of Support includes the following essential elements:

1. General educators use research/evidence-based curriculum and interventions to intervene, and continuously monitor progress of students' academic growth and positive behavior. As appropriate, instruction and interventions are adjusted accordingly to allow equal opportunities for all students to learn and may lead to referral to a Student Study Team. Progress is monitored as students respond or do not respond to interventions. As appropriate, interventions intensify-up to and including referral for assessment for Special Education services.
2. Students receive high-quality instruction in their general education classroom by qualified and trained personnel. Instruction is given in the core curriculum with the goal of achieving the state's grade level standards. A key component of high-quality instruction in the MTSS framework is the use of Universal Design for Learning (UDL). By utilizing principles of UDL, educators can proactively design classroom instruction and curriculum materials that provide meaningful and productive access to the core curriculum for every student, including students with IEPs and/or 504s and English learners. CTA believes that all educators should be provided with ongoing professional development focused on the essential elements and implementation of UDL. Additionally, educators should be provided the tools and opportunity to develop innovative and effective teaching methodologies that are consistent with the principles of Universal Design for Learning.
3. General educators use formative and summative assessments that are aligned to the Common Core State Standards. Educators provide multiple and flexible means of assessment to allow all students various ways to demonstrate their understanding and knowledge.
4. Universal screening and progress monitoring are used to determine the effectiveness of student responses to provided interventions as well as to inform decisions on a continuum of services for students.
5. All school staff receives ongoing high-quality professional development focused on the essential elements and implementation of evidence-based, best instructional practices, interventions, assessments, accommodations, behavior modification and data analysis. Site teams use a collaborative approach to monitor students and analyze data in order to develop and implement interventions and methodologies.
6. The involvement and active participation of parents and/or guardians at all stage of the instructional and interventional process is essential to improving the educational outcomes of their students.
7. Full funding for professional development, resources and personnel is required to implement this system-wide, prevention-based framework for improving learning outcomes for all students and should be included in district's Local Control Accountability Plan (LCAP). *(SEC: January 2009, June 2014, March 2022)*

Parenting Skills

CTA believes students in grades 6 -12 should be taught parenting skills. *(C&I: June 1994, March 1996)*

Physical Education

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

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

CTA also believes all children (pre K-12) should have access to quality, comprehensive, developmental physical education programs on a regular basis. *(C&I: June 1992, March 1996, June 2002, June 2006)*

Recess

CTA believes that all elementary school students must have a minimum of twenty (20) minutes of recess or free play (excluding lunch) on a daily basis in order to enhance and support the child's physical, social and academic development. *(C&I June 2011)*

Religious Heritage in Instructional Materials

CTA believes educational materials should portray with historical accuracy the influence of religion in our nation and throughout the world. *(C&I: June 1995)*

Self-Esteem/Student Stress

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

Programs that enhance student self-esteem and prevent self-destructive behaviors must be provided. *(CRE: April 1989, October 1991, May 1996, May 2005)*

Sign Language/Sign Language Programs

CTA believes effective sign language and sign language programs are essential to the academic success of some deaf and hearing impaired students in public schools. Sign language programs will benefit from the influence of qualified sign language teachers on the staff who are hearing or hearing impaired. Qualified support staff/interpreters should be available for deaf or hearing impaired students as needed. *(LNG: June 1995)*

Standards-Based Instruction

CTA believes in developmentally appropriate standards that describe clear expectations for what students should know and be able to do. CTA also believes teachers must participate in the planning, development, implementation and refinement of standards. All students must be provided the instructional opportunities and learning conditions necessary to attain the standards. Standards, curriculum, and assessment should be linked in a recursive process to provide a well-rounded education. Curriculum should include, but not be limited

to, required standards which should be introduced into the curriculum at a rate that allows educators the opportunity to assess each student's progress towards the mastery of the standards.

When CTA supports or approves legislation that imposes additional curricular areas or requirements, such legislation should state which curricular area or requirements would be removed. *(C&I: March 2001, April 2005, June 2006)*

Virtual Learning Programs

CTA believes Virtual Learning and Simulation programs are important in preparing students for a changing world and motivating them to succeed. These programs provide students with hands-on skills. Virtual Learning and Simulation models should serve diverse student populations and be open to students with all ability levels. *(ACTE: April 2005)*

Visual and Performing Arts

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

CTA, therefore, believes that pre-K through higher education curriculum must include a balanced, comprehensive, and sequential program of visual and performing arts instruction taught by a credentialed teacher for all students. Facilities and resources shall be provided to maintain a visual and performing arts program. Upgraded materials and emerging technologies shall be included in the program. *(C&I: March 2001)*

Women's History Day/Month

CTA believes all school districts shall have policies supporting Women's History Day/Month. Every school library shall have materials devoted to women's history. All members should promote women's history within the curriculum. *(CRE: January 1993)*

World Language Education

CTA believes world language instruction at all educational levels is an important part of the total educational process and an integral part of international studies. CTA supports the maintenance of current programs and the further encouragement and development of language instruction and international studies at all educational levels and supports the importance of teacher and student exchange programs as part of these studies. *(LNG: June 1995, C&I: April 2019)*

Funding

Adult Education Funding

CTA believes revenues for Adult Education programs need to be stable and derived from an ongoing/permanent funding source. CTA believes that all adult students should have access to fully funded adult education curriculum and programs.

CTA further believes that there should be accountability in the use of State Adult Education funds, and that all monies in the Adult Education Consortia must be used solely for the coordination and instruction of students in Adult Education Programs. Full funding for Adult Education programs shall be developed in collaboration with the Adult Education Consortia that allows for a broad range of alternatives for graduation, transfer, career exploration and the attainment of basic skill proficiencies. *(ACTE: May 2005; ACT: February 2016, June 2018)*

Capital Funds

CTA believes faculty shall actively participate in all decisions about the allocation of capital funds and the use of facilities. *(FPE: May 1987)*

Career Technical Education

CTA believes there should be local accountability in the use of all Career Technical Education funds, and all moneys in the Career Technical Educational Fund must be used solely for the improvement, enhancement and instruction of new and existing career technical education programs. Full CTE funding should be derived from a stable and permanent ongoing funding source for career technical education programs. Programs must be developed within the sequence of courses that provides a pathway to post-secondary education and careers. CTA further believes that CTE programs must remain fully funded to continue supporting the students who become the essential workers our society relies upon, and opposes any changes to these programs by LEAs that result in decreased services and course offerings for students. *(ACT: February 2016; November 2017, June 2018, June 2020)*

Closed Public School Buildings

CTA believes closed public school buildings that have been deemed safe can be used effectively for public preschool, day care, job training, and adult education centers. Closed public school buildings should not be sold or leased to organizations which provide educational services in direct competition with public schools. *(FPE: June 1995, May 1996)*

Continuation of ADA Generated Revenue

CTA believes school districts should not experience a loss of ADA generated revenue during a period of school closure when the cause is related to natural disasters, medical emergencies or other unforeseen circumstances. *(FPE: April 2008)*

Foundations

CTA believes:

1. Foundations and auxiliary organizations have been and can be a significant and positive force for improving the educational climate in California's early childhood through graduate level programs.
2. Foundations should be used to support district education programs, and not as a vehicle for evasion of accountability and/or collective bargaining.

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

1. Faculty must be well represented, in voting capacity, on all foundation boards and be appointed by the local bargaining agents;
2. Foundation meetings must be public and provide ample opportunity for public input;
3. Any transactions involving foundation funds or in-kind contribution must be adequately recorded and reported;
4. Since the foundation is designed to supplement district monies, any support provided to the foundation by the district, either through direct or in-kind contribution, must be repaid; and
5. Instruction funded by the foundation shall be remunerated in accordance with the principle of equal pay for equal work when compared to the regular early childhood through graduate level programs. *(FPE: June 1992, February 2014)*

Funding Equity

CTA believes the state and federal government should provide adequate funds for education in order that school districts can fulfill the goals of quality education and provide necessary resources in classroom supply budgets to meet the individual needs of all students. *(CRE: October 1975; C&I: March 1996)*

Funding of Public Education (Pre-K-14)

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

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

Revenues for public education should come from, but not be limited to, the following sources: The base funding should come from the implementation, without suspension, of

section 8 of Article XVI of the California Constitution (Propositions 98/111). The following are supplemental funding sources: lottery revenues; statewide school bonds for construction and rehabilitation of public school facilities; local school bonds, approved by majority vote, for the construction and rehabilitation of public school facilities; builder's fees collected for the purpose of construction and rehabilitation of public school facilities; parcel taxes, approved by majority vote; revenue to meet the state's obligation to fund STRS; other revenues authorized by state or federal laws; Revenues generated should be disbursed and fully funded by the following in priority order:

1. Growth and COLA of the Pre-K-12 Local Control Funding Formula (LCFF) per average daily attendance and the community college revenue limit per full-time equivalent student enrollment.
2. Growth and COLA for those remaining categorical programs which provide direct services to students.
3. Mandated programs and current and prior year deficits in the funding of existing programs.
4. Revenues for program improvements, equity adjustments and new programs. *(FPE: Amended and Renumbered June 2014)*

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

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

CTA believes the Individuals with Disabilities Education Act shall be fully funded. *(FPE: November 2023)*

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

The lottery should be administered to maximize the percentage of lottery revenue accruing to public education. *(FPE: May 1996)*

Local Funding

CTA believes a school district by a majority vote of those voting on the proposition may impose special taxes. *(FPE: June 1992)*

Proposition 98 Guarantee

CTA believes the integrity of Proposition 98 must be maintained. Any Pre K-14 education adjacent programs or new student populations not already funded within Proposition 98 must be funded outside of Proposition 98 or Proposition 98 must be augmented and re-benched to accommodate the increased costs. *(FPE: November 2019)*

CTA believes adequate funding for public education is a necessity. CTA opposes any reduction in revenue to the State's General Fund which would reduce Proposition 98

funding. CTA believes the Proposition 98 funding guarantee is the minimum, not the maximum, level. Appropriation above the Proposition 98 funding will be similarly guaranteed and ongoing in subsequent budget years. *(FPE: June 2001, February 2013)*

Resource Allocation

CTA believes that redundancy in resource allocation by the Legislature shall be avoided. If a state entity is performing service(s), every effort shall be made to avoid waste by not requiring another agency/entity to perform similar work. *(RET: May 2023)*

School Facilities

CTA believes the following principles must be adhered to in any program designed to address school facilities' needs:

1. Funding. The combination of financing sources must add up to the identified need. Funding must be a state/local partnership. Proposition 98 funds must not be diverted to school facilities. The primary source of school facilities financing is general obligation bonds. The state must make a long-term, multi-election commitment to statewide general obligation bonds.
2. Bond Vote Requirement. The California Constitution must be amended to reduce the vote requirement for local school bonds to a simple majority.
3. Local Responsibility. School facilities must remain a part of the local government planning process.
4. State Program. The state school facilities aid program must be fair, simple and less bureaucratic. After funds are apportioned, there shall be minimal state involvement in local projects. The state schools facilities program must equitably address the unique needs of districts and county offices of education, especially those with high land costs and impacted school sites, and provide a safety net for districts that are unable to raise sufficient funds locally. The state school facilities program must reflect the emerging facilities requirements of current legislation and instructional needs. The state school facilities program must include school design and construction procedures that ensure schools will be safe, in compliance with Field Act Standards, functional and built in the most cost-efficient manner. *(FPE: October 1997; SSM: January 2004, March 2024, June 2024)*

Serrano Compliance

CTA believes in compliance with the *Serrano* decision to achieve equalization of educational opportunities. *(FPE: March 1977)*

Site-Based Budgeting

CTA believes that any system of funding that allocates monies by school site and gives sites a significant role in deciding how money is spent should not include salaries and/or benefits

of certificated or classified employees under the purview of school site budgets. When budget decisions on personnel take place at school sites, this encourages discrimination against more experienced educators and/or educators with families because the salaries and benefits for these employees are more costly. *(NEG: November 2011)*

Summer Schools: Funding

CTA believes summer schools should be fully funded by the State and meet the same standards of development and accountability as the normal regular school program. Tuition-charging summer schools should be opposed. Any summer school using public school facilities should be operated and conducted solely by the local school district personnel in compliance with local collective bargaining agreements. *(PRR: May 1979, March 1984)*

Technology Funding

CTA believes the state must provide the resources needed to obtain, maintain and regularly upgrade hardware and software and must provide local tech support with on-site personnel. CTA further believes this funding must also provide essential training to employ state-of-the-art technology in pre-K through higher education in addition to traditional modes of instruction. *(C&I: June 1994, June 1995, March 1999, March 2001, June 2006)*

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

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

Any legislation designed to provide tax credits for tuition paid to any public or private preschool, pre-K, elementary, secondary, or post-secondary institution should be opposed. *(FPE: January 1979, May 1981, June 1984, June 2001; CRE: April 2002)*

Health, Welfare, and Safety

Abusive Behavior and Criminal Activities in Schools

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

CTA believes in addition to funding appropriate nursing, psychological, counseling, health and social services, the state must provide funding for social emotional learning programs, including character education, bullying prevention, conflict resolution, and restorative practices at all grade levels and school sites.

CTA further believes the state must also provide the necessary funding for alternative programs for students who engage in violent acts or other serious disruptive behavior. In addition, local education agencies should enact policies to deal with students who commit drug offenses, bring weapons to school or engage in hate crimes.

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

State legislation, local ordinances, and school board rules that hold parents and guardians accountable for violent and disruptive behavior by their children and/or themselves on school campuses and at school functions must be enforced. Additionally, appropriate agencies such as Child Protective Services and mental health services provided by the county shall use their authority to prevent abusive behavior and criminal activities in schools and in society. *(SMC: June 1994, June 1995, May 1997, October 2001, November 2010, February 2011; SSM November 2015; ACT: April 2021, April 2024)*

Access to Health and Human Services

CTA believes all students in District or County Offices of Education that provide comprehensive school health programs should have equal opportunity to access these programs. *(SPS: February 2001)*

Child Abuse/Neglect/Abduction

CTA believes all children should be protected from the psychological and physical consequences of child abuse, neglect, abduction and exploitation. CTA supports positive and preventive programs to reduce child abuse and neglect, including high-quality training to identify and report these cases.

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

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

When members are accused, due process must be provided. Notification of an investigation in progress shall be given to the accused. Counseling from a non-district source shall be provided during the accusation and after resolution. False or unfounded accusations shall be expunged from all records.

CTA believes that higher education systems which allow enrollment of minors must be prepared to fully enforce child abuse/neglect/abduction and predator laws in statute. All minor students should be protected from convicted sex offenders who are in physical attendance at a college or university. *(CRE: January 1978, June 1984, October 1985,*

January 1989, January 1995, March 1995, June 1995, May 1996, SSM and CRE: May 2005; SSM: February 2011, April 2013, June 2024)

Child Prostitution (Commercially and Sexually Exploited Minors)

CTA believes that all commercially and sexually exploited minors are victims and should be treated as such. Commercially and sexually exploited minors who are processed through the criminal justice system should receive the services available to protect them from further psychological and physical abuse.

CTA further believes that there should be a coordinated effort between federal, state and local law enforcement to work with school districts to identify minors who are victims of commercial and sexual exploitation and human trafficking (As defined by the US Department of Homeland Security to be "modern-day slavery and involves the use of force, fraud, or coercion to obtain some type of labor or commercial sex act.") in order to offer the necessary programs or services available for these minors. Within this effort, school districts should also provide training to educators to identify victims and the various predatory ways they are targeted. These predatory ways include, but are not limited to, direct physical contact and indirect contact, such as social media and other online platforms. It should be the school district's priority not only to protect, but also keep these victims/students in school. Once a student is identified as a victim, school staff should follow the district's procedures to help the student. Training and information should be offered to school employees with the intent to:

1. Assist victimized or exploited students to successfully continue their education; and
2. Provide information regarding services and programs available to students. *(CRE: April 2010, June 2018)*

Communicable Diseases

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

Students diagnosed as having communicable diseases should be educated in appropriate settings, as defined by local agencies, which would protect the dignity and civil rights of the students, their peers, and school employees. *(CRE: May 1985, June 1993; PRR: December 1993, January 1994; CRE: May 2005)*

Community/Public Health Issues

CTA believes all school employees play a key role in community/public health issues. CTA further believes there should be relationships between public health agencies and public

schools at the state, regional and local levels. Credentialed school nurses, teachers and other school employees should participate in the development of public health policy and programming. *(SPS: November 2009, October 2020)*

Conservation/Pollution

CTA believes in conservation of our natural resources and wildlife through reducing, reusing, and recycling. CTA further believes in reducing all forms of pollution and in exploring and studying alternative energy resources. *(CRE: April 1970, June 1984; C&I: June 2008)*

Coordinated School Health Services

CTA believes that coordinated school health services should be fully funded by the state. *(SPS: March 2001)*

Credentialed School Nurses

CTA believes the health and safety needs of children are best met through the services of a credentialed school nurse. Only nurses fully credentialed under the Education Code and California Commission on Teaching Credentialing authorization shall carry the title of credentialed school nurse. *(PRR: May 1981, June 1984, January 1986, June 1998; SPS: October 2020)*

Dress Standards: Student

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

CTA believes that no dress standards or uniform policy shall discriminate against students' race, cultural background, color, national origin, religion, gender, gender identity, age, disability, medical condition (diagnosed or otherwise) or genetic information. *(CRE: November 1969, June 1984, June 1994, PRR: June 2017)*

Emergency Preparedness Plan

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

CTA believes the state must ensure that schools, district governing boards, and administrators implement the requirements for minimizing nonstructural hazards and

ensuring a sufficient stockpile of water and other critical supplies to be used for first aid, sanitation and food.

CTA believes all school districts in the State should adopt and periodically review disaster and emergency procedure plans to reflect the following concerns: emergency communication system including methods for informing parents about the movement of students and their location, evacuation procedures from school sites or portions thereof, disaster and emergency equipment on site, student relocation sites and transportation procedures, and individualized plans for sites with unique problems. All school safety plans should include the procedure to lock doors from the inside by any employee who may be responsible for the safety of students.

Schools, organizations and institutions which share facilities should maintain a coordinated site safety plan that contains shared notification procedures for emergency situations. In addition, training must be provided for all school staff in emergency protocols and procedures to be followed in the event of violence on campus. *(PRR: February 1981, June 1984; SAE: June 2001, October 2002, SSM: April 2015; SMC: November 2019)*

Employee Access to Facilities

CTA believes LEA policies should provide personnel direct access to facilities pertinent to their job duties. All district employees, including substitutes, should have access (keys, codes, proxy card, etc.) to the facilities (such as classrooms, restrooms, and gates) pertinent to their individual assignments. The ability to lock and unlock the door related to their assignment will not only assist in emergency situations, but also maintain efficient operations of the school. *(SMC: November 2019)*

Enforcement of School Safety and Attendance Laws

CTA believes that regular school attendance is essential for student well-being and academic success. Laws pertaining to school safety and laws pertaining to student attendance should be strictly enforced. *(SMC: June 1995, April 2024)*

Family Violence

CTA believes in supporting family services and urges creation of additional support systems and shelters for families experiencing problems. *(CRE: June 1989, May 1996)*

Foster Youth Protections

When the need arises for a student to be moved from one foster home to another, CTA supports the right of that student to remain enrolled in their original school district should they desire.

All students in foster care should have access to appropriate health, legal, and/or immigration services. *(CRE: June 2019)*

Global Environmental Restoration and Sustainability

CTA believes that when pollution occurs, the responsible entities must be held accountable for an expeditious, complete cleanup and restoration of the environment and ecosystems. In addition, the Association supports international efforts to reduce the levels of toxic metals, chemicals, and plastics in the food chain.

CTA believes that sustainability requires assessment of entire systems and recognizes how they must operate in order to preserve the natural systems that support our life on Earth.

The Association believes that sustainability determines whether the economic, social, and environmental systems in a community can provide a healthy, productive, and meaningful life for all residents.

The Association further believes that establishing, tracking, and managing sustainability goals will ensure continuous progress toward sustainability and that the sustainable practices are cost-effective, provide a workforce that understands sustainability, build stronger communities, support local economies, protect student and staff health, support academic success, prepare today's students to be tomorrow’s leaders, and protect our ecosystems. *(CRE: June 2025)*

Health Screenings

CTA believes healthy children learn better and school health screenings help to ensure children are ready to learn. A broad range of health screenings, including but not limited to vision, hearing, scoliosis, dental and non-invasive procedures for such diseases as Type 2 diabetes, should be conducted and/or supervised by trained professionals such as a credentialed school nurse in the school setting. *(SPS: April 2002, June 2003, October 2020)*

Interagency Coordination of Social Services

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

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

Such social services shall be fully funded by the respective social service agencies and available to all students regardless of the ability to pay. *(NEG: June 1994; SPS: October 2000)*

Learning Support Personnel Ratios

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

1. Credentialed School Nurse
   - 1:750 for PreK-6 general ed/special ed
   - 1:750 for 7-12 general ed/special ed
   - 1:250 for special ed students requiring medical technology
2. Credentialed Teacher Librarian
   - An itinerant credentialed teacher librarian for every school site with up to 600 PreK-12 students, plus one clerk.
   - A minimum of one full time credentialed teacher librarian for every school site with a population of 600 or more students, with tech and clerical support.
3. School Counselor
   - 1:250 PreK-12
4. School Social Worker
   - 1:250 PreK-12
5. School Psychologist
   - 1:500-700 PreK-12 general education assessments only
   - 1:500 PreK-12 general education comprehensive programs of assessment and counseling

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

Consideration should be given to the number of and distance between schools and staff travel time when establishing caseloads at the local level. *(SPS: June 2002, April 2006, October 2020, January 2021)*

Mental Health Services

CTA believes that all students should have access to mental health services provided by the pupil support services team. (*SPS: June 2018)*

Missing Children

CTA believes the problem of missing children merits the attention of the entire school community. Chapters should work with local school districts and communities to determine methods to reunite missing children with their legal guardians. *(CRE: January 1986)*

Professional Responsibilities in Violent Situations

CTA believes bargaining unit members have the right to determine their professional responsibilities in potentially harmful and/or violent situations. *(TEAF: March 1993, May 2005)*

Protection for School Personnel

CTA believes all school districts shall make every effort to eliminate all acts of violence and vandalism in order to create safe school environments where all school employees are safe

during both shelter-in-place and lockdown incidents and from physical attack on their persons or property. CTA believes that if an employee is subject to either a shelter-in-place or lockdown incident, they should be reimbursed for losses incurred and held harmless in the event of lost time at other employment. CTA also believes that any additional time spent in while sheltering in place or in lockdown should be compensated.

Furthermore, CTA believes when school personnel are victims of physical attack, verbal abuse, theft, vandalism, or harassment due to gender, sexual orientation, or other causes, victims should receive the full support of their employer in pursuing legal and other remedies including physical and emotional support for all staff members who have been traumatized by violent acts on campus.. Should an employee become the victim of such an attack, they should be reimbursed for any loss incurred. If the attack should result in time lost at work, accumulated sick time shall not be affected. Victims should receive the full, immediate support of on-site administrators and school personnel. Local chapters should provide information to school district personnel and juvenile courts in matters concerning issues of assault, battery, loitering, and violation of court restraining orders. *(SMC: June 1994, May 1996, May 1997, March 2023, November 2023)*

Pupil Support Services Team

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

CTA believes that students' social-emotional needs must be addressed before effective teaching and learning can take place. When implementing site-level approaches to student discipline or the development of social competencies, CTA believes that it is crucial to involve teachers and credentialed support staff such as school counselors, school psychologists, credentialed school nurses and school social workers in the development and implementation of such programs. *(SPS: April 2005, February 2013, October 2020)*

Reduction of Gang-Related Crime

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

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

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

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

CTA believes federal, state and local governments should develop and implement education and youth employment programs to help reduce illegal activities by gangs. *(CRE: May 2009)*

Safe School Environment

CTA believes staff and students are entitled to safe, sanitary and healthy educational environments. All educational facilities must be smoke- and alcohol-free, and free from non-prescribed controlled substances as determined by the DEA. All educational facilities shall be constructed on property that is environmentally safe and free from all environmental and chemical hazards, including lead from water pipe systems, friable asbestos, inadequate ventilation, and sick-building syndrome. The Association urges the establishment and vigorous enforcement of stringent standards at least equal to private sector standards of the Occupational Safety and Health Administration (OSHA) to ensure health and safety.

School districts must ensure that all indoor school facilities have heating, ventilation and air conditioning (HVAC) systems that meet legal standards to prevent students and staff from being exposed to conditions of poor indoor air quality and viral, bacterial and chemical contaminants. HVAC filtration systems must meet Cal/OSHA industry guidelines for school settings. CTA supports efforts to establish indoor classroom minimum and maximum temperatures to provide safe and optimal working and learning conditions.

CTA believes public school buildings must meet modern earthquake standards and have adequate lighting. Facilities shall be designed and built to maintain ideal temperature and humidity conditions, and should accommodate students and staff with particular sensitivities such as allergies and asthma. School district employers must, with educational employees' involvement, apply an ergonomic approach in the design, construction, furnishing and maintenance of educational work sites.

The Association urges its affiliates to support legislation and funding at the local, state, and federal level to ensure the highest standards of health and safety.

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

School personnel, students, and their families should be notified of potential hazards and the action plan for corrections. When facilities are altered or repaired these activities should not create additional health hazards. Affected local districts have a responsibility to post

immediate notice of these hazards through the public media. *(SMC: June 1994; SSM: May 2016; PRR: June 2017; SSM: October 2020, February 2024, April 2025)*

Safe School Environment: Physical Education

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

1. Appropriate class size and adequate space and facilities to eliminate overcrowded classrooms and locker rooms,
2. A specialized learning environment such as swimming pools, weight rooms, dance studios, gymnasiums, etc.;
3. Locker rooms and bathrooms that meet local and state codes for occupancy;
4. Level activity surfaces free of debris and defects;
5. Providing communication devices and methods to protect and ensure student and educational employee safety;
6. Properly clean and maintain equipment and facilities to ensure student and educational employee health and safety. *(NEG: April 2006; SSM: November 2023)*

School-Based Health Clinics

CTA believes comprehensive school-based health care clinics are needed to bring caring and responsive services to young people. The clinics shall provide cisgender, transgender, intersex, and non-binary youth equal and confidential access to a broad range of physical, mental and behavioral services, and decision-making rights for students and their families. *(CRE: May 1987, January 1988; SPS: October 2001; CRE: January 2020, October 2020)*

School Bus Safety

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

CTA believes that the safety of students who are transported on school buses is of paramount importance. Every effort must be made to ensure the safety of these students. *(PRR: June 1991, May 1997, January 1999)*

School Closures

CTA believes schools may need to be temporarily closed under certain circumstances for the health and welfare of students and employees. These may include, but are not limited to, wildfires, natural disasters, public safety power shutoffs, public health crises, civil unrest, or other serious situations in the community that may put students and employees at risk.

CTA believes that the decision to close school buildings should be made after considering many factors. Whenever possible, all stakeholders need to be involved in the decision to physically shut down schools and shift the mode of instruction.

CTA believes that if a school site is not safe, students and employees should be evacuated. CTA acknowledges that it is not always possible for teachers to deliver instruction during a school closure. Under certain circumstances, schools may need to shut down temporarily and suspend or modify instruction. *(SSM: January 2022)*

School Safety: Responsibility for

CTA believes local educational agencies (LEAs) and state agencies must take all necessary steps to make schools safe for teachers, students and anyone authorized to be on campus.

All LEAs and state agencies should provide formal, extensive, and ongoing training in injury prevention and de-escalation techniques to all employees. Additional personnel, resources, supplies, and materials needed to promote and ensure the safety of education professionals and students should also be provided.

All LEAs and state agencies should require the reporting of all injuries that occur as a result of students' actions. CTA further believes there should be no reprisal for reporting incidents of injury. *(PRR: November 1969, March 1991, June 1992; SMC: February 2002; SEC: April 2015; SSM: May 2016, April 2024)*

Sound Limits

CTA believes every effort must be made by school districts in California to protect the hearing of students and school staff by monitoring "safe sound limits," especially at school social events. *(CRE: January 1992, May 1996)*

Specialized Health Care Procedures

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

When licensed medical personnel are not available, special education students unable to self-administer their medication shall have their medication, except for certain medications such as insulin, administered by qualified designated personnel, as defined by Ed Code, trained and supervised by the credentialed school nurse. *(CPD: March 1991, January 1995, June 1998; SPS: June 2006)*

Strip Searches

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

If it is determined that probable cause exists, the student's parent/guardian and a law enforcement agency shall be immediately contacted. If the peace officer determines the student is concealing weapons or controlled substances, the student shall be removed from the school premises by the officer. *(CRE: April 1986, May 1996)*

Student Health

CTA believes the physical health of children is a prerequisite to learning. Students should be free from carrying heavy loads which could compromise their physical well-being which may lead to loss of educational opportunity. *(SSM: November 2014)*

Student Nutrition and Food Insecurity

CTA believes nutrition has a direct effect on a student's ability to learn. School breakfast, lunch and other nutrition programs should focus on quality food with a healthy balance of nutrients. Additionally, the school lunch period should provide table time of no less than 20 minutes for adequate completion of the meal. Students whose food service accounts are in arrears should not be denied access to their regular food options while their account status is being resolved. Food should be served and consumed in areas designed for food service. Food and drink served to students should limit excess calories, added sugars, and unhealthy fats that are known to contribute to childhood obesity, cardiovascular, and other chronic diseases. Food and drink served to students should limit excess calories, added sugars, and unhealthy fats that are known to contribute to childhood obesity, cardiovascular, and other chronic diseases. School food service programs must be nutritionally sound, appealing, affordable, culturally diverse, and address the dietary, allergy, religious and health needs of students. Schools should offer fresh and locally grown produce whenever available, and access to safe, clean, contaminant-free drinking water throughout the day.

CTA believes all students should have access to sufficient quantities of quality, affordable and nutritious food. The opportunity to participate in nutritious breakfast, lunch and other school nutrition programs shall be uniformly available in all public schools including charter schools every day that school is in session. Schools should provide nutrition education to all students and their families. Programs within the education framework should promote understanding of proper nutrition and hydration. CTA also believes in offering nutritional support during school breaks for students in need.

CTA further believes when considering fundraising options, schools should consider healthy foods or non-food alternatives. *(AST: February 2018, CRE: December 1989, March 1995, June 1995, May 1996, June 2015; SPS: June 2005; June 2006, April 2018; SSM: February 2013, April 2018, May 2023, June 2024)*

Student Safety

CTA believes students must be safe from the time they leave home until they arrive at school, during school and from the time they leave school until they arrive home. This safety must be protected regardless of the mode of transportation used. *(SMC: March 2004, June 2024)*

Student Safety in Nonpublic Schools

CTA believes students with Individualized Education Programs (IEPs) who have been placed in a nonpublic and/or nonsectarian school (NPS/NSS) by their Local Education Agency (LEA) must be provided with appropriate services as established in the IEP. These services must be provided by certificated/licensed educational professionals. It is the shared responsibility of the California Department of Education (CDE), Special Education Local Plan Areas (SELPAs) and LEAs to annually monitor the health and safety of each student placed in an NPS/NSS.

CTA believes all staff working directly with students with IEPs shall be trained on restraint and seclusion policies and procedures. The training shall take place at least once per year.

CTA believes all training should emphasize the use of appropriate de-escalation techniques and Positive Behavior Supports to avoid the need for use of restraint and seclusion. All school staff shall be trained regularly regarding the use of effective alternatives to physical restraint and seclusion. Also, it is recommended that staff be trained in trauma informed practices such as Nonviolent Crisis Intervention. Nonviolent Crisis Intervention training methods are safe, respectful, and noninvasive for managing disruptive and assaultive behavior. *(SEC: June 2019)*

Universal Health Care

CTA believes quality health care is a basic human right and supports health care proposals which incorporate: universal access to quality comprehensive coverage; a simplified single form, administrative structure that guarantees fair decision making through regional and state input; consumer choice of health care provider and delivery systems; right to add and upgrade benefits through local negotiations; comprehensive coverage; effective cost containment; insurance reform to prevent carriers from selective underwriting practices; guarantees that health care coverage, including reproductive health care, will be available to all including those unable to pay; accountability to consumers; and no State and or Federal taxes on health care or other benefits. *(NEG: April 1992, March 1993; CRE: April 2015)*

Vendor Access

CTA believes in order to support the safety of school personnel and students, vendors present at K-12 schools during contractual hours should be district-vetted, CTA-endorsed or approved by the local association. *(SSM: April 2014)*

Victims of Violent Crimes

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

Crime victims should have the right to be present or represented at all legal proceedings involving the accused, including parole hearings. Victims and their families should be aware of and have access to medical treatment, workers compensation and counseling and support services. Such services should be funded by state and/or federal legislation and not at the expense of the victim or their family. *(CRE: December 1989)*

Weapons

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

Weapons brought on campus/school property present a clear and present danger to staff and students. CTA supports safe storage laws that prevent children from accessing firearms and potentially bringing them to school. Laws and regulations regarding possession of weapons on campus/school property must be enforced by the school site, district, public health, and law enforcement agencies. Any student found in possession of a weapon on any school property shall be expelled, following appropriate due process procedures and no lesser or alternative action by the school district is appropriate.

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

A school plan that specifies procedures for responding to violent incidents and students must be developed by bargaining unit members and other site personnel and periodically reviewed to guarantee its effectiveness. The implementation of this policy must be free from any and all forms of discrimination. *(CRE: January 1989, March 1993; PRR: June 1993; SMC: March 1994, May 1996, May 2005; CRE: May 2005; SMC: June 2022)*

Youth and Public Gaming

CTA believes persons under 18 years of age should not be allowed to participate in the California lottery through the use of electronic video games. *(CRE: April 1986)*

Higher Education

Academic Planning: Higher Education

CTA believes academic planning should be done locally. *(HE: February 1982)*

Academic Senate Role: CSU

CTA believes a close working relationship between the Senate and the faculty union is essential to ensure a coordinated faculty position on those matters affecting both parties. CTA recognizes the CSU Academic Senate is responsible for criteria and standards to be used for the appointment, promotion, evaluation, and tenure of academic employees; admission requirements for students; conditions for the award of certificates and degrees for students; curricula and research programs; and, criteria and standards to be used for programs designed to enhance and maintain professional competence including the awarding of academic leaves. *(HE: October 1995)*

Academic Senate Role: Community Colleges

CTA believes the bargaining unit and the Academic Senate should work closely together and complement each other to achieve educational goals. *(HE: May 1981, October 1983, June 1984)*

Accreditation

CTA believes that higher education accreditation is to assure effectiveness in and improvement of instruction and educational services. Accreditation processes to the extent possible shall include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, gender, gender identity, disability, and ethnic backgrounds.

CTA believes that an accreditation agency must follow the Public Records Act, the Open Meetings Act, and must uphold the highest standards; including but not limited to: transparency, fiscal accountability, and no conflicts of interest. Accreditation agencies must not charge a community college fees above and beyond those associated with the normal administration operations.

CTA believes to the extent additional time and effort is required of union members prior to and during accreditation, release time/compensation shall be provided and bargained at the local level. *(HE: June 2017)*

Admission Requirements

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

the standards students were expected to achieve prior to entering higher education. *(HE: February 2002)*

Articulation: Community Colleges

CTA believes a smooth transition should be provided for students to and from the community colleges. These efforts are best realized through faculty to faculty interaction between and among faculty members of a discipline serving in the various segments (adult education, high school, state colleges and the university.) The development of course comparability and a numbering system to identify comparability is an important tool of articulation. Faculty interaction with representatives from business and industry is equally important. *(HE: May 1984)*

Baccalaureate Programs

CTA believes that community colleges should first serve students in the district that are pursuing an associate degree, certificate, or lower division transfer program and offer Baccalaureate degrees only after the primary mission of the community college has been met.

CTA believes that Baccalaureate programs at community colleges must be funded from sources other than Proposition 98, which is dedicated for TK-14.

CTA believes that Baccalaureate degrees offered at community colleges should be funded, supported, and staffed at levels equivalent to those offered at public four-year institutions.

CTA believes that Baccalaureate degrees offered across California must have consistent rigor and meet equivalent qualifications and standards, including professional development for faculty. *(HE: March 2024)*

Bargaining Goals: CCA

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

1. Contract settlements should contain the following:
    A. Salary provisions which:
        1) Provide a specific cost of living adjustment for each year of the agreement; or,
        2) Contract reopeners, only if the contract does not contain a no-strike clause or the no-strike clause is suspended during reopeners negotiations; or
        3) Provide for binding arbitration to resolve disputes in the event impasse occurs;
        4) Provide newly-hired teachers shall be given year-for-year credit for prior teaching experience when placed on the salary schedule including proportional credit for part-time experience;

5) Negotiate salary schedules which provide for equity at all levels;
6) Provide pro rata pay for regular contract instructors for hourly and summer school instruction;
7) Provide pro rata pay for hourly certificated employees when represented by the bargaining unit;
8) Provide contingency language dealing with new monies made available from the School Funding and Accountability Initiative.

B. Health and welfare provisions which:
1) Provide fully district paid joint employees trust;
2) Provide at a minimum that the district pay for increased premium costs for the term of the contract, until a successor agreement is ratified by both parties;
3) Provide fully district-paid health benefits for hourly certificated employees when represented by the bargaining unit;
4) Provide district paid social security contributions on all non-STRS income.

C. Grievance procedures which contain the faculty member's and the Association's right to grieve on all matters within the definition of a grievance and binding arbitration as a final step in the procedure.

D. Well documented, justified demands identified as solving specific problems which have a broad base of member support within the Chapter such as:
1) Class size and load reduction;
2) Seniority rights in transfers and reassignments;
3) Impact and implementation of layoffs;
4) Censorship that infringes upon academic freedom;
5) Due process/seniority rights for part-time faculty;
6) Mandatory district paid retraining programs.

E. Replacement and maintenance of full-time contract positions;

F. Mandatory consideration of part-time faculty members' experience and qualifications when filling full-time vacancies;

G. Contract settlements shall be completed prior to adoption of the District's Final Budget in accordance with Educational Employment Relations Act (G.C. 3540).

(HE: June 1988, Amended September 2018)

Budget Accounting: Community Colleges

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

All budgets should be maintained according to national standards and subject to external audit on an annual basis. Faculty should participate in the budget development process. *(HE: May 1987, May 1996)*

Budget Emphasis: Community Colleges

CTA believes budget documents required of a district by the community college Chancellor's Office should clearly delineate any emphasis which the district chooses to place through its allocation of funds. Programmatic needs and priorities must be clearly delineated. *(HE: January 1985, May 1996)*

Capital Outlay Funds for Public Higher Education

CTA believes legislation concerning the use of Capital Outlay Funds for Public Higher Education (COFPHE) should meet the following criteria: meets the capital outlay needs of higher education; meets capital outlay needs of K-12; and addresses other educational needs of K-Higher Education. *(FPE: June 1980)*

Categorically-Funded Faculty: Community Colleges

CTA believes that faculty employed under categorical programs has the same rights and benefits as other faculty. *(HE: January 2000)*

Child Care: Higher Education

CTA believes institutions of higher education should provide child care centers for students, faculty and staff. *(HE: February 1975, May 1996)*

College and Career Readiness

CTA believes that community colleges have a substantial role in providing a comprehensive program of college and career readiness that is available to all students. College and career readiness programs prepare students for postsecondary education and leads to meaningful and informed occupational choices that include college and university degrees, career-oriented employment, apprenticeship, technical certifications, military service, licenses, and/or entry into industry directly after high school.

CTA believes that all students should have access to community college career exploration processes and classes to help identify their educational goals.

CTA believes that when college and career readiness programs involve concurrent/dual enrollment (enrollment in both high school and community college simultaneously), such enrollment shall follow existing CTA policies regarding concurrent/dual enrollment. *(HE: November 2021)*

Competency Standards: Community Colleges

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

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

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

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

Individual districts should not be allowed to develop competency policies which supersede the authority of the state. CTA opposes the practice of using recency as criteria for determining competency or bumping rights and favors the use of seniority when equal or similar credentials exist. *(HE: April 1978, October 1978, February 1984, June 1984, October 1985, June 1986, March 1987, October 1987, May 1996, October 1996, January 2000; ACT: June 2024)*

Concurrent Enrollment: Community Colleges

CTA believes that concurrent enrollment (enrollment in both high school and community college simultaneously) should only occur when the student is unable to take the course(s) at their local high school. CTA further believes that community college funding should not be adversely affected by concurrent enrollment students. Concurrently enrolled high school students should not be given enrollment priority over community college students. *(PRO: April 2013)*

Conflict of Interest

CTA believes that ethical conduct of scholarship requires all individuals engaged in academic professions to refrain from conflicts of interest with respect to research or clinical care. A conflict of interest occurs when academic decisions are determined by considerations of personal gain, financial or otherwise.

