



Final Resolutions and Special Orders of Business by the 2016 Representative Assembly

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Civil and Human Rights Committee

Resolution #1 - Adopted

Resettlement of Refugees

Whereas, large areas of Africa and the Middle East have been thrown into turmoil by wars and other forms of violence; and

Whereas, the lives of people in these areas are severely threatened by this violence and related economic deprivation; and

Whereas, refugees from these areas are often risking life and limb as they flee their homelands; and

Whereas, once these refugees arrive in other countries, primarily members of the European Union, they are often unwelcome; and

Whereas, most refugees become assets to the communities where they settle; and

Whereas, it is our humanitarian responsibility to aid refugees rather than allow them to subsist in misery; therefore be it

RESOLVED, that NYSUT encourage the New York State and federal governments as well as countries of the EU to accept these refugees and help them become productive members of their societies; and be it further

RESOLVED, that NYSUT encourage our government, society and our members to reach out to these refugees, welcome them to the United States, expedite U.S. government admissions procedures and assist their resettlement in the United States, without regard to quotas; and be it further

RESOLVED, that NYSUT encourage the American Federation of Teachers and the National Education Association to take similar action with respect to the EU and the United States.

Resolution #2 - Adopted

Opposing Extension to Disastrous Trade Policies

Whereas, U.S. trade deals for the past 25 years have been corporate-driven, incorporating rules that skew benefits to economic elites while requiring working families to bear the brunt of such policies; and

Whereas, the growing trade deficits, driven by the North American Free Trade Agreement, China's accession to the World Trade Organization, and the U.S.-Korea Free Trade Agreement, have displaced 700,000 jobs and 3.2 million jobs, and 75,000 jobs respectively; and

Whereas, U.S. employment in manufacturing dropped by 5 million from 2000 to 2015; and

Whereas, jobs lost due to trade devastate families and entire communities and can permanently reduce lifetime earnings for hundreds of thousands of workers; and

Whereas, the long decline of the American manufacturing base-exacerbated by bad trade policies that reward outsourcing-has undermined our economic security and poses a direct threat to our national security; and

Whereas, the offshoring of manufacturing and service jobs deprives local and state governments of sorely needed

revenues, jeopardizing the livelihoods of millions of public servants as well as construction workers whose jobs depend upon infrastructure building, repair and maintenance; and

Whereas, under NAFTA-style trade rules, the U.S. annual trade deficit has increased dramatically from 70 billion in 1993, the year before NAFTA went into effect, to more than \$508 billion in 2014; and

Whereas, the disproportionate voice of powerful global corporations in the formation of U.S. "free trade" agreements has advanced an agenda that undermines the public interest and threatens democracy; and

Whereas, NAFTA and all but two of the U.S. trade deals that followed it include special legal rights for foreign investors, known as "investor-to-state dispute settlement" or ISDS, that allow foreign firms to bypass State and federal courts to challenge state and local laws, regulations, and administrative and judicial decisions in international tribunals; and

Whereas, the TPP includes provisions locking in monopoly protections for expensive specialty drugs called biologics and constraining Medicare's ability to limit spending on drugs, potentially increasing drug costs for the government and all Americans; and

Whereas, foreign investors already have used NAFTA's ISDS provisions to challenge decisions regarding local building permits, environmental regulations, state bans on toxic chemicals and decisions of state courts; and

Whereas, climate change and environmental degradation threaten communities across the globe, and ISDS provisions in the Trans-Pacific Partnership (TPP) may expose nations enacting policies to fight climate change to ISDS cases that undermine these efforts; and

Whereas, promoting economic growth with equity in New York State requires an approach that reforms the entire trade negotiation process to ensure that voices of workers, farmers, small businesses, families and communities are heard and their interests addressed; and

Whereas, the TPP has been negotiated in secret, effectively shutting state and local governments out of the process, limiting our ability to influence its rules to ensure the people of New York State can participate in the benefits of trade; and

Whereas, given the enactment of fast-track trade negotiating authority, states, localities and their citizens will have no opportunity to correct shortcomings in the TPP since its text will not be made public until it is final and no longer can be improved; and

Whereas, repeating old mistakes in negotiating new trade agreements such as the TPP represents a missed opportunity to strengthen our economy, reduce income inequality and promote sustainable growth; therefore be it

RESOLVED, that NYSUT calls upon our elected officials in the U.S. Senate and U.S. House of Representatives to oppose the TPP and any similar trade deals if they fail to restructure the misguided and failed policies of the past; and be it further

RESOLVED, that NYSUT calls upon our elected officials in the U.S. Senate and U.S. House of Representatives to support new trade deals such as the TPP only if they will:

- protect and promote traditional state and local prerogatives and authority under our federal system, including by ensuring that states and localities will not be required to comply with certain commitments, including any restrictions on preferences for local, state, or U.S. goods or services, without prior informed consent of the legislature or local law making body; and
- ensure balanced trade and address the excessive, job-killing U.S. trade deficit; and
- include enforceable rules against currency manipulation, which countries such as China and
- Japan have used to tilt the playing field in their favor; and

- exclude investor-to-state dispute settlement (ISDS) and other provisions that favor foreign
- companies over domestic ones and undermine public choices; and
- ensure that countries cannot undercut U.S.-based producers with weaker labor and
- environmental laws and enforcement; and
- ensure that the U.S. will engage in robust enforcement of trade rules, including labor and
- environmental rules; and
- include strong rule of origin to promote economic growth and job creation in the U.S.; and be it further
- promote high standards of protection for workplaces, products and natural resources rather
- than promoting a race to the bottom; and
- put the interests of people and the planet over the interests of private profit.

College and University Committee

Resolution # 3 - Adopted

K-12-Higher Ed Collaboration

Whereas, misguided education policy in New York State and nationally has impacted students and NYSUT members at both the K-12 and higher education levels, making the need for communication across NYSUT locals critical; and

Whereas, K-12 members and higher education members in teacher education programs are in a strong position to articulate and develop strategies to jointly address the ways that the assault on the teaching profession, over-testing of K-12 students, controversy over the Common Core, and connection of teacher evaluation to student test scores is making the teaching profession less attractive to prospective future teachers; and

Whereas, Title II data reveal that enrollments in New York State college-based teacher education programs fell nearly 40 percent, from 79,225 in 2008-09 to 47,872 in 2012-13 and it is expected that updated Title II data will reveal continuous enrollment declines; and

Whereas, school districts across the state are now facing declining pools of applicants for teaching jobs and substitute teacher shortages; and

Whereas, in New York State and nationwide, declining recruitment of future teachers has exacerbated an already growing diversity problem inasmuch as there are proportionately more white individuals and fewer people of color enrolled in teacher education programs compared to the K-12 student population; and

Whereas, New York State's new teacher certification exams and process present increasing barriers for the economically disadvantaged, non-traditional students, and school paraprofessionals, discouraging many from seeking teacher education degrees and entering the teaching workforce; and

Whereas, New York State's new teacher certification exams and process are causing more teacher education program graduates than ever before to leave New York State to teach in other states; and

Whereas, NYSUT can facilitate partnerships between members who work in college teacher education programs and those in K-12 schools and school districts to collaborate on recruitment, mentoring and support of prospective new teachers; therefore be it

RESOLVED, that NYSUT develop regionally-based and statewide avenues for K-12 and higher education locals to meet in order to share information about their respective experiences and strengthen ties at the local level with the teacher education-K-12 teacher collaboration as one key area of focus; and be it further

RESOLVED, that each year NYSUT publicize to its membership illustrations of collaborative work among K-12 and

higher education locals in order to share ideas and successful strategies and actions.

Resolution # 4 – Adopted as Amended

Ending the Exploitation of and the Reliance on a Contingent Academic Labor System in Education

Whereas, New York's colleges and universities have long been recognized as world leaders in higher education, both in instruction and in research; and

Whereas, access to and success in higher education are more important than ever to ensure that students reach their fullest potential and that New York continues to develop as a just society, a vibrant democracy and an engine of opportunity; and

Whereas, frontline academic workers -- college faculty -- are central to the mission of providing a high-quality education to students; and

Whereas, this promise demands that students be taught and mentored by faculty and staff who are well-prepared, professionally supported and guaranteed a voice in academic decisions; and

Whereas, this reputation is being undermined by the systematic dismantling of the structures that contributed to the system's efficacy and quality; and

Whereas, the promise of higher education is under attack in New York State by those who demand and pursue austerity, polarization, privatization and deprofessionalization; and

Whereas, state appropriations for public higher education in New York State have still not recovered to pre-recession levels even as enrollments continue to rise, especially among first-generation, low-income and minority students, an ongoing disinvestment that disproportionately impacts the public institutions they serve; and

Whereas, nationwide, the instructional workforce in which more than 75 percent of available jobs are contingent, reflecting a growing trend of replacing full-time professional staff with part-timers; and

Whereas, the exclusion of three-quarters of faculty from permanence, shared governance and the full protection of academic freedom weakens the entire college or university, and the weakening of shared governance has contributed to the undermining of academic quality as administrators attempt to seize control of the curriculum from faculty; and

Whereas, contingent faculty face precarious employment situations from term to term; uncertainty about their prospects for being rehired, despite rehiring being a repetitive process that occurs every term; uncertainty or late notifications about what courses they will be teaching when they are rehired, which affect their ability to prepare for these courses; and

Whereas, while contingent faculty are talented and dedicated educators, their working conditions affect student learning conditions: Their lack of access to equitable pay and benefits, lack of job security, lack of access to professional supports and lack of access to a voice in their workplace and profession place constraints on the quality of the education they are providing; and

Whereas, polling data show that almost half of contingent faculty would prefer full-time, tenure-track positions; and

Whereas, the institutional practice of relying on a system of labor that exploits a large number of precarious faculty undermines the educational and civic missions of our colleges and universities; and

Whereas, if we are to reclaim the promise of higher education and provide a high-quality college experience for all students, we must begin with a fundamental reinvestment in the higher education instructional staff, and we must demand an end to the reliance on an underpaid and under supported contingent workforce; therefore be it

