



**ASSOCIATION OF RAZA EDUCATORS**

*Raza Educators for Critical Consciousness  
and Democratic Education*

# Membership Manual

2013 Edition

[razaeducators@yahoo.com](mailto:razaeducators@yahoo.com)  
[www.razaeducators.org](http://www.razaeducators.org)

© Association of Raza Educators

**Welcome to the Association of Raza Educators. On behalf of the organization, we would like to thank you for your commitment to our Raza community and the struggle to change our conditions. The membership manual was created as a guide to our organizational structures and for the facilitation of dialogue to build a culture of unity and community. It is to be used within your participation with the flexibility of always taking the chapter's reality in which you participate into account.**

**Thank you for your commitment,**

**A.R.E Statewide *Concilio***

*Table of Contents*

<b>Section 1</b>	<b>Our Mission, Goals, and Introduction to Our Organization . . . . .</b>	<b>1</b>
<b>Section 2</b>	<b>The History of the Association of Raza Educators (ARE) . . . . .</b>	<b>3</b>
<b>Section 3</b>	<b>Code of Conduct . . . . .</b>	<b>9</b>
<b>Section 4</b>	<b>Social Media Use Guidelines . . . . .</b>	<b>13</b>
<b>Section 5</b>	<b>Policy on Sexual Harassment . . . . .</b>	<b>14</b>
<b>Section 6</b>	<b><i>La Mesa Directiva</i> and its Role Within the Organization . . . . .</b>	<b>19</b>
<b>Section 7</b>	<b>Election Procedures . . . . .</b>	<b>23</b>
<b>Section 8</b>	<b>General Membership . . . . .</b>	<b>24</b>
<b>Section 9</b>	<b>The Core of our Work: <i>Comités de ARE</i> . . . . .</b>	<b>25</b>
<b>Section 10</b>	<b>New/Provisional Chapter Structural Guidelines . . . . .</b>	<b>27</b>
<b>Section 11</b>	<b>Protocol for Closing ARE Chapters . . . . .</b>	<b>29</b>
<b>Section 12</b>	<b>Our State <i>Concilio</i> . . . . .</b>	<b>30</b>
<b>Section 13</b>	<b>Campaign Development . . . . .</b>	<b>31</b>
<b>Section 14</b>	<b>Our Scholarship: Education is a Basic Human Right! . . . . .</b>	<b>31</b>
<b>Section 15</b>	<b>Our Conference . . . . .</b>	<b>32</b>
<b>Section 16</b>	<b>Accounting Template . . . . .</b>	<b>38</b>

## Mission Statement

The Association of Raza Educators (ARE) was established to uphold the rights and liberties of the Raza community.

Education is essential to the preservation of civil and human rights. It provides the foundation for all political and economic progress and it must be a basic right of all people. Making this right a reality is the fundamental objective of ARE.

Raza has been and continues to be oppressed by the educational system within the United States. Therefore, we are obligated to ensure that education serves as a tool for the liberation of our community.

## Introduction to the Association of Raza Educators:

The Association of Raza Educators (ARE) grew out of a response to the continued stereotyping and violation of the civic and human rights of the Raza community. Specifically, ARE emerged out of the organized struggle against the anti-Raza hysteria created by the passing of Prop 187 in November of 1994 and oppressive propositions such as Prop 209, 227, 21, working against more current policies such as HR 4437, “No Child Left Behind” federal legislation, and SB1070.

For too long, our Raza history, economic contributions, and legacy of struggle in the land of our ancestors are conveniently ignored by textbooks and politicians. Furthermore, we are continuously used as scapegoats every time there is an economic recession or politician’s need to blame someone for the problems in our society. We view student tracking and zero tolerance policies as racist phenomena that continue to oppress our Raza students within educational institutions.

Although historically natives to the southwest, we are viewed as aliens and strangers in our own lands. This alienation and rejection makes us targets of racism, poverty, Immigration and Customs Enforcement (ICE), the police, and the designed “push-out”<sup>†</sup> of Raza students from high schools and universities.

It is urgent that we address these issues through community organizing, using decolonizing pedagogy as a strategy for the promotion of democratic education in order to advance a critical social and political consciousness among our students, educators, and communities. We believe that our people must be organized and truly educated in order to take effective action against politicians, corporations, political organizations, and state institutions responsible for the oppression of our community.

*† “Push-Out” Commonly called the “Drop Out Rate” ARE believes students are “pushed out” of High School as opposed to “Dropping Out”.*

## A.R.E. Goals

ARE has adopted the following as its primary goals:

1. establish a Raza educator-led social movement that will fight for the liberation of our people;
2. promote educational opportunities for Raza students at all levels so that they empower themselves and become social change agents in their communities;
3. hold educational institutions accountable for the unacceptable, oppressive conditions affecting Raza teachers and students;
4. reclaim and create strategic spaces where students, parents, community members, and educators are supported and their voices are heard;
5. review and write culturally relevant curricula which acknowledge the contributions of our Raza;
6. work towards the establishment of Raza Studies at all levels, beginning in elementary school and continuing through college;
7. support and develop private and community controlled educational centers, programs, and schools designed to improve the advancement, self-determination and liberation of our people.