CTA believes that income from scholarly and professional activities performed in connection with academic appointments does not alone determine a conflict of interest. These activities include, but are not limited to, editorial or authorship activities, seminars, lectures, teaching engagements; or service on advisory committees or review panels sponsored by a

government agency, another institution of higher education, an academic teaching hospital, a medical center, or a research institute that is affiliated with an institution of higher education. *(PIC: November 2017; HE: May 2022)*

Contract Education: Community Colleges

CTA believes contract education should promote cohesiveness in the community college structure. Any classes taught as contract education should not duplicate or detract from the regular college program and should be of such quality as to reflect positively on the district's program. *(HE: March 1985; March 2000)*

Department Chairpersons: CSU

CTA believes that:

1. The department chairperson should be elected or recalled by the faculty members that they serve, according to duly established departmental procedures; and
2. The duly elected department chairperson should be removed by the administration only for the most serious and compelling reasons, clearly and specifically stated in writing. A duly elected department chairperson should not be rejected or removed from office for reasons that violate the person's academic freedom, including the right to voice opinions, speak freely on campus academic issues, or the right to participate in academic governance, professional associations or the faculty union. *(HE: October 1995)*

Dismissal Standards: Higher Education

CTA believes dismissal should be based on stringent and clear standards that clearly indicate the inability of the individual being dismissed to perform their professional duties. *(HE: June 1998)*

Distance Education: Higher Education

CTA believes the goal of technology in education is to enhance learning and through distance education to make instruction available to those who otherwise would not have access. All classes taught via distance education must be subject to the regular curriculum review procedures and standards on each campus. Faculty should receive equivalent workload credit for distance education classes with consideration for the additional workload required to function in this medium. Distance education should be used to support and enhance regular programs and not to reduce positions, hours, or compensation. *(HE: May 1996)*

Doctor of Arts Degree

CTA believes in the establishment of a Doctor of Arts degree, a rigorous graduate program which will relate directly to the needs of higher education faculty for balanced training in scholarship, research skills, and teaching competence. *(HE: October 1971)*

Dual Enrollment

CTA believes concurrent enrollment educators must meet the minimum qualifications to teach the college course to which they have been assigned. *(HE: May 2022)*

Facilities: Community Colleges

CTA believes the community college districts should have adequate facilities to enhance the college environment. To that end, CTA believes community college districts may use buildings on closed military bases that meet statewide uniform building code requirements. *(HE: July 1999)*

Faculty Diversity: Higher Education

CTA believes faculty diversity reflecting the multiracial and multicultural environment of California must be a CSU and community college priority. *(HE: October 1995, June 2000)*

Faculty Evaluation: Community Colleges

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

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

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

The probationary period shall be used to evaluate the individual in accordance with the collectively bargained procedure. The district shall grant tenure unless deficiencies are proven and remain uncorrected. The faculty member shall have the right to appeal through binding arbitration any decision other than the granting of tenure. *(HE: October 1985, March 1987, March 1988, May 1996)*

Faculty Rights in Student Grievances: Higher Education

CTA believes the procedures for processing student grievances must include as a minimum the following protections for faculty members: the right to make professional judgments; the right of the accused to an open hearing; the right to legal counsel; the right to disclosure and

discovery of evidence; the right to appeal to an appropriate level; the right to have all grievance records including student grievances deleted from personnel records if the grievance is not upheld; and the right to maintain separation from all grievances including student grievances from processes covered under other district policies. *(HE: November 1973)*

Faculty Transfer Rights: CSU

CTA believes faculty should have a right to transfer between campuses within the California State University. Transfers shall be minimally at the same rank and step. Where more than one qualified faculty member wishes to transfer, priority shall be given to faculty who has been subject to layoff. At all times normal hiring procedures, including affirmative action considerations, should be followed. *(HE: October 1995)*

Fees: Community Colleges

CTA believes in the "open enrollment" policy for California's community colleges and opposes the imposition of fees or tuition for instruction. All students who meet California residency requirements should have free access. Fees for other than instruction must be compatible with: open access; local determination of curricula; and, local determination for expenditure of funds derived. A fee structure should be applied consistently. Revenue derived from fees shall be supplemental and shall not be utilized to supplant such state support. District costs to implement a state mandated fee proposal shall be borne by the state from general fund revenues. The state shall guarantee districts against a loss of revenue resulting from the imposition of a fee proposal. *(HE: October 1982, October 1985, May 1996, January 2000)*

Financial Aid: Higher Education

CTA believes there should be adequate funding for student financial aid at the state and federal levels. No qualified student should be denied access to higher education programs for lack of funding.

CTA further believes that all students deserve access to a higher education. Socio-economic status that restricts a student's capacity to take more than 12 units should not affect their eligibility for financial aid. *(HE: May 1977, May 1996, June 2018)*

Funding: Community Colleges

CTA believes community college funding should be in statute rather than in the Governor's budget. Community colleges should be funded equally regardless of whether instruction is conducted by full-time or part-time faculty. All aspects of the community college mission and functions should be fully funded for their actual costs without reducing appropriations for any individual program. Funding should be stable, predictable and adjusted for inflation. *(FPE: March 1977, May 1981, HE: May 1996)*

Funding Inequities: CSU-UC

CTA believes the California State University must play a leadership role in preparing California for the social and economic challenges of the 21st Century and to this end, support for teaching, advising, professional activity, and public service in CSU must be second to none and funding inequities per student between UC and CSU must be eliminated. *(HE: October 1995)*

Funding: Public State Universities

CTA believes student needs as well as enrollment should be a criterion for funding public state universities. These universities should have an adequate and stable funding base. *(FPE: October 1995)*

Funding/Vouchers: Higher Education

CTA believes in financing public higher education directly from public funds and is opposed to voucher systems in higher education. *(HE: February 1975)*

Governance and the Community College Chancellor's Office

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

1. The community college system shall be an equal partner within the community of California postsecondary segments.
2. The Chancellor's Office as governed by its board shall be responsive to the uniqueness of the individual community college
3. The Chancellor's Office shall only operate with the intent of strengthening the community college system so that the best interests of the citizens of California are maintained.
4. The Chancellor shall be a person who can effectively speak for the system and who shall set the goals toward which the system shall strive.
5. The rewards of the office shall be sufficient to attract and keep the highest quality candidates.
6. The supporting staff of the Chancellor's Office shall be of the highest quality so as to be equal to the task of meeting the goals set for the system by the Chancellor.
7. The Chancellor's Office shall consult with the appropriate statewide organizations representing faculty collective bargaining agents prior to the proposal, amendment, or repeal of regulations. *(HE: October 1985, June 1989)*

Governing Boards: Community Colleges

CTA believes:

1. In separate and distinct governing boards for California's community college districts.

2. The membership of the Board of Governors of the California Community Colleges should include, at a minimum, two tenured faculty members and one part-time/adjunct faculty member. *(HE: February 1973, January 2000)*

Graduation Requirements: Community Colleges

CTA believes demonstrated competence in oral communication, critical thinking, reading, written expression, information literacy and quantitative reasoning should be included in the minimum requirements for the associate degrees. A course in American institutions (i.e., national, state, and local government) should be made a separate graduation requirement. *(HE: February 1982, May 1996)*

Growth Plan: CSU

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

1. Deteriorating conditions on the existing campuses have been corrected.
2. All campuses have adequate physical space, safe buildings, up-to-date equipment, and adequate faculty offices.
3. Appropriate class size and teaching loads, and improved support staffing exist.
4. Such growth does not risk damaging the quality of current programs or campuses.
5. Faculty is an integral part of all planning for growth and development of any new campus.
6. The workload of faculty and other employees does not increase as a result of such growth or planning.
7. All growth must serve the goal of improving the quality of education for students, faculty, and other education employees. *(HE: October 1995)*

Higher Education Loans and Grants

CTA believes fully funded guaranteed loans and grant programs should be made available for all students. CTA also believes fully funded guaranteed loan assumption programs should be available to all students pursuing a teaching career. Criteria for grants should include the total financial situation of the family, other family members currently enrolled in institutions of higher education, and parents' ability to contribute financially. *(HE: October 1995; CPD: October 1997)*

Hiring Procedures: Community Colleges

CTA believes employment in the community colleges must be equally open to all professionally qualified persons and must abide by affirmative action procedures and policies. The procedure to determine professional qualifications shall include in-depth review by a hiring committee on which faculty shall constitute a majority. Part-time faculty applicants currently employed by the hiring district shall be given special consideration in the screening and/or interview process. Faculty members serving shall be from the discipline, or a closely related discipline, of the prospective employee. The hiring committee shall

participate in all steps of the hiring process, including final selection, and shall submit a ranked list of finalists to the district. Final selection shall be made from this list. *(HE: October 1986, March 2000)*

Instructional Funding: Community Colleges

CTA believes a minimum of 50% of community college funding shall be expended on instructional salaries, including benefits. No waivers should be granted. *(HE: May 1996)*

Interdistrict Agreements: Community Colleges

CTA believes interdistrict agreements must preserve local autonomy, provide for the needs of individual districts, control utilization of facilities, allow for stronger academic and vocational/Career Education programs, provide for stable enrollment and allow local districts to develop realistic budgets. Statewide mandated interdistrict agreements should be opposed. *(HE: May 1979, October 1985, May 1996; ACT: June 2024)*

Lecture-Lab Hours: Community Colleges

CTA believes in an hour-for-an-hour equivalency regarding lecture-laboratory courses. *(HE: October 1980)*

Mandated Fee Waivers: Community Colleges

CTA believes community colleges should be reimbursed for revenues lost from mandated fee waivers. *(HE: January 2000)*

Matriculation and Remediation: Higher Education

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

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

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

Remediation should be fully funded by the state and occur at the institutional level of admission. CTA opposes encouraging California students to attend out-of-state institutions of higher education in order that the state might avoid its responsibility to provide access to higher education, including needed remediation. *(HE: January 1983, February 1984, May 1996)*

Mentors for First-Year Faculty: Higher Education

CTA believes faculty mentors should be assigned to provide assistance for first-year faculty in various instructional techniques and knowledge of institutional policies and procedures. Mentors shall receive additional compensation or workload adjustment. *(HE: May 1987)*

Military Service

CTA believes that students who are called to active military service shall not be penalized regarding qualification for grants or fee waivers. CTA further believes that participation in military service is the right of every student and must not create a barrier for receiving grants or fee waivers. *(HE: March 2022)*

Minimum Standards: Community Colleges

CTA believes the Community College Board of Governors should establish minimum standards of excellence for California's community colleges. These standards may require increased support for those colleges that serve sparsely populated areas in order that they may meet the minimum standards. *(HE: February 1984)*

Mission: Community Colleges

CTA believes that the mission of community colleges includes academic transfer, career technical education, serving the diverse needs of the community, and lifelong learning. The following principles must be included in the mission of the community colleges: open access and a matriculation process that assists students to achieve educational goals within institutions committed to academic excellence; local flexibility to determine institutional functions and goals based on the needs of the community and its diverse populations; and, delivery of academic transfer programs and career technical education. *(HE: May 1984; ACT: January 2008; HE: August 2010)*

Non-Traditional Textbooks, Intellectual Property Rights and Academic Freedom

CTA believes in lowering the cost of education for students, including making available open-access textbooks and lower-cost or zero-cost educational materials and textbooks.

CTA believes that actions to utilize low-cost or zero-cost educational materials shall not interfere with the academic freedom of faculty members that is fundamental and essential to the teaching profession.

CTA believes that actions to utilize low-cost or zero-cost educational materials shall not interfere with the intellectual property rights of faculty members, who should have full ownership of and subsequent control over their intellectual property, including but not limited to, intellectual property related to technology-mediated instruction. *(HE: May 2022)*

Part-Time Faculty: Higher Education

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

CTA deplores the practice of employing part-time faculty for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time positions. CCA supports efforts to reduce the time and travel burden on part-time faculty forced to commute to multiple districts. Part-time faculty should be employed only when an educational program requires specialized training or expertise not available among the full-time faculty and when the need for such training and expertise does not justify full-time employment. CTA deplores the chronic underfunding of community colleges such that realizing the goal of a 75/25 Full-Time Part-Time Ratio is untenable, and CTA believes that under no circumstances should the number of hours of credit instruction taught by full-time faculty fall below 75% of full- and part-time faculty. *(HE: March 1996, January 2000, February 2001; October 2022; May 2024)*

Performance Based Funding: Community Colleges

CTA believes that the academic integrity of community colleges will be compromised with the adoption of any performance-based funding. *(HE: March 2000, August 2010)*

Personal Relationships in Higher Education

CTA believes a sexual relationship between a faculty member and a student currently enrolled in the faculty member's course or under the supervision or direction of the faculty member is unprofessional. *(CRE: March 1996)*

Privatization

CTA believes that it is in the best interests of the people of California that community colleges maintain their position as public institutions and that all efforts at privatization be resisted. *(HE: August 2010)*

Professional Development: Higher Education

CTA believes professional development must be a priority to keep faculty vital and current while enhancing effective teaching. The state should fund locally developed and implemented professional development programs. These monies should not supplant current allocations for existing programs. Professional development programs should be equally accessible to all faculty members (full and part-time). A majority of faculty should

comprise the committees which develop or plan such programs. *(HE: April 1989, October 1995, April 1989)*

Program Discontinuance: Higher Education

CTA believes academic programs should be discontinued only for legitimate academic or fiscal reasons. Such discontinuance should occur only after full review through established procedures that include the appropriate faculty governance bodies. Every effort should be made to provide reassignment, retraining or other opportunities for faculty who are displaced. *(HE: June 2000)*

Quality Indicators: CSU

CTA believes the California State University system, in order to provide a quality education for all students, needs: adequate funding, reduction of excessive workload, professional development opportunities for faculty and staff, smaller classes and uncrowded classrooms, clerical support, equipment monies, child care, housing subsidies, adequate department-chair loads, reduced teaching loads for new faculty, release time for scholarly activities, job security for lecturers, and sufficient funding to attract and retain quality faculty and staff. *(C&I: March 1990)*

Quality Indicators: Community Colleges

CTA believes community colleges, in order to provide a quality education for all students, need adequate funding, professional development for faculty and staff, smaller classes and uncrowded classrooms, clerical support, equipment monies, child care, adequate department chair loads for faculty chairs, reassigned time for extra duties, additional funding for increased hiring of full time faculty, and sufficient funding to attract and retain quality faculty and staff. *(HE: January 2000)*

Reduction in Force: Higher Education

CTA believes the criteria and procedures for reduction in force in California's community colleges and the CSU should be contained in their collective bargaining agreements. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application and affirmative action. Prior to RIF's, all alternatives including retraining should be exhausted. Should RIF's become necessary, the number of administrators, supervisors and managers should be reduced at least in proportion to the number of faculty being reduced. Any academic administrator, supervisor or manager who exercises their retreat rights shall have seniority based on time served in the bargaining unit, not seniority on the campus or in the system. Recall procedures should recall faculty in the reverse order in which they were laid off. *(HE: May 1996, January 1997)*

Research and Study Grants: Higher Education

CTA believes research and study grants should be provided to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence college or university decisions and policies. The process of study and research grants should influence neither undergraduate nor graduate curriculums until such time as they are complete and systematically integrated into the curriculum. Academic freedom should apply at all times to research and the dissemination of research results. *(FPE: January 1996)*

Revenue Limits: Community Colleges

CTA believes revenue limits of community college districts should be raised, taking into consideration equalization, to take into account decreases in enrollment and to prevent major dislocations in programs. *(HE: January 1985)*

Rights and Responsibilities of Community College Educators

CTA believes that community college educators:

1. Contribute to the intellectual, cultural and social life of their institutions.
2. Ensure safety of faculty on campus, including freedom from discrimination such as sexism, racism, homophobia, transphobia, and other oppressive biases, prejudices, and harassment.
3. Create curriculum and control course outlines.
4. Determine course materials and mode of course instruction.
5. Maintain ownership of intellectual property created for all classes, regardless of delivery modality.
6. Recommend desirable qualifications for employment, in addition to the Minimum Qualifications (MQ) established by Title 5 and published in the California Community Colleges Chancellor's Office MQ Handbook.
7. Develop and ensure implementation of equitable hiring criteria, policies, procedures, and practices.
8. Develop evaluation standards for managers and faculty.
9. Share in the college's governance structure.
10. Direct academic and professional matters, such as:
    a. Curriculum, including establishing prerequisites and placing courses within disciplines.
    b. Degree and certificate requirements.
    c. Grading policies.
    d. Educational program development.
    e. Standards/policies regarding student preparation and success.
    f. District and college governance structures, as related to faculty roles.
    g. Faculty roles and involvement in accreditation processes, including self-study and annual reports.

h. Policies for faculty professional development activities.
i. Processes for program review.
j. Processes for institutional planning and budget development.

11. Value and respect individual differences among a diverse faculty population. *(HE: July 2024)*

Salary and Compensation: Community College Chief Executive Officers

CTA believes that the total compensation paid to the Chief Executive Officer of each Community College shall be no more than double the highest total compensation paid to the highest paid faculty member. *(HE: February 2012)*

Salary Schedules: Community Colleges

CTA believes the establishment of a statewide salary schedule in California's community colleges is antithetical to local decision making. Differential pay systems are inequitable. *(HE: May 1996)*

Staffing Overload: Higher Education

CTA believes faculty should have the right to teach overloads on a voluntary basis and should receive compensation based on a pro rata share of the total compensation package of a full-time instructor, on the prevailing regular full-time schedule. CTA opposes administrative efforts that place limitations on full-time faculty to teach overloads or summer session classes. Full-time employees teaching on overload shall not be counted as part-time employees. For community colleges, full-time faculty overload shall not be counted as a portion of the full-time component as specified by law. *(HE: October 1980, March 2000)*

Student Affirmative Action: Community Colleges

CTA believes community college programs and services should be developed to increase the number of Black, Indigenous and People of Color (BIPOC) student transfers to four-year institutions.

Programs and services to fulfill this obligation should include: an active, aggressive, and early recruitment program beginning with junior high and middle school years; comprehensive assessment; counseling services to include placement, support services and retention; remedial services; English as a second language, if needed; activities designed to promote interest in transfer; economic services, including financial aid; expansion of Educational Opportunity Program Services (EOPS); and, expanded outreach programs to community-based groups. *(HE: January 1985, May 2023)*

Student Athletes: Higher Education

CTA believes that student athletes have a right to professional guidance surrounding their name, image, likeness, and athletic reputation. CTA further believes that student athletes

should be fairly compensated and protected from financial exploitation, gender bias, and transphobia.

Student Housing

CTA believes that all student housing must be paid for as an ancillary college service separate from Proposition 98.

CTA believes that all student housing must conform to residential livability, public health, and safety standards.

CTA believes that residential housing should be primarily available only to students who maintain at least half-time enrollment.

CTA believes that housing-insecure students should have priority for on-campus residential housing. *(HE: March 2024)*

Student Support Services: Higher Education

CTA believes clear admission and graduation standards, careful student counseling, tutorial and other support services, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. Students should have the right to complete course work during or after any quarter/semester missed due to a documented extended illness. *(HE: October 1995)*

Temporary Full-Time Faculty: Higher Education

CTA believes that temporary full-time faculty should be a part of the local bargaining unit and have the same contractual rights as other full-time faculty. *(HE: January 2000)*

Tenured Faculty: Higher Education

CTA believes tenure in institutions of higher education is an important prerequisite for the maintenance of academic freedom, continuity in academic and vocational/Career Education programs, and development of a faculty committed to the long-term success of the institutions in which they teach. *(HE: January 1988, June 2024)*

Training for Continued Employment: Higher Education

CTA believes that colleges should receive appropriate funding to compensate all faculty for all training that is a condition of continued employment.

CTA further believes all faculty should be equitably and appropriately compensated for the hours required for trainees and trainers.

CTA also further believes that all training should be equally accessible to all faculty. *(HE: November 2021)*

Transfer Education: Community Colleges

CTA believes the community colleges are an essential part of California's tripartite system of public education, with certain unique characteristics. The community colleges are uniquely suited to raise the aspirations, increase the preparation, and in general support the efforts of the disadvantaged and under-represented groups with respect to the attainment of the baccalaureate degree. Transfer education should be a primary function of community colleges. Community college faculty must identify and articulate learning experiences appropriate for transfer education. The AA and AS degrees shall constitute sufficient indicators of eligibility for continuation in a baccalaureate degree program. In order to meet the transfer function, community colleges, universities, and high schools must enter into meaningful articulation agreements. *(HE: March 1985, October 1985, October 1986)*

Trustee Elections: Community Colleges

CTA believes community college boards of trustees should be locally elected and reflect the demographics and diversity of the communities they represent. *(HE: April 1989)*

Tuition: Community Colleges

CTA believes in the "open enrollment" policy for California's community colleges and opposes the imposition of fees or tuition. *(HE: February 1982)*

Tuition: CSU

CTA believes that all qualified students should have a seat at a CSU and opposes the imposition of fees or tuition. *(HE: June 2018)*

Wall-to-Wall Units: Higher Education

CTA believes that chapters should represent full-time faculty and part-time faculty in the same unit. When separate units exist on the same campus, mergers should be sought. *(HE: February 2001)*

Workload: CSU

CTA believes expectations for CSU faculty to engage in scholarly and creative activities, research and publication, professional development and service must be recognized and factored in as part of a normal workload. *(HE: October 1995)*

Human and Civil Rights

Acquired Immunodeficiency Syndrome (HIV/AIDS)

CTA believes the Human Immunodeficiency Virus/Acquired Immunodeficiency Virus (HIV/AIDS) epidemic is a medical crisis. CTA further believes that there should be no discrimination based on medical conditions, whether or not they have been diagnosed. This epidemic has a direct impact on the lives of all of our members and students.

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

Every school district, college and university should establish guidelines for dealing with the problems created by HIV/AIDS, including establishing guidelines for the distribution of condoms in their jurisdiction. The exclusive representative should be involved in the development of these guidelines, and any dispute as to their meaning or application shall be subject to the appropriate grievance/arbitration procedure. The guidelines should be reviewed periodically and revised as necessary to reflect new medical information regarding HIV/AIDS. *(CRE: October 1985, January 1988, January 1989, June 1990, June 1991, April 1992, May 1996, April 2017)*

Alternative to Military Service

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

CTA also believes students and parents should be informed of their right to “opt out” of having their personal contact information released to military recruiters. *(CRE: April 1992, January 2001)*

Asian/Pacific Islander Heritage Month

CTA believes the celebration of Asian/Pacific Heritage Month encourages opportunities to preserve, promote and perpetuate Asian and Pacific Islander heritage and culture. *(CRE: October 1996)*

Black History Month

CTA believes the celebration of Black History Month encourages opportunities to preserve, promote, and perpetuate Black heritage and culture. *(CRE: June 2002)*

Cesar Chavez Day

CTA believes all school districts should promote observances and activities for Cesar Chavez Day, which recognizes the life and work of Chavez and his ideals of brotherhood, racial, ethnic and economic justice. *(CRE: May 2005)*

Children's Day and Children's Week

CTA believes the annual recognition of Children's Day and Children's Week in April should be celebrated by all communities to foster the well-being of children and youth and keep them a top priority. *(CRE: June 2008)*

Confidentiality of Student Records

CTA believes rights to privacy and confidentiality must be guaranteed, including maintaining the confidentiality of student records. *(CRE: January 1988)*

Corporal Punishment

CTA believes corporal punishment should not be used as a means of disciplining students in California schools. Discipline is essential in promoting optimum learning in the schools and encourages districts to choose forms of discipline which enhance student self-image. Corporal punishment may teach students that violence/physical force is an acceptable method to resolve differences of opinion. *(CRE: January 1986)*

Cultural Diversity

CTA believes that cultural diversity is inherent to the development of human and civil rights. CTA believes that ethnic studies enhances student achievement and is an essential component of a culturally diverse education. *(CRE: February 2012, November 2014)*

Dating Violence

CTA believes that school districts should develop a dating violence policy to address incidents of dating violence that occur at school. School districts should provide dating violence training to administrators, teachers, nurses and mental health practitioners at the middle and high school levels and should offer age-appropriate curricula for middle and high school students. *(CRE: June 2012)*

Death Penalty

CTA believes racial and economic biases exist in capital punishment cases and that executions may result in the death of innocent adults and children. The imposition of the death penalty should be opposed. *(CRE: June 1991)*

Desegregation-Integration

CTA believes in supporting desegregation and integration of all public schools in California. In order to eliminate segregated schools, the Association urges all school districts to adopt and implement policies which provide equal education opportunity for all students; equity in ethnic/racial staff assignments; and utilize all means to achieve desegregation/integration. *(CRE: November 1969, June 1984)*

Drug Related Suspension/Expulsion

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

The suspended or expelled student should be enrolled in a counseling and/or rehabilitation program. *(CRE: April 1969, June 1984, October 1988)*

Drug Testing

CTA opposes any drug testing program in the educational work place. *(CRE: October 1986)*

Due Process Rights

CTA believes civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. *(CRE: May 1987, March 1995, January 1996)*

Elimination of Discrimination and Bias

CTA believes in an inclusive society and calls upon all people and all levels of government to eliminate, by statute and practice, barriers of race; color; national origin; language (including dialect, accent and/or nonstandard/vernacular language); religion or belief systems; gender; sexual orientation; self-identified or perceived gender identity; age; disability; marital status; familial status; economic status; incarcerated or formerly incarcerated adults, juveniles and their families; and genetic characteristics that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution and statutes of the United States.

CTA believes that hiring procedures should be free from discrimination and bias. In determining any condition of employment, employers should be prohibited from asking an applicant to disclose or utilizing as a factor, information concerning specific juvenile court actions or custodial detentions. *(CRE: May 1987, March 1995, January 1996, March 2001, February 2013, May 2013, June 2016)*

English Plus

CTA believes laws and regulations that restrict the language (or languages) of instruction are contrary to the educational well-being of all students. CTA acknowledges English as the primary language of political, social and economic communication in the United States and students shall be provided access to programs which result in standard English proficiency and acquisition of core curricular knowledge, recognizing the benefits of the students' primary language or dialect. *(LNG: April 1992, March 1997; SEC June 2017)*

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

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

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

Equal access to educational programs must be guaranteed to all students. Adequate and consistent funding for remedial, tutorial and support services must be provided to insure fulfillment of the necessary requirements. *(CRE: May 1987, January 1988)*

Environmental Justice

CTA supports the right of all students and members to equitable access to clean air, clean water, and a safe environment.

CTA recognizes the scientific consensus that global climate change is largely caused by human activity, resulting in significant, measurable damage to the Earth and its inhabitants. We believe that humans must take immediate steps to change activities that contribute to global climate change, including developing and implementing environmentally sound practices that abate global climate change and bring justice to the communities who suffer most from its negative impacts.

CTA believes that those bearing the greatest burdens from negative climate impacts (from greater exposure to pollution to greater vulnerability to extreme weather) include:

- Native Communities
- Asian Communities
- Black Communities
- Latin(o/a/x) Communities
- Middle Eastern Communities
- North African Communities
- Multiracial Communities
- Pacific Islander Communities
- People with Disabilities, and
- Under-resourced Urban and Rural Communities.

Any climate actions or solutions must prioritize, elevate, and engage these communities to advance equity and environmental justice. Given their experiences with the impacts of climate change and environmental justice, these communities have crucial insight into climate solutions and must be at the helm of climate actions, both in and out of school buildings and worksites. *(CRE: April 2023, June 2025)*

Equal Access: College Preparation

CTA believes every student attending a public school in California is entitled to equal access to all educational opportunities. College preparation counseling shall be required at all middle school, junior and senior high schools. Exceptions must be made in cases where required subjects for college entrance were not available at the necessary level. Adequate and consistent funding for remedial, tutorial and support services must be provided to insure fulfillment of the necessary requirements. *(CRE: May 1987, January 1988)*

Equal Educational Access

CTA believes every student attending a public school in California is entitled to equal access to all educational opportunities. This access shall not be denied because of gender discrimination, ethnicity, language, special needs, socio-economic, immigration status, sexual orientation, gender identity, gender expression, or any other marginalized status. The goal of public education is to provide students with the skills necessary to become responsible and healthy members of society. Any monetary disincentives that penalize students create barriers to future success and should not exist.

CTA believes that the policy of tying standardized testing to funding and teacher evaluation creates an incentive to discriminate against students, which results in denying them equitable access to quality education. *(CRE: March 1994, March 2001, June 2006, November 2009, April 2010, February 2019)*

Equal Opportunity for Women

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

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

Reproductive freedom should be a basic right.

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

Women who are incarcerated must be provided equal access to all educational and self-help programs offered by county jails, camps, and correctional institutions. *(CRE: March 1984, October 1990, January 1995, May 1996; Amended July 2022)*

Equitable Reporting

CTA believes LEA’s should not be penalized due to the publication of data about special needs students - such as four-year graduation rates, college admittance rates, or dropout rates - because it is discriminatory. *(CRE: January 2010)*

Extremist Attacks on Public Education

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

All chapters should be alert to activities of extremists and to actively oppose such movements which will infringe on the rights of students and school employees. CTA condemns the philosophy and practices of extremist groups and their efforts to recruit students in our schools and their efforts to censor curriculum, reading and instructional materials. *(CRE: January 1986, April 1989, June 1990, January 1993, June 1994, May 2005)*

Fair Housing

CTA believes universally applied fair housing practices aid in bringing out a truly universal public education. Chapters, in cooperation with community agencies, must develop and promote practicable programs to implement fair housing practices in every community and to demand passage of legislation that will ensure to each person the opportunity to reside in the neighborhood of their choice. *(CRE: June 1971, June 1984, October 1988)*

Foster Care

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

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

Students should have the option to remain in foster care, if appropriate, until they receive a high school diploma or the equivalent. *(CRE: October 2000, April 2008, October 2010)*

Gender Equity in Education

CTA believes in equal rights for all and supports eliminating sex, perceived sex, gender, gender identity and/or gender expression discrimination in educational programs, activities, and facilities. School districts must enforce policies and procedures to ensure gender equity and awareness in all aspects of schooling, including, but not limited to, admissions, recruitment, facilities, access to course offerings, counseling services, financial assistance, athletics, textbooks, curriculum, health and insurance benefits and services, and employment. CTA calls for the strengthened reinforcement of regulations by school districts in order to bring gender equity and gender awareness in all aspects of schooling. Public schools have an affirmative obligation to combat sexism and other forms of bias and a

responsibility to provide equal educational opportunity to all pupils. *(CRE: May 1976, May 1978, October 1983, June 1984, October 1992, January 1996, May 1996, June 2014)*

Gender Identification/Gender Expression/Sexual Orientation

CTA believes all persons, regardless of actual or perceived gender, sexual orientation, or gender identity and expression, should be afforded equal opportunity within the public education system.

Every school district should provide counseling by trained personnel for students who are struggling with their actual or perceived gender, sexual orientation or gender identity and expression. *(CRE: January 1990, January 1996, June 2002, November 2014)*

Group Homes for Students

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

Students should have the option to remain in group homes, if appropriate, until they receive a high school diploma or the equivalent. *(CRE: October 1998, June 2010)*

Hate Crimes: Violence

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

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

CTA believes that school and college districts should provide in-service training for school employees in the identification and prevention of bullying behaviors as part of a comprehensive, ongoing anti-hate crimes and anti-harassment training program. *(CRE: January 1992, May 1996, May 1997, February 2002, May 2005)*

High-Risk Students

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

Successful interventions programs need to be supported and showcased.

Alternative intervention programs should be available for high-risk students who are incarcerated or being considered for incarceration. *(CRE: June 1993, March 1994, May 1996)*

Hispanic Heritage Month

CTA encourages local chapters and affiliates to support and participate in educational activities and events during Hispanic Heritage Month and any other days during the year that recognizes Hispanics for their leadership, contributions, and efforts in American Society. *(CRE: January 1997, May 2005)*

Human and Civil Rights of Children and Youth

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

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

The Association supports the rights of youth to safely access education and other human services during conditions of war, occupation, natural disaster and civil strife. The Association also supports programs and other efforts to prevent and alleviate the effects of such trauma upon children and youth. *(CRE: June 2008)*

Human Relations

CTA believes the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. *(CRE: October 1988, June 2002)*

Immigrants

CTA believes immigrants and their contributions have a positive effect on our communities. Immigrants' ideas, customs, languages, traditions, and values enrich our culture and the foundational fabric of society. *(CRE: April 2019)*

Immigration

CTA believes in an immigration process that includes due process, political asylum, and timely legalization without regard to national origin. Immigration policies should guarantee human rights and protect the integrity of the family unit without discrimination. CTA further believes, regardless of immigration status, emergency medical care should not be denied to any person.

Regardless of the immigration status of students or their parents, every student has the right to a free public education free from harassment. Schools are a safe haven and that no police officer or any federal, state or local agency shall enter the school building and or school grounds for the purpose of interrogating, questioning, arresting or taking into custody a student and/or parent unless upon lawful request.

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

CTA opposes any immigration policy that further militarizes United States borders, hinders workers' abilities to organize, impose high fees and fines on those seeking legalization and citizenship, or criminalizes individuals or groups who support or assist immigrants regardless of their status. *(CRE: March 1994, January 1996, April 2006, April 2008, April 2010)*

Impact of Homelessness and Poverty on Children and Youth

CTA believes in the right of all children and youth, including those without permanent legal address, to an education, adequate housing, and health care. Because poverty negatively impacts children's ability to learn and deprives them of the opportunity for academic success, schools and community groups should work cooperatively to meet the needs of homeless and impoverished children and youth. CTA also believes homelessness does not equate to abuse or neglect and that families should be supported in their attempts to avoid eviction and/or foreclosure. *(CRE: January 1988, May 1997, April 2013, January 2021)*

Insurance Practices

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

Families with a history of genetic disorders should not be discriminated against by insurance companies. *(CRE: January 1984, June 1992, May 1996)*

Juneteenth

CTA acknowledges Juneteenth (June 19) is a permanent celebration of emancipation. CTA further acknowledges the celebration of freedom from the vestiges of racial discrimination and the abolition of all badges and incidents of slavery honors and reflects the significant role that African-Americans have played in the history of the United States. *(CRE: June 2002, February 2023)*

Juvenile Court Schools

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

The population of incarcerated youth is composed of higher percentage of youth with disabilities than the general school population. These youths must be provided special education services as determined by the IEP team without regard to their status as incarcerated youth.

CTA will strive to achieve adequate protection of the professional rights of juvenile court school bargaining unit members and adequate protection of the educational rights of students through supporting state and federal efforts to correct the problems of legal and administrative ambiguity and inadequate funding. *(SAE: January 1983; SPS: April 2002; SAE: May 2005)*

LGBTQ+ Pride Month

CTA believes the annual recognition of LGBTQ+ Pride Month is an important component of the effort to recognize diversity through education, as well as a valuable activity in any overall instructional program directed toward improving human relations in schools and local school districts. *(CRE: March 1996)*

Marriage

CTA believes the legal rights and responsibilities of marriage, civil union and/or domestic partnership belong to all adults, regardless of gender or sexual identification/orientation, race, ethnicity, disability, religion or socio-economic status. *(CRE: March 1997, October 2004)*

Martin Luther King Jr. Day

CTA believes all school districts should promote observances and activities for Martin Luther King Jr. Holiday which epitomize the life and work of Dr. King and his ideals of brotherhood and racial justice. *(CRE: October 1988)*

Minimum Living Wage

CTA believes a minimum living wage, annually adjusted to meet the cost of living, is necessary to support children in the home, to provide them with shelter, food, clothing and materials to be successful in school. *(CRE: January 2001)*

Native American/Alaska Native Heritage Month

CTA believes the celebration of Native American/Alaska Native Heritage Month encourages opportunities to preserve, promote and perpetuate the Native American/Alaska Native heritage and culture. *(CRE: June 2002)*

Native American Remains

CTA believes in the dignity of the dead and encourages laws to prevent the robbery or desecration of graves and burial sites. Human remains, grave artifacts and/or sacred items

of Native Americans should be returned to the tribes or areas of their origin. *(CRE: March 1990)*

Net Neutrality

CTA believes that Net Neutrality is essential to an equitable society and free democracy and that the information on the Internet is a public resource that should be available to all people equally. Net Neutrality is the principle that all Internet communications are treated equally, and Internet Service Providers (ISPs) will not discriminate, charge differently or restrict any use based on the user, content, method of communication, location or otherwise. Net Neutrality ensures that the full resources of the Internet and means to operate on it are open to all without restrictions, enabling anyone to access, utilize and share all available information. *(COM: November 2019)*

Parent Empowerment

CTA believes in a collaborative approach to parent empowerment, a comprehensive and research-based school improvement plan, and ongoing collaboration of teachers, parents, students and community to address the issues faced in public education.

CTA opposes so-called “trigger” laws which circumvent authentic parental and community involvement, including but not limited to those pushed by corporate-backed reform groups or outside special-interest organizations/individuals. *(CRE: June 2014)*

People-First Language

CTA believes that individuals with disabilities should only be referenced with “People-first Language.” People-first Language puts the person before the disability, thus identifying the disability rather than the person. *(SEC: November 2015)*

Peace and International Relations

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

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

Establishing relationships with educators from other nations will help promote human rights and international peace and understanding. *(CRE: January 1985, March 1987, May 1996)*

Pregnant Students/Parents

CTA believes pregnant students, mothers, and student fathers should not be discriminated against nor denied equal educational opportunities. *(CRE: January 1987)*

Prejudicial Terms and Symbols

CTA believes prejudice based on race, ethnicity, religion, sexual orientation, gender identification, gender, age, disability, size, marital status, economic status, physical ability or mental ability should be eliminated. CTA also believes the use of names, symbols, caricatures, emblems, logos and/or mascots that promote such prejudice should not be used. *(CRE: June 2006)*

Racial Profiling

CTA believes the use of racial profiling by any local, state or federal law enforcement agency undermines the basic human rights and freedom to which every person is entitled. *(CRE: June 2010)*

Restorative Justice

CTA believes that crime causes injury to people and communities and that restorative justice programs provide opportunities to repair those injuries by enabling the victim, the offender and affected members of the community to be directly involved in responding to the crime. *(CRE: April 2011)*

These practices accomplish the following:

1. Assure community protection;
2. Hold offenders personally accountable for repairing the harm done to victims and communities resulting from juvenile crime;
3. Ensure that juvenile offenders make measurable gains in educational, career, social, civic and other areas of competency that enhance their capacity to function as law-abiding citizens, and;
4. Protect, restore, and improve public safety by providing the opportunity to bring together affected victims, the community, and juvenile offenders for restorative purposes. *(SMC: February 2024; ACT: June 2024)*

Rules of Evidence

CTA supports the principles embodied in any legislative proposals which require rules of evidence in administrative proceedings to be those utilized in civil actions. *(TEAF: October 1974)*

School Closures

CTA believes that school closures are disruptive and detrimental to the education of students, and to the communities in which they are located.

CTA also believes that school closures may be necessary, such as after a natural disaster, a public health crisis or political/social unrest. Whenever school closures are considered by school districts, all stakeholders must be engaged in the process, including a school district

advisory committee as outlined in the California Education Code. These decisions should not be made unilaterally by school districts. The decision to close and/or reopen schools in person or virtually shall be made in an equitable way that addresses the needs and concerns of all stakeholders. *(CRE: June 2013, January 2021)*

Self-Determination and Sovereignty of Indigenous Peoples

CTA believes that California Indian tribes are sovereign nations with the rights to self-determination, as affirmed by international, federal, and state laws. The Association further believes that all Indigenous peoples worldwide are entitled to the same fundamental rights of sovereignty, cultural preservation, and self-governance. *(CRE: June 2008, April 2025)*

Service Animals

CTA believes all persons, regardless of disability, should be given consideration in the use of service animals (any guide dog, signal dog, therapy animal or other animal individually trained to provide assistance to an individual with a disability). CTA supports a disabled person's right to obtain, train, and utilize quality service animals.

CTA believes the use of service animals in classrooms; particularly within the special education population is beneficial. Service animals are necessary in assisting persons with disabilities. Effort should be made to provide allowances in schools where service animals are used by staff and/or students. *(PRR: June 2010)*

Sexual Harassment

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

All school districts shall adhere to all regulations and guidelines that effectively curb illegal acts of sexual harassment. *(CRE: June 1989)*

Social Justice

CTA believes that social justice includes, but is not limited to, political, educational, social and economic equality and equity for all persons. Participation by members in activities and organizations that promote social justice is encouraged. Social justice curricula should be offered in our schools and to our communities. *(CRE: June 2012)*

Special Education: Suspension and Expulsion

CTA believes children identified as individuals with exceptional needs are entitled to a prescribed suspension/expulsion policy as determined by the Individual Educational Plan (IEP) team. *(CRE: May 1985, June 1990)*

Special Education: Use of Aversive Procedures

CTA believes the use of aversive procedures must be designed to address the behavioral needs of individual students and be approved as part of a student's Individual Educational Plan (IEP). For students with an IEP, aversive procedures such as restraint, educative seclusion or behavior training for socially acceptable behavior, should be implemented as an integral part of a long-term, school-wide, positive behavior support system as outlined in the student's IEP when other non-aversive behavior modification techniques have proven ineffective in ensuring a safe learning environment for all.

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

Bargaining unit members shall not be liable for implementing aversive procedures outlined and agreed to by parents/guardians in the IEP. *(SAE: March 1987, May 2005; SEC January 2010)*

Special Education Students: Graduation

CTA believes special education students who meet their Individual Education Plan and other students who receive certificates of achievement should have the right to attend graduation ceremonies in the same manner as those students receiving a diploma. *(CRE: March 1988)*

Student Due Process

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

CTA believes punitive laws which are contingent on grades or attendance and not school or education related, should not be enacted. *(CRE: October 1997; PRR: March 1980, June 1984)*

Student Empowerment

CTA believes in the empowerment of student voices. Educators in all fields shape the minds of future leaders and are obligated to ensure that all students are offered safe spaces to use their agency, to be seen, heard and validated. Educators have a duty to model dialogue and listen critically. With intent towards action, CTA and students may participate in debate reciprocally and respectfully. It is through these spaces that all students may lift their voices to express their needs, advocacy, and leadership with an emphasis on diversity, equity and inclusion. *(CRE: March 1988, March 2022)*

Student Racial-Ethnic Identification

CTA believes in the inherent right of parents to declare the ethnicity of their child/children on all forms required by the state and/or school districts rather than continue the current practice of having this identification made by the classroom teacher. *(CRE: May 1985)*

Violent Students Previously Expelled

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

CTA believes a plan for support services, appropriate program design, specific intervals of assessment, and monitoring of inappropriate behavior should be developed by designated school personnel including receiving teacher(s). *(CRE: May 1987, May 2005)*

Workplace Exploitation

CTA believes the exploitation of children, women and workers, both at home and abroad, is inhumane and unjust. This exploitation takes the form of poor working conditions, sub-par wages, extraordinarily long hours and unsafe working places. *(CRE: May 2005)*

Internal Policy

Affiliate Policy on Personal Relationships in Higher Education

CTA urges its affiliates in institutions of higher education to establish strong policies declaring such relationships between faculty and students unprofessional. *(CRE: March 1996)*

Americans with Disabilities Act

CTA believes in full compliance with the requirements of the Americans with Disabilities Act (ADA). CTA representatives, both elected and employed, will do everything they can to make sure that no one is denied an opportunity to participate in a CTA function, or in a CTA-sponsored event, because of any disability as identified in the legislation. *(CRE: June 1993)*

Association Activity in Political Campaigns

CTA believes Association involvement in political campaigns, both direct and indirect, must ensure that the integrity and credibility of CTA is maintained for its members and the public. *(PIC: October 1988, April 2015)*

Association Participation in Political Parties

CTA believes that member participation in political parties (state and national conventions, central committees, etc.) strengthens our involvement in the political process. *(PIC: January 1988, April 2015)*

Committee Membership in School District

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

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

Local chapter leaders should ensure the process for selection of teacher representatives on site/district advisory committees protect the integrity of the bargaining unit. Local contract writing teams and coordinated bargaining teams need to be alerted to the necessity of including appropriate contract language to protect bargaining unit interests in all areas that are impacted by the authority granted for committee assignments including, but not limited to:

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

All chapters should include in the contract language requiring teacher inclusion all on-site/district advisory committees. *(NEG: January 1977, June 1984)*

CTA Aspiring Educators

CTA believes in encouraging high school students to pursue college preparation programs and to pursue careers as public school teachers. CTA authorizes the sponsorship of Teachers for Tomorrow/California Teachers Association (TFT/CTA) chapters in public schools. TFT/CTA chapters shall be sponsored by a local chapter of CTA or CTA Aspiring Educators. They may also work in partnership with other school organizations and individuals.

