



Education  
Healthcare  
Public Services

# 2024 COMMITTEE REPORTS

VOLUME TWO

Presented to the National Convention of  
the AFT, AFL-CIO Committee Reports on  
Constitutional Amendments and Resolutions  
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FIGHTING FOR  
**REAL SOLUTIONS**  
**FOR A BETTER LIFE**

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Substitutions for these committee chairs may be made if, for any reason, the appointees are unable to serve.

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**EDUCATIONAL ISSUES COMMITTEE**

Committee Chair: Donna Chiera, AFT New Jersey

Committee Secretary: April Giannosa, West Suburban Teachers Union,  
Local 571

**1. ARTIFICIAL INTELLIGENCE**

**Committee recommends concurrence as amended below:**

- 1       WHEREAS, the AFT represents the collective voice and aspirations  
2 of a diverse body of professionals, including teachers, school and  
3 college support staff, public employees, higher education faculty and  
4 healthcare workers, advocating for equitable access to high-quality  
5 healthcare, public services, education, and the advancement of social  
6 justice; and  
7       WHEREAS, the emergence and integration of generative artificial  
8 intelligence (AI) technologies, exemplified by innovations such as  
9 ChatGPT, machine learning algorithms and other AI-driven tools, have  
10 ushered in a new era of technology with the potential to foster  
11 transformative change across all sectors around the globe, particularly  
12 in education, healthcare and public services creating both remarkable  
13 opportunities and significant challenges that necessitate careful  
14 consideration and a strategic and immediate response; and  
15       WHEREAS, the AFT advocates that any and all implementation of  
16 advanced technology must be guided by core commitments to ensure  
17 safety and privacy, promote human-centered implementation and  
18 individuality, advance equitable access, guarantee equity and fairness,  
19 advance democracy, and teach digital citizenship and balance; and  
20       WHEREAS, the AFT has created the report “Commonsense  
21 Guardrails for Using Advanced Technology in Schools,”<sup>1</sup> which shares  
22 the expertise and collective voices of our members in the field as they  
23 navigate the integration of advanced technology and AI in the  
24 classroom and beyond; and  
25       WHEREAS, the AFT champions the principle of participatory  
26 innovation, advocating for the meaningful involvement of workers and  
27 other relevant stakeholders in the design, development, procurement,  
28 application and ownership of AI technologies to ensure that AI-based  
29 tools enhance rather than replace human expertise, judgment and  
30 interpersonal interactions, and that they are tailored to meet the  
31 specific needs and challenges of the sectors in which they are  
32 employed; and  
33       WHEREAS, critical decision-making must remain with teachers,  
34 paraprofessionals, higher education faculty, healthcare professionals,  
35 and public service workers, regardless of the AI tool being used, and

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<sup>1</sup>[https://www.aft.org/sites/default/files/media/documents/2024/Commonsense\\_Guar  
drails\\_AI\\_0604.pdf](https://www.aft.org/sites/default/files/media/documents/2024/Commonsense_Guardrails_AI_0604.pdf)

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36 must never allow the institutions where we work to become dependent  
37 on AI or the corporations that develop it; and

38 WHEREAS, the opportunities of AI in education hold the promise of  
39 personalized learning experiences, adaptive instructional design,  
40 increased access, and enhanced teacher and staff support. AI-driven  
41 innovations in healthcare have the capacity to optimize diagnoses,  
42 streamline treatment plans and improve patient outcomes. In addition,  
43 AI technologies offer opportunities for more responsive government,  
44 data-driven decision-making, and enhanced service delivery, enabling  
45 governments to improve public infrastructure, and promote inclusivity  
46 and equity; and

47 WHEREAS, the challenges of technological development have, in  
48 some instances, been marked by a prioritization of technological  
49 advancement and profit over ethical considerations and societal  
50 welfare, leading to adverse outcomes, including the negative impacts  
51 of social media on young users; the proliferation of misinformation and  
52 disinformation, including deepfakes; creation of unreliable responses  
53 such as hallucinations and other nonsensical results; undermining of  
54 intellectual property rights; erosion of public trust; the loss of students'  
55 and workers' personal information and privacy; the widening of  
56 socioeconomic gaps; and the narrowing of workers' rights; and

57 WHEREAS, the indiscriminate or ill-considered implementation of  
58 AI-based technologies, particularly in sensitive sectors such as  
59 education, healthcare and public services risks compromising the  
60 quality and integrity if these essential services, exacerbating existing  
61 disparities and diminishing the role and efficacy of the professionals in  
62 these fields; and

63 WHEREAS, the international community, including the International  
64 Labor Organization, UNESCO and the U.N. High Commission on  
65 Technology continues to examine a global response to an emerging  
66 technology; and

67 WHEREAS, the current regulatory and policy landscape in the  
68 United States has proven inadequate in addressing the complex and  
69 evolving challenges posed by many technologies, including AI,  
70 evidenced by the failure to hold technology companies accountable,  
71 ensuring robust protections for personal privacy, enforcing ethical  
72 standards in AI development and use, and preventing potential harms  
73 associated with these technologies, leaving individuals, public workers  
74 and communities vulnerable;

75 WHEREAS, the AFT recognizes the profound implications of AI and  
76 social media on the professional practices and personal lives of our  
77 members, underscoring the need for a nuanced, informed approach  
78 that maximizes the benefits of these technologies while proactively  
79 addressing their potential risks and ensuring they serve to support,  
80 rather than undermine, the critical work of educators and school staff  
81 at all levels, healthcare workers and public employees; and

82 WHEREAS, the AFT stands firmly against any application of AI and  
83 social media technologies that may lead to displacement; that infringes  
84 upon the fundamental rights of workers, including the right to collective  
85 bargaining; that perpetuates or amplifies systemic biases; that  
86 contributes to the widening of the digital divide, or that in any way  
87 detracts from the core mission and values of the AFT and our  
88 members, advocating instead for the development and implementation  
89 of these technologies in a manner that is ethical, equitable, transparent,  
90 inclusive and aligned with the public interest:

91 **RESOLVED**, that the AFT will endorse the responsible and  
92 principled development and use of AI and social media  
93 technologies, emphasizing the importance of transparency,  
94 accountability, corporate responsibility, respect for intellectual  
95 property and other creative outputs, the protection of workers'  
96 rights and privacy, and the maintenance of professional integrity,  
97 and calls for the establishment of ethical guidelines and  
98 standards that govern the use of these technologies across all  
99 sectors; and

100 **RESOLVED**, that the AFT will emphasize the critical need for  
101 equitable access to AI and advanced technologies across all  
102 sectors, advocating for the democratization of technological  
103 benefits to ensure that no group is left behind in the digital age.  
104 Recognizing that AI has the potential to significantly enhance  
105 education outcomes, healthcare delivery and public services, the  
106 AFT will call for intentional efforts to bridge the digital divide and  
107 provide equal opportunities for all individuals to benefit from  
108 these advancements, regardless of socioeconomic status,  
109 geographic location or other barriers; and

110 **RESOLVED**, that the AFT strongly will advocate for a union  
111 seat at the table during the development, procurement and  
112 implementation of comprehensive, forward-looking regulations  
113 and policies that directly address the multifaceted challenges and  
114 opportunities presented by AI and social media, ensuring that  
115 these technologies are harnessed to serve the public good in a  
116 manner that upholds the principles of quality, equity and  
117 accessibility in education, healthcare and public services, and  
118 that safeguards are in place to prevent potential harms; and

119 **RESOLVED**, that the AFT will assert that the impact of AI in the  
120 workplace is a mandatory subject of bargaining and will develop  
121 contract language, policies, procedures and practices to support  
122 our affiliates at the bargaining table and beyond, including  
123 specific measures to mitigate the displacement of workers due to  
124 the integration of AI or other advanced technologies; and

125 **RESOLVED**, that the AFT will call for robust regulatory and  
126 policy measures to address the ethical, legal and social

127 implications of AI. These measures should prioritize the  
128 protection of personal privacy, enforce ethical standards in AI  
129 development and deployment, and prevent potential harms such  
130 as bias, misinformation, disinformation, deepfakes and the  
131 erosion of public trust. The AFT will urge policymakers to  
132 implement forward-thinking regulations that safeguard individual  
133 rights and promote the responsible use of AI in ways that align  
134 with societal values and the public interest; and

135 **RESOLVED**, that the AFT will proactively engage with  
136 policymakers, technology developers, educational institutions,  
137 healthcare organizations, civil rights organizations and other key  
138 stakeholders in a concerted effort to establish clear, ethical  
139 guidelines and standards for the use of AI and social media within  
140 educational, governmental and healthcare settings, prioritizing  
141 the well-being, development and success of students, patients  
142 and the broader communities served by AFT members, and  
143 ensuring that these technologies are deployed in a manner that is  
144 respectful of the professional expertise and autonomy of  
145 educators, healthcare workers and public employees; and

146 **RESOLVED**, that the AFT will commit to facilitating ongoing  
147 research both in the United States and abroad, dialogue,  
148 professional development and training initiatives designed to  
149 empower our members with the knowledge, skills and  
150 competencies necessary to effectively navigate and leverage AI  
151 and social media in their professional practices, thereby  
152 enhancing the quality of education, healthcare and public service  
153 delivery, and ensuring that members are well-prepared to engage  
154 with these technologies in an informed, critical and constructive  
155 manner; and

156 **RESOLVED**, that the AFT will reaffirm our unwavering  
157 commitment to advocating for a future in which technological  
158 advancements, including AI, serve to enrich and enhance the  
159 professional endeavors of educators and staff, healthcare  
160 workers and public employees, fostering environments that are  
161 inclusive, equitable and conducive to high-quality, personalized  
162 learning and public service, and ensuring that technology acts as  
163 a catalyst for positive change, empowerment and innovation  
164 within society, thereby contributing to the fulfillment of the  
165 federation's mission to improve the lives of our members and the  
166 communities they serve; and

167 **RESOLVED**, that all AFT members will be provided with the  
168 tools, time and trust necessary to learn and use AI technologies  
169 in an ethical, responsible and effective manner, ensuring that they  
170 are equipped to integrate these new tools into their professional  
171 practices in ways that enhance their work and uphold the highest  
172 standards of integrity and efficacy; and

173       **RESOLVED**, that the AFT will advocate for **ongoing**  
174 comprehensive training and professional development programs  
175 to equip our members with the necessary skills and knowledge to  
176 effectively utilize AI and advanced technologies. Such initiatives  
177 should focus on enhancing digital literacy, fostering critical  
178 thinking and promoting ethical considerations in the use of AI. By  
179 empowering educators, healthcare workers and public employees  
180 with the tools to navigate and leverage these technologies, the  
181 AFT aims to improve service delivery and outcomes while  
182 maintaining the highest standards of professional integrity; and

183       **RESOLVED**, that the AFT will continue to ensure that the  
184 expertise of our members is front and center in any development  
185 and/or integration of advanced technology and AI in their  
186 workplaces by expanding the work of the Ad Hoc Committee on  
187 AI and widely sharing its work such as the report “Commonsense  
188 Guardrails for Using Advanced Technology in Schools,”<sup>2</sup>  
189 conducting a back-to-school conference on AI highlighting the  
190 leadership of AFT school-based members, creating similar ad hoc  
191 committees, as necessary, in all AFT constituencies, and  
192 continuing to grow and disseminate user-ready resources and  
193 additional examples of productive use of advanced technology on  
194 dedicated sections of AFT’s Share My Lesson and e-learning  
195 platforms; and

196       **RESOLVED**, that the AFT executive council will periodically  
197 review and update this resolution to reflect the rapid evolution of  
198 AI technologies in the workplace. This ongoing review will ensure  
199 AFT policies remain current and effectively address the dynamic  
200 nature of today’s workplaces, thereby safeguarding the interests  
201 and enhancing the capabilities of our members in an increasingly  
202 digital world.

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

## **2. IN SUPPORT OF OUR PROFESSION, OUR PUBLIC SCHOOLS, OUR STUDENTS**

**Committee recommends concurrence.**

1       WHEREAS, public education is vital to safeguarding our  
2       democracy, is the manifestation of our civic values and ideals, and can

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<sup>2</sup>[https://www.aft.org/sites/default/files/media/documents/2024/Commonsense\\_Guardrails\\_AI\\_0604.pdf](https://www.aft.org/sites/default/files/media/documents/2024/Commonsense_Guardrails_AI_0604.pdf)



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3 help bridge differences between people with divergent backgrounds  
4 and beliefs; and

5 WHEREAS, we are at a critical moment requiring us to renew our  
6 commitment to public education and its central importance in the lives  
7 of students, their families and communities, and in maintaining a  
8 thriving democracy and healthy economy; and

9 WHEREAS, as educators, our job is to prepare our students for life,  
10 for careers, for college, for civic opportunities and engagement, and to  
11 advocate for our expertise in our knowledge of content, context and the  
12 students we serve; and

13 WHEREAS, educators are leading schools' recovery in the midst of  
14 their own pandemic challenges, including mental health and well-being  
15 issues, while extremely focused on helping students overcome literacy  
16 challenges, learning loss, behavioral health challenges, and social  
17 media-induced isolation and loneliness; and

18 WHEREAS, families want their children to have access to a well-  
19 rounded education; develop strong fundamental academic and life  
20 skills; and have pathways to career, college and beyond; and

21 WHEREAS, challenging, well-rounded curriculum supported by  
22 deeper learning that allows students to engage in robust, hands-on  
23 learning experiences will enable students to leave school with the  
24 ability to analyze, apply, synthesize, problem-solve, evaluate,  
25 collaborate and create; and

26 WHEREAS, experiential learning—a process for students to learn  
27 through hands-on experiences, also referred to as “learning by  
28 doing”—is a powerful way to address students' learning needs in an  
29 engaging, relevant and fun manner; and

30 WHEREAS, experiential learning is crucial in helping students to  
31 think and write, solve problems, apply knowledge, and discern fact from  
32 fiction because it provides real-world life skills and builds background  
33 knowledge, also referred to as content or prior knowledge, which allows  
34 students to make meaning of what they are reading, and can boost  
35 academic achievement; and

36 WHEREAS, teaching for deeper learning is essential for an  
37 education system grounded in educational equity for all students;  
38 research shows that schools focused on deeper learning demonstrate  
39 stronger student achievement, with pronounced gains for students  
40 from low-income families, new immigrants and students of color; and

41 WHEREAS, authentic systems of assessment that are culturally  
42 and linguistically responsive; provide students with opportunities to  
43 demonstrate their learning and development in a variety of ways; and  
44 are designed to measure growth and progress are more equitable than  
45 the narrow, annual high-stakes standardized tests that incite fear and  
46 anxiety and undermine cognitive capacity; and

47 WHEREAS, research in neuroscience and the developmental and  
48 learning sciences shows that students' emotional and psychological

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49 safety supports their ability to learn and take risks, and is undermined  
50 when they feel threatened or unsafe; and

51 WHEREAS, research has documented that well-designed systems  
52 of support communicate to students that they are respected, valued  
53 and loved; can enable resilience and success for youth who have faced  
54 serious adversity and trauma; and have significant positive effects on  
55 student progress, attendance, mathematics and reading achievement,  
56 and overall grades, in addition to measurable decreases in grade  
57 retention, dropout rates and absenteeism;<sup>1</sup> and

58 WHEREAS, partnerships with parents, the community and  
59 community-based organizations through the community schools model  
60 offer schools and school districts additional capacity to improve  
61 schools, by offering responsive programming for all students and  
62 families; and

63 WHEREAS, the AFT is committed to these strategies, and has  
64 pursued them through our Real Solutions for Kids and Communities  
65 campaign this year. The campaign has also fought against the  
66 undermining of public education through culture wars, denying honest  
67 history, draining funds from public schools through voucher programs,  
68 and de-professionalizing teaching; instead, the campaign works to  
69 strengthen public schools through proven solutions and positive  
70 supports:

71 **RESOLVED, that the AFT and our affiliates will engage in**  
72 **strategic actions and partner with families, communities, and**  
73 **allied organizations to transform teaching and learning in**  
74 **America’s public schools by continuing and building on the Real**  
75 **Solutions for Kids and Communities campaign to:**

- 76 • **Create joyful and confident readers by helping teachers**  
77 **access, learn, use and advocate for evidence-based**  
78 **strategies for reading instruction; and**
- 79 • **Care for children’s mental health and well-being through**  
80 **school-linked supports and services and related specialized**  
81 **instructional support personnel such as school counselors,**  
82 **psychologists and social workers; and**
- 83 • **Expand community schools as a proven strategy for**  
84 **addressing academic learning and development along with**  
85 **well-being, providing needed services and deepening family**  
86 **and community engagement; and**
- 87 • **Provide all students as early as possible with opportunities**  
88 **to learn by doing via experiential and project-based learning**  
89 **that provides them with real-world, real-life skills as well as**

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<sup>1</sup> Gravel, J., Opatrny, L., & Shapiro, S. (2007). The intention-to-treat approach in randomized controlled trials: Are authors saying what they do and doing what they say? *Clinical Trials*, 4(4), 350–356.

- 90 opportunities to demonstrate their knowledge through  
91 performance-based assessment; and
- 92 • Bring additional resources and attention to career and  
93 technical education, to link education to economic  
94 development as well as to expand career pathways,  
95 internships and apprenticeships for students, by working  
96 with districts to offer high-quality pathways in areas of high  
97 demand, such as cybersecurity, welding, healthcare,  
98 advanced manufacturing and robotics; and
  - 99 • Elevate the work of the Biden-Harris administration around  
100 investments made in infrastructure, manufacturing, energy  
101 and the environment that support well-paying, safe and  
102 sustainable jobs, and work with companies and school  
103 districts partnering to prepare youth for these opportunities;  
104 and
  - 105 • Renew our focus on educator and school staff health and  
106 well-being to ensure they have the support, tools and  
107 strategies to make teaching and other school-based careers  
108 more sustainable so that staff can adequately care for  
109 themselves and their families, and remain in the profession;  
110 and
  - 111 • Secure investments that public schools need for improved  
112 teaching and learning conditions, adequate staffing, fair pay  
113 for teachers and school staff, and other fundamentals for a  
114 high-quality education in every school; and
- 115 **RESOLVED**, the AFT will utilize new avenues and partnerships  
116 for accessing existing professional learning content that helps  
117 educators:
- 118 • Build on and refine student-centered practices grounded in  
119 a strong foundation in child and adolescent development  
120 and learning; and
  - 121 • Learn to use data about school climate and other student  
122 outcomes to pursue continuous improvement; and
  - 123 • Problem-solve around the needs of individual children; and
  - 124 • Build their knowledge of how to create engaging, effective  
125 instruction that is culturally and linguistically responsive;  
126 and
  - 127 • Strengthen skills for implementing and integrating social-  
128 emotional learning and restorative justice practices; and
  - 129 • Work with families and community to create a shared  
130 supportive approach for teachers and school staff alike; and
- 131 **RESOLVED**, that the AFT will continue to advocate for  
132 equitable school environments that affirm student identities and  
133 include culturally and linguistically responsive pedagogy and  
134 curriculum that is inclusive of multidiverse groups' history,  
135 contributions and insights by providing local affiliates with

136 regular opportunities for educators to support their cultural  
137 proficiency and professional growth; and

138 **RESOLVED**, that the AFT will press for transformative  
139 accountability and assessment practices at the classroom,  
140 school, district and state levels that actually assess what students  
141 need to know and do, and lessen the damage of current  
142 standardized assessments practices, while large-scale change is  
143 being advocated for and worked toward at the federal level; and

144 **RESOLVED**, that the AFT will share best practices on:

- 145 • Using pedagogical practices that ensure students are active,  
146 not passive, participants in learning, and infuse hands-on  
147 student-centered practices that foster student ownership of  
148 learning across grade levels; and
- 149 • Procuring resources for a variety of learning environments;  
150 and
- 151 • Extended learning outside the classroom; and
- 152 • Structuring school days to allow educators and school staff  
153 time to collaborate, plan, grade, and foster relationships with  
154 students and families and incorporating these practices in  
155 collective bargaining or memoranda of understanding where  
156 possible; and

157 **RESOLVED**, that the AFT will identify and disseminate  
158 information on how affiliates can:

- 159 • Negotiate practitioner-led district-level committees on  
160 curriculum, assessment and instructional strategies; and
- 161 • Provide input on the job descriptions for instructional  
162 coaches and other related roles that support the  
163 development of educators and school staff; and
- 164 • Collaborate with educators and school staff, families,  
165 community organizations, and municipal and/or regional  
166 partners to develop a variety of publications that provide  
167 actionable practices around social-emotional learning and  
168 restorative justice that families can use in the home and  
169 other learning environments; and
- 170 • Advocate for culturally and linguistically responsive  
171 teaching and curriculum that is developmentally  
172 appropriate, and inclusive of the history, contributions and  
173 insights of diverse groups; and

174 **RESOLVED**, that the AFT, with our affiliates, will work to  
175 remove barriers that impact students, teachers and schools,  
176 including access to broadband internet, negative effects of  
177 unchecked social media, culture wars and censorship laws,  
178 voucher and choice schemes that siphon public funds,  
179 underinvestment where it is needed most, and anything else that  
180 weakens the ability of public education to be a main avenue to  
181 freedom and prosperity for all; and

182       **RESOLVED, that the AFT, with our affiliates, will continue our**  
183 **unwavering commitment to advancing opportunity, justice and**  
184 **freedom for every educator, as they are the basis for preparing all**  
185 **children for bright futures as active and engaged citizens in our**  
186 **democracy.**

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

## **5. MORE TEACHING, LESS TESTING: END OVER-TESTING IN SCHOOLS**

**Committee recommends concurrence.**

1       WHEREAS, all children deserve a rich, meaningful public education  
2 that prepares them for the opportunities, responsibilities and  
3 challenges that await them as contributing members of a democratic  
4 society and a global economy; and

5       WHEREAS, educators are called to this profession by a singular  
6 purpose: an unwavering, unequivocal commitment to our students’  
7 learning, well-being and potential. Our members do their jobs because  
8 they want to prepare students for future success; and

9       WHEREAS, the deeper learning we strive for is too often lacking  
10 the necessary support to make implementation a reality—and eclipsed  
11 by the misuse and overuse of standardized assessments required by  
12 policymakers fixated on accountability above all else; and

13       WHEREAS, the coupling of state standards and assessments to  
14 measure and report student and school performance under the No  
15 Child Left Behind Act narrowed curricula across the country; and

16       WHEREAS, the current test-and-punish accountability system has  
17 squeezed out vital parts of the curriculum that are not subjected to  
18 accountability testing, sacrificed student learning time to testing and  
19 test preparation, and has forced teachers—particularly those teaching  
20 our most vulnerable students—to focus their attention on students  
21 achieving just below the passing score; and

22       WHEREAS, despite a laudatory goal of shining the light on student  
23 needs, this emphasis on tests and accountability took us in another  
24 direction, away from valuing the essential skills of persistence, critical  
25 thinking and collaboration; and

26       WHEREAS, even under the heavy weight of federal testing  
27 requirements, many schools at all levels have implemented best  
28 practices in education—such as interdisciplinary, inquiry and project-  
29 based learning and career and technical education programs across a  
30 wide range of subjects and skills—that support the whole child; there  
31 is a better way:

32 **RESOLVED, that the AFT will call on state and federal**  
33 **policymakers to affirm our commitment to a public education**  
34 **system that reflects the diversity of children’s experiences and**  
35 **abilities, allows students to demonstrate what they know and are**  
36 **able to do throughout a child’s academic career, and ensure**  
37 **educational excellence and equity for every student; and**

38 **RESOLVED, that the AFT will support legislation that promotes**  
39 **improved assessments and accountability; allows states more**  
40 **flexibility to administer and design assessment systems that**  
41 **support teaching and learning; eliminates the current federally**  
42 **mandated testing schedule for summative assessments in math,**  
43 **reading and language arts, and science; and establishes options**  
44 **such as grade-span testing, representative sampling, and**  
45 **combination testing; and**

46 **RESOLVED, that the AFT will continue to work with our local**  
47 **affiliates and state federations to mobilize members and support**  
48 **an education system that fosters joy, collaboration, critical**  
49 **thinking, problem-solving and creativity in every classroom; and**

50 **RESOLVED, that the AFT will advocate for multiple pathways**  
51 **to graduation that may include, but are not limited to, the**  
52 **inclusion of performance-based measures that demonstrate the**  
53 **full spectrum of student experiences and learning; and**

54 **RESOLVED, that the AFT will support policies that prohibit the**  
55 **use of federally mandated assessments as the sole or dominant**  
56 **factor for retention policies, program placement, high school**  
57 **graduation decisions, teacher evaluations, or school rating**  
58 **systems; and**

59 **RESOLVED, that the AFT remains committed to ending the**  
60 **overemphasis on high-stakes testing that has harmed children’s**  
61 **learning experiences for far too long.**

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

## **6. CELLPHONES/SMARTWATCHES**

**Committee recommends concurrence.**

1        WHEREAS, personal cellphones and smartwatches are now often  
2 used by students at all grade levels; and

3        WHEREAS, cellphones and, more recently, smartwatches have  
4 become a learning distraction, a tool for cyberbullying and an unhealthy  
5 addiction; and

6        WHEREAS, screen addiction is changing the way students think  
7 and decreasing their levels of concentration; and

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8 WHEREAS, notifications and alerts on cellphones and  
9 smartwatches are creating challenges for educators to keep students  
10 focused and engaged; and

11 WHEREAS, cellphones and smartwatches may be used to record  
12 in classrooms, violating personal privacy and potentially violating the  
13 Family Educational Rights and Privacy Act; and

14 WHEREAS, some of these devices have user and parent  
15 functionality to “focus” and limit the usage times, but these functions  
16 are not often used or students find ways around them:

17 **RESOLVED that the AFT will compile information regarding**  
18 **best practices and develop and advocate for strong unambiguous**  
19 **policies regarding the possession and use of cellphones and**  
20 **smartwatches in classrooms; and**

21 **RESOLVED that the AFT will support our local affiliates and**  
22 **state federations in advocating for the adoption and**  
23 **implementation of appropriate legislative guidelines to reduce the**  
24 **impact of cellphones and other devices on students and the**  
25 **classroom.**

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

**7. SUPPORTING THE FREEDOM TO READ IN PUBLIC  
SCHOOLS AND PROTECTING OUR SCHOOL  
LIBRARIANS FROM HARASSMENT**

**Committee recommends concurrence.**

1 WHEREAS, the freedom to read is under attack by well-funded  
2 right-wing organizations seeking to destroy foundational community  
3 organizations such as public schools and libraries; and

4 WHEREAS, both groups and individuals are employing harassment  
5 and targeting of school librarians, diverse reading materials, and  
6 students engaging in the freedom to read in furtherance of their goal of  
7 destroying public schools and libraries; and

8 WHEREAS, the harassment of school librarians and targeting of  
9 diverse reading material are an attempt to marginalize and eliminate  
10 the identities of LGBTQIA+ people and people of color; and

11 WHEREAS, the harassment of school librarians and targeting of  
12 diverse reading material are also part of a larger coordinated  
13 nationwide attack by special-interest groups, legislators, policymakers  
14 and politicians to gain support for anti-LGBTQIA+ and racist policies  
15 and laws:

16 **RESOLVED, that the AFT will continue to support and**  
17 **advocate for policies and laws requiring that diverse reading**  
18 **materials and resources be available to all students; and**

19 **RESOLVED, that the AFT condemns the harassment and**  
20 **targeting of school librarians as they fulfill their duties to obtain**  
21 **and maintain diverse collections that promote equity and**  
22 **empathy; and**

23 **RESOLVED, that the AFT supports the right of all school**  
24 **librarians to work free from harassment and to fulfill their**  
25 **professional responsibilities to provide students with diverse**  
26 **texts; and**

27 **RESOLVED, that the AFT strongly believes in the right of every**  
28 **student to see themselves reflected in school and library reading**  
29 **materials and to exist in the public school space free from**  
30 **targeting and harassment based on race, color, sex, gender**  
31 **identity/expression, age, religion, disability, national origin or**  
32 **sexual orientation; and**

33 **RESOLVED, that the AFT supports the freedom to read as**  
34 **outlined in the American Library Association’s Freedom to Read**  
35 **Statement.**

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

## **8. PROTECTING PUBLIC EDUCATION FROM RIGHT-WING EXTREMISM**

**Committee recommends concurrence.**

1        WHEREAS, our communities, schools and union are under attack  
2 by strategically funded extreme right and MAGA political factions that  
3 seek to dismantle public education as a public good through  
4 disinvestment, disenfranchisement and direct attacks on individual and  
5 community efforts to increase equity and transparency in school  
6 funding; and

7        WHEREAS, at the same time, these bad actors recharacterize their  
8 efforts and claim to be in service of low-income children and families of  
9 color, despite their long collective record of attacking and destroying  
10 neighborhood schools and other community-based support systems in  
11 the very same Black and brown communities; and

12        WHEREAS, efforts by these entities have included the voucher  
13 schemes across the country; and

14        WHEREAS, groups like the State Policy Network and Moms for  
15 Liberty, and school privatizers like Paul Vallas, seek to silence  
16 authentic curriculum to further obscure and exclude Black history (an



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17 effort gaining ground across 36 states<sup>1</sup>), ban books as part of a radical  
18 anti-Black and anti-LGBTQIA+ agenda, and exploit legal asylum-  
19 seekers as political props, enlisting support and engagement from  
20 documented hate groups; and

21 WHEREAS, attempts to ban books and tax schemes to rob public  
22 schools of funding come from the same people, the same groups, the  
23 same bank accounts, and they are connected with similar efforts  
24 nationwide; and

25 WHEREAS, conservative megadonors and their dark-money  
26 organizations seek to influence elections ranging from local library and  
27 school boards to Congress and the presidency, often explicitly  
28 campaigning on their plans to further attack, censor and dismantle  
29 public education nationwide. Their goal is to elect radical extremists  
30 like Ron DeSantis and bring back the likes of Betsy DeVos; and

31 WHEREAS, all of these efforts aim to erode public trust in the rights  
32 and benefits of public education as a public good and advance a radical  
33 overhaul of our nation's commitment to public education to inform our  
34 citizenry and strengthen our democracy; and

35 WHEREAS, the same groups attack public pension systems and  
36 exacerbate shortages of public educators; and

37 WHEREAS, our union democracy has faced and defeated threats  
38 from right-wing campaigns, lawsuits, social media attacks and other  
39 interference with our democratic processes; and

40 WHEREAS, our own members, from classroom teachers and  
41 support staff to union leadership, have experienced targeted threats  
42 and harassment from extremist groups and their supporters because  
43 of our work supporting schools as institutions of inclusive democracy:

44 **RESOLVED, that the AFT stands in solidarity against well-**  
45 **funded forces that want to destroy our union and public education**  
46 **as we know it, and we will fight these entities in order to protect**  
47 **our students, our schools, our members, our profession and**  
48 **public education as a public good; and**

49 **RESOLVED, that the AFT will speak in one voice as a union**  
50 **when we condemn their attacks on libraries, LGBTQ+ students**  
51 **and their families, and our ability to teach an accurate and more**  
52 **complete history of our nation, including teaching about the**  
53 **insidious nature of white supremacy, about Black resistance, and**  
54 **about the contributions of other historically excluded populations**  
55 **such as the Asian American and Pacific Islander diaspora, Native**  
56 **nations, migrants and refugees, and others; and**

57 **RESOLVED, that the AFT will continue to support and**  
58 **advocate for policies and state laws requiring honest and**  
59 **inclusive curriculum such as Black history, Latino history,**

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<sup>1</sup> <https://www.chalkbeat.org/22525983/map-critical-race-theory-legislation-teaching-racism>

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60 genocide and holocaust studies, reparations won and Native  
61 American history, among others; and

62 **RESOLVED**, that the AFT refuses to ignore the connections  
63 between the inflammatory, anti-inclusion rhetoric of right-wing  
64 politicians, their funders and their supporters, and the ongoing  
65 threats to and attacks on schools, libraries, other educational  
66 spaces, and the students and workers endangered each time such  
67 rhetoric incites action, ranging from personal attacks to system  
68 wide bomb threats; and

69 **RESOLVED**, that we recommit to educating ourselves as  
70 members of the AFT through workshops, webinars, resource  
71 groups and other professional development to better understand  
72 the history, role and threat of these groups attacking public  
73 education as a public good. We will work to better understand  
74 their goals, how they operate, how they exploit our political and  
75 nonprofit systems to dismantle public education, how they seek  
76 to make educational spaces less inclusive and democratic for our  
77 students and families, and what we can do to protect our schools,  
78 our communities and our union from their attacks; and

79 **RESOLVED**, that as AFT leaders, we commit to engaging and  
80 supporting new educators in this work, sharing additional  
81 information with members at our committee and building-level  
82 meetings, and participating in union efforts to organize against  
83 these attacks; and

84 **RESOLVED**, that the AFT will support progressive revenue  
85 campaigns that force the same wealthy elite who fund attacks on  
86 our schools to pay their fair share so that we can fund schools  
87 and other community needs, and we will endorse and support  
88 candidates and elected officials who share our priority to protect  
89 public education as an institution of inclusive democracy; and

90 **RESOLVED**, that the AFT will increase our strength to defend  
91 against these attacks in partnership with our allies and coalitions,  
92 including United Working Families, Grassroots Collaborative and  
93 Black Lives Matter at School; and

94 **RESOLVED**, that the AFT commits to bargaining for the  
95 common good as a central value of the AFT.

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

### 3. PROMOTE THE ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE IN SCHOOLS

**Committee recommends non-concurrence.**

1 WHEREAS, the rapid advancement of artificial intelligence (AI)  
2 technologies has led to their increasing adoption in educational  
3 settings; and

4 WHEREAS, AI-powered tools and systems have the potential to  
5 enhance learning experiences, personalize instruction, and streamline  
6 administrative tasks, but also raise concerns about privacy, bias and  
7 the dehumanization of education; and

8 WHEREAS, the integration of AI in schools must be carefully  
9 considered and implemented in a manner that prioritizes the best  
10 interests of students, teachers, and the broader educational community  
11 and society at large; and

12 WHEREAS, there is a need for clear guidelines, ethical frameworks,  
13 and robust safeguards to ensure the responsible and equitable use of  
14 AI in education; and

15 WHEREAS, the development and deployment of AI systems in  
16 schools should be transparent, accountable, and subject to ongoing  
17 evaluation and oversight:

18 **RESOLVED, that the AFT recognizes the potential benefits and**  
19 **risks associated with the use of AI in educational settings and will**  
20 **call for a comprehensive, inclusive and transparent approach to**  
21 **its implementation; and**

22 **RESOLVED, that the AFT will advocate for the development of**  
23 **ethical guidelines and best practices for the responsible use of AI**  
24 **in schools, with input from educators, students, parents and**  
25 **relevant experts; and**

26 **RESOLVED, that the AFT will urge educational institutions to**  
27 **prioritize the protection of student and educator privacy, the**  
28 **prevention of algorithmic bias, and the preservation of human-**  
29 **centered learning experiences; and**

30 **RESOLVED, that the AFT will support ongoing professional**  
31 **development and training for educators to ensure they are**  
32 **equipped to effectively and ethically integrate AI technologies into**  
33 **their teaching practices; and**

34 **RESOLVED, that the AFT will remain committed to fostering a**  
35 **learning environment that values critical thinking, creativity and**  
36 **human interaction while leveraging AI's potential to enhance**  
37 **educational outcomes in a responsible and equitable manner.**

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

#### 4. PROMOTING PROFESSIONAL LEARNING FOR THE USE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

**Committee recommends non-concurrence.**

- 1 WHEREAS, artificial intelligence is rapidly advancing and has the  
2 potential to revolutionize the field of education; and  
3 WHEREAS, AI can be leveraged to personalize learning, automate  
4 tasks and provide valuable insights to educators, ultimately enhancing  
5 the learning experience for students; and  
6 WHEREAS, the effective integration of AI in education requires  
7 educators to develop new skills and knowledge to harness its potential  
8 and navigate its challenges; and  
9 WHEREAS, professional learning opportunities are essential for  
10 educators to gain the necessary competencies to effectively  
11 incorporate AI into their teaching practices; and  
12 WHEREAS, the majority of educators across the country should  
13 receive professional development to use these new AI technological  
14 tools to support students in ways that do not perpetuate biases or  
15 discrimination; and  
16 WHEREAS, the AFT recognizes the importance of empowering  
17 educators to embrace and utilize emerging technologies to serve their  
18 students better:
- 19 **RESOLVED, that the AFT advocates for the development and**  
20 **implementation of comprehensive professional learning**  
21 **programs focused on AI in education; and**  
22 **RESOLVED, that these professional learning programs should**  
23 **cover topics such as AI fundamentals, ethical considerations,**  
24 **practical applications and best practices for integrating AI in the**  
25 **classroom; and**  
26 **RESOLVED, that the AFT encourages collaboration among**  
27 **educators, AI experts and educational institutions to create**  
28 **relevant and accessible professional learning resources; and**  
29 **RESOLVED, that the AFT supports the allocation of necessary**  
30 **funding and resources to ensure all educators have equal access**  
31 **to professional learning opportunities related to AI in education;**  
32 **and**  
33 **RESOLVED, that the AFT remains committed to fostering a**  
34 **culture of continuous learning and innovation, empowering**  
35 **educators to leverage AI to enhance educational outcomes and**  
36 **prepare students for the future.**

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

**9. CREATING AN AFT-OWNED ACCREDITED ALTERNATIVE CERTIFICATION PROGRAM**

**Committee recommends non-concurrence.**

1 WHEREAS, many trade unions offer apprenticeships that  
2 successfully launch workers into new careers with a pro-union mindset;  
3 and

4 WHEREAS, each state in the United States and the District of  
5 Columbia have varying alternative certification requirements for those  
6 interested in becoming certified teachers; and

7 WHEREAS, the AFT is filled with members, including retirees, who  
8 are experts in the craft of teaching and who would be excellent  
9 instructors for future teachers on pedagogy and instructional  
10 strategies; and

11 WHEREAS, teachers trained under an AFT-owned accredited  
12 alternative certification program would be more likely to have a positive  
13 view of the union:

14 **RESOLVED, that the AFT will create an exploratory committee**  
15 **with the task of researching the feasibility of creating an AFT-**  
16 **owned accredited alternative certification program; and**

17 **RESOLVED, that the committee’s work would include, but is**  
18 **not limited to, researching the costs of creating and maintaining**  
19 **such a program, how different the program would need to be to**  
20 **accommodate the requirements of each state and the District of**  
21 **Columbia, which states may be the best choices for a pilot**  
22 **implementation of the program, the accreditation requirements**  
23 **for the program in each state, and an assessment of how difficult**  
24 **it would be for an AFT program to meet said accreditation**  
25 **requirements; and**

26 **RESOLVED, that the results of the committee’s research will**  
27 **be presented at the 2026 national AFT convention.**

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

**HIGHER EDUCATION COMMITTEE**

Committee Chair: Lacy Barnes, California Federation of Teachers

Committee Secretary: Karla Hayashi, University of Hawaii Professional Assembly, Local 6625

**16. REAL SOLUTIONS FOR HIGHER EDUCATION**

**Committee recommends concurrence as amended below:**

1 WHEREAS, our system of higher education—from community  
2 colleges and land grant institutions to research universities, from  
3 historically Black colleges and universities to other minority-serving  
4 institutions—is a public good that supports the future of society, by  
5 knowledge creation, economic prosperity of the communities and  
6 states it serves, strengthens civic and democratic institutions, and  
7 results in individual growth and prosperity; and

8 WHEREAS, there has been a huge assault on higher education,  
9 starting with its defunding which has increased the costs of college,  
10 including the long-term costs associated with student loan debt,  
11 creating barriers to accessing higher education and to completing  
12 programs of study; and

13 WHEREAS, even with the high cost to students and their families,  
14 the money flowing into higher education is not directed enough toward  
15 teaching, research and student support but rather toward a proliferation  
16 of executive positions and initiatives that prioritize generating revenue  
17 over education; and

18 WHEREAS, this focus on higher education as a commodity rather  
19 than as a ~~public good means to a better life for all~~ has resulted in  
20 institutional closures, program discontinuance, the rampant  
21 casualization of the academic workforce, and faculty and staff layoffs;  
22 and

23 WHEREAS, the attack on knowledge creation and on universities  
24 and colleges as sites of free and open debate and protest are part of a  
25 larger effort to undermine our colleges and universities and to weaken  
26 the very institutions that prepare students to engage in a robust,  
27 vibrant, multicultural, pluralistic democracy; and