## The History of the Association of Raza Educators

The history of the Association of Raza Educators (ARE) can be divided into four periods: The Origins and Founding of ARE (1994 to 1998), A Period of Decline and Stagnation (1999 to 2003), Consolidation and Restructuring (2004 to 2005), and Growth and Activism (2005 to Present).

### **The Origins and Founding of ARE (1994 to 1998)**

ARE was founded by members of Unión del Barrio in the spring of 1994, and its first core membership was made up of teachers from the San Diego area. Unión del Barrio, since its founding in 1981, had identified the question of education as central to the self-determination and liberation of our communities, and had engaged in activities that were related to the education of Raza.

An example of this kind of work was Unión del Barrio's leadership in the creation of what became known as the "Chicano Studies Concilio of San Diego-Imperial Valley" in 1985. For ten years, the "Concilio" was active through its organization of regional Chicano Studies conferences, workshops, and the bringing of community activists to speak to students at the colleges and universities in San Diego and Imperial Valley. In 1992, Unión del Barrio published a book titled *Education and Chicano Studies and the Liberation of La Raza*.

Yet the spark that brought ARE to life in California was the passage into law of Proposition 187, a ballot initiative designed to deny so-called "illegal immigrants" social services, health care, and public education. A racist and anti-human proposition introduced by Assemblyman Dick Mountjoy (a right-wing Republican from Monrovia, California), it was promoted as the Save Our State initiative. Placing education as central to the liberation of La Raza, Unión del Barrio decided to outreach to Raza educators and create an organization which could address the question of education in general and respond to Proposition 187 in particular.

Hence, ARE was founded in the spring of 1994 and was organized under five basic objectives and principles:

1. to promote critical pedagogy as the principle means of addressing the question of how to teach our children;
2. struggle for democratic education, where the parents and community have the same rights as teachers, counselors, and administrators in the education of their children;
3. promote community activism among teachers;
4. nurture student activism and develop student activists;
5. struggle to reclaim spaces in the institution (i.e. schools) for progressive education and to

develop politically active teachers.

The core founders of ARE understood the strategic relationship of teachers to the struggle for Raza liberation. The aim was to organize an important and strategic sector within the general Mexicano/Raza community, a sector which posed resources and influence needed to advance the struggle for liberation. The founders of ARE envisioned the creation of a mass movement of teachers, similar to already existing teacher movements in Latin America: an educator's movement on the front lines of the struggle for human rights and the self-determination of oppressed nations.

During this first period (1994 to 1998) ARE members were engaged in a relatively high level of community-based outreach and activism. Understanding clearly the political mood that existed in California at the time and holding no illusions about Proposition 187 passing into law, ARE organized a major conference in October of 1994. The conference was held not only to fight against Proposition 187 but as gathering that would prepare educators and the community to the best means by which to respond if Proposition 187 became law.

ARE also organized several forums and produce educationally relevant pamphlets. It was also a time when ARE members could be found leafleting in front of businesses that funded Proposition 187, giving presentations at high schools, and working with progressive and revolutionary organizations.

An important piece of history was ARE's repeated attempts and efforts to unite with the San Diego chapters of AMAE (Association of Mexican American Educators) and CABE (California Association of Bilingual Educators.) These attempts failed because these formations were disorganized and had lost political direction.

### **A Period of Decline and Stagnation (1999 to 2003)**

As ARE entered 1999, its activism declined: meetings were not held on a regular basis; weeks often went by without meetings; and the only people who attended the meetings were Unión del Barrio members who worked in the area of education.

This decline in activism had to do with several factors:

- The high level of activism demanded of members during its initial period of existence led the departure of ARE members who were not politically sound or committed to the level of work that was demanded of them.
- The lack of political education among ARE as a whole did not enable its members to face the hardships of the activism in which the organization was engaged.
- ARE leadership had little experience working with teachers and the institutions in which they worked. Unrealistic plans and expectations were generated, which frustrated and demoralized membership.

- ARE members working in the “field of education,” and who were entrenched in the politics that goes with working in educational institutions, opposed the political line and activism that was being advanced by ARE.

All of the above affected the effectiveness of ARE. Thus began a period which can best be considered a “roller coaster” time type of existence, with activism following long periods of low or no activism at all. Meetings and events were routinely canceled; and organizational consistency was lacking.

### **Consolidation and restructuring (2004 to 2005)**

In 2004, several key discussions and reflections took place as a way of analyzing where ARE had been and where its members felt it should go. Shortcomings were identified and suggestions as to how they could be resolved were developed.