Members of TFT/CTA chapters shall receive the CTA-AE “I Choose to Teach” newsletters and enjoy other rights and privileges authorized by the CTA Board of Directors. CTA neither assumes nor will incur any liability for any personal injury that may occur as a result of any activity to or involving TFT/CTA chapters. *(HE: June 1986, May 1996; CPD: October 2001)*

Equal Opportunity for Women

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

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

The establishment of women's education committees in local and state associations is a vehicle for implementation of equal opportunity for women. *(CRE: March 1984, October 1990, January 1995, May 1996, April 2011)*

Extremist Attacks on Public Education

CTA believes it shall serve as a clearing house on extremist groups and will make available workshops and training programs designed to inform members of the threats from these groups. CTA encourages all chapters to negotiate an academic freedom clause in their contracts and to help to develop and enforce school district policies on parental complaints and visitations on campuses, and challenges to instructional materials to help counter the activities of the extremists' groups. *(CRE: January 1986, April 1989, June 1990, January 1993, June 1994)*

Facilities/Enterprises Use - Union/Non-Union

CTA will not patronize any establishment or enterprise on the national AFL-CIO's "do not patronize" list so long as the National Education Association does not reject or censure a specific boycott. *(NEG: December 1989, March 1993, January 1997, January 2013)*

Family Leave

CTA believes all contracts should include language implementing Family Leave policies, and that such language includes domestic partners, and other dependent persons. *(CRE: March 1994, March 1999)*

Financial Privacy

CTA believes members' rights to financial privacy are fundamental. *(PIC: March 2003)*

Fringe Benefit Carriers

CTA believes the best means of providing cost-effective quality health care for CTA members is through education and training of CTA chapter leaders and staff regarding significant health care issues including the selection of the most competitive plans and carriers. CTA does not endorse or recommend any specific provider of health, dental or vision service. *(NEG: June 1988, June 1991)*

Identifying and Recruiting Candidates for State Office

CTA believes in the election of pro-public education candidates to statewide office. CTA may encourage and provide counsel for potential candidates. *(PIC: January 1995, April 2015)*

Initiatives and Referenda: Funding

CTA believes some statewide initiatives and referenda are important to CTA members and that funding shall be limited to those recommended or opposed by the State Council. *(PIC: December 1976, June 1984, April 2015)*

International Educational Relations

CTA believes establishing relationships with educators from other nations will help promote human rights and international peace and understanding. It is the policy of the California Teachers Association to receive and exchange visits with delegations from groups represented by the Education International (EI). Requests from non-EI delegations shall be reviewed on a case-by-case basis; acceptance of such requests shall be contingent upon the group's demonstrated record on human and civil rights. *(CRE: January 1985, March 1987)*

John Swett Awards for Media Excellence

CTA believes the media has an effect on the education of the public and deserves recognition for their efforts on behalf of public education. Media professionals shall be recognized by CTA on an annual basis through the John Swett Awards for Media Excellence. *(COM: March 1995, January 1996, March 1996)*

Membership Involvement in Legislative Activities

CTA believes members have the right as individuals to participate in the legislative process.

CTA further believes it is the organization's responsibility to its membership to monitor, propose and take positions on legislation which impacts public education in California.

It is CTA's responsibility to its membership to promote involvement in legislative activities, such as, but not limited to:

1. Local/statewide activities in support of CTA's legislative positions;
2. Community engagement;
3. Coalition building with groups supportive of public education;
4. Special programs to involve such specific groups as retired members, new voters, parents and underrepresented groups in the legislative process;
5. Models for local chapter implementation of political and legislative programs;

6. Activities to support CTA positions in coordination with NEA policies and programs in regard to federal legislation. *(PIC: May 1985, March 2003, June 2015)*

Membership Involvement in Political Activities

CTA believes members have the right as individuals to participate in the political process.

CTA further believes that it is the organization's responsibility to its membership to monitor, propose and take positions on the political process that impacts public education in California.

It is CTA's responsibility to its membership to promote involvement in political activities, such as, but not limited to:

1. Recommendations and political activities on behalf of candidates supportive of public education.
2. Local/statewide activities in support of CTA's political positions.
3. Community engagement.
4. Coalition building with groups supportive of public education.
5. Special programs to involve such specific groups as retired members, new voters, parents and underrepresented groups in the political process.
6. Models for local chapter implementation of political programs.
7. Activities to support CTA positions in coordination with NEA policies and programs in regard to political issues.
8. Membership involvement in political parties. *(PIC: June 2015, November 2017)*

Peer Assistance Programs; Peer Assistance and Peer Review Programs

CTA believes the decision to embark on a program of peer assistance and review (PAR) is a decision that should take into consideration the unique characteristics of the chapter and the district it serves.

Chapters instituting a program of PAR need to negotiate elements of the program. Fair treatment of all participates is critical to the success of the peer assistance and peer assistance and review programs with special emphasis on due process rights, full funding and ample training for all parties. Included in a negotiated agreement should be procedures to begin the program, details of which employees are covered by the program, processes for the selection of consulting teachers, processes the program will use for administration of the program, and procedures for termination of the program. This list is not exhaustive of all elements that must be in an agreement, and local chapters are encouraged to consult the CTA Contract Reference Manual for suggested language.

The goal of a peer assistance program or of a peer assistance and peer review program is to help teachers develop practices to improve instruction and student performance.

It is important to recognize the difference between "peer assistance" and "peer review." Peer assistance programs aim to help new and veteran teachers improve their knowledge and skills. A formal peer assistance program links a "participating teacher" with a "consulting teacher" who provides ongoing support through observing, sharing ideas and skills, and recommending materials for further study. Peer review programs add one significant element to peer assistance. In peer review programs, the consulting teachers may make recommendations that might impact the employment status of participating teachers.

Peer review must not exist without peer assistance.

Any documentation that results from a peer assistance program shall remain confidential among the individuals involved. Further, in a peer assistance and peer review program, if adverse action is initiated, clear rules on allowable use of documents, products, and communications arising from the program must exist and be communicated to all parties. *(TEAF: November 1969, April 1982; January 1986, January 1988, March 1991; PRR: June 1991; TEAF: March 1995; PRR: October 1998, February 2001; TEAF: February 2001)*

Political Funding

CTA believes candidates for public office must complete the CTA Recommendation Process prior to consideration for CTA/ABC campaign contributions. *(PIC: March 2003)*

Political Recommendations

CTA believes the recommendation of candidates for public office is an essential part of the Association program. CTA shall maintain a fair and open process as established by the State Council of Education. *(PIC: March 1991, January 1992, May 1996, April 2015)*

Professional Competency Commissions

CTA believes members who are selected to serve on a Commission on Professional Competency should be willing and able to ensure that the legitimate rights of the certificated employee defendant are adequately protected and promoted.

CTA shall provide training and assistance so that the certificated employee representative on a Commission on Professional Competency will effectively carry out the objectives cited above. *(TEAF: November 1971)*

School Board Elections

CTA believes local chapters should be encouraged to participate in school board elections for their districts. Further, CTA believes chapters should interview and make recommendations on candidates to their members and to voters in their communities. CTA also believes that the use of district-based elections should not impair the ability of a

protected class to elect candidates of its choice or otherwise inappropriately influence the outcome of an election. *(PIC: October 1974, June 1984, January 1994, May 1996, February 2023)*

Seniority/Affirmative Action

Through its Legal Services Program, CTA will oppose vigorously the abuse of the spirit and the letter of the law, by school employers, in layoff or rehire decisions. When it is determined that any such decision is unjust, defective, or discriminatory, CTA will pursue legal action in the state and federal courts, and in agencies such as the EEOC, to ensure that the rights of every member of the bargaining unit are fully protected.

Where there has been a judicial finding that the under-representation of men, women and non-binary, or Black, Indigenous, and People of Color (BIPOC) in a particular work force is attributable to unlawful discrimination by the particular employer, a court should have the power to impose race or gender preferences in hiring, promotion and layoff to the extent necessary to eliminate the effects of the unlawful discrimination, even if such preferences are contrary to a bona fide seniority system. *(CRE: October 1975, January 1984; Amended July 2022)*

Sexual Harassment

CTA believes all chapters shall include in their negotiated contract, language forbidding acts of sexual harassment, verbal or physical in any form. CTA encourages local chapters to: establish strong policies defining and prohibiting sexual harassment; develop educational programs designed to help people recognize, understand, prevent, and combat sexual harassment; develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties. *(CRE: June 1989, March 1996, April 2011)*

Threats to Public Education

CTA believes in the importance of continual education of its members and the public concerning issues and/or groups that threaten public education and public school employees.

CTA further believes in vigorously defending against these threats. *(PIC: May 1981, June 1984, June 2015)*

Understanding and Support of Public Education

CTA believes it is the Association's responsibility to promote understanding and support of public education and educators. CTA encourages community and parental participation in achieving and maintaining educational excellence. *(COM: March 1995, January 1996)*

Politics and Legislation

Ballot Statements

CTA believes ballot statements should not be cost-prohibitive to potential candidates. *(PIC: June 2015)*

Candidate Transparency

CTA believes that all candidates for public office, shall provide documents, including tax returns, which show their financial obligations, economic interest and business revenue. *(PIC: April 2017)*

Community Engagement and Coalition Building

CTA believes in community engagement and coalition building that advances free, universal and quality public education; that recognizes educators as positive contributing members of the community; and gains recognition for CTA and local unions as a source of expertise on education issues. *(PIC: April 1992, May 1996, June 2005, November 2015)*

Conflict of Interest Laws and Economic Disclosure Regulations

CTA believes Conflict of Interest Laws and Economic Disclosure Regulations must require full disclosure of personal or private financial considerations on the part of all elected and/or appointed officials.

Such laws and regulations serve to inform the public and regulatory agencies of potential impropriety.

California Public Schools' Conflict of Interest Laws and Economic Disclosure Regulations should apply to individuals, groups or charter schools that receive public funds.

Education employees should have reasonable access to information about the economic interest of their employers (superintendents, board members, charter school operators, etc.). This information should be readily available to the public. *(PIC: October 2007, June 2015)*

County Superintendents/Boards of Education

CTA believes in supporting efforts by local affiliates and multi-chapter PACs in determining whether a county superintendent and/or county board of education should be elected or appointed.

CTA believes that employees of school districts should not be prohibited from candidacy for or appointment to county board of education offices in the county in which they work and reside. *(PIC: January 2015, January 2020)*

Electoral College

CTA believes that the popular vote should determine the outcome of the presidential election. (PIC: April 2017)

Employment of Former Legislators, Policy Staff

CTA believes that no one should be refused employment because of their previous service in state or federal employment as a legislator or a staff person. *(PIC: April 2017)*

Full-Time Legislature

CTA believes a full-time Legislature allows state government to address the problems and needs of a large diverse population. Therefore, CTA opposes any effort to create a part-time Legislature. *(PIC: January 2001)*

Majority Vote

CTA believes majority rule is a fundamental of our democracy. Any initiative, local measure or state policy should be passed by 50% plus one. CTA supports efforts to lower current supermajorities at the state and local level. *(PIC: January 2001, November 2009)*

Open Public Meetings

CTA believes the public's business should be transacted in public. Public agencies must take their actions openly and their deliberations must be conducted openly. *(PIC: March 1994)*

Political Action: Candidate Support

CTA believes CTA support or CTA chapter support should be provided to any candidate for public office who actively supports and endorses the primary goals of the Association as adopted by the State Council of Education.

CTA further believes a recommendation procedure should be maintained by the State Council and be made available to each chapter. *(PIC: March 1974, June 1984, May 1996)*

Political Action: Term Limits

CTA believes the voters of the state have a right to support or oppose any candidate for public office. The voter has the right to select from among candidates for office, including incumbent officeholders. CTA further believes that voters should not be denied the opportunity to vote for the candidate of their choice by placing artificial barriers, such as term limits, to inhibit the free choice of the voter. *(PIC: February 2002)*

Political Contributions

CTA believes in the right of the individual to make voluntary contributions through a non-profit organization.

CTA further believes in allowing non-profit membership organizations to pool individual, voluntary contributions and utilize those contributions in support of the candidates and committees recommended by CTA. *(PIC: November 1975, May 1996, June 2015)*

Political Contributions and Reporting

CTA believes that full disclosure by candidates, organizations, committees and individuals of campaign contributions is essential to the democratic process and opposes attempts to limit the right to support or oppose candidates and/or issues.

CTA further believes that the state should maintain a database of campaign contributions that is timely and accessible. *(PIC: March 1998, November 2015, February 2016)*

Public Officials Conduct

CTA believes public resources should not be used in the settlement of cases involving elected and/or appointed officials accused of and/or found guilty of harassment.

CTA further believes all settlements associated with elected and/or appointed public officials should be made public. *(PIC: June 2018)*

Redistricting

CTA believes the process for redistricting of Legislative and Congressional districts should be based upon objective data and the most current U.S. census and should be consistent with the Federal Voting Rights Act. *(PIC: December 1989, April 2007)*

Reorganization of School Districts

CTA believes that prior to unification, consolidation or deunification of districts the following conditions should be met:

1. A minimum of one-year notification prior to implementation.
2. Any revenue loss is pro-rated over a minimum 3-year period.
3. Administrative costs should be reduced at the same proportion as the loss of revenue.
4. Equitable distribution of facilities and assets shall be agreed upon by all affected districts.
5. No loss of member jobs or reduction in benefits or salaries.
6. Full and equitable maintenance of programs.
7. Registered voters residing in all affected districts shall be allowed to vote on the issue.

8. Compliance with court ordered decisions.
9. Demographics of the original districts(s) is substantially preserved in the newly created district(s). *(C&I: March 1993; PIC: May 1996, February 2016)*

School Board Member Evaluation

CTA believes in the active participation in school board races by local chapters.

CTA believes ongoing communications with endorsed/funded school board members is crucial to achieving /maintaining chapter and state goals. Therefore, local chapters that receive CTA/ABC funding for school board races will be required to evaluate the effectiveness of achieving the goals of chapter/CTA into local contracts. *(PIC: May 1986, October 1988, June 1992)*

School District Take-Overs

CTA believes school districts in California are best run by locally elected school boards. CTA opposes any attempt to take over and run school districts by city councils, city mayors or any other elected officials who were not specifically elected by the voters of the school district to hold a seat on the school board. *(PIC: January 2000; NEG: June 2005)*

State Agencies

CTA believes state oversight agencies such as the State Teachers' Retirement System, Public Employees' Retirement System, Public Employment Relations Board, an independent credential board, and a non-partisan elected Superintendent of Public Instruction are necessary for the operation of state mandated programs. CTA should vehemently oppose any attempt to eliminate their existence.

CTA further believes the Secretary of Education position in the Governor's office should be eliminated and all of the functions of this office be assumed by the California Department of Education. *(PIC: March 1998, June 2018; CPD: April 2002; CTE: October 2003)*

Vacancies

CTA believes that a vacancy for any publicly elected office should be filled expeditiously to ensure uninterrupted representation. *(PIC: April 2019)*

Voter Information

CTA believes that information about candidates for public office and issues should be accessible and organized in such a way, as to be useful for voters. *(PIC: June 2015)*

Voter Registration

CTA believes voter registration should be an open process which encourages as many citizens as possible to register to vote. Every CTA member eligible to vote should be a registered voter.

CTA further believes that voter registration should be available through public agencies such as DMV, Covered California, etc. *(PIC: January 1972, June 1984, June 1991, November 2015)*

Voting Procedures

CTA believes voting is the right and responsibility of all citizens and the state should establish voting procedures which will maximize citizen participation in the democratic process.

The order in which public offices and issues are listed on ballots should be done in a logical way that enables the voter to easily locate the office/issue.

State and county election officials must assure voters of a safe, secure, fair and accurate election process by providing voting equipment that the voter will find to be clear, easy, and accurate when the voter casts a ballot on election day or when voting by mail. Voters must be assured that their vote will be counted as casts.

CTA believes that voters wishing to vote by mail should not incur financial hardships.

CTA supports recounts of votes in public elections tabulated by voting systems to verify accuracy in the certification process.

CTA believes that any voting system for public elections should be securely maintained and protect the integrity of the election record. (*PIC: June 1991, February 2002, April 2015, April 2017, June 2018)*

Voting Process

CTA believes one of our most important freedoms is the right to vote and be a full participant in the electoral process of our nation. CTA further believes that our voting system must be free of procedures that will result in the loss of the right to vote for any citizen.

CTA further believes that efforts to increase voter participation should be encouraged. *(PIC: May 2005, November 2015)*

Voting Residence

CTA believes that the official residence of a candidate should be their actual residence. *(PIC: April 2017)*

Professional Excellence

Continuing Education: Teacher Education Centers (TEC)

CTA believes in the concept of teacher centers. Policy boards should be composed of a majority of teachers selected by the exclusive representative and should be in place before any plans or policies are developed. *(CTE: May 1983)*

Controlled Substances

CTA believes all school employees should become knowledgeable about controlled substances. Chapters should work with their districts and community agencies in planning programs to help prevent controlled substance abuse, as well as to develop programs to aid those who have controlled substance problems. *(CRE: April 1969, June 1984, October 1988, May 2005)*

Doctorate of Education

CTA believes the State should ensure a sufficient number of affordable, high quality, and accessible opportunities to obtain the applied Doctoral Degree in Education (Ed.D) shall be made available. *(CPD: February 2002)*

Effective Teachers

CTA believes effective teachers engage students in learning. Effective teachers demonstrate both content knowledge and appropriate pedagogical practices. Effective teachers use multiple assessments, such as standardized and local classroom assessments, to adjust instruction and promote learning. Effective teachers also meet the California Standards for the Teacher Profession (CSTP), reflect on practice and engage in meaningful professional development during teacher preparation and throughout their careers. *(CPD: January 2010)*

Black, Indigenous, and People of Color (BIPOC) Educator Recruitment

CTA believes the certificated BIPOC personnel in California should reflect the diversity of the state, and urges college and university schools of education to design and implement programs which actively recruit BIPOC students. Colleges, universities and school districts must work together to ensure a successful program.

Districts should provide mentoring services for new BIPOC employees with appropriate release time to observe exemplary demonstrations of professional activity and to attend appropriate in-service activities.

Local affiliates and school districts must assure that teaching conditions for BIPOC are equal to those experienced by non-BIPOC teachers. *(CRE: June 1986, October 1991, May 1996, May 2005, Amended April 2021)*

Off-Campus Degree/Credential Programs

CTA believes all school districts in California should adopt clearly understood guidelines for salary increments resulting from professional growth experiences. *(CPD: February 1980 June 1984, June 1991)*

Peer Assistance Programs; Peer Assistance and Peer Review Programs

CTA believes the goal of a peer assistance program or of a peer assistance and peer review program is to help teachers develop practices to improve instruction and student performance.

It is important to recognize the difference between "peer assistance" and "peer review." Peer assistance programs aim to help new and veteran teachers improve their knowledge and skills. A formal peer assistance program links a "participating teacher" with a "consulting teacher" who provides ongoing support through observing, sharing ideas and skills, and recommending materials for further study. Peer review programs add one significant element to peer assistance. In peer review programs, the consulting teachers may make recommendations that might impact the employment status of participating teachers.

Peer review must not exist without peer assistance.

Any documentation that results from a peer assistance program shall remain confidential among the individuals involved. Further, in a peer assistance and peer review program, if adverse action is initiated, clear rules on allowable use of documents, products, and communications arising from the program must exist and be communicated to all parties. *(TEAF: January 1988; PRR: October 1998)*

Professional Development: Certificated

CTA believes meaningful teacher driven professional development is essential to help educators more ably address the learning needs of every student and to help develop, refine and expand pedagogical repertoire, content knowledge and the skill to integrate both. Further, CTA believes it is the right of all certificated staff to participate in meaningful teacher driven professional development. Every effort should be made to identify and support research-based strategies to improve student learning, programs, schools and the professional practice of teaching. Teachers must be supported in their efforts to focus on student learning.

Effective professional development is closely tied to current instructional assignments and circumstances and to new state programs and mandates, the California Standards for the Teaching Profession (CSTP) and is consistent with current research, and is based on the needs of students and school programs as determined by the on-site educators. For professional development to be effective there must therefore be continued, systematic, coherent attention to the needs of both individual educators and the schools in which they work. It shall include appropriate short-term and long-term follow-up, and shall be evaluated by those who participate in the professional development program. Basic to any effective

professional development is a clear commitment by district and site administrators to work in a collegial relationship with teachers and other site personnel and to provide the necessary resources for the successful implementation of any program.

Appropriate areas of professional development may include but are not limited to:

1. New content knowledge and instructional techniques in curriculum content areas.
2. Implementation of new state frameworks, programs or instructional materials.
3. Teaching methods which reflect the latest research
4. Analysis of student learning and evaluation of student progress.
5. Cultural and/or ethnic background of district/local students.
6. Effective strategies for meeting the needs of all English language learners.
7. Training focused on the needs of diverse students and students who are at risk of dropping out of school.
8. Major district or school priorities.
9. Health conditions and special needs of students.
10. The use of technology and its integration into the curriculum.

In order for professional development to be successful, teachers shall be primarily involved in determining what content will be delivered, where, by whom, how the content will be provided, and what incentives, resources and support will be dedicated to it. Teachers shall also be primarily involved in implementing and evaluating its content. If the proposed program is district-wide, teachers or other certificated personnel representing the majority teacher/educator organization shall have the major decision-making responsibility. A majority of teachers shall determine, implement and evaluate the content.

Educators have different needs and different learning styles as well as teaching styles, and will benefit differently from, and utilize differently, any given professional development offering. Therefore, professional development should be engaged in on a voluntary basis. Each educator shall be the final determiner of the methods which are most effective for them and shall be evaluated on the achievement of individual goals rather than on the utilization of any specific method. Evaluation of any specific professional development program shall focus on the usefulness of the program itself to participating educators rather than on whether the educator chooses to implement a specific method.

For any professional development which is offered beyond the contracted working day the educator shall receive pro rata pay for the extra time involved. In districts with year-round multi-track schools, any given professional development offering shall be presented at least twice during a school year so that educators, all tracks have the opportunity to participate. Any proposals related to calendar or salary schedules shall be bargained with the exclusive bargaining representative.

CTA believes full funding is essential in implementing any professional development activity. *(CPD: June 1991, June 1993, May 1999, October 2001, February 2002, May 2005, April 2006; C&I: April 2006; CPD: June 2006, June 2007, April 2010)*

Professional Development Leave

CTA believes all professional educators should be eligible for a fully paid professional development leave after seven (7) years of full time certificated employment. *(PRR: October 1986)*

Professional Growth/Development

CTA believes professional growth/development consists of activities undertaken by an individual educator to improve themselves. Such activities shall be determined by the individual and shall be unrelated to evaluation. Such activities shall be aligned with the California Standards for the Teaching Profession (CSTP) and California Student Academic Content Standard.

To ensure all professional development provided or selected by professional educators is the highest quality, it shall be aligned with the objectives outlined in Learning Forward's Standards for Professional Excellence (revised 2010). The state or district should be encouraged to develop appropriate incentives for educators to participate in voluntary professional development activities. *(CPD: January 1983, October 1986, May 1987, April 1989, October 2001, May 2005, April 2006, April 2007, June 2012)*

Professional Learning Communities

CTA believes a Professional Learning Community (PLC) is based on participants reaching consensus on their mission, values, norms and goals. Educators need more opportunities to participate in extended learning opportunities and productive, collaborative Professional Learning Communities. Building enough time into the educator's current work day for ongoing, sustained, educator-driven professional development is essential. This allows educators to analyze data in the development of high quality curriculum, instruction, and assessments to increase their influence over crucial areas of school decision-making. *(C&I: June 2010)*

Recruitment of Teachers: Future Teachers

CTA believes students should be encouraged to pursue careers in the profession of teaching. Students should be given opportunities to explore and develop an interest in teaching as a career. CTA supports and encourages the establishment of a future teachers' association in each high school in California. *(CPD: October 1985)*

Stages of Child Development

CTA believes courses for educators should emphasize the relationship between the stages of human development and learning by recognizing that many developmental stages exist in every classroom. *(C&I: January 1991, March 1999; ECE: March 2003, June 2003, June 2018)*

Tax Deductions for Professional Expenses

CTA believes expenses incurred for professional purposes should be considered as necessary and ordinary. These expenses must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state and local income tax. Deductible expenses should include but not be limited to expenses incurred relating to sabbatical leaves, educational travel for maintenance and improvement of skills, an in-home office, personal computers, education-related auto use, and purchasing of teaching supplements and professional supplies, materials and equipment. *(PRR: January 1995)*

Teacher Preparation: Recruitment

CTA believes in a strong program of teacher recruitment with special emphasis on recruitment of Black, Indigenous and People of Color (BIPOC) candidates. Pre-teaching programs and recruitment efforts should be developed at community colleges in conjunction with institutions of higher education with teacher preparation programs.

California should work to mitigate barriers (availability of preparation programs, additional costs or time commitments) for credential candidates in high need fields (e.g., special education, science, mathematics) that would decrease the possibility of achieving full certification.

A state-financed loan program should be established to encourage under-graduate students to become professional educators. Based upon the number of years of professional service, there shall be a progressive forgiveness of payback of the loan. Public and private sectors should establish and develop grants for students planning careers in public education. *(CPD: January 1988, June 2008, May 2023)*

Teacher Support Providers

CTA believes the intent of teacher support provider programs is to encourage teachers currently employed in the public schools to continue to pursue excellence within their profession and to provide incentives to teachers of demonstrated ability and expertise to remain in the public school classroom.

CTA believes teacher support providers should be available to any teacher.

CTA believes should a local affiliate and a district agree to a teacher support provider program other than Peer Assistance and Review that the following should apply:

1. All teachers meeting the legal qualification shall have the opportunity to participate in teacher support programs.
2. No additional certification shall be required to become a teacher support provider.
3. The exclusive representative shall determine the procedures for selecting teacher members of any selection committee(s).
4. Any stipend received by the teacher support provider is intended to be regarded as additional pay for additional responsibilities, not merit pay.

5. A major focus of teacher support provider programs shall be to support and guide assigned teachers.
6. The support providers' duties shall not be administrative.
7. Teachers shall determine the needs to be met in the implementation of teacher support provider programs.
8. The exclusive representative shall bargain qualifications, selection process, duties, term of service, compensation, and the provision for implementation of teacher support provider programs.

CTA urges local affiliates to remind their members of the need for veteran teachers to continue to advise/assist/support all new teachers especially during the first two years of service to the district and to their sites. *(PRR: June 2001)*

Technology: Staff Development

CTA believes in ongoing opportunities to integrate technology and STEM/STEAM into the curriculum. The exclusive representative should negotiate the following: the scope, content, and form of training; training should occur during the regular work day and all costs should be borne by the district. *(C&I: June 1986, June 2016)*

Quality Education

Academic Honesty

CTA believes rigorous standards of academic honesty are necessary for responsible citizenship and that districts through individual school sites should develop a plan for encouraging academic responsibility among students. *(C&I: March 1987)*

Administrator Effectiveness

CTA believes that an effective administrator shall promote school safety and behavioral expectations necessary to maintain an orderly learning environment, assist staff in attaining their professional goals, foster collaborative decision making, facilitate the educational needs of the school community, advance the academic vision of the school, facilitate staff development, facilitate student achievement, and be knowledgeable of the collective bargaining agreement and the Education Code.

The local education community has the responsibility of designing the assessment tools necessary to measure an administrator's effectiveness. *(CPD: April 2010)*

Administrator Responsibilities

CTA believes it is the responsibility of administrators, working with the school staff, to provide a quality learning environment for all students.

Administrators must ensure that the services and resources needed for a quality learning environment are provided. It is the role of administrators to support the educational staff and make it possible for them to do the job they were trained to do. *(SMC: June 1995)*

Administrator/Teacher Ratio

CTA believes there should be no change in the State Education Code that would allow an increase in the ratio of administrators to teachers in any district. A person who is counted as a teacher must spend at least 60% of their time in the classroom. Less than full-time teacher shall be counted for only that percent of time in the classroom. *(NEG: January 1988, January 1992)*

Advisement Programs: Counseling

CTA believes an effective advisement program must be site designed and controlled to address the social, emotional, physical, intellectual, psychological and ethical development of all students, and any immediate needs as they arise on a daily basis. If a site chooses to have an advisement program it should be provided only by trained personnel credentialed to teach in the public schools and supervised by a credentialed school counselor.

Advisement programs must conform to provisions of the collective bargaining agreement contract. *(C&I: December 1993; SSM: November 2009; SPS: October 2020)*

Advocating During the IEP (Individualized Education Program) Process

CTA believes educational personnel are advocates for students during the IEP (Individualized Education Program) process. The IEP team must document the input of all participants and record their comments within the IEP. *(SEC: June 2013)*

Alternative Education

CTA believes students, who attend non-traditional schools should be given access to a California standards-based curriculum that leads to a high school diploma or a high school equivalency certificate.

CTA believes alternative programs must be provided to meet the needs of students at risk of not completing the traditional educational programs.

1. The intent of alternative education is to offer students more of a choice about what and how they will learn. The alternatives shall be cooperatively developed by students/teachers/support staff and parents.
2. The student/teacher/support staff and parent choice of programs shall not be limited by percentage targets or funding restrictions at the local, state or national level.

3. The students enrolled and staff employed in alternative educational programs shall be selected entirely from volunteers.
4. The alternative must have a well-developed and publicized evaluation program; evaluation shall be based upon previously established goals and objectives; evaluation should emphasize the success of alternative ways of connecting educational experiences to college, career and beyond.

These alternative programs may include, but are not limited to, continuation high school, home and hospital study, independent study, juvenile court schools, alternative schools, opportunity schools and pregnant minor and teen parent programs. Students in alternative programs should be provided comprehensive and extensive support services. Class sizes should be limited to 15 to allow for intensive guidance and individualized instruction.

The board of education and administration should be firmly committed to the concept of alternatives and be willing to make changes in personnel and policies in order to ensure the success of the program. Alternative programs should assist students in making a successful transition to adult life. Programs should be funded at appropriate levels to facilitate student success. Sufficient time for planning and in-service training for individual teachers, teams of teachers and the faculty as a whole must be provided. The exclusive representative shall be involved throughout the procedure. *(C&I: October 1973; SAE: June 1992; C&I: June 1992; SAE: March 2001, April 2002, May 2005; C&I June 2016; ACT: June 2022)*

Appropriate Inclusion

CTA believes appropriate inclusion exists when students with IEPs and 504s attends age-appropriate general education classes and career and technical education in their home school, for the same number of instructional minutes as their peers, with appropriate support and funding.

Appropriate inclusion is one option in the full continuum of services and full range of delivery models available to students with IEPs and 504s as determined by the Individualized Educational Plan (IEP). Appropriate inclusion requires additional federal and state funding. This funding should be a prerequisite to the implementation of appropriate inclusion and will continue for as long as this option exists. Coordinated planning time for all educational employees involved is a requirement for successful appropriate inclusion. The impact of appropriate inclusion must be bargained. General educators, CTE teachers, special educators and support personnel must be involved as full partners in the planning for and implementation of appropriate inclusion. Training must be provided for all educational employees involved in the implementation of appropriate inclusion. Modification in class size, scheduling, and curriculum design may be needed to accommodate the shifting demands appropriate inclusion creates. *(SAE: June 1993, SEC: January 2022)*

Appropriate Placement: Special Education

CTA believes students with IEPs and 504s shall be educated in the most appropriate placement, based on their IEP or 504 plan.

A continuum of services including special education and related services shall be available to meet the needs of students with IEPs and 504s, including general education classes, special education classes, non-public schools and charters, home instruction, instruction in hospitals and state special schools. All IEP services shall be provided by appropriately credentialed and qualified special education staff, as agreed upon by the IEP team.

The impact of this continuum of services must be bargained, including class size and coordinated planning time for the employees involved. Professional development and trainings for employees involved shall be provided to address the needs of students with IEPs and 504s in the appropriate and least restrictive environment (LRE), including career and technical education courses. *(SAE: October 1987, June 1993, June 2016; SEC: January 2022; SEC: June 2024)*

Articulation

CTA believes the principle of articulation begins with elementary-secondary education and continues through certificate programs, license programs, and/or the baccalaureate degree. Secondary and postsecondary educational institutions should incorporate life-long learning skills into their programs. *(HE: October 1986, May 1996)*

Assessment and Testing: Assessment for/of Student Learning

CTA believes the primary purpose of assessment is to improve student learning. Assessment literacy needs to be utilized to determine the best tools and practices to support this purpose. Assessment literacy refers to an educator's ability to create, select and utilize the appropriate assessment practices and tools to inform instruction, motivate students, draw inferences about student learning strengths and areas in need of additional support and grade/score student performance. Further, educators possess the skills to review self-created and third-party assessment practices and tools for reliability, validity and appropriateness to serve the purposes previously identified.

Educators should use comprehensive assessment systems including a variety of formative assessment practices and summative assessment tools (multiple measures) to support all students in reaching their fullest potential.

Formative Assessment

Formative assessment for learning involves educators using evidence about students' knowledge, understanding and skills to inform and modify their teaching. Formative assessment occurs throughout the teaching and learning process to improve and support student learning and understanding.

CTA believes that formative assessment practices and processes are an essential part of quality instructional practice. Educators should utilize the formative assessment practices that best meet the needs of their students and most inform their instructional practice.

CTA believes formative assessment practices should:

1. Provide a basis for determining instructional strategies and appropriate learning experience for students.
2. Assisting students and their parents/guardians in identifying the students' strengths and needs.
3. Improve and deepen instruction.
4. Communicate learning expectations.
5. Be determined by the educator.
6. Be based on the needs of the students.
7. Inform adjustments in student learning tactics.
8. Include students when appropriate.

CTA believes formative assessment practices cannot be:

1. A third-party or district created assessment or any single test.
2. Used in an evaluative or summative way.

Summative Assessment

Summative assessment of learning occurs when educators use evidence of student learning to make inferences about student achievement in regards to goals and standards. Summative assessment is usually formal, occurring at the end of units of work.

CTA believes the purpose of quality summative assessments is to inform and improve instruction and assist students and their parents/guardians in identifying the students' strengths and needs, as well as to draw inferences from the results about a student's learning strengths and areas in need of additional support. Further, CTA supports summative assessment of student growth using multiple measures selected, created and/or valued by educators.

CTA further believes that the summative assessment practices and tools should:

1. Be aligned with standards before assessment procedures and exercises are developed.
2. Be authentic measures directly linked to the lessons educators teach and the materials educators use.
3. Be free of cultural, racial and gender biases and be equitable for all students regardless of economic and/or linguistic differences.
4. Be valid and appropriate representations of the standards students are expected to achieve.
5. Be used to support students' accomplishments of curricular objectives.
6. Never be used as a sole indicator to determine a student's performance. A decision or characterization that will have a major impact on a student should not be made on the basis of a single test score. A variety of measures should be used to assess all students.
7. Be reported in the context of all relevant information.

8. Involve educators in the design and development, including selecting and/or creating multiple measures. Educators are best qualified to determine the criteria for multiple measure assessment of students and dissemination of results.
9. Be understandable by all stakeholders.
10. Be subject to ongoing review and improvement and correlate with local curricular goals and objectives.
11. Be accompanied by resources for professional development for those who administer the assessment when adopted by a district.
12. Be used to measure a program's effectiveness.
13. Include alternative ways to demonstrate mastery, especially students who are in multilingual programs and for students whose primary language is other than English.
14. Include a variety of summative assessment tools/multiple measures used to assess students with special needs, specifically in relation to students' individual goals and objectives on their Individualized Education Programs (IEP). Accommodations and modifications should be available for individual student needs as defined in detail in an IEP.
15. Include a variety of locally determined indicators used to demonstrate career readiness as well as to ensure alignment with the career pathways and industry standards.
16. Be instructionally sensitive and designed by educators based on instructional goals and lesson objectives that align with the standards.

CTA believes that when utilizing online assessments, districts should provide appropriate training for staff, adequate resources (including functioning technological devices and reliable internet access) and adequate time to ensure students have equitable experiences. Additionally, CTA believes:

1. The integrity and security of educator developed assessments and materials must be protected. These materials may be released at the discretion of the educator.
2. The privacy of students must be maintained, including student test results and records.
3. Each test takers' identity must be verified for the integrity of the results.
4. There must be equal opportunity to access online testing and evaluation.
5. Educators must be involved with the input and development of online testing and evaluation.
6. The tools and tasks needed to answer questions for computer-based assessments need to be developmentally appropriate.

CTA further believes students need adequate instruction time as well as appropriate time set aside for testing. Therefore, CTA recommends the following:

1. Testing of students should not detract from time allotted for the delivery of required curriculum and instruction or cause a negative impact on students' academic performance.
2. Time, format and instructions must be developmentally appropriate.

CTA believes summative assessments and their scores/results should NOT:

1. Be used as a single indicator of student learning.
2. Detract from time allotted for the delivery of required curriculum or cause a narrowing of the curriculum.
3. Be used to compare students, educators, programs, schools and communities.
4. Be used as a single criterion or predominant indicator for high-stakes decision-making.
5. Lead to sanctions or other punitive actions. *(AST: June 1992, June 1994, March 1995, June 1995, June 1998, May 1999, June 2000, April 2002, June 2004, May 2005, June 2008, January 2010, June 2013, November 2015, June 2016, ACT June 2017)*

Assessment and Testing: Data and State Accountability Systems

CTA believes that all students develop and learn differently, and that standardized test scores and other accountability indicators reflect factors both within and outside of schools' control. Therefore, no single test score or metric shall be used to define students, prescribe services, limit opportunities, or evaluate programs, schools or districts. Accurate assessment of student progress and needs comes from multiple sources of information, and standardized tests are only one component. Factors such as school context, demographics, resources, and size should also be considered when reporting and analyzing state accountability data.

CTA believes that appropriate uses of data include:

- Identifying students' strengths and areas of need;
- Disaggregating data to support all students;
- Providing feedback to interest holders;
- Ongoing conversations about student progress;
- Evaluating and improving existing programs;
- Informing decisions about new curriculum and programs;
- Helping determine what professional development is needed.

Data should support student and educator growth and the continuous improvement of schools.

CTA believes that data shall not be used:

- As the only source of measuring student achievement and progress;
- To deny access to meaningful and enriching programs for students;
- To prompt excessive or redundant local assessments;

- To penalize or defund schools;
- For educator evaluations.

Data must not punish or negatively impact students, educators, or schools.

CTA believes that any data collected from or about students should be coupled with:

- Paid time for classroom teachers and other educators to access, analyze, and interpret the data;
- Funding for research-based strategies and interventions;
- Differentiated training based on individual educator needs.

Data collection and use must be purposeful and responsive to the voices of educators, interest holders, schools, and districts. *(AST: April 2025)*

Assessment and Testing: End-of-Course Exam

CTA believes no state-mandated subject exam or end-of-course exam should be used as the sole determination of a passing or failing grade for a course or to determine eligibility for promotion or graduation. *(AST: June 2001, May 2005, February 2017)*

Assessment and Testing: Standardized Testing of Students

CTA believes standardized tests, whether norm-, criterion- or standards-referenced, can validly assess only a limited range of student learning. Therefore, they should be only an adjunct or supplement to information obtained through school- and classroom-based assessment conducted by educators for the purpose of supporting and strengthening instruction as well as for summarizing overall trends in student learning.

Standardized tests are most useful when designed by the educational professionals closest to the classroom and integrated with assessment information specific to local programs.

CTA believes a standardized testing program must include a variety of developmentally appropriate assessment techniques that allow necessary accommodations, modifications and exemptions and are bias-free, reliable and valid. Every test and/or assessment mandated at the local, state or national level should be reviewed by a panel of appropriate subject area specialists and teachers to ascertain the relevance of the test to the subject area and be used to evaluate a program's effectiveness toward meeting local, state or national standards and/or goals.

The administration of standardized tests includes the responsibility to educate the stakeholders in the purpose of the test, the meaning of test results, and the accurate interpretation of conclusions.

CTA believes that educators shall be allowed, without penalty, to inform parents, guardians and/or students of their legal rights to be exempted from standardized tests and/or assessments. Further, CTA believes parents/guardians, students, teachers, administrators,

schools and school districts shall not be penalized when parents/guardians exempt their children from standardized tests and/or assessments.

CTA believes all test items should be made public after they are used. Every test must include procedures for teachers, students and parents to challenge the accuracy or fairness of test items, answer and scoring procedures. Challenges must be directed to a public body with the authority and responsibility to examine all challenges, to report its findings, and to recommend appropriate remedies in cases where challenged items have negatively impacted student scores.