RESOLVED, that NYSUT reaffirm its commitment to ending the practice of contingent employment as the normalized state of employment for faculty, as well as to improving the lives of contingent faculty by ending the rank exploitation of the majority of the higher education instructional workforce; and be it further

RESOLVED, that NYSUT will continue to work with its affiliates and promote their successes in collective bargaining to bring about the elimination of contingency within the instructional workforce by advocating for faculty currently in contingent positions and all new faculty and staff entering the workforce to achieve:

- pay equity, including compensation for class preparation time and office hours;
- equitable access to employee benefits;
- access to and compensation for opportunities for professional development;
- meaningful job security, including job security comparable to tenure, long-term;
- protection of employee due process rights
- academic appointment contracts or certificates of continuing employment, which;
- guarantee the presumption of rehiring;
- opportunities for career advancement, including conversion opportunities to full-time, tenure-track positions;
- enforceable standards for the timely notification of teaching appointments;
- protections for academic freedom, regardless of tenure status; and
- full inclusion in and compensation for participation in all institutional work;
- including service, protection of contingent staff, research and governance; and be it further

RESOLVED, that NYSUT will continue to work with and mobilize its affiliates to increase funding for instruction and student support services and ensure that these funds are used to build a stable and professional faculty corps and expand access for contingent faculty to health care, retirement and unemployment insurance; and be it further

RESOLVED, that NYSUT will continue to engage in collective action with our affiliates, our members, our students and our communities to build a movement that educates people about the impact of contingency on the lives of teachers and their students and on the quality of education and effectively advocates for high-quality, student-centered public and private colleges and universities that are grounded by a stable, professional instructional workforce; and be it further

RESOLVED, that NYSUT will work toward these ends in unity with students, parents, faculty, staff and the community to reclaim the promise of higher education.

Resolution # 5 - Adopted

End the Garnishment of Social Security to Pay Student-Loan Debt

Whereas, over the past several decades, employers nationwide have been eliminating defined pension plans resulting in 18 percent of private sector employees having a defined benefit pension in 2011 compared to 35 percent in 1990 and 30 percent of overall employees in 2013 having a defined benefit pension compared to 74 percent in 1975; and

Whereas, the median savings of households age 55-65 is just \$12,000; and

Whereas, without a pension plan or accumulated savings, American workers are increasingly retiring to precarious circumstances, relying upon Social Security to stave off poverty; and

Whereas, Social Security Benefits were first taxed in 1984 and the age for full retirement benefits was raised from 65 to the current 66 as a result of legislation passed by Congress in 1983 and will eventually be raised to 67; and

Whereas, prior to retirement, many seniors had assumed debt in the form of student loans in order to pay for their own education or that of a child or grandchild; and

Whereas, senior citizen student debt increased from \$2.8 billion in 2005 to \$18.2 billion in 2013; and

Whereas, student loans are almost impossible to be forgiven even in bankruptcy, and interest rates cannot be easily reduced; and

Whereas, in 2013, the federal government garnished \$150 million from the monthly benefits of 36,000 seniors 65 and older, further cutting a hole in what is supposed to be their safety net; and

Whereas, this number is expected to grow as more baby boomers retire; therefore be it

RESOLVED, that NYSUT join the Alliance for Retired Americans in calling on the Obama administration to end the practice of garnishing Social Security to pay student-loan debt; and be it further

RESOLVED, that NYSUT call on the AFT and NEA to join the Alliance for Retired Americans in calling on the President and both houses of the U.S. Congress to end the practice of garnishing Social Security to pay student-loan debt.

Educational Issues I Committee

Resolution # 6 - Adopted

Implementation of Part 154 Regulations

Whereas, the Board of Regents adopted amendments to Part 154 of the Commissioner's Regulations in 2014, requiring school districts to implement extensive changes to programs and services for English Language Learners in the 2015-2016 school year; and

Whereas, NYSUT fights for educational opportunity and equity for all students, especially our most vulnerable; and

Whereas, NYSUT reaffirms the centrality of language acquisition in cultivating informed, engaged and empathetic students; and

Whereas, the intent of the Blueprint for ELLs and the amendments to Part 154 is to ensure that ELLs have access to high-quality, equitable education, including targeted support in content area instruction; and

Whereas, school districts implemented the Part 154 amendments during the 2015-2016 school with varying levels of programmatic and instructional success for newcomers, developing ELLs, Students with Inconsistent/Interrupted Formal Education (SIFE) and former ELLs; and

Whereas, the Part 154 amendments have created staffing and certification issues that affect general educators and teachers of Bilingual Education and English to Speakers of Other Languages; and

Whereas, since the adoption of Part 154, the State Education Department has provided insufficient guidance, support, resources and time to assist districts in the effective implementation of the new requirements, relating particularly to stand-alone ENL, effective co-teaching models for integrated ENL, pathways for ELLs with disabilities to exit ENL services and services for former ELLs; and

Whereas, the state's resources to support these extensive changes have been inadequate and, therefore, negatively affected school districts' ability to provide expanded services to students and families in Bilingual Education and integrated ENL programs; therefore be it

RESOLVED, that NYSUT urge SED to convene a state advisory group of key stakeholders, including practitioners and parents, to meet on a regular basis to advise SED on ELL issues and make recommendations to address them; and be it further

RESOLVED, that NYSUT urge SED to:

- conduct a comprehensive assessment of the implementation of Part 154 of Commissioner's Regulation;
- create and disseminate guidance on additional validated co-teaching models for integrated ENL/content area instruction;
- establish ENL instructional frameworks for newcomer ELLs' language skills that provide a bridge to academic English; and
- address staffing and certification issues precipitated by the integrated ENL model; and be it further

RESOLVED, that NYSUT urge the governor and Legislature to allocate sufficient state aid to support school districts' compliance with the Part 154 Regulations to ensure high-quality instruction for bilingual students and English Language Learners.

Resolution # 7 - Adopted

Continuing Advocacy Against Inappropriate Testing

Whereas, assessment is an important component of education which benefits students in three important ways: providing them with feedback on their performance, giving their teachers information to guide instruction and helping teachers/schools identify students who need additional support; and

Whereas, the current New York State tests do not fulfill the primary purposes of assessment in that the delay in reporting results and the less-than-full transparency of those results renders them unsuitable for use in modifying or adapting instruction or accurately identifying which students need support or how best to support them; and

Whereas, the current New York State tests not only fail to help students, they cause harm in multiple ways: they rob instructional time (both in the actual administration of the tests and in preparation for them); they force a narrowing of the curriculum; they label students as failures through use of inappropriately correlated cut scores; they cost districts thousands of dollars that could be better spent; and they disrupt the operation of schools during the testing period; and

Whereas, it is understood that annual testing in grades 3-8 will continue to be mandated by federal statute and that the New York State Education Department is obligated to comply with federal regulations, but it is also understood that NYSED's primary obligation is to serve the needs of the students of New York State; and

Whereas, NYSUT fully supports accountability at the classroom, school, district and state level, but firmly believes that the job of evaluation should fall to adults and not created a burden on students; and

Whereas, the New York State Common Core Task Force has made recommendations that include some positive steps toward fixing these issues If they are implemented with full fidelity; and

Whereas, NYSUT has, via previous resolutions, consistently opposed the over-reliance upon, and misuse of standardized testing; therefore be it

RESOLVED, that NYSUT will continue to advocate against the current state testing regimen and will specifically call

for a complete overhaul of the New York State 3-8 testing program in order to ensure tests created to fulfill federal mandates are appropriate in content; created with true educator input; yield timely, clear and useful results; do not consume inordinate amounts of time; provide accurate appraisals of student learning (i.e. are normed appropriately); and are not given disproportionate weight; and be it further

RESOLVED, that said advocacy will continue unabated as the task force's recommendations are considered and implemented to insure that they are implemented in a manner that best serves our students; and be it further

RESOLVED, that NYSUT will ensure that this advocacy will be continued, regardless of the outcome of NYSUT's efforts to decouple test scores from teacher evaluations.

Resolution # 8 - Adopted

Redesigning New York State's Accountability System – School District

Whereas, the passage of the federal Every Student Succeeds Act affords New York State an opportunity to re-design the accountability systems that evaluate teachers and school systems in public education; and

Whereas, NYSUT supports accountability for schools and for teachers through a fair system of multiple measures; and

Whereas, our accountability system has relied heavily on tests and ranking systems, which are flawed but carry very high stakes; and

Whereas, the overreliance on standardized tests for the purpose of evaluating students, teachers and schools can be detrimental to the well-being of students, especially those with special needs and English Language Learners; therefore be it

RESOLVED, that NYSUT supports a new state accountability system that:

- 1) moves toward a more holistic approach to school quality;
- 2) is based on multiple measures, including measures other than test scores;
- 3) adequately accounts for conditions affecting successful teaching and learning;
- 4) ensures that measures of school success fully account for the needs with which students arrive, and the resources available to the district;
- 5) holds the state and school districts accountable for providing all students with the opportunity to learn and optimal conditions for learning through high-quality educational programs;
- 6) repurposes the use of state assessments, with the goal of reducing the pressure of the current high-stakes tests;
- 7) engages and supports school district stakeholders - including educators, parents and students - in implementing research-based actions to alleviate the gaps in student learning opportunities;
- 8) allows stakeholders to have a voice in state and local policies that affect their professional responsibilities;
- 9) is supported by adequate federal, state and local funding; and
- 10) avoids a one-size-fits-all approach by allowing districts and schools the flexibility to develop and implement improvements identified by the school and community; therefore be it

RESOLVED, that NYSUT will urge the State Education Department and the Regents to convene a task force to create such a system.

