

FSUTA CTA State Council Report - October 2021

Stephanie Cobb and Janet Renfrow are proud to represent F-SUTA as your CTA State Council delegates. We've included information that we hope you find useful in this report.

1. News and Info:

- The upcoming personalization phase of the cta.org website redesign is set to launch in December. Members are invited to engage with CTA's digital media team across platforms and help amplify and promote messaging on their personal accounts and with their audience. Check us out at:
 - Website: www.cta.org
 - Facebook: @WeAreCTA
 - Instagram: @WeAreCTA
 - Twitter: @WeAreCTA - #WeAreCTA #CTAStateCouncil
 - YouTube: www.youtube.com/CaliforniaTeachers
- CTA Conferences' information and registration are available at <https://www.cta.org/conferences>
 - LGBTQ+ Issues Conference (Palm Springs) - October 29 - 31, 2021: Currently it is sold out and the waitlist is full. Last minute openings are given on the CTA website
 - CTA Fall Special Education Conference (Virtual) - November 5 - 7, 2021
 - CTA New Educator Weekend (Virtual) - December 9 - 12, 2021
 - CTA Issues Conference (Las Vegas) - January 21 - 23, 2022
- Public Service Loan Forgiveness <https://studentaid.gov/manage-loans/forgiveness-cancellation/public-service>
- Here's the latest NEA Report https://docs.google.com/presentation/d/10Bl4C5hmGSDS9vViCZHpOTDIZrv8t3IkhIx87T2tfV4/edit#slide=id.g35f391192_04
- CPD Consultant, Adam Ebrahim, provided an update on the new [Education Specialist](#) credential and Bridge Authorizations. He further shared [information](#) on new options for satisfying basic skills and subject matter competence credential requirements along with flexibilities for new and aspiring teachers in Assembly Bill 130.

- Vaccination: School employees are required to get vaccinated on the same schedule as students who will be mandated to do so with full FDA approval by age group and on a semester-by-semester basis.
- Tuesday Takeover for Racial and Social Justice Events: RSVP at <http://bit.ly/RSJ20211026>
 - LGBTQ+ History Month Edition - October 26, 2021 @ 4:00 - 5:00 p.m.
 - Native American History Month Edition - November 9, 2021 @ 4:00 - 5:00 p.m.
- [CTA's Bill Positions](#)
- CTA has a [Member Lobby Program](#)
- Summary of the High [Quality Education Act](#) and it's issues.
- Resources for awareness events can be found at <https://www.cta.org/awarenessevents>
 - Hispanic Heritage Month (September 15 - October 15)
 - October: 1. Breast Cancer Awareness Month
 - Filipino American History Month.

2. Budget Committee

- Take time to fill out the 8 question CTA Budget Survey. This helps the committee build the new budget. <https://ctago.org/budgetsurvey/>

3. Political Involvement

- Council authorized CTA to spend up to \$5 million from the Initiative Fund to support CTA's positions on initiatives in the event they qualify for the 2022 General Election ballot.
- To request a training visit this link: <https://www.cta.org/leaderresources/political-support>

4. Teacher Evaluation & Academic Freedom

- Continued need for panelists for CPC Hearings. Remember that recent retirees (within 7 years) may be panelists.

5. Early Childhood Education

- The Governor signed a budget trailer bill, AB130. Among many other things, this bill created Universal Transitional Kindergarten (UTK). UTK will be phased in over the next 4 years, beginning

next year in the 2022/23 school year. The class size will be 24:2. If funding is G - 2 available, class size will drop to 20:2 commencing in 2023/24. The length of the day is under local control AB130 also extends the deadline for TK teachers hired after 7/1/15, to obtain 24 ECE units to 8/1/23. TK will expand every year until 25/26 when all children will be eligible for one year of TK before attending kindergarten. The age eligibility is as follows:

- i. 22/23: turning 5 from Sept. 2 - Feb. 2
 - ii. 23/24: turning 5 from Sept. 2 - Apr. 2
 - iii. 24/25: turning 5 from Sept. 2 - Jun. 2
 - iv. 25/26 & beyond: 4th birthday by Sept. 1
- The California School Library Association released a position paper on improving student literacy. Read the [paper](#).

6. School Safety/School Management

Major Policy First Reading: School Closures p. 296 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 such things as wildfires, natural disasters, public safety power shutoffs, public health crisis, civil unrest, or other serious situations in the community, which may put students and employees at risk. CTA acknowledges that it is not always possible for teachers to deliver instruction during a school closure, and CTA believes that LEAs should consider such feasibility when determining its staff expectations. Temporary/emergency-related CTA believes that if the school site is not safe, then students and employees should be evacuated. Under certain circumstances, school(s) may need to shut down temporarily with no instruction provided. An example would be when a wildfire is threatening a community. Long-term/public-health-related CTA believes that the decision to close school buildings should be made after considering many factors. All stakeholders need to be involved in the decision to physically shut down school(s) and shift the mode of instruction. An example would be during a public health crisis. In light of recent school closures there is a need to address emergency responses for the safety of students and employees in unforeseen circumstances.