CTA also believes in order for standardized achievement test and/or assessments to support quality education:

1. Content standards must be prioritized to support effective curriculum, instruction, professional development and assessment.
2. Stakeholders must determine high priority content standards. These standards must be clearly and thoroughly described so that the knowledge, application and skills students need to demonstrate are evident.
3. Tests will only assess the content standards of the current academic year in which those content standards are taught.
4. Progress should be continually monitored to ensure that assessments are appropriate for the purposes for which they are intended and are not negatively impacting students of their educational experience.
5. Student sampling is used to identify student learning trends in the state and districts rather than testing every student annually.
6. Reports generated for families of students should state that a standardized test is limited in scope and, therefore, scores/results are not a complete picture of a student's achievement or accurate measure of their learning in the standard.
7. Students whose primary language is other than English should only be given mandated assessments in their primary languages. It is the responsibility of the State Department of Education to provide the state-mandated assessments in the child's primary language.
8. A variety of summative assessment tools (multiple measures) should be used to assess students with special needs, specifically in relation to a student's individual goals and objectives on their IEP. Accommodations and modifications should be available for individual student needs as defined in detail in an IEP for any required district and/or state assessments. Students should be allowed any accommodation that will help them demonstrate mastery of statewide content standards.

CTA believes that using any type of assessment and/or its results for high stakes purposes negatively affects all students, particularly our most vulnerable, and is detrimental to the quality of our public education system.

CTA opposes the use of standardized tests, large scale assessments, summative assessments and multiple measure assessments when:

1. Scores/Results are used as the criterion for the reduction or withholding of any educational funding.
2. Results are used to compare students, teachers, programs, schools and communities.
3. Scores/Results are used as a single criterion or predominate indicator for high-stakes decision-making.
4. Results lead to sanctions or other punitive actions.
5. Arbitrary goals or progress of improvement are required.
6. They do not match the motor skills, academic developmental levels or language proficiency of the student.
7. Student scores/results are used to evaluate teachers or to determine compensation or employment status.
8. Programs are specifically designed to teach to the test.
9. Testing programs and other assessments limit or supplant instructional time.
10. Every student is required to be tested every year.
11. Students and parents/guardians are not provided with a complete report of the individual student's test results.
12. Time required to administer the test exceeds reasonable and appropriate limits for the age of the student.
13. Required test preparation impedes or discourages learning, constrains the curriculum in ways that threaten the quality of teaching and learning for students, or limits future educational opportunities of learners.
14. Scores/Results are used to track students.
15. Scores/Results are used to determine student access to courses or programs.
16. Students in grade 2 and below are required to be tested.

CTA believes assessments that are used to guide instruction and inform system-wide improvements should be the product of educators and their districts working in partnership.

CTA believes that in regard to replacing the state-approved grade eleven assessments in English language arts/literacy (ELA) and mathematics, the State has an important role to approve a request by school districts to exercise the option to administer an alternate assessment, such as nationally recognized assessments (i.e. the Scholastic Aptitude Test (SAT) or the American College Test (ACT)) or common assessments. Given the current federal requirements of ESSA, criteria for approving such tests shall include but not be limited to:

1. Peer review – The State must submit evidence for peer review to document that the recommended testing program and its various components meet requirements for validity, reliability, and fairness.

2. Alignment to the state adopted standards – The State must conduct an independent evaluation of the alignment of the recommended test to the state's adopted content standards to the depth and breadth of California's adopted Common Core State Standards (CCSS). The review from the state must provide documented clear evidence that the recommended test was developed using a process specific to the needs of assessing the state's standards.
3. Fairness to all students – The recommended test must provide valid and reliable measurement across the spectrum of performance of students who are low performing, students with disabilities, and students who are English learners.
4. Accessibility for those students who are English learners and/or have a disability – The recommended test must provide or use the same set of supports and accommodations provided by state sanctioned assessments.
5. For the purpose of reporting student growth – The recommended test must be reviewed using the standards-setting process that includes performance level descriptors based on the state's standards (CCSS)
6. Student privacy – Agreements must be in place that all student data retained by the state, generated through school-sponsored activities shall be released only to state sanctioned agents allowed to access this data (including parents, guardians, and higher education institutions) or for the purposes of state accountability. *(AST: June 2004, April 2005, January 2010, February 2013, February 2016, February 2017, April 2017; June 2017, April 2018)*

Assessment and Testing: Student Performance

CTA believes an integral part of the educational program is a system of multiple measures to create a more complete picture of student learning. An authentic and comprehensive picture of student progress is accomplished through a wide variety of teacher selected performance-based assessments: developmentally appropriate assessments, rubrics, and critical thinking activities.

Assessments should allow for students to be measured by a variety of methods that address all learning modalities. Quality assessment should be used diagnostically for the improvement of both instruction and learning; reflect what students know and can do; and be free from cultural, racial, gender, socio-economic and linguistic biases. Testing and assessment should measure growth of each student over time documenting the progress of individual students, not the comparison of students.

CTA believes hearing, vision, and other health screenings should be administered in the student's primary language to the extent possible to ensure students are healthy and can fully and fairly participate in assessment practices.

CTA believes curriculum content standards, student performance standards, and student assessment programs are interrelated and interdependent; neither the state nor school district should develop or apply any of the three components separately from the others.

Both standards and assessment instruments must be appropriate for students at each grade level and in each subject.

CTA believes results from student assessment programs should never be used to: evaluate bargaining unit members, determine compensation or determine employment status. Assessment information can be used to engage bargaining unit members in reflection on student progress to determine needed instructional adjustments or inform other student supports. Educators must be an integral part in the development, analysis and evaluation of curriculum content standards, student performance standards and student assessment programs.

CTA further believes:

1. The full allocation of funds for programs and curricula must be provided to ensure adequate assessment results. Adequate educational funding is essential to ensure each student has the opportunity to reach their highest potential.
2. There should be adequate training and support for all educators to fully develop assessment literacy.
3. There should be staff development/teacher training and adequate classroom preparation time to administer a performance-based assessment.
4. California educators and certificated support personnel must be involved in all aspects of the assessments process from construction through reporting to the public.
5. Assessments should be used as a diagnostic tool to assist bargaining members in improving instruction and advancing student learning. *(AST: May 1979, June 1980, January 1989, June 1993, January 1995, March 1995, June 1995; October 1997, February 2001, April 2002, May 2005, February 2017, June 2017; ECE: May 2005; FPE: October 1997)*

Assessment and Testing: Student Portfolio

CTA believes portfolios are collections of annotated student activities with clearly delineated goals and objectives that can be used to evaluate students' progress. Student portfolios are for the purpose of students' self-evaluation and for the identification of ongoing goals.

Portfolios should:

1. Provide information that shows the student engaged in self-assessment.
2. Consist of activities done by and with the student.
3. Exist as separate and different from cumulative folders.
4. Demonstrate student activities to the teacher or reviewer and should include the actual work, the rationale or purpose, and standards of performance. Contain information that illustrates growth and provides a comprehensive view of student performance in context.

5. Provide a forum which encourages students to develop the abilities needed to become independent and self-directed life-long learners.
6. Send a message to students, parents, and administrators that learning is ongoing.
7. Demonstrate progress toward the goals of the instructional program, based on clearly stated purposes.

There must be:

1. Teacher and student collaboration to determine what should be contained in portfolios.
2. Ongoing in-service and training for teachers and certificated support personnel to assist students in developing portfolios.
3. Training and guidance for teachers and certificated support personnel on how to assist students in self-assessment and how to assess students' work contained in portfolios.
4. Training for on how to use the work contained in portfolios as a tool for student assessment.
5. Adequate compensation for the many hours that teachers will need to construct, maintain, and assess portfolios.
6. Time provided for development, implementation, and maintenance of portfolios.
7. A concerted effort to educate parents and community members regarding the value of portfolios as compared to traditional methods of assessment.
8. Adequate storage space provided for portfolios.
9. A period of transition from traditional assessment to portfolio type assessment; this initial transition should focus on core subjects with mutually agreed-upon electives added gradually. *(AST: June 1993, June 1995, April 2002, May 2005, February 2017)*

Assessment and Testing: Student Progress Reporting

CTA believes students and parents should be notified at regular intervals of the students' progress toward meeting District and/or State standards. The assignment of letter grades may be one of multiple methods used in the evaluation of the students' development and progress toward meeting District and/or State standards. *(PRR: June 1994, June 2001; AST: February 2017)*

Attention Deficit Disorders: Special Education

CTA believes students with attention deficit disorders (ADD) can be served adequately within existing educational programs and services.

Attention deficit disorders are a specific diagnostic syndrome and not a broad categorical dimension as are the eleven disability categories delineated in the Individuals with

Disabilities Education Act (IDEA). ADD should not be considered a separate category of disability at the local, state or federal levels.

Students diagnosed with ADD of such severity that it interferes significantly with their educational performance are currently being served within the existing regulatory framework. Students with ADD symptoms which interfere with their learning or behavior to a significant extent should be referred to student study teams for regular education intervention and possible assessment for special education services.

Students with ADD may be exhibiting conditions of learning disabilities, serious emotional disturbance or other impairments and would be eligible for special education services under these classifications. Many students with ADD do not need special education programs and are able to fully participate in the general education program. *(C&I: October 1991)*

Before- and After-School Activities

CTA believes students should be provided with beneficial before- and after-school opportunities from organizations including public schools, public libraries, recreational districts and other community organizations. Such activities shall not be counted toward the Proposition 98 funding guarantee. These activities should be readily available year-round. CTA believes in supporting these opportunities, which should include age-appropriate programs that look to equitably ensure the care and safety of all students. *(C&I: March 1993; CRE: April 2002; SSM: June 2008, May 2009, June 2024)*

Bookkeeping and Clerical Assistance

CTA believes fully funded personnel and/or technology for bookkeeping and clerical purposes shall be provided to the classroom teacher. Professional development in this area shall also be provided. *(C&I: March 1985, May 1996, May 1999)*

California State Education Seals

CTA believes that California State Education Seals should be seen as assets for students only. Students shall not be required to take Seal-approved classes. There should be multiple pathway options for students to fulfill program competencies and/or meet criteria. California State Education Seals programs will not require additional fees or charges for students and/or districts. California State Education Seals will be available to all academic levels of learners, will allow flexibility for students to participate in Seal-approved classes and shall never be mandated for every student. California State Education Seals will not be the only determination of acceptance to universities/colleges. *(Adopted June 2016)*

Career and College Readiness

CTA believes that students meet the standard of “Career and College Readiness” when they have the skills, knowledge, experience and understanding of what is needed to successfully pursue whatever career pathway they choose without remediation. This should include an

understanding of the career pathways available with each level of education; proficiency in academic and technical skills and knowledge; and an understanding of civic institutions and the group dynamics required to produce and maintain successful communities. Partnership with local and regional business as well as institutes of post-secondary education is encouraged. *(ACT: Adopted April 2013)*

Career Technical Education

CTA believes a meaningful educational program must include both academic and career technical education programs that complement and strengthen each other. All students in the public school system should have access to career technical education programs which include proper counseling and guidance services.

CTA believes that Career and Technical Education instructors who have been teaching a CTE course closely related to their Designated Subject Credential and are receiving Federal Perkins funds possess the competency to teach those CTE courses without the need for further industry experience or coursework in order to receive continued Federal Perkins funds.

The scope of career technical education programs must include a systematic sequence of learning experiences which provide individuals with the necessary skills, knowledge and attitudes to attain entry level employment, occupational advancement, upgrading or career change. This scope includes job preparation, job exploration, and the continuation of general educational growth. The target population for career technical education will be pre-high school graduates, high risk students, community college students, and continuing education students of all ages, including adults.

Career technical education in its broadest sense includes career exploration, job training, work experience, certificate programs, and all basic skill proficiencies related to employment and the acquisition of employable skills, attitudes, and values. Job training/employment training is a component of career technical education. Job training/employment training is defined as learning experiences designed to impart skills, knowledge and attitudes to properly prepare individuals for immediate employment.

CTA believes that strong CTE programs include partnerships with local, regional and state industries. CTA supports the expansion of pre-apprenticeship and apprenticeship programs in both traditional and non-traditional industry sectors that partner with local, regional and state labor groups that will lead to robust career opportunities for our students.

The primary responsibility for career technical education programs should reside within the identified public education community. All ROC/ROP, adult school, and other career technical education programs should be administered by appropriate pre-K-12 and community college districts.

Individuals from elected governing boards of school and community college districts, along with faculty members chosen by the appropriate bargaining agents, should form policy committees to determine mechanisms for the delivery and implementation of career

technical education within a reasonable geographic area. Whenever possible, the geographic area shall be an existing educational boundary. Policy committees shall make recommendations on career technical education/job training program planning and coordination. Policy committees will also develop standards for assessing the quality and effectiveness of career technical education and job training programs. Any and all disputes over evaluation or jurisdiction of a given program or delivery system shall be settled by the involved local policy committee.

A collaborative effort should be established and maintained among local schools, private employers, and policy committees to meet specific job and employment training needs. Policy committees shall develop appropriate guidelines, in conjunction with the employers and bargaining agents, to ensure the delivery of quality career technical education programs at the local level.

All instructors in career technical education, adult education and ROC/ROP programs must hold appropriate valid teaching credentials and shall be represented by the exclusive representative/bargaining agent, without establishing additional bargaining units.

Compensation, fringe benefits, classification, due process, and working conditions for all credentialed instructors in vocational education, adult education, and ROC/ROPs shall be comparable to that received by all other teachers within the district. All teachers of career technical education should have the rights and protection guaranteed by law regardless of the type of employing district, joint powers agreement, ROC/ROP, or other public school employer.

All state and local committees, commissions, and boards relating to any vocational program or funds shall include a significant number of classroom practitioners who currently teach vocational technical subjects. *(CTE: January 1984, June 1984, March 1996, May 1999; ACT: January 2008, February 2016, February 2017; SPS: November 2015, November 2019, June 2024)*

Career Technical Student Organizations

CTA believes Career Technical Student Organizations (CTSOs) are an integral component of a quality career technical education program. CTSOs provide opportunities for leadership development, Career Education preparation, and community involvement for secondary students. CTA believes active participation in a CTSO at the local, state, and national levels encourages young people to become better prepared for the multiple adult roles of wage earner, community leader, and family member.

CTA believes educators who serve as advisors to a CTSO should be adequately compensated for the extra work and be reimbursed for out-of-pocket expenses involved in sponsoring a CTSO.

CTA believes advisors should not be required to transport student CTSO members to meetings and competitions in their own vehicles.

CTA believes student members should be housed in rooms separate from advisors during overnight trips. *(CTE: March 1999; ACT January 2008, May 2009, July 2022, June 2024)*

Categorical Programs

CTA believes the special needs of some students may, in certain circumstances, be better met through services other than specified categorical programs, and that any restructuring of categorical funding must promote equity, access and service for students with special needs.

The State Legislature or Congress must appropriate the funds necessary to meet the requirements of court decisions and laws, which target selected students and programs. All categorical programs should be fully funded without encroachment on general fund moneys.

The personnel at the school site should be free to create programs which meet the needs of selected student population.

Categorical programs and site-created programs are best implemented through site-based decision-making provisions in enforceable collective bargaining agreements. Evaluation of categorical programs should be outcome based rather than compliance based. Where appropriate, parents and students should be involved in the development of these programs.

Faculty in categorical programs should have the same rights and should be treated in the same manner as other certificated staff members.

Audits, funded by existing categorical program administrative budgets, must be required to evaluate the use of these funds. The role of the State Department of Education should be limited, as much as possible, to reviewing audits of categorical funds to determine which districts appear to be out of compliance. If program funds are misused, the administrators responsible must be held accountable. *(C&I: May 1978; October 1986; FPE: January 1988; March 1993, May 1996; C&I: June 2001; FPE: May 2005)*

Charter Schools

CTA supports charter educators and their unionization efforts while also believing that charter management organizations shall be held accountable to the same fiscal transparency measures as all other public schools. When not-for-profit charter schools are created by local, democratically elected school boards, they provide students, parents and CTA members with educational opportunities in the public school setting.

CTA believes all charter school employees should be organized as union members to ensure both quality education for students and professional/employment rights for school employees. CTA believes procedures undertaken to organize and represent charter school employees should ensure harmonious relations among CTA members in charter schools and CTA chapters while providing equitable governance representation and service to CTA members working in charter schools. CTA believes charter school governing boards shall be

comprised of publicly elected positions that are representative of the local school community.

CTA shall encourage chapters to organize charter school employees within their school district boundaries. CTA shall also encourage the representation of multiple charters with a common employer under a single collective bargaining agreement. Organizing of charter schools shall be consistent with CTA chapter and affiliate agreements and the needs and interests of charter school employees to be organized and represented. In the case of a charter being revoked, CTA will encourage its local chapters to work with said charter to recommend students to re-enroll in the LEA.

CTA believes charter schools shall be established only to:

1. Improve pupil learning.
2. Increase learning opportunities for all pupils with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
3. Encourage the use of different and innovative teaching methods.
4. Create new professional opportunities for educators, including the opportunity to be responsible for the learning program at the school site.
5. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
6. Hold the schools established under this part accountable for meeting measurable pupil outcomes and provided the schools with a method to change from rule-based to performance-based accountability systems.

CTA does not support school districts converting existing schools into charter schools. In the event that a district takes this action, the petition shall include the following:

1. The employer for the purpose of Government Code Section 47611.5 (b) (collective bargaining) is the school district for all schools in a district-wide bargaining unit that is the same as the original bargaining unit with the same contract.
2. Recognition of the CTA chapter as the exclusive certificated employee organization for purposes of collective bargaining.
3. Acceptance of the terms and conditions of any existing collective bargaining agreement between the district and the CTA chapter as binding on the district.
4. That the district shall comply with those statutes and regulations governing public school employers that establish and regulate tenure or a merit or civil service system in accordance with Government Code Section 47611.5 (c)

CTA shall oppose any legislation or procedure that would allow an entire school district to convert to charter school district status, home rule district status, or any status having similar effect. However, if such legislation were enacted, it shall provide for collective bargaining rights and statutory rights, protections, and requirements for district employees including credential requirements. Similarly, such legislation shall be consistent with constitutional and statutory rights of students and parents.

CTA shall advocate for legislation and regulation on charter schools, condition its approval of individual charter schools by authorizing agencies, and encourage overall enforcement of charter law consistent with the following concepts:

1. The granting of charters shall only be through school districts with democratically elected school boards for schools within the boundaries of the school district. Satellites, branches, auxiliaries or off-shoots of charter schools shall be approved as separate charter schools using approval requirements and subject to the state-wide limit on the number of charter schools.
2. No school shall be converted to a charter without the approval of a majority of certificated and classified staff.
3. Appeals to the school district's denial of a petition shall be only for due process reasons.
4. The approval of and operation of charter schools shall be free of profiteering or religious curricular content and indoctrination. A charter school shall not discriminate against a student based upon religious affiliation.
5. Charter school petitions shall not be approved when the petition would negatively impact the local budget of publicly governed schools within the same district.
6. Facilities funding shall be managed by the school district in which the charter school is located. No school district general fund money shall be used for charter school facilities. Funding of charter school facilities shall not negatively impact the education program of the school district in which the charter school is located.
7. Charter school law shall not create administrative replications of already existing education agencies such as found in school districts, county offices, and state agencies. Charter schools shall not be eligible for membership in Joint Powers Agreements, SELPAS or other like agencies except through their approving district.
8. No charter school shall be eligible for participation in joint employer-employee health and health and welfare trusts unless the employees are represented by a CTA bargaining unit.
9. Non-classroom based charters shall provide learning opportunities consistent with state educational standards and hours of instruction, and shall provide minimum attendance requirements. Educator-pupil ratios shall be consistent with good educational practices and provide quality contact time between teachers and students.
10. Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold for a similar position.
11. No private school shall be permitted to convert to a charter school.
12. The charter school concept shall not be used by school district administration or school boards as a way to deny to employee organizations rights under the Educational Employment Relations Act.
13. Education funding laws shall protect school districts from catastrophic financial situations that might result from the formation of charter schools. Changes in a

school district's financial position shall provide enough time for a district to accomplish financial adjustments without layoffs of employees.

14. The statutory and regulatory rights and protections of employees shall be guaranteed.
15. Charter school evaluations by the state shall be by neutral evaluators and measure progress toward the goals of the charter school law, the goals of individual charters, compliance with charter schools laws and regulations, academic achievement, and other educational issues.
16. Charter schools that buy back staff services from school districts shall reimburse the district for the actual costs of the staff and the district and charter schools shall guarantee the contractual and legal rights of such employees. An individual member shall not be permitted to waive contractual rights. Charter schools that contract for other services from a school district must receive real services at a fair market price.
17. Authorizing entities and charter school operators shall be free of conflicts of interest in the approval and operation of charter schools.
18. Charter schools shall comply with all state required accountability and testing requirements.
19. Charter schools shall not be used for home schooling purposes.
20. All records maintained by charter schools shall be available to the public in the same manner as those of school districts.
21. The Brown Act (open meetings law) and Public Records Act shall apply to charter schools.
22. Charter schools shall not charge tuition or any things of value as a requirement for attendance at the charter school. Neither shall a charter school intimidate a student or parent when asking for voluntary contributions to the charter school. Parental involvement and voluntary service should be encouraged but shall not be a condition of enrollment.
23. Charter schools shall operate facilities consistent with the Field Act or other similar public safety standards as applied to buildings of public access similar to public schools. Charter schools shall not be co-located on a school site operated by the LEA.
24. Provision must be made for proper oversight of charter schools within the California Department of Education.
25. Charter school authorizations and renewals shall not be for more than five years and shall be evaluated annually, including a complete evaluation by the authorizing entity upon renewal consistent with law and the educational goals as set forth in the charter, all of which shall be made available to the public.
26. No charter shall discriminate against a student because of race, language, color, national origin, religion, gender/gender identification, sexual orientation, disability, marital status or economic status. Nor shall they discriminate against any student because of educational need, academic performance, or any other form of preferential selection.

27. Charters shall comply with the laws and procedures governing school districts relating to the suspension and expulsion of pupils and maintain public records relating to suspensions and expulsions.
28. Expansion of charter schools shall not be a pre-condition for increased federal funding.

Charter Schools Sponsored by Local Associations or CTA:

1. CTA supports the standards for a charter school as presented in the Charter Schools Act of 2, including amendments. Charter School petitions must follow the standard of the Charter School Act.
2. CTA will seek representation rights for all non-management certificated employees in public charter schools as outlined in Education Code sections 47605, 47611.5 and 47626.
3. Agencies granting charters must provide a valid assessment of each school's programs to determine whether a school is meeting the objectives defined in its charter. If, after the initial term of its charter, a school has not met these objectives, remedial action shall be required and if not corrected, the charter should be revoked.
4. All stakeholders must be actively involved, directly or through elected representatives, in the creation and implementation of the charter.
5. When CTA assistance is requested for an existing or proposed charter school, CTA will work with the local and will, following an assessment, determine appropriate support.
6. A local Association may sponsor a charter school to become designated as a "CTA Charter School." The decision to designate a charter school shall be made by the CTA Board.
   A. To be eligible for "CTA Charter School" status, a charter must meet the following criteria:
      1) Members in the school must possess valid California professional credentials.
      2) The charter school must ensure equal access for students and provide for diversity in their staffing.
      3) The charter school must not be a "profiteering" enterprise.
      4) The local Association must be actively involved in the development and management of the school.
      5) Non-management certificated employees shall be covered by a collective bargaining agreement.
   B. The CTA Board shall determine what, if any, additional support may be provided to a school designated as a "CTA Charter School" in the same manner as non-Charter Schools.
   C. CTA shall review CTA Charter Schools on a periodic basis.

D. Failure of a CTA Charter School to continue to meet the criteria (6A) shall result in the revocation of CTA Charter School status.

CTA will provide a collection of materials, including laws, regulations, sample charter language, charter finance information, collective bargaining information, due process information, and other helpful materials in an effort to assist its local association leaders in dealing with charter schools and members who are considering a charter school petition. This material shall be updated as needed. *(NEG: June 1993, May 1999, January 2000; CRE: October 2000; NEG: January 2001, June 2002, January 2004; CRE: May 2005; NEG: April 2006, March 2009; CRE: November 2009; NEG: June 2010, April 2011; PIC: April 2012; NEG: November 2013, November 2023)*

Child Care Services/Day Care

CTA believes there must be articulation among professional educators, parents and agencies that provide social services to jointly examine and monitor day care centers for developmentally appropriate educational programs, adequate facilities, proper adult supervision and appropriately credentialed personnel.

The mental and emotional well-being of a child enhances their learning experiences and that stress involving the changing patterns of the family structure should be minimized by providing quality child care services.

1. Any agreement with the state, local education agency, institution of higher education or community center must assume:
   A. Parents of school age children will be involved in the development and implementation of the program;
   B. Non-discrimination in enrollment of children on the basis of race, ethnicity, socioeconomic or ability.
   C. Compliance with the state and local licensing laws and regulations;
   D. The classroom or other school facilities utilized during the instructional day be exempt from usage in the before or after school child care services program;
   E. Any act which affects the terms and conditions of employment will be negotiated; and,
   F. The human and civil rights of the children in such programs are protected.
2. Sufficient funding for programs.
   A. A fee schedule be established by the State Department of Education augmented by federal, state, and local funding.

Adequate funding as well as a clean, safe and educational environment to enhance the early development of all children should be supported. *(ECE: October 1984, May 1985, January 1989, January 1995, January 1996, January 2008, February 2017; SSM: June 2008, June 2018)*

Class Size/Class Load

CTA believes educational legislation, programs, strategies, and information should encourage quality interaction between teacher and student (pre-K-14) based on negotiating maximum teacher-student class loads by grade level or subject rather than minimum class sizes or averages per school. Class size should be consistent with the requirements of quality instructional standards, ensure a safe learning environment and be fair and equitable.

CTA believes small class size, particularly in grades pre-K-12, allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil.

A reasonable goal for California's class size is a program that places California in the upper quartile of low class sizes in the United States with class size computed upon actual classroom teacher: pupil ratio.

Class size maximums must be established, with Association involvement, based on the type of students, state content standards, physical facilities, and other criteria.

Optimum maximums should include:

1. Twenty (20) students in regular elementary classes including special day class students mainstreamed into the classroom;
2. Twenty (20) students in regular secondary classes including special day class students mainstreamed into the classroom and students in each course of distance or online learning; with no more than 100 students per day;
3. No more students than the optimum number of work stations in shop and laboratory classes, regardless of the grade level.
4. A ratio of 8 students per 1 adult, with a maximum class size of 24, shall be maintained in preschool, under the direct supervision of a certificated teacher, under the direct supervision of a certificated teacher.

Optimum maximums do not preclude larger class sizes which foster program effectiveness, e.g., orchestra, choir, drama, some intramural athletic programs, etc. The local bargaining agent and the local school board shall negotiate the list of classes which are included in this category.

CTA believes that class size reduction at all levels is essential. Further, that vocational and career technical education programs, staffing, facilities, and funding must be protected and maintained during any attempt to reduce class size.

Full state funding must be provided for class size reduction, including funding for construction of appropriate classrooms. Class size reductions should reflect appropriate curriculum development and necessary additional support personnel. *(CTE: March 1999; C&I: October 1975, January 1985, October 1985, January 1989, June 1990, March 1996, March 1997, June 2000, June 2002, October 2003; NEG: April 2006)*

Collegiality

CTA believes mutual respect and support among education professionals can contribute significantly to the quality of education within a school district. *(TEAF: November 1969, April 1982, January 1986, January 1988, March 1991; PRR: June 1991; TEAF: March 1995)*

Combination Classes

CTA believes no grade level or departmental subjects (including Physical Education) should be joined in combination classes if such combination prohibits the students' mastery of the curriculum and their achievement of the performance standards for their particular grade level. CTA believes teachers should be assigned combination classes on a voluntary basis. Assignment, class size, professional development, and additional compensation are subject to bargaining. *(NEG: June 1998, April 2006)*

Community Schools

Community schools involve and support families and residents in the public school community and organize the wealth of assets that all communities have to focus on our youth and strengthen families and communities. A community school is both a place and a set of partnerships between the school and other community resources with an integrated focus on academics, health and social services, leadership, and community engagement. Its integrated focus on academics, youth development, family support, health and social services and community development leads to improved student learning, stronger families and healthier communities.

Community schools are based on an integrated focus on the whole child. The results are deeper engagement and greater overall academic success. Community schools lead to lower rates of absenteeism; better work habits, grades, test scores, and behaviors; higher enrollment in college preparatory classes; and higher graduation rates. Community schools include six pillars of practice, which are adaptable to the needs of an individual school's students, staff, families, and community. The six pillars are:

Strong, Relevant Curriculum – Community schools provide a rich and varied academic program, allowing students to acquire both foundational and advanced knowledge and skills in many content areas. Students learn with challenging, culturally relevant materials that address their learning needs and expand their experience. Learning and enrichment activities are provided before and after the regular school day, including sports, the arts, and homework assistance. Parents and families are supported through adult education that is responsive to their emerging needs.

High-Quality Teaching – Teachers at community schools are fully licensed, knowledgeable about their content, and skillful in their practice. Instructional time focuses on learning rather than testing. Individual student needs are identified, and learning opportunities are designed to address them. Higher order thinking skills are at the core of instruction so that all students acquire problem solving, critical thinking, and reasoning skills. Educators work

collaboratively to plan lessons, analyze student work, and adjust curriculum as required. Experienced educators work closely with novices, sharing their knowledge and expertise.

Inclusive Leadership – The leadership teams of community schools include educators, other school staff, parents, students, and community members. They share the responsibility of school operations with the principal. This leadership team ensures that the community school strategy remains central in the decision-making process. The team plans development and implementation that includes thinking about sustainability, such as organizing resources in new and more effective ways.

Positive Behavior Practices – Community schools emphasize positive relationships and interactions. Restorative discipline practices such as peer mediation, community service and post-conflict resolution help students learn from their mistakes and foster positive, healthy school climates where respect and compassion are core principles. Negative behaviors and truancy are acknowledged and addressed in ways that hold students accountable while showing they are still valued members of the school community. Zero-tolerance practices leading to suspension and expulsion are avoided.

Family and Community Partnerships – Families, caregivers, and community members are partners in community schools. Their engagement is not related to a specific project or program but is on-going and extends beyond volunteerism to roles in decision-making, governance and advocacy.

Community Support Services – Community schools recognize that students often come to school with challenges that impact their ability to learn, explore, and develop in the classroom. Because learning does not happen in isolation, community schools provide meals, health care, mental health counseling, and other services before, during, and after school. Therefore, it is critical that the school remains staffed with an appropriate number of school counselors, credentialed school nurses, school psychologists, school social workers, credentialed teacher librarians, and any other relevant support staff. These wrap-around services are integrated into the fabric of the school. Connections to the community are critically important so support services and referrals are available for families and other community members. *(CRE: April 2019, November 2021)*

Corporate Sponsorship

CTA believes adequate funding for all materials and activities should be provided by the appropriate federal, state and local sources. Corporate donation of materials must be commercial and bias-free. CTA opposes the corporatization of public schools. CTA further opposes curriculum materials from private corporations without the full approval of local curriculum committees. *(CRE: October 2000)*

Counseling and Guidance

CTA believes all schools in California should have strong, comprehensive counseling and guidance programs in the areas of personal, academic and career counseling. Credentialed

school counselors are critical to ensure students take the necessary college and career classes for graduation. Caseloads shall not exceed 250 students per school counselor. *(PRR: November 1979, June 1984; CRE: April 1986, October 1988; October 1992; SPS: June 2002, November 2015, October 2020)*

Counseling: Student Sexual Orientation

CTA believes every school district should provide counseling by trained personnel for students who are struggling with their gender identification/sexual orientation. *(CRE: January 1990)*

Counseling: Teenage Suicide

CTA believes a student's life is precious and ending life by suicide is a tragedy for both the family and the school community. CTA urges its members to "reach out" to troubled youth and to be supportive. CTA urges support for increased licensed and accredited programs to deal with counseling and guidance and mental health care for all students, particularly those students suffering from increased mental and emotional stress. *(CRE: January 1986)*

County Offices of Education Services

CTA believes educational services provided by County Offices of Education are an integral part of the educational program provided to many students, teachers and parents. Each County Office's instructional program is unique and designed to meet the needs of its community. *(PRR: May 1996)*

Discipline

CTA believes restorative discipline is essential. The board of education in conjunction with local affiliates should develop and update policy that provides comprehensive training and necessary administrative support to the classroom teacher in the maintenance of a positive teaching and learning environment. *(PRR: March 1980, June 1984, November 2021)*

Discipline, Order, and Safety Required for Learning

CTA believes discipline, order, and safety are essential for an environment conducive for learning. The following guidelines must be followed in the schools:

1. Schools must have a system of rules that will promote the development of students' mental, ethical, and physical capabilities. Schools should strive to instill in students an understanding of their own rights and responsibilities and rights, as well as respect for the rights and responsibilities of others.
2. An orderly environment, including infrastructure, for students and education employees must be established to promote school activities and behaviors that enhances teaching and learning.

3. A truly safe school setting must extend beyond freedom from danger to freedom from fear of danger, which inhibits both teaching and learning as well as participation in school and community activities.
4. State and local government must assume full responsibility for providing personnel and wrap-around services in and near our schools including providing safe routes to school for pedestrians and bicyclists.
5. Schools must be integrated into local emergency networks and tied into inter-agency health and safety networks. This includes up to date telecommunications systems such as a telephone in every classroom. Schools shall also have a plan for internal and external communication in the event of power or internet outage.
6. CTA believes elected school officials should exhibit the same level of professional behavior as is expected of school personnel.
7. School personnel shall have the right to remove a student from the classroom or school activities when the student engages in a pattern of chronic and willful disruption and/or defiance of lawful authority.
8. CTA believes in alternative models of discipline, including but not limited to restorative practices.

All present and future education employees should be given formal, extensive, and ongoing training in discipline, order, and safety in both school and school-related activities. *(SMC: March 1995, June 2001, February 2002; CRE: April 2008, SSM: February 2013; C&I: April 2019; CRE: January 2021; SMC: February 2024)*

Discipline: Parent Responsibility

CTA believes whenever student suspension cannot be avoided, the cooperation of parents and guardians is essential for the improvement of school behavior, repairing of school climate and culture, and reintegration into the school community. Schools should make every effort to accommodate families' and caregivers' ability to participate in restorative conferences supporting reintegration and/or assisting in repairing damage to the educational climate of the school. Such responsibility shall require family and community partnerships with the school in the development and education of minor children. *(PRR: May 1981, March 2022)*

Dropouts

CTA believes every child is entitled to a free public education in a safe school environment. Every child PreK to 21 years of age will be given a free education with the goal to graduate from high school.

Strategies should focus on behavior and academic/career and technical education interventions to promote, maintain, and increase students' willingness to remain in school with the goal of completing high school. *(CRE: June 2007)*

Early Childhood Education

CTA believes learners of all ages must have equal access to appropriate public school programs. Early childhood education programs in public schools for children from birth to age eight should be supported.

Programs should be held in facilities that are appropriate to the developmental needs of these children. Developmental level, including social, emotional, motor and intellectual maturity, is fundamental to the success of a child's achievement. Early childhood education programs should include a full continuum of services for parents, inclusive of training programs that prepare parents to take an active role in the child's education and development.

CTA strongly supports an integrated and developmentally appropriate curriculum which focuses on the whole child in an active learning environment which includes large group, small group and individual activities. Decision making and critical thinking skills should be integrated into all areas of curriculum. In addition, concept driven programs should be developed which are interdisciplinary as well as project oriented.

There is a need for appropriate early intervention strategies to address learning problems. Early childhood education programs should maintain small class size with appropriate teacher/child ratios for each age. These programs must be staffed with fully credentialed teachers and support staff. Males should be recruited for active involvement in all aspects of early childhood education. Early childhood education should include programs for Individuals with Exceptional Needs (IWENS).

An extended day program beyond the state mandated minute day, designed to accommodate the day care needs of parents and children is an option and must be developmentally appropriate. Activities provided shall consider the emotional and physical needs of the child. An extended program is not intended to duplicate the base core curriculum or to extend the bargaining unit members' instructional time or work day.

Developmentally appropriate, observational and non-graded, assessments of children under the age of eight (8) are essential to inform and guide teachers about the planning of instruction to support educational success. Bias-free assessments of children should be designed to determine the developmental needs of the student.

Early childhood education programs must be sensitive to and meet the health and nutritional needs of children.

CTA supports legislation to assist in the implementation of fully funded early childhood education programs offered through the public schools. Any expansion of early childhood education programs should insure full funding without encumbering current Prop. 98 funded K-14 programs unless the ADA for the expanded program is included in the ADA for determining the amount in the Prop. 98 Trust Fund. *(ECE: March 1985, January 1989, June 1993, June 1994, March 1995, March 1996, June 1998, March 2003, February 2017)*

Education of Immigrants

CTA believes inadequate funding is jeopardizing quality education in school districts impacted by immigrants and their children regardless of documentation status. Such impacted school districts should receive federal and state assistance to provide educational facilities, personnel, special programs and instructional materials.

CTA believes and recognizes all children, regardless of immigration status, are entitled to a free and appropriate quality public education.

An environment free from harassment for these children should be assured. *(CRE: March 1994, January 1996, February 2002, June 2008, November 2017)*

Education of Incarcerated Individuals

CTA believes individuals who are incarcerated must be provided equal access to all educational, self-help and training programs offered by county jails, camps and correctional institutions. *(CRE: January 2007, November 2014)*

Educational Accountability

Accountability measures education by a variety of indicators that provide a clear description of resources, processes, and outcomes. The process for developing accountability-program requires time and should be deliberate and sequential. Valid testing and data reporting are required for any-accountability process.

CTA believes bargaining unit members can be held accountable only to the degree that they share responsibility in educational decision making. Other individuals and institutions who share this responsibility should also be held accountable.

CTA believes in meaningful educational accountability systems.

Any accountability process must assure that teachers are provided with the professional development and resources needed to help them align their curriculum, instruction and assessment with the adopted standards. Special programs should help teacher-design, implement and coordinate programs to support students who do not meet the standards.

Students must be provided with the materials and facilities needed to learn and meet adopted standards.

Any accountability process must be evaluated by valid testing and data reporting. Annual test items and official answers must be made public immediately after they have been used.

Students, teachers, certificated support personnel, parents, guardians, school board members, classified personnel, administrators, state legislators and community members are partners in the educational process and must be accountable for their roles in this effort.

CTA understands that statewide tests are a major component of California's education assessment system. The main use of these tests should be as a diagnostic tool. Local governing boards, the State Board and legislators should evaluate curriculum based on the

results of local and statewide assessments. *(C&I: October 1973; AST: May 1996, June 1998, April 2002, May 2005)*

Educational Excellence: Consequences of Accountability Systems

CTA believes intervention from state and federal government must focus on providing useful assistance that can produce powerful improvement, such as collaboration, meaningful professional development, parent involvement, and high quality classroom assessment.

CTA also believes meaningful improvements do not result from sanctions. Any interventions should be accompanied by sufficient support and resources to increase the likelihood of success. If a school or district has taken steps toward desired improvement, it must be allowed sufficient time for those changes to take effect.

CTA opposes the labeling of schools as low-performing or any other negative label.

CTA opposes takeovers of public schools, privatizing school management and forcibly converting schools to charter schools as a consequence of an accountability system.

CTA opposes reconstitution of public schools as a consequence of an accountability system.

CTA believes students, parents/guardians, teachers, administrators, schools and school districts should not be penalized for parents/guardians exercising their right to exempt their children from standardized tests.

CTA believes state monies must be used towards resources that will help all students meet adopted standards. Incentives that reward individual students, bargaining unit members, schools or districts based on the result of a test constitute a policy of inequality.

Accountability Systems:

CTA believes that the use of statewide longitudinal data should be limited and relevant to informing effective instructional strategies and improving student outcomes. Multiple measures of student achievement must be used along with any mandated state and federal assessment system to show the progress of each student. Data will be reported that tracks the overall growth of each individual student from year to year. The use of longitudinal diagnostic information about student learning shall be limited to decisions about instructional strategies, allocation of classroom resources, student placement, and professional development opportunities designed by educators.

CTA believes that a firewall must be maintained between data elements in California Longitudinal Pupil Achievement Data System (CALPADS) and California Longitudinal Teachers Integrated Data Education system (CALTIDES), or any successor education data collections systems, in order to prevent the use of data systems for any employment decisions related to individual educators and education support professionals. This firewall must also prevent the combining of CALPADS data with CALTIDES data. Privacy provisions should apply to education support professionals, students, parents and educators of pre-k through higher education.

CTA believes that the privacy rights of students, parents, educators and education support professionals must be protected in a statewide longitudinal education data system, including all privacy protections under state and federal law (Family Educational Rights and Privacy Act) and protections under CALPADS and CALTIDES. The privacy rights of parents, students, educators and education support professionals must be maintained by all users of education data, including state and local officials, researchers, and policy makers.

CTA believes that to effectively utilize statewide longitudinal data effectively, the data must be regularly audited to assure that it is:

1. Of high quality, and
2. Valid and reliable both in its analysis and at the point it was collected, and
3. Meaningful to the users of education data.

CTA believes that if the data are used for research purposes there must be assurances that the above criteria are reviewed and that human subject protocols are followed.

CTA believes that adequate funding and adequate time during the work day must be provided to allow educators and education support professionals' appropriate and effective training in the use of longitudinal education data. Hardware and software needed for data use must be kept up to date and adequate technical support must be provided.

CTA believes that any governance structure, state or local, designed to manage education data, must include CTA representatives as an integral part of that governance and oversight structure.

