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 should be primarily used to address ongoing teacher shortages. For purposes of this policy, alternative credentialing programs may include apprenticeships, residencies, internships, and any new alternative pathways that are approved by the California Commission on Teacher Credentialing (CTC). All alternative programs, including but not limited to the district intern program or traditional intern programs offered by

institutions of higher education, must be operated under and evaluated according to current CTC Program Standards.

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.

A teacher candidate shall have the support of an experienced teacher at a similar grade level or subject area, and periodic release time for support and planning shall be provided for the teacher candidate and the mentor. The mentor teacher shall not be involved in evaluation of the teacher candidate. Following completion of a district or university program, a candidate would achieve permanent status after completing a district probationary period.

A teacher candidate shall not be used to replace a currently employed bargaining unit member, and the teacher candidate 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, November 2025)*

### 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)*

## 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)*

### Disability Pride Month

CTA believes that annual recognition of Disability Pride Month each July is critical to furthering the inclusion and participation of individuals with disabilities in all aspects of society. Celebrating people with disabilities and their contributions to society, as well as their history, achievements, experiences, and struggles is an opportunity to educate the

community about ableism and affirm that disability is a natural and valuable part of human diversity. *(CRE: March 2026)*

### 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)*

### Farmworkers Day

CTA believes all school districts should promote observances and activities for Farmworkers Day, which recognizes the life and work of Chavez and his ideals of brotherhood, racial, ethnic and economic justice. *(CRE: May 2005, May 2026)*

### 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)*

### International Day of Disabled Persons

CTA believes the annual recognition and promotion of observances and activities for International Day of Disabled Persons on December 3 is necessary to promote the rights and well-being of disabled persons in all spheres of society. Recognition of this day increases awareness of persons with disabilities in every aspect of political, social, economic and cultural life while educating school communities on respect, accessibility, equity, dignity, and value of people with disabilities. This builds the foundation for inclusive schools, workplaces, and communities. *(CRE: March 2026)*

### 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. As part of appropriate inclusion, districts shall have guidelines, curricular content, and methodology to ensure all students have access to equitable education. 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, November 2025)*

## 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. Students with disabilities should receive services to age 22, regardless of diploma status. *(SAE: October 1987, June 1993, June 2016; SEC: January 2022; SEC: June 2024, March 2026)*

## 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.

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, March 2026)*

## 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. Libraries that are adequately resourced and staffed by properly credentialed employees are important for the civil rights of students. *(TEAF: June 2024, March 2026)*

### 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 research-based pedagogies 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; C&I: June 2026)*

### 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)*