It was during this time that a plan was developed, with the following points:

- Work expected of its membership should not be the type that would quickly burn its people out.
- More time should be spent on raising the political consciousness of its members.
- ARE work should be limited but consistent. This was necessary in order to create the stability needed for internal growth.
- ARE should be as inclusive and transparent as possible among its members and with the community.

During these years ARE members became instructors in a series of Raza Studies Programs organized in community centers located throughout several communities/*barrios* in San Diego. *Pláticas* and study sessions took place as a way of raising the political consciousness of its membership.

ARE discussed and developed positions on educational issues facing our community. A particular important “document” was ARE’s position on the No Child Left Behind law. ARE was the only Raza Education group in San Diego to openly oppose the No Child Left Behind legislation and organize demonstrations against it. ARE also joined the Raza Rights Coalition and teacher’s union struggle against the racist-fascist San Diego superintendent of schools Alan Bersen, whom many Latino educators supported. This stance won us support from all progressive forces: Black, Brown, and White.

Meetings began to take place on a regular basis. If only with a small membership of 6 to 7 people, nevertheless, meetings took place in a consistent and organized way. Members could expect an agenda and structure (not stray away from the agenda, time limits, etc.).

This persistency and consistency enabled ARE to win political spaces and the respect from



faculty, administration and the community on at least one school site and respect from community members.

### **Growth and Activism (2005 to the Present)**

Beginning in 2005, ARE began a period of tremendous growth. The reason for this can be attributed to several factors:

- The growing attack on education and teachers by racist groups in California and throughout the United States, angered many educators.
- More fascist like authoritarian school administrations began to be employed in the schools which led to the infringement of academic freedom.
- Education funding cut- backs lead to the massive layoff of teaching staff.
- The move to privatize public education and the establishment of corporate charter schools, threatened the job security of many thousands of teachers, counselors, and teaching assistants.

These factors, along with the solidification of the structures of ARE enabled the recruitment of new members. From this new membership and organizational consolidation, arose a very competent leadership. As a result, ARE activism increased: forums, workshops, and youth/community organizing were sharply visible.

It was during this period that an ARE chapter is established in the South Los Angeles area. Members of Unión del Barrio once again recognized the need to organize around the question of education and formed the ARE Los Angeles chapter. A major and critically important ARE conference was organized by the new Los Angeles chapter, which connected the organization to a statewide and national audience. This chapter also undertook tremendous popular struggles. Among these was the struggle to fire a fascist racist principle at Santee Education Complex in South Central Los Angeles; a campaign in defense of South El Monte students and their rights; the support of Ms. Salazar who was fired for organizing with students and teaching the African American experience in her English class; support of the Wadsworth Elementary community to oust Celerity Charter, Inc. from taking over public school space; and coalition-building with students through MEChA and Somos Raza, youth organizations. In July 2007, ARE held its first annual retreat and organized its second successful national conference in San Diego (2008), where over 600 educators, activists, youth, and community people attend. 2008 ends with the formation of a third ARE chapter in Oakland, California.

**ARE continued its activism during the 2008-2009 academic school years. Some of the major achievements include:**

- ✓ ARE played a leading role in the two year long Education not Arms Coalition campaign which eliminated all weapon's training in the San Diego Unified School

District.

- ✓ ARE supported the A through G campaign that successfully lobbied the San Diego Unified School District to change its graduation requirements so that all students have access to a college preparatory curriculum.
- ✓ ARE raised almost \$20,000 for its undocumented student scholarship.
- ✓ ARE led a campaign that exposed an injustice being committed by the Hispanic Scholarship Fund. This statewide mobilization succeeded in shedding light on this contradiction but fell short in opening the HSF scholarships to undocumented students.
- ✓ ARE teachers in Los Angeles participated in a fast for education and protest against the budget cuts that helped re-hire over five hundred teachers in the Los Angeles Unified School District.
- ✓ In the Fall we began the process of incorporating a new chapter in the Oakland area.

**The 2009-2010 Academic Year was a time of continued Struggle and Restructuring. Major accomplishments include:**

- ✓ ARE constituted its new State *Concilio* which would serve as a vehicle for establishing new chapters in every city wherever Raza must be defended.
- ✓ ARE joined Teacher Activist Groups (TAG), an emerging national movement of progressive educators.
- ✓ A major shift in leadership took place in ARE Los Angeles chapter, which successfully constituted ARE committee structures.
- ✓ ARE joined FUeL (Frente Universitario en Lucha) to restore the Local Student Admit Guarantee for SDSU which resulted in unforgivable act of oppression for many students in the county of San Diego, predominantly Raza.
- ✓ The San Diego and Los Angeles chapters raised over \$20,000 for deserving undocumented students.
- ✓ The Oakland chapter has started a process of establishing their core leadership and constituting internal ARE organic structures.
- ✓ All three chapters assumed a key role in the March 4<sup>th</sup> National Day of Action in defense of Public Education.
- ✓ The San Diego chapter successfully organized our 4<sup>th</sup> annual conference (*Striving for True Praxis to Reclaim Public Education*), with over 600 participants in attendance.