Educational Issues II Committee

Resolution # 9 - Adopted

Oppose the Current College and Career Readiness Standards Created by NYSED and a Call for their Replacement

Whereas, the recent release of items from the 3-8 grade ELA and math assessments exposed how developmentally inappropriate these tests are; and

Whereas, these items were not there by mistake, but rather, reflect the inappropriate College and Career Benchmarks adopted by New York State Education Department; and

Whereas, in 2013, NYSED, through a College Board study, set New York's College and Career Readiness Benchmarks to a combined score of 1630 on the SAT, which is in the 66th percentile; and

Whereas, this creates an expectation that all of New York's students will do better than the top 34 percent of college bound students nationally; and

Whereas, in 2013, the College Board conducted its own College and Career Readiness study and benchmarked it to a combined score of 1550 on the SAT, which is in the 57th percentile; and

Whereas, New York's unique and inappropriately high College and Career Benchmarks serve to create a false narrative of failure about New York's students and schools; and

Whereas, thousands of students each year are inappropriately labeled not College and Career Ready because of these standards; and

Whereas, standards are necessary, but inappropriate standards can be abusive; and

Whereas, NYSUT members are charged with protecting their student's health and well-being, including their emotional health; and

Whereas, a similar resolution was unanimously adopted at the 2015 Representative Assembly; and

Whereas, the inappropriately benchmarked exams continue to be used to create a false narrative of failure; and

Whereas, our brothers and sisters in Buffalo had critical provisions of their contract invalidated by a NYSED receiver based on tests that have been benchmarked to these inappropriate benchmarks; therefore be it

RESOLVED, that NYSUT is opposed to the current College and Career Readiness Benchmarks being used by NYSED and calls for the commissioning of a panel, including educators and developmental psychologists, to set new developmentally appropriate standards; and be it further

RESOLVED, that the NYSUT officers will dedicate a section of NYSUT United, prior to the end of this school year, to explaining the current benchmarks and why they must be changed; and be it further

RESOLVED, that the NYSUT officers shall develop and send digitally an open letter to the parents of New York explaining how the benchmarks have contributed to a false narrative of failure and ultimately hurt children, digitally forward such letter to the editorial boards of major newspapers and make it available to members and parents through www.nysut.org and other electronic means, as may be appropriate.

Resolution # 10 - Adopted

Highlight and Support the Expansion of Performance Based Assessment Consortium

Whereas, passage of the Every Student Succeeds Act affords New York State an opportunity to re-imagine the form and function of student assessment, in part as it pertains to teacher and school accountability; and

Whereas, use of standardized tests for the purpose of teacher and school accountability has shown to be unreliable and, in many cases, detrimental to the well-being of students, in addition to being particularly unfair to those with special needs and English Language Learners; and

Whereas, despite claims by “corporate education reformers” and their allies to the contrary, teachers embrace being evaluated, provided that the means of evaluation are collectively bargained and that, in instances where measures of student performance are included, they are fair and reliable and not adversely weighted such that a teacher’s performance is inaccurately portrayed; and

Whereas, concerted and relentless advocacy by the leadership and members of the Opt-Out Movement, the American Federation of Teachers, National Education Association, and NYSUT has succeeded in forcing national and state elected officials, policymakers from the federal and state departments of education and the New York State Board of Regents to retreat from test based reforms, thus creating opportunity for dialogue about a system that stakeholders would want to opt into; and

Whereas, schools in New York Performance Standards Consortium have waivers exempting their students from passing five Regents exams as a requirement for graduation and in place of these exams employ “performance-based” assessments that are individualized, student focused, research oriented and often interactive; therefore be it

RESOLVED, that NYSUT will raise awareness among educators, elected officials and the public regarding the promise and potential of the New York Performance Standards Consortium and specifically to highlight the best practices related to authentic, reliable and humane assessment of student performance; and be it further

RESOLVED, that NYSUT will work with interested local unions and their districts to pursue opportunities to expand the New York Performance Standards consortium; and be it further

RESOLVED, that NYSUT will request involvement in a pilot program under ESSA to develop and disseminate high quality, innovative, performance-based assessments in lieu of standardized tests in grades 3-8.

Resolution # 11 – Adopted as Amended from the Floor

The Failure of APPR

Whereas, the federal-and state-imposed APPR teacher evaluation system (HEDI etc.) has done nothing to help teachers teach or students learn; and

Whereas, NYSUT and the American Federation of Teachers in working with the Regents and through ESEA renewal in D.C. have already made significant strides in getting the APPR faults exposed and excess testing curtailed; and

Whereas, the APPR-HEDI system is an insult to the teaching profession, devaluing teacher autonomy and creativity; and

Whereas, teaching must remain a child-centered, not data-driven, vocation; and

Whereas, the adoption of private-sector jargon and devices does nothing to help children with special needs or families who require extra help; and

Whereas, our schools must not become playgrounds for well-meaning venture capitalists whose primary goal is generating profit for investors; and

Whereas, many reformers and legislators continue to ignore the value of smaller classes as teachers seek to address individual student talents and disabilities; therefore be it

RESOLVED, that NYSUT, AFT and NEA continue, intensify and expand their efforts to preserve teacher autonomy on both higher education and PreK-12; and be it further

RESOLVED, that NYSUT, AFT and NEA restore the value of smaller classes as a major theme to counter the current data-obsessed, test-driven education reform movement; and be it further

RESOLVED, that NYSUT, AFT and NEA continue and expand their efforts to make any and all teacher evaluation systems subject to classroom professional review and approval and that all private sector professional development programs be modeled on our highly successful Teacher Centers before being adopted by local Boards of Education or adopted by the Board of Regents; and be it further

RESOLVED, that NYSUT will strongly advocate to have the scores of all those teachers previously receiving a composite APPR evaluation rating of “Ineffective” or “Developing” be expunged.

Resolution # 12 - Defeated

Support for the National Board Process

Whereas, the impact of National Board Certification on student learning, school climate and teacher effectiveness continues to be confirmed by numerous research studies and leading measures of teaching effectiveness; and

Whereas, research confirms the predictive validity of National Board as a process for identifying quality teachers (Kane, Center for Economic and Policy Research 2012); and

Whereas, National Board Certification raises public awareness with respect to the cognitive complexity, collaborative and expertise-driven nature of teachers' work and recognizes accomplished teaching through a rigorous professional certification process comparable to those found in other premier professions, such as medicine, engineering and law; and

Whereas, in the current environment of excessive accountability and policies that advocate lock-step approaches to teaching, National Board Certification promotes accomplished practice as defined by practitioners themselves. The National Board's standards and assessment were created by educators, tested and revised and the process is performance-based and peer-reviewed by teachers for teachers; and

Whereas, the National Board scoring process uses practitioners certified in the certificate area they are scoring, complete intensive training using scoring protocols and are calibrated daily. U.S. measurement experts rate National Board assessor reliability among the highest report for such a complex performance assessment, and research confirms the efficacy of the NB bias training to highlight potential issues such as assessor biases in teaching practice and stylistic bias; and

Whereas, United States Department of Education, American Federation of Teachers, National Education Association, National Board for Professional Teaching Standards, NYSUT, New York State Teacher Centers, and labor/management teams and institutions of higher education have collaboratively engaged in developing a

statewide network of support in New York State for candidate support providers, cohort structure, training

materials, writing retreats and recognition of NB achievement; and

Whereas, the National Board Certification process has been reorganized into four components which align with New York State Teaching Standards and provides evidence of multiple measures of teaching practices and student growth under the New York State Annual Professional Performance Review; and

Whereas, individual New York State school districts have negotiated APPR memorandum of understanding's allowing for National Board activities such as videos, and measures of student growth to serve dual purposes of supporting an individual teacher's National Board candidacy AND some components of the New York State APPR process; and

Whereas, achieving National Board Certification or renewal contributes towards the hours of professional development or Continuing Teacher Education for continued professional certification as outlined in CR Subpart 80-3.6; and

Whereas, more than 300 individual New York State school districts locally negotiate salary compensation for teachers who achieve National Board Certification; and

Whereas, more than 1,750 teachers in New York State have achieved National Board Certification and current candidate fee applications will substantially diminish the current funding level of the New York State Albert Shanker Grant Program Funds; and

Whereas, the New York State Education Department application for the Albert Shanker Grant for National Board Certification currently does not support NB Renewal fees or NB retake fees, or reimbursement to districts for allowable supportive activities to candidates such as substitute reimbursement or other expenditures (as allowed in ED Law 8CRR 86.4); and

Whereas, surveys of teachers who have pursued National Board Certification consistently attest that the quality of the process is the most valuable professional development of their careers and surveys indicate that teachers say the National Board Certification process is the most valuable professional development of their careers and attest to process of National Board Certification in improving their practice and their students learning; therefore be it

RESOLVED, that NYSUT affirm its support to teachers seeking of National Board Certification, as a means of defining, promoting and recognizing high professional standards for accomplished teachers and school counselors and all teachers as a major development in the professionalization of their practice; and be it further

RESOLVED, that NYSUT and its national affiliates support the negotiation of contract language to provide support to all teachers and school counselors who seek National Board; and be it further

RESOLVED, that NYSUT and its affiliates continue to support contract language to support National Board Certification activities as an optional part of a district's APPR agreement; and be it further

RESOLVED, that NYSUT and its affiliates continue to support the concept of negotiating salary differentials for professionals who attain advanced levels of education or additional certifications in their field of practice, including teachers and school counselors who become Nationally Board Certified and that NYSUT devise and share information on productive collective bargaining and other strategies for doing so; and be it further

RESOLVED, that NYSUT use its resources to restore the ability of districts to access Shanker funds to support supportive activities as allowed in Ed Law CRR 86.4 Allocation of grant award which allows each eligible teacher's sponsoring school district to receive a direct reimbursement from the department in an amount up to \$500 to cover the cost of supportive services, which may include the cost of hiring a substitute teacher for up to three days and other expenditures; and be it further

RESOLVED, that NYSUT use its considerable lobbying resources both legislative and with SED to support a substantial increase of funding of the Albert Shanker Grant Fund.