28 WHEREAS, these attacks show up as targeting faculty, staff and  
29 students with racist, misogynistic, homophobic, transphobic and ableist  
30 harassment for their academic work and public stands, often based on  
31 bad-faith accusations of academic misconduct or purposeful  
32 misrepresentations of their work; and

33 WHEREAS, these same extremist activists are fighting to limit  
34 students' right to learn, circumventing the academic freedom and  
35 shared governance rights of faculty, and limiting the professional  
36 autonomy of academic staff by attempting to outlaw academic  
37 disciplines that center on the lives and experiences of marginalized

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38 communities, and by banning diversity, equity and inclusion programs  
39 that support academic and professional success; and

40 WHEREAS, more than 70 percent of the instructional workforce are  
41 faculty in contingent positions who lack protection for academic  
42 freedoms, workplace voice and professional autonomy and the job  
43 security that are foundational to high-quality research and education  
44 and who, because of employment status, are more vulnerable to  
45 violations of their academic freedom and repression of their free  
46 speech rights and more often face discipline and termination of  
47 employment for exercising these rights:

48 **RESOLVED, that the AFT will reaffirm its commitment to**  
49 **combating these attacks on colleges and universities, and**  
50 **advancing real solutions that support and strengthen the public**  
51 **mission of all institutions of higher education; and**

52 **RESOLVED, that the AFT will continue its work to increase**  
53 **investment and public funding for higher education so that the**  
54 **cost of college is not a barrier to accessing higher education and**  
55 **a barrier to the mission of these universities and colleges, and to**  
56 **further ensure that resources are directed to instruction and**  
57 **support for students; and**

58 **RESOLVED, that the AFT will protect the right of students to**  
59 **learn and faculty to teach and research by vigorously defending**  
60 **academia from political interference and faculty from political**  
61 **harassment, and by advocating for programs and support staff**  
62 **that support academic opportunity and success for students from**  
63 **all backgrounds; and**

64 **RESOLVED, that the AFT will continue to fight for full-time**  
65 **college and university jobs with meaningful job security ~~for, so~~**  
66 **~~that~~ all members of the higher education workforce, so that they**  
67 **have the economic security, professional autonomy and**  
68 **resources necessary to provide and support a high-quality higher**  
69 **education experience for all students; and**

70 **RESOLVED, that the AFT will continue to organize the higher**  
71 **education workforce both inside and outside of the collective**  
72 **bargaining context, and use the power of the union to help our**  
73 **affiliates defend knowledge creation and faculty and staff rights,**  
74 **achieve real solutions for sustainable higher education careers**  
75 **for all members of the higher education workforce, and to work**  
76 **with state legislatures and the federal government to secure the**  
77 **funding necessary for higher education to truly serve the public**  
78 **good.**

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

**18. IN SUPPORT OF AFFIRMATIVE ACTION AND  
EQUAL OPPORTUNITY IN RESPONSE TO THE JUNE  
2023 SUPREME COURT BAN ON THE USE OF  
AFFIRMATIVE ACTION IN COLLEGE ADMISSIONS**

**Committee recommends concurrence.**

1 WHEREAS, affirmative action was established in 1961 to promote  
2 equal treatment regardless of race, color, religion and national origin,  
3 later expanded to include gender in 1971; and

4 WHEREAS, affirmative action addresses systemic discrimination  
5 by ensuring opportunities for marginalized groups and admitting  
6 qualified individuals traditionally excluded based on gender, race,  
7 ethnicity and disabilities; and

8 WHEREAS, affirmative action has significantly impacted  
9 employment patterns and diversity in educational institutions; and

10 WHEREAS, in 1978, the Supreme Court allowed race as a factor in  
11 college admissions but prohibited quotas; and

12 WHEREAS, the Supreme Court upheld diversity benefits in  
13 education but struck down quota-like admissions policies in 2003; and

14 WHEREAS, in June 2023, the Supreme Court banned the use of  
15 affirmative action in college admissions presenting Asian American  
16 applicants as victims of affirmative action and unfair admission policies  
17 disregarding their decades-long fight for equity:

18 **RESOLVED, that the AFT will continue our support of**  
19 **affirmative action and calls for federal legislation to uphold its**  
20 **original intent; and**

21 **RESOLVED, that the AFT will reaffirm the need for affirmative**  
22 **action to ensure representation and promote diversity and**  
23 **opportunity for all marginalized groups in all sectors; and**

24 **RESOLVED, that the AFT will assert that affirmative action**  
25 **should continue until discrimination no longer exists in America,**  
26 **and will address misconceptions and challenges to affirmative**  
27 **action policies.**

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



## 19. AFT POLICY TOWARD DUAL CREDIT

**Committee recommends concurrence as amended below:**

- 1       WHEREAS, dual credit/dual enrollment provides a valuable path for  
2 students to jump-start a college career and receive college credit in  
3 advance of attending a university, college or community college; and  
4       WHEREAS, competency-based education programs offered in  
5 secondary schools rely heavily on dual credit as a means of student  
6 academic and career advancement; and  
7       WHEREAS, it is essential that the quality of these classes should  
8 be maintained by ensuring that the curriculum, instruction, academics,  
9 library resources, and technological support meet higher education  
10 institutions' standards and provide students with an adequate  
11 opportunity for success in a higher education context; and  
12       WHEREAS, states should provide the resources necessary to allow  
13 all students to pursue a college education; and  
14       WHEREAS, dual enrollment career and technical education  
15 programs help keep disengaged students in school and create  
16 opportunity for knowledge and skills that result in well-paying jobs with  
17 dignity and drive the economy; and  
18       WHEREAS, states should ensure that the price of a college  
19 education is affordable for all families and does not force families to  
20 compromise the social and instructional experience of students; and  
21       WHEREAS, systemic and persistent underfunding of higher  
22 education has led to diluting the academic integrity of college classes  
23 in a dual credit environment; and  
24       WHEREAS, the current dual credit system incentivizes inequitable  
25 teaching assignments for both high schools' and higher education  
26 institutions' full-time and part-time faculty; and  
27       WHEREAS, collaboration between high school dual credit  
28 instructors, faculty from higher education institutions, and education  
29 administrators benefits students who participate in these classes; and  
30       WHEREAS, establishing these dual credit opportunities should be  
31 spearheaded by faculty from higher education institutions and high  
32 schools; and  
33       WHEREAS, regardless of who teaches or where dual credit is  
34 taught, academic freedom should be consistent with standards used in  
35 institutions of higher education; and  
36       WHEREAS, admission into dual credit classes should include the  
37 student meeting academic requirements of the local higher education  
38 institution; and  
39       WHEREAS, high school students should be paired with counselors  
40 and librarians from the partnering higher education institution to ensure  
41 that the dual credit curriculum is appropriate and students are in a  
42 position to meet educational goals; and

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43 WHEREAS, all students should have the opportunity to utilize dual  
44 credit regardless of location, socioeconomic status, race, gender or  
45 sexual orientation:

46 **RESOLVED**, that the AFT will support policies that require  
47 dual credit instructors, including in CTE, regardless of  
48 institutional setting, to hold the minimum qualifications required  
49 by the local higher education institution and/or the specific  
50 industry experience to teach the courses; and

51 **RESOLVED**, that the AFT will encourage local districts and  
52 higher education institutions to set standards for high school  
53 students enrolling in dual credit courses that uphold the minimum  
54 required academic qualifications of the local higher education  
55 institution, including meeting minimum course requirements  
56 including for GPA, algebra and basic English placement  
57 processes; and

58 **RESOLVED**, that the AFT will encourage locals to work with  
59 school district administrations and the local higher education  
60 institution to ensure that course length and academic integrity are  
61 aligned for students taking the course, regardless of whether the  
62 course is taught at high school or at the higher education  
63 institution; and

64 **RESOLVED**, that the AFT and its locals will support policies  
65 that afford faculty members and students academic freedom in  
66 both the higher education and high school settings; and

67 **RESOLVED**, that the AFT will provide bargaining resources to  
68 support locals to establish formal collaborative structures  
69 between the higher education institution and local school district,  
70 led by the high school and higher education faculty who are  
71 teaching dual credit courses; and

72 **RESOLVED, that the AFT will help develop sample contract**  
73 **and MOU language that protects high school, college or university**  
74 **faculty from being displaced as part of dual enrollment; and**

75 **RESOLVED**, that the AFT will support policies that recognize  
76 the need for students to have the benefits of a collegiate  
77 experience by supporting and advocating for policies that place  
78 an emphasis on students' academic and social development; and

79 **RESOLVED**, that the AFT will advocate for dual credit being a  
80 supplement to secondary education and a transition into fully  
81 collegiate higher education; dual credit should not undermine  
82 regular high school courses and/or higher education; and

83 **RESOLVED**, that the AFT will encourage locals to establish  
84 systems that ensure high school students are paired with higher  
85 education counselors as part of the dual credit course  
86 experience; and

87       **RESOLVED, that the AFT will continue to advocate for dual**  
88 **credit opportunities to be made available to all students,**  
89 **regardless of socioeconomic status, while also advocating for**  
90 **fully funded and resourced preK-12 schools and institutions of**  
91 **higher education.**

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

## 17. ~~NEURODIVERSITY ADULT AUTISM~~ INITIATIVE

**Committee recommends concurrence as amended:**

1       WHEREAS, according to the Centers for Disease Control and  
2 Prevention, the number of children with autism spectrum disorder has  
3 grown from 1 in 150 in the year 2000 to 1 in 36 currently; and

4       WHEREAS, in Illinois, 15 percent of all preK-12 students in school  
5 districts ages 6-21 have the support of an individualized education  
6 program. Of the students with an IEP in Illinois, 11 percent have IEPs  
7 related to autism (Illinois State Board of Education, Illinois Report  
8 Card); and

9       WHEREAS, in the national 2020-21 student preK-12 student  
10 population, 14.7 percent of students had a reported disability with  
11 autism accounting for 12.2 percent of this population (National Center  
12 for Education Statistics); and

13       WHEREAS, the Individuals with Disabilities Education Act, which  
14 requires providing eligible students with IEPs, does not apply to  
15 students once they graduate from high school; and

16       WHEREAS, neither the IDEA nor the Americans with Disabilities  
17 Act requires colleges or universities to seek out students with learning  
18 challenges or provide diagnostic services. Additionally, neither law  
19 provides prescribed requirements for documentation that colleges and  
20 universities must accept; and

21       WHEREAS, neither the IDEA nor the ADA requires more than  
22 reasonable accommodations with a few exceptions; and

23       WHEREAS, only 24 percent of students with autism spectrum  
24 disorders notify their institution of their disability, and approximately  
25 only 34 percent of students with autism spectrum disorders complete  
26 their postsecondary program, compared with 59 percent of the general  
27 population of students and 50 percent of students with all disabilities  
28 (Petcu, Zhang, & Li, 2021, Int. J. Environ. Res. Public Health); and

29       WHEREAS, students entering university and college-level  
30 institutions are largely on their own, and parents are kept out of  
31 conversations due to Family Educational Rights and Privacy Act  
32 provisions; and

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33 WHEREAS, universities and colleges have limited resources to  
34 expand aid and support; and  
35 WHEREAS, existing state laws and individual policies have hardly  
36 been able to keep pace with the fast growth of this population:

37 **RESOLVED**, that the AFT will create a member committee to  
38 identify, define and create specific legislative and preK-12, college  
39 and university policy changes, such as instructional training for  
40 teaching neurodivergent students, ~~with autism spectrum disorder~~  
41 ~~and related disabilities~~, changes to the IDEA and the ADA to  
42 require colleges and universities to actively reach out to students  
43 who may be in need of support, changes to IEPs to require self-  
44 advocacy skills for high school students and similar reforms; and  
45 programming that assists the school to post-school transitions;  
46 and

47 **RESOLVED**, that the above committee will present its  
48 recommendations to the AFT, which will then advocate for strong  
49 legislative and institutional policy language pertaining to the  
50 individual needs of this growing population.

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

**HUMAN RIGHTS COMMITTEE**

Committee Chair: LaBrina Hopkins, AFT-Maryland

Committee Secretary: Shonda Below, Northeast Houston AFT, Local 6568

**20. SUPPORT FOR NEWCOMERS, ASYLUM SEEKERS  
AND REFUGEES**

**Committee recommends concurrence.**

1 WHEREAS, the AFT recognizes the unique challenges faced by  
2 newcomer, asylum seeker and refugee students and their families in  
3 our schools, and AFT members have a proud history of welcoming  
4 students from vastly different backgrounds for generations to our public  
5 schools; schools are indeed a place of great pluralism and diversity;  
6 and

7 WHEREAS, we have a responsibility to all students, regardless of  
8 their immigration status, that they have access to a high-quality public  
9 education that is safe, inclusive and supportive; and

10 WHEREAS, migrant families, like successive waves of immigrants  
11 before them, are coming to the United States for a better life—to  
12 escape violence, natural disasters and extreme poverty; they're in the  
13 United States to work hard and build a future that gives their children a  
14 fair shot at a decent life; and

15 WHEREAS, the federal government must address all aspects of our  
16 broken immigration system, including securing our border and dealing  
17 with the fentanyl crisis, while at the same time providing fair, efficient  
18 and humane pathways to immigration; providing protections for  
19 Dreamers; and addressing the increasing humanitarian crisis along the  
20 border and in cities like Chicago and New York; and

21 WHEREAS, those cities and other frontline communities need  
22 resources from the federal government to meet the pressing human  
23 needs of migrants, without straining the other needs of communities,  
24 including educational resources and housing:

25 **RESOLVED, that the AFT will continue to advocate for**  
26 **additional federal, state and local funding and resources to**  
27 **support newcomer, asylum seeker and refugee students and their**  
28 **families in our schools; and**

29 **RESOLVED, that the AFT will work with local, state and federal**  
30 **agencies and school districts to welcome our migrant students**  
31 **and meet their needs and fight against the pitting of their needs**  
32 **against the needs of all our students; and**

33 **RESOLVED, to that end, that we will fight to:**

- 34 1. **Ensure that schools have access to culturally competent**  
35 **professional development and resources for educators and**  
36 **staff members;**

- 37 2. Support initiatives that facilitate language acquisition and
- 38 proficiency for newcomer students through programs for
- 39 English language learners, bilingual education and targeted
- 40 interventions;
- 41 3. Ensure the hiring and retention of qualified bilingual
- 42 educators and support staff to serve the diverse linguistic
- 43 needs of newcomer students;
- 44 4. Encourage schools to establish and/or strengthen
- 45 partnerships with community-based organizations,
- 46 nonprofits and governmental agencies to provide
- 47 wraparound services and resources for newcomer students
- 48 and their families; and
- 49 5. Promote the creation of safe and welcoming spaces within
- 50 schools, free from discrimination or harassment, where
- 51 newcomer students can thrive academically, socially and
- 52 emotionally; and

53 **RESOLVED**, that the AFT will continue the long-term fight for  
 54 a broad pathway to citizenship as well as comprehensive reform  
 55 of our broken immigration system; and

56 **RESOLVED**, that the AFT will call on the administration to use  
 57 every tool in its toolbox to prevent labor exploitation and help  
 58 migrant families achieve self-sufficiency, including the use of  
 59 expedited work permits, improved asylum processing, expanded  
 60 refugee resettlement, and new and renewed TPS (temporary  
 61 protected status) designations for all unsafe countries; and

62 **RESOLVED**, that the AFT will engage in outreach and  
 63 education efforts to raise awareness about the needs of  
 64 newcomer, asylum seeker and refugee students within our  
 65 communities in ways that strengthen our communities; and

66 **RESOLVED**, that the AFT will work to amplify the voices of  
 67 newcomer, asylum seeker and refugee students and their families  
 68 in discussions surrounding education policy and practice.

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

**21. GUIDELINES FOR EDUCATING STUDENTS AND  
 SCHOOL STAFF ABOUT INDIGENOUS PEOPLE'S  
 CULTURE AND HISTORY**

**Committee recommends concurrence as amended below:**

1        WHEREAS, there are 574 federally recognized Native American  
 2 tribes in the country, many of which have unique languages and  
 3 cultures; and

4 WHEREAS, there are 326 Native American reservations in the U.S.,  
5 making up almost 6.7 million people, according to the most recent U.S.  
6 census, making up about 2.02 percent of people in the U.S. who are  
7 registered to a federally recognized Native American Tribe; and

8 WHEREAS, many Americans are not registered under a federally  
9 recognized tribe, but identify as Indigenous, Native American or belong  
10 to a non-federally recognized tribe; and

11 WHEREAS, less than 1 percent of students (449,000 students)  
12 enrolled in public schools in the U.S. identify as Native American when  
13 enrolling in the 2023 school year; and

14 WHEREAS, many people arriving in the U.S. today from the  
15 Caribbean, Mexico, South and Central America speak an Indigenous  
16 language as their home language and/or identify as Indigenous; and

17 WHEREAS, many U.S. public schools lack guidelines regarding  
18 activities and discussions about Indigenous peoples that are  
19 historically accurate and culturally appropriate:

20 **RESOLVED, that the AFT will charge its Native American and**  
21 **Indigenous Task Force to make recommendations on how to**  
22 **ensure that all schools are create culturally and academically**  
23 **affirming ~~schools~~ for Indigenous students; and**

24 **RESOLVED, that the AFT will encourage the U.S. Department**  
25 **of Education to work with educators to collaboratively develop**  
26 **guidelines regarding activities and discussions that pertain to**  
27 **Indigenous peoples and their histor**iesy**; and**

28 **RESOLVED, that the AFT will collaborate with our locals to**  
29 **educate teachers and administrators about culturally appropriate**  
30 **practices regarding the teaching of Indigenous people's cultures**  
31 **and their histor**iesy**.**

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

**22. COMMITTING TO THE END OF A ‘LIFETIME ON  
ALERT’ FOR PHYSICAL AND PSYCHOLOGICAL  
VIOLENCE AGAINST LGBTQIA+ YOUTH AND ADULTS**

**Committee recommends concurrence as amended below:**

1 WHEREAS, in May 2024, U.S. State Department and joint FBI-  
2 Department of Homeland Security international travel alerts have been  
3 issued warning LGBTQIA+ Americans of increased risk of terrorist  
4 attacks aimed at June’s pride events worldwide; and

5 WHEREAS, in June 2023, the Human Rights Campaign declared a  
6 “state of emergency” for LGBTQIA+ people in the U.S., citing the more

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7 than 500 bills in state legislatures—more than 80 of which have been  
8 signed into law—targeting LGBTQIA+ people, primarily transgender  
9 youth; and

10 WHEREAS, in April 2023, Equality Florida issued a travel alert  
11 “warning of the risks posed to the health, safety, and freedom of those  
12 considering short- or long-term travel, or relocation to [Florida] ...  
13 following the passage of laws that are hostile to the LGBTQIA+  
14 community, restrict access to reproductive healthcare, repeal gun  
15 safety laws, foment racial prejudice, and attack public education by  
16 banning books and censoring curriculum”; and

17 WHEREAS, in 2019, the American Medical Association alerted the  
18 nation to an “epidemic of violence” against transgender people, the FBI  
19 reported 20 percent of the 8,000+ reported hate crimes in the U.S.  
20 resulted from sexual orientation and gender identity bias aimed at  
21 LGBTQIA+ persons, the number of anti-LGBTQIA+ hate crimes have  
22 increased each year (2020-23) since, and Black trans women are the  
23 most likely victims of violent bias-motivated crimes; and

24 WHEREAS, incidents of anti-LGBTQIA+ hate crimes are rising  
25 faster in the 28 states that have laws that ban gender-affirming care,  
26 restrict the rights of K-12 transgender students (restrict bathroom use  
27 to one that matches their gender identity at birth, allow pronoun  
28 misgendering) and restrict classroom discussion of gender identity and  
29 sexual orientation; and

30 WHEREAS, LGBTQIA+ youth have more than double the risk of  
31 homelessness with a greater risk for LGBTQIA+ youth who are Black,  
32 Indigenous or people of color; and nearly half of homeless LGBTQIA+  
33 youth run away because they were disowned by their family; 2 out of 5  
34 are kicked out by their parents; and one-third face physical, emotional  
35 or sexual abuse; and

36 WHEREAS, suicide is a leading cause of death for LGBTQIA+  
37 young people ages 10-24; LGBTQIA+ youth are four times more likely  
38 to attempt suicide than their heterosexual peers; transgender and  
39 nonbinary youth are two to five times more likely to attempt suicide than  
40 their cisgendered peers; 41 percent of LGBTQIA+ youth seriously  
41 considered attempting suicide, and nearly 14 percent of LGBTQIA+  
42 youth attempted suicide in 2023; and