**The 2010-2011 Academic Year was a time of continued Struggle and Restructuring. Major accomplishments include:**

**[SECTION TO BE DEVELOPED; INPUT FROM MESAS is REQUESTED]**

### **Introduction.**

Individuals working within mass based organizations like the Association of Raza Educators are not only immersed in the struggle to defend the rights of their communities (A.R.E. Mission Statement), but they must also work to create unity and community within organizations. This internal work is as important as the political and cultural work we undertake.

Often, we find that we are working with people who do not share our political beliefs or may not have the same goals as we do. Many times individuals come into the organization because they like one aspect of the work, i.e. scholarship fundraising, but not others, i.e. strategic campaigns. We relate to each other in different capacities, sometimes as Mesa members, sometimes as chairs of committees, other times as educators or cultural workers, working hand-in-hand with students, other teachers, and parents.

Whatever our roles, it is vital to the health of members and the organization as a whole, that we pay special attention to our conduct with others, whether with ARE members or non-members. We believe that our work as progressive educators requires that we model not just organizing and activism, but humility and respect in our everyday conduct.

This guide is not meant to discuss the aspect of organization. We recognize the centrality of organization, of well-established structures, distribution of roles, committee work, etc. In the following we assume that each member abides by the following codes of conduct:

### **1. Praxis**

As ARE members, we aim for praxis. That is we critically reflect on the world, develop theories, but always with the impetus take action upon the world based on these reflections and theories. We recognize the importance of reading and educating ourselves, yet this very knowledge and education necessitates that we put it to practical use.

Praxis also entails developing theories and knowledge “on the ground,” in the struggle. Whether we’re involved in a six-month campaign to oust JROTC programs from our schools, or planning a conference, whatever practice we’re engaged in, we must always strive for critically reflecting on these. Putting our ideas and plans to practice may lead to unexpected turns, sometimes unsuccessful events or actions. We should always strive to learn from these experiences. All reflection and learning should strive for the improvement of future actions.

## **2. Morale**

As ARE members, we must always strive to increase the morale of our membership. The strength in organized struggle, especially in mass based work where, as mentioned earlier, people might not have the same political views or expectations, is not just in our numbers, but in the sense of purpose, belonging, and spirit of struggle. Many of our new members come into ARE with high expectations of ourselves as ARE members or of the organization as a whole. Initially, new members develop great enthusiasm, especially after engaging in the experience of organized struggle. However, sometimes we experience a “loss of morale” or disappointment. Sometimes a campaign doesn’t unfold as we expected. Sometimes the images we create of people or ourselves as “leaders” crumbles.

As ARE members, we must always strive to re-build ourselves. We must strive to work with realistic goals, to focus on the strengths rather than weakness of people, and realize that we are all a work in progress. In our relation to members, we must be patient, listen, and learn from them with humility.

It is the responsibility of members who have more experience organizing and working in MBOs to share her/his experience with newer members. A working principle: work to resolve differences, communicate, and avoid in fighting.

## **3. Diligence**

As ARE members, we must strive to be diligent or, as people say, “*Hay que ponerse las pilas.*” Struggle involves day to day work. Much of this work is on-going and back stage, such as calling people, staying late writing position papers, cleaning a *salón*, etc. Whether we’re doing back-stage work or have assumed a role in an action, event, or campaign, it is vital that we model for others our commitment through diligence. This, however, does not translate into working so much that we tire ourselves out and are, therefore, no longer able to function in our organizing work.

## **4. Political Education**

As educators, it would be a contradiction to not further our own studies. We must strive to develop our knowledge of critical social theory and social movements. Biographies of revolutionary leaders are a great starting point, they provide an entry point into the lives of people committed to struggle. Second, reading about other movements, in Latin America and around the world, provides a way of bridging our understanding of our local work, and how its tied to these movements.

Political education also means keeping abreast with contemporary local, national, and world developments. We must read intently and critically, seeking alternative media outlets, such as the Raza Press Association, or learn to read against the grain of popular media texts (newspapers, newscasts, etc.).

Political education should be collectivized and shared with members.

## 5. Being Self-Reflexive and Self-Critical

As ARE members, we should strive for self-reflexivity, meaning that we should reflect on our actions, with an eye towards improving them. We must make it a practice to engage in constructive criticism. Always with our mind on our commitment to life struggle, we should be open with ourselves, recognize when we are wrong, and take responsibility for our actions.

## 6. Collectivizing

**Liberalism** is a particular ideology that puts personal interest first, and the interests of the community second. It is very much tied to **Individualism**. Our existing political systems, of “representative” democracy, privilege the individual, which has been constructed as the “bearer of rights.” Liberalism is more than selfishness; it’s an ideology that, in the organizing world, in many instances prevents us from engaging in truly collective, organized struggle.