CTA believes that education data systems should be subject to regular periodic review for the purpose of assuring that they are consistent with the goal of educating students. *(AST: April 2002, January 2003, June 2004, June 2007, June 2008)*

Educational Excellence: Student Growth Models

CTA believes growth models can best support teaching and learning when they are based on a set of principles and approaches to guide instruction as they describe—not measure—the progress of students.

A growth model is reporting tool by which each individual student's academic progress is monitored over time.

Growth models use multiple indicators to evaluate, quantify, and describe a finite set of student data in multiple ways. Multiple indicators do not mean more testing.

CTA believes a growth model:

1. Is a description of the student's performance on state or local assessments aligned to the standards.
2. Is a clear, usable report to parents.
3. Provides coherent and developmentally appropriate information in a timely manner.

4. Is not used alone or in conjunction with data from the student achievement database for purposes of pay, promotion, sanction, or personnel evaluation of an individual teacher of groups of teachers. PreK-12 educators must lead the process of creating the growth model including development, piloting, implementation, and revision. *(AST: May 2009)*

English Language Learners/Long-Term English Language Learners

CTA believes school districts, including charter schools, must adopt a Long-Term English Language Learner Intervention Program based upon best practices established by the California Department of Education. All English Language Learners should receive supplemental grant funding for the duration of their designation as an English Language Learner. Funding for Long-Term English Language Learners must include a dedicated, adequate funding source. *(LNG: June 2013)*

English Language Learners/Other Relevant Policy – For more information see Policy sections listed below: *(LNG: June 2014)*

1. Asian Pacific Islander Heritage Month
2. Categorical/Mandated Programs
3. Credentials: Grandparenting
4. Cultural Diversity
5. Cultural Diversity and Ethnic Studies
6. Desegregation-Integration
7. Education of Migrant Children
8. Education of Immigrants
9. Elimination of Discrimination and Bias
10. English Plus
11. Equal Access: College Preparation
12. Equal Educational Access
13. Black, Indigenous, and People of Color (BIPOC) Educator Recruitment
14. Gifted, Talented and Creative Education
15. Hispanic Heritage Month
16. Human & Civil Rights of Children & Youth
17. Immigration
18. Incentives for Teachers of Language Minority Children
19. In-Service Education: Multicultural/Global Education
20. Instructional Materials: English Learners (ELs)
21. Language Acquisition Programs: Classification of Students
22. Language Acquisition Programs Including Bilingual Programs
23. Native American/Alaska Native Heritage Month
24. Non-Discrimination
25. Racial Profiling
26. Student Affirmative Action: Community Colleges

27. Recruitment of Teachers from Outside the United States
28. Rights and Responsibilities of Parents
29. Rights and Responsibilities of Students
30. Student Racial-Ethnic Identification
31. Testing/Assessment: Assessment of Student Learning
32. Testing/Assessment: Student Performance
33. Teacher Preparation: English Language Learners
34. Tracking of Students
35. World Language Education

Evaluation: Program

CTA believes the primary purpose of any program evaluation is to improve student learning and to determine the degree to which stated goals and objectives are being met. Program evaluation should be a continuous process which shall be directed at programs, not personnel.

The Teacher Evaluation Framework can be found at the following page: www.cta.org/teacherevalframework. *(C&I: October 1977, March 1996, TEAF: August 2018)*

Gifted, Talented and Creative Education

CTA believes programs for gifted, talented, and creative students should be fully funded. Content of programs designed for gifted, talented, and creative students should address their particular high-level ability and be more challenging and varied than the basic curriculum. Whenever possible these programs should provide primary language support for second language learners. The process for identifying gifted, talented, and creative students should be free of gender, racial, socio-economic, and cultural bias. *(C&I: March 1996, March 1997)*

Graduation Requirements

CTA believes students should receive high school diplomas only when they have met minimum competency standards for graduation. Multiple options will be provided for students to demonstrate competency. There will only be one document (referred to as a diploma) that designates that students have satisfied all requirements to graduate from high school. Students should not be denied a diploma based on the results of any single state or district mandated test or measurement.

CTA believes every student is entitled to the opportunity to graduate from high school with a high school diploma. Mandated curriculum/graduation requirements must take into consideration the diverse needs of the learner; the IEP and 504 team recommendation; the differing abilities and resources of the schools and localities; the complex and ever-changing nature of our economy and society; and the difference between idealistic goals and practical realities.

Graduation requirements must be well-balanced and broadly based, including provisions for both general education (i.e., the common learning or core curriculum required of all students) and specialized education (i.e., career technical education and/or college preparatory education). CTA believes teachers should have the central role in the development definition, and implementation of graduation requirements. Consistent with current federal law contained within the Individuals with Disabilities Education Act (IDEA), CTA believes every student with IEPs and 504s should have an opportunity to earn a high school diploma that allows them to pursue any post-secondary college, training, or employment options, and meaningfully and fully participate in their community.

CTA believes students who attend a non-traditional high school should be awarded a high school diploma or equivalent certificate based on the minimum California high school state standards.

CTA believes that when juveniles are under the authority of the juvenile court system and are required to attend school under California's compulsory education requirements, they should be taught by credentialed teachers.

CTA believes that when students are transient due to such things as juvenile court, foster care, migration or homelessness, they should be able to earn credit for partially completed course work that was satisfactorily completed towards graduation requirements.

Districts shall add completion of two years of Visual and Performing Arts or World Language or Career Technical Education to their graduation requirement. *(C&I: October 1977, January 1984, June 2001, June 2002, June 2016, June 2019; SEC: March 2022, June 2024)*

High School Future Teachers Programs

CTA believes high schools should support programs that encourage students to become teachers. *(HE: May 1996)*

Home Study

CTA believes where children are taught at home, the following guidelines should be followed:

1. Teachers of home instruction programs should meet California certification requirements.
2. Permission granted by the local governing board shall be required annually.
3. Students should receive regular and thorough instruction in a program of study comparable to that taught to students of the same age in a public school, with monitoring by the local school.
4. Home study programs should comply with compulsory attendance laws.
5. Students shall participate in state and locally mandated testing programs at the school site unless there are compelling reasons for the test to be administered elsewhere.

6. Compulsory recordkeeping should include a register of work time at instructional activities, daily attendance and progress. Submission of these records should be required before entering a regular public school.
7. Students should have the option of attending public school for part-time instruction. They should be counted in the average daily attendance (ADA) without proration.
8. When home study is a matter of parental preference, all expenses shall be borne by the parents. *(C&I: April 1986)*

Homework Policy

CTA believes the goal of homework is to practice concepts and skills presented through previous instruction to allow experimentation or preparation in areas which will be further developed in classroom instruction. Homework may be beneficial to students and it should enhance the educational program. Homework should be assigned at the discretion of the teacher to meet the needs and requirements of the course of study and/or enrich the lives of students. *(C&I: January 1986, June 2019)*

Independent Study Agreements for the Purpose of Receiving Student ADA

CTA believes regular attendance plays a key role in the success a student achieves in school. Independent study assignments have educational value but do not replace regular classroom instruction and participation. Assignments should not be utilized to encourage students' absences for recreational purposes. Independent study agreements for students unable to attend school shall be made for legal absences.

Independent study program assignments should be considered for a period of absence in excess of four (4) days but not more than ten (10) days.

Independent study assignments are due at the time the student returns to the classroom. In order to meet the needs of the student and the classroom teacher, independent study assignments shall be requested from the classroom teacher by the parent/guardian in writing at least one (1) week in advance, except in cases of emergency.

The Independent Study Agreements cannot be retroactive. *(PRR: January 1990, June 1990)*

Instructional and Learning Strategies

CTA believes in lifelong learning and that certain principles are basic to all learning. These principles include, but are not limited to:

1. Learning styles vary.
2. Learning is a dynamic process.
3. Learning proceeds from the general to the specific and then to the general.
4. Learning generally progresses from the known to the unknown, from the concrete to the abstract, and from the simple to the complex.
5. Learner uses that which has been learned:

A. The learner receives instruction through a variety of strategies and techniques;
B. Instruction is directed to the learner's needs and abilities;
C. Instruction encompasses all three domains: affective, cognitive and psychomotor.
D. A meaning-centered curriculum provides an in-depth exploration of concepts.
E. The learner receives instruction, especially in language skills, at the earliest appropriate age. *(C&I: October 1984, June 1993, January 1995, June 1995, May 2009)*

Instructional Excellence

CTA believes a prime responsibility of the Association and its affiliates is to encourage ongoing improvements in the quality of instruction. The primary authority to recommend instructional improvements should lie with the teachers through a democratic decision making process. The Association encourages and endorses curriculum and professional development activities by local associations to assist in this process.

The Association recommends professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions.

The Association recommends writers, publishers, and producers provide materials that have been field-tested in classroom situations and proven effective.

Instructional excellence is rooted in knowledge of the subject and the ability to communicate it to the learner.

Excellence includes but is not limited to:

1. Engaging instruction for all students.
2. Integrating the knowledge of how students learn and develop.
3. Using common academic language between teachers and students.
4. Maintaining high and rigorous academic standards.
5. Structuring learning through assessment, review, re-thinking and application. *(PRR: June 1994, April 2010)*

Instructional Materials: Local Selection

CTA believes the individual educator is the most qualified person to select instructional and supplemental materials which meet the diverse needs of learners.

The teacher must be able to make such decisions in complete freedom and without censorship. A broad matrix with a wide variety of basic, supplementary and technical materials (e.g., software) that meet the legal compliance requirements should be made available for selection. This selection should be in compliance with all existing laws

mandated or encouraged by legislative action, including “mainstreaming” (most appropriate environment), school improvement programs, competency programs, et al, and should be free from racial and sexual bias.

Teacher involvement in the selection of instructional materials shall include the establishment of committees at the district and/or school site level to select materials purchased with state and district funds. This selection should take into consideration the fact that schools vary widely in values, size, community qualities, resources, and goals.

1. It is important to consider that teaching styles, methodologies, and approaches vary widely.
2. A majority of the committee members should be classroom teachers selected by the exclusive representative.
3. The teachers on the committee should be a representative group.
4. The need for involvement by administrators, parents and community members is recognized.
5. The committee should establish its own criteria reflecting district goals for evaluation of materials and state-adopted frameworks.
6. The committee should be vested with the authority for final selection of materials they determine best meet the needs of their students. This includes the flexibility to purchase, using state textbook funds, materials not included on the state adoption list.
7. The committee should be able to demonstrate how the current year’s purchases fit into the cycle of state adoptions.
8. Instructional materials should not be limited. The term “instructional materials” shall encompass all materials developed as a part of the total educational program. *(C&I: March 1983, June 2005)*

Instructional Materials: State Selection Process

CTA believes selection of instructional materials is an ongoing process and that a wide matrix of current quality instructional materials should be available in each area of pupil instruction in order to meet the needs of California’s diverse pupil population and teaching styles.

Consistency with the state adopted standards, frameworks and excellence of materials should be the criteria for adoption. All instructional materials such as state curriculum guides, tests and other materials should be congruent with the state adopted standards and the frameworks.

CTA recognizes modifications of some materials may be necessary to foster vocabulary growth and critical thinking skills and to improve levels of test performance. Readability formulas, as such, should not be included as adoption criteria.

Legal compliance review of instructional materials is a necessary process at the state level, and that such review shall focus on the positive representation of the diversity of California's population.

Instructional materials need to be evaluated in a variety of classroom settings and results made public in order to ascertain their effectiveness prior to the adoption process.

Teachers should constitute the majority of the Instructional Quality Commission and of each state level Instructional Materials Evaluation Panel and teachers who serve on such panels and commissions on their own time rather than on released district time should be compensated by the state for this time at a rate not less than their regular teaching salary.

The state should provide each pupil in each district a textbook and/or other instructional material from the current approved state list in each area in which adoption is made. *(C&I: June 1989, June 2000, June 2001, April 2012)*

Instructional Materials: Use of Brand Names

CTA believes instructional materials should not contain illustrations of any identifiable commercial brand names, representations or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations. If, under this exception, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations.

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritive value. *(C&I: October 1977)*

Intervention Programs

CTA believes once a low-achieving general education student has been identified, it is important the student be offered alternative modes of intervention to support mastery of the core curriculum. These interventions should be delivered by certificated personnel and take place outside of the required instructional minutes such as Saturday school, summer school, after school and/or before school tutoring, or other locally determined programs. In these interventions, the student/teacher ratio shall be such that it provides an optimum learning environment for these students.

Funding for these intervention programs shall supplement the existing school program, not supplant it. *(C&I: June 2001)*

Kindergarten *(See also Transitional Kindergarten)*

CTA recommends that full-day kindergarten be compulsory by age five (5). CTA recommends that a full year of kindergarten be a necessary prerequisite for advancement to

first grade. The minimum age for entrance into full-day kindergarten shall be age five (5) by August 1.

CTA believes that kindergarten students who are medically and developmentally able should be fully toilet trained when the school year begins. They should be able to toilet themselves with minimal support. When toileting support is required, there should be access to clean restrooms with toilets, changing tables, appropriate supplies, and warm water. These are essential minimal requirements to support the toileting needs of students. To ensure students are safe and to maintain their health and hygiene, classrooms must be supported by dedicated, appropriately trained staff other than the certificated teacher.

CTA recommends a minimum 200-minute session for full-day kindergarten. CTA believes a 200-minute day kindergarten will provide time to meet the developmentally based instruction needs and developing brain and play based instruction of the whole child. It should include all curricular areas inclusive of fine arts and physical education as outlined in the state adopted frameworks. A full-day kindergarten should be no more than the maximum minutes allowed by the education code for kindergarten.

CTA believes if a kindergarten readiness measure is available or developed, it shall be locally controlled only.

Class size for kindergarten shall not exceed 20:1 student teacher ratio with a dedicated instructional aide.

Full-day kindergarten should be fully funded to provide adequate developmentally appropriate facilities and support personnel. The impact of a full-day program should be locally negotiated as it affects terms and conditions of employment. Any full-day kindergarten programs should be rolled out district wide so that all students in that district have equal access to the expanded program.

Any legislation implementing this policy shall be at least revenue neutral and not have the potential of causing the loss of bargaining unit member jobs. *(ECE: January 1984, March 1985, June 1990, January 1992, January 1993, March 2001, June 2002, March 2003, June 2004, June 2006, June 2018, June 2019, April 2021, May 2022, November 2023)*

Language Acquisition Programs: Classification of Students

CTA believes an English Learner is a pupil whose native language is other than English and whose level of listening, speaking, reading or writing is less than proficient as evidenced by multiple measures including state assessments.

CTA believes that a Long-Term English Learner is a pupil who has been designated as an English Learner for six (6) continuous years.

CTA further believes that an English Learner who has remained at an established benchmark for two (2) consecutive years will be considered at risk for being classified as a long-term English Learner.

CTA believes the reclassification of Limited English Proficiency Students to Fluent English Proficient student status shall be based on meeting the following criteria:

1. Evaluation shall be by a BCLAD (Bilingual Cross-Cultural Language and Academic Development)/CLAD/SB 9/SB 395 authorized teacher of student's classroom performance.
2. Measurement of student's progress in acquiring skills of listening, speaking, reading, and writing in English shall be by using an objective assessment instrument.
3. Student's proficiency in English shall be comparable to students of the same age whose native language is English.

Parents and guardians of English Language Learners shall be notified of and consulted on the reclassification of a child. A timely follow-up must be conducted and documented in order to ensure that the reclassification to Fluent English Proficient was appropriate. *(LNG: June 1982, March 1985, January 1999, October 2001, February 2002, June 2004)*

Language Acquisition Programs Including Multilingual Programs

CTA believes, recognizes, and respects the individual linguistic differences of our students. These differences positively affect student learning. CTA believes that language is a key component of culture and identity, and that the immense language diversity in the state of California contributes positively to our vibrant and unique democracy.

CTA further believes students who are not yet proficient in English are denied equal access unless appropriate educational support is provided. CTA supports diverse multilingual educational practices and believes multilingualism has a positive effect on student learning. CTA supports ongoing professional development for educators to best serve their increasingly diverse multilingual students. *(LNG: February 2025)*

Regardless of title, programs to engender language acquisition have two goals - language skills development and content learning.

The definitions of the terms used are as follows:

1. "English Learner" means a pupil who is "limited English proficient";
2. "Native speaker of English" means a pupil who has learned and used English in their home from early childhood and English has been their primary means of concept formation and communication.
3. "Language acquisition programs" refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to pupils on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to pupils shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. Language acquisition programs may include, but are not limited to, all of

the following:

A. Dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
B. Transitional or developmental programs for English learners that provide instruction to pupils that utilizes English and a pupil's native language for literacy and academic instruction and enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet state-adopted academic content standards.
C. Structured English immersion programs for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.

CTA believes that multilingual programs should focus on proficiency in the ability to speak, read, and write in English and the target language(s).

1. In developing language acquisition including multilingual programs, school districts should consider factors including but not limited to students' language background and educational needs, the availability of qualified teachers, and sufficient funding and materials. Whenever possible, at least one administrator and one member of the office staff at each site should speak the primary language of the majority of the English Language Learners and their parents.
2. As part of the parent and community engagement process required for the development of a local control and accountability plan, school districts and county offices of education shall solicit input on, and shall provide to pupils, effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs. CTA also believes that this requirement is intended to ensure that all pupils, including English learners and native speakers of English, have access to the core academic content standards, including the English language development standards, as applicable, and become proficient in English pursuant to the state priorities.
3. A school district shall provide opportunities for teachers to participate in ongoing evaluation of the components of a language acquisition and multilingual programs.
4. Prior to placement in the program, a student's language proficiency shall be assessed by a certificated person utilizing state-recognized assessment instruments. Student progress shall then be evaluated annually by certificated personnel utilizing classroom teacher input.
5. Classroom teacher input shall be utilized in the selection of state-recognized assessment instruments.
6. All mandated programs shall be fully funded by the mandating agency(ies). The California Legislature approved, and the Governor signed, a historic school funding

reform that restructured public education funding in a more equitable manner, directs increased resources to improve English language acquisition, and provides local control to school districts, county offices of education, and schools on how to spend funding through the local control funding formula and local control and accountability plans.

7. All students shall have equal access to educational technology in all the content areas.
8. All teachers in a multilingual program must possess a regular California Teaching Credential with a bilingual authorization or on the path to obtain authorization.
9. All currently employed certificated teachers in a school shall be supplemented and not supplanted by personnel hired for these programs.
10. Multilingual teachers have the right to be evaluated by credentialed bilingual administrative personnel.
11. All teachers in multilingual programs shall have language-appropriate full-time aides.
12. These aides shall be trained to assist the teacher in implementing the program.
13. School districts shall provide in-service in the instruction of English Language Learners. Provisions shall be made for the implementation of staff development during regular school hours or at a mutually agreed upon time with appropriate compensation.
14. The State of California shall provide incentives other than salary or stipends for the recruitment and retention of bilingual teachers.

CTA believes Adult Learners should be afforded the opportunity to acquire primary language skills, literacy skills, and English proficiency through public schools. Adult English Language Learners must be afforded equal access to rigorous curriculum to allow them to obtain a high school diploma or the equivalent. *(LNG: January 1996, May 1996, October 1999, October 2001, April 2002, June 2004, June 2008, June 2017)*

Learning Support Services Staff

CTA believes California's schools, colleges and universities should employ sufficient learning support services staff including but not limited to school counselors, credentialed school nurses, librarians, credentialed teacher librarians, school social workers, speech-language pathologists, welfare attendance workers, audiologists and school psychologists to provide quality support programs and to ensure equal access for all students to achieve academic success. *(HE: January 1983, June 1984, May 1996; SPS: April 2002; C&I June 2007, June 2017; SPS: October 2020)*

Libraries

Libraries are separate physical or digital places that contain books, periodicals, and other material for reading, viewing, listening, studying, or referencing; are indispensable components of well-structured schools; and provide an important role in a functioning democracy. CTA believes it is essential that libraries, both school and community-based,

operate without undue interference from individuals or groups that would limit or censor their resources. *(TEAF: June 2024)*

Library Services

CTA believes school library programs must have at least one full time, credentialed teacher librarian for each school site with a population of 600 or more and for smaller schools, an itinerant credentialed teacher librarian with a caseload of not more than 600, with clerical support. This position shall not be included when calculating class size/staffing ratios. *(C&I: November 1969, April 1986, October 1990; SPS: April 2002, June 2017)*

Loyalty Oaths

CTA believes any legislation or district regulations requiring faculty to swear to specific oaths of allegiance should be opposed. *(HE: October 1971)*

Mainstreaming PreK-12

CTA believes students with special needs should be mainstreamed under the following conditions:

1. A beneficial learning experience is provided for both students with special needs and general education students.
2. Educators and administrators share equally in its planning, implementation and evaluation.
3. All staff will be prepared for mainstreaming roles through in-service training and retraining. District-offered staff development programs to prepare staff for these roles shall be provided prior to their involvement. Release time shall be given for this purpose.
4. All students shall be adequately prepared for mainstreaming experiences prior to their involvement.
5. Appropriate instructional materials, support and pupil personnel services shall be provided for the educator and the students with special needs.
6. Determination of appropriate methods, materials, and support services are the result of cooperation between the classroom teacher and the involved specialists.
7. An appeal procedure for teachers and support staff shall be in place regarding implementation of mainstreaming, especially in the areas of students' placement and any prescriptive supportive services.
8. Modifications in class size, using a weighted plan which recognizes individual differences, as well as scheduling and curriculum design shall be used to accommodate the shifting demands that mainstreaming creates.
9. Implementation of systematic evaluation shall be utilized for mainstream programs.
10. Adequate additional funding and resources for appropriate intervention will be maintained for students with special needs.

11. No reduction of educational staff shall occur as a result of mainstreaming.
12. The classroom teacher(s) shall be included on the school assessment/ placement teams. Release time shall be given for this purpose.
13. There should be no encroachment of funds/resources from any other education program. *(C&I: March 1977, June 1990; ECE: June 2006; May 2005, June 2018)*

Middle School: Physical Design

CTA believes the physical design of middle schools and middle school programs must reflect the particular needs of the middle school child. *(C&I: January 1991)*

Middle School: Preparation and Staff Development

CTA believes educators of middle school students must be prepared to address the special needs of students going through the transition from self-contained to departmentalized classrooms while undergoing vast, and sometimes rapid, changes in their physical, emotional and psychological development.

Strategies for meeting these special needs can best be addressed through staff development opportunities designed by educators at the school site. The establishment of a specific or mandatory Middle School Credential is inappropriate and unworkable. *(CPD: October 1990, May 2005)*

Paperwork

CTA believes the excess paperwork mandated by state, federal, and/or local programs or regulations reduces time available for teacher preparation and contact time with students. Data collection should be streamlined. All required forms and questionnaires should be consolidated and reduced to the least amount. These forms should be available in an electronic format and used only when the data is of significant educational use. *(C&I: December 1980, June 2002, June 2007)*

Paraprofessionals: Student-Teacher Ratio

CTA believes any current practices or legislation that would allow districts or building units to utilize paraprofessionals/aides in lieu of teachers or use paraprofessionals/aides to decrease the established student-teacher ratio must be opposed. *(C&I: October 1973, March 1996)*

Parental Consent

CTA believes no child should be denied the opportunity to participate in an educational experience without notification of exemption returned by the parent or guardian. *(C&I: October 2003)*

Preschool

CTA believes a free universal preschool should be available to all California children, one year prior to kindergarten eligibility. It should:

1. Be developmentally appropriate
2. Have a minimum of three hours (180 minutes) per day, 180 days per year
3. Be staffed at a ratio not to exceed 1:8; supported by one credentialed teacher and two qualified instructional aides. *(ECE: June 2006)*

Professional Development Programs Affecting Evaluation

CTA believes the utilization of "innovative" programs for purposes of observing teaching methodology and teacher behavior(s) ("clinical teaching/supervision," "PATH," etc.) by many school districts has led to confusion, mistrust and opposition on the part of teachers. Before any such program is put into practice, CTA recommends the following:

1. All staff, teachers, administrators, etc., should be involved in any program be concurrently trained in the application, utilization, vocabulary and purpose of the program.
2. The program should be utilized as a positive training device and not an evaluation process.
3. Teachers should be given the option of participating or not participating in the implementation of the program after being appropriately trained in all aspects of the program. *(TEAF: April 1982)*

Public School "Choice"

CTA believes all public schools must be "choice" schools - schools that offer a quality, first class education. CTA continues to support open enrollment or public schools of choice for the purpose of magnet schools, ethnic or racial balance, or child care. CTA also supports open enrollment for public schools of choice for other purposes if the plan:

1. In no way lead to the privatization of the public schools.
2. Is based on the academic and individual educational needs of students.
3. States its purpose and intended outcomes at the outset.
4. Promotes equal educational opportunity for all students, and should operate in ways that facilitate better racial, ethnic, and socio-economic balances in the public schools.
5. Provides adequate resources to ensure quality education programs for every student.
6. Provides adequate financial assistance to enable all students to have transportation access to the intra-district choices available to them.

7. Is consistent with and utilizes collective bargaining procedures between school personnel and school governance, and safeguards member transfer, employment status, and all other contractual or constitutional rights.
8. Does not impose additional burdens on the certificated staff or additional regulatory requirements for school districts.
9. Allows sufficient time for effective implementation by each affected district.
10. Includes enrollment procedures which guarantee continuity and stability in a student's education.
11. Is based on the needs and input of students, parents, the school staff, and the community at large.
12. Provides the resources and information necessary to ensure that every parent understands and is able to gain access to the choices available.
13. Delineates the roles and responsibilities of governmental officials, certificated staff, parents, and the community in the development, implementation, and evaluation of any program.
14. Does not allow recruitment for athletic or academic purposes.
15. Is legal, constitutional, and in full compliance with court decisions and with federal, state, and local mandates. *(CRE: May 1997, March 1993, May 2005)*

Ranking of Schools

CTA believes that ranking of schools is biased against minorities and low-income students. *(CRE: June 2001, November 2009)*

Recruitment of Teachers

CTA believes every effort should be made by school districts within the state to fill certificated vacancies from the existing labor force of qualified teachers within the state. Local boards should permit no recruitment outside the state until the existing supply of qualified teachers in California has been exhausted.

This provision shall in no way be interpreted or applied to hinder, hamper or otherwise preclude effort to recruit and assign personnel in achieving racial and ethnic balance of certificated staff. *(PRR: November 1970)*

Recruitment of Teachers from Outside the United States

CTA believes in clear, consistent state expectations and guidelines for the recruitment of teachers, including bilingual teachers, from outside the United States.

Guidelines must include but are not limited to: due process, support systems, reciprocity, credentialing requirements, English fluency and multicultural awareness. *(LNG: June 2001)*

Rights and Responsibilities of Parents

CTA believes parents have a right to participate and be involved in the education of their own children.

Parents need to:

1. Support and nurture their children's effort for a public education that will enable them to function in a democratic society. Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Section 305 of the Education Code.
2. To receive all notices and other communications in English and in the parent or guardian's primary language in a clear and concise manner.
3. Be informed of their right to have input through the LCAP process in the parent or guardian's primary language in a clear and concise manner.

Parents have a responsibility:

1. To fight against censorship of school materials, curriculum and policies because censorship is a divisive tactic that undermines the educational process and is detrimental to students.
2. To support teachers and the educational process and to provide an important link between the schools and communities in order to achieve the best public education for all students.
3. To participate in the LCAP process in the parent or guardian's primary language in a clear and concise manner.

CTA further believes parents should have the ability to take their children to school, get to their place of employment, healthcare provider and day care centers. *(CRE: March 1995, June 1995, April 2002, March 2003; LNG: June 2017)*

Rights and Responsibilities of Students

CTA's support of individual responsibilities and rights specifically includes those of students. Educators shall help students recognize their responsibilities and realize that exercise of their rights depends upon acceptance of these responsibilities.

For the Student

1. Being a member of the school and the community, the student has the following rights:
   A. The right as an individual to express ideas and concerns.
   B. The right to a sound, basic education which is relevant to our modern society.

C. The right to opportunities for association with all segments of society in integrated schools, where respect and dignity for all is the standard.
D. The right to develop and study in a safe and supportive school environment, where learning, not survival, is the school's highest priority. The school environment should be free of verbal, physical, electronic and other forms of harassment.
E. The right to appropriate counseling, guidance, and health services, and to have access to accurate information about themselves, free of negative judgment or bias. Such services should be delivered by trained adults who not only inform them, but affirm them in their primary language to the extent possible.
F. The right to participate in decision and policy making as related to the school and the community.
G. The right to function in accordance with a realistic code of conduct developed on a cooperative basis by all segments of the school community.
H. The right to participate in all school activities.
I. The right to due process, freedom of association and freedom of peaceful assembly and petition.
J. The right to positive role models, both in person and in the curriculum, including through the use of instructional materials which are free of any form of overt/covert bigotry or stereotyping.

2. Being a member of the school and community, the student accepts the following responsibilities:
   A. The responsibility to attend all classes.
   B. The responsibility to adhere to all regulations and policies of the school.
   C. The responsibility to develop abilities and special aptitudes to the fullest potential.
   D. The responsibility to understand and work with all segments of the school community.
   E. The responsibility to respect the rights of others.
   F. The responsibility to accept reasonable, educationally sound limits on student employment which is not school-related.

(CRE: January 1973, June 1982, June 1984, April 1992, October 1995, May 2005; SSM: June 2016; LNG: June 2017, May 2023)

Rights and Responsibilities of Educators

The professional educator shall:

1. Assist in the development of students' self-esteem.

2. Recognize and respect individual differences among students understanding a diverse student body includes straight, gay, lesbian, bisexual and transgender students, as well as those of diverse cultural and linguistic backgrounds.
3. Assist in the development of scholastic, social and career choices of students.
4. Assist in developing sound decision-making skills.
5. Stress literacy as a crucial element for the survival of democracy.
6. Encourage parents to participate and support the educational process.
7. Actively intervene to stop the harassment of any student for any reason, including the incidence of name calling or the use of verbal slurs toward students. *(Adopted May 2023)*

School Athletic Program Accountability and Transparency

CTA believes that in an effort to promote public oversight and transparency, information regarding sanctions placed on athletic teams shall be made public. This information shall include the name of the school, the sanctioned team, the violation causing the sanction, and a description of the sanction being imposed. Making this information available to parents and the public serves the needs of students and protects their participation in sports, promoting safe and ethical conduct in athletic programs. *(SSM: June 2024)*

School-to-Prison-Pipeline and Incarceration Prevention

The School-to-Prison Pipeline is a well-documented, social phenomenon in which students in poverty, students of color, foster youth, LGBTQ+ students, and students with disabilities and special needs disproportionately end up in the criminal justice system and, ultimately, prison.

On top of poverty, unemployment, and lack of social services in the community, the School-to-Prison Pipeline arises from:

1. The misapplication and rigidity of zero-tolerance policies.
2. A culture of high stakes testing that identifies students for remediation and academic tracking.
3. Under-investment in on-site social services.
4. A lack of thoughtful and imaginative interventions that meet the educational and emotional needs of students in at-risk situations.

CTA opposes policies and practices, and funding that support institutionalized racism, white privilege, white supremacy, poverty, disproportionality in school suspensions and expulsions, physical violence against our students, and other factors leading to the criminalization and demoralization of students. In addition, CTA opposes police brutality against our students, excessive investment in the prison-industrial complex, institutional inequity in the distribution of resources, school environments that are becoming increasingly similar to prisons with tracking devices in student IDs, surveillance cameras, metal detectors, armed and militarized guards on campus, etc.

CTA believes that schools should be places where all students feel safe and supported and not targeted by the police. CTA denounces police brutality and the criminalization of students. CTA supports the investment in training of, and additional staff for community schools, restorative practices, wrap-around services, such as counselors, support staff, social workers, and mental health supports. CTA further believes that all stakeholders should be actively involved in making data-driven decisions on what community supports are needed and how monies will be allocated to fund them. *(CRE: November 2021)*

CTA believes the School-to-Prison Pipeline can be dismantled by:

1. Reducing the use of exclusionary discipline policies.
2. Establishing and enforcing productive discipline policies and practices based on the principles of restorative justice.
3. Removing policies and practices that label children as criminals.
4. Utilizing curriculum materials and pedagogy that are responsive to students in at-risk situations.
5. Ongoing professional development focused on developing and maintaining inclusive, effective classrooms for students in at-risk situations.
6. Investment in providing a full range of on-site social services.
7. Working collaboratively with families to support students.
8. Early childhood education. *(CRE: January 2015, March 2016, February 2017, October 2020, June 2021)*

School Recognition

CTA believes any statewide competition, such as “Distinguished Schools,” “Blue Ribbon Schools,” should include multiple measures (site visits, authentic assessment, written applications.) The decision to participate should be made by the educators at the individual schools. Active and retired teachers should constitute a majority of each selection committee. *(C&I: January 1994, March 2003)*

School Vouchers

CTA supports a moratorium on all school voucher programs.

CTA believes federal- or state-mandated parental options plans for private schools, that include the use of public funds directly or through vouchers, compromise free, equitable, universal and quality public education for every student. *(CRE: May 1997, January 2021)*

Schools: Accreditation

CTA believes accreditation is an important component of the educational process which assists schools in their improvement efforts. To the extent additional time and effort is required of members prior to and during accreditation, release time/compensation shall be provided. The release time/compensation for accreditation work should be bargained in local contracts.

For any school to receive full accreditation it must have the following:

1. One person credentialed as a credentialed teacher librarian for each school site.
2. One fully credentialed school nurse at a ratio not to exceed 1,200 students; for special education, the ratio shall be 100 pupils per special education nurse.
3. One fully credentialed school counselor with a caseload not to exceed three hundred students. *(C&I: June 1986, June 1990, October 1990, October 1995; SPS: October 2020)*

Selection of School Administrators

CTA believes in the concept of bargaining unit members, appointed by the local CTA chapter, being involved in all steps of the administrator selection process. School principals should be considered members of the teaching staff with administrative duties. Bargaining unit members at each school should determine the characteristics a principal should possess. Screen all applicants for site administrator positions, and nominate their choice for employment to the district school board for acceptance or rejection. *(PRR: April 1986, May 2005)*

Site-Based Decision Making and Restructuring

CTA believes classroom experiences are the foundation of quality education. Restructuring, when properly implemented through site-based decision making and district-wide restructuring can result in improved learning opportunities for students. Decisions that affect teaching and learning should be made by those closest to the students and the community. All certificated bargaining unit members shall have extensive authority to make decisions that affect their schools, students, classrooms, and worksites.

Any model adopted for school restructuring shall fit the educational needs of the students, faculty, staff, school, and community shall:

1. Involve the local Association as a full partner with the school district through collective bargaining in the development and implementation of school restructuring, recognizing that any plan for site-based decision making necessarily involves restructuring of decision making at all district levels and all local configurations.
2. Provide to schools and certificated bargaining unit members funding, planning time, and time for participation in restructuring including adequate scheduled time for working together in professional collaboration at the school site.
3. Have school plans based on decisions that emerge from the school site certificated bargaining unit members.
4. Adhere to all provisions of the negotiated contract between the Association and the district.
5. Require agreement from certificated bargaining unit members at the school site for participation.

6. Be supported by effective and appropriate staff development jointly devised by the Association and the district.
7. Be designed to empower certificated bargaining unit members in the site-based decision making.
8. Be fully funded above current revenue levels without encroaching on existing programs.
9. Be evaluated at regular intervals by the Association and certificated bargaining unit members at the site.
10. Encourage the local school community to initiate or participate in problem solving in any non-personnel issues.

When properly implemented, the site-based decision-making process will give bargaining unit members the ability and authority to make decisions that result in educational excellence and equity for all students. Site-based decision making, as used in this policy, is a locally developed joint process between the district and the chapter, seeking to improve the quality of education. The decision to develop site-based decision making shall be agreed to by the chapter and the district through the bargaining process prior to implementation, and shall contain specific procedures which ensure the integrity of certificated bargaining unit member and Association rights. Participation by school sites shall be voluntary, and determined by secret ballot which protects the confidentiality and privacy of individuals in making decisions.

Protection of Rights: Site-based decision making programs shall include proper and appropriate provisions for the protection of unit members. Site-based decision making shall not involve evaluation, discipline, non-renewal or dismissal of certificated bargaining unit members.

Participation in Site-Based Decision-Making: Participation in site-based decision making at the school site level shall occur only if it is supported by at least two-thirds of the unit members affected, as indicated in a process negotiated by the chapter. The rights of unit members who choose not to participate shall be protected.

Site-Based Decision-Making Committees: The minimum criteria for procedures governing the operation of site-based decision-making committees shall include the following:

1. Composition of Site-Based Decision-Making Committees - At a minimum, certificated bargaining unit members appointed by the Association shall constitute a majority of the district committee. At a minimum, the Association faculty representatives and certificated bargaining unit members shall constitute a majority of each site committee.
2. Membership in Site-Based Decision-Making Committees - The process of selecting unit members who are to serve on the district and site committees shall be controlled by the chapter. The Association shall be able to appoint district level committee members and the Association faculty representatives shall be guaranteed seats on site councils.

3. Compensation - Certificated bargaining unit committee members shall be compensated at daily or hourly rates of pay, or shall be granted release time without penalties, loss of benefit or loss of salary to attend all regular and/or related meetings of the committee on which they serve.
4. Waivers and Site-Specific Provisions - Prior to implementation, waivers of laws, regulations, or site-specific provisions to the collective bargaining agreement shall be agreed to by the chapter and district through the bargaining process and shall be reviewed annually by the parties. *(PRR: April 1992, March 1995, May 2005)*

Social Promotion/Retention

CTA believes school districts should strive to eliminate the practice of social promotion by instituting policies and programs designed and implemented in collaboration with the teachers of the district. These policies and programs must address the underlying causes of academic failure and provide swift intervention when failure does occur. To accomplish these goals, school districts should consider changes to school organization, curriculum and instruction and educational programs which are necessary for children to succeed.

CTA believes a truly effective educational program using student-appropriate learning strategies would reduce the need for retention if students at all levels were given adequate personal, psychological and social support. Within this support system, developmentally appropriate curriculum must be offered in settings in which teacher-student ratios are conducive to the success of all students. *(C&I: June 1992, March 1998)*

Special Education: Co-Teaching

CTA believes that a co-teaching model is one of many settings that may meet the needs of students as their Least Restrictive Environment (LRE). Placement of a student with an IEP in a co-teaching environment must be determined by the IEP team. Co-teaching is defined as a general education teacher and a special education teacher who voluntarily agree to work as co-teachers in a general education setting, and co-teaching is not considered jobsharing. In order to provide the most appropriate education and curriculum for students in a co-teaching model, the team must be provided compensation and given adequate and appropriate common preparation time.

CTA believes that for co-teaching to be successful, teachers shall be provided significant time to plan and prepare for the upcoming school year. The co-teachers must work together for at least one year and shall not be evaluated within the first year of implementation. The number of students in a co-teaching classroom shall be fair and equitable. Co-teachers shall have the opportunity to participate in professional development that meets their needs. *(SEC: February 2024)*

Special Education: Individualized Education Programs

CTA believes all educators retain the right to participate in the development of Individualized Education Plans for students whom they serve and shall be invited to participate in such IEP

meetings. CTA supports a unified and consistent approach to IEPs. CTA supports student-centered IEP meetings that utilize measurable current data, are strength-based, and validate parent and student feedback.

CTA believes that in addition to the contractual mandatory preparation time provided to all certificated educators and Education Support Professionals, all special education staff need protected time during the contracted school day for IEP testing and assessments, training, preparation, collaboration, and other IEP casework duties. *(SEC: March 2022)*

Special Education Plan: Local Committee

CTA believes a committee should be constituted within each responsible local agency, county office, and consortium responsible for the submission of a local plan for special education. The committee should be composed of 25% administrators, 50% special education teachers, and 25% regular classroom teachers, the committee and the administrative entity of each agency should cooperatively develop and implement the local plan for special education. The exclusive bargaining agent(s) within each responsible local agency, county office, and consortium should provide for the appropriate representation of regular and special educators. *(SAE: May 1981)*

Special Education Programs: Foundation for Excellence

CTA believes students with IEPs and 504s, may benefit from instruction provided in general education and career and technical education. There must be a greater emphasis on collaboration between general education teachers and special education staff in order to improve and expand services to students.

Decisions about the appropriate education for a student with a disability (SWD) must be individually determined and made with active involvement of varied professionals. There must be a full continuum of services and a full range of delivery models available. Each student must have available the most educationally appropriate curriculum, setting, and/or program to meet their needs.

CTA believes all educators retain the right to participate in development of IEP's for students whom they serve and be invited to participate in such IEP meetings.

CTA believes the statute and regulations of the Individuals with Disabilities Education Act (IDEA) must be maintained. This includes protection of parent rights, professional rights, due process, IEP timelines, eligibility criteria and the evaluation process. Through their IEP, the SWDs will be placed in the most appropriate least restrictive environment because every SWD has the right to a free and appropriate public education (FAPE). Multi-Tiered Systems of Support (MTSS) or any other general education intervention or prevention programs shall not prevent nor delay access to special education services.

Proposed education reforms must provide adequate funding. Before statewide implementation these must be piloted and carefully evaluated.

Staff development programs that address the needs for SWDs must be provided for all educational personnel. These programs must be designed and implemented by participating educational personnel. Programs must be scheduled on released time throughout the school year and provided with an appropriate budget.

Implementation of strategies such as collaboration, team teaching, student study team planning, and any other support activities must be an integral part of the educational process, be fully funded and occur within the parameters of the work day.

Any redefinition of roles and responsibilities, such as consultation, collaboration or alternative assessment procedures, must not result in an increase in the workload of personnel providing services to students with disabilities.

CTA stands ready and committed to be full participants in the dialogue and development that will produce positive changes for the benefit of our students through adequate funding and collaboration at the school site level to more appropriately address the needs of all students in California. *(SEC: June 1990, May 1996, June 2005, June 2017, January 2022)*

Special Needs Students in Locked Facilities

CTA believes an individual's rights to freedom of movement cannot be abridged without due process protections.