43 WHEREAS, LGBTQIA+ young people with at least one accepting  
44 adult in their life report significantly lower rates of attempting suicide,  
45 and LGBTQIA+ youth who experience supportive parents/caregivers  
46 are half as likely to report suicidal thoughts and half as likely to report  
47 attempting suicide; and

48 WHEREAS, LGBTQIA+ middle and high school students had 26  
49 percent lower odds of attempting suicide in 2022 when they had access  
50 to at least 1 of 5 of these school-related protective factors: (1) learning  
51 about LGBTQIA+ people and experiences in sex education, (2)  
52 learning about LGBTQIA+ stories and people in history class, (3)



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53 having access to a gender-neutral bathroom, (4) the presence of an  
54 on-campus Gender and Sexuality Alliance or a Gay Straight Alliance,  
55 and (5) teachers who respect student’s pronouns:

56 **RESOLVED**, that the AFT acknowledges that LGBTQIA+  
57 persons face a lifetime on alert due to greater risk of  
58 psychological and physical violence because of their sexual  
59 orientation, gender identity, gender and/or race; and

60 **RESOLVED**, that the AFT will survey and collect anti-violence  
61 and anti-bullying policies that specifically address anti-LGBTQIA+  
62 bias and develop and make available model anti-violence and anti-  
63 bullying policies to local and state affiliates for adoption by state  
64 legislatures, educational boards, employer agencies and boards;  
65 and

66 **RESOLVED**, that the AFT will survey and collect school and  
67 school district policies that support LGBTQIA+ affirming and  
68 inclusive school environments and curriculum for students, make  
69 available model policies to local and state affiliates, and provide  
70 support and strategies for the adoption of such policies by local  
71 educational boards; and

72 **RESOLVED**, that the AFT will continue to develop and  
73 disseminate to local and state affiliates LGBTQIA+ public  
74 relations content and strategies for adoption of LGBTQIA+  
75 affirming policies by state legislatures, educational boards and  
76 employers; and

77 **RESOLVED**, that the AFT will continue to survey and collect  
78 workplace policies and contract language that support LGBTQIA+  
79 affirming and inclusive work environments, make available model  
80 policies and contract language to local and state affiliates, and  
81 provide support and strategies for the adoption of such policies  
82 and contract language by employers; and

83 **RESOLVED**, that the AFT will continue to defend and support  
84 members who are committed to carrying these goals forward; and

85 **RESOLVED**, that the AFT will continue to respond with tangible  
86 and specific actions to help end the need for LGBTQIA+ people,  
87 especially BIPOC and rural LGBTQIA+ people and communities,  
88 to live in a perpetual state of caution at their school, at their  
89 workplace, in their communities, and at times in their own homes;  
90 and

91 **RESOLVED**, that the AFT will continue our advocacy against  
92 the torrent of anti-LGBTQIA+ legislation, and will never end our  
93 fight for the dignity and civil and human rights of all persons-; and

94 **RESOLVED**, that the AFT will recommit resources to achieve  
95 these goals.

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

**23. BROWN V. BOARD OF EDUCATION: HONOR THE MILESTONE, FINISH THE WORK**

**Committee recommends concurrence.**

1 WHEREAS, in 1954, following unyielding efforts by the NAACP and  
2 the courage of the petitioners who brought the case, the U.S. Supreme  
3 Court finally struck down the legal basis for racial discrimination in  
4 public facilities by ruling that segregated public schools were inherently  
5 unconstitutional in *Oliver Brown, et al. v. Board of Education of Topeka,*  
6 *et al.*; and

7 WHEREAS, at the national level, the *Brown* decision was pivotal in  
8 fueling and strengthening civil rights activism in the United States and  
9 must be considered foundational to the achievement of such  
10 transformational legislation as the Civil Rights Act of 1964 and the  
11 Voting Rights Act of 1965; and

12 WHEREAS, with regard to public schools, the *Brown* decision and  
13 the court’s subsequent directive in *Brown* to desegregate schools “with  
14 all deliberate speed” accelerated the movement toward realization of  
15 an equitable, multiracial democracy in the U.S. but also that such  
16 movement was immediately countered by opposition at individual,  
17 institutional and governmental levels by forces bent on defending and  
18 entrenching racial discrimination in education; and

19 WHEREAS, even as historic progress has been made in the  
20 desegregation of schools, continual and continuing resistance and  
21 backlash—what author Carol Anderson terms “white rage”—have  
22 impeded the complete dissolution of segregation in public schools, thus  
23 rendering fulfillment of the principles and practices embedded in *Brown*  
24 incomplete; and

25 WHEREAS, the metrics of public education—literacy, achievement,  
26 discipline, educator diversity, school funding, graduation rates, college  
27 enrollment—all confirm the persistence of dire racial and  
28 socioeconomic inequities in education; and

29 WHEREAS, some of the central moments in the Civil Rights  
30 Movement—from the 1963 March on Washington for Jobs and  
31 Freedom, which was organized by labor activist A. Philip Randolph, to  
32 Martin Luther King Jr.’s solidarity with striking Memphis sanitation  
33 workers at the time of his assassination in 1968—are testament to the  
34 symbiotic relationship between labor and civil rights:

35 **RESOLVED, that the AFT will partner with our local affiliates**  
36 **and state federations throughout 2024 to commemorate and**  
37 **celebrate the 70th anniversary of the *Brown v. Board of Education***  
38 **decision; and**

39 **RESOLVED, that the AFT will honor the authentic legacy of**  
40 ***Brown v. Board of Education* with teacher learning programs and**

41 **resources designed to expand historical understanding of *Brown***  
42 **but also forward-looking programs that document the degree of**  
43 **ongoing racial and socioeconomic divisions in public schools**  
44 **today, and thus underscore the urgency of educator and union**  
45 **advocacy to fully dismantle segregation in our schools.**

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

## 24. SUPPORT FOR NEW FAMILIES

**Committee recommends concurrence as amended below:**

1        WHEREAS, the AFT is dedicated to the welfare and bright future of  
2 all students and members of our communities; and

3        WHEREAS, districts across the country have significant Latine  
4 populations; and

5        WHEREAS, cities across the country are experiencing the harsh  
6 reality of homelessness, including thousands of students, due to lack  
7 of affordability, racism and lack of investments in BIPOC [Black,  
8 Indigenous and people of color] communities; and

9        WHEREAS, Republican Texas Gov. Greg Abbott is playing politics  
10 with the lives of immigrant children, women and men by deporting them  
11 from his state to other cities across the country deemed sanctuary  
12 cities; and

13        WHEREAS, cities like New York City, Washington, D.C., and  
14 Chicago have received thousands of displaced immigrants; and

15        WHEREAS, cities have received insufficient support to assist new  
16 arrivals; and

17        WHEREAS, some schools are better equipped with resources and  
18 community infrastructure to receive students, in particular those  
19 deemed sustainable community schools that have community partners  
20 that house immigration services and have years of experience in doing  
21 immigration advocacy; and

22        WHEREAS, bilingual educators and educators in general are  
23 experiencing an increased number of newcomers each year without  
24 the resources to match; and

25        WHEREAS, interpretation and translation services are a necessity  
26 in schools, yet they are widely unavailable, and those who can interpret  
27 are facing increased difficulties to do so; and

28        WHEREAS, the cities could respond to this crisis by expanding  
29 affordable housing that would help not only address the incoming  
30 population but also the existing houseless:

31        **RESOLVED, that the AFT will condemn the actions of**  
32 **Republican Texas Gov. Abbott; and**

33 **RESOLVED, that the AFT locals will provide support to**  
34 **displaced immigrants by coordinating hands-on volunteer**  
35 **opportunities, developing training to support bilingual educators**  
36 **and educators in general on the rights of immigrant and homeless**  
37 **students and parents; and**

38 **RESOLVED, that the AFT will engage with city and state**  
39 **elected officials and community organizations to advocate for the**  
40 **rights of the displaced immigrants; and**

41 **RESOLVED, that the AFT will demand more robust bilingual**  
42 **services, housing for homeless students, appropriate**  
43 **interpretation staffing, support for educators and support staff**  
44 **who wish to obtain education in becoming bilingual, and filling**  
45 **critical vacancies to assist incoming students displaced by right-**  
46 **wing governors with an equitable and appropriate educational**  
47 **program representative of an actual sanctuary city.**

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

## **25. SUPPORT FOR THE LGBTQIA+ COMMUNITY**

**Committee recommends concurrence as amended below:**

1        WHEREAS, the LGBTQIA+ community should be able to teach,  
2 learn, work, and live freely without fear of harassment and  
3 discrimination; and

4        WHEREAS, our students deserve supportive, welcoming and  
5 affirming school environments, regardless of their sex, sexual  
6 orientation, gender identity or expression; and

7        WHEREAS, conversion therapy, which targets and harms  
8 transgender individuals along with the rest of the LGBTQIA+  
9 community, has been completely banned in Canada, and in New York  
10 and other states, but remains—without law or policy—in over 20 states;  
11 and

12        WHEREAS, many health plans are not allowed to exclude transition-  
13 related care, and healthcare providers are required to treat a person  
14 with respect and according to their gender identity; however, a study  
15 by the Center for American Progress found that LGBTQIA+ patients  
16 report experiencing discrimination in healthcare settings, ultimately  
17 discouraging them from seeking medical care; and

18        WHEREAS, in many states, transgender athletes are unable to  
19 compete in the sports teams that they identify with; and

20        WHEREAS, educators fostering positive LGBTQIA+ environments  
21 are being met with baseless, unfair and hurtful accusations; and

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22 WHEREAS, state school boards and school districts are being  
23 pressured to renounce support for LGBTQIA+ clubs and school  
24 activities; and

25 WHEREAS, a 2021 Centers for Disease Control and Prevention  
26 survey indicated that 43 percent of transgender youth have been  
27 bullied on school property; and 29 percent of transgender youth, 21  
28 percent of gay and lesbian youth, and 22 percent of bisexual youth  
29 have attempted suicide; and

30 WHEREAS, the Trevor Project, a national organization founded to  
31 eradicate suicide and other mental health challenges facing the  
32 LGBTQIA+ community, reports that affirming school environments  
33 were found to have a positive impact in saving young LGBTQIA+ lives;  
34 and

35 WHEREAS, in 2023, a record 520 anti-transgender state laws and  
36 23 national laws were introduced, including more than 30 anti-  
37 transgender bathroom bills, more than 100 anti-LGBTQIA+ curriculum  
38 censorship bills, and 45 anti LGBTQIA+ drag performance ban bills;  
39 and

40 WHEREAS; the Anti-Defamation League and GLAAD reported that  
41 from June 2022 to April 2023, there were over 356 anti-LGBTQIA+ hate  
42 and extremism incidents documented across 46 states and the District  
43 of Columbia (with California, New York and Texas seeing the highest  
44 number of incidents): 138 incidents relating to drag events and  
45 performers, 33 incidents relating to schools and educators, 23 incidents  
46 relating to healthcare facilities and providers, and 22 incidents relating  
47 to government buildings and elected officials; and

48 WHEREAS, these incidents create fear and divide our communities  
49 with mass disinformation and misinformation, continuing a cycle of hate  
50 and bigotry and dismantling the basic freedoms of the LGBTQIA+  
51 community; and

52 WHEREAS, the proponents of the aforementioned laws have  
53 legislated and misused the courts to enact policies that promote  
54 discrimination against lesbian, gay, bisexual, transgender, and queer  
55 or questioning individuals; and

56 WHEREAS, the aforementioned restrictive and punitive measures  
57 make already vulnerable students even less secure, leading to missed  
58 classes, academic underperformance, increased dropout rates, and  
59 increasing their likeliness of homelessness:

60 **RESOLVED, that the AFT will work with state federations and**  
61 **local affiliates to promote strong state and national protections**  
62 **for LGBTQIA+ youth and adults, including:**

- 63 • **Inclusive language in all schools;**  
64 • **Proper use of identifying pronouns and a person's chosen**  
65 **name;**  
66 • **Equitable access to facilities that match gender identities;**

- 67 • Respect for gender expression, including, but not limited to,
- 68 attire and appearance;
- 69 • Policies that allow transgender athletes to compete in the
- 70 sports teams that they identify with;
- 71 • Policies that protect and respect the gender identities of
- 72 students and staff; and
- 73 • Inclusive anti-bullying and anti-harassment policies that
- 74 protect students and staff; and

75 RESOLVED, that the AFT will advocate for the availability of  
 76 gender-affirming medical care and a full range of family planning  
 77 medical care no matter an individual’s state of residence and that  
 78 these services be fully covered by medical insurance; and

79 RESOLVED, that the AFT will advocate for the banning of  
 80 conversion therapy throughout the United States; and

81 RESOLVED, that the AFT will continue to vigorously defend  
 82 school, healthcare, and public employee workers who support  
 83 LGBTQIA+ youth, their families and the broader LGBTQIA+  
 84 community, as well as those who teach about their existence,  
 85 history and the fight for dignity, rights, and pride for LGBTQIA+  
 86 people; and

87 RESOLVED, that the AFT will consider supporting advocacy  
 88 organizations—such as Pride at Work, PFLAG, GLSEN, the  
 89 Human Rights Campaign, Lambda Legal and the Trevor Project;  
 90 identify and support other local, community-based organizations  
 91 that provide services to LGBTQIA+ youth and workers; hang pride  
 92 flags; and celebrate holidays such as National Coming Out Day  
 93 and Pride Month; and

94 RESOLVED, that the AFT will advocate for the inclusion of  
 95 LGBTQIA+ history within history curriculum across the country;  
 96 professional development, continuing education, and training for  
 97 school staff; complaint procedures that are inclusive of  
 98 LGBTQIA+ pupils; and the development and promotion of  
 99 LGBTQIA+ safe space trainings.

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

## 26. BLACK LIVES MATTER AT SCHOOL MONTH

**Committee recommends concurrence as amended below:**

- 1 WHEREAS, the closing of public schools and other school actions  
 2 across the country have negatively and disproportionately impacted  
 3 Black and brown communities; and  
 4 WHEREAS, Black educators have been disproportionately targeted  
 5 for layoffs, have endured persistent racism, both overt and covert, and

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6 have been exploited for their cultural experiences to implement  
7 diversity, equity and inclusion initiatives without receiving adequate  
8 support or recognition~~been at undue risk of losing their jobs~~; and

9 WHEREAS, mandates to teach Black history have been under  
10 attack by right-wing forces that want to distort and deny the vital history  
11 of Black people in the United States and across the world; and

12 WHEREAS, the implementation of ethnic studies and culturally  
13 sustaining curriculums is of critical importance to supporting the  
14 learning needs of all students, but particularly Black and brown  
15 students, as decades of research have demonstrated; and

16 WHEREAS, Black and brown students face suspensions from  
17 school at disproportionate rates even when risk factors such as poverty  
18 and low achievement are controlled for; and

19 WHEREAS, discipline, criminalization and over-policing of Black  
20 and brown students have proven to be ineffective in improving  
21 outcomes and are damaging to their health and well-being, and  
22 restorative practices have proven to be a powerful tool in reducing  
23 disproportionate discipline and improving school climate; and

24 WHEREAS, school districts often ineffectively implement restorative  
25 practices without adequate training, support and understanding of their  
26 role in a developmentally appropriate system of accountability,  
27 consequences and harm reparation; and

28 WHEREAS, increased staffing of social workers and nurses and the  
29 protection of counselor time to do counseling work are vital and should  
30 meet levels recommended by their respective national professional  
31 organizations in order to support and address students' social-  
32 emotional and other needs:

33 **RESOLVED, that the AFT endorses participation and**  
34 **encourages members in all locals to participate in Black Lives**  
35 **Matter at School Week to take place during Black History Month;**  
36 **and**

37 **RESOLVED, that the AFT and its affiliates will host events**  
38 **during or around this week and engage in advocacy, on an**  
39 **ongoing basis, aligned to the national demands for hiring more**  
40 **Black teachers and ending the pushout of Black teachers in our**  
41 **schools, proper implementation of restorative practices in**  
42 **schools and ending zero-tolerance discipline, teaching students**  
43 **Black history and other ethnic studies curriculums, and funding**  
44 **more counselors in schools as opposed to police officers; and**

45 **RESOLVED, that the AFT will encourage its members to wear**  
46 **Black Lives Matter at School shirts to school that week and teach**  
47 **lessons about related topics; and**

48 **RESOLVED, that the AFT executive council and AFT members**  
49 **in classrooms will participate in the Black Lives Matter at School**

50 **Week(s) of Action by teaching one or more lessons in our**  
51 **classrooms.**

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

## **27. OPPOSING THE WEAPONIZATION OF ANTISEMITISM**

**Committee recommends non-concurrence.**

1        WHEREAS, the AFT is on record calling for an immediate end to the  
2 relentless bombing of Gaza. The AFT also reiterates our long-standing  
3 and uncompromising opposition to antisemitism, Islamophobia and all  
4 forms of hate and incitement to violence. The AFT defends the  
5 reasonableness of criticizing Israel while forcefully condemning the rise  
6 of antisemitism. It is equally reasonable to support Palestinian  
7 independence without opposing an Israeli state that lives in harmony  
8 with its neighbors and abandons the project of apartheid occupation;  
9 and

10        WHEREAS, as educators, healthcare professionals and public  
11 service professionals, we are sick at heart over the toll of the war on  
12 Gaza. As the bombing continues, despite orders from the International  
13 Court of Justice to desist, the death toll is now in the tens of thousands;  
14 and

15        WHEREAS, students across the U.S. have risked their scholastic  
16 standing and career prospects to oppose the killing. We are proud of  
17 them; and

18        WHEREAS, opponents of this burgeoning anti-war movement have  
19 levied charges of antisemitism against those who oppose the assault  
20 on Gaza. This is a false characterization of antisemitism; and

21        WHEREAS, right-wing antisemitism in the U.S. is a serious threat. It  
22 has led to synagogue shootings in 2018 and 2019. White nationalists  
23 in Charlottesville, Va., chanted “Jews will not replace us” in 2017; and  
24 in the 2021 siege on the Capitol, insurgents were seen with pro-  
25 Holocaust paraphernalia. Violent right-wing antisemitism has also been  
26 resurgent in Europe;<sup>1</sup> and

27        WHEREAS, the AFT opposes the International Holocaust  
28 Remembrance Alliance (IHRA) working definition of “antisemitism”  
29 (and similar definitions) in any proposed rule the U.S. Department of  
30 Education may formulate in response to Executive Order 13899, or in  
31 any other policy or practice to enforce civil rights law. This definition of  
32 antisemitism conflates protected political speech with unprotected

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<sup>1</sup> Eitan Hersh and Laura Royden, *Political Research Quarterly*, 2023, Vol. 76(2)  
697–711)



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33 discrimination, and enshrining it into regulation chills the exercise of  
34 First Amendment rights, undermining the agency's legitimate and  
35 important efforts to combat discrimination; and

36 WHEREAS, the American Association of University Professors  
37 correctly notes<sup>2</sup> the clear connection between silencing voices critical  
38 of Israeli state policy and censoring “teaching about racism” in the  
39 United States. Sadly, a partisan effort to weaponize civil rights law  
40 threatens to smother dissent and cast a pall of conformity over our  
41 campuses. It is not the role of the government to terminate political  
42 debates on campus; indeed, government must protect the right of  
43 universities and colleges to foster debates on pressing matters of the  
44 day. Disagreement and dialogue are central to both intellectual inquiry  
45 and democratic self- government; and

46 WHEREAS, the weaponization of accusations of antisemitism in  
47 campaigns to censor dissenting views of the war and the decades-long  
48 Palestinian efforts to govern their own affairs is deeply disturbing. In  
49 education, we insist on the freedom to have unfettered, intellectually  
50 honest, and respectful discussion and to freely debate ideas, even  
51 controversial ideas. That is the hallmark of both American education  
52 and American democracy. We will defend the rights of educators and  
53 their students to participate in intellectually honest discussions, to  
54 articulate and rally around their views, including the ongoing struggle  
55 for Palestinian self-determination; and

56 WHEREAS, any attempt to impose by legal means a highly  
57 polemical and widely contested definition of antisemitism amounts to  
58 reckless state overreach and directly undermines educators’  
59 responsibility to educate. We call on our elected representatives to  
60 stand up in defense of the core values of free speech, free association  
61 and academic freedom that provide the foundation for democratic self-  
62 government and the realization of the academic mission of  
63 Washington’s colleges and universities; and