To **collectivize** is to not only privilege the collective, but to see our thinking and actions not just of our own making, but when they are developed through our organic structures, as a collective expression.

Collectivizing entails building community structures, where making plans, debating, and taking action on these are all done through the internal organization processes. When we think and act as collectives, we are more than individuals who happen to be a part of an organization.

## 7. Leadership

As ARE members we have assumed a leadership role in relation to our communities. Usually, “leadership” conjures up images of someone giving orders. This is not what we mean by “leadership.” Leadership means, on one level, fulfilling the responsibilities that have been delegated to us. On another plane, it means taking the initiative when necessary, and providing direction to the organization.

Furthermore, we must strive for a collectivized form of leadership that moves away from placing leadership in the body of one individual. On the other, we must take initiative when necessary, we must act. However, we must always remember, as the teachers from Puerto Rico have said, “*Hay que trabajar no atras ni adelante, pero al lado con el pueblo.*” As leaders, we should strive to develop ourselves and others.

## 8. Creativity/Flexibility

We should strive for creativity and flexibility in our work. Whether planning a campaign, debating an issue, hosting a community forum, we should always engage these practices creatively and flexibly. When we problem-solve in struggle, many times the solutions are

there, but we need to “think outside the box” to come up with new solutions.

Being creative entails taking initiative, thinking on the past, the present, and trying to foresee what is to come. Waiting for others to think for us weakens our capacity to think and act collectively.

## **9. Responsibility**

Responsibility means carrying out our duties and work in a disciplined fashion. This means fulfilling our commitments, being on time to meetings, etc. It also means doing our work with care, not haphazardly. A major challenge we face in carrying out our work responsibly and with care is the tendency towards individualism. Individualism is an unwillingness to see that our work is tied to a collective and that ultimately we are working towards the liberation of our *raza*. Ideally, we should find purpose and personal meaning in all the work we do, no matter how small. However, many times we are asked to do work that doesn't feel personally satisfying or meaningful (e.g. photocopying, cleaning a venue, driving people to an event, etc.). Being responsible entails fulfilling our commitments and consciously reminding each other that our actions are tied to broader goals and struggles.

## **10. Humility**

We must approach our work with humility. Being humble means being honest with ourselves, and therefore vulnerable, which allows us to be real and grounded in the work that we do. Being humble means that we recognize our work as part of a long struggle for self determination, a struggle that we did not begin. Engaging our work with humility entails that we do not subscribe to elitist tendencies. Because A.R.E. is not sponsored by the State, it is freed from many constraints that other organizations are faced with. We must recognize this, and not judge ourselves as “more down” than other progressive forces. Because we may have a college education, or because we have read political theory, or because we are engaged in struggle, this does not make us any “better” than other colleagues, educators, much less our *raza*. Ultimately, humility requires that we abandon any elitist tendencies.

## **11. Respect**

Respect, as organizers, requires recognizing the dignity of others, and ourselves which allows us to be in true solidarity with our community. Therefore, Respect encompasses all other codes.

*Because social media, such as Facebook, Myspace, Youtube, Twitter, email, blogging, etc. has become an important communication medium in our community organizing, the following guidelines are intended for social media communication.*

*These guidelines are written not as “rules” or prescriptions for ARE members but as guidelines that are to be interpreted contextually. In the end, it is the individual’s better judgment that should guide social media use.*

### 1. Internal ARE Communication

ARE members should be mindful of communication that is internal to ARE organizing, such as via chapter specific list serves, the ARE Facebook page, or any other ARE communication medium. Being mindful entails being careful what one communicates and how it gets communicated. Also, we should recognize that electronic communication can often be “forwarded” unintentionally beyond those whom it was intended.

Specific guidelines on ARE general list serv posting are circulated quarterly via the ARE general list serv.

### 2. Personal Use of Social Media

When using Facebook, Myspace, or other social media, ARE members should be cognizant of the fact that these tools blur the public and private. Because we are members of an organization, this carries particular responsibilities. The way we carry ourselves “outside” organizing spaces can have an impact on our collective organizing work and on the way our students, families, and other organizers view us. Please be mindful with how you re-present ARE within these spaces, whether explicitly or implicitly.

### 3. ARE Code of Conduct

The ARE Code of Conduct provides general principles for our conduct as members of a progressive organization. When representing ARE via social media spaces, always be mindful of the ARE Code of Conduct.



### Introduction: Social Context

ARE believes that sexual harassment, like other acts of interpersonal and institutional violence, have their origin in broader social structures. Our society, through the media, popular education, family, and other forms of socialization, promotes sexism and violence against women (and other gender groups).