An IEP team may recommend placement in a locked residential facility without the consent of a non-adjudicated minor, when:

1. The non-adjudicated minor meets the mental health criteria for involuntary hospitalization at the time of the IEP meeting; or
2. The non-adjudicated minor's behavior meets the school districts or county office of educations criteria for expulsion but is precluded from this action by reason of a relevant handicapping condition. *(SAE: June 1994)*

Standards/Framework/Textbook Review

CTA believes adopted standards should be reviewed prior to revision of frameworks and/or textbook adoption. CTA further believes the state K-8 textbook adoption cycle should be no more than six years. Grades 9-12 textbooks should be reviewed at the local level at least once every six years in all subject areas in a manner consistent with the six-year cycle for state framework adoption. *(C&I: April 1985, January 1987, April 2005)*

STEM/STEAM

CTA believes that schools must have the flexibility to develop STEM/STEAM (Science, Technology, Engineering, Mathematics/Science Technology, Engineering, Arts, Mathematics) programs that take advantage of existing resources and opportunities in their individual communities. CTA believes that a strong STEM/STEAM program includes the following:

1. Voluntary participation of staff and students.
2. Equitable access to STEM/STEAM programs, especially underrepresented students, such as females, minorities and students with disabilities as appropriate.
3. Training for teachers in the use of STEM/STEAM equipment and technology, the development of effective materials and appropriate instructional strategies for STEM/STEAM.
4. Adequate funding for all STEM/STEAM programs, as well as the necessary equipment and consumable resources without encroaching on existing programs.
5. STEM/STEAM elements that may be integrated or serve as stand-alone courses.

(Adopted C&I: June 2016)

Student Data System

CTA believes a state-wide data system should exist the equitably and accurately reports high school graduation and dropout rates in California. The data system should address, but not be limited to, situations such as:

1. Juvenile detention, pregnancy, severe illness or accident, passage of the GED, expulsion, transience, or court school attendance:
2. Attendance in continuation, adult education, religious or private institutions; and
3. Returning from a charter school, home schooling, or another state or country.

The information in the data system shall not be utilized as part of any employee evaluation process. *(C&I: March 2009)*

Student Dropouts

CTA believes in and supports positive programs and legislation to reduce student dropouts in California and recommends that all school districts must take affirmative steps to deal with this rising problem in California. *(CRE: June 1986)*

Student Pregnancy and Student Parenting

CTA believes with the increased number of student pregnancies and student parents, special efforts must be made by school districts to meet the needs of these students to live productive lives in our society.

These efforts should include:

1. Prevention of unintended pregnancies.
3. Assistance to pregnant students and student parents in completing their education.
4. Acquisition of skills for productive employment.
5. Promotion of a lifestyle based on sound health principles.
6. Establishment of on-site child care services.

Access information about support services such as mental health and social services within the community must be made available to the teachers.

Student mothers and student fathers should not be discriminated against nor denied equal educational opportunities. *(CRE: January 1987, May 2005)*

Student Voting Participation

CTA believes all students should be taught the benefits and responsibilities of voter participation in our democratic society. A voter registration process should be implemented for all eligible and future voters. *(PIC: June 1991, November 2015)*

Teacher Exchange Programs

CTA believes both teachers and students will benefit if teachers participate in exchange programs in various cultural, linguistic, educational and geographic environments. The Association encourages development of voluntary teacher exchange programs. *(PRR: June 1994)*

Teacher Representation on Advisory Groups/Agencies/Commissions

CTA believes all state-level advisory groups, policy groups or commissions involving education or children, will include a majority representation of CTA teachers who are involved in the designated field(s). *(CPD: October 1984, March 1996)*

Teacher Work Schedule: Departmentalized Schools

CTA believes that in departmentalized schools with a traditional six period day, the teacher to student contact load should be a maximum of five teaching class periods with a minimum of one preparation period during the student day. Teachers who teach in a departmentalized school who teach more than five periods shall be appropriately compensated.

Teachers who provide service in a departmentalized school with a non-traditional schedule, including, but not limited to, a modified block, a block, or four by four (4x4), should have the equivalent teachers to student load and preparation time as those teachers on a traditional schedule. *(C&I: October 1987, March 1996, May 2009)*

Technology: Advanced Technology

CTA believes imaginative use of technology can assist educators in meeting the needs of all students - enhancing not only what, how well and how fast students learn, but also student self-esteem and interest in education.

A bold and comprehensive program to bring the advantages of technology into the classroom is fundamental to creating schools in the 21st century. At a minimum:

1. There must be an LEA provided phone and/or a comparable communication device for the purpose of non-closed-circuit communication in every classroom.

2. All students must have equitable access to computers and other high-tech devices that permit them to interact with—and learn from—computers and multi-media devices, technology, and appropriate technology training.
3. Training should be provided for teachers in the use of technology equipment, technologies and applications, the development of effective materials, and appropriate instructional strategies.
4. Teachers must have access to the great variety of electronic resources available through network connection and must be trained in the use of such resources.
5. CTA believes access to the Internet is an educational right and shall be provided to every student free of charge with the full support of the government in alignment with full compulsory education requirements.
6. CTA believes that programs should be provided free of charge for supporting parents in the acquisition of technical skills so they can effectively support the instructional program for their children.
7. When synchronous and asynchronous distance or online instruction is implemented remotely or in-person, it must be implemented with appropriate supports in place. When distance learning is required, all students shall be provided 1:1 technology with stable Internet access to facilitate engagement in learning.

Technological resource material selection should follow the criteria and process for supplementary materials and comply with the State Department of Education guidelines. *(C&I: June 1994, June 1995, January 1996, June 2021)*

Technology: Artificial Intelligence

Artificial intelligence (AI) refers to the ability of machine-based systems to perform tasks that typically require human intelligence. AI applications include but are not limited to, machine learning, natural language processing, robotics, and computer vision. Machine-based systems, including those employing AI, are systems that use machines to perform tasks, make predictions, or influence environments, often with varying levels of autonomy and adaptability. AI literacy is the understanding of what it means to learn with and about AI while gaining specific knowledge about how artificial intelligence works, the skills necessary to master AI tools, and how to critically navigate the benefits and risks of this technology.

It is essential that educators play a central role in the ways AI is incorporated into curriculum and schools. CTA believes that all instruction and student and academic support services shall be provided by highly qualified educators, not machine-based systems or AI. Furthermore, CTA believes that the use of AI should not reduce positions, hours, or compensation for educators. Implementing AI programs across different levels necessitates educators' guidance to facilitate student exploration and development of 21st Century skills, including a critical understanding of AI's ethical and societal dimensions with an emphasis on academic integrity.

The choice to use programs that include AI, as well as its implementation in the classroom, shall remain the exclusive domain of the educator, ensuring that educators retain full

autonomy over their instructional methods and the tools they deem appropriate for enhancing student learning. CTA believes that AI training shall be available to, and compensated for, all members. At the same time, efforts must be made to protect educators' and students' privacy and security from the influence of outside entities and monetization of data generated from AI tools. CTA believes in ensuring equity in the adoption and use of AI in education, including addressing issues associated with the Digital Divide. Educators should receive equivalent workload credit for all duties that utilize AI technology with consideration for the additional workload required to function in this medium. CTA believes the use of AI shall be negotiated. *(TEAF: April 2025)*

Technology: Electronic Tools

CTA believes using electronic tools such as electronic grade books, electronic communications (email, voice mail, etc.), and instructional websites (including personally created as well as professional programs) improve communication and the effectiveness of the instructional environment. Educators required to utilize electronic tools must be provided with adequate training prior to implementation and continually provided with adequate equipment to make such implementation feasible.

CTA further believes any mandated use of electronic tools with reasonable expectations of their utilization must be mutually agreed upon by the local collective bargaining unit and the district.

CTA supports the use of federal, state, and local resources to fully fund the purchase/upgrades, maintenance, support, and training to fully implement the use of electronic tools in public schools. *(PRR: November 2010)*

Technology: Internet

CTA believes using technology and the Internet in the educational process improves the learning opportunities for students, improves the quality of instruction, and improves the effectiveness of educational employees. Technology can provide opportunities to reduce educational inequities.

The Association supports increased federal, state, and local resources, along with public/private partnerships, to fully fund equipment purchases/upgrades, maintenance, technical support, training, evaluation, and staffing to support the full use of technology in public schools.

Tools such as electronic mail, bulletin boards, list serves, the World Wide Web and similar technologies turn the whole world into an at-hand educational resource. Access to information, people, and perspectives becomes virtually limitless. Students must be adequately prepared for this new era.

The Association believes:

1. Education employees must have access to necessary technology for managing and advancing instruction. Such technology must be compatible with and equivalent to

technology in general use outside education (including use of the Internet). Further, education employees should be provided encouragement, time, training, and resources to experiment with and to research application of technology in order to integrate technology into the curriculum.

2. Education employees, including representatives of the local association, must be involved in all aspects of technology and Internet utilization, including planning, policy-making, materials selection, implementation, and evaluation. Additional preparation time and ongoing technological support must be granted to education employees using technology and the Internet to enrich their regular programs. Further, education employees must have collaborative planning time to develop programs.
3. Ongoing training must be provided for education employees in the use of technologies and applications.
4. Preparation in instructional technology and use of the Internet, including the development of effective materials, and appropriate instructional strategies must begin in college and university programs and extend through continuing professional development.
5. Students must have access to and instruction in technology and the Internet and the responsible use of technology. Further, there must be equity in training, funding, and participation for all students.
6. Every classroom should have Internet access.
7. K-12 instructional technology, including use of the Internet, should be used to support instruction and must be directed by a credentialed teacher.
8. Instructional technology, including use of the Internet, must not result in reduction of positions, hours, or compensation because of any technological programs.
9. The evaluation of education employees in any technological program should be conducted openly and meet the requirements of the local collective bargaining agreement and evaluation policy.

Security and Privacy

CTA believes schools have an obligation to protect students and education employees from harm, injury, and harassment. Student and education employee records must be protected from compromise, tampering, or unlawful disclosure. To that end, each education community must formulate the guidelines for the use of information systems. They must become educated about the content of the Internet, its use, and the potential for abuse. The education community should set standards for acceptable use, and establish the measures for enforcement.

CTA believes districts should, in cooperation with the local bargaining agent, adopt “acceptable use” policies for computing resources, including the following:

1. Post schools’ and students’ rights and responsibilities statements that define accountability and responsibilities for both providers and consumers of information.

2. Post disclaimers on workstations, in policy statements, or online, notifying users that the school claims no liability for the content of public online resources and assumes no responsibility for the willful violation of the usage policy.
3. Offer widespread education programs for all education employees, students, and parents, including not only the established guidelines, but also training on how to preserve one's own privacy.
4. Define enforcement provisions, since students must know that if they engage in illegal activity using the school's resources, they may be subject to criminal prosecution.

CTA believes education employees should have a reasonable right to free discourse and expression and should be able to use school computers and networks for work-related or educational activities. They should be able to use the equipment for lesson planning, classroom instruction, research, professional development, and collaboration with peers. They must also be allowed to explore and network without fear of retribution or the sense of being unduly monitored. Access to computer network services and the Internet should be viewed as a necessary professional tool. Each education employee should be provided with a computer and printer/access to printer services at their work station with access to the computer network and the Internet.

Further, CTA believes education employees should have the right to use the district's computers and network for communication so that they may explore the full potential of information technology without penalty or prejudice.

CTA recommends local associations negotiate for recognition and participation in the acceptable use policy and bargain the association's right to use the district's or school's network for association-related purposes.

CTA recommends that districts, in cooperation with the local bargaining agent, consider the following options in increasing security:

1. Use surveillance or a monitoring system for student computer use.
2. Consider encryption for highly sensitive data, either encoding or scrambling the data so it cannot be readily interpreted by on-lookers.
3. Employ various systems controls, such as setting up passwords or account numbers and/or captive user environments to protect student and employee records.
4. Purchase/build software to filter out inappropriate material.

Interactive Distance Learning

CTA believes the goal of technology in education is to enhance learning through distance education and to make instruction available to those who otherwise would not have access. Distance education will support and assist in fulfilling the mission of traditional education.

CTA believes distance education should be used to improve learning opportunities for students, the quality of instruction and the effectiveness of education employees. Distance

learning shall not be used as a means to avoid building classrooms or properly equipping schools.

All classes taught via distance education must be subject to the criteria adopted for quality education and to the regular curriculum review procedures and standards in each school district or campus.

All eligible students must be able to participate in distance education on an equitable basis without regard to economic or social status.

Students who take distance education courses should receive the preparation, technology, and support necessary to enable them to function effectively in an online environment. Technical assistance should be available whenever needed by students and faculty.

Distance education courses should be managed to assure effective student and school participation; provide for regular interaction between students, faculty and online classmates; and offer opportunities for appropriate offline activities.

Teachers who provide distance education at the elementary and secondary levels should be licensed in the subject matter taught and hold a teaching credential. Distance education teachers should also be skilled in learning theories, technologies, and teaching pedagogies appropriate for the online environment.

Teachers should receive equal compensation for distance education classes. The basic principle of “extra pay for extra work” should apply across-the-board to all education employees, including those who devote extra time to the development of traditional and online courses. Distance education should be used to support and enhance regular programs and not to reduce positions, hours, or compensation.

CTA believes the impact of distance education on education employees shall be subject to local collective bargaining agreements.

Educators who provide distance education are eligible for CTA and NEA membership as long as they meet the criteria for membership in CTA Bylaws, Article 3.

Intellectual Property Rights

CTA believes education employees should have full ownership of and subsequent control over their intellectual property, including, but not limited to, intellectual property related to technology-mediated instruction.

Student Use of Electronic Communication

All LEAs shall be allowed to adopt policies and regulations regarding the use and possession of electronic communication devices, such as smartphones, as well as social media. These policies and regulations must ensure that the use and possession of these devices and social media does not disrupt instructional time or other school programs. *(COM: June 2000, February 2003, June 2004, May 2005, April 2021; SMC: April 2024)*

Technology: Online Courses

CTA believes that online learning is a powerful instructional supplement to traditional classroom instruction. Online learning can provide flexible options for motivated students who are computer literate, possess above average time management skills and are fully prepared to work independently. Online education can only be effective for those who have access to the technological tools requisite to access and success in an online learning environment.

Students should have access to a teacher appropriately credentialed in California, or in the case of higher education should be taught by a faculty member in the content area of the course for which the student is enrolled. As research demonstrates, interaction with and connection to their instructor is every bit as important for students in online classes as it is for students in traditional classrooms. Online learning educators should be regular faculty unit employees of the local public California school district or the higher education institution where the student is enrolled. Prior to assignment to online instruction, educators should be provided professional development in the area of online teaching and learning and should be afforded the requisite technological infrastructure and technical support.

Teachers of online courses should control course content and should retain the academic freedom to choose appropriate instructional activities for their students. Assessments for online courses should be administered under the direct supervision of a credentialed teacher or qualified instructor. Ownership of any educator-created instructional materials or resources should remain with the creator. Higher education faculty should retain intellectual property rights over content, delivery and assessments in line with the provisions of their respective bargaining agreements.

Online curriculum should meet the same rigorous standards and be subject to the same review processes as curriculum used in traditional classrooms. The preferred use of online instruction is in a hybrid model where no more than 60% of the course is online instruction. All online classes should include some synchronous classroom instruction, including but not limited to team assignments, weekly discussions, audio casts, cybercafes, etc.

Online curriculum must be as affordable, accessible and equitable as traditional instruction. Enrollment in online learning should be voluntary. Students enrolled in online learning should have access to all programs and services of the district or institution in which they are enrolled, including but not limited to special education, electives, fine arts, guidance and career counseling services, physical education and extracurricular activities. Higher education students enrolled in online learning should have access to the same financial support resources as traditional classroom students.

Revenues associated with online instruction should be devoted to the instructional benefit of students, funding appropriate class sizes, technological resources and the recruitment and retention of quality educators. Public dollars should be used for public instruction.

Outsourcing of instruction and instructional support functions to for-profit vendors should be prohibited as this approach increases costs and weakens both transparency and public accountability.

Class size, workload and educator compensation should be comparable to face-to-face classes. In order to ensure optimal student learning conditions, local bargaining agreements for K-12 instruction should address class size and educator working conditions for online learning. In higher education, class size and other issues related to faculty working conditions and student learning conditions should be determined through the appropriate shared governance or collective bargaining processes. *(ACT: November 2014)*

Technology: Use of Instructional Technology

CTA believes the advancement and application of instructional technology devices and materials provide new opportunities for developing skills, furthering research and expanding knowledge in our society. Technology can be used to promote educational equality within and among schools, school districts, colleges, and universities. Local associations should support efforts to use technology to improve the quality of instruction, to enhance the working conditions of their members, and to protect members' rights. Technology should be used to enhance the roles in instructional opportunities of education employees. *(C&I: June 1995)*

Telecommunications

CTA believes the development and implementation of new technology in schools is a way of individualizing instruction so that faculty may provide higher order learning and remedial intervention strategies for students.

Such technological projects should include "real time" classroom-based systems which provide varied learning resources; monitor student progress; analyze student progress; provide a pedagogical database for intervention strategies, include lesson plans; and provide a professional database for retrieving research in a form which is usable in the instructional setting. Resources should be indexed in such a manner that references teacher material by California Benchmarks and Standards.

Telecommunication projects should be evaluated on the basis of their contributions to the above goals.

Instructional innovations through technology should not be implemented on a wide basis until pilot programs which have been evaluated in controlled research programs show that the innovation is, at least, as instructionally effective as existing delivery systems within the district.

Participation in pilot programs must be voluntary for teachers and students and that no person shall be required to be a part of a controlled experiment without prior consent. *(C&I: October 1987, March 1999, February 2003)*

Tracking of Students

CTA believes the use of academic tracking resulting in groupings along lines of socio-economic status, sex, race, color, or national origin must be eliminated in all public schools. The intentional or unintentional misplacement of students must be investigated, reported, and eliminated.

CTA encourages all school districts to investigate and monitor the discriminatory academic tracking of Black, Indigenous and People of Color (BIPOC) students. Areas of concern are the over-representation of BIPOC students in low ability and special education classes and the under-representation of these students in college-prep and accelerated programs such as GATE, Honors and Advanced Placement.

A variety of appropriate grouping strategies should be used to ensure all students gain access to a meaning-centered curriculum that is strongly academic and encourages critical thinking. *(CRE: October 1992, June 1995, January 1996, May 2023)*

Transfer of Student Records

CTA believes the current mobility of the American society dictates the need to expedite confidential informational exchanges between schools when students transfer.

The Association encourages its local chapters and all boards of education to pursue steps to achieve an effective transfer process that protects the rights of students and facilitates continuity of their education. School and educators who receive students with known serious behavior problems or violence-related potential shall be immediately informed of the violence potential of those students. *(PRR: June 1994)*

Transition of Matriculating Students

CTA believes student success is contingent upon implementation of a comprehensive transition process. The transition process must be student-centered, flexible, relevant, viable and based upon the active collaboration of the community, parents, school staff, and students.

The transition process must maintain ongoing effective, efficient articulation, and support for social, academic and psychological adjustments. This process must assure the health and safety of students.

Additional characteristics of a transition program from middle school should include:

1. Electronic transfer of student data and histories
7. Peer mentoring program
8. Vertical communication (among teachers) starting optimally six months before matriculation
9. Student transitioning support including school counselors, teachers, parents, and students

10. Intercession/summer student-centered workshops
11. A parent education component that clarifies the educational program. *(C&I: June 2005, June 2006; SPS: October 2020)*

Transitional Kindergarten

CTA recommends that transitional kindergarten (TK) shall be available to all children who are age eligible for kindergarten the following year. The minimum age for entrance into TK shall be age four (4) by August 1.

CTA believes that transitional kindergarten students who are medically and developmentally able should be fully toilet trained when the school year begins. They should be able to toilet themselves with minimal support. When toileting support is required, there should be access to clean restrooms with toilets, changing tables, appropriate supplies, and warm water. These are essential minimal requirements to support the toileting needs of students. To ensure students are safe and to maintain their health and hygiene, classrooms must be supported by dedicated, appropriately trained staff other than the certificated teacher and staff assigned to meet mandated ratios. Providing adequate support to the classroom teacher to attend to students' toileting needs is critical in creating and maintaining safe learning environments.

CTA recommends a minimum 200-minute session for TK. CTA believes a 200-minute day TK will provide time to meet the developmentally based instruction needs and developing brain and play based instruction of the whole child. TK curriculum should be developmentally appropriate. TK should specifically provide hands-on, experiential, child-centered, explorative, play-based learning activities, and experiences. TK should be no more than the maximum minutes allowed by the education code for kindergarten.

Class size for TK shall not exceed 20:1 student teacher ratio with a dedicated instructional aide.

Transitional kindergarten should be fully funded to provide adequate developmentally appropriate facilities and support personnel. The impact of a TK program should be locally negotiated as it affects terms and conditions of employment. Any TK program should be rolled out district wide so that all students in that district have equal access to the expanded program.

Any legislation implementing this policy shall be at least revenue neutral and not have the potential of causing the loss of bargaining unit member jobs. *(ECE: February 2017, June 2019, June 2022, November 2023)*

Transportation of Students

CTA believes school districts and/or county offices must use district and/or county office modes of transportation of students for school or work-experience programs.

CTA further believes private modes of transportation should not be used for transporting students for school or work-related programs. *(PRR: June 1991)*

Workforce Preparation

CTA believes legislation and subsequent regulations must appropriately address both the career technical and academic needs of our K-16 students. Students deserve and require workforce preparation to enter the technical global economy. Preparation should be initiated in the elementary grades by infusing career awareness across the curriculum. Career exploration and training opportunities must be offered and expanded as students move through middle and secondary grade levels. Career specialization education opportunities offered at postsecondary levels should lead students to advanced certification and appropriate degrees. Legislation and regulations must reflect the importance of integrating academics and career preparation to the extent possible. *(CTE: June 2002)*

California Teachers Association

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Procedures

Arbitration Participation Fund

Rules for Implementation of an Arbitration Participation Fund

I. Contract. In order to participate, a chapter must have a provision within its contract for binding arbitration of grievances by an outside neutral party.

II. Chapter Contributions. The chapter must have a local dues level of at least 30% of the previous years of CTA dues rounded to the nearest $5.00. Under special circumstances the CTA Board of Directors may waive this requirement.

III. Chapter Bylaws. The chapter's bylaws must contain an appropriate mechanism for making the decision on whether or not to process a grievance to arbitration. The chapter must also identify grievance representatives and require that they be trained annually in a CTA-NEA training program.

IV. Staff Involvement. CTA designated primary contact staff (PCS) should be provided a copy of the written grievance at the first level at which the grievance is placed in writing. PCS must be consulted in the processing of the grievance, and should be consulted regarding the decision to proceed to arbitration. Any decision to use a representative other than CTA staff in presenting a grievance to an arbitrator must be approved in advance by a CTA Assistant Executive Director/Regional Manager.

V. CTA's Financial Contribution. Other than the cost of its staff, CTA's contribution shall be limited to 50 percent of the chapter's share of the arbitrator's fees and the cost of the transcript; but in no case, shall CTA contribute more than $1500 per arbitration. Under extraordinary circumstances, due to a lengthy hearing of a complex grievance, the CTA Board of Directors may authorize up to an additional $1500 toward the payment of 50 percent of the chapter's cost of the arbitrator and transcripts.

VI. CTA Payment A payment of one-third (1/3) of CTA's financial contribution, described in #5 above, shall be made by CTA following submission of receipts by the chapter and the approval of the Assistant Executive Director/Regional Manager.

This does not apply to a grievance procedure which contains a "loser" pay provision, unless the CTA Assistant Executive Director/Regional Manager has specifically given their prior approval to participate in the sharing of the cost of such a provision, and the CTA Assistant Executive Director /Regional Manager is provided the opportunity to enter their judgment of the merits of the case before it goes to arbitration, at which time they can decline any further fiscal participation in the processing of the grievance. The CTA Board of Directors may periodically review these decisions. *(Amended May 1987, June 1988)*

Awards, Scholarships and Grants

I. Board of Directors Awards

California Friend of Education Award

A. **Introduction**

The Friend of Education Award is intended to recognize exemplary support of public education by any California resident, company, or organization.

B. **Criteria**

Annual award(s) may be given to a California resident, company, or organization, which has made extraordinary efforts to advance the cause of public education.

C. **Nomination Process**

Any member(s) of a chapter of CTA may nominate any California resident, company, or organization. All nominations must be postmarked by the specified application deadline of the school year in which the award is made. *(Amended January 2010)*

D. **Selection Process**

The CTA Board of Directors will consider the nominations submitted and may select one or more of the nominees to receive the award. If the Board of Directors believes that none of the nominees submitted for consideration of the award meet the criteria, then the Board may decide not to give the award for the current year.

E. **Presenting the Award**

The Award(s) shall be given to the recipient(s) at a meeting of State Council. *(PIC June 2000)*

Spirit of 98 Award

A. Any CTA member may propose a member – or group of members – to a Board member for nomination for the Spirit of Proposition 98 Award *(Amended February 1999)*

B. The Award may be granted to no more than one in any given year; but the Award need not be given annually.

C. The Award shall recognize some member – or group of members – who have rendered extraordinary service to CTA or to educators, education, and students throughout the state. That service shall have had one or more of the following effects.

1. A major enhancement of CTA's role as the voice of education in California
2. A significant strengthening of CTA and its ability to produce gains for educators, education, and students.

3. An indispensable contribution to winning some outstanding advance for educators, education, and students.

D. The Award shall be presented at a meeting of the State Council of Education.

E. The Award shall consist of:

1. A suitable plaque for the recipient's possession.
2. The inscription of the recipient's name on a commemorative plaque that will be permanently displayed at the CTA headquarters. *(Adopted March 1990; Renumbered March 1994; Amended February 1999)*

II. CTA Scholarship Program

A. **Introduction**

CTA provides a scholarship program for its members, their dependent children and CTA Aspiring Educators members to assist them in pursuing credential, degree or graduate programs. *(Amended January 2010)*

B. **Scholarship Categories**

1. **CTA Scholarship for Dependent Children in Honor of Del A. Weber** *(Renamed June 2016)*
   a. Applicant must be claimed as dependent status on current year's IRS tax forms. Applicant may be the dependent child of an active, retired-life or deceased member of California Teachers Association (CTA).
   b. Applicants may be graduating high school seniors, undergraduate or graduate students. *(Amended January 2010)*
   c. One scholarship, provided by the CTA Scholarship for Dependent Children in Honor of the Del A. Weber, is designated for a student attending continuation high school*. (Amended June 2016, June 2017)*
   d. One scholarship, provided by the CTA Scholarship for Dependent Children in Honor of Ralph J. Flynn, is awarded to the highest scoring applicant. *(Amended June 2016, June 2017)*
   e. One scholarship, provided by the CTA Scholarship for Dependent Children in Honor of Ruthie Fagerstrom, is awarded to the second highest scoring dependent child applicant. (*Amended June 2017)*
   f. One scholarship, provided by the CTA Scholarship for Dependent Children in Honor of Susan B. Anthony, is awarded to the third highest scoring dependent child applicant. (*Amended June 2017*)

2. **CTA Scholarship for Members**
   1) Applicant must be an active member of CTA - including members working on an emergency credential.
   2) Scholarships are available to members for credential, degree or graduate programs.

3) One scholarship, provided by the CTA Scholarship for Members in Honor of Alice Piper, is designated as the American Indian/Alaska Native Memorial Scholarship and is awarded to the highest scoring applicant. *(Amended June 2017)*
4) One scholarship, provided by the CTA Scholarship for Members, is designated for an ESP member who wants to transition into the teaching profession, provided an ESP member applies. *(Amended June 2017)*

3. **CTA-AE Memorial Scholarship in Honor of L. Gordon Bittle** *(Amended June 2016, January 2024)*
   1) Applicant must be an active member of California Teachers Association Aspiring Educators (CTA-AE) and be pursuing a career in public education. This scholarship is not available for those who are currently working in public schools as members of CTA.
   2) Applicants may be undergraduate, credential or graduate students. *(Amended January 2010)*
   3) One scholarship, provided by the CTA Aspiring Educators (CTA-AE), is designated as the CTA-AE Pacific Asian American Scholarship in Honor of Philip Vera Cruz and is awarded to the highest scoring applicant. *(Amended June 2017, January 2024)*

C. **General Criteria**

Each application is evaluated and scored in the following four categories:

1. Involvement in and sensitivity to human, social and civic issues.
2. Characteristics such as responsibility, reliability and integrity.
3. Academic and vocational potential: (High School grade point averages should reflect a 3.5 average - for GPA below 3.5, explain any special circumstances related to medical, physical or psychological condition. College grade point average should reflect a 3.0).
4. Special and personal achievements. *(Amended January 2010)*

D. **Administration of the Program**

Scholarship applications are widely distributed via Thursday mail in October of each year. Applications must be postmarked by the specified application deadline. Scholarship recipients are announced in May. *(Amended January 2010)*

The CTA Scholarship Committee reads all applications and forwards a list of recommended scholarship recipients to the CTA Board of Directors for final approval.

The CTA Human Rights Department administers the CTA Scholarship Program. Further information about the Scholarship Program can be found on the CTA Website or requested from the CTA Human Rights Department.

In order to receive funds scholarship recipients will be required to show proof of registration in an approved teacher preparatory program or in an accredited institution of higher learning in California. *(Adopted January 2010)*

III. César E. Chávez and Dolores Huerta Education Award

A. Introduction

César E. Chávez, the founder and president of the United Farm Workers of America, dedicated his life to improving the plight of American farm workers and pointing out the dangers of pesticides on food. His deep belief in the principles of non-violence and the teachings of Dr. Martin Luther King Jr. won him the admiration and respect of leaders throughout the world. He believed strongly in public schools stating, "The purpose of all education should surely be service to others."

In April 2020, the program was renamed the César E. Chávez and Dolores Huerta Education Award Program to honor the contributions of both leaders. The César E. Chávez and Dolores Huerta Education Award provides recognitions for educators and their students who demonstrate an understanding of the vision and guiding principles embraced by César Chávez and Dolores Huerta. *(Amended January 2010, October 2021)*

B. Eligibility for Awards

César E. Chávez and Dolores Huerta Education Award is open to all CTA members and their students, Pre-Kindergarten through Higher Education. Projects may be submitted by one student or *a* group of no more than three (3) students, in conjunction with a CTA member. Grade level categories include: *(Amended January 2010, October 2021)*

- PreK-K (artwork only)
- 1-2
- 3-4
- 5-6
- 7-8
- 9-12
- Higher Education (Undergraduates only)

C. General Criteria for Awards

Awards must focus on one or more of the following and show the relationship to the lives and legacies of César Chávez and Dolores Huerta:

1. Principles of non-violence
2. Self-determination through unionization (forming and joining unions)
3. Social Justice for farm workers
4. Safe food/health/environmental issues
5. Human and civil rights issues

6. Teamwork, cooperation, collaboration, service to others
7. Empowerment of the disenfranchised
8. Innovation and education *(Amended January 2010)*

D. **Administration of the Program**

The César E. Chávez and Dolores Huerta Education Award Committee reviews all projects submitted, and forwards a list of recommended award recipients to the CTA

Board of Directors for their final approval. Prizes are awarded in the following categories: Visual Art and Written Essay - two each per region in each of the seven grade level groupings: PreK-K (artwork only); 1-2; 3-4; 5-6; 7-8; 9-12; Higher Education. *(Amended January 2010, April 2020, October 2021)*

The CTA Human Rights Department administers the program. Further information about the awards program can be found on the CTA website or requested from the CTA Human Rights Department. *(Amended January 2010)*

Applications are widely distributed via Thursday mail in October and must be received in the Human Rights Department by the specified application deadline. Awards recipients are announced in May. *(Amended January 2010)*

IV. Communications

Communications Awards Programs

A. **Introduction**

The Communications Awards Program is designed to:

1. Encourage CTA chapters, service centers and UniServs to communicate with their members and to;
2. Recognize and honor those CTA chapters, service centers and UniServs which communicate regularly and effectively.

Entries are solicited from the current school year. The entries are judged by members of the Communication Committee of CTA's State Council of Education. The awards are conferred at local Service Center Councils. *(Amended September 1993, May 1999, June 2005, January 2010, June 2021)*

Entry forms are prepared and distributed by CTA's Communications Committee. The form is accompanied by a copy of CTA's Mission Statement.

B. **Awards and General Requirements**

1. **Awards**

Recognizing the diversity among CTA affiliates, especially in their size and resources, the Communications Awards Program allows for the granting of more than one award in each category. Each entry judged deserving of an award receives an inscribed plaque.

In addition, Merit certificates are conferred for entries that are of very high quality, but not viewed as qualifying for an award.

2. **General Requirements**

   Entries should reflect the philosophy and principles of the chapter, service center or UniServ and of CTA-NEA. Nominations should include, but are not limited to: *(Amended January 2010)*

   1) Devotion to equal education opportunity and to raising the quality of education for all students,
   2) A parallel allegiance to elevating the status of the teaching profession and advancing the well-being of its members,
   3) A commitment to reflecting the state's cultural and ethnic diversity and to promoting mutual understanding and respect among all Californians, and
   4) Affiliation with CTA and NEA. *(Adopted January 2010)*

Locals may submit entries into as many different categories as they choose, however, locals may not submit multiple entries in one category. *(Amended January 2010)*

C. **Categories and Specific Requirements**

1. **Newsletters and Newspapers**

   - Small locals with 1 to 499 members
   - Medium locals with 500 to 2999 members
   - Large locals with 3000 members or more *(Amended April 2014)*

   Newsletters and newspapers **may** be of any size and shape**.**

   The date of the publication and the address of the CTA chapter, service center or UniServ must be indicated on each newsletter or newspaper. Additionally, publications must include reference to or logos of CTA/NEA affiliation. At least three (3) samples of different issues of the publication must accompany the entry form. *(Amended: June 2005, January 2010)*

2. **Special Membership Communications**

   Awards for this category will be given in the following three areas: *(Amended January 2010)*

   - Publications - printed material such as flyers, surveys, handbook, etc.
   - Audio-visual media, tapes, videos, CDs or DVDs, etc.
   - Other forms of communications. *(Amended: June 2005, January 2010)*

3. **Communications to Parents or Community**

   This category is designed to recognize outstanding efforts by CTA affiliates in reaching out or informing parents or other members of the community. *(Amended January 2010)*

   Awards for this category will be given in the following three areas:

- Publications - printed material such as flyers, surveys, handbook, etc.
- Audio-visual media, tapes, videos, CDs or DVDs, etc.
- Other forms of communications. *(Amended April 2014)*

Number of copies produced, the target audience(s), and the distribution must be indicated, as well as the person(s) who produced the entry. *(Revised June 2005, January 2010)*

4. **Memorial Award in Honor of Jose Colmenares**

   Jose Colmenares (1930-84) was manager of CTA's Communications Department from 1977 until his death. This award was established, in his honor, in 1985. *(Amended May 2016)*

   The Colmenares Award recognizes outstanding overall contributions to communications with members and with the community.

   - Publications - printed material such as flyers, surveys, handbook, etc.
   - Audio-visual media, tapes, videos, CDs or DVDs, etc.
   - Other forms of communications. *(Amended April 2014)*

   Winners will be recognized at a State Council meeting. *(Amended January 2010, April 2014)*

5. **Digital Media Award in Honor of Ralph J. Flynn**

   Ralph Flynn was Executive Director of CTA from 1976 to 1995. Under his visionary leadership, CTA grew into one of our nation's most progressive, effective advocacy organizations. Mr. Flynn's leadership truly made the CTA great as he helped it develop many programs including our multi-faceted communications program, during his tenure. These awards are meant to recognize efforts by CTA locals to use modern technology to communicate with its membership, and the public, through digital media. *(Amended January 2010, April 2014, May 2016)*

   Categories shall be:

   a. Category A, Ongoing Member Engagement, (equivalent to chapter newsletter/newspapers) broken down by size of local.

   b. Category B, Special Purpose (use of digital media for a specific purpose or project.) *(Amended January 2010, April 2014)*

6. **Social Media Engagement**

   Social media provides the ability to communicate in "real time." To recognize individuals, local chapters and service centers for engaging membership and communities through social media, this award will honor their exemplary efforts to engage in and maintain an active social media presence.

This category is designed to recognize outstanding efforts by CTA affiliates to create engaging content and maintain an active social media presence to connect members and community.

Awards for this category will be given in the following three areas:

- **Outstanding Social Media Chapter Page**: Maintains an active, engaging, fun and informative Facebook, Twitter and/or Instagram chapter page. Encourages questions and conversations, provides important resources and shares accomplishments and jumps on national education conversations.
- **Outstanding Social Media Individual Account:** Utilizes their own Facebook, Twitter and/or Instagram account to spread awareness about CTA and CTA events, promotes their chapter, the teaching profession or education issues. Participates in national conversations.
- **Best Social Media Campaign** (Special Purpose - addressing an education issue, specific issue at a school or member engagement): uses social media for a video, storytelling, photo contest, etc. to address an issue or to connect with members. *(Adopted June 2016)*

D. **Administration of the Programs**

The Communications Committee of CTA's State Council of Education judges the entries and forwards its recommendations for awards to the Board of Directors. Final selections are made by the Board.

Entry forms and detailed instructions for preparing entries are sent to chapter presidents shortly before the traditional school year opens. Entries must be postmarked by the specified application deadline. For further information, contact: Manager, Communications Department, California Teachers Association, 1705 Murchison Drive, Burlingame 94010, or refer to the CTA website. *(Amended June 1989, May 1999, January 2010)*

John Swett Media Awards

John Swett Media Awards recognize outstanding contributions by individual journalists and their publications or broadcast stations to public understanding of the issues facing California schools, colleges, and universities.

Entries are judged by a panel of independent media professionals outside of CTA. John Swett judges may include publishers, editors, bloggers and reporters from newspapers, journals, magazines, online and wire services, as well as people in every aspect of radio and television broadcasting.

Completed nominations forms and all supporting materials must be received by the specified application deadline. *(Adopted January 2010, June 2025)*

State Gold Awards

A. **Statement of Purpose**

The California Teachers Association State Gold Awards may be bestowed upon any person(s) or organization(s) whose leadership, acts, and support have proven that person(s) or organization(s) to be (a) true friend(s) of public education, educators, or students and deserves statewide recognition.

B. **Qualifications**

An individual recipient need not be a California resident, but they should reflect the philosophy and principles of the CTA. Individual nominees may be a public official or a private citizen. *(Amended January 2010)*

The four (4) non-member categories

1. Business (Small)
2. Business (Corporation)
3. Non-Profit (Individual)
4. Non-Profit (Organization)

(Amended January 2010, May 2024)

Nominations will be solicited and received each year, but no award need be granted in any one or more category(ies). Certificates of Merit may be awarded at the discretion of the CTA State Council Communications Committee.

C. **Procedures**

1. Any CTA affiliate, other unit, or individual member may place a name(s) in nomination.
2. Nominations shall be on forms prepared by the CTA Communications Department.
3. Notice of the State Gold Awards Program, its purpose, and its deadlines shall be placed on the CTA website, social media and in the *California Educator.*
4. Completed nomination forms and all supporting materials must be received by the specified application deadline.
5. The Committee shall review the nominations and forward its recommendations to the Board of Directors.
6. The Board shall select a State Gold Awardee(s), if any, from the recommendations of the Committee.
7. CTA's website, social media and the *California Educator* shall publicize the achievements of the winner(s).
8. The State Gold Award(s) may be presented at an official General Session of State Council.
9. Only one State Gold Award will be awarded for each category. *(Amended March 2002, January 2010, May 2024)*

Service Center and Chapter Gold Awards

CTA Service Centers and chapters are encouraged to develop local guidelines and to confer regional and local Gold Awards. Sample materials for promotion and presentation may be obtained from the CTA Communications Department. *(Amended April 1989, June 2015)*

V. LGBTQ+ Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa

A. Introduction

The LGBTQ+ Safety in Schools Grant and Scholarship Program in Honor of Guy DeRosa was created to promote human and civil rights by making our public schools safe for lesbian, gay, bisexual, transgender and questioning/queer persons (LGBTQ+). *(Amended May 2016, November 2017, August 2018)*

The program was renamed in 2009 in the memory of CTA member and educator Guy DeRosa. Guy was a lifelong advocate for civil and human rights and LGBTQ+ issues. (*Adopted November 2017)*

B. Grant Program

The grant program will support groups, projects and presentations that promote understanding and respect for LGBTQ+ persons. The grant is to be used directly with students. Special consideration will be given to projects that recognize, promote and celebrate ethnic diversity and other diversity among LGBTQ+ youth. *(Amended June 2019)*

The grant cannot be used for individual/group release time or stipends. Autonomous groups, Service Center Councils, UniServs and CTA caucuses are not eligible*. (Adopted November 2017)*

1. **Grant Eligibility:**

   Applicants must be:

   A. An active CTA/CTA Aspiring Educators (CTA-AE) member, or
   B. A public school student(s) sponsored by a CTA/CTA-AE member *(Amended February 2025)*

2. **Grant Criteria:**

   Application essays are expected to address as many of the following criteria as possible:

   A. Increases safety for LGBTQ+ students and faculty.
   B. Increases involvement of LGBTQ+ Black, Indigenous, and People of Color (BIPOC). *(Amended April 2021)*
   C. Promotes collaboration with straight allies.
   D. Increases awareness and understanding of gender identity.
   E. Increases awareness and understanding of the LGBTQ+ community.

F. Focuses on the intersectionality of racial equity.

3. **Grant Examples:**

A. Students in public schools, community colleges or four-year universities who implement LGBTQ+ projects and/or presentations.
B. CTA members who implement a LGBTQ+ project/presentation at a public school for students and/or employees.
C. LGBTQ+ groups such as Gay Straight Alliance (GSA) that implement project activities and/or presentations that promote a safe public school environment for all LGBTQ+ persons.
D. Funds to start-up or re-establish a GSA or LGBTQ+ advocacy group. *(Amended June 2019, February 2025)*

C. **Scholarship Program**

The scholarship program will support self-identified LGBTQ+ active CTA/CTA-AE members enrolled in a teacher/counseling credential or graduate program who are pursuing a career in public education and who understand the importance of LGBTQ+ educators as role models in our public schools. *(Amended November 2017, January 2024, February 2025)*

1. **Scholarship Eligibility**

Applicants must be a self-identified LGBTQ+ active CTA/CTA-AE. *(Adopted November 2017, February 2025)*

2. **Scholarship Criteria**

A. Proof that an applicant is currently enrolled or will be enrolled in an educational non-administrative credential or graduate program.