64 WHEREAS, antidiscrimination law appropriately ensures a safe and  
65 inclusive environment on university campuses. But it is not designed  
66 and should not be employed to foreclose the analysis of current  
67 conflicts or inequities and the historical conditions that gave rise to  
68 them. We believe the American Civil Liberties Union got it right in a  
69 recent letter<sup>3</sup> to the Department of Education: “the federal government  
70 is equipped with the standards to address hostile environment  
71 harassment, including when speech is involved. But the IHRA definition  
72 of antisemitism is not rooted in the legal protections against hostile  
73 environments and instead seeks to prohibit speech based on viewpoint  
74 alone; and

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<sup>2</sup> <https://www.aaup.org/report/legislative-threats-academic-freedom-redefinitions-antisemitism-and-racism>

<sup>3</sup> <https://www.aclu.org/wp-content/uploads/2024/02/Reject-Definitions-of-Anti-Semitism-that-Encompass-Protected-Speech.pdf>

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75 WHEREAS, the ACLU has cautioned: If the Department of  
76 Education were to use the IHRA working definition of antisemitism in  
77 its investigations of Title VI complaints, protected speech would  
78 inevitably be chilled. In fact, the lead author of the original IHRA  
79 definition, Kenneth Stern, has himself opposed the application of this  
80 definition to campus speech, noting that codifying this definition would  
81 lead campus administrators to “fear lawsuits when outside groups  
82 complain about anti-Israel expression, and the University doesn’t  
83 punish, stop or denounce it.” Even if lawsuits and complaints are  
84 dismissed, merely bringing them would likely be sufficient motivation  
85 for schools to censor their communities, fearing recourse from donors,  
86 faculty, political leaders and prospective students. In other countries  
87 that have adopted this definition, universities have routinely censored  
88 speech in a manner that would be unconstitutional if conducted by an  
89 American public university. For example, students in British universities  
90 were subjected to disciplinary proceedings for sharing a Human Rights  
91 Watch infographic, signing a letter in support of a former president of  
92 the UK National Students’ Union who was accused of antisemitism, and  
93 even liking and sharing a social media post, which stated “If you are  
94 silent when it comes to Palestine, you would have been silent at the  
95 time of the Holocaust.”:

96 **RESOLVED, the AFT will oppose H.R. 6090, passed in the U.S.**  
97 **House of Representatives on May 1, 2024, which “provides**  
98 **statutory authority for the requirement that the Department of**  
99 **Education’s Office for Civil Rights take into consideration the**  
100 **International Holocaust Remembrance Alliance’s (IHRA’s)**  
101 **working definition of antisemitism when reviewing or**  
102 **investigating complaints of discrimination based on race, color,**  
103 **or national origin in programs or activities that receive federal**  
104 **financial assistance. According to the IHRA’s working definition,**  
105 **antisemitism is a certain perception of Jews, which may be**  
106 **expressed as hatred toward Jews.” We also oppose the**  
107 **companion Senate Bill 4127, introduced in April 2024, by Sen. Tim**  
108 **Scott of South Carolina; and**

109 **RESOLVED, that the AFT will oppose H.R. 6408, passed by the**  
110 **House on April 15, 2024, which would enable a new category of**  
111 **legal targeting of nongovernmental organizations, particularly**  
112 **those that engage with Palestinians or on Palestinian issues. It**  
113 **would also enable attacks on nonprofits working in any sector on**  
114 **any issue. The bill gives the Department of Treasury the right to**  
115 **remove the tax-exempt status of organizations based solely on an**  
116 **accusation of wrongdoing with virtually no accountability or**  
117 **recourse for those accused. If it were to become law, any**  
118 **presidential administration could use it as a tool to stifle free**  
119 **speech, target political opponents and punish disfavored groups**

120 or those seen as a political threat. We also oppose the companion  
121 Senate Bill 4136; and

122 **RESOLVED**, that adopting the IHRA working definition of  
123 antisemitism would lead to more censorship on campus, and  
124 change the nature of universities, which exist to promote the free  
125 flow of information and marketplace of ideas. While we wholly  
126 support efforts to fight discrimination and harassment through  
127 Title VI complaints and investigations, we strongly caution  
128 against adopting the IHRA definition, or any definition of  
129 discrimination that threatens to censor or penalize political  
130 speech laying at the heart of the First Amendment.

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

## 28. ADOPT GENDER-NEUTRAL LANGUAGE

**Committee recommends referral to Executive Council.**

1            WHEREAS, gender-neutral language is a generic term covering  
2 the use of non-sexist language and gender-inclusive language, and  
3 the purpose of gender-neutral language is to avoid word choices that  
4 may be interpreted as biased, discriminatory or demeaning by  
5 implying that one sex or social gender is the norm;<sup>1</sup> and

6            WHEREAS, using gender-neutral language also helps reduce  
7 gender stereotyping, promotes social change and contributes to  
8 achieving gender equality;<sup>2</sup> and

9            WHEREAS, gender-neutral language is more than a matter of  
10 political correctness—it powerfully reflects and influences attitudes,  
11 behavior and perceptions;<sup>3</sup> and

12            WHEREAS, a growing awareness exists that language matters,  
13 especially in regard to the subtle and not so subtle, as well as the  
14 intended and unintended consequences of language, including  
15 implicit or explicit bias;<sup>4</sup> and

16            WHEREAS, per our Constitution and Bylaws, the AFT is  
17 committed to fighting “all forms of bias due to race, creed, color,  
18 national origin, disability, sex, sexual orientation, gender identity or  
19 expression, and social, political or economic status;”<sup>5</sup> and

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<sup>1</sup> European Parliament, “Gender-neutral Language in the European Parliament.”  
[http://www.europarl.europa.eu/cmsdata/151780/GNL\\_Guidelines\\_EN.pdf](http://www.europarl.europa.eu/cmsdata/151780/GNL_Guidelines_EN.pdf)

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> City of Urbana, “Draft resolution regarding the implementation of gender-inclusive language in official written and verbal communications.”  
[https://urbanaininois.us/sites/default/files/attachments/Discussion\\_Gender\\_Inclusive\\_Language\\_Resolution\\_DRAFT\\_updated.pdf](https://urbanaininois.us/sites/default/files/attachments/Discussion_Gender_Inclusive_Language_Resolution_DRAFT_updated.pdf)

<sup>5</sup> AFT, “2022 Constitution and Constitution and Bylaws.”

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20 WHEREAS, the AFT is committed to promoting inclusivity and, per  
21 our Constitution and Bylaws, avows that no “discrimination shall ever  
22 be shown toward individual members or applicants for membership  
23 because of race, creed, color, national origin, disability, sex, sexual  
24 orientation, gender identity or expression, and social, political or  
25 economic status;”<sup>6</sup> and

26 WHEREAS, continued use of linguistic conventions that  
27 differentiate and identify people by perceived gender may undermine  
28 the AFT’s commitments to fighting bias and discrimination and  
29 promoting inclusivity; and

30 WHEREAS, adopting gender-neutral language may help the AFT  
31 affirm our commitment to building a safe, diverse, compassionate,  
32 inclusive, respectful and welcoming community:

33 **RESOLVED, that the AFT will prepare amendments to the AFT**  
34 **Constitution and Bylaws that replace gender-specific language**  
35 **(including the pronouns he, him, his, she, her, hers) with gender-**  
36 **neutral language (they, them, theirs) and refer them to the 2026**  
37 **AFT convention; and**

38 **RESOLVED, that the AFT will use gender-neutral language in**  
39 **all new policies and that all policy documents up for revision be**  
40 **edited to adopt gender-neutral language; and**

41 **RESOLVED, that all future communications from the AFT,**  
42 **including new webpages, press materials, reports, recruiting**  
43 **materials and fliers, use gender-neutral language; and**

44 **RESOLVED, that where gender-specific references are not**  
45 **substantive to the document in question, gender-neutral**  
46 **language revisions will be made administratively (in other words,**  
47 **not requiring a vote of the AFT executive council); and**

48 **RESOLVED, that in the conduct of routine proceedings,**  
49 **meetings, staff presentations, official videos and other verbal**  
50 **communications, whenever practical and appropriate, the AFT**  
51 **will utilize gender-inclusive positions, titles and forms of address**  
52 **(for example, “supervisor,” “spokesperson,” “chair,”**  
53 **“professor/officer emerit,” “alum,” “cousin,” “sibling,”**  
54 **“Welcome, everyone!” and “Good evening, folks”); and**

55 **RESOLVED, that, in the furtherance of gender inclusivity, the**  
56 **AFT will forward this resolution to our locals and state federations**  
57 **and offer them support/advice in the process of revising language**  
58 **in their own policies, documents and practices.**

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

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<https://www.aft.org/sites/default/files/media/documents/2022/aftconstitution2022.pdf>

<sup>6</sup> Ibid.

**INTERNATIONAL RELATIONS COMMITTEE**

Committee Chair: Peter Goodman, United Federation of Teachers, Local 2

Committee Secretary: Joshua Gary, AFT West Virginia

**30. FOR AN END TO THE WAR IN GAZA AND LASTING  
PEACE, SECURITY AND SELF-DETERMINATION FOR  
ISRAEL AND PALESTINE**

**Committee recommends concurrence.**

1 **RESOLVED, that the AFT issue the following statement:**

2       **The histories of the Israeli Jewish and Palestinian peoples are**  
3 **filled with heart-rending stories of oppression and the terrible loss**  
4 **of human life. Over the last 100 years, those histories have been**  
5 **intertwined in an ongoing, shared tragedy, with the latest chapter**  
6 **beginning on Oct. 7 and the war in Gaza. Nearly 1,200 Israeli Jews,**  
7 **Israeli Palestinians, Israeli Bedouins and foreign guest workers,**  
8 **including children, died on Oct. 7: It was the most significant**  
9 **mass murder of Jews since the Shoah, the Nazi Holocaust during**  
10 **World War II. Over 35,000 Palestinians—and most painfully, over**  
11 **8,000 Palestinian children—have died in the ensuing war in Gaza:**  
12 **This is more than double the number of Palestinians who died in**  
13 **the Nakba, the event of Palestinian displacement in 1948.**

14       **In the face of this unspeakable tragedy, the AFT says: the war,**  
15 **the violence and the bloodshed must end, and they must end now.**  
16 **We repeat our call of January of this year, which has only become**  
17 **more morally urgent over the subsequent months: for an**  
18 **immediate bilateral cease-fire, guaranteed by the international**  
19 **community; for the immediate delivery of desperately needed**  
20 **humanitarian aid—food, medical supplies, clothing and**  
21 **emergency shelter—to the people of Gaza; and for the immediate**  
22 **release of all Israeli hostages held by Hamas.**

23       **There are truths that define the path not only to an end of this**  
24 **horrific war, but also to a resolution of 100 years of conflict and**  
25 **bloodshed between Israel and Palestine. There is no military**  
26 **solution to this conflict, no way forward that rests on the**  
27 **domination of one people and the subordination of the other, no**  
28 **force of arms that can bring lasting peace and security. The only**  
29 **way forward is one that recognizes that there are two peoples of**  
30 **approximately equal size that reside in this small part of the world,**  
31 **each with historic ties to the land, each with the right to live in**  
32 **freedom and peace, and each with the right to national self-**  
33 **determination—including the right to govern themselves in their**  
34 **own state. A cease-fire must be the first step on a journey that**  
35 **concludes with two states for two people: peace, freedom and**  
36 **self-determination will be possessed by both peoples, or they will**  
37 **remain out of reach for all.**

38       **We support a cease-fire accepted by both Israel and Hamas**  
39 **that will bring a permanent close to this war, as advocated by**  
40 **President Biden on May 31, and begin the process of achieving a**  
41 **lasting peace. Further, we support that U.S. aid to Israel should be**  
42 **used only for purposes that conform with American and**  
43 **international law: American military aid cannot be used in ways**  
44 **that facilitate the seizure of Palestinian land, the violent**  
45 **dispossession of Palestinian communities, and the annexation of**  
46 **occupied Palestinian territory. Nor can U.S. military aid be used**  
47 **to harm civilian populations.**

48       **An end to this war has proven so difficult because of the**  
49 **absence of a will to end it. Hamas has demonstrated a readiness**  
50 **to sacrifice Palestinian life on a massive scale when it thinks it will**  
51 **serve its ends: It began this war with its attacks on Oct. 7, and it**  
52 **has continually insisted that it be ended on its terms. The**  
53 **Palestinian people have suffered under the dictatorial rule of**  
54 **Hamas, which has brutally repressed and eliminated its**  
55 **Palestinian opponents. It is not a credible partner for peace,**  
56 **security or a two-state solution; the Palestinian leadership to**  
57 **accomplish these objectives will come from other sources.**

58       **Israeli Prime Minister Netanyahu and his far-right government**  
59 **are an obstacle to achieving lasting peace, freedom, and security.**  
60 **He has opposed a two-state solution, and stood idle as extremist**  
61 **setters have engaged in violence and land theft against**  
62 **Palestinians on the West Bank, and as they have cruelly blocked**  
63 **emergency food aid to Gaza. Netanyahu has an interest in**  
64 **prolonging the war to escape the public scrutiny of his colossal**  
65 **failure to protect Israel's citizens and his own pending criminal**  
66 **prosecution. While Israel's initial cause of war—self-defense**  
67 **against the criminal acts of Oct. 7—was just, the ways in which**  
68 **the Netanyahu government has prosecuted it—its sanctioning of**  
69 **indiscriminate and disproportionate violence, resulting in a**  
70 **massive civilian death toll—has made it unjust. It is past time for**  
71 **an election so that Israelis can choose leaders committed to**  
72 **democracy, security and a peace process.**

73       **The AFT supports those forces in Israel and in Palestine that**  
74 **seek a different future for themselves—a democratic future where**  
75 **Israelis and Palestinians can both live in dignity, with peace and**  
76 **self-determination for all. We reaffirm our work with civil society**  
77 **organizations and unions in Israel and Palestine—such as the**  
78 **Hand-in-Hand schools, Standing Together, and the Parents**  
79 **Circle-Families Forum—that are committed to that different**  
80 **future, and working to bring it into a reality. Rather than turn away**  
81 **and divest from Israel and Palestine, now is the moment to**  
82 **rededicate ourselves to support for that future, starting with the**

83 **reconstruction of Gaza and the West Bank, focusing on education**  
 84 **and healthcare.**

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

### 31. HOPE AND RESILIENCE IN HAITI

#### **Committee recommends concurrence.**

1            WHEREAS, the AFT and Haiti have strong and enduring ties, as  
 2 we are linked by family and profession, and many AFT teachers,  
 3 nurses and students are proudly of Haitian descent; and

4            WHEREAS, the United Federation of Teachers and the Vermont  
 5 Federation of Nurses and Health Professionals led early-response  
 6 healthcare teams in the wake of Haiti's devastating earthquake; and

7            WHEREAS, then-Secretary-Treasurer Lorretta Johnson brought an  
 8 AFT delegation to Port-au-Prince to help open a neighborhood free  
 9 clinic serving the families of union workers; and

10           WHEREAS, we recognize that while Haiti was the first Caribbean  
 11 nation to gain independence from European powers and was once one  
 12 of the wealthiest colonies of the Americas, it is now the Western  
 13 Hemisphere's poorest country; and

14           WHEREAS, the challenges facing Haiti are daunting, and the  
 15 Haitian people are trying to persevere amid political instability, social  
 16 unrest, financial greed, financial profiteering from other countries, the  
 17 central government's inability to deliver much-needed public services  
 18 for its people, and the devastation caused by climate change and  
 19 natural disasters; and

20           WHEREAS, we acknowledge that the transformation of Haiti rests  
 21 ultimately in the hands of its own people, who will need to initiate a  
 22 multiparty dialogue and elect a new government that delivers human  
 23 rights, civil liberties and equality—a solution for Haitians, by Haitians;  
 24 and

25           WHEREAS, we assert that through all the years of civil strife,  
 26 Haitian educators and nurses have functioned as strong voices for the  
 27 protection of the people by denouncing the country's episodes of  
 28 violence against women and girls; fighting the recruitment of  
 29 schoolboys into criminal gangs; fighting the illegal trafficking in arms,  
 30 drugs and forced labor; and reaching across political lines to oppose  
 31 the growing polarization of society; and

32           WHEREAS, we have seen that the government has tried to  
 33 intimidate Haitian unions, but the government's strong-arm tactics have  
 34 failed because unions and their community allies stood in resistance  
 35 for what is right and fair, and the fight continues for labor union rights  
 36 and the right to organize; and

37 WHEREAS, despite all the challenges facing Haiti, we remain  
38 resolutely optimistic about the power of educators, healthcare workers,  
39 public sector employees and their unions to promote democracy and  
40 social justice in Haiti:

41 **RESOLVED, that we stand in unity with the people of Haiti and**  
42 **remain committed to defending and promoting the vital work of**  
43 **the public sector, because we know that high-quality public**  
44 **services are the vehicle by which people gain opportunity and**  
45 **freedom; and**

46 **RESOLVED, that to monitor events in Haiti and to identify**  
47 **credible aid organizations to partner with, we will empower a**  
48 **committee of AFT leadership and members—including members**  
49 **from the Haitian-American AFT community, faith groups, our**  
50 **regional trade union network and other donors—to show**  
51 **humanitarian solidarity with the people of Haiti.**

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

## **32. UKRAINE: TEACHERS' AND STUDENTS' SOCIAL AND EMOTIONAL WELL-BEING**

**Committee recommends concurrence.**

1 WHEREAS, the AFT's solidarity with the Trade Union of Education  
2 and Science Workers of Ukraine and its members is long-standing and  
3 was strongly expressed in our 2022 convention resolution "Solidarity  
4 with Ukraine"; and

5 WHEREAS, AFT President Randi Weingarten and Vice Presidents  
6 Dan Montgomery and Shari Obrenski have traveled to Ukraine at the  
7 invitation of TUESWU and met with hundreds of members and leaders  
8 and personally witnessed the impact of the war with Russia on teachers  
9 and students; and

10 WHEREAS, the AFT's support for Ukraine's teachers and students  
11 has been lifted through partnerships with TUESWU, Education  
12 International, the Solidarity Center, the Ukraine Children's Action  
13 Project, Human Rights Watch, the Illinois Federation of Teachers, Save  
14 Ukraine, and the Kosciuszko Foundation; and

15 WHEREAS, the generational impact of the war has been  
16 devastating: More than 6 million Ukrainians have fled the country;  
17 3,798 educational institutions have been bombed, of which 365 have  
18 been completely destroyed; and only 52 percent of students are  
19 optimistic about the future of Ukraine; and



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20 WHEREAS, the AFT and TUESWU have worked with Human  
21 Rights Watch in Ukraine to document Russia’s attacks on Ukraine’s  
22 education sector—the loss of schools, the crises among teachers and  
23 the tragic impact on communities; and

24 WHEREAS, the AFT and many affiliates, including the IFT, have  
25 long experience in offering trauma-informed instruction training to  
26 teachers and staff, and the AFT is committed to working with TUESWU  
27 in the development of professional development methodology to  
28 address the social and emotional trauma experienced by teachers and  
29 students, using the tools developed by a team of trauma psychologists  
30 at Columbia University for the Ukraine Children’s Action Project:

31 **RESOLVED, that the AFT will support TUESWU in developing**  
32 **and offering a union-sponsored professional development course**  
33 **for its members in trauma-informed education and social and**  
34 **emotional well-being. Over the next two to three years, in**  
35 **collaboration with the Solidarity Center and the Ukraine**  
36 **Children’s Action Project, TUESWU and the AFT will conduct**  
37 **focus groups and pilot, monitor, roll out, evaluate and refine a**  
38 **continuing series of online and in-person tools to address the**  
39 **social and emotional impact on teachers and students of the war**  
40 **and its aftermath. After initial focus groups and training of**  
41 **leaders, the Ukrainian teachers union will be well-positioned and**  
42 **have the capacity to cascade this training forward and reach its**  
43 **1.5 million members throughout the country; and**

44 **RESOLVED, that the AFT will inform the Department of State,**  
45 **civil society organizations, global trade union partners and other**  
46 **stakeholder organizations of the ongoing impact of this project;**  
47 **further, the AFT will advocate among government and contracting**  
48 **agencies to include the concepts of trauma-informed education**  
49 **and educators’ social and emotional well-being in their**  
50 **development assistance programs; and**