Sexual harassment is a form of sexism. In our communities, sexism is lived everyday; we see sexism as a micro- and macro- form of violence. One way of working towards the elimination of sexism is to raise our awareness (education) about how it is that we are all complicit in sexism and what we can do to change it.

### General Policy

Sexual harassment is prohibited by the Association of Raza Educators Policy (A.R.E.), and federal and state law, and will not be tolerated in any form. A.R.E. Policy also prohibits retaliation against a person who reports sexual harassment, assists someone with a report of sexual harassment, or participates in any manner in an investigation or resolution of a sexual harassment report. The State Concilio will respond promptly and effectively to reports of sexual harassment, and will take appropriate action to prevent, to correct, and if necessary, to discipline behavior that violates A.R.E. Policy.

Mesa Members, General Members, and non-Members, are responsible for taking whatever action is necessary to prevent sexual harassment, to correct it when it occurs, and to report it promptly to the State Concilio.

### Sexual Harassment<sup>1</sup>

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's participation, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- \* The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.*
- \* The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.*

---

<sup>1</sup> Source: Adapted from the University of California System Sexual Harassment Policy.

- \* *The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.*
- \* *Unlawful sexual harassment may occur without economic injury to or discharge of the victim.*
- \* *The harasser's conduct must be unwelcome.*

It is helpful for the victim but not necessary to inform the harasser directly that the conduct is unwelcome and must stop. The victim should use any grievance system available.

Prevention is the best tool to eliminate sexual harassment. ARE leadership is encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to members that sexual harassment will not be tolerated. They can do so by providing sexual harassment education to their members and by establishing an effective complaint or grievance process and taking immediate and appropriate action when complaints arise.

## **Reporting, And Responding To Reports Of, Sexual Harassment**

### **A. Making Reports of Sexual Harassment**

All members of the A.R.E. community are encouraged to contact the State Concilio if they observe or encounter conduct that may be subject to A.R.E.'s Policy on Sexual Harassment.

1. Reports of sexual harassment may be brought to the appropriate bodies, to members of the Mesa or to the State Concilio.
2. If the person to whom harassment normally would be reported is the individual accused of harassment, reports may be made to another ARE member or someone else that can relay the report to the corresponding bodies. Mesa members are required to report sexual harassment complaints and report these to the State Concilio. State Concilio members are required to review and investigate sexual harassment complaints when a report is received. The State Concilio can create a Commission, composed of Concilio members, who will lead the investigation.

Reports of sexual harassment shall be brought as soon as possible after the alleged conduct occurs, optimally within one year. Prompt reporting will enable the State Concilio to investigate the facts, determine the issues, and provide an appropriate remedy or disciplinary action. For reports of sexual harassment brought after one year, the Concilio shall respond to reports of sexual harassment to the greatest extent possible, taking into account the amount of time that has passed since the alleged conduct occurred.

## **B. Options for Resolution**

Individuals making reports of sexual harassment shall be informed about options for resolving potential violations of the Policy on Sexual Harassment. These options shall include Early Resolution, Formal Investigation, and filing complaints or grievances. Individuals making reports also shall be informed about policies applying to confidentiality of reports under this policy. The Concilio shall respond to the greatest extent possible to reports of sexual harassment brought anonymously or brought by third parties not directly involved in the harassment. However, the response to such reports may be limited if information contained in the report cannot be verified by independent facts.

Individuals bringing reports of sexual harassment shall be informed about the range of possible outcomes of the report, including interim protections, remedies for the individual harmed by the harassment, and disciplinary actions that might be taken against the accused as a result of the report, including information about the procedures leading to such outcomes.

An individual who is subjected to retaliation (e.g., threats, intimidation, reprisals, or adverse employment or educational actions) for having made a report of sexual harassment in good faith, who assisted someone with a report of sexual harassment, or who participated in any manner in an investigation or resolution of a report of sexual harassment, may make a report of retaliation under these procedures. The report of retaliation shall be treated as a report of sexual harassment and will be subject to the same procedures.

### **1.) Procedures for Early Resolution**

The goal of Early Resolution is to resolve concerns at the earliest stage possible, with the cooperation of all parties involved. The Concilio will explore options for Early Resolution when the parties desire to resolve the situation cooperatively and/or when a Formal Investigation is not likely to lead to a satisfactory outcome. Early Resolution may include an inquiry into the facts, but typically does not include a Formal Investigation. Means for Early Resolution shall be flexible and encompass a full range of possible appropriate outcomes. Early Resolution includes options such as mediating an agreement between the parties, separating the parties, referring the parties to counseling programs, negotiating an agreement for disciplinary action, conducting targeted educational and training programs, or providing remedies for the individual harmed by the harassment. Early Resolution also includes options such as discussions with the parties, making recommendations for resolution, and conducting a follow-up review after a period of time to assure that the resolution has been implemented effectively. Early Resolution may be appropriate for responding to anonymous reports and/or third party reports. Steps taken to encourage Early Resolution and agreements reached through early resolution efforts should be documented.