Health Care and Workplace Safety Committee

Resolution # 13 - Adopted

Establish Safe Maximum Temperatures in Classrooms

Whereas, each year, due to excessive heat and humidity, students and school personnel are exposed to intolerable and unhealthy classroom conditions; and

Whereas, educators' working conditions are their students' learning conditions; and

Whereas, excessive indoor temperatures above 90 degrees fahrenheit create and exacerbate health and safety risks, such as asthma, heart conditions, fainting, nausea and vomiting to students, educators and other school employees; and

Whereas, exposure to excessive heat over long periods of time can lead to heat stroke and hyperthermia, causing heart strain, brain and other organ damage, especially in young children; and

Whereas, teachers cannot effectively teach and students cannot concentrate and learn when they are overheated and drenched in sweat; and

Whereas, while there are laws that determine how we treat animals in terms of heat exposure, there aren't any laws that protect our children or educators from excessive heat in schools; and

Whereas, there has been prior interest and advocacy by our legislators in 2008 (S.8716), 2012 (S.2824) Senator Andrea Stewart-Cousins along with Assemblymen Mike Spano and J. Gary Pretlow, established joint legislation to establish minimum and maximum temperatures in school buildings and indoor facilities throughout New York State; and again, in 2014 by Assemblymen Gabryszak (A.5509) and Spano (A.2344) - the bill has made its way to the Education Committee; and

Whereas, schools could be used as emergency cooling centers, costs of installing, running and maintaining air conditioning could be offset by other funding; therefore be it

RESOLVED, that NYSUT will advocate and lobby legislators and the Education Committee members for safe maximum temperature laws in school classrooms; and be it further

RESOLVED, that NYSUT will advocate for school officials to relocate individual classrooms or cancel or close schools, without any penalties, if classrooms reach temperatures in excess of the maximum allowance, and be it further

RESOLVED, that NYSUT will advocate for funding for schools to offset the cost of installing air conditioning to remedy excessive heat situations.

Resolution # 14 - Adopted

Provide All New York State Students With Access to a Social Worker

Whereas, according to the New York State Department of Health, one in 10 people, including children, experience a mental health issue that is serious enough to affect how he or she functions at work, in school or at home, and mental health problems are a “leading health challenge” for children; and

Whereas, a trained mental health professional can help a student solve school or personal problems by providing support and direction, or can help groups of students through the development and implementation of programs that reduce conflicts or issues that may cause emotional problems; and

Whereas, the duties of school social workers have expanded to include counseling, crisis intervention and preventative services, helping students with academic problems, working with students whose specific social, psychological, emotional or physical difficulties put them at risk for dropping out of school, developing innovative intervention techniques, developing violence-prevention and anti-bullying programs, and handling school crises, including teen suicides and alcohol-and drug-related deaths; and

Whereas, the number of school social workers has not significantly increased statewide to meet the greater job demands, making the regular delivery of clinical services difficult; therefore let it be

RESOLVED, that NYSUT calls upon local school districts to hire enough certified and licensed school social workers so that each school has at least one such employee and so that these school social workers have sufficient time to provide needed clinical services to school communities; and be it further

RESOLVED that NYSUT salutes the role that school social workers play in the lives of children and pledges to support legislation that ensures all school children have access to counseling services provided by licensed and certified school social workers.

Resolution # 15 – Referred to the NYSUT Board of Directors

Mandate Full-Time Social Workers in Public

Whereas, New York State public school budgets have been drastically reduced due to the 2 percent tax cap, the Gap Elimination Adjustment and reduction in State Funding; and

Whereas, this reduction in funding has had a profound impact on both students’ academic support and psychological support; and

Whereas, public schools nurture the whole child; and

Whereas, social workers have been reduced or eliminated in many New York State public schools; and

Whereas, social workers provide services in conjunction with the mandated Dignity for All Students legislation; and

Whereas, in addition to Individualized Education Plan services for identified students, social workers provide preventive services, family support and acute services for all students; and

Whereas, social workers provide services, such as, but not limited to, bully prevention, grief counseling, social skills, anxiety issues, peer counseling and mentoring; therefore be it

RESOLVED, that NYSUT work with the Board of Regents and New York State Legislature to provide full-time social workers in all public schools, Prek-12, in New York State; and be it further

RESOLVED, that NYSUT support Assembly Bill A06763 that has been referred to the Education Committee and requires at least one full-time licensed social worker to be employed in each elementary, intermediate, middle and junior high school, throughout the state.

Resolution # 16 - Adopted

Bargaining Health Insurance with Municipal Cooperatives

Whereas, a number of public employees belong to fully insured municipal cooperative health benefit plans operating pursuant to Article 5-G of the New York State General Municipal Law pursuant to current municipal cooperative agreement and pursuant to a minimum premium with cash cap agreement with one or more insurance carriers; and

Whereas, the Municipal Cooperative agreements of the various health care consortia define the actions to be taken by the consortium board of directors to include the approval of the benefits provided by the plans offered by the consortia in participating employer units; and

Whereas, employers belonging to a municipal cooperative, believing they will save money, can, have or will adopt standard benefit plans based on actuarial values of 90 percent “platinum,” 80 percent “gold,” 70 percent “silver” and 60 percent “bronze;” and

Whereas, although the names are the same, these plans are not the “metal” plans for individuals and small employers under the Affordable Care Act, NY State of Health marketplace; and

Whereas, the municipal cooperative “metal” plans/benefits will be indexed annually for inflation. This means that without bargaining with the union, the co-pays, deductibles and coinsurance can be increased annually based on the cost of care; and

Whereas, some of the municipal cooperatives have adopted health plan offering criteria pursuant to the advice of their consultants which allows lower level benefits offerings to individuals, subsets of the employer group including bargaining units and new hires. This jeopardizes the continuation of the better plan bargained for actives and retirees; and

Whereas, some of the municipal cooperatives may have adopted health plan offering criteria pursuant to the advice of their consultants which prohibits a participant who has downgraded their health plan option to ever upgrade to a better plan even during open enrollment therefore eliminating their freedom to move between plans; and

Whereas, the offering of these “metal” plans as designed by the municipal cooperatives and their consultants could lead to a fundamental—and harmful--- change in the way our members and their families receive health care benefits; now, therefore be it

RESOLVED, that NYSUT will educate local leaders concerning the pitfalls of these “metal” plans during meetings with local leaders and at regional conferences; and be it further

RESOLVED, that NYSUT will help locals compare plans, analyze proposals from management and share information between regional offices with the same issue; and be it further

RESOLVED, that health insurance is a mandatory subject of collective bargaining; therefore NYSUT and its autonomous locals will engage management concerning the scenarios and criteria under which the new plans can be offered, the process used to make benefit changes to maintain the actuarial value of the plans and communications to plan participants.

Legislative/Political Action I Committee

Resolution # 17 – Adopted as Amended

Repeal New York State’s Draconian Receivership Law and Defend Collective Bargaining Rights as Enshrined in New York State Law

Whereas, New York law establishes Receivership for schools that have been or will be categorized as persistently failing and struggling and that these schools are identified as the schools in the lowest 5% state-wide on NY Common Core assessments will mean there will always be failing schools and schools in Receivership; and

Whereas, Receivership uses developmentally inappropriate and unreliable Common Core aligned test and punish and evaluation regimes to categorize failing schools; and

Whereas, 144 public schools serving mostly low income students from Buffalo to Albany, Utica to New York City, Yonkers to Rochester have fallen into Receivership; and

Whereas, Receivership law states that the Receiver “may abolish the positions of all teachers and pedagogical support staff, administrators and pupil personnel service providers” of or any or all Receivership schools and can do so without cause, and require them to reapply if they choose; and

Whereas, Receivership requires a “Staffing Committee” to determine whether senior former staff at Receivership schools are qualified to return to the school and those who are not rehired from their school are denied “bumping/seniority rights” and must be placed on a preferred eligibility list regardless of their teaching experience; and

Whereas, Receivership further undermines collective bargaining by granting a Receiver broad power over budget, curriculum and programs, discipline, testing, class size, teaching conditions, length of the school day and year for each individual Receivership school; and

Whereas, Receivership erodes local control of schools by allowing a superintendent or independent Receiver to supersede decisions and policies established by an elected Board of Education; and

Whereas, Receivership denies due process and other forms of fair employment practices for educators and administrators by allowing the law and commissioner’s regulations to set up a timeframe and process for different agreements with each Receivership school that ensures these “agreements” give expression to the will of the commissioner without ever having to prove how imposed agreements will improve the quality of education; and

Whereas, Receivership law requires “failing/struggling” schools to improve in two years but provides ZERO/NO additional resources or funding to those schools; and

Whereas, Receivership does not address the great inequality in funding for urban schools, as the Tax Cap and GEA have helped to de-fund New York State’s Public Schools since 2010, but rather Receivership doubles down on those

districts by defunding them year after year, labelling them failures and giving them one or two years to “improve” without additional resources in most cases; therefore be it

Whereas, New York State’s recently adopted receivership law perpetrates a failed test-and-punish system that egregiously mislabels schools, students and educators using discredited metrics based on flawed state standardized tests, and

Whereas, the 144 schools in 17 school districts targeted as receivership schools are in fact owed over \$2.7 billion from the state, penalizing them as the most underfunded districts in the state, and

Whereas, the receivership law persistently mislabels schools, students and educators based on discredited state test scores without acknowledging the significant strengths and progress of students and educators in those school communities, and furthermore egregiously and wrongly singles out educators instead of addressing the state’s failure to provide the resources and support these schools deserve, and

Whereas, the Commissioner’s action seeking to override collective bargaining rights in Buffalo receivership schools is an affront to working people in New York State and across the nation and would violate the individual due process rights of every teacher affected by the abrogation of collective bargaining; and

Whereas, such action contravenes collective bargaining rights that are enshrined in decades of law by the solemn intent of the state Legislature and contract rights protected by the United States Constitution; and

Whereas, the long and successful history of labor-management collaboration as a key factor in school success is well documented across New York State and the nation; and

Whereas, collective bargaining is in fact essential in ensuring the collective wisdom of teachers and school-related personnel is brought to bear in advocacy for what students need and what parents want, without fear of reprisal or retribution; and

Whereas, any action seeking to curtail collective bargaining rights perpetrates the perilous trend of power concentration in the hands of an appointed few to the detriment of democracy, and further endangers the voice of all working people in New York State and the nation and; therefore be it

RESOLVED, that NYSUT reaffirms its vehement opposition to the state receivership law and will use every legal and legislative means to effectuate its immediate repeal; and be it further

RESOLVED, that NYSUT calls upon the state to immediately adopt the state aid plan developed by the Educational Conference Board to begin to address the shameful shortfall in state funding to the districts affected and penalized by the receivership law; and be it further

RESOLVED, that NYSUT will continue to support its locals in using the collective bargaining process to advocate for student-centric solutions to the challenges facing persistently mislabeled schools, including reducing class size, combating absenteeism and addressing other essential teaching and learning conditions, including but not limited to after-school programs, access to counselors, mentoring services and other supports that advance student success; and be it further

RESOLVED, that NYSUT commits to any and all actions necessary to defend collective bargaining rights for our members and working people across New York State and the nation and calls upon our national and international affiliates to stand in solidarity with us in this important cause.