7. Professional Rights & Responsibilities

Major Policy Second Reading: Discipline (page 370) CTA believes restorative discipline is essential. The board of education in

conjunction with local affiliates should develop and update policy which would provide comprehensive training and necessary administrative support to the classroom teacher in the maintenance of a positive teaching and learning environment. Rationale: *This CTA policy is out of date and in need of updating to align with Discipline, Order, and Safety Required for Learning policy, and Community Schools Positive Behavior Practices policy.*

8. Civil Rights in Education

Major Policy Second Reading:

A. Page 367 Paragraph 4: Community Schools 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 amount of counselors, school nurses, psychologists, social workers, 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. *It is imperative to take a proactive approach in supporting a community schools' model, which brings in all stakeholders of the community to make decisions about what is needed and the best approaches for addressing the needs of students, families, and schools within the community. As we have seen during the pandemic, students and families rely on schools for more than just classroom instruction. Schools must be places where students and their families can receive services to support their own physical and mental health in addition to receiving a quality public education.*

B. Page 391 Paragraph 3: School-to-Prison-Pipeline and Incarceration Prevention CTA opposes policies, 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, J - 2 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. 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. *We believe that funds should be used to educate and support our students in ways such as (but not limited to) hiring additional staff and training all staff in de-escalation, restorative justice, and counseling services and not in ways that perpetuate systems that harm our students. All students, especially students in crisis or impacted by trauma, will greatly benefit from these supports. More exposure and education on the impact of criminalization of students and the ability of community schools to meet the needs of students facing trauma in schools is required.*

9. Communications

Major Policy Second Reading: New Rule 4-15: Chapter Social Media Accounts pg. 134 1. All official chapter social media accounts and pages, including but not limited to Facebook, Twitter and Instagram, are communication tools belonging to the local association. 2. The ability to post from and administer these accounts resides with the president or a designee appointed in accordance with the local association's bylaws or standing rules. 3. All official chapter social media accounts and pages shall be used to express the general sentiments and interests of the membership, to inform members and the public about educational and other important issues, and to reflect the policies of CTA. 4. When a chapter president leaves office, all credentials (usernames, passwords, etc.) for official chapter social media accounts and pages shall be provided to the incoming president. *Social media has become a mainstay of communication between local associations, their memberships, and the public at large. Due to this reality, this new policy seeks to propose basic guidelines for the purpose and administration of these accounts. Recently, leadership transitions in some local associations have led to conflict over access to and ownership of various social media accounts. This policy also seeks to guide local associations in setting up protocols to avoid these disputes and to help resolve disputes when they do occur.*

10. Credentials & Professional Development

Immediate Action:

A. NBI 1/21-12, Support. "CTA actively work with higher education institutions to advocate for an increase in the Librarian credential programs offered." *Rationale: CPD believes there should be credentialed library services for every school. The lack of teacher librarian credential programs available inhibits this and disproportionately impacts disenfranchised students by preventing their access to credentialed library services. We feel CTA can advocate for this goal through existing structures and resources.*

B. NBI 4/21-4, Moot. "CTA Advocate for Continued Assessment Flexibility & Accommodations for Candidates of Teacher Preparation Programs." *Rationale: The flexibilities and accommodations recommended in this NBI were granted as part of Assembly Bill 130.*

11. Curriculum & Instruction

12. Retirement

- Major Policy First Reading: Retirement System Benefits Page 242, fourth paragraph: "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." *The committee seeks to update this policy due to retirement law changes over the years that have created varying levels of benefits. This updated policy will allow CTA to advocate for parity by considering that not all retirees retired under the same level of benefits.*
- *Cassandra Lichnock, CalSTRS new CEO, presented a CalSTRS overview focusing on member demographics, retirement security, investments, and member services. This past May, the Teachers' Retirement Board named her the first female CEO of CalSTRS and her first day as CEO was July 1, 2021. She shared two additional promotions within the CalSTRS Executive team, with a new Chief Operating Officer and a new Chief Administrative Officer. She shared her priorities which included maintaining a path to full funding and advancing diversity, equity and inclusion. She focused on the administration of pension*

benefits for California educators which provides a monthly payment for the lifetime of the educator, two different benefit structures, 2% at 60 and 2% at 62. She shared CalSTRS is currently 67.1 percent funded, which is on track to be fully funded by 2046. She also shared investment returns are critical to paying benefits for members and their beneficiaries and account for \$0.61 of every \$1.00 in benefits paid.