B. Application essays are expected to address any experiences, and/or personal philosophy, and/or the impact of personal educational endeavors on the LGBTQ+ public school community. Please incorporate as many of the following criteria as possible:
1) Demonstrate an understanding of the importance of LGBTQ+ role models.
2) Making the environment safe for LGBTQ+ students.
3) Past and/or planned involvements in the LGBTQ+ education community.
4) Importance of role models for LGBTQ+ BIPOC. *(Amended November 2017, April 2021, February 2025)*

D**. Administration**

The LGBTQ+ Safety in Schools Grant and Scholarship in Honor of Guy DeRosa Committee reads all applications and forwards a list of recommended grant and scholarship recipients to the CTA Board of Directors for final approval.

Applications for grants and scholarships must be received online by the deadline.

Recipients will be asked to submit a status report as well as pictures or videos of their events.

More information on the deadline and application process is available on the CTA website. *(Adopted January 2010, Amended November 2017, August 2018)*

VI. Human Rights Awards

A. Introduction

The CTA Human Rights Awards Program began in 1984. The goal of the Awards Program is to promote the development of programs for the advancement and protection of human and civil rights within the Association.

Presentation of the awards is made annually at the Equity & Human Rights Conference luncheon. Nomination forms may be obtained from Chapter Presidents, Service Center Council Chairpersons, State Council Representatives, Human Rights and Women's Issues Contacts and the Human Rights Department. Forms are due by the specified application deadline prior to the Equity and Human Rights Conference in March. *(Amended January 2010)*

B. Award Categories

Human Rights Awards are given annually to CTA members, chapters and Service Center Councils in the following categories:

1. CTA Chapter Human Rights Award
2. CTA Service Center Council Human Rights Award
3. Individual Member Awards:
    - African American Human Rights Award in Honor of Lois Tinson
    - American Indian/Alaska Native Human Rights Award in Honor of Jim Clark
    - Cesar Chavez "Si Se Puede" Human Rights Award
    - CTA Member Human Rights Award
    - CTA Peace and Justice Human Rights Award
    - Leadership in Lesbian and Gay Issues Human Rights Award in Honor of Nancy Bailey
    - Pacific Asian American Human Rights Award
    - Physically/Mentally Challenged Students' Issues
    - Women's Issues Human Rights Award *(Amended January 2010, May 2016)*

C. General Criteria for Awards

Awards are presented to nominees who meet one or more of the following criteri a either through work, contributions, or programs within the Association or on its behalf.

1. Helped protect and advance the human and civil rights of educators and students.

2. Designed and implemented project(s) to inform the membership about the meaning of human and civil rights and how they can be protected or abridged.
3. Designed and initiated plans which identify and encourage the use of effective teaching materials reflecting the value of diversity.
4. Promoted human rights training and programs.
5. Worked to eradicate discrimination within the profession.
6. Promoted equal educational opportunity and access for all students.
7. Worked to improve inter-group relations.
8. Worked to eliminate hate motivated incidents and/or harassment.
9. Worked to reduce violence and promote peace.
10. Worked to gain a greater voice for all in Association policy and decision-making.
11. Helped to eliminate stereotyping in the curriculum, in the schools, or in the community.
12. Established or improved an effective Human Rights Program.
13. Worked to educate others about extremists who threaten the human and civil rights of others.
14. Worked to promote educational opportunity for physically and/or mentally challenged students.
15. Worked to build more effective family, school and community partnerships. *(Amended January 2010)*

D. **Administration of the Program**

The Human Rights Awards Committee judges the nominations and forwards its recommendations for awards to the Board of Directors. Final selections are made by the CTA Board of Directors.

Awards applications are due by the specified application deadline. Awards are presented at the Equity and Human Rights Conference in March. *(Amended January 2010)*

The CTA Human Rights Department administers the program. Information about the awards program can be found on the CTA Website, or requested from the CTA Human Rights Department. *(Amended April 2000, July 2003, January 2010)*

VII. Martin Luther King Jr. Memorial Scholarship Fund

A. **Introduction**

In 1968 after the assassination of Dr. Martin Luther King, Jr., CTA and CTA Aspiring Educators established a living memorial in the form of a scholarship fund to aid

members of Black, Indigenous, and People of Color (BIPOC) to prepare for teaching-related careers in public education.

CTA recognizes the shortage of BIPOC teachers and the demand for continuing professional growth in the field of public education.

The goals of the scholarships are to encourage BIPOC students to become teachers and to promote professional growth for BIPOC teachers. *(Amended January 2010, April 2021)*

These scholarships are supported by voluntary contributions from the CTA membership. *(Amended January 2010)*

B. **Eligibility for Scholarships**

In order to be eligible an applicant must be pursuing a teaching related career in public education,

- Member of a defined BIPOC group (African American/Black, American Indian/Alaska Native, Asian/Pacific Islander or Hispanic); and one of the following:
- An active member of CTA;
- A dependent child of an active, retired, or deceased member;
- Member of CTA Aspiring Educators

C. **General Criteria for Scholarships**

Each application is evaluated and scored in the following categories:

1. Financial need
2. Involvement in and sensitivity to human, social and civic issues
3. Characteristics such as responsibility, reliability, and integrity
4. Academic and vocational potential
5. Special and personal achievements

D. **Administration of the Program**

The Martin Luther King Jr. Scholarship Fund Committee reads all applications and forwards a list of recommended scholarship recipients to the CTA Board of Directors for final approval. Scholarship amounts vary each year depending on the amount of contributions and on the financial need of individual applicants.

Scholarship applications are widely distributed via Thursday mail in January and must be postmarked by the specified application deadline. Scholarship recipients are announced in May.

The CTA Human Rights Department administers the MLK Scholarship Program. Further information about the scholarship program can be found on the CTA Website

or requested from the CTA Human Rights Department. *(Amended April 2000, July 2003, January 2010)*

VIII. NEA Fund for Children and Public Education Committee

A. **Composition.** The committee shall be composed of NEA Board Members from California.

B. **Charge.** The charge of the committee will be to coordinate fundraising for the NEA Fund for Children and Public Education throughout California. *(Adopted September 2015)*

IX. Politics Award Programs

Member in Politics Awards in Honor of Ted Bass and Chapters in Politics Awards in Honor of Joyce Fadem

A. **Introduction**

1. The purpose of the Member in Politics Awards in Honor of Ted Bass is to recognize, as a tribute to the late Ted Bass, CTA Political Consultant, outstanding members in politics for their contribution to the education profession through political action and grassroots activism. *(Amended January 2010, Amended October 2014, February 2016)*

2. The purpose of the Chapters in Politics Award in Honor of Joyce Fadem is to recognize, as a tribute to the late Joyce Fadem, Director of Governmental Relations, outstanding chapters in politics for contributions to the education profession through political action and grassroots activism. *(Amended January 2010, June 2011, October 2014, February 2016)*

B. **Procedure**

1. The award program will be offered every year for the preceding year's cycle.

2. Service Center Councils, Chapters, and Members are encouraged to submit to the CTA Governmental Relations Department a nominee or nominees from each chapter who has made an outstanding contribution to member political action. Nomination forms will be widely distributed including but not limited to CTA publications and the CTA website. Each chapter president will be provided a nomination form for this purpose. (Check with Governmental Relations Department for deadlines.)

3. CTA Governmental Relations Staff will keep the Service Center Chairs and Board Members apprised of incoming nominations. Two weeks prior to the deadline Board members and Service Center Chairs will be notified of all nominations submitted.

4. Each nominee will be awarded a certificate. The certificates will be prepared by CTA and forwarded to the SCC chairpersons in the Spring for presentation to the nominees at an appropriate SCC event.

5. The Awards Committee will select the Award recipients.
6. Individuals selected will be honored by the CTA State Council of Education at the third annual meeting. *(Amended January 2010, June 2011, February 2016)*

X. We Honor Ours (WHO) Awards

State: Chapters may nominate, and Service Center Councils may select, each year, an individual member who has rendered exceptional service at the state and/or national level. Service Center Council should forward the name of their nominee to the CTA President in preparation for being recognized at the fourth State Council meeting of the school year. *(Added January 2010)*

Chapter: CTA encourages its chapters to honor individual members for outstanding contributions to education, the profession, and the California Teachers Association

CTA/NEA-Retired

Guidelines

I. Membership

A. Retired CTA and/or NEA members are eligible to become members of CTA/NEA-R and NEA-R, and local retired chapters where available.

B. Only active CTA members can participate in local chapter/service center council/UniServ governance. Local, state or national retired members should not hold any membership positions on committees (i.e., elections, budget, negotiations, political action, etc.) *(Amended April 2010, September 2011)*

C. Local chapters/service center councils/UniServs are encouraged to invite a local CTA/NEA-R representative in a liaison (Non-Voting/Ex Officio) capacity to attend local chapter/service center council/UniServ meetings and activities.

II. Finances

A. Other than for casual and incidental use, active CTA local chapters/service center councils/UniServs shall not provide support, financial and/or in-kind to CTA/NEA-R groups utilizing active member dues dollars, without prior approval of the active governing board (i.e., facilities, materials, etc.). *(Amended May 2013)*

B. CTA services/staff time may not be granted without written request and prior approval from local chapter/service center council/UniServ governance, and the appropriate CTA manager.

1. The request should include the estimated cost of staff time and the cost of materials.

III. Dispute Resolution

A. Any dispute should be first resolved at the local chapter/service center council/UniServ level with notification to the CTA/NEA-R President and the CTA Board Liaison to CTA/NEA-R.

B. If a dispute cannot be reached at the local chapter/service center council/UniServ level, the dispute will be appealed to the regional manager for resolution.

C. If a dispute cannot be resolved at the regional manager level, final resolution will be with the CTA Board of Directors.

IV. Legal Services

A. Local chapters/service center councils/UniServs cannot obligate legal or financial services to any CTA/NEA-Retired member.

B. In the event a retired member is injured while attending a CTA/NEA-R sponsored event at a regional resource center, CTA headquarters or any other building that CTA affiliates rent, insurance coverage is in effect. If a local chapter/service center/UniServ owns their own building, they would need to get their own general liability policy.

V. Political Activities

A. Local chapters/service center councils/UniServs should be encouraged to coordinate coalitions with local chapter/service center council/UniServ CTA/NEA-R members on CTA recommended political activities and campaigns. *(Adopted September 2007, Amended February 2010, April 2010)*

Chapters

Chapter Assistance and Intervention

I. Chapter Assistance and Intervention

Chapter assistance and intervention process can be initiated by Executive Officers, Board members, chapter members or leaders contacting CTA Board members or staff. *(Amended and Renumbered January 2010)*

II. Informal Intervention *(Renamed July 2013)*

A. CTA Officers are notified of informal intervention when Governance assistance is required. *(Amended June 2023)*

B. Involves CTA Board member(s) and local staff contacts (may include local leaders)

C. Seeks to resolve issue/situation at this level if possible.

D. May include trainings or site level visits (on a small scale).

E. Needs to be conducted as soon as possible/in a timely manner.

F. Make sure there is follow up with complainant.

G. Process Log is started to document resolution of issue or implementation of next steps.

III. Request for Intervention Team

A. Initiated by CTA Board member in writing goes through Executive Officers to CTA Board.

B. Request should include specifics as to need areas for the chapter so team members with necessary expertise can be appointed.

IV. Intervention Team

A more formal assessment of a chapter and issues calls for a team of CTA Board members to be appointed to an Intervention Team. Appropriate staff would also be appointed to serve as a consultant(s) in order to provide support/logistics to the Intervention Team. *(Adopted February 2011)*

A. The team and its chair are recommended by the CTA President and appointed by the CTA Board of Directors. *(Added February 2011)*

B. Local CTA Board member(s) serve in an ex-officio capacity throughout the intervention team process. *(Renumbered February 2011)*

V. Investigation

A. Hearings, review of documents and/or informal discussions may be conducted in the Chapter to gather information.

B. Intervention Team discusses findings to reach consensus on the issues and forwards recommendations for CTA Board consideration. The report shall include a timeline and action plan. *(Amended February 2011)*

VI. Report of Findings and Adoption of Requirements

A. Written report presented to the CTA Board via the Resource Deployment Committee for approval and implementation.

B. CTA will provide assistance to enable compliance.

C. Intervention Team Member(s) return to the Chapter to present official report to Executive Board.

D. Intervention Team Member(s) present report to the Chapter's policy-making body (Rep. Council or general membership).

E. Periodic intervention updates will be presented to the Resource Deployment Committee.

F. Non-compliance by the Chapter may result in initiation of Trusteeship proceedings. *(Amended February 2011, May 2023)*

VII. Evaluation of Implementation Progress

A. Return visit to Chapter by Intervention Team Member(s) to monitor Chapter's efforts and progress.

VIII. Follow-up Report to Board

A. Compliant - Chapter is implementing report requirements
B. Non-Compliant - includes recommendation for further intervention or initiation of Trusteeship proceedings (as provided in Article X, Section 5 of CTA Bylaws).

IX. Further Intervention/Enforcement

In order to maintain or restore the democratic process, the financial integrity and/or security of the chapter, the CTA President will designate person(s) to lead the implementation of the adopted requirements. *(Adopted December 2005, Amended January 2011)*

Communications

I. Coverage in CTA Publications

Any State Council action calling for the publication of material in California Educator, or some other official publication, shall be referred to the Communications Committee, prior to presentation to the Council, for review and recommendation relative to (1) feasibility in light of printing deadlines and (2) space availability. The recommendation of the Communications Committee shall be noted in the printed resolution presented to the Council for disposition.

II. Teacher of the Year

The following criteria shall be utilized in recognition of the California Teacher(s) of the Year:

A. CTA checks directly with the recipient's local Association to determine the recipient's membership status.

B. Based upon input from the local Association, CTA may acknowledge the recipient in the *California Educator*, *CCA/CTA Advocate*, and CTA social media channels.

C. The CTA President may send a letter of congratulations to the teacher recipient.

D. The CTA President may invite the teacher recipient to address the State Council. *(Amended June 1986, June 2024)*

III. Calendar Dates

The CTA Calendar resides online at www.cta.org. It includes CTA meetings, statewide conferences and other events. It also includes special recognition holidays as recommended by the Communications Committee and approved by the CTA Board of Directors. The CTA calendar is available to view and download on the website.

A. Any CTA member may submit a request to add or remove a recognition holiday. The request with rationale shall be sent to the Communications Committee. These requests may be submitted throughout the year.

B. The Communications Committee will review and consider CTA Calendar dates, including recognition holidays, at every State Council meeting, as needed. The Committee refers final dates to the CTA Board of Directors. *(Adopted July 2022, June 2024)*

IV. Website

A. **General Information**

The CTA website is an ongoing electronic publication of the California Teachers Association dedicated to providing information to CTA members and to the public.

The website's mission is to express the general sentiments and interests of the membership and to reflect the policies of the organization. In addition, its mission includes bringing appropriate organizational and educational information and assistance to parents and the public. *(Amended July 2022)*

B. **Content**

CTA shall be solely responsible for all content appearing on its website. The CTA Communications Committee makes recommendations to the CTA Board of Directors. The CTA State Council of Education has jurisdiction over website policy, which will fall under the purview of the Communications Committee.

Content within the CTA website is predominately staff written and does not rely on articles that are written by outside contributors.

CTA:

- Reserves the right to reject any and all articles, information, or other material.
- Reserves the right to edit all material for both space and content.

CTA does not:

- Post information that conflicts with CTA policy;

- Post information that is inimical to the interests of public education or the education professions;
- Pay for individual articles or artwork by members or other California public school or college educators eligible for membership. *(Amended April 2007, July 2022)*

C. **Writing style/copyright issues**

Articles written for the CTA website are expected to follow the standard Associated Press style and to be reported within the standard canons of good journalism, i.e., accurate, appropriate and in good taste. Associated Press Copyright Guidelines are to be adhered to, concerning information on the CTA website, and information taken from the CTA website.

D. **Advertising**

Advertising shall be subject to the same advertising policies in effect for the California Educator.

E. **CTA Members Only Area**

Access to the CTA Members Only Area of the website shall be by official registration and use of a password or other security measures and shall be granted only after membership verification in CTA. CTA shall have the expectation that its members will respect the security and the Acceptable Use Policy of the CTA website. *(Amended April 2007)*

F. **Links**

All affiliates of the CTA shall have the right to have their independently operated websites linked to the CTA website as long as they meet the standards of affiliation.

Education-related websites (including those intended for teachers, school employees, parents, and students) must be reviewed by the appropriate CTA staff prior to being linked.

Other websites may be linked from the CTA website as they are deemed to help CTA members and support the Association's mission and goals.

Linked websites will be reviewed to ensure that they continue to meet the requirements of CTA under the policies listed above. CTA reserves the right to remove any link to another website or any information contained on the CTA website for any reason-regardless of its source.

While CTA monitors and provides links to other websites it deems to be of interest to educators and the public, CTA is not responsible for the information or content changes to these other websites. *(April 2007, January 2011)*

Political Involvement

I. CTA/NEA Grassroots Lobbying Program

The Grassroots Lobbying Program is a statewide advocacy program tailored to each CTA region. It is designed to empower local leaders to build relationships with legislators, so they can advocate for CTA and NEA policy positions with members of the state Legislature and Congress.

A. CTA Board of Directors - The CTA Board shall receive a Grassroots Lobbying Program plan for approval. This plan will serve as the outline for the regional plans. The Board will review and adjust the plan as needed.

B. Governmental Relations (GR) – CTA Governmental Relations will provide the following to support the regional plans and Grassroots Lobbyist Teams:

1. Identify legislators for regional assignments.
2. Develop an online questionnaire to serve as basis for the development of an application for member lobbyists.
3. Manage database for lobbyist information to be accessed by the field.
4. Assist in training of lobbying techniques and responsibilities.
5. Maps and other needed information to help designate and coordinate regional responsibilities.
6. Legislative alerts via text and email to the Grassroots Lobbyists.
7. Coordinate Lobby Days as needed at the local/state level.
8. Promote the Grassroots Lobbying Program.
9. Debrief and evaluate the Grassroots Lobbying Program as needed.

C. Regional Planning Committees – Each Regional Planning Committee will adopt the goals, plan and budget specified to their own region and will ensure all are in accordance with the Grassroots Lobbying Program and CTA/NEA policy positions. Each Regional Planning Committee (selected by CTA Board Members and Regional Managers) will:

1. Select/Remove Grassroots Lobbyist Team members.
2. Support local annual training of Grassroots Lobbyist Teams.
3. Assign Grassroots Lobbyist Team members to legislators.
4. Assist with coordinating legislative/political activities with appropriate Service Center Councils and locals.
5. Provide promotion for the Grassroots Lobbying Program.

6. Update the participant database.
7. Debrief and evaluate the Grassroots Lobbying Program annually or as needed.
8. Update plans to coincide with each two-year legislative cycle.

D. Grassroots Lobbyist Teams – The teams will consist of CTA members, tiered as Activists, Advocates or Organizers who will:

1. Contact legislators and provide feedback to GR and the region
2. Attend training.
3. Participate in CTA Text-to-Connect program.
4. Know political landscape and practice message discipline.
5. Provide a leadership role in meetings with CTA members to discuss legislative issues.
6. Work with State Council representatives and appointed State Council Committee Member Lobbyists.
7. Work/Participate with Community Engagement Teams.
8. Organize district legislative visits.
9. Attend local political events and work with regional political organizer.
10. Organize local “Meet and Greet” events.
11. Organize events at public schools and colleges to increase the understanding of public education and/or member experiences.
12. Participate in local lobby days for the May Revision of the Budget.
13. Agree to a two-year commitment to participate in the Grassroots Lobbying Program.
14. Debrief and evaluate the Grassroots Lobbying Program annually or as needed.
15. Regional Managers will assign staff to support the program. *(Adopted June 2016, Amended February 2018)*

II. Commendations for Elected Officials Who Support Our Issues and Closing the Information Loop to Legislative Contacts

A. Key votes by Assembly persons and Senators on Sponsored and Opposed legislation will trigger a letter of commendation which will be initiated by the appropriate advocate. The letter will be a joint letter from the CTA President and the appropriate Legislative Contact.

Implementation:

1. The advocate will notify the Coordinator of the State Contact Program of the vote and the need for the letter.
2. The Coordinator of the State Contact Program will draft the letter and send to the CTA President for signature.
3. The CTA President will sign and then send to the appropriate legislative contact for signature and mailing or personal delivery to the legislator.

B. All legislators receiving a positive report card (as determined by the appropriate advocate) will receive a letter of commendation from the CTA President and appropriate legislative contact. The procedure would match the one outlined above.

C. The Sacramento Governmental Relations Office will send information to Burlingame regarding specific votes on key issues. Burlingame will dispense the information via the CTA Bulletin Board. Service Center Councils will copy the information and send it to legislative contacts within the SCC. (Contacts who have their own computers and modems may access directly, eliminating the need for SCC copies. Suggested interval - two weeks.) *(Adopted October 1987)*

III. Recommendation Procedures

A. **Legislative/Congressional Districts**

1. **Political Calendar**

a. Recommendations in special elections or in cases where the interview team met after the notification deadline for the Spring State Council, will be referred to the CTA Board for action and be an informational item to the State Council at the subsequent meeting. *(Adopted June 2015)*

b. In each odd numbered year, the Governmental Relations Division shall develop a two-year political action timeline to be submitted to the CTA Board of Directors at their January meeting.

c. The Governmental Relations Division will notify Service Center Councils (SCCs) in a timely manner of CTA and NEA Recommendation Procedures and timeline.

d. By the October meeting of the Board of Directors the Governmental Relations Division shall submit a list of pending elections, and tiering recommendations based on assessment of voting history, constituent communication and leadership.

e. In the event of a special election or a change in election dates the timeline will be modified as appropriate.

2. **Tiering of Elections**:

a. Tier 1 Elections: A tier one election is identified as containing a candidate who is running for re-election in the same house of the legislature or in Congress and on the CTA Assessment Rubric, has excellent ratings in at least four of five categories: voting record, access at the capitol, access in the district, communications, and leadership.

   Tier 1 Candidates, to be recommended by CTA, must complete a written questionnaire. The recommendation is not final until referred to the CTA Board of Directors and approved by the CTA State Council of Education.

b. Tier 2 Elections: A tier two election is identified as containing a candidate who is running for re-election in the same house of the legislature or in Congress and on the CTA Assessment Rubric, has excellent ratings in at least three of five categories: voting record, access at the capitol, access in the district, communications and leadership.

   Tier 2 Candidates, to be recommended by CTA, must have a face-to-face meeting with a CTA local team to address any concerns and complete a written questionnaire. The recommendation is not final until referred to the CTA Board of Directors and approved by the CTA State Council of Education.

c. Tier 3 Elections: A tier three election is identified as containing a candidate who is running for re-election in the same house of the legislature or Congress and CTA recommends that an interview take place. In these elections CTA will either:

   (1) Interview viable candidates, to consider a pre-primary recommendation

   (2) Interview post primary, when it is in CTA's best interest to wait and either make a recommendation at that time or recommend no action.

Incumbents may be invited to interview along with their primary/general election challengers; the process will include a recorded oral interview and written questionnaire. The recommendation is not final until referred to the CTA Board of Directors and approved by the CTA State Council of Education.

d. Tier 4 Elections: A tier four election is identified as any race, including special elections, in which there are no candidates running for re-election. In these districts CTA will either:

   (1) Interview viable candidates to consider a pre-primary recommendation

   (2) Interview post primary, when it is in CTA's best interest to wait and either make a recommendation at that time or recommend no action.

   The process will include a recorded oral interview and a written questionnaire. The recommendation is not final until it is referred to the CTA Board of Directors and approved by the CTA State Council of Education.

e. Tier 5 Elections: A tier five election is identified as any race with multiple Tier 1 and 2 candidates running against one another, and automatically defers the recommendation process until post-primary.

f. The tiering recommendations of the Board of Directors shall be submitted to the CTA State Council for adoption.

3. **Recommendation Procedures**

In each odd numbered year, the Governmental Relations Division shall prepare maps of each legislative and congressional district with a listed percentage representation of each CTA Board of Director, Service Center Council and NEA Director district.

a. CTA recommends only one candidate per Legislative/Congressional District.

b. The following terms shall be used as the official positions of CTA:

(1) Recommend - the candidate is the preferred candidate.

(2) Neutral - the team has interviewed and there is no preferred candidate.

(3) No Recommendation - there was no interview held or no candidate met the CTA criteria for recommendation. *(Adopted June 2015)*

c. Process

(1) Forming Interview Teams

(a) The CTA Board Member, in concert with the Service Center Council(s), shall appoint interview teams. The team shall include local leaders who live and/or teach within the geographic boundaries of the electoral district.

(b) Selection of Team members shall consider the following criteria for purposes of balance: *(Amended June 2023)*

(1) Political Affiliation

(2) Size of Chapters

(3) All geographic parts of the Legislative/ Congressional district

(4) Gender Identification

(5) Ethnicity

(6) LGBTQ+

(7) Differing Ability

(c) The appropriate CTA Board Member(s), CTA/ABC Committee member(s), and SCC Leader(s) may participate on these teams.

Teams that participate in Congressional candidate interviews should include the appropriate NEA Board Member(s).

(d) A schedule of interviews shall be provided to the Governmental Relations Division.

(e) The Governmental Relations Division shall provide training, support and communication for implementation of the Recommendation Process.

d. Post Primary Recommendation should a recommended candidate not prevail.

(1) The Interview Team shall indicate one of three choices to be taken post-primary:

(a) Recommend a secondary candidate(s);

(b) Reconvene the Interview Team to make a recommendation to the CTA Board of Directors prior to the July board meeting; or

(c) A recommendation of "No Recommendation"

4. **Interim Process**

Conflicts may occur between the election calendar, the CTA Board of Directors meeting dates and State Council meeting dates that may hinder an efficient and timely recommendation process – such as in cases where:

- The election will occur before State Council can meet;
- The election is very close to the State Council meeting date.

The CTA Board of Directors shall vote to make an interim recommendation in order to support the candidate and meet election deadlines.

The interim position is effective until the next State Council meeting. State Council will be asked to ratify the recommendation at their next meeting. The interim recommendations will be noted in the CTA Board Report.

(For Congressional races, NEA must approve CTA's recommendations prior to the recommendation becoming official.) *(Adopted June 2023)*

5. **Interview Process**

a. Tier 1 Process

(1) Tier 1 candidates shall be sent a questionnaire from the Governmental Relations Division as required to complete the recommendation process.

b. Tier 2 Process

(1) Before the Meeting

(a) Prior to meeting with the candidates, the CTA Team will have a briefing on the race, read through and discuss the candidates' written questionnaire and discuss the CTA or NEA assessment.

(b) The areas of concern within the CTA or NEA assessment shall be the focus of the meeting with the candidate.

(c) Interview team members should decide on who is chairing the interview, who is asking which question(s) and who is the official transcriber of the interview document to be sent to Governmental Relations Division.

(d) The Governmental Relation Division shall assist by providing the contact information for the candidate, prepare briefing materials and consult with local staff and leaders to assist with logistics.

(e) The Governmental Relations Division shall be notified at least one week in advance of the meeting.

(2) Conducting the Interview Meeting

(a) Thank the candidate for coming and seeking a CTA recommendation.

(b) Introduce the CTA team members, stating their name, pronouns (if comfortable doing so), assignment, school, Association position and where the team member lives or teaches in the district. *(Amended June 2023)*

(c) Explain CTA's process for tier two elections.

(3) Concluding the Interview Meeting

Summarize the next steps for the candidates as suggested below:

(a) Thank you for your thoughtful answers and the time you gave us.

(b) The team will be making a recommendation which will be sent to our members prior to the CTA Board of Directors meeting in _____.

(c) The CTA Board of Directors will consider the recommendations and refer them to CTA's State Council of Education, our governance body of CTA members representing teachers and education employees in school districts from across the state.

(d) State Council will make the final decision and the candidates will be notified.

(4) Deliberations of the Interview Team

(a) All Interview Team members share their perceptions of the candidate with the rest of the team.

(b) Interview Team members reach a decision, by consensus or majority vote, to recommend the candidate for the primary, defer the recommendation until the General Election or to recommend "Neutral." *(Amended June 2015)*

(c) The Interview Team Summary shall be sent to the Governmental Relations Division along with one copy of the oral interview responses.

(d) Copies of the Interview Team summary shall be sent electronically to the SCC Chairs, the Regional Manager, and the Regional Political Organizer.

(5) Problem Resolution

If a problem arises in the Recommendation Process, the CTA Board Member and the local team shall attempt to rectify the issue locally. If no resolution is possible, the question of Recommendation is referred to the CTA Board of Directors for its Recommendation to the State Council.

c. Tier 3 and 4 Elections Process

(1) Before the Interview

(a) Prior to interviewing candidates, the CTA Interview Team will have a briefing on the race(s), read through and discuss the candidates' written questionnaires and (if applicable) discuss the CTA or NEA assessment of current or past legislators.

(b) Interview team members should decide on who is chairing the interview, who is asking which question(s) and who is the official transcriber of the interview document to be sent to Governmental Relations Division.

(c) All Oral Interviews for tier 3 and 4 elections shall be recorded.

(d) The Governmental Relations Division shall assist by providing contact information for all viable candidates, prepare briefing materials and consult with local staff and leaders to assist with logistics.

(e) The Governmental Relations Division shall be notified at least one week in advance of interview.

(2) Conducting the Interview Meeting

(a) Thank the candidate for coming and seeking a CTA recommendation.

(b) Introduce the CTA interview team members, stating their name, pronouns (if comfortable doing so), assignment, school, Association position and where the team member lives or teaches in the district. *(Amended June 2023)*

(c) Explain CTA's interview process, including the use of the recording device. *(Amended June 2023)*

(d) Explain time allotment for interview and adjust responses to complete all questions.

(3) Concluding the Interview Meeting

Summarize the next steps for the candidates as suggested below:

(a) Thank you for your thoughtful answers and the time you gave us.
(b) The team will be making recommendations which will be sent to our members prior to the CTA Board of Directors meeting in _____.
(c) The CTA Board of Directors will consider the recommendations and refer them to CTA's State Council of Education, our governance body of CTA members representing teachers and education employees in school districts from across the state.
(d) State Council will make the final decision and the candidates will be notified.

(4) Deliberations of the Interview Team

(a) All Interview Team members share their perceptions of each candidate with the rest of the team.

(b) Interview Team members reach a decision, by consensus or majority vote, to recommend a candidate for the primary, defer the recommendation until the General Election or recommend "Neutral."

(c) The interview team will also reach a secondary decision as to which candidate(s) if any would be acceptable for recommendation should their first choice be defeated in the primary election.

(d) The Interview Team Summary shall be sent to the Governmental Relations Division along with one copy of the oral and the recorded interview responses for each candidate interviewed. *(Amended June 2023)*

(e) Copies of the Interview Team summary shall be sent electronically to the SCC Chairs, the Regional Manager and the Regional Political Organizer.

(5) Problem Resolution

If a problem arises in the Recommendation Process, the CTA Board Member and the local team shall attempt to rectify the issue locally. If no resolution is possible, the question of recommendation is referred to the CTA Board of Directors for its recommendation to the State Council of Education.

5. **Next Steps**

a. The Governmental Relations Division shall make available the results of the Interview team recommendation to the rank-and-file CTA members, prior to the CTA Board of Directors meeting at which the recommendation will be considered. *(Amended June 2023)*

b. The CTA Board of Directors may initiate action if a local recommendation process does not take place.

c. Report of the CTA Board of Directors

(1) The Governmental Relations Division shall prepare a report for the CTA Board of Directors of all local recommendations. Local recommendations are due in the Governmental Relations office five (5) working days prior to the start of the State Council meeting in which action will be taken.

(2) The CTA Board of Directors may make a substitute recommendation to replace the local recommendation when the Board believes that it is in the best interest of the Association. An explanation will be given to the interview committee.

(3) Recommendations shall be referred to the State Council by the CTA Board of Directors and identified as Local Recommendations and/or Board Recommendations.

d. Actions to be Taken by State Council

(1) Recommendations by the CTA Board of Directors will be placed on a Consent Agenda.

(2) Motions from the floor to change a recommendation shall require a 60 percent vote.

(3) If a recommendation does not receive 60 percent or more of the votes cast by State Council, the position shall be Neutral. *(Amended June 2015, June 2023)*

(4) All recommendations shall continue post-primary unless changed at a Board Meeting/CTA State Council following the primary. *(Amended June 2015, June 2023)*

6. **Follow-Up Process**

a. CTA Governmental Relations Division will send letters of recommendation to the candidates following CTA State Council action.

b. Post-primary Recommendations; if it is in the best interest of CTA, recommendations in any race may be deferred until after the results of the Primary Election. *(Amended June 2023)*

c. Post General Election Recommendations; if it is in the best interest of CTA, recommendations in any race may be deferred until after the results of General Election.

d. Recommendations for U.S. Congress are not final until voted on by the NEA PAC Council.

e. Recommended candidates' positions on educational issues shall be available to the members of CTA. *(Adopted June 2015, June 2023)*

7. **Legislative Recalls**

a. In the event a member of the State Assembly or Senate is subject to recall, the responsible Service Center Council shall convene a committee representative of the district in the recall. The committee shall make a recommendation for or against the recall. To assist in the deliberations, Governmental Relations staff shall prepare documents that support both sides of the recall issue and shall include such information as recall documents, applicable state statutes, campaign contributions, message points, endorsers and press clippings.

b. In addition to recommending a position on the issue of recall the committee shall interview and recommend a candidate according to the procedures outlined above. The legislator who is subject to the recall may be included in the interview and questionnaire process.

c. The Governmental Relations Division shall make available the results of the interview team recommendation to the rank-and-file CTA members in the affected district prior to the CTA Board of Directors meeting at which the recommendation will be considered. Results of the recommendation procedure shall go to the CTA Board of Directors and State Council of Education. *(Amended April 2008, June 2015, June 2023)*

B. **Recommendation Procedures for County Superintendent of Schools and County Boards of Education**

Candidates for County Superintendent and County Board of Education shall be recommended through a process which guarantees that all CTA chapters in the county are invited to participate in the interview committee and included in all aspects of the endorsement process. In all recommendation procedures, the local CTA chapter representing the County Office employees shall be included.

To initiate the process the CTA Regional Political Organizer, CTA Staff, CTA Board Member(s), SCC Chair, etc. may work with the affected locals and staff to coordinate an interview.

The Service Center Council, a UniServ office or the local CTA office can be of assistance to members in contacting the chapters, coordinating the interviews and tabulating the votes cast.

Any recommendation for endorsement from the interview team shall be forwarded to all CTA locals in the county for their vote. A concurrence of 60% of the votes cast shall be the minimum threshold for recommendation.

CTA/ABC funding in County Office races shall only be considered based on the CTA/ABC standing rules and in accordance with this policy. In addition, the application for CTA/ABC funds must include the process by which the candidate was selected and the mechanism for funding the campaign (local PAC, new PAC or designate funds directly to the candidate). The recommendation will be considered a countywide recommendation for all CTA members, regardless of local.

CTA Governmental Relations Division shall assist with the recommendation procedures and the campaign structure. *(Adopted June 2007; Amended June 2012, April 2014, January 2025)*

C. **Recommendation Procedures for Statewide Public Office; U.S. Senate, State Constitutional Offices, State Board of Equalization**

1. **Recommendation of Incumbent**

The CTA Board of Directors may place before State Council a recommendation for any incumbent. In such cases, the CTA Board of Directors shall make a recommendation to State Council of Education, in writing, at least one month prior of State Council of Education meeting in the year prior to the election.

2. **Interview Teams**

a. An Interview Team shall be established for each Constitutional or Statewide office when the CTA Board of Directors determines an interview is necessary.

(1) Each Interview Team shall be appointed by the CTA President and consist of one member from each of the following: CTA Board of Directors, CTA/ABC, State Legislation Committee, Political Involvement Committee and one other member of the Association.

a. For U.S. Senate interviews, one member from the NEA Board of Directors shall also be appointed.

(2) Each team shall be as representative as possible of CTA membership.

(3) CTA Executive Officers shall be ex-officio members of each of the teams.

(4) The Interview Team recommendation shall be signed by the members of the team and transmitted to the Board of Directors. *(Amended March 2024)*

3. **Pre-Primary Interview Process**

a. Interviews of candidates who have announced their intent to seek statewide office shall begin as soon as practicable after the Interview Teams have been constituted.

b. All viable candidates shall be invited to participate.

c. Incumbent candidates recommended for re-election shall be sent a questionnaire. *(Amended June 2023)*

d. All other candidates invited to participate in the interviews shall be mailed a written questionnaire and a biographical information form provided by CTA. These documents must be returned prior to scheduling an interview. *(Amended June 2023)*

e. All candidate interviews shall be recorded. *(Amended June 2023)*

f. The report shall include a list of all interviewed candidates and the recommendation of the Interview Team. This report shall be sent to the CTA Board of Directors and shall be published prior to the State Council at which a vote is planned so that chapters can give direction to their State Council Representatives.

g. Interview Teams may recommend one of the following positions:

- Recommend - the candidate is the preferred candidate

- Neutral - the team has interviewed and there is no preferred candidate

- No Recommendation - there was no interview held or no candidate met the CTA criteria for recommendation. *(Amended June 2015)*

4. **Pre-Primary Recommendation Process**

a. Pre-primary recommendations of the Interview Teams shall be available prior to the State Council meeting at which the recommendations are to be considered for approval. *(Amended June 2015)*

b. A candidate must receive 60 percent or more of the valid votes to receive CTA's "recommend" position. *(Amended June 2015)*

5. **Post-Primary Recommendations**

Post-primary recommendations will be considered at the Board Meeting/CTA State Council immediately following the primary election, in cases where the candidate did not prevail or there was no pre-primary recommendation. *(Amended June 2015, June 2023)*

6. **Actions to be Taken by State Council**

1. Recommendations of the CTA Board of Directors will be placed on a Consent Agenda.

2. Motions from the floor to change a recommendation shall require a 60 percent vote.

3. If a recommendation does not receive 60 percent or more of the votes cast by State Council, the position shall be "Neutral." *(Amended June 2023)*

4. All recommendations shall continue post-primary unless changed at the CTA Board meeting/State Council following the primary. *(Amended June 2015, June 2023)*

D. Recommendation Procedures for Candidates for United States Presidential Election

1. Pre-Primary Recommendation Process

CTA will utilize the follow procedure:

a. Candidates must be supportive of public education and issues that are consistent with the goals and objectives of CTA.

(1) Each viable* candidate for President of the United States shall be given an opportunity to participate. Candidates must commit to an in-person meeting after being recommended by CTA. A candidate must receive 60 percent or more of the valid votes to receive CTA's "recommend" position. *(Amended June 2015)*

(2) Each candidate shall be invited to complete a written questionnaire on national issues of concern to CTA members.

(3) Upon completion of the written questionnaire, CTA shall invite the candidates to interview at a time and a place to be determined. The completion of the written questionnaire is required before an interview is scheduled.

(4) The CTA Interview Committee shall be composed of at least one officer, one PIC member, one member of the NEA Board, one member of the CTA Board, one member of the ABC Committee and two other members of CTA.

(5) No candidate may be recommended without completion of both the written questionnaire and completion of an interview with CTA.

(6) The Interview Committee will make a recommendation with rationale to the CTA Board of Directors. This recommendation may be to:

(a) Recommend - the candidate is the preferred candidate.

(b) Neutral - the team has interviewed and there is no preferred candidate.

(c) No Recommendation - there was no interview held or no candidate met the CTA criteria for recommendation. *(Amended June 2015)*

(7) The recommendation of the CTA Board of Directors will be sent to State Council. *(Adopted April 2007)*

(8) The recommended candidate may also provide the Association a 3-5 minute recording that expresses the candidate's position on public education. This clip will be shared with the State Council members, chapter presidents, and SCC Chairs. *(Adopted April 2007, June 2023)*

(9) The State Council will consider the recommendation of the CTA Board of Directors and will vote to approve or disapprove of the recommendation. Substitute motions to change the recommendation for a different candidate may not be made. *(Adopted April 2007)*

(10) The recommendation shall be committed to written ballot and shall require an affirmative vote of 60% or more of the ballots cast. If the recommendation fails to achieve 60% or more of the votes cast, the position shall be "Neutral."

*Criteria for viability

(a) Qualify for FCC Matching Funds: To participate in the matching fund program, a candidate must demonstrate broad-based support by raising more than $5,000 in $250 donations of matchable contributions in each of 20 different states.

(b) National media coverage in articles and campaign activities.

2. **Post-Primary Recommendation Process**

CTA will follow the established NEA procedures for the Presidential Recommendation Process. *(Adopted October 1981; Amended January 1988, March 1993, May 1997, June 2001, May 2003, April 2005)*

E. Recommendation Procedures for CalPERS Board Elections

1. **Recommendation Process and Timelines**

a. CTA will interview candidates and make recommendations for the California Public Employees' Retirement System (CalPERS) Board Administration.

b. Incumbent CalPERS candidates running for a subsequent term shall be considered for tiering status in a similar manner to Legislative and Congressional candidates**.** *(Adopted June 2015)*

c. The Board elected seats are for four-year terms as follows:

(1) Two elected by and from all CalPERS members.

(2) One elected by and from all active State members.

(3) One elected by and from all active CalPERS school members.

(4) One elected by and from all active CalPERS public agency members (employed by contracting public agencies).