RESOLVED, that NYSUT vigorously oppose Receivership and encourage our regional and statewide NYSUT affiliates to pass similar resolutions demonstrating solidarity against New York Receivership law; and be it further

RESOLVED, that NYSUT exhaust all legal means to change and to challenge in court any attacks on due process, collective bargaining and other fair labor practices are a consequence of receivership; and be it further

RESOLVED, that NYSUT develop a plan/outline to advise members on how they should respond to the demands of receivership and that NYSUT plan meetings to educate and activate members about said plan – especially those in receivership schools who develop a SIP plan, sit on a Staffing Committee, or are assigned to CET, SBMT, and/or any other member interested in the impacts of receivership; and be it further

RESOLVED that NYSUT send an electronic copy of this resolution to all local presidents; that a copy of this resolution be readily available for all NYSUT members on www.nysut.org and that NYSUT's opposition to the receivership law be highlighted in writing to the entire New York delegation in the State Legislature.

Resolution # 18 - Adopted

Retiree Vote/COPE

Whereas, NYSUT retirees make significant contributions to the total amount of money raised by all NYSUT members to VOTE/COPE; and

Whereas, these NYSUT retirees through their Retiree Councils take great strides to support our “active NYSUT brothers and sisters” through political involvement, participation in lobbying efforts, and other NYSUT sponsored activities; and

Whereas, NYSUT retirees are constantly undertaking new ways to promote NYSUT's community involvement programs by sponsoring a wide variety of activities such as student book and school supply giveaways, food bank grants, holiday celebrations in the community, student scholarships, teacher grants as well as numerous others; and

Whereas, NYSUT Retiree Councils are kept financially solvent only through a voluntary participation fee (not dues), that limits the resources available to conduct all of the Council's activities; and

Whereas, NYSUT retirees are on fixed incomes and may find it difficult to contribute to their Retiree Council's efforts to fund activities, some of which are noted above; and

Whereas, NYSUT locals receive up to a 20% rebate of their VOTE/COPE contributions for the purposes of political action; presently NYSUT Retiree Councils do not receive any rebates; and

Whereas, NYSUT retirees have often been referred to as “NYSUT's Daytime Army” because of their ability to take on many of NYSUT's daytime political activities; therefore be it

RESOLVED, that NYSUT consider assisting Retiree Councils to build capacity and engage retirees in the political process; and be it further

RESOLVED, that NYSUT consider changing the current practice and recognize their retirees and Retiree Council efforts in the VOTE-COPE program by returning a portion of the dollar amount contributed by retirees designated as 999 to the Retiree Councils.

Resolution # 19 – Adopted as Amended

Replace the NYS Education Transformation Act of 2015

Whereas, the New York State Education Transformation Act of 2015 was a rushed bill that lawmakers did not have time to read; and

Whereas, the New York State Education Transformation Act of 2015 is full of political rhetoric and lacks academic relevance; and

Whereas, the New York State Education Transformation Act of 2015 contains damaging and punitive consequences for schools without mandating funding necessary to help our students in poverty; and

Whereas, the New York State Education Transformation Act of 2015 excessively stresses the results of standardized testing; and

Whereas, the New York State Education Transformation Act of 2015 does not contain sound education policy; therefore be it

RESOLVED, that NYSUT advocate to replace the New York State Education Transformation Act of 2015; and be it further

RESOLVED, that NYSUT urge New York State legislators to push the Board of Regents to make educational rather than political decisions; and be it further

RESOLVED that NYSUT continue to advocate to repeal receivership.

Resolution # 20 - Adopted as Amended

Oppose the 2017 Constitutional Convention

Whereas, the current New York State Constitution requires a vote to take place in 2017, regarding holding a constitutional convention; and

Whereas, our current Constitution contains protections for special programs, state parks and conservation, public education among other important provisions; and

Whereas, recent history is witness to the futility of such a convention; and

Whereas, there are more effective means of dealing with needed changes, namely passing individual amendments; and

Whereas, the cost of holding a convention would be a serious drain on the state treasury; therefore be it

RESOLVED, that NYSUT redouble its efforts against a constitutional convention in New York State; and be it further

RESOLVED, that NYSUT wage a public relations campaign to convince the public of the futility and even peril of holding a constitutional convention in 2017.

Resolution # 21 - Subsumed by Resolution #17

Opposition to Receivership

Resolution # 22 - Adopted

Support for H.R. 1000 the Humphrey Hawkins Full Employment and Training Act

Whereas, there is an ongoing jobs crisis in which mass unemployment continues to take its toll. At any given time during the Great Recession and its aftermath in the United States, about 28 million people are officially unemployed or underemployed; and

Whereas, another 16-18 million full-time workers earn less than the poverty level, leaving 44 million people and their families casualties of the jobs crisis; and

Whereas, large banks and other Wall Street firms, in conjunction with major corporations engaging in outsourcing, created an economic crisis from which our country still has not recovered, causing unemployment, foreclosures and homelessness, stagnate or declining wages, increasing income inequality, hunger and insecurity in many families, bankruptcies, a decline in health care access, cuts in badly needed public services and quality education for our children; and

Whereas, most of the recovery that has taken place since the collapse of the economy thus far has benefited the top 1 percent, not the 99 percent; and

Whereas, even before the Great Recession, millions were unemployed, underemployed and underpaid; and

Whereas, America's roads need repair, our bridges are corroding, our children need more teachers, parents lack affordable childcare, seniors lack elder care, millions lack adequate health care, affordable housing is under siege, and we must modernize and green our society; and

Whereas all of these needs can and should be met by the federal government; and

Whereas, this was done during the Great Depression of the 1930s when Franklin D. Roosevelt's New Deal programs put millions of the unemployed to work doing useful jobs that have made a lasting contribution to our nation- roads, bridges, schools, libraries, housing, parks, arts, culture and much more; and

Whereas, the full employment movement and all its affiliates and supporters need to support the passage of legislation that guarantees a living-wage job to all who want one; and

Whereas, a step in that direction is Rep. John Conyers' (D-MI), H.R. 1000, the Humphrey-Hawkins 21st Century Full Employment and Training Act, which would create a national jobs program, including 3.1 to 6.2 million jobs, and 1 to 2 million additional jobs indirectly over the first two years, in affordable housing, rural and urban community rehabilitation, energy conservation and weatherization, infrastructure repair, education, human services, and first response-teams; and

Whereas, regular employees in both local government and the not-for-profit sector would be afforded strong protection against replacement by program employees; and

Whereas, jobs could be provided in unionized work places only with the consent of the union and with terms and conditions of employment for the jobs negotiated with the union; and

Whereas, privatization, deregulation and outsourcing are tools for union busting and a major source of job loss; and

Whereas, federal legislation is needed to create jobs; and

Whereas, we need to organize in order to demand this legislation now; therefore be it

RESOLVED, that NYSUT and its national affiliates support the introduction in the 2015-2016 congressional session of John Conyers' 2013-2014 bill H.R. 1000, the Humphrey-Hawkins Full Employment and Training Act; and be it further

RESOLVED, that NYSUT and its national affiliates support the newly so-numbered bill so that it maybe enacted into law; and be it further

RESOLVED, that NYSUT and its national affiliates mobilize against all schemes that embrace the privatization, deregulation, and outsourcing of jobs and support legislation that will employ millions of jobless workers here in the United States, at decent pay and for the improvement of the quality of life through repair and expansion of our physical and social infrastructure.

Legislative/Political Action II Committee

Resolution # 23 – Subsumed by Resolution #26

Public Employees Not Earning \$15 an Hour

Resolution # 24 – Adopted as Amended

Amend the Super-Majority Rule on Budgets that Do Not Exceed the 2% Tax Cap

Whereas, the current tax cap law requires a super majority vote - even if a district-created budget stays within the confines of the 2 percent cap - an additional proposition has the ability to force the budget over the cap; and

Whereas, Patchogue-Medford School District's budgets in 2014 and 2015 had an outside group submitting a proposal for a private-school busing mileage increase that exceeded the 2 percent tax cap, therefore failing the original budget (2015) which was under the 2 percent cap, even though it garnered well over 50 percent of the "yes" votes; and

Whereas, a failed budget causes districts to run an additional budget vote at a significant expense; and

Whereas, this could affect districts across New York State, as any outside entity could sabotage a school budget election by submitting a proposal that, if passed, would cause a budget to exceed the 2 percent tax cap; therefore be it

RESOLVED, NYSUT advocates for the super-majority vote to be removed and replaced by a simple-majority vote, on a budget that stays within the 2 percent tax cap, standing separately from an added proposal; and be it further

RESOLVED, NYSUT advocates for the super-majority vote on the initial budget to be instituted only if the additional proposal passes with a super-majority vote; and be it further

RESOLVED, that NYSUT continue to oppose the tax cap and the super majority requirement.

Resolution # 25 – Referred to the NYSUT Board of Directors

Support Single Payer Health Care in NYS

Whereas, NYSUT's Resolution 39, endorsed at the 2011 Representative Assembly, declared NYSUT's support for the adoption of a universal, single-payer health care system; and

Whereas, at the present moment, there is little activity to adopt a truly universal single-payer health care system on the national level; and

Whereas, a New York single-payer system would eliminate many problems that NYSUT members currently face in accessing health care by providing:

- comprehensive coverage for all members and families with no out-of-pocket costs;
- complete choice of health care practitioner;
- continuity of care from active workforce to retirement; and
- removal of health care from the bargaining table, providing NYSUT locals the opportunity to bargain for economic improvements that members have had to forego in order to maintain health coverage; therefore be it

RESOLVED, that NYSUT conducts a study of the possible effects of a universal single-payer health care system on our membership and other working families in NY, including but not limited to finding possible funding sources, and be it further

RESOLVED, that once completing the study and finding the benefits and funding sources of a universal single-payer health care system, NYSUT will commit to undertaking an educational campaign for its members statewide through local and regional meetings, workshops, publications and other educational materials as needed; and be it further

RESOLVED, that NYSUT work with like-minded legislators to actively campaign for single-payer health care in New York State, after a careful study of funding sources.