51 **RESOLVED, that the AFT will broadly distribute the Human**  
52 **Rights Watch report on the impact of the war on Ukraine’s**  
53 **physical and education infrastructure, highlighting violations of**  
54 **the additional protocol to the Geneva Convention’s “fundamental**  
55 **guarantee” of protecting children, schools and education, even in**  
56 **areas of armed conflict.**

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

## 29. IRAN: HUMAN RIGHTS, LABOR RIGHTS

### **Committee recommends concurrence.**

1 WHEREAS, in recent years, the world has witnessed the inhumane  
2 response of the Iranian regime as it violently attacked and terrorized  
3 people who protested the death of Jina Mahsa Amini—a young Iranian  
4 Kurdish woman arrested for not observing Iran’s dress code—while  
5 she was in custody. The Woman, Life, Freedom movement that has  
6 arisen in response from those protests continues the fight for a life of  
7 respect, dignity and justice; and

8 WHEREAS, the struggle for human rights in Iran has deep roots,  
9 reaching across all parts of civil society, including trade unions, which  
10 have long sought their rights to freedom of expression and association.  
11 Yet today, workers are still high-profile targets of government  
12 repression, subject to intimidation, violence and imprisonment; and

13 WHEREAS, Iran’s educators have been especially targeted, with  
14 authorities not allowing peaceful trade union demonstrations over  
15 teachers’ poor wages, the inadequate education budget and the jailing  
16 of educators in the country’s most notorious prisons. Hundreds of  
17 teachers have been summoned and interrogated on baseless and false  
18 national security charges, and hundreds more have suffered pay cuts  
19 and have been suspended from work, forced to retire, or dismissed  
20 outright; and

21 WHEREAS, although Iran is a member of the International Labor  
22 Organization, it has not yet ratified the ILO Conventions guaranteeing  
23 the right to organize and the right to collective bargaining. We remain  
24 steadfast in our belief that labor rights defenders play an important role  
25 not only in protecting workers but also in protecting the people’s right  
26 to have a voice in their societies:

27 **RESOLVED, that the AFT will advocate to the United Nations**  
28 **Commission on the Status of Women for the courageous, history-**  
29 **making movement: Woman, Life, Freedom. We join its call for**  
30 **equality, dignity, development, democracy and peace; and**

31 **RESOLVED, that the AFT will urge the AFL-CIO to advocate for**  
32 **responses from Iran to a number of worker issues raised by the**  
33 **International Labor Organization’s Committee of Experts,**  
34 **including inquiries about basic labor rights, anti-discrimination**  
35 **and protection from exploitation at work; and**

36 **RESOLVED, that the AFT will inform the Department of State**  
37 **and relevant members of Congress that we condemn Iran’s**  
38 **brutality against its trade union movement. We will continue—**  
39 **despite the difficulties and the dangers—to work with Education**  
40 **International, Public Services International, global trade unions,**

41 **and local Iranian civil society organizations in finding ways to**  
42 **extend solidarity to teachers and other trade unionists in Iran.**

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

### **35. SUPPORT WORKERS' RIGHTS IN THE PHILIPPINES**

**Committee recommends non-concurrence.**

1        WHEREAS, workers in the Philippines face an ever worsening  
2 economic situation, including low wages, high inflation, lack of job  
3 security, and attacks on their rights to organize; and

4        WHEREAS, these economic conditions lead to the forced migration  
5 of Filipinos in search of work abroad, including as nurses, teachers,  
6 caregivers, domestic workers, construction workers and seafarers  
7 where they often face discrimination, low wages and hazardous  
8 working conditions; and

9        WHEREAS, labor activists in the Philippines are routinely “red-  
10 tagged,” a practice where government entities label activists and critics  
11 as terrorists, which often leads to harassment, detention, imprisonment  
12 or extrajudicial killing; and

13        WHEREAS, red-tagging and other forms of state repression have  
14 led to the murders of Alex Dolorosa and Jude Fernandez, just two of  
15 over 72 labor-related killings since 2016; and

16        WHEREAS, the International Labor Organization has condemned  
17 the deadly practice of red-tagging, which continues under the  
18 government of Ferdinand Marcos Jr.; and

19        WHEREAS, the Marcos Jr. regime continues to open up the country  
20 to plunder and exploitation at the hands of foreign corporations,  
21 including Oregon-based NuScale Power by promoting neoliberal  
22 reforms that deregulate and privatize the economy, including changing  
23 the constitution to allow 100 percent foreign ownership of the energy,  
24 advertising and education sectors; and

25        WHEREAS, the U.S. provides security assistance to the Philippines  
26 in the form of military aid, intelligence and training, including over \$1.14  
27 billion in military aid since 2015, and conducts regular joint military  
28 exercises with the Armed Forces of the Philippines, which is  
29 responsible for war crimes, including ongoing indiscriminate aerial  
30 bombings in the countryside and the harassment, red-tagging, forced  
31 disappearance, detention, torture and extrajudicial killing of activists,  
32 including labor organizers; and

33        WHEREAS, this U.S.-backed state repression has a chilling effect  
34 on the ability of workers to organize and fight for their basic rights; and

35 WHEREAS, the Philippine Human Rights Act (PHRA) would halt  
36 U.S. military aid to the Philippines until there are accountability  
37 measures in place; and

38 WHEREAS, workers' rights at the international level are laid out in a  
39 number of human rights conventions and treaties, including the  
40 Universal Declaration of Human Rights (1948) and the International  
41 Covenant on Economic, Social and Cultural Rights (1966); and

42 WHEREAS, the AFT mission statement reads: "The AFT is a union  
43 of professionals that champions fairness; democracy; economic  
44 opportunity; and high-quality public education, healthcare and public  
45 services for our students, their families and our communities"; and

46 WHEREAS, 24 cents of every U.S. tax dollar goes to the U.S.  
47 military, while 2.2 cents of every U.S. tax dollar goes to education;<sup>1</sup> and

48 WHEREAS, the AFL-CIO awarded the Philippine labor movement  
49 with its 2023 George Meany-Lane Kirkland Human Rights Award for its  
50 "dedication and courage" in the face of "aggressive surveillance,  
51 mistreatment, torture, imprisonment and even killings of workers"; and

52 WHEREAS, AFT members have thus far demonstrated their support  
53 for workers' struggles in the Philippines through:

- 54 • Mobilizing to Seattle to protest the Asia-Pacific Economic  
55 Cooperation and the negative effects of neoliberal reforms on  
56 workers both in the U.S. and in countries like the Philippines;
- 57 • Attending the speaking tour of Kilusang Mayo Uno labor leader  
58 Elmer Labog;
- 59 • Signing a letter in support of Justice for Jude in the wake of the  
60 murder of Kilusang Mayo Uno labor organizer Jude Fernandez by  
61 the Philippine National Police;
- 62 • Rallying outside Sen. Jeff Merkley's office in support of the PHRA;
- 63 • Struggling against military aggression by rallying and opposing  
64 JROTC in their schools in solidarity with students, veterans and  
65 victims of U.S. aggression; and
- 66 • Planning, participating in, and speaking at International Human  
67 Rights Day in Portland:

68 **RESOLVED, the AFT will commit to building solidarity for the**  
69 **fight for workers' rights in the Philippines through:**

- 70 • **Demanding an end to U.S. military aid to the Philippines by**  
71 **supporting the passage of the PHRA;**
- 72 • **Continuing to provide education about the conditions facing**  
73 **workers in the Philippines and the role of the U.S. in**  
74 **supporting the brutal anti-worker policies of Ferdinand**  
75 **Marcos Jr.;**
- 76 • **Partnering with the International Coalition for Human Rights**  
77 **in the Philippines in continuing to build solidarity for the**

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<sup>1</sup> <https://www.nationalpriorities.org/analysis/2019/tax-day-2019/where-your-tax-dollar-was-spent-2018/>

- 78        **fight for workers' rights in the Philippines;**  
79        • **Opposing all unequal military and economic agreements**  
80        **between the U.S. and the Philippines;**  
81        • **Supporting the demands and campaigns of Filipino workers,**  
82        **many of whom work dangerous, underpaid jobs as teachers,**  
83        **nurses, caregivers and seafarers;**  
84        • **Committing to AFT participation in labor solidarity missions**  
85        **to the Philippines and support in future U.S. tours of labor**  
86        **leaders from the Philippines.**

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

**38. NATIONAL LABOR NETWORK FOR CEASEFIRE  
STANDS IN SOLIDARITY WITH CAMPUS PROTESTERS,  
DEMANDS THEIR RIGHTS TO PROTEST AND FREE  
SPEECH BE RESPECTED**

**Committee recommends referral to Executive Council.**

1        WHEREAS, unions formed the National Labor Network for  
2        Ceasefire out of a shared call for a ceasefire in Gaza, the safe return  
3        of Hamas' hostages, and safe passage for urgently needed  
4        humanitarian aid to those displaced, starved and injured by Israel's  
5        campaign in Gaza. We see that demand broadly reflected in campus  
6        protests; and

7        WHEREAS, as trade unionists, we can never support efforts to  
8        repress, intimidate or deploy state-sanctioned violence against those  
9        exercising their democratic rights of free speech and who protest, strike  
10        or demand justice; and

11        WHEREAS, the repressive response of certain university  
12        administrators and local police to these protests is also a labor rights  
13        issue. Faculty, student workers and other campus workers—many of  
14        whom belong to our unions—are among those who have been arrested  
15        and forcibly removed from the protests, or suspended from their work.  
16        University staff have been ordered to clear protests led by students,  
17        their fellow workers and union members:

18        **RESOLVED, that the AFT expresses its solidarity with those**  
19        **students, faculty and other academic workers across the United**  
20        **States who have faced a repressive and violent crackdown of their**  
21        **protests of the war in Gaza; and**

22        **RESOLVED, that the AFT demands that campus**  
23        **administrators cease their campaign of threats, suspensions and**  
24        **expulsions against peaceful protesters and cease using law**

25 enforcement agencies to disrupt and attack them. Academic  
26 freedom, free speech, the right to assemble and the right to  
27 protest are fundamental rights, and they must be respected on  
28 campuses and across the country. The time for peace is now.

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

### 33. SELL STATE OF ISRAEL BOND

**Committee ruled out of order because it would violate the AFT Constitution.**

1 WHEREAS, the AFT holds only one bond of a foreign government,  
2 which is the state of Israel, and  
3 WHEREAS, the AFT's state of Israel bond is valued at \$150,000:

4 **RESOLVED, that the AFT will redeem its state of Israel bond**  
5 **and shall purchase no further bonds from the state of Israel.**

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

### 34. AFT DIVESTMENT FROM STATE OF ISRAEL BOND

**Committee ruled out of order because it would violate the AFT Constitution.**

1 WHEREAS, over 35,500 Palestinians have been killed since Oct.  
2 7, 2023; and  
3 WHEREAS, among Palestinians killed by Israeli forces in their  
4 current offensive in Gaza, civilians are disproportionately and  
5 overwhelmingly represented, particularly Palestinian children who total  
6 almost half of all Palestinian deaths; and  
7 WHEREAS, the Palestinian General Federation of Trade Unions  
8 has issued an urgent global call to action, calling on unions everywhere  
9 to end funding to Israel; and  
10 WHEREAS, U.S. labor's condemnation of the humanitarian crisis in  
11 Gaza created by Israel and subsequent calls for cease-fire includes  
12 over 200 locals from the United Auto Workers, Service Employees  
13 International Union, American Association of University Professors,  
14 United Steelworkers, Teamsters, UNITE HERE, AFL-CIO, Higher

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15 Education Labor United, Industrial Workers of the World, National  
16 Education Association and many more; and

17 WHEREAS, Israeli military attacks have since October 2023  
18 destroyed or damaged all 12 Palestinian universities that were  
19 operating in 2023 in Gaza and 80 percent of schools, leaving at least  
20 625,000 children currently without access to education, a condition  
21 described by Palestinian and international scholars as “scholasticide”;  
22 and

23 WHEREAS, Israeli forces have killed more than 480 healthcare  
24 workers since October 2023, destroyed most hospitals and healthcare  
25 centers in Gaza, leaving only 10 out of 36 hospitals “somewhat  
26 functional” and only 20 out of 80 of the primary healthcare centers still  
27 operational, with 75 percent of hospitals and 100 percent of primary  
28 healthcare centers in the North of Wadi Gaza nonfunctional; and

29 WHEREAS, as educators and healthcare workers, we condemn the  
30 destruction of schools and healthcare facilities in any and every part of  
31 the world; and

32 WHEREAS, The AFT holds only one bond of a foreign government,  
33 which is the state of Israel, a country internationally accused of  
34 committing war crimes, crimes against humanity and genocide; and

35 WHEREAS, The AFT’s state of Israel bond, which helps fund  
36 Israel’s scholasticide and genocide, and pays for Israel’s long-standing  
37 occupation of the Gaza Strip, the West Bank, including East Jerusalem,  
38 and the apartheid regime against Palestinians everywhere is valued at  
39 \$150,000:

40 **RESOLVED, that the AFT will redeem its state of Israel bond**  
41 **and will purchase no further bonds from foreign governments.**

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

**36. STOP ENABLING GENOCIDE: HALT U.S. MILITARY  
AID TO ISRAEL**

**Precluded by recommendation of concurrence with Resolution  
#30.**

1 WHEREAS, the AFT has long championed human rights in Central  
2 and South America, Southeast Asia, China, Russia and many other  
3 parts of the globe. As educators, paraprofessionals, nurses, and those  
4 who serve our youth and communities, responding to and advocating  
5 for the communities we serve extends beyond the walls of a classroom,  
6 school, school bus or hospital. We are more tightly connected across  
7 the planet than ever before; our jobs and our union are called to

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8 address world crises that extend beyond local, state or national  
9 borders. This is especially true of the unprecedented humanitarian  
10 crisis facing Palestinian civilians and children from Israel's invasion and  
11 occupation of Gaza; and

12 WHEREAS, the International Court of Justice in January issued an  
13 interim ruling<sup>1</sup> that Israel is plausibly committing genocide, ordering  
14 them to stop genocidal acts and take measures to guarantee that  
15 humanitarian assistance is provided to civilians in Gaza.<sup>2</sup> Francesca  
16 Albanese, the U.N. special rapporteur on human rights in the occupied  
17 Palestinian territories, issued a report on an "Anatomy of a Genocide"<sup>3</sup>  
18 that says she believes Israel has committed "acts of genocide in Gaza."  
19 She presented her report to U.N. member states in Geneva;<sup>4</sup> and

20 WHEREAS, the United Nations Human Rights Council passed a  
21 resolution on Friday, April 5, condemning Israel's treatment of civilians  
22 in Gaza and demanding a halt in all arms sales to Israel.<sup>5</sup> Canada, the  
23 Netherlands, Japan, Spain and Belgium have all announced their  
24 intention to stop shipping weapons to Israel;<sup>6</sup> and

25 WHEREAS, a coalition of a dozen labor unions and liberal  
26 organizations, including the National Education Association, Service  
27 Employees International Union, MoveOn and NextGen America sent a  
28 letter to the White House on April 11, 2024, demanding that President  
29 Biden end military aid to Israel until its government lifts restrictions on  
30 humanitarian aid to Gaza. The letter calls on President Biden to enforce  
31 the Foreign Assistance Act, which bars military support from going to  
32 any nation that restricts the delivery of humanitarian aid;<sup>7</sup> and

33 WHEREAS, the U.N. agency for Palestinian refugees (UNRWA)  
34 released a statement in March 2024 on the astronomical human toll of

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<sup>1</sup> "World Court orders Israel to take actions to address Gaza Famine," *Middle East Monitor*. 28 March 2024. <https://www.middleeastmonitor.com/20240328-world-court-orders-israel-to-take-action-to-address-gaza-famine/>

<sup>2</sup> "Israeli army continues genocide crimes in Gaza during Eid-al-fitr: Media Office," *Middle East Monitor*. 10 April 2024. <https://www.middleeastmonitor.com/20240410-israeli-army-continues-genocide-crimes-in-gaza-during-eid-al-fitr-media-office/>

<sup>3</sup> Albanese, Francesca. "Anatomy of a Genocide," *UN Human Rights Council*. 26 Feb - 5 April 2024. <https://www.ohchr.org/sites/default/files/documents/hrbodies/hrcouncil/sessions-regular/session55/advance-versions/a-hrc-55-73-auv.pdf>

<sup>4</sup> Foulkes, Imogen. "Gaza war: UN rights expert accuses Israel of Acts of genocide," *BBC News*. 27 March 2024. <https://www.bbc.com/news/world-middle-east-68667556>

<sup>5</sup> "Gaza situation: UN rights body demands halt to arms sales to Israel," *EFE*. 5 April 2024. <https://efe.com/en/latest-news/2024-04-05/un-rights-body-demands-halt-to-arms-sales-to-israel-condemns-treatment-of-gaza-civilians/>

<sup>6</sup> Tait, Robert. "Which countries supply Israel with arms and why is Biden reluctant to stop?" *The Guardian*. 9 April 2024. <https://www.theguardian.com/world/2024/apr/09/us-israel-weapons>

<sup>7</sup> Epstein, Reid J. "Democratic Coalition Send Biden a Demand on Military Aid to Israel," *New York Times*. 12 April 2024. <https://www.nytimes.com/2024/04/12/us/politics/letter-biden-israel-gaza.html?smid=nytcore-ios-share&referringSource=articleShare>



35 Israel's invasion and occupation in Gaza, especially on Palestinian  
 36 children. The report stated that, "more children have been killed there  
 37 in recent months than in four years of conflict worldwide." As of March  
 38 2024, 12,300 children had died in Gaza in the last four months,  
 39 compared with 12,193 globally between 2019 and 2022;<sup>8</sup> and

40 WHEREAS, the United Nations Relief and Works Agency  
 41 (UNRWA) Commissioner-General Philippe Lazzarini cited the recent  
 42 Gaza health authority data as "staggering" and stated, "This war is a  
 43 war on children. It is a war on their childhood and their future."<sup>9</sup> As a  
 44 result of this war, in Gaza, "a child is killed every 15 minutes, one out  
 45 of every 100 children in Gaza";<sup>10</sup> and

46 WHEREAS, this war has been utterly devastating for Palestinians;  
 47 as of March 2024, more than 35,000 people in Gaza<sup>11</sup> have died—70  
 48 percent of whom are women and children—and more than 70,000  
 49 people have been injured since October, the local health ministry said  
 50 in its latest report."<sup>12</sup> A report from the World Bank, the European Union  
 51 and the United Nations issued in early April states that, "Palestinians  
 52 in Gaza now make up 80 percent of all people facing famine or severe  
 53 hunger worldwide"<sup>13</sup>; and

54 WHEREAS, international concerns for Israeli abuses of  
 55 Palestinians in Gaza and the West Bank predate Oct. 7, 2023, going  
 56 back decades. Just in the span of 2008 and the first half of 2023, over  
 57 6,000 Palestinians have been killed in confrontations "in the context of  
 58 the occupation and conflict" with "... many incidents raising concerns  
 59 over violation of international law and lack of accountability."<sup>14</sup> Between  
 60 2000 and 2019, more than 10,000 Palestinian children were arrested,

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<sup>8</sup> "Gaza: Number of children killed higher than from four years of world conflict," *United Nations Turkiye*. 14 March 2024. <https://turkiye.un.org/en/263401-gaza-number-children-killed-higher-four-years-world-conflict>

<sup>9</sup> *Ibid.*

<sup>10</sup> Levy, Gideon, "Opinion: 11,500 Children Have Been Killed in Gaza. Horror of This Scale Has No Explanation," *Haaretz*. 4 Feb 2024. <https://www.haaretz.com/opinion/2024-02-04/ty-article-opinion/.premium/11-500-children-have-been-killed-in-gaza-horror-of-this-scale-has-no-explanation/0000018d-6fe9-d4f1-a18d-fff9c4010000>

<sup>11</sup> "Gaza death toll: how many Palestinian has Israel's campaign killed," *Reuters*. 14 May 2024. <https://www.cnn.com/2024/02/29/middleeast/gaza-death-toll-30000-israel-war-hnk-intl/index.html>

<sup>12</sup> Lim, Clarissa-Jan, "More Children Killed in Gaza in four months than in four years of war globally: report," *MSNBC*. 14 March 2024. <https://www.msnbc.com/top-stories/latest/death-toll-children-gaza-israel-rcna143269>

<sup>13</sup> Hass, Amira, "Numbers That Stagger the Imagination: There's No Way to Quantify the Suffering in Gaza," *Haaretz*. 10 April 2024. <https://www.haaretz.com/israel-news/2024-04-10/ty-article-magazine/.premium/numbers-that-stagger-the-imagination-theres-no-way-to-quantify-the-suffering-in-gaza/0000018e-c1db-d480-a99e-cfdf01240000>

<sup>14</sup> "Data on Casualties," United Nations Office for the Coordination of Humanitarian Affairs." <https://www.ochaopt.org/data/casualties>

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61 detained, abused and prosecuted by Israeli security forces in the Israeli  
62 military court system;<sup>15</sup> and

63 WHEREAS, American tax dollars have been and are being used to  
64 kill tens of thousands of Palestinians. The U.S. is the Israeli  
65 government's No. 1 supplier of military weapons, accounting for 68  
66 percent of Israel's foreign-sourced weaponry.<sup>16</sup> Not only does the U.S.  
67 have a 10-year agreement to provide Israel with \$38 billion in military  
68 aid over 10 years (Reuters Staff 2024),<sup>17</sup> they also supply Israel with  
69 another half billion dollars to replenish their missile defense system;<sup>18</sup>  
70 and

71 WHEREAS, according to Robert Tait of the *Guardian*, "Israel has  
72 been the biggest recipient of American financial support to a foreign  
73 country since the second world war, receiving by 2023 a cumulative  
74 sum of \$158bn, in current inflation-adjusted prices"; and

75 WHEREAS, since October 2023, the Biden administration has  
76 bypassed Congress to send \$253.5 million worth of weapons to Israel  
77 to execute their war in Gaza.<sup>19</sup> Our nation's policy of arming the Israeli  
78 government has made us complicit in carrying out genocide. Time is of  
79 the essence. This policy must end now:

80 **RESOLVED, that as long as Israel continues to block**  
81 **substantive and meaningful aid to Gaza, the AFT calls for the U.S.**  
82 **to halt military aid to Israel; and**

83 **RESOLVED, that the AFT will vigorously advocate to President**  
84 **Biden, Vice President Harris and members of Congress to**  
85 **immediately end U.S. military aid to Israel.**

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

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<sup>15</sup> Sayed, Armani. "What Palestinian Children Face in Israeli Prisons." *Time*. 15 Dec 2023. <https://time.com/6548068/palestinian-children-israeli-prison-arrested/>

<sup>16</sup> Tait, Robert. "Which countries supply Israel with arms and why is Biden reluctant to stop?" *The Guardian*. 9 April 2024.