13. Adult, Alternative, & Career Technical Education

Lance Gunnensen - CA Workforce Joint Pathways Workgroup: Has met a few times, looking at re-writing a whole state plan for CTE. The group hosted speakers from Maine to discuss what they do for CTE. Some of the focus was around dual enrollment and internships. Maine shared that as part of their plan O - 2 they have a teacher pipeline component. Jobs for the Future has been hired to help craft a new state plan

14. Financing Public Education

Both New Business Items 10/21-1 & 10/21-8 related to the method for calculating school funding are being carried over in matters pending until January 2022 to allow the creation of a budget principle to address the main issue more quickly than sponsored legislation.

15. Assessment & Testing

Assessment in CA for the 21-22 School Year - [Complete Overview](#)
NEA Taskforce on Future Assessments

- AST chair shares a report on the NEA Taskforce on Future Assessments on behalf of past AST chair, David Lollar.
- "The NEA Task Force on the Future of Assessments will help position the NEA as a leader in shaping the future of assessments. The NEA will be sharing the findings and recommendations of the Task Force with the United States Department of Education, national partners, and other education stakeholders with the goal of funding, developing, and proliferating authentic assessment systems that activate the knowledge and skills of students and generate meaningful data for students, educators, and families."

16. Student Support Services

17. Negotiations

Major Policy Second Reading: Labor Unions Page 228 CTA believes the cornerstone to democratized government lies in a strong labor movement and a unionized work force. 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.

18. Special Education

Major Policy First Reading:

A. Quality Education: Special Education Programs, Foundations for Excellence: 397 CTA believes students with Individual Education Plans (IEPs), may benefit from instruction provided in general education and career and technical education. Participation and inclusion in Career Technical Education has not been consistent nor accessible for students with IEPs across the state. This policy update helps support conversations at the state level to include students with disabilities in this program.

B. Quality Education: Appropriate Inclusion: 348 CTA believes appropriate inclusion exists when students with disabilities attend age appropriate regular general education classes and career 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 disabilities as determined by the Individualized Educational Plan (IEP). Appropriate inclusion requires additional federal and state funding. This funding should be a prerequisite to the implementation of appropriate inclusion and will continue for as long as this option exists. Coordinated planning time for all educational employees involved is a requirement for successful appropriate inclusion. The impact of appropriate inclusion must be bargained. Regular General educators, CTE teachers, special educators and support personnel must be involved as full partners in the planning for and implementation of appropriate inclusion. Training must be provided for all educational employees involved in the implementation of appropriate inclusion. Modification in class size, scheduling, and curriculum design may be needed to accommodate the shifting demands appropriate inclusion creates. T - 2 Participation and inclusion in Career Technical Education has not been consistent nor accessible for students with IEPs across the state. This policy update helps support conversations at the state level to include students with disabilities in this program.

C. Quality Education: Appropriate Placement: 349 Appropriate Placement: Special Education CTA believes students with disabilities (SWDs) shall be educated in the most appropriate placement, based on their Individualized Educational Program (IEP). A continuum of services including special education and related services shall be available to meet the needs of SWDs, including general education classes, special education classes, nonpublic schools and charters, home instruction, instruction in hospitals and state special schools. 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 SWDs in the appropriate and least restrictive environment (LRE), including career and technical education courses. Participation and inclusion in Career Technical Education has not been consistent nor accessible for students with IEPs across the state. This policy update helps support conversations at the state level to include students with disabilities in this program.

D. Quality Education: Special Education Programs, Foundations for Excellence: 397 Special Education Programs: Foundation for Excellence CTA believes students with Individual Education Plans (IEPs) may benefit from instruction provided in general education and career 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. Participation and inclusion in Career Technical Education has not been consistent nor accessible for students with IEPs across the state. This policy update helps support conversations at the state level to include students with disabilities in this program.

- The new Education Specialist Credential, approved by the CCTC, for implementation with credential preparation institutions and new applicants in the summer/fall of 2022. The CTC will begin granting the new credential in January 2023. Current credential holders are not required to receive authorizations in order to be appropriately credentialed (their previous credential remains valid), but any current Education Specialists credential holders who wish to become authorized in the expanded areas may do so. CTA recommends, for any members who wish to pursue the Bridge Authorization, that the LEA develop a no-cost, low workload path to accomplish this.