Resolution # 26 - Adopted

Fight for \$15

Whereas, whereas when Congress first enacted a minimum wage in 1938, it was intended to ensure that low-wage workers would earn, at the very least, a livable wage; and

Whereas, over the years, data has shown that the federal government's actions to preserve this wage standard against the erosive power of inflation, have fallen decades behind; and

Whereas, the annual income for a New York state full-time minimum wage worker has not exceeded the federal poverty threshold since 1979; and

Whereas, the guarantee of a livable wage not only benefits workers and their families, it is also a direct benefit for the State's overall economy as it has been widely proven, in consumer trends, that lower wage earners are more likely to reinvest any disposable income into their local businesses; and

Whereas, a significant number of NYSUT members working as SRPs make less than \$15 an hour; and

Whereas, cities such as Seattle, San Francisco and Los Angeles have already moved their minimum wage to the fifteen dollar mark; therefore be it

RESOLVED, NYSUT actively support legislation that raises the statutory minimum wage from the current \$9.00 per hour to a livable wage of \$15.00 per hour and indexing additional annual increases to reflect inflation; and be it further

RESOLVED, NYSUT engage in a vigorous media campaign to highlight reasons how increasing the minimum wage to \$15 per hour will not only benefit workers and their families, it will also directly benefit the state's overall economy as well as to fight false opposition messaging which insists that this vital wage increase of increasing the minimum wage to fifteen dollars will cause a dramatic increase in goods and services, closures for small businesses

and across-the board job losses. A recent study by the Department of Labor has indicated the increase, “is not expected to have a substantial impact on jobs or on employment opportunities.”

Resolution # 27 – Adopted

Support for Teacher Leadership Development Program

Whereas, teacher leadership is not a new concept; the 1986, Carnegie report, A Nation Prepared, said that without teacher support "any reforms will be short lived" and emphasized the importance of creating roles for teachers that acknowledge the centrality of classroom teaching and introduced a category of teacher leaders to provide active leadership in supporting their colleagues; and

Whereas, teacher leadership is widely recognized as an essential component of school reform and the professionalization of teachers and research indicates that teacher leadership is a powerful strategy to increase student learning, retain teachers, support teacher effectiveness, facilitate school staffing innovations, improve decision making at the school and district level and ultimately strengthen the teaching profession (NCCTQ 2010); and

Whereas, teacher leadership as part of a teacher designed career path is vital to recruiting and retaining effective practitioners and investing in teacher talent by providing teachers with leadership opportunities is a smart investment in the teaching profession. Teacher leaders come from all backgrounds with a wide variety of skill sets, resulting in developments that define excellence in education for their students and school communities; and

Whereas, teachers involved in leadership opportunities engage in a range of activities, including but not limited to, coaching and mentoring, assessing teaching practices, offering professional development and providing many forms of instructional support and teacher development services; and

Whereas, some New York State school districts labor/management teams have successful long standing locally negotiated "teacher leader career development" programs, that incorporate into contract language release time and compensation for additional responsibilities; and

Whereas, some teacher leader initiatives struggle for relevancy and sustainability, because of vague or undefined roles, failing to allocate appropriate time or authority for teacher leaders to be effective, failing to provide the training that teachers and principals need to empower teacher leaders or a lack of support and resources; and

Whereas, many New York State Schools of Education have developed course work and voluntary advanced degrees to provide development of knowledge and skills for teacher leadership roles, making such coursework available to any interested teacher throughout the state; therefore be it

RESOLVED, that NYSUT affirm its support of teacher leadership, as a means of articulating, promoting and recognizing multiple teacher leadership roles and responsibilities within the teaching profession's pathway; and be it further

RESOLVED that NYSUT work with the Board of Regents and the State Education Department to ensure that school districts and local unions remain authorized to establish optional locally developed career development programs or maintain existing teacher leadership opportunities; and be it further

RESOLVED that NYSUT continue to support its local affiliates in creating opportunities for exemplary teachers to remain in their title of teacher while extending their reach and role through collective bargaining agreements which establish district teacher leader programs and are the means for determining a process by which roles and responsibilities, selection, training, working conditions and compensation may accompany such activities and; be it further

RESOLVED, that NYSUT and its affiliates encourage and support teachers who seek development towards teacher leadership opportunities; and be it further

RESOLVED, that NYSUT devise and share information on productive collective bargaining for teacher leader programs and other strategies for doing so; and be it further

RESOLVED, that NYSUT use its considerable lobbying resources both legislative and with SED to support funding to meaningfully engage a broad range of practitioners and other key stakeholders throughout the state in support and development of teacher leaders.

Resolution # 28 - Adopted

Protect and Expand the Social Safety Net

Whereas, Social Security, Medicare, Medicaid, Pensions, Supplemental Nutrition Assistance Program (SNAP) and Disability and Unemployment Insurance are well used, familiar aspects of the social safety net; and

Whereas, for more than 75 years, the collective efforts of working people and their unions struggled to establish, secure and expand this set of federal, state and local programs that protect us from economic calamity; and

Whereas, subsequent federal and state legislation expanded the social safety net to encompass health programs for the elderly and the poor, disability insurance and protection for private pensions, in addition to the established social insurance programs; and

Whereas, the economic security acquired through contracts and federal and state legislation is under fierce, well-funded attacks that have eroded the safety net; and

Whereas, NYSUT has consistently supported all these programs in the interests of our members, our students and our fellow New Yorkers, and advocated for policies to alleviate economic hardship from injury, illness or brought about through the social crises of regional or national depressions, recessions or austerity budgets; and

Whereas, a key part of the New Deal was the Social Security Act, including Unemployment Insurance, to provide income to the involuntarily unemployed and to the elderly no longer in the workforce; and

Whereas, Unemployment Insurance, Workers' Compensation, Disability Insurance, the Earned Income Tax Credit, the Supplemental Nutrition Assistance Program and Temporary Assistance for Needy Families all aim to provide a minimum of support, often inadequate, to various categories of the unemployed, underemployed and underpaid; and

Whereas, corporate and business interests have already effectively eroded programs like Unemployment and Disability Insurance and private guaranteed pension plans; and

Whereas, corporate and business interests are also working to challenge public-sector pensions and reduce and undermine Social Security, Medicare and Medicaid; therefore be it

RESOLVED, that NYSUT maintain its longstanding advocacy for the protection and expansion of the social insurance programs that support the economic security of members, students and all New Yorkers; and be it further

RESOLVED, that NYSUT expand its advocacy of social safety programs by urging legislators to initiate and support state legislation that expands economic rights; and be it further

RESOLVED, that when NYSUT considers candidates for state and federal elective office, as part of the screening and review process, it affirms their commitment to the protection and expansion of the whole social safety net.

Organization Committee

Resolution # 29 - Adopted

Friedrichs vs. CTA

Whereas, throughout American history, workers through their unions have provided a voice for the voiceless and have served as advocates for and agents of positive change for workers and working families everywhere; and

Whereas, the American labor movement has a long and storied history of solidarity, action and sacrifice that forged what has become known as the “middle class” and advanced the educational, social, and economic opportunities and rights of all Americans through its work at the bargaining table and beyond; and

Whereas, the labor movement has advanced the interests of our nation and its citizens by negotiating collective bargaining agreements that have advanced safety and quality standards for all, benefited their members and elevated the standard of living for all workers:

Health Insurance: 79% of unionized workers have job-provided health insurance, 49% of non-unionized workers have job-provided health insurance;

Paid Sick Leave: 83% of unionized workers have paid sick leave, 62% of non-unionized workers have paid sick leave;

Defined Benefit Pensions: 76% of unionized workers have a defined benefit pension plan, 16% of non-unionized workers have a defined benefit pension plan;

Wages: Unionized workers median weekly earnings are \$970, non-unionized workers median weekly earnings are \$763;

Standard of Living: Salaries and benefits for all workers are higher in states that are highly unionized.

Whereas, by educating, engaging and mobilizing members and working families everywhere, the labor movement has a proven record of improving the professional and economic well-being of all Americans through their activism and advocacy on key issues: Social Security Act (1935) provided workers with unemployment insurance, aid to dependent children and rehabilitation for the physically disabled and protecting workers in their old age.

National Labor Relations Act (1935): grants unions the right to organize and required employers to bargain collectively with workers regarding hours, wages and other terms and conditions of employment.

Fair Labor Standards Act (1938): protects workers — establishing a minimum wage and the 8-hour work day, providing for overtime, and prohibiting the use of child labor in all businesses engaged in interstate commerce.

Civil Rights Act/Title VII (1964): prohibits discrimination on the basis of race, national origin, color, religion or gender.

Elementary and Secondary Education Act (1965): closes achievement gaps between students by providing each child with fair and equal opportunities and makes extensive investments in primary and secondary education.

Occupational Safety and Health Act (1970): entitles workers to a safe workplace by requiring employers to provide a workplace free of known health and safety hazards.