<https://www.theguardian.com/world/2024/apr/09/us-israel-weapons>

<sup>17</sup> "What Military Support Does the US Give Israel?" *Times of Israel*. 8 April 2024.

<https://www.timesofisrael.com/what-military-support-does-the-us-give-israel/>

<sup>18</sup> Crowley, Michael and Wong, Edward. "Gaza War Turns Spotlight on Long Pipeline of US Weapons to Israel." *New York Times*. 6 April 2024.

<https://www.nytimes.com/2024/04/06/us/politics/israel-us-weapons.html>

<sup>19</sup> Lee, Matthew, "The Biden Administration Once Again Bypasses Congress on an Emergency Weapons Sale to Israel." *PBS News Hour*. 29 Dec 2023.

<https://www.pbs.org/newshour/politics/the-biden-administration-once-again-bypasses-congress-on-an-emergency-weapons-sale-to-israel>

### 37. AFT SUPPORTS THE CALL FOR DIVESTMENT FROM EXPLOITATION AND GENOCIDE

**Committee ruled out of order because it would violate the law.**

1 WHEREAS, since Oct. 7, 2023,<sup>1</sup> thousands of innocent lives have  
2 been lost in Gaza, Israel and the West Bank; and  
3 WHEREAS, the state of Israel has created a dire humanitarian  
4 crisis and famine conditions in Gaza by committing the following:  
5 enacted collective punishment<sup>2</sup> on the Palestinians; carpet-bombed<sup>3</sup>  
6 Gaza, including residential buildings, hospitals, U.N. schools,<sup>4</sup>  
7 evacuation routes and religious institutions;<sup>5</sup> killed thousands of  
8 children;<sup>6</sup> used internationally banned white phosphorus<sup>7</sup> against  
9 civilians; forcibly displaced over 1.7 million people;<sup>8</sup> and imposed a  
10 deadly blockade<sup>9</sup> on Gaza; and  
11 WHEREAS, The United Nations has found that Israel is committing  
12 war crimes<sup>10</sup> by its bombing and blockade of Gaza, and the  
13 International Criminal Court is considering issuing arrest warrants<sup>11</sup> for  
14 war crimes committed by some of Israel's top officials, including  
15 Benjamin Netanyahu; and  
16 WHEREAS, Israel's military campaign would not be possible  
17 without the political, financial and military support given by the United  
18 States, including \$3.8 billion<sup>12</sup> per year and the additional \$14 billion<sup>13</sup>  
19 that was approved by the U.S. Congress; and

<sup>1</sup> <https://abcnews.go.com/International/timeline-surprise-rocket-attack-hamas-israel/story?id=103816006>

<sup>2</sup> <https://www.reuters.com/world/un-experts-say-israels-strikes-gaza-amount-collective-punishment-2023-10-12/>

<sup>3</sup> <https://www.aljazeera.com/news/longform/2023/11/9/israel-attacks-on-gaza-weapons-and-scale-of-destruction>

<sup>4</sup> <https://www.ohchr.org/en/press-releases/2023/10/gaza-un-experts-decry-bombing-hospitals-and-schools-crimes-against-humanity>

<sup>5</sup> <https://www.aljazeera.com/news/2023/10/20/war-crime-israel-bombs-gaza-church-sheltering-displaced-people>

<sup>6</sup> <https://www.savethechildren.net/what-we-do/emergencies/gaza-emergency>

<sup>7</sup> <https://www.hrw.org/news/2023/10/12/israel-white-phosphorus-used-gaza-lebanon>

<sup>8</sup> <https://www.haaretz.com/israel-news/2023-11-20/ty-article/1-7-million-palestinians-displaced-from-their-homes-in-gaza-un-says/0000018b-ee55-d6a0-a7ff-ee779f3f0000>

<sup>9</sup> <https://www.hrw.org/news/2023/10/18/israel-unlawful-gaza-blockade-deadly-children>

<sup>10</sup> <https://www.nytimes.com/2024/05/04/world/middleeast/israel-gaza-starvation-icc.html>

<sup>11</sup> <https://www.axios.com/2024/05/02/israel-icc-warrants-us-senators-meeting>

<sup>12</sup> <https://www.aljazeera.com/news/2023/10/11/how-big-is-israels-military-and-how-much-funding-does-it-get-from-the-us>

<sup>13</sup> <https://www.defense.gov/News/News-Stories/Article/Article/3754718/supplemental-bill-becomes-law-provides-billions-in-aid-for-ukraine-israel-taiwan/>

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20 WHEREAS, free speech is being severely suppressed in  
21 universities<sup>14</sup> and workplaces,<sup>15</sup> empowered by governmental  
22 institutions,<sup>16</sup> by falsely conflating anti-Zionism<sup>17</sup> with antisemitism; and

23 WHEREAS, students across the country are calling for their  
24 universities to divest from companies involved in Israeli war crimes and  
25 are being expelled, harassed, silenced and physically attacked<sup>18</sup> for  
26 supporting Palestine; and

27 WHEREAS, multiple<sup>19</sup> companies, churches, and recently two  
28 California cities<sup>20</sup> have divested from companies involved in Israeli war  
29 crimes; and

30 WHEREAS, labor unions<sup>21</sup> across the country have joined the call  
31 for a cease-fire and are increasingly considering divestment; and

32 WHEREAS, many parallels have been made between the  
33 movement for a Free Palestine and the movement against apartheid in  
34 South Africa. In response to the global movement to end apartheid in  
35 South Africa, in 1990 the AFT passed a resolution<sup>22</sup> supporting  
36 economic sanctions and a policy of disinvestment in companies that  
37 continue to invest in [South Africa]”; and

38 WHEREAS, the AFT, has a history of taking principled stances on  
39 pressing issues and, therefore, passed a resolution in 2022<sup>23</sup> calling on  
40 pension fund managers to “divest from fossil fuels and reinvest in  
41 workers and communities”; and

42 WHEREAS in January 2024, the AFT executive council passed a  
43 resolution<sup>24</sup> calling for a cease-fire in Gaza and for the end of the Israel-  
44 Hamas war and promoting steps toward a two-state solution for Israeli  
45 and Palestinian self-determination; and

46 WHEREAS, AFT’s 1.75 million workers participate in public and  
47 private pension plans totaling roughly \$5.8 trillion that include  
48 companies that have been identified as contributing to various human  
49 rights violations, militarization and even genocide. For example:

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<sup>14</sup> <https://www.aclu.org/press-releases/aclu-urges-college-and-university-leaders-to-protect-free-speech-and-academic-freedom>

<sup>15</sup> <https://www.newsweek.com/free-speech-means-not-retaliating-against-employees-over-israeli-palestinian-conflict-opinion-1839673>

<sup>16</sup> <https://www.nbcnews.com/politics/congress/house-vote-censure-rashida-tlaib-israel-hamas-palestine-remarks-rcna124005>

<sup>17</sup> <https://www.jewishvoiceforpeace.org/2023/11/09/antisemitism-dangerous/>

<sup>18</sup> <https://www.latimes.com/california/story/2024-05-03/before-mob-attack-ucla-police-chief-was-ordered-to-create-security-plan-but-didnt-sources-say>

<sup>19</sup> <https://uscpr.org/activist-resource/boycott-divestment-and-sanctions/bdswins/>

<sup>20</sup> <https://abc7news.com/richmond-becomes-2nd-us-city-to-divest-from-israel-after-hayward-amid-rising-calls-action/14753326/>

<sup>21</sup> <https://uaw.org/uaw-statement-israel-palestine/>

<sup>22</sup> <https://www.aft.org/resolution/south-africa>

<sup>23</sup> <https://www.divestoregon.org/nationwide-teachers-union-calls-on-pension-fund-managers-to-divest>

<sup>24</sup> <https://www.aft.org/press-release/aft-executive-council-adopts-resolution-unanimously-calling-end-israel-hamas-war>

INTERNATIONAL RELATIONS COMMITTEE

- 50 1. Boeing's products<sup>25</sup> have enabled deaths and devastation in  
51 communities around the globe, including Palestine.  
52 2. General Dynamics<sup>26</sup> has been accused of assisting in the  
53 militarization of the U.S.-Mexico Border and providing unlawful  
54 surveillance of immigrant communities.  
55 3. Caterpillar Inc.<sup>27</sup> stands accused of providing the giant bulldozers  
56 that have been and continue to be responsible for the illegal home  
57 demolitions of thousands of Palestinians and the infamous  
58 murder of American Rachel Corrie.  
59 4. Palantir Technologies Inc.<sup>28</sup> provides data analysis for police  
60 departments and government agencies and stands accused of  
61 enabling wholesale violations of human and civil rights.  
62 5. Valero Energy<sup>29</sup> is known for poisoning communities,  
63 endangering the climate and providing jet fuel for Israeli  
64 warplanes:

65 **RESOLVED, that the AFT recognizes the rights of all people,**  
66 **and especially children, to dignity, freedom, safety and peace; and**  
67 **AFT members do not want to benefit in any way from profits**  
68 **derived from exploitation and genocide; and**

69 **RESOLVED, that the AFT will call on teachers' pension fund**  
70 **managers to divest these funds of investments in companies that**  
71 **consistently, knowingly, and directly facilitate and enable human**  
72 **rights violations and violations of international law as part of**  
73 **prolonged military occupations, apartheid and genocide; and**

74 **RESOLVED, that the AFT will call on all members to support**  
75 **this call for divestment.**

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

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<sup>25</sup> <https://afsc.org/gaza-genocide-companies>

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

<sup>28</sup> <https://afsc.org/newsroom/palantirs-move-denver-met-bay-area-activists-protest-contracts-ice>

<sup>29</sup> <https://deceleration.news/2024/04/16/valero-energy-accused-of-fueling-genocide-at-viva-viva-palestina-blockade-action/>

**PUBLIC SERVICES COMMITTEE**

Committee Chair: Gary Feist, North Dakota Public Employees, Local 4660  
Committee Secretary: Angelica Huber, City of Topeka Employees Union,  
Local 6406

**56. ADDRESSING STAFF SHORTAGES IN THE  
GOVERNMENT WORKFORCE**

**Committee recommends concurrence.**

1 WHEREAS, public workers provide the services Americans need;  
2 and

3 WHEREAS, public employee wages and benefits increasingly have  
4 fallen behind the private sector since the 2008 Great Recession—a fact  
5 that was exacerbated when the global pandemic began in March 2020;  
6 and

7 WHEREAS, public sector workers have retired and left public  
8 service in record numbers in the past decade; and

9 WHEREAS, the majority of work in federal, state and local  
10 governments is done by knowledge workers who often incur student  
11 debt to qualify to work in their public profession. In May 2020, entry-  
12 level jobs requiring a postsecondary education comprised over 63  
13 percent of state government jobs and 61 percent of local government  
14 jobs, compared with 35 percent of private sector employment<sup>1</sup>; and

15 WHEREAS, vacant government positions continue to be unfilled  
16 due to a lack of qualified candidates or a lack of awareness of  
17 government employment by those seeking work, causing important  
18 public services to be discontinued or to fall dramatically behind so that  
19 citizens lose faith in the government; and

20 WHEREAS, it's become clear that without dramatic changes in how  
21 the public sector operates, in this very tight labor market where  
22 unemployment is at historic lows, our democracy is challenged with a  
23 lack of resources and workers to maintain our system of government;  
24 and

25 WHEREAS, according to Harvard research, there are 27 million  
26 “hidden workers”<sup>2</sup> who are working one or more part-time jobs,  
27 unemployed for a long time but seeking employment or willing to work  
28 under the right circumstances, who might be attracted to public work:

29 **RESOLVED, that the AFT will educate locals on these issues**  
30 **and on solutions, including how union leaders and management**

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<sup>1</sup> <https://www.bls.gov/spotlight/2021/occupational-employment-and-wages-in-state-and-local-government/home.html>

<sup>2</sup> <https://www.hbs.edu/managing-the-future-of-work/Documents/research/hiddenworkers09032021.pdf>

31 can work together to ensure that government work becomes a  
32 “destination” employment opportunity for workers, and that new  
33 hires can begin building careers in public service that transform  
34 communities and strengthen our democracy; and

35 **RESOLVED**, that the AFT will continue efforts to work with the  
36 federal government to expand avenues for underemployed and  
37 unemployed people in the “hidden workforce” to seek  
38 employment in government service; and

39 **RESOLVED**, that the AFT will help locals work with  
40 management to attract a new workforce to the public sector, to  
41 build a better life for themselves and to help strengthen our  
42 communities; and

43 **RESOLVED**, that the AFT will develop resources to support  
44 affiliate work addressing inadequate compensation in the  
45 government sector through collective bargaining and publicizing  
46 the comparative research and analysis that makes this point; and

47 **RESOLVED**, that the AFT will research and lift up critical  
48 employment benefits such as pensions, paid parental leave, child  
49 care and student debt relief that may make working for the people  
50 in government service more attractive; and

51 **RESOLVED**, that the AFT will assist locals in an in-depth  
52 examination of the root causes of high vacancy rates in all levels  
53 of public service and work to address them to fill positions; and

54 **RESOLVED**, that the AFT will adopt the report “Making  
55 Democracy Work: Real Solutions for Recruiting and Retaining  
56 Public Employees,” and recommendations made by the AFT  
57 Public Employees Short Staffing Task Force; and

58 **RESOLVED**, that the AFT Public Employees Program and  
59 Policy Council will build on the work of the Short Staffing Task  
60 Force to develop a comprehensive strategy to address  
61 government employee shortages.

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

**61. ADDRESSING THE HARMS EXACERBATED BY  
STATE-LEVEL TAX CUTS**

**Committee recommends concurrence.**

1            WHEREAS, in 2022 and 2023, the 50 states and the District of  
2 Columbia passed more than 500 separate tax and other revenue cuts

3 with a value of more than \$37 billion, equal to approximately 2.5  
4 percent of state tax collections in 2022;<sup>1</sup> and

5 WHEREAS, the majority of these revenue reductions represent a  
6 significant step away from fiscal responsibility that will leave states ill-  
7 equipped to deal with future downturns in the economy; and

8 WHEREAS, in addition to the revenue cuts made in 2022 and 2023,  
9 31 additional tax and revenue cuts were made that phase in, in 2025,  
10 totaling an additional \$1.4 billion; and

11 WHEREAS, tax cuts have an initial value that is much smaller than  
12 their subsequent value in future years; and

13 WHEREAS, according to analysis done by the Albert Shanker  
14 Institute, 39 states devote a smaller share of their economic resources  
15 to public schools than they did before the Great Recession leaving  
16 about 60 percent of U.S. public school students in districts that are  
17 “chronically underfunded”;<sup>2</sup> and

18 WHEREAS, the government workforce at every level is  
19 underfunded further exacerbating the problem of filling vacancies to run  
20 our government systems. In 2008, there were 19.7 million people  
21 working in state and local government. If that workforce had grown at  
22 the same rate as the population, it would have totaled 21.6 million in  
23 2022; instead employment fell to 19.3 million;<sup>3</sup> and

24 WHEREAS, states have not maintained the same level of  
25 investment in public higher education than they did prior to the Great  
26 Recession, fueling increases in tuition and an expansion of adjunct  
27 faculty; and

28 WHEREAS public hospitals that serve both teaching and safety net  
29 purposes face chronic funding issues:

30 **RESOLVED, that the AFT will support affiliates as they educate**  
31 **and lobby state legislatures to stop the race to significantly**  
32 **reduce or eliminate state income taxes; and**

33 **RESOLVED, that the AFT will continue to support efforts such**  
34 **as combined reporting to prevent corporations from using**  
35 **subsidiaries in states with particular tax shelters to avoid paying**  
36 **taxes rightfully owed from operations in another state; and**

37 **RESOLVED, that the AFT will support affiliates as they educate**  
38 **and lobby state legislatures to adopt worldwide combined**  
39 **reporting for corporate income tax to prevent offshoring of tax**  
40 **revenue; and**

41 **RESOLVED, that the AFT and our affiliates will work to**

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<sup>1</sup> Taken from NCSL and AFT research. Baseline 2022 number is from:  
<https://www.census.gov/data/tables/2022/econ/state/historical-tables.html>

<sup>2</sup> <https://www.schoolfinancedata.org/the-adequacy-and-fairness-of-state-school-finance-systems-2024/>

<sup>3</sup> This data includes education workers: <https://cepr.net/report/trends-in-state-and-local-government-employment/>



42 **eliminate tax haven states and countries where corporations**  
43 **shelter income from taxation; and**

44 **RESOLVED, that the AFT will remain actively involved in Public**  
45 **Services International to advocate for a fair and equitable tax**  
46 **administration program around the world to fund quality public**  
47 **services.**

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

**57. AFFIRMING THE FIRST RESPONDER STATUS OF  
OPEN WATER LIFEGUARDS**

**Committee recommends concurrence.**

1        WHEREAS, every day AFT public employees make a difference in  
2 the lives of others through service to their communities; and

3        WHEREAS, the AFT fights for that better quality of life, and for the  
4 real solutions that get us there—at the bargaining table or ballot box,  
5 in our places of employment, and on our streets; and

6        WHEREAS, AFT members have long taken an active role in  
7 shaping their future—in their workplaces, their communities and the  
8 halls of power; and

9        WHEREAS, "Emergency Response Provider"; 6 U.S.C. 101(6)  
10 clearly states that emergency response providers include by example  
11 all federal, state, local government and non-government public fire, law  
12 enforcement, emergency response, EMS and hospital agencies and  
13 "related personnel agencies and authorities"; and

14        WHEREAS, "Emergency Response Employees"; 42 U.S.C. 30FF-  
15 133(a) states that emergency response employees are defined by their  
16 duties, which include responding and attending to a victim, treating a  
17 victim, assisting a victim and transporting a victim; and

18        WHEREAS, the Homeland Security Act of 2002 defines the term  
19 "first responders" as "individuals who, in the early stages of an incident,  
20 are responsible for the protection and preservation of life, property,  
21 evidence, and the environment; and

22        WHEREAS, Current federal law, clearly without exception, allows  
23 for open water lifeguards to qualify as first responders/emergency  
24 response providers; and

25        WHEREAS, the AFT counts among its many public employee  
26 members open water lifeguards acting as first responders/emergency  
27 response providers without the designation:

28 **RESOLVED, that the AFT will affirm that open water lifeguards**  
29 **qualify as first responders and emergency response providers,**  
30 **and recognizes the essential, lifesaving work performed by these**  
31 **brave individuals; and**

32 **RESOLVED, that the AFT will support House Concurrent**  
33 **Resolution 41 being offered in the Subcommittee on Economic**  
34 **Development, Public Buildings and Emergency Management.**

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

**58. IN SUPPORT OF JUST, RESPECTFUL AND SAFE  
PUBLIC SAFETY PRACTICES FOR ALL**

**Committee recommends concurrence.**

1        WHEREAS, as public school educators, it is our responsibility to  
2 protect the safety and well-being of all students and to promote equity  
3 and justice for all students, families and communities we serve; and

4        WHEREAS, the relationship between the police and the public in  
5 the United States is complex and multifaceted, such that, in some  
6 communities, there is a strong sense of trust and cooperation between  
7 the police and residents, while in others, there is a history of mistrust  
8 and tension; and

9        WHEREAS, in some communities, residents experience interaction  
10 with police whose tactics are too aggressive, which leads to feelings of  
11 intimidation and fear in the neighborhoods where they live; and

12        WHEREAS, such violence undermines the trust between  
13 communities of color and law enforcement, and creates fear and  
14 trauma for students, families and educators; and

15        WHEREAS, incidents of police violence have been shown to  
16 negatively affect the mental well-being of society overall, including  
17 students and the educators who serve them; and

18        WHEREAS, research has shown that exposure to police violence  
19 can have negative impacts on students' mental and physical health,  
20 academic performance and overall well-being:

21        **RESOLVED, that the AFT condemns all forms of police**  
22 **violence, particularly against Black individuals; and**

23        **RESOLVED, that the AFT demands that the United States**  
24 **Justice Department immediately and thoroughly investigate the**  
25 **proliferation of elite, barely supervised anti-crime tactical units in**  
26 **local police departments across the nation; and**

27        **RESOLVED, that the AFT stands firm against those who,**

28 through legislation and educational policies, seek to erase our  
29 nation’s history and our collective memories, resulting in  
30 widespread miseducation about the systemic barriers to safety,  
31 security, advancement and achievement; and

32 **RESOLVED**, that the AFT encourages ongoing education and  
33 dialogue within our schools and communities to raise awareness  
34 about the impact of police violence and to work together to build  
35 a more just and equitable society for all; and

36 **RESOLVED**, that the AFT supports consistent, ongoing  
37 professional development on racial competence for every public  
38 employee working with and in our schools and their surrounding  
39 communities.