19. Language Acquisition

- Referral to the CTA Board: The Language Acquisition Committee recommends that the document links to both [Teaching and Learning During Uncertain Times: A Review of Learning Continuity and Attendance Plans Teaching](#) and [Learning During Uncertain Times: A Review of Learning Continuity and Attendance Plans](#) (californianstogether.org) and [Improving Education for Multilingual and English Learner Students https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf](https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf) be placed on the Language Acquisition and Development section of the CTA.org website.
- The California Department of Education Multilingual Support Division (MSD) will host an informational webinar on the new optional Biliteracy Pathway Recognition Program on November 9, 2021, from 10 a.m. to 11 a.m. The webinar will provide an overview of the new optional Biliteracy Pathway Recognition Program for preschool through grade 8 students. Topics covered: Program overview, criteria, logistical information, and time for questions and answers. The intended audience are educators in preschool through grade 8 setting and local education agency staff interested in implementing a Biliteracy Pathway Recognition Program. This is a free webinar but advanced registration is required. To register, visit https://us02web.zoom.us/webinar/register/WN_JaeP5o6oTCKr4BSEGLpvag.

20. State Legislation

Interim positions for ratification since June 7, 2021 (starting Z - 3):

- You can view the status of legislation along with the bill language by going to leginfo.legislature.ca.gov and entering the bill number in the "Quick Bill Search" section.
- To view more information on CTA's positions on legislation, please visit: <https://www.cta.org/our-advocacy/cta-bill-positions>

21. Liaison

The California Association Of School Counselors conference is on 10/28 and 10/29. To register go to: <https://www.schoolcounselor-ca.org/>. The theme is "Finding Pathways And Finding Hearts" and is for anyone in education. The conference will be a virtual conference with live presentations. Anyone who registers will have access to the sessions and conference materials for a year. The California Council of Social Studies is hosting an in-person conference on Marcy 4-6, 2022 at the Hyatt Regency in Garden Grove.

22. New Business Items (NBI)

- **NBI 10/21-1** I move CTA sponsor legislation reinstating ADA funding for excused absences. *Referred to the Financing Public Education Committee*
- **NBI 10/21-2** WAS WITHDRAWN BY THE MAKER
- **NBI 10/21-3** That CTA shall host a forum on the inclusion of fossil fuel stocks in our retirement portfolio. The forum shall be composed of representatives supporting the strategy of “engagement” and representatives supporting the strategy of “divestment.” See attached PDF for full details on the organization and implementation of the forum. *Referred to CTA Board of the Director*
- **NBI 10/21-4** Within a year from NBI passage, That CTA shall develop and distribute a presentation on Climate Justice, detailing how the climate crisis financially and functionally affects our public education system with emphasis on the disproportionate impact to Black Indigenous People of Color (BIPOC) communities and proposals to address the issues. *Referred to Civil Rights in Education Committee*
- **NBI 10/21-5** That CTA prohibit AT&T from participating in all CTA programs and events until AT&T and its subsidiaries cease all direct and indirect funding for One America News Network (OANN) as well as politicians who support voter suppression and anti-reproductive rights policies and legislation. *Referred to the CTA Board*
- **NBI 10/21-6** That CTA write a letter to NEA demanding that NEA sever all relationships with AT&T until AT&T and its subsidiaries cease all direct and indirect funding for One America News Network (OANN), as well as to politicians who support voter suppression and anti-reproductive rights policies and legislation. *Referred to the CTA Board of Directors*
- **NBI 10/21-7** Class Action Lawsuit around IDEA funding *Referred to the CTA Board*
- **NBI 10/21-8** I move CTA sponsor legislation to eliminate Average Daily Attendance as a mechanism for education funding. *Referred to the Financing Public Education Committee*
- **NBI 10/21-9** That CTA issue a public statement addressed to California legislators that advocates for the preservation of personal belief and medical exemptions to Covid vaccination as a condition for employment (teachers) and enrollment (students)

in public schools. *Referred to the School Safety/School Management Committee*

- **NBI 10/21-10** That CTA develop a video or share a video on the impact of mocking Native American culture and its harm on native educators, students and their community. *Referred to the Civil Rights and Education Committee*
- **NBI 10/21-11** That CTA develop training to address the negative impact on Native American/Alaska Native representation to be shown at all Service centers, and available for all local representative councils. *Referred to the Civil Rights and Education Committee*
- **NBI 10/21-12** That CTA write a letter to the California Education Department to develop or address and enforce all school board policies regarding the mocking of Native American/Alaska Native culture. *Referred to the CTA Board of Directors*
- **NBI 10/21-13** To support AB 1400, the single-payer healthcare bill dubbed CalCare, CTA shall: ally and organize with the California Nurses Association in their AB 1400 efforts, assemble and publish information on the benefits of single-payer healthcare programs for public education and unions, and dedicate lobbying resources to the bill's passage. *Referred to the CTA Board of Directors*