Whereas, to build upon these major successes and to battle the scourge of income inequality, discrimination, a shrinking middle class and a declining standard of living, the labor movement works to further improve the condition of members and working families; and

Whereas, the labor movement, through the work and activism of rank and file members acting through the democratic process, continues to work to advance the American condition by expanding access to educational and economic opportunity for all, including but not limited to:

Increasing Educational Opportunities and Reducing Student Debt: Reduce tuition costs and debt service costs for students in higher education;

Paid Family Leave: Expand paid family leave for workers who require extended leaves to deal with pressing personal or family issues;

\$15 Minimum Wage: Phase in of the \$15 minimum wage needed to meet the loss of purchasing power caused from inflation since the last minimum wage increase in 2009;

DREAM Act: Provides for a multi-phase process for minors who are illegal immigrants to gain permanent residency;

Whereas, the strength, resilience and success of the American labor movement working on behalf of its members and workers everywhere has forced its adversaries to seek the overturn of long-standing judicial precedent of the U.S. Supreme Court in an attempt to achieve the fundamental dismantling of the union movement once and for all; and

Whereas, in 1977 the U.S. Supreme Court ruled unanimously in *Abood v. Detroit Board of Education* that all employees who benefit from the provisions of the collective bargaining agreement – including those employees who benefit from the provisions of the collective bargaining agreement – including those employees who are not members – must pay an equal portion of their “fair share” of the costs to the union related to bargaining wages, benefits, and working conditions and representing employees in grievance and other disciplinary proceedings; and

Whereas, the plaintiffs in *Friedrichs v. California Teachers Association* are asking the court to overturn its own long-standing decision so that they can be “free riders” – or employees who do not pay the costs incurred by the union in negotiating the collective bargaining agreement that benefits them or the cost of representing them; and

Whereas, in addition to *Friedrichs* there are multiple other legal actions pending in the federal court system designed to further erode the power of trade unions to represent their members and the institutions and industries in which they work; and

Whereas, over the past two years, NYSUT has been engaged in an intensive organizing program with its locals and rank and file members to highlight the benefits of union membership and the need for all members to remain united regardless of the court’s decision in *Friedrichs*, or from any of the other legal, legislative or other challenges in the future; and

Whereas, over the past two years, NYSUT has been engaged in a thorough analysis of its budget, including services and personnel, to dedicate resources to member mobilization and local capacity building in preparation of the Court’s decision in *Friedrichs* and to combat future attacks against the union; and

Whereas, NYSUT has helped local leaders to identify and reach out to fee payers and non-members to discuss the benefits of union membership and to try to engage them in the work of the union; and

Whereas, the union is the only proven force able to stand up to politicians and the privileged elite on behalf of workers and their families; and

Whereas, it is imperative that all NYSUT members and locals stand with NYSUT, and its national affiliates, so that we can educate our members on the importance of maintaining our solidarity and strength; now, therefore be it

RESOLVED, that NYSUT, through its elected Officers and the Board of Directors, will use every available facility and department to ensure the continued strength, vitality and growth of NYSUT and the American labor movement; and be it further

RESOLVED, that NYSUT will continue to identify and publicize the myriad of benefits that the union movement provides to members and working families, as well as to our state and nation; and be it further

RESOLVED, that NYSUT, through its offices, will continue to work with every local and every member to mitigate any potential damage rendered by an adverse decision in *Friedrichs* or any potential attack against the union; and be it further

RESOLVED, that NYSUT supports the President's Constitutional obligation to nominate a Supreme Court Justice to replace the late Justice Antonin Scalia and recommends that the President move forward with a nominee at the earliest possibility; and be it further

RESOLVED, that NYSUT strongly recommends that the President nominate a Justice to the Supreme Court with a long legal and professional history of support for the American labor movement, civil rights and public education; and be it further

RESOLVED, that NYSUT encourage every local to discuss this issue at the next general membership meeting and to seek the adoption of this resolution in every local; and be it further

RESOLVED, that NYSUT will publicize this resolution for every local and member in this state.

Resolution # 30 - Adopted

NYU Must Obey the Law and Bargain with UCATS

Whereas, the Union of Clerical, Administrative, and Technical Staff at NYU (UCATS), Local 3882, the NYSUT affiliate at New York University, is the legal representative of 1,400 employees at NYU, including the nearly 30 workers in Bobst Library's Access, Delivery & Resource Sharing Services Department (ADRSS); and

Whereas, ADRSS comprises six separate units, providing a wide variety of services to library patrons and demanding from their staffs a diversity of skills specific to each job; and

Whereas, in November 2013 NYU unilaterally changed the titles and job descriptions of the ADRSS staff members - essentially merging the six units into one - fundamentally changing the terms and conditions of their employment, without regard either to the work they were originally hired to perform or to their suitability to their new duties; and

Whereas, UCATS immediately demanded that NYU bargain over the effects of these changes and has periodically renewed this demand; and

Whereas, NYU has consistently refused to bargain with UCATS; and

Whereas, this refusal constitutes a violation of the National Labor Relations Act (NLRA); and

Whereas, UCATS filed an unfair labor practice charge with the National Labor Relations Board (NLRB) against NYU based on its refusal to bargain; and

Whereas, after a full investigation, the NLRB decided in UCATS' favor and filed a formal complaint against NYU and issued a proposed settlement agreement; and

Whereas, UCATS was prepared to accept this proposed settlement and to enter into bargaining but NYU rejected it and refused to bargain; and

Whereas, because NYU refused to cease violating the law, the NLRB brought NYU to trial; and

Whereas, this trial occurred between December 2014 and February 2015, and resulted, in April 2015 in a decision by an NLRB administrative law judge vindicating UCATS' position and ordering NYU to bargain over the effects of the changes it had unilaterally imposed; and

Whereas, NYU appealed this decision to the full NLRB in Washington, DC, and continued to refuse to bargain; and

Whereas, in November 2015, the full NLRB ruled in UCATS favor and reaffirmed the judge's decision and, once again, ordered NYU to bargain over the effects of the changes it had unilaterally imposed; and

Whereas, NYU has appealed this decision to the United States Court of Appeals for the District of Columbia Circuit - generally regarded as the second highest court in the United States - and has continued to refuse to bargain; and

Whereas, the result of these changes has been a huge increase in workload for staff members and degradation in services for patrons; and

Whereas, through all this, the ADRSS staff has not been quiet, having twice petitioned NYU to bargain with UCATS, and having conducted ribbon and button campaigns, and having consistently spoken to management about the effects of these changes; and

Whereas, UCATS and the ADRSS staff have not been alone in their struggle, having received support from other unions and student groups on campus; and

Whereas, New York University is one of the largest employers in the largest city in the United States, and is a hugely powerful and respected institution with a worldwide reputation; and

Whereas, NYU's refusal to abide by the NLRB decisions and bargain with UCATS tarnishes its own reputation and sets an unacceptable example and precedent for other employers all over the country, makes this case vitally important, not just to the 30 members of the Bobst ADRSS Department, and not just to workers at NYU who could see their jobs transformed overnight without an opportunity to bargain the effects of changes to their conditions of employment, but to all working people in New York and across the nation; therefore be it

RESOLVED, that New York State United Teachers stands in solidarity with UCATS and with the staff of the Bobst Library ADRSS Department; and be it further

RESOLVED, that NYSUT calls upon NYU to enter into good-faith bargaining with UCATS over the effects of the changes that it imposed on the ADRSS staff; and be it further

RESOLVED, that NYSUT calls upon NYU to adhere to the law, including all provisions of the NLRA, in all of its dealings with all of its employees; and be it further

RESOLVED, that NYSUT, through its locals, recommends to each of its members and to all interested parties that they sign the petition entitled "NYU - Bargain with your Employees, Restore Library Staffing Levels" located at www.ucats3882.org, Petition to Demand Bargaining; and be it further

RESOLVED, that upon adoption by NYSUT, copies of this resolution be sent to NYU President Andrew Hamilton, Dean of Libraries Carol Mandel, Assistant Vice President for Employee and Labor Relations Barbara Cardeli-Arroyo and the NYU Board of Trustees for their consideration.

Resolution # 31 - Adopted

Support of the Chicago Teachers Union

Whereas, the city of Chicago and the Chicago Teachers Union have been at loggerheads for months over a new contract; and

Whereas, Chicago's schools are facing a budget deficit of an estimated \$500 million in the 2016 budget; and

Whereas, Mayor Rahm Emanuel has said that, if the state fails to provide enough money to fill that budget hole, he will balance his budget by laying off thousands of school employees; and

Whereas, in response to this latest threat and the stalemate over negotiations, the Chicago Teachers Union announced on December 14 that 88 percent of the eligible membership had voted to authorize a strike; and

Whereas, the Chicago Teachers Union has urged the mayor and his administration not to balance the budget in a manner that will hurt the 400,000 children enrolled in the Chicago public schools; and

Whereas, in December, the Chicago Teachers Union filed an unfair labor practice complaint with the state with regard to negotiations, calling for fact-finding to begin; therefore be it

RESOLVED, that New York State United Teachers continue to support its sister union, the Chicago Teachers Union; and be it further

RESOLVED, that NYSUT will stand in unity with this American Federation of Teachers local and any others engaged in the critical struggle to advocate for students and their families, for citizens and their communities, for patients and health care, and for our own existence as organized labor.

Resolution # 32 - Adopted

Support of the Los Angeles School District

Whereas, the Eli and Edythe Broad Foundation has put forth a plan in Los Angeles to convert half the city's schools into charters, and has created a new organization - Great Public Schools Now - to advance that agenda; and

Whereas, the leaders of nine unions that represent teachers, administrators and other staffers in the Los Angeles school district have expressed their opposition to the Broad Foundation's plan, and outgoing LA schools chief Ramon C. Cortines, the former NYC schools chancellor, has called the plan "ill-advised"; and

Whereas, for years now, New York State United Teachers (NYSUT) and other pro-public school advocates in New York City have battled some so called not-for-profit charter school organizations over their lack of financial transparency, their treatment of "difficult" students; their rigid discipline methods, and their treatment of teachers; therefore be it

RESOLVED, that NYSUT continue to support the Los Angeles School District, the unions and like-minded advocates who are fighting this attack on the city's public schools.