(5) One elected by and from the retired members of CalPERS.

d. CTA Governmental Relations Division will develop and distribute a detailed schedule of dates for recommendation activities. *(Amended February 2011, June 2015)*

2. **Interview/Assessment Team**

a. A separate Interview/Assessment Team for each elected seat to the CalPERS Board will be appointed by the CTA President and approved by the CTA Board of Directors.

b. The makeup of the team includes: A CTA Board member, a CTA/ABC member, a CTA Retirement Committee member, CTA Political Involvement Committee member, one member at-large, and a CTA member in the CalPERS system for the seat in question.

c. Each team shall be as representative as possible of the CTA membership.

d. CTA Executive Officers shall be ex-officio members of each of the teams.

e. The Interview/Assessment Team recommendation shall be signed by the members of the team and transmitted to the Board of Directors. *(Amended February 2011)*

3. **Interview Process**

a. Interviews of qualified candidates who have announced their intent to seek a seat of the CalPERS Board shall begin as soon as practicable after the Interview Assessment Teams have been constituted.

b. All candidates shall be sent a written questionnaire and a biographical information form provided by CTA. These documents must be returned prior to scheduling an interview.

c. All viable candidates shall be invited to participate in separate interviews.

d. Staff, in consultation with the CTA Political Involvement Committee and Retirement Committee chairpersons, shall develop the candidate questionnaire.

e. All candidate interviews shall be recorded.

f. The Interview/Assessment Team recommendation shall be signed by the members of the team and transmitted to the Board of Directors. The report shall include a list of all interviewed candidates and the recommendation of the Interview/Assessment Team.

g. The CTA Board of Directors shall act on the recommendation report and shall publish the results prior to the State Council meeting for which time a vote is planned.

4. **Actions to Be Taken by State Council**

a. The CTA Board of Directors recommendations will be placed before State Council.

b. Motions to substitute a different position on recommendations shall require a 60% majority of the votes cast to change a recommended position. If adopted, the substitute motion shall be placed before State Council. If the substitute motion fails to achieve a 60% majority vote to change a recommended position the original motion of the Board of Directors shall be placed before State Council.

c. If a recommendation does not receive a 60% majority of the votes cast by State Council, the position shall be "Neutral." *(Adopted March 2011, Amended June 2015)*

F. **Recommendation Procedures for CalSTRS Board Elections**

1. **Recommendation Process and Timelines**

a. CTA will interview candidates and make recommendations for the California State Teachers' Retirement System (CalSTRS) Board. *(Amended February 2011)*

b. Incumbent CalSTRS candidates running for a subsequent term shall be considered for tiering status in a similar manner to Legislative and Congressional candidates. *(Amended June 2015)*

c. The Board elected seats are for four-year terms as follows *(Amended February 2011)*:

(1) PreK-12 Teacher Seat: A K-12 or County Office of Education (COE) employee who is an active CalSTRS member or participant who is not an administrator, elected by all K-12 and COE employees who are active CalSTRS members or participants.

(2) PreK-12 Teacher/Administrator Seat: A K-12 or COE employee who is an active CalSTRS member or participant, including administrators, elected by all K-12 and COE employees who are active CalSTRS members of the Defined Benefit Program.

Community College Seat: One instructor who is an active CalSTRS community college member or participant, elected by active CalSTRS community college members and participants. *(Amended February 2011, June 2015)*

2. **Interview/Assessment Team**

a. A separate Interview/Assessment Team for each elected seat to the CalSTRS Board will be appointed by the CTA President and approved by the CTA Board of Directors.

b. The makeup of the teams will include:

(1) PreK-12 Teacher Seat: A CTA Board member, a CTA/ABC member, a CTA Retirement Committee member, CTA Political Involvement Committee member, and one member at-large.

(2) PreK-12 Teacher/Administrator Seat: A CTA Board member, a CTA/ABC member, a CTA Retirement Committee member, CTA Political Involvement Committee member, and one member at-large.

(3) Community College Seat: A CTA Board member, a CTA/ABC member, a CTA Retirement Committee member, CTA Political Involvement Committee member and one member at-large who must be from the Community College Association (CCA) if no other member of the team is from the CCA. *(Amended June 2015)*

c. Each team shall be as representative as possible of the CTA membership.

d. CTA Executive Officers shall be ex-officio members of each of the teams.

e. The Interview/Assessment Team recommendation shall be signed by the members of the team and transmitted to the Board of Directors.

3. **Interview Process**

a. Interviews of qualified candidates who have announced their intent to seek a seat on the CalSTRS Board shall begin as soon as practicable after the Interview Assessment Teams have been constituted. *(Amended February 2011)*

b. All candidates shall be sent a written questionnaire and a biographical information form provided by CTA. These documents must be returned prior to scheduling an interview.

c. All viable candidates shall be invited to participate in separate interviews.

d. Staff, in consultation with the CTA Political Involvement Committee and Retirement Committee chairpersons, shall develop the candidate questionnaire.

e. All candidate interviews shall be recorded.

f. The Interview/Assessment Team recommendation shall be signed by the members of the team and transmitted to the Board of Directors. The report shall include a list of all interviewed candidates and the recommendation of the Interview/Assessment Team.

g. The CTA Board of Directors shall act on the recommendation report and shall publish the results prior to the State Council meeting for which time a vote is planned.

4. **Actions to Be Taken by State Council**

a. The CTA Board of Directors recommendations will be placed before State Council. *(Amended June 2015)*

b. Motions to substitute a different position on recommendations shall require a 60% majority of the votes cast to change a recommended position. If adopted, the substitute motion shall be placed before State Council. If the substitute motion fails to achieve 60% majority vote to change a recommended position the original motion of the CTA Board of Directors shall be placed before State Council. *(Amended June 2015)*

c. If a recommendation does not receive a 60% majority of the votes cast by State Council, the position shall be "Neutral." *(Adopted February 2003, Amended May 2013, June 2015)*

G**. Recommendation Procedures for Other Offices**

Local chapters may recommend candidate(s) for Mayor, County Supervisor, City Council, Sheriff, District Attorney, County Central Committees and/or other local races. These recommendations are not eligible for CTA-ABC funding. *(Adopted June 2007, Amended May 2013)*

H. **Initiatives and Referenda**

Positions on initiatives, whether placed on the ballot by petition or by the State Legislature, shall be approved by the State Council of Education. Referenda of state laws shall be determined in the same manner as initiatives. The PIC committee shall make recommendations on initiatives and referenda when they are qualified for the ballot and shall be consistent with CTA policies for legislation.

An exception to the process shall be limited to initiatives which are sponsored by CTA or pose such great harm to the CTA members that earlier recommendations are appropriate.

Legislation leading to a ballot measure will be referred to PIC as the secondary committee.

The position taken on the initiative or referendum should be consistent with the position taken on the legislation. *(Adopted April 2013, Amended March 2015)*

I. Initiatives and Referenda

Conflicts may occur between the election calendar, the Political Involvement Committee meetings and State Council meeting dates that may hinder an efficient and timely recommended position process – such as in cases where:

- The election will occur before State Council can meet;
- The election is very close to the State Council meeting date.

With approval from the Political Involvement Committee Chair, the CTA Board of Directors shall vote to approve an interim recommended position in order to help pass or defeat an issue.

The interim position is effective until the next State Council meeting. The Political Involvement Committee and State Council will be asked to ratify the recommendation at their next meeting. *(Adopted May 2023)*

Special and Economic Services Procedures

I. CTA Special and Economic Services

Special and Economic Services Programs form an integral part of the Association's package of Membership Services and Benefits. To this end, CTA will develop and maintain a broad program of Special and Economic Services, which shall be under constant supervision and re-evaluation of the Board of Directors; in accordance with procedures established in Bylaws, Standing Rules and CTA policy. As a major function of its overall coordination of the Special and Economic Services Programs, the Board of Directors shall ascertain that said programs are fully self-supporting, with the exception of incidental staff, committee and council expenses.

II. CTA Special and Economic Service Program Definitions

A. **Endorse**. The term "endorse" shall apply to programs which meet the following:

1. The plan and/or program are under the continuing review of the CTA Board of Directors.
2. The endorsement criteria for the specific program have been substantially complied with, and an endorsement agreement in compliance with CTA Policy has been negotiated, signed and ratified.
3. Disputes between members and the endorsed vendor regarding the provisions of the plan or program shall be resolved through either an arbitration provision or through the use of the CTA Advisory Panel on Endorsed Services.

B. **Endorsement of Electronic Voting Vendors**. Endorsement of Electronic Voting Vendors shall be limited to the following:

1. Recommendation for endorsement of Electronic Voting Vendors shall come from the CTA Electronic Voting Workgroup for approval by the CTA Board of Directors.
2. Endorsed Electronic Voting Vendors must have in place a valid Non-Disclosure Agreement with CTA.
3. Criteria for compliance with CTA election requirements will be provided to Endorsed Electronic Voting Vendors. Non-compliance by the Vendor will result in loss of endorsed status.
4. CTA Chapters or members may bring concerns relating to Endorsed Electronic Voting Vendors to the Vendor Evaluation and Screening Committee. *(Added June 2013)*

C. **Logo**. The term "logo" refers to the CTA Logo, with the term "endorsed" or "recommend" juxtaposed to the logo in close proximity. The "logo" as defined, may be used by CTA "endorsed" or "recommended" firms in marketing products to CTA members, but only in accordance with written agreements between CTA and the "endorsed" or "recommended" firm, and then only after review of the material by the appropriate CTA designee.

D. **Delivery System**. CTA may utilize any or all of the following delivery systems in its delivery of Special and Economic Services to CTA members:

1. Single product/service endorsement or recommendation.
2. Dual or multiple product/service endorsement or recommendation.

   Broker, agent or agency endorsement/recommendation for the delivery of several products/services.

III. CTA Special and Economic Services - Role Definitions

An effective Association Special and Economic Services Program results from implementation of several interrelated roles. These roles involve at least the following: 1) Overall coordination; 2) Policy review, development and adoption; 3) Screening, review and recommendation of vendors; and 4) Review and resolution of complaints regarding vendors. To this end, CTA has assigned each of these functions as follows:

A. **Overall Coordination**. The CTA Board of Directors is responsible for the role of overall coordination of the CTA Special and Economic Services Program. Within the parameters of CTA Policy, the Board of Directors appoints CTA members to each of the two Economic Services Groups: 1) The Advisory Panel on Endorsed Services; and 2) The Vendor Evaluation and Screening Committee. In addition, the Board of Directors coordinates the activities of the two committees; including acting on

committee recommendations, referring matters from committees to other committees, or to the Council as defined in CTA Policy.

B. **Screening, Review and Recommendation of Vendors.** The role of screening, reviewing and recommending vendors for Association "endorsement" or "recommendation" is performed by the Vendor Evaluation and Screening Committee as follows:

1. Conducts investigations, screens, evaluates, and recommends vendors in accordance with CTA policy.
2. Recommends to the Board renewal or non-renewal of agreements with current vendors.
    a. In accordance with CTA policy, meets with such vendors for the purpose of evaluating programs, or recommending modifications in program based upon criteria established by CTA policy.
    b. Reviews with such vendors their marketing plan, including advertising in CTA publications and participation at CTA meetings and conferences.
    c. Reviews and recommends proposed rate changes.

C. **Review and Resolution of Complaints Regarding Vendors.** The role of reviewing disputes between CTA and its "endorsed" and "recommended" vendors, or between CTA members and such vendors is performed by the Advisory Panel on Endorsed Services as follows:

1. Assist in adjudication of disputes between members and endorsed or recommended vendors.
2. Recommends changes in policy and/or programs based on information obtained in panel hearings.
3. Coordinates and reviews use of any arbitration provisions contained in agreements between CTA and its vendors.

IV. No Conflict of Interest

Members of the Board of Directors and members of other CTA Governance bodies who are directly involved in the development, evaluation, review and recommendation of Association Special and Economic Services Programs shall be free of any conflict of interest with respect to relationships to any vendor of any endorsed or recommended program. To this end, members of the Board of Directors, the Advisory Panel on Endorsed Services and the Vendor Evaluation and Screening Committee shall annually sign a non-conflict of interest statement which attests their commitment to the following principles:

A. To refrain from making personal investments in enterprises which they know may be directly involved in decisions made by them or which will otherwise create

substantial conflict between their duty in serving the Association's interest and their private interest.

B. To refrain from any transaction as representative or agent of the Association with any business entity in which they have a direct or indirect interest that might reasonably tend to conflict with the proper discharge of their official duties.

C. To refrain from accepting any other position which will impair independence of judgment in the exercise of official duties on behalf of the Association.

D. To refuse, for personal use, any compensation of any kind, per diem, travel expense or gift of value from a firm or corporation which sells goods or services to the Association.

E. Those who represent the interests of the Association in endorsed Special and Economic Services Programs by participating in the governance and other related activities of the firms involved with those programs may receive reimbursement for the necessary and actual expenses incurred in fulfilling their responsibilities. This provision shall also apply to persons serving as members of Boards of Directors of endorsed credit unions, or for similar service in other endorsed firms which service derives from an agreement between the Association and said firm. *(Amended May 2009)*

V. CTA Special and Economic Services Program - Endorsement Criteria

To receive a CTA "endorsement" or to receive a CTA "recommendation" for a product or service, a prospective vendor of such product or service will be measured by a set of "general" criteria applicable to all products and services, and by a set of "specific" criteria designed for each particular type of product or service. When the Association determines to "endorse" or "recommend" a vendor of a particular product or service, the Association shall select the vendor which best meets the general and specific criteria as established.

A. **General Criteria for Endorsement/Recommendation (Applicable to all products and services).**

1. The prospective vendor shall be legally, actuarially, and financially sound, as determined by submission of evidence by the vendor and by independent investigation by the Association.

2. The prospective vendor must demonstrate that its product or service will offer an economic advantage to CTA members over similar products or services available to members in the general market place.

3. The prospective vendor must be willing, where applicable, to offer its programs to retired members on the same basis that they are offered to members.

4. To the extent possible, the prospective vendor shall have the capacity to market the program statewide.

5. The prospective vendor must agree to a dispute resolution procedure, either: a) binding arbitration of disputes, or b) adjudication by the CTA Advisory Panel for Endorsed/Recommended Services.
6. The prospective vendor shall be willing to enter into a written agreement with the Association, setting forth the benefits and responsibilities of both parties in the Endorsement/Recommendation relationship.
7. The prospective vendor must provide an “Account Executive” (or similar title) who will maintain ongoing liaison between CTA and the vendor. This person shall, to the extent possible, have authority on behalf of the vendor, to resolve problems and disagreements that may arise.
8. In addition to its annual financial report, the prospective vendor shall provide CTA with an annual report setting forth its experience with the Association account which shall include the following: a) all contacts made with CTA members; b) number of CTA members who participated in the program or service; c) gross dollars collected or gross premiums collected; d) benefits, costs, or claims paid; and e) profit to vendor; or a similar report which is mutually agreeable to CTA and the proposed vendor.
9. The prospective vendor shall have a reputable history of offering similar products or services to other organizations, and must provide at least five (5) verifiable references which the Association may contact to verify claims made.
10. When applicable, the product or service shall continue while a member is on a leave of absence, disability, or in a work stoppage situation.

B. **Specific Criteria**

1. Group Life Insurance
    a. Provision for continuation of insurance when transferring from one group to another.
    b. A plan must be available for retired members with premiums deducted from retirement checks.
    c. Vendors must be willing to participate in payroll deduction plans when available.
    d. Coverages must be substantial enough to provide adequate survivor benefits during the years of greatest need.
    e. Accidental death and dismemberment benefits must be included.
    f. Dependents shall be included for maximum coverage allowable under state insurance laws.
    g. The program must provide supplemental life insurance which can be added to the basic plan on an individual basis.

h. There must be an open enrollment period for new bargaining unit members who join CTA.

i. Proposed changes in rates and benefits must be negotiated with CTA, as the holder of the master contract.

j. Several plans should be available, both in decreasing term and level term, so chapters can select the plan that best meets the needs of its members.

k. Group experience must be pooled on a statewide basis.

2. Group Salary Protection Programs

   a. Provision for continuation of insurance when transferring from one group to another.

   b. Vendor must be willing to participate in payroll deduction plans when available.

   c. Coverages substantial enough to provide adequate salary protection benefits when needed.

   d. Several plans should be available for chapter consideration, including a daily benefit plan and a percent of salary plan.

   e. For members not eligible for STRS or PERS Disability payments, program should provide income until age 60.

   f. Open enrollment period for new bargaining unit members who join CTA, or for all members when chapter changes plans.

   g. Any proposed changes in benefits or rates must be negotiated with CTA.

   h. Members shall be reinstated after an approved leave of absence.

   i. Group experience will be pooled on a statewide basis.

3. Credit Unions

   a. Among those whose field of membership is certificated, non-management or non-supervisory, educational employees, only those who are CTA members may join.

   b. Anyone related to the CTA member by blood or marriage, and anyone living in the immediate household of the CTA member may join.

   c. Retired persons belonging to the CTA/NEA-Retired may join.

   d. Fees and service charges assessed to members shall be reasonable, and competitive; and shall not be in excess of fees and service charges normally assessed in the financial market place.

   e. The first 100 checks will be printed free of charge.

   f. The credit union shall offer a competitive credit card service to members.

g. Interest rates charged on loans shall, at all times, be reasonable and competitive with those loan interest rates charged by other credit unions in the area of jurisdiction.

h. Applications for signature loans and collateral loans will be made available to any employed CTA members. Approval of and amount of each line of credit shall be determined by the length of employment, the loan repayment history, and current encumbrances.

i. Ten or twelve-month loan repayment schedules shall be made available to members.

j. Any CTA member who is a member of the Credit Union may run for the Credit Union Board of Directors, through open and democratic procedures which provide appropriate procedural safeguards.

k. No staff member of the Credit Union may be a member of the Credit Union Board of Directors.

l. Meetings of the Credit Union Board or of the general membership of the Credit Union shall not be scheduled during the same time period as meetings of the CTA State Council of Education.

m. Elections of members of the Credit Union Board of Directors and other Credit Union elections shall be preceded by a written notice of election to all Credit Union members sufficiently in advance of the election to guarantee full participation.

n. The Credit Union shall provide services to its members which are not in conflict with CTA services.

o. Any contemplated changes in Credit Union policies and/or procedures which affect CTA members shall be communicated in writing to the CTA at least 15 days in advance of a final decision on such changes. CTA shall have the opportunity of providing input on such changes to the Credit Union.

4. Auto, Home and Renter Insurance

a. Members who move from one community to another should be assured continuance of service and benefits.

b. The company must have an excellent background in casualty insurance.

c. The company must have the staff to adequately handle claims, sales, and service.

d. The company should have a rating of B+ or better in Best's Key Rating Guide of Insurance Companies.

e. The company should write business directly, rather than through brokers or independent agents.

f. Premium may be paid annually through installments or through payroll deduction.

g. The company should provide information as to areas where their coverage is broader or more restrictive than standard policies in both auto and homeowners.

h. The company should provide information as to minimum and maximum limits of auto coverage for bodily injury, property damage, uninsured motorist, under-insured motorist, collision, comprehensive, medical expenses, towing, and rental reimbursement.

i. The company should provide information on minimum and maximum coverages available for property protection, liability protection and medical payments.

j. Medical payments should be primary, rather than a coordination of benefits.

k. Coverage should be available if traveling to Mexico and Canada.

l. Coverage should be provided for motor cycles, mobile homes, exotic cars, boats, jewelry and furs.

m. Earthquake insurance should be available.

n. The cancellation policy or the policy regarding unacceptable risks must be clear, must be fair, and must provide for appeal.

o. Surcharges prior to cancellation should be made available.

p. Discounts should be available for “good students,” multiple cars, low mileage use of cars, excellent driving records, smoke alarms, non-smokers, burglar alarms, etc.

5. Mass Purchasing/Travel Programs

a. The agency or firm shall be reputable, as evidenced by independent CTA investigation, and by submission of references.

b. The agency/firm must offer a product or service at prices which are not available other than through group purchase arrangements.

c. The agency/firm must be bonded, and must agree to hold CTA harmless against any and all claims.

d. The agency/firm must offer reasonable warranty/money back guarantee provisions for defects in products or for failure to perform services.

e. The agency/firm must offer products and/or services which are generally marketable to and of interest to CTA members.

VI. CTA Special and Economic Services Program - Endorsement/ Recommendation Agreements

Once the Association has determined to "endorse" or "recommend" a particular vendor for a product or service, a written agreement between the Association and the vendor must be developed and signed by both parties. Following are the Association's policies relating to such agreements:

A. **General Provisions** (applicable to all agreements).

1. The Agreement shall contain provisions relating to the vendor's agreement to meet the relevant endorsement/recommendation criteria set forth elsewhere in CTA policy.
2. The Agreement shall contain a provision for resolution of disputes, both individual member disputes with the vendor, and disputes relating to the implementation of the Agreement.
3. The Agreement shall contain provisions relating to the use of the CTA "endorsed" or "recommended" logo, the use of CTA membership list, inserts in various Association publications, and such additional marketing techniques as may be agreed upon.
4. The Agreement shall contain a specific detailing of the product or service to be offered to CTA members, including, if appropriate, any certification of insurance, insurance policy, contract, etc.
5. The Agreement shall contain a provision for termination of the Agreement by either party for non-performance by the other party, of Agreement's provisions.
6. The Agreement shall contain an effective date and a termination date, which shall be no longer than five (5) years duration.
7. Include a "save harmless" statement by which the vendor agrees to indemnify the Association, its applicable affiliate, members, and employees against all damages and liabilities, including counsel fees incurred in connection with the solicitation, sale, service of the endorsed product or program.
8. Include a non-discrimination provision for products subject to all applicable laws and regulations.
9. Stipulate other required relevant reports and deadline dates in the Agreement.
10. The Agreement should specify procedures for modifying the program and identification of individuals who can act to modify the program.
11. Other legally appropriate and necessary contract provisions as determined, from time to time, by the CTA Legal Counsel.

B. Review and Removal of Endorsement/ Recommendation Agreements

1. Agreements between CTA and its endorsed or recommended vendors shall be for no longer than five (5) years.

2. Agreements shall be reviewed and may, subject to the Association's discretion, be renegotiated and renewed for an additional period of no longer than five (5) years.
3. No Agreement may be renewed for a third term unless and until the Association has received renewal bids from any additional proposed vendors and has evaluated both the incumbent vendor and the newly proposed vendors in terms of the endorsement/recommendation criteria set forth in CTA policy.

VII. Implementation of Policy

In order to implement the policy, set forth herein, the Board of Directors, upon consultation with the appropriate committee, has the authority, within the broad parameters of this policy, to vary from the policy as long as such variance is substantially in compliance with the policy and is necessary for the implementation of a particular plan or program. *(Adopted March 1986)*

State Legislation

I. Guidelines for Processing Legislation

A. **State Legislation Committee**

The State Legislation Committee shall review all recommended positions from the CTA standing committees to ensure the recommendations are consistent with CTA's policies. *(Amended November 2013)*

B. **Process**

The Legislative Advocates in Sacramento will screen all bills. Those affecting the public school system and the teaching profession in California will be directed by the Legislative Advocates to the proper standing CTA State Council committee(s) for study and recommendation. Committee recommendations are presented to the State Legislation Committee for policy determination. The State Legislation Committee presents recommendations that conform to CTA policy to State Council for adoption.

1. If the subject matter of a bill falls in the area of several committees, a Prime committee will be designated by the Legislative Advocates. If a policy committee disputes the designation, the dispute shall be referred to the State Legislation Committee Chair for a recommendation to the CTA Executive Officers for resolution.
2. Upon the request of a policy committee, the State Legislation Committee Chair may add a secondary committee, in which case the Chair will notify the CTA Executive Officers of the addition.
3. Assigning bills to two committees evenly as "co-prime" should be avoided. However, in the rare instance where co-prime assignments must be made, the chairs of the affected designated committees should meet to discuss the bill contents and

determine the process for taking a position on the bill. The process should be determined and finalized no later than Friday evening of Council.

4. Should there be a dispute as to how to proceed with any bill, the CTA Executive Officers will serve as the final arbiters.
5. In the case of multiple referrals, it will be the responsibility of each committee to report a recommended position to the Prime committee. After appropriate study and consideration, the Prime committee will report a recommended position to the State Legislation Committee for policy determination. *(Amended November 2003, June 2010)*
6. Community College Association (CCA). CCA shall function as a standing committee of State Council. If proposed legislation specifically names the California community colleges (district and/or Board of Governors) exclusively, the bill shall go to CCA for a recommended position to be forwarded to the State Legislation Committee of State Council. CCA shall serve as the Prime committee. If the subject matter relates primarily to community colleges but may have an impact on other segments of public education, CCA shall serve as the Prime committee with other appropriate State Council committee(s) serving as secondary. If the area of legislation affects all levels of education, or all higher education, CCA shall work through the State Council committee system to develop a coordinated proposal for recommended action. Where the interest of the groups cannot be resolved, the legislation shall be referred to the Board of Directors. If CCA is named the prime committee, the recommendation shall be processed through State Council or the interim process. *(Amended January 2021)*
7. State Council Committees. Committees are responsible for screening bills and recommending action to the State Legislation Committee. It is recommended that legislation be the first item of business on the agenda of each standing committee at State Council. Legislative subcommittees of standing committees should meet on the evening preceding the first day of the State Council meeting to study bills referred to them, and to develop recommendations. Presentations to the State Legislation Committee by the standing committees will be made on the first day of State Council, after committees have convened. Committees having no legislative proposals should notify the State Legislation Committee as soon as possible after committee meetings begin. *(Amended July 2011)*
8. State Legislation will check recommended positions to see whether or not they are within CTA policy. The State Legislation Committee will finalize the legislative package for presentation to State Council after all policy committees have reported their recommendations. *(Amended July 2011)*
9. Immediate Policy Adoption
    a. A State Council of Education policy committee may bring a recommended position on legislation to the State Legislation Committee without existing

policy only if the standing committee proposes new policy for immediate action to the entire State Council.

b. During the State Legislation Committee report to the State Council at its general session on Sunday, the State Legislation Chair will inform the Council that policy for immediate action must be adopted before the State Legislation Committee proposed recommendation for legislative position can be moved.

c. Immediately thereafter, the Chair of the policy committee will be recognized on the floor to move adoption of the new policy for immediate action.

d. If the policy for immediate action is adopted, the State Legislation Chair will move the proposed recommended legislative position. The Council will vote on the State Legislation Committee's recommendation on the legislation.

e. If the policy for immediate action is not adopted, no action shall be taken on the proposed recommended legislative position. *(Adopted January 2008)*

C. **Sponsored Bills**.

CTA develops the legislation and has it introduced by a member of the Legislature. Working for its passage is given major emphasis.

1. State Council Committees will be expected to:

   a. Prepare rationale sheets for presentation to the State Legislation Committee before the bill is heard. Included should be a clear explanation of the need for a new law or reasons why the current law should be amended.

   b. Make available for distribution to the State Legislation Committee thirty five (35) copies of rationale sheets and the legislative proposals in substantive language.

2. Community College Association (CCA). For purposes of sponsored legislation relating to community colleges, CCA shall function as a standing committee of State Council. If the subject matter of a bill relates solely to community colleges, CCA shall serve as the Prime committee. If the subject matter relates primarily to community colleges but may have an impact on other segments of public education, CCA shall serve as the Prime committee with other appropriate State Council committee(s) serving as secondary. If the area of proposed legislation affects all levels of education, or all higher education, CCA shall work through the State Council committee system to develop a coordinated proposal. Where the interest of the groups cannot be resolved, the proposed legislation shall be referred to the Board of Directors. CCA shall be consulted if the proposed legislation impacts the community colleges. *(Amended February 2021)*

3. The Last State Council Meeting (Even-numbered years, prior to the first year in the legislative cycle).

a. All proposed sponsored legislation that embodies new items or concepts, not currently before the Legislature, must be introduced at the last State Council meeting.

b. All proposed sponsored legislation presented by policy committees shall go to the State Legislation Committee for policy and priority conformance.

c. All proposed sponsored legislation approved by the State Legislation Committee shall go to the State Council on Sunday. If the State Council approves the proposals for further study, they will be referred to the Board of Directors. The Board will request a staff analysis and a cost analysis and recommendation on each proposal from the Financing Public Education Committee prior to formulating its recommendations. This will be accomplished during the summer months. All analysis and recommendations will be forwarded to the primary policy committees at the first State Council meeting of the school year.

4. First State Council Meeting.

a. All proposed sponsored legislation held over at the last meeting for analysis and recommendations will be referred to the primary policy committees for reconsideration. Primary policy committees will reconsider the proposed legislation, projected cost, and recommendations. The Prime committee's recommendation will be reported to State Council. If the decision is to sponsor, then the proposals will be sent to the State Legislation Committee. The State Legislation Committee will prioritize the proposals and submit them to the State Council for adoption.

b. The proposal(s) will be introduced as soon after the first State Council meeting as possible.

c. All new legislative proposals originating at the first State Council meeting (in even-numbered years, prior to the first year in the legislative cycle) will be presented to the State Legislation Committee and to the State Council as separate items and will require a majority vote. All new legislative proposals will be approved by the State Council at the first meeting.

d. During the autumn months, a thorough cost analysis will be accomplished by the Financing Public Education Committee and the staff will provide a legislative history. They shall prepare recommendations for further action.

e. The Financing Public Education Committee and staff's analysis and recommendations will be forwarded to the CTA Board of Directors which will formulate recommendations and forward all analysis and recommendations to the primary policy committee for reconsideration at the next State Council meeting. If the decision is to sponsor, then the proposals will be sent to the State Legislation Committee for consideration, and presentation to State Council for adoption by a majority vote as official CTA legislation.

f. The new proposals (from the first State Council meeting) will be introduced as soon as possible after the second State Council meeting. If it is not possible to introduce the proposals in January, they will be held over for introduction in the second year of the legislative session. (Complete cooperation of CTA attorneys in drafting major cost legislation will be an absolute necessity at this point.)

5. First State Council Meeting (Odd-numbered years, prior to the second year in the legislative cycle).

    a. If the Council approves sponsorship at the first Council of the year, analysis, histories, and Board recommendations will be prepared prior to the second Council meeting for referral to the Prime committee.

    b. If a CTA sponsored bill has not been enacted, the Council may approve its reintroduction without new analysis or recommendations.

    c. No new CTA sponsored bills may be proposed any later than the first Council meeting of the second year of a legislative cycle.

    d. Proposed sponsored legislation that comes through State Council as new business will be referred to the appropriate Council policy committee of the next State Council meeting. The policy committee will review the item and determine the appropriate action. If the policy committee concurs in the recommendation to sponsor the legislation, it shall follow the procedures for sponsorship as outlined in the CTA policy handbook.

6. Upon the recommendation of the State Legislation Committee, the Council may refer new proposals from policy committees for the introduction of sponsored legislation to the Board of Directors during the second State Council meeting of any school year. The recommendation of the State Legislation Committee must be based upon a finding that:

    a. Extenuating circumstances and/or emergency exists and;

    b. That no other alternative is available to resolve the situation which gives rise to the proposed legislation including awaiting the next legislative year.

    The Board may approve immediate introduction of the proposed sponsored legislation, pending an FPE and staff analysis. If such authorization is approved, the action shall be submitted to the State Council for ratification at its next regular meeting.

    Introduction of the legislation will depend upon securing an author prior to any legislative deadlines which might apply.

7. The CTA Board of Directors may initiate sponsored legislation between State Council meetings based upon a finding that:

    a. Extenuating circumstances and/or an emergency exists and;

b. That no other alternative is available to resolve the situation which gives rise to the proposed legislation including awaiting the next legislative year.

If the Board approves immediate introduction of the proposed sponsored legislation, pending an FPE and staff analysis, the action shall be submitted to the State Council for ratification at its next regular meeting.

Introduction of the legislation will depend upon securing an author prior to any legislative deadlines which might apply.

8. After proposals are adopted as sponsored legislation by the State Council, it is the responsibility of the consultant to the committee of origin:
    a. To present the proposal to the CTA Legal Counsel's office for final bill drafting.
    b. To prepare testimony which will be utilized before policy committee(s) when hearings on the bill occur.
    c. To prepare fact sheets on each bill for use with the policy committee(s).
9. Any proposals to be sponsored which are submitted after the first State Council meeting would be considered for the second year of the two-year legislative session.

D. **Co-sponsored Bills**

CTA cooperatively works with one or more other groups to develop, introduce and seek the passage of the proposal. This position is to be utilized when necessary to join with other organizations.

1. Process for Initiating Co-Sponsorship of Legislation
    a. The agency or organization seeking co-sponsorship of a legislative proposal shall submit a request, in writing, to the CTA President. The request shall contain the rationale, including but not limited to the timeliness of the proposal, the need(s) addressed, and the agency or organization's common ground with CTA.
    b. The CTA President may refer the proposal with a recommendation to pursue co-sponsorship based on CTA policy, to the CTA Board of Directors.
    c. The CTA Board of Directors shall determine whether the proposal shall continue through the process for sponsored legislation either through Board adoption or referral to the appropriate State Council committee.

E. **Bills Introduced by Others**: Recommendations on other bills on which State Council committees have taken positions should be presented to the State Council Legislation Committee for policy determination.

The following are appropriate position recommendations:

Support - CTA does not introduce the legislation but supports it.

Oppose - CTA will work to defeat such legislation.

Watch - CTA will monitor the bill. Any significant amendments to the bill will be brought to the appropriate committee(s) for a possible change in position.

Rationale for Watch must include any of the following:

Needs clarification

Spot bill

Waiting for amendments

Working with the author

Funding sources unclear

(Adopted July 2011, Amended November 2013, March 2014)

F. **Individual or Chapter Proposed Legislation**:

Individual members or Chapters desiring sponsored legislative proposals shall contact the CTA Governance office which shall direct the proposal request to the appropriate policy committee(s) for study and recommendation.

Chairpersons of the standing committees should indicate specific times during these hours at which they wish to appear.

The State Legislation Committee will finalize the legislative package for presentation to State Council after all policy committees have reported their recommendations. *(Adopted March 1985, Amended April 1986, May 1987, March 1991, June 1994, June 2003, December 2004, July 2011)*

II. Guidelines for Processing Legislation on an Interim Basis

A. **Between State Council meetings**, bills are amended that may result in position changes. It is the responsibility of the advocate to contact the Committee consultant, Committee chair, and State Legislation chair to approve the position change. After that approval, the CTA President or another executive officer will approve the position. Once the Interim legislation form has been approved and signed by the CTA President and the CTA Manager of Legislative Relations, copies of the form shall be transmitted to the CTA Board liaison to the policy committee, the CTA liaison to the State Legislation Committee, the CTA Vice-President, the CTA Secretary-Treasurer and the CTA Executive Director. At its next meeting the CTA Board must also reaffirm the position. The CTA President's approval shall stand until the CTA Board acts. Interim positions are presented by the State Legislation Committee to State Council for their information and ratification. Position changes are the purview of and emanate with the primary policy committee. If the Committee wishes to change positions on a bill, it must process a new position through the regular procedure. *(Amended January 2021)*

B. **Interim 24-Hour Actions**. The President, when notified by the Executive Director or designee that legislative positions must be determined within 24 hours, shall have authority to take such positions, and to accept or reject proposed amendments to legislation which require an immediate decision. If time permits, such action shall be taken after a conscientious effort by the President to consult with the Prime committee chairperson, State Legislation Committee Chairperson and other appropriate chairpersons. The President's action shall reflect their recommendation, insofar as is practicable. All such actions shall be in conformity with CTA policy positions. The President shall report such actions and rationale to the Board of Directors for ratification and to the chairpersons of the related committees. *(Amended February 2004)*

C. **Omnibus Legislation.**

The President or designee, when notified by the Executive Director or designee of multi-subject legislation, shall have the authority to call and chair a meeting of an Omnibus Bill Monitoring Task Force as defined in the Standing Rules. The Task force shall be an advisory to the CTA Officers and Board of Directors. *(Amended February 2004, July 2011)*

D. **Consultation with Prime Committees.**

Prior to any conference call or meeting, representatives of Council committees are expected to discuss progress of legislative proposals with other members of their respective committees. *(Amended July 2011)*

III. Legislative Lobbying by State Council Members

California Teachers Association lobbying procedures have been established in order to involve CTA members more actively and effectively in the legislative process. All CTA-sponsored legislation and bills on which the CTA State Council of Education has taken a position will be included and subject to this program.

A. Responsibility for preparing detailed rationale (background material, position papers and fact sheets) and substantive testimony on legislative proposals rests with the CTA consultants and chairpersons of State Council committees.

1. Committee consultants and chairpersons should read and analyze all legislative bills (and all amended versions) immediately upon receipt of same from the Governmental Relations Division. A preliminary position should be discussed by the chairpersons and consultants in case an interim position is needed between State Council meetings.

2. Consultants and chairpersons will be informed by the Governmental Relations Division of the need for testimony or member lobbying in Sacramento. If they decide they cannot personally appear in Sacramento to testify, or that the testimony would be more effective if done by another member, the Governmental Relations Division will then contact the designated committee member.

3. Each council committee will have a lobbying list to be selected in the following manner: *(Amended February 2014)*

    a. At the first fall meeting of the State Council, each committee chair shall, with the assistance of committee consultants and CTA Board Liaison, nominate candidates for appointment to the member lobbying program. *(Amended February 2014)*

    b. Nominations will be reviewed by the CTA Officers who shall select candidates and recommend their appointment to the CTA Board. *(Amended February 2014)*

    c. The Board shall make the final appointments to the member lobbying program at its next meeting. This will ensure that member lobbyists will be available to provide technical assistance as soon as possible. *(Amended February 2014)*

    d. Members on the committee lobbying list, who can be called upon to lobby committee positions and/or testify on bills, should meet the following criteria.

        (1) The members must generally be available, even on short notice, to come to Sacramento.

        (2) The members must be thoroughly knowledgeable in their committee subject areas.

        (3) The members should be of strong persuasion, possess the ability to express CTA policy clearly and be able to respond to criticism from legislators with appropriate demeanor.

    e. Mini-workshops will be provided by Governmental Relations Division to train members selected by the respective State Council Committees to go to Sacramento. Such training shall include:

        (1) Legislative protocol;

        (2) Lobbying procedures;

        (3) Content and format of testimony. *(Amended February 2014)*

4. Responsibility for supplying the consultants and those State Council members who have been designated to lobby with up-to-date legislative material and calendar information will rest with the Governmental Relations Division.

    a. Governmental Relations staff will maintain the official list of those who will be involved in the new lobbying program.

    b. Governmental Relations staff will keep members informed on a continuing basis by timely communication of information necessary to carry out the lobbying program.

c. Governmental Relations staff will inform committee consultants and chairpersons when their bills are to be heard by the Legislature.

d. Governmental Relations staff will make necessary reservations for accommodations for those selected to go to Sacramento to lobby or testify. They shall also inform the consultants and chairpersons of all legislative committee hearing changes.

e. Governmental Relations Division staff will brief members when they arrive in Sacramento to provide them with updated information and necessary materials.

f. Governmental Relations staff will coordinate member lobbying to assure consistent and thorough legislator contact.

g. Governmental Relations staff will debrief members upon their return from the Capitol in order to assess the results of their efforts and the need for further lobbying activity.

h. Governmental Relations staff will keep necessary records of member participation in the Sacramento lobbying effort and cumulative totals of member lobbying expenditures so that the program remains within the amount of money budgeted.

5. On selected issues of importance to the teachers statewide, the CTA Executive officers or members of the Board of Directors may also be invited to testify before legislative committees.

6. Responsibility of members who are asked to testify or lobby in Sacramento:

   a. Make their own transportation arrangements.

   b. Report to Governmental Relations office upon arrival in Sacramento and complete brief registration form.

   c. Fill out debriefing form for each bill lobbied or testified on.

   d. Submit expense reimbursement requests as soon as possible so they can be processed and paid promptly.

   e. Have written testimony if invited to testify. *(Adopted November 1978, Amended September 1993)*

Legislative Glossary

Amend
To alter formally by modification, deletion, or addition.

Appropriation
A legislative authorization to make expenditures and incur obligations for specific

governmental purposes; usually limited as to time when it may be expended. One of the prime responsibilities of the Legislature is this power to ***appropriate*** moneys.

Companion Bill
Two bills identical in wording that are introduced in each house. They will most likely not have the same number. Some companion bill sponsors feel it will increase the chances for the passage of the bill.

Legislative Deadlines
Deadline set by a legislative body for specified action, such as bill introduction, committee action, or initial passage of bills by either house.

Effective Date
The date a bill, once passed, becomes law. Unless a different date is specified, bills become law when approved.

Floor
Reference to the interior of the chamber of either house. Floor action suggests consideration by the Assembly or Senate rather than committee action.

Held in Committee
The defeat of a measure by the decision of a standing committee not to return it to the full house for further consideration.

Pull
The act of removing a specific legislative bill from an inclusive list for the purpose of review, discussion, change a position, etc.

Reconsideration
A motion that, if carried, allows a measure that failed or passed to be heard again in committee or on the Floor. This more commonly occurs when a bill has failed passage on third reading on the floor where the author/presenter will “notice reconsideration” upon the final tally of the votes. However, it does occasionally happen during the committee process as well.

Resolution
A measure expressing the will, wish, or direction of the Legislature. It does not have the effect of law.

Resolution-Concurrent Resolution
A resolution which requests action or states the Legislature's position on an issue.

Resolution-Memorial Resolution
A non-substantive resolution used to convey the sympathy and condolences of the Legislature on the passing of a constituent or a dignitary.

Spot Bill
A spot bill is a proposal not fully developed or containing sufficient information necessary to make a determination to support or suppose.

Sunset Law
A provision shutting off a program or agency on a specific date, requiring reexamination and a fresh authorization prior to that date to continue.

Urgency
An urgency measure goes into effect immediately once passed by both houses and signed by the Governor. This type of measure requires a 2/3 vote.

Veto
A power vested in the governor to prevent the enactment of measures passed by the Legislature by returning them, with objections, to the Legislature. *(Adopted April 2015)*

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