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

## 60. SWATTING

**Committee recommends concurrence.**

1        WHEREAS, swatting is a dangerous and malicious practice in  
2 which false reports of emergencies are made to law enforcement with  
3 the intent of prompting a large-scale police response, often involving  
4 SWAT teams; and

5        WHEREAS, swatting incidents have been on the rise, posing  
6 significant threats to public safety, causing unnecessary panic, and  
7 diverting valuable resources away from genuine emergencies; and

8        WHEREAS, the safety and well-being of students, educators and  
9 staff in our schools are of paramount importance; and

10        WHEREAS, our nation’s school districts must take proactive  
11 measures to prevent and respond to potential swatting incidents in  
12 order to ensure a secure learning environment:

13        **RESOLVED**, that the AFT will call for a collaboration of  
14 enforcement agencies and relevant stakeholders for the purpose  
15 of developing and updating comprehensive guidelines and  
16 procedures aimed at preventing and responding to swatting  
17 incidents in schools; and

18        **RESOLVED**, that the AFT will advocate for legislation imposing  
19 severe penalties on adults who are found guilty of engaging in  
20 swatting activities, with a focus on deterring such malicious  
21 behavior; and

22        **RESOLVED**, that the AFT will encourage the development of a  
23 reporting mechanism for the purpose of compiling information  
24 about swatting incidents and the effectiveness of prevention

25 **measures and evaluating the collected data for areas of risk and**  
26 **response improvement.**

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

**59. OPPOSITION TO THE TRADING OF CALIFORNIA’S  
WATER SUPPLY ON WALL STREET**

**Committee recommends non-concurrence.**

1        WHEREAS, in 2020, Wall Street began trading water futures,  
2 specifically in California, as a commodity. The country’s first water  
3 market launched on the Chicago Mercantile Exchange on Dec. 7, 2020,  
4 with \$1.1 billion in contracts tied to water prices in California, according  
5 to Bloomberg News; and

6        WHEREAS, the United States is the second biggest consumer of  
7 water in the world, with California accounting for 9 percent of the  
8 nation’s daily consumption. The size of California’s water market is four  
9 times larger than any other state; and

10        WHEREAS, the market allows farmers, hedge funds and  
11 municipalities to hedge bets on the future price of water and water  
12 availability in the American West. The new trading scheme was  
13 announced in September 2020, prompted by the region’s worsening  
14 heat, drought and wildfires fueled by climate change. We must also  
15 consider the effects of population growth and pollution; and

16        WHEREAS, the California State Constitution requires that the water  
17 be used “reasonably” for a “beneficial use;” and

18        WHEREAS, some experts say treating water as a tradable  
19 commodity puts a basic human right into the hands of financial  
20 institutions and investors, a dangerous arrangement as climate change  
21 alters precipitation patterns and increases water scarcity; and

22        WHEREAS, the CFT has an obligation to address social justice,  
23 racial justice, and climate issues that could put its members as well as  
24 the general population in the State of California at risk; and

25        WHEREAS, water is a life-sustaining natural resource that is  
26 necessary for the survival of the human race; it should not be treated  
27 as a common commodity, like that of gold or oil; and

28        WHEREAS, if the trading of water on Wall Street continues  
29 unopposed, we may find that this natural resource becomes more at  
30 risk and less plentiful for poor people, working people, people of color,  
31 and people living in less affluent communities; and

32        WHEREAS, if the trading of water continues unopposed in the state  
33 of California, it may become a trend, and other drought-affected and

PUBLIC SERVICES COMMITTEE

34 agricultural states throughout the United States could begin to do the  
35 same; and

36 WHEREAS, the world has already seen these types of blatant racial  
37 differences in Flint, Mich., the Navajo Nation and, most recently,  
38 northeastern Oregon. The move to sell water futures in California  
39 stands as a foreboding indicator of the transformation of water from a  
40 basic right into a limited-access luxury. It is a frightening expansion of  
41 a reality that already exists for poor, Black and brown, and Native  
42 American communities across the country; and

43 WHEREAS, the CFT represents communities that will be affected  
44 by the trading of water futures:

45 **RESOLVED, that the AFT will publicly oppose the**  
46 **commodification of water in the state of California; and**

47 **RESOLVED, that the AFT will work with legislators and other**  
48 **public figures to address the concerns of this resolution; and**

49 **RESOLVED, that the AFT will commit to making its members**  
50 **aware of the commodification of water in the state of California;**  
51 **and**

52 **RESOLVED, that the AFT will consider running a public**  
53 **campaign against the current trading of water futures in the state**  
54 **of California.**

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

**RETIREMENT COMMITTEE**

Committee Chair: Thomas Brown, United Federation of Teachers, Local 2

Committee Secretary: Karen Cross, Boston Teachers Union, Local 66

**64. RECOGNITION FOR BEA LUMPKIN**

**Committee recommends concurrence.**

1 WHEREAS, Beatrice “Bea” Lumpkin began her career in the labor  
2 movement nearly 90 years ago with a factory job at age 14, and helped  
3 organize for the Metal and Machinery Workers Industrial Union, a part  
4 of the newly formed Congress of Industrial Organizations; and

5 WHEREAS, upon her college graduation, Bea Lumpkin became an  
6 organizer for the United Electrical, Radio and Machine Workers of  
7 America; and

8 WHEREAS, she and her second husband, Frank Lumpkin, who led  
9 the Wisconsin Steel Save Our Jobs Committee, moved to Gary, Ind.,  
10 and she worked first as a journalist and later as a member of the United  
11 Steelworkers; and

12 WHEREAS, Bea Lumpkin took part in historic civil rights struggles in  
13 Chicago, marching with the Rev. Dr. Martin Luther King Jr. in Marquette  
14 Park, and working as an ally of the Black Panther Party; and

15 WHEREAS, she was a founding member of the Coalition of Labor  
16 Union Women in 1974, the year after *Roe v. Wade* confirmed a  
17 woman's constitutional right to an abortion; and

18 WHEREAS, she returned to school and became a math teacher both  
19 in Chicago Public Schools and at Malcolm X College, where she served  
20 as an inspiration to many students; and

21 WHEREAS, Bea Lumpkin has continued to maintain her activism as  
22 a retiree on many fronts, including the Chicago Teachers Union Retiree  
23 Committee, the Illinois Alliance for Retired Americans, and the  
24 Steelworkers Organization of Active Retirees, where she has focused  
25 on intergenerational work with youth activists; and

26 WHEREAS, she has continued to expand her activism in new fields  
27 with such critical work as the Chicago Teachers Union Climate Justice  
28 Committee and its fight against metal scrap company General Iron:

29 **RESOLVED, that the AFT will salute our sister Bea Lumpkin**  
30 **for her lifetime of tireless struggle on behalf of workers and**  
31 **other oppressed people and for a better world for all; and**

32 **RESOLVED, that the AFT will designate Bea Lumpkin as the**  
33 **esteemed recipient of an AFT lifetime achievement award.**

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

## 62. IN SUPPORT OF SCREENINGS/TRAINING ON ELDER ABUSE

**Committee recommends concurrence as amended below:**

1 WHEREAS, the World Health Organization expects the global  
2 population of older adults to approximate 22 percent by 2050, a  
3 percentage that continues to rise every year. Moreover, 1 in 10 older  
4 adults and many AFT members report having experienced elder  
5 mistreatment. However, only 1 in 1,000 older adults in emergency  
6 departments are diagnosed with elder mistreatment; and

7 WHEREAS, the Administration on Aging within the U.S. Department  
8 of Health and Human Services reports that 5 million adults experience  
9 abuse, neglect and self-neglect every year. And the National Institute  
10 on Aging reports hundreds of thousands of adults over the age of 60  
11 experience some form of abuse, whether physical, financial or  
12 emotional exploitation. Healthcare costs from violence and abuse to  
13 older adults are estimated to be over \$5.3 billion annually; and

14 WHEREAS, hospitals are not consistently screening for the  
15 detection of elder abuse. Medicare has required providers to perform  
16 certain routine screenings, but not yet mandated any screenings for  
17 elder abuse. Caregivers are not receiving consistent and adequate  
18 training on elder abuse; and when elder abuse is identified, there is not  
19 often the training on how to properly report it; and

20 WHEREAS, that the AFT, throughout our history, has committed to  
21 the defense of the most vulnerable members of our communities:

22 **RESOLVED, that the AFT will renew ~~its~~our commitment to the**  
23 **senior population across the United States. The AFT will work**  
24 **with ~~its~~our partners in the labor movement to advocate for our**  
25 **aging population; and**

26 **RESOLVED, that the AFT will commit to being a voice for**  
27 **older adults and to speaking for this population on a national**  
28 **level. The AFT will identify stakeholders to sit on the various**  
29 **councils and boards identified by or germane to the Elder**  
30 **Justice Act of 2010, and charge our local affiliates to improve**  
31 **elder care delivery through public policy advocacy and**  
32 **professional education, training, research in aging, and**  
33 **collaboration across all healthcare settings; and**

34 **RESOLVED, that the AFT will use its influence with the**  
35 **Centers for Medicare & Medicaid Services and the U.S.**  
36 **Department of Health and Human Services to require screenings**  
37 **for elder abuse at Medicare wellness visits, and that employers**  
38 **provide the time needed for healthcare providers to perform**  
39 **these screenings and adequately follow up; and**

40 **RESOLVED, that the AFT will support all those who do the**  
41 **work for the elderly, including in-home caregivers, by organizing**  
42 **those not yet represented by a union and building model**  
43 **language for local unions to propose in contract bargaining that**  
44 **will improve the standards of care for the aging and senior**  
45 **population.**

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

**63. SUPPORT CALSTRS AND CALPERS USING ENVIRONMENTAL, SOCIAL AND GOVERNANCE (ESG) CRITERIA IN MAKING INVESTMENT DECISIONS**

**Committee recommends concurrence as amended below:**

1        WHEREAS, institutional investors, because of the size of their  
2        portfolios, can influence the behavior of firms in how they deal with their  
3        impact on the environment (E), how they treat their workforce (S), and  
4        how the governance structure of the firm (G) affects the decision-  
5        making of the firm; and  
6        WHEREAS, the CFT for several decades has been pushing  
7        CalSTRS (California State Teachers’ Retirement System) and  
8        CalPERS (California Public Employees’ Retirement System) to  
9        incorporate ESG impacts when making their investment decisions; and  
10        WHEREAS, CalSTRS has committed the organization to making its  
11        portfolio carbon neutral by 2050 or before; and  
12        WHEREAS, CalSTRS has committed itself to reducing the carbon  
13        footprint of its portfolio by at least 50 percent by 2030; and  
14        WHEREAS, CalSTRS and CalPERS have become international  
15        leaders in the movement by institutional investors to respond to the  
16        problems being caused by climate change and the corporations that  
17        are fueling that problem; and  
18        WHEREAS, CalSTRS Board Vice-Chair and CFT member Sharon  
19        Hendricks recently joined the board of Principles for Responsible  
20        Investment (PRI) supported by the United Nations addressing  
21        investment risk related to climate change and the just transition for  
22        workers; and  
23        WHEREAS, a corporation’s carbon emissions create a direct, long-  
24        term, material risk to investors; and  
25        WHEREAS, at present there is no requirement that corporations  
26        report their carbon emissions; and  
27        WHEREAS, the Securities and Exchange Commission (SEC) is  
28        considering a new rule that would require all publicly traded



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29 corporations to report their Scope 1 and Scope 2 carbon emissions;  
30 and

31 WHEREAS, former Rep. Chris Stewart (R-Utah), who sat on the  
32 House Appropriations Committee, stated a priority to block the SEC  
33 from implementing this rule; and

34 WHEREAS, the fossil fuel industry, their allies in other industries and  
35 their political allies are now reacting to significant progress being made  
36 by the engagement efforts of institutional investors to force  
37 corporations to reduce their carbon emissions; and

38 WHEREAS, the Texas Legislature passed legislation to block the  
39 state's pension funds from using ESG criteria in making their  
40 investment decisions; and

41 WHEREAS, regulators in Texas sent letters to 20 banks doing  
42 business in Texas to force them to stop using the material risk from  
43 climate change as part of the criteria for denying loans to fossil fuel  
44 companies based on the risk they face from the damage they are doing  
45 to the environment; and

46 WHEREAS, the American Legislative Exchange Council has  
47 released a model policy, titled the State Government Employee  
48 Retirement Protection Act, that forms the basis for legislation to block  
49 any state or local pension fund in a state from using ESG criteria in  
50 making investment decisions; and

51 WHEREAS, this draft legislation has already led leaders in several  
52 fossil fuel-producing states to discuss policies that would bar the state  
53 from doing business with any company that takes the risks associated  
54 with climate change into consideration when making its business  
55 decisions; and

56 WHEREAS, investment management firms such as Vanguard and  
57 BlackRock, through their active engagement, have led many firms to  
58 reduce their carbon footprint and reduce other ESG risks; and

59 WHEREAS, the attorneys general of 13 states, including Kentucky,  
60 Indiana and Utah, have filed motions to the Federal Energy Regulatory  
61 Commission to stop Vanguard from purchasing shares in publicly  
62 traded utilities because they might use their ownership stake to  
63 encourage these utilities to reduce their reliance on fossil fuels and  
64 reduce their overall carbon footprint; and

65 WHEREAS, West Virginia and Florida dropped BlackRock Inc. funds  
66 from their portfolios over the asset manager's embrace of ESG  
67 investing; and

68 WHEREAS, using ESG criteria in investment decisions has  
69 repeatedly shown material benefit to the returns of pension  
70 investments; and

71 WHEREAS, investment management advisory firms are rapidly  
72 developing tools to measure the material impact of climate and other  
73 ESG risks to guide institutional investors to both decarbonize their  
74 portfolios and increase their direct investment in climate solutions; and

75 WHEREAS, these advisory firms are also developing tools to  
76 measure the material risks associated with declining biodiversity and  
77 water scarcity; and

78 WHEREAS, many corporations have recognized the long-term risk  
79 of climate change and other ESG risks, such as human rights abuses  
80 embedded in their supply chains, and are actively seeking advice on  
81 how to measure their ESG risks and how to incorporate these risks into  
82 their business decisions:

83 **RESOLVED, that the AFT will support the proposed Securities**  
84 **and Exchange Commission regulation to require all publicly**  
85 **traded corporations to report their carbon emissions; and**

86 **RESOLVED, to oppose efforts to impair or reduce the**  
87 **authority and effectiveness of federal agencies to regulate those**  
88 **issues in the wake of the U.S. Supreme Court’s Relentless, Inc.**  
89 **v. Department of Commerce decision; and**

90 **RESOLVED, that the AFT will support CalSTRS’ and CalPERS’**  
91 **efforts in the process of creating standardized metrics for**  
92 **measuring the material effects of ESG factors on investment**  
93 **returns; and**

94 **RESOLVED, that the AFT will oppose legislation that would**  
95 **block pension fund investors from using ESG criteria in making**  
96 **investment decisions; and**

97 **RESOLVED, that the AFT will oppose legislation that would**  
98 **penalize any companies for using ESG criteria to guide their**  
99 **business decisions.**

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

## **65. SUPPLEMENTAL PENSION PLAN PROTECTIONS FOR EDUCATION WORKERS**

**Committee recommends referral to Executive Council.**

1 WHEREAS, AFT members are routinely targeted by financial  
2 institutions trying to sell them supplemental pension plans; and

3 WHEREAS, AFT members in the public sector have employer-  
4 provided email addresses that are accessible to the public, including  
5 financial institution vendors; and

6 WHEREAS, there are multiple low-fee options for CFT members who  
7 choose to invest in a 403(b) or 457(b) plan (e.g., Fidelity, Vanguard and  
8 CalSTRS), but the vendors who contact AFT members frequently sell  
9 high-fee plans such as variable annuities with surrender charges; and

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10 WHEREAS, the fees for these plans can be as much as five times  
11 as high as the fees on typical 401(k) plans; and

12 WHEREAS, the plans are often complex and impossible for  
13 nonprofessionals to understand, but are marketed in high-pressure  
14 sales pitches by salespeople earning high commissions; and

15 WHEREAS, the high fees associated with many of these plans are  
16 costing AFT members tens of thousands of dollars (or more) over their  
17 careers, and collectively cost all U.S. workers with these plans as much  
18 as \$10 billion per year; and

19 WHEREAS, AFT members can become trapped in these plans as  
20 surrender fees make it financially unfeasible to leave; and

21 WHEREAS, the Employee Retirement Income Security Act of 1974  
22 (ERISA) has largely eliminated the sale of high-fee 401(k) products to  
23 private employees, but its protections do not extend to accounts used  
24 by public employees; and

25 WHEREAS, Assembly Bill 1949 (2012) provided a process by which  
26 “public education employers may select specific 403(b) products  
27 offered by four or more vendors through due diligence and [a]  
28 competitive review process;” and

29 WHEREAS, these issues also impact other government workers,  
30 nonprofit workers and clergy:

31 **RESOLVED, that the AFT will research, educate and**  
32 **communicate to AFT members their options regarding**  
33 **supplemental pension plans; and**

34 **RESOLVED, that the AFT will sustain these efforts until such**  
35 **time as our members enjoy the same or similar protections as**  
36 **private employees with 401(k) plans; and**

37 **RESOLVED, that the AFT will support and/or sponsor federal**  
38 **legislation that extends ERISA protections to public employees**  
39 **nationwide, or give public employees or K-12 school employees**  
40 **access to 401(k) plans, or provide a mechanism for locals to limit**  
41 **the plans available to their members to those that have been**  
42 **vetted by the local and their employers.**

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

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