Resolution # 33 - Adopted

Vote/Coop Contributions

Whereas, recent attacks on New York State's public schools including but not limited to the deform agenda for schools, years of underfunding public schools in New York, the attempt to expand charter schools, the increase of dependency on high-stakes testing as a source of data for student achievement rather than real learning and understanding and APPR have caused constant upheaval in the political landscape of the teaching profession; and

Whereas, politicians, super-PACS, and hedge-fund groups have raised more than \$9 million in a single night; and

Whereas, NYSUT members contribute more than \$9 million a year; and

Whereas, this money elects pro-education politicians around the state through contributions, media, the MAC and boots on the ground; and

Whereas, up to 40 percent of all VOTE-COPE contributions are returned to local unions to elect school board candidates, local officials, attend the NYSUT RA and support other local initiatives; and

Whereas, all VOTE-COPE contributions are filed with and made available through the Federal Election Commission; and

Whereas, VOTE-COPE is an integral part of NYSUT's ability to pass pro-educator legislation and stop anti education legislation such as the voucher bill, stopping the expansion of charter schools, etc.; and

Whereas, VOTE-COPE is a major part of NYSUT's ability to fight for women's rights, wage equity, immigration reform and the rights of all working people; therefore be it

RESOLVED, NYSUT and its locals will double its efforts to raise VOTE-COPE contributions; and be it further

RESOLVED, that NYSUT and its locals will promote VOTE-COPE to its members through educational one-on-one conversations as well as a vigorous internal media campaign.

Resolution # 34 - Adopted

A Campaign to Restore and Furnish the Kate Mullany House

Whereas, Kate Mullany, a young Irish immigrant, founded and led the nation's first bona fide all-female union - the Troy Collar Laundry Union - in 1864; and

Whereas, the Collar Laundry Union conducted a successful strike in February 1864 resulting in a 25 percent wage increase and improved safety and working conditions in Troy, New York's ("The Collar City") burgeoning collar and cuff industry; and

Whereas, Mullany went on to serve as the nation's first female officer of a national union (National Labor Union); and

Whereas, Mullany and her colleagues became a model for successive generations of women who organized unions and fought to improve the lives of workers and their families; and

Whereas, Mullany was inducted into the National Women's Hall of Fame in Seneca Falls, New York, in 2000 with the inscription, "As a labor leader and organizer, Mullany is one of early American labor history's most important women;" and

Whereas, on May 19, 2016, Mullany will be inducted into the International Labor Hall of Fame; and

Whereas, as a result of a National Theme Study on American Labor History conducted by the National Park Service, the Mullany House at 350 Eighth Street in Troy, New York, was designated a National Historic Landmark by the Secretary of the Interior in 1998 and dedicated by then First Lady Hillary Rodham Clinton on July 15, 1998; and

Whereas, the house was designated a National Historic Site (a unit within the National Park System) on May 3, 2004, as a result of legislation sponsored by then United States Senator Clinton and Congressman Michael McNulty; and

Whereas, the Kate Mullany House is unique among all 91 National Historic Sites because it is the only one in America that celebrates and commemorates the American labor movement, specifically, the life and achievements of a working class woman, a young Irish immigrant, who had the courage to organize her coworkers into a union and lead them on a successful strike; and

Whereas, in 2007, the house was included in New York States Women's Heritage Trail, the only site representing working class women; and

Whereas, the restoration and furnishing of her home will tell a story not found anywhere else in the entire National Park System; and

Whereas, upon completion, the Mullany House will be the only unit within the National Park System exclusively focused American labor history; and

Whereas, once open to the public, the Mullany House will celebrate and commemorate the story of the courageous men and women who fought for the right to organize and bargain collectively; and

Whereas, the Mullany House will be a physical and online resource for teachers and sponsor special programs and activities to educate students about the economic, legislative and cultural contributions of America's workers and their unions; and

Whereas, the Mullany House is owned and being restored and furnished as an Affiliated National Historic Site by the American Labor Studies Center (ALSC) from a number of New York State grants and contributions from the labor movement and others; and

Whereas, the grant from the New York State Office of Parks, Recreation and Historic Preservation (OPRHP) requires a significant match to complete the final restoration and additional funding to furnish the Mullany residence, therefore be it

RESOLVED, that NYSUT will actively support A Campaign to Restore and Furnish the Kate Mullany House by educating affiliates and members about the importance of this project and by urging its affiliates and members to undertake fundraising activities to support this important project.

Pension and Retirement Committee

Resolution # 35 – Adopted as Amended

Preserve and Reinstate Social Security

Whereas, Social Security has a long and proud history of helping to support our senior citizens for 75 years; and

Whereas, Social Security has proven to be the most effective program to fight poverty in our country; and

Whereas, the current Social Security Cost of Living Adjustment (COLA) is based on the Consumer Price Index which measure the general inflation rate including the sudden drop in gasoline prices, has resulted in no COLA increase for the second time since the 2008 recession. To remedy this burden on seniors, a legislative proposal has been introduced to the Congress called the Consumer Price Index for the Elderly (CPI-e). The CPI-e would base the Social Security COLA on the criteria more appropriate to seniors such as the costs of housing, food prices, health coverage and pharmaceuticals;

Whereas, in today's world, Social Security is the only source of income for many seniors due to the decline of defined benefit plans; and

Whereas, in times of projected shortfalls predicted in the past, simple adjustments were made by raising the cap on earnings, therefore be it

RESOLVED, that NYSUT urge more active support for maintaining and improving Social Security by its national affiliates, and be it further

RESOLVED, that NYSUT urge its national affiliates to advocate for the passage of the Consumer Price Index for the Elderly (CPE-e) as a means of more fairly providing seniors with an economically appropriate inflation measurement that would build on the promise of a social safety net and allow for a more secure retirement.

Special Orders of Business

Special Order of Business "NYSUT stands in Unity Against Discrimination in North Carolina and Mississippi" Submitted by - Angela Spahr, Malone Teachers Association - Adopted

Whereas, North Carolina recently passed, and the Governor signed in to Law, House Bill 2/S.L. 2016-3 Public Facilities Privacy & Security Act; and

Whereas, Mississippi recently passed, and the Governor signed into law, House Bill 1523, inclusive of the language that allows people to deny services or goods for the "celebration or recognition of any marriage, based upon or in a manner consistent with a sincerely held religious belief or moral conviction;" and

Whereas, these laws purposely discriminate against lesbian, gay, bisexual and/or transgender individuals; and

Whereas, North Carolina's House Bill 2/S.L. 2016-3 has language that strips North Carolina workers of the ability to sue under the state's anti-discrimination law; and

Whereas, the state's anti-discrimination law is a right that has been upheld in court since 1985 and has provided important legal protections and remedies for workers who are wrongly fired because of race, gender, or religion; and

Whereas, NYSUT, AFT and NEA stand unequivocally for the equality of all, now therefore, be it

RESOLVED, that NYSUT urge all of its members to avoid travel to North Carolina and Mississippi; and be it further

RESOLVED, that NYSUT restrict all travel by NYSUT Officers and employees to North Carolina and Mississippi; and be it further

RESOLVED, that NYSUT create an informational campaign on the Member Action Center to include steps members can take in opposition of the aforementioned laws; and be it further

RESOLVED, that NYSUT call on the AFT and NEA to stand with them in calling on the Legislatures of both North Carolina and Mississippi to repeal these aforementioned laws; and be it further

RESOLVED, that NYSUT urge all of its members to avoid travel to any state that passes similar discriminatory laws.

Special Order of Business “Untimed Test” Submitted by – Submitted by Marla Kilfoyle, Oceanside Federation of Teachers - Adopted

Whereas, Commissioner Elia has violated the 1% cap on testing with her untimed testing agenda; and
Whereas, there were errors in the Grades 3-8 tests; therefore, be it

RESOLVED, that NYSUT will continue to work to make sure the recommendations of the Governor’s task force are implemented, including a study of the impact of untimed tests and a reduction in the number of testing days.

Special Order of Business “Kate Mullany House – Collection” Submitted by Seth Cohen, Troy Teachers Association - Adopted

Correction of Misprinted Reaffirmation in original booklet - Educational Issues I - Reaffirmation#1 Submitted by Seth Cohen, Troy Teachers Association

Support “The I Refuse Movement” to Oppose High Stakes Testing

Fredonia Teachers’ Association

Whereas, the purpose of education is to educate a populace of critical thinkers who are capable of shaping a just and equitable society in order to lead good and purpose-filled lives, not solely prepare that populace for college and career; and

Whereas, instructional and curricular decisions should be in the hands of classroom professionals who understand the context and interests of their students; and

Whereas, the education of children should be grounded in developmentally appropriate practice; and

Whereas, high-quality education requires adequate resources to provide a rich and varied course of instruction, individual and small group attention, and wrap-around services for students; and

Whereas, the assessments are not transparent in that teachers and parents are not allowed to view the tests and item analysis will likely not be made available; and

Whereas, the assessment practices that accompany Common Core State Standards – including the political manipulation of test scores – are used as justification to label and close schools, fail students and evaluate educators; therefore be it

RESOLVED, that NYSUT opposes standardized high stakes testing including but not limited to those connected with the common core that is currently pushed by the federal and state governments because this testing is not being used to further instruction for children, to help children or to support the educational needs of children; and be it further

RESOLVED, that NYSUT advocates for an engaged and socially relevant curriculum that is student-based and supported by research; and be it further

RESOLVED, that NYSUT embark on internal discussions to educate and seek feedback from members

regarding standardized high-stakes testing and its impact on students; and be it further

RESOLVED, that NYSUT lobby the New York State Board of Regents to eliminate the use of high-stakes testing; and be it further

RESOLVED, that NYSUT ask that all of its members have their own children refuse to take the Grade 3 – 8 assessments; and be it further

RESOLVED, that NYSUT organize other members and affiliates to increase opposition to high-stakes testing; and be it further

RESOLVED, that a copy of this resolution be sent to the New York State Board of Regents, the governor of New York State and all members of the New York State legislative branch; and be it further

RESOLVED, that if after this resolution is passed at the 2015 NYSUT RA, the resolution be sent to the NYSUT Board of Directors for the purpose of having the NYSUT Board of Directors craft an appropriate version of the resolution that the NYSUT Board of Directors can vote to send to the American Federation of Teachers for consideration at the AFT July 2016 convention; and be it further

RESOLVED, that NYSUT will advocate for the federal mandate on standardized high stakes testing to clearly state that teacher evaluation will not require standardized testing in teacher evaluation; and be it further

RESOLVED, that NYSUT locals will have the option to advise their members on participating in opting out.