While the Concilio encourages early resolution of a complaint, it does not require that parties participate in Early Resolution prior to the decision by the body leading the inquiry to initiate a Formal Investigation. Some reports of sexual harassment may not be appropriate for Early Resolution, but may require a Formal Investigation at the discretion of the Concilio or other appropriate official designated to review and investigate sexual harassment complaints.

## 2.) Procedures for Formal Investigation

In response to reports of sexual harassment in cases where Early Resolution is inappropriate (such as when the facts are in dispute in reports of serious misconduct, or when reports involve individuals with a pattern of inappropriate behavior or allege criminal acts such as stalking, sexual assault or physical assault) or in cases where Early Resolution is unsuccessful, the Concilio may conduct a Formal Investigation. In such cases, the individual making the report shall be encouraged to file a written request for Formal Investigation. The wishes of the individual making the request shall be considered, but are not determinative, in the decision to initiate a Formal Investigation of a report of sexual harassment. In cases where there is no written request, the Concilio or appropriate official designated to review and investigate sexual harassment complaints, may initiate a Formal Investigation after making a preliminary inquiry into the facts.

When an ARE Member is accused of sexual harassment, regardless of the status of the alleged victim (i.e., another member, non-member, etc.), the relevant member disciplinary procedures set forth in **ARE Policy on Sexual Harassment** shall constitute the Formal Investigation. However, the member conduct proceedings shall incorporate relevant elements from the standards listed below, and other specifications as noted.

a. The individual(s) accused of conduct violating the Policy on Sexual Harassment (ARE Policy) shall be provided a copy of the written request for Formal Investigation or otherwise given a full and complete written statement of the allegations and a copy of the ARE Policy and Procedures for Responding to Reports of Sexual Harassment.

b. The investigation and member conduct proceedings generally shall include interviews with or testimony from the parties if available, interviews with or testimony from other witnesses as needed, and a review of relevant documents as appropriate. Disclosure of facts to parties and witnesses shall be limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation shall be advised that maintaining confidentiality is essential to protect the integrity of the investigation.

c. Upon request, the complainant and the accused may each have a representative present when he or she is interviewed. Other witnesses may have a representative present at the discretion of the investigator.

d. At any time during an investigation, the investigator or Concilio, as appropriate, may recommend that interim protections or remedies for the complainant or witnesses be provided by appropriate ARE officials. These protections or remedies may include separating the parties, placing limitations on contact between the parties, or making alternative arrangements. Failure to comply with the terms of interim protections may be considered a separate violation of the ARE Policy.

e. Investigations shall be completed as promptly as possible and in most cases within a reasonable amount of time of the date the request for Formal Investigation was filed. This deadline may be extended on approval by the Concilio or investigative body to whom this authority has been delegated.

f. Generally, an investigation should result in a written report that at a minimum includes a statement of the allegations and issues, the positions of the parties, a summary of the evidence, findings of fact, and a determination by the investigator as to whether ARE policy has been violated. The report shall be submitted to the Concilio with authority to implement the actions necessary to resolve the complaint. The report may be used as evidence in other related procedures, such as subsequent complaints, grievances and/or disciplinary actions.

g. The complainant and the accused shall be informed promptly in writing when the investigation is completed. The complainant shall be informed if there were findings made that ARE Policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to the complainant, such as an order that the accused not contact the complainant. In accordance with ARE's policies protecting individuals' privacy, the complainant may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.

h. The complainant and the accused may request a copy of the investigative report, However, the report provided shall be redacted to protect the privacy of personal and confidential information regarding all individuals other than the individual requesting the report in accordance with ARE policy.

i. Any member who has a grievance or wants to appeal the results of an investigation should see the Appeal Process outlined in the Rights of General Members, p. 24.

### Organizational Principles of the Association of Raza Educators

1. Association members should consist of teachers, other educational workers, on and off campuses, parents, and students, committed to advancing the educational rights of the Raza community.
2. The membership shall be structured into two parts:
  - a) *Mesa Directiva*
  - b) General Body

### LA MESA DIRECTIVA

1. The *Mesa Directiva* will be the coordinating/administrative body of ARE, and its members will serve for one year, and may be re-elected, but limited to two years consecutively in the same office.
  - a) The six key board positions that every ARE chapter should have are:
    - I. Chairperson/Coordinator
    - II. Membership Coordinator
    - III. Secretary
    - IV. Treasurer
    - V. Publicity Coordinator
    - VI. Community Outreach Coordinator/Community Liaison

The following is an ideal situation that we should strive for. Each individual chapter can add positions to their *Mesa Directiva*. Positions that have been created by the Los Angeles and San Diego chapters based on their realities and need have been: Co-Chairs, Education Coordinators, Webmaster, second Community Liaisons/Outreach Coordinators and "Members at Large" that could include a student or a parent.

- b) Election/re-elections of the board will be held annually.
- c) Executive Board members may be removed by a majority vote of the board.
- d) The *Mesa* should strive to reach a consensus at all times; voting should be the last resort.
- e) Only members of the *Mesa Directiva* can speak on behalf of the organization. General members can speak on behalf of the organization when the *Mesa*

*Directiva* has assigned them that role/duty during a specific event, rally, protest, etc..

2. One should be a member in good standing in order to run for the Mesa Directiva de ARE and have been a member of the organization for at least one full year.
3. The *Mesa Directiva* de A.R.E. oversees all committee work. All committee work must be approved by the *Mesa* before it is finalized and advanced. The *Mesa's* approval and oversight must take into consideration the initiative taken by committees. Therefore, the *Mesa* should only revise and enrich, unless it is completely necessary to negate an action or event. The purpose of this is to collectivize and ensure that the entire membership is represented when an A.R.E. event, fundraiser, and/or action is proposed. The *Mesa's* resolution will ensure that no decisions are made in a vacuum. The *Mesa* in its totality is representative of all committees and will ensure the success of all undertakings of our organization.

The *Mesa's* role within the organization is to provide collective leadership and direction within each chapter. One of its primary functions is to coordinate cross-committee work. Although not an executive body, the *Mesa* can initiate and make suggestions on ARE events, fundraisers, and/or actions that are specific to that chapter. The *Mesa* can also initiate and make suggestions on ARE events or actions that would extend beyond the chapter and involve other chapters and regions. This would be done in consultation with the State Concilio.

A third function of the *Mesa* is to ensure that each chapter is working towards the Mission and Goals of ARE as a whole. The *Mesa* of each chapter should strategize, plan, and make strategic assessments on how the chapter is working towards the fulfillment of ARE Mission and Goals.

### **DUTIES AND RESPONSIBILITIES for Mesa/Board**

#### **I. Chairperson/Coordinator:**

1. Presides over general and *Mesa* meetings
2. Facilitates all other meetings
3. Oversees Committee and *Mesa* Work
4. Keeps membership focused on ARE mission and goals.

#### **II. Membership Coordinator:**

1. Keeps records of members such as personal data and attendance.
2. Coordinates recruitment of new members and retention of existing members.
3. Orientates new members to A.R.E.
4. Leads the Membership Committee

### III. Secretary

1. Takes charge of the role and duties of Chairperson if s/he is not available.
2. Keep minutes.
3. Will provide in a timely fashion: minutes, agenda, or other documents to members before general meetings.
4. Documentation and archiving all ARE materials in a binder.
5. E-mail reminder of meetings and events to membership.

### IV. Treasurer

1. Develop and coordinate fund-raising activities.
2. Ensure (with the support of the *Mesa*) that fundraising does not contradict ARE mission and goals and instead reinforces the central objectives of ARE.
3. Collect dues, records and keeps track of expenses and budget account.
4. Will give general financial reports and present at all general meetings.

### V. Publicity Coordinator

1. Will coordinate Publicity Committee to: develop documents such as press releases, promotional pamphlets, newsletters, reports and summations of ARE work which promotes the organization.
2. Fliers
3. Promotions
4. Approves all information disseminated by ARE
5. Ensures that all information, statements, etc. is in line with the mission and goals of the organization
6. Oversees website maintenance

### VI. Community Liaison/Outreach

1. Keeps a constant communication between the organization and community.
2. Involves ARE in community events.
3. Provides a forum for the community to voice concerns and issues.
4. Coordinates ARE executive board members' participation in local conferences and events.

***The following Mesa Positions are optional and can be created based on need of each chapter:***

**Co-Chair/Coordinator:** Supports and shares duties w/ Coordinator

**Extra Community Outreach/Liaisons:** Supports and shares duties w/ existing *Mesa* member.

**Web-Master:** Maintains Websites

**Education Coordinator:** In charge of curriculum design, Political Education.



**Members at large:** Serve as alternates for *Mesa Directiva*  
**Scholarship Coordinator:** Coordinates Scholarship committee

### **ARE Resignation Protocol for Members in Leadership Positions**

Resignation is a voluntary separation from the ARE with notice on the part of the member in a leadership position.

A member in leadership is expected to give at least four (4) weeks notice in writing and include the effective date and reason for resignation.

The writing should include a description of all the work the member is currently responsible for and the status on it. This will allow us to transition or halt that area of work until someone is able to pick up that labor.

It is good practice for the chapter leadership to acknowledge the resignation in writing to assure that the resignation is properly documented. If there is a question concerning the resignation protocol the local chapter leadership should contact the State *Concilio*.

### **ARE Leave of Absence for Membership in Leadership Positions**

A leave of absence must be requested from the corresponding leadership body. The member must give a reason, and a specific length of time for the leave of absence, noting the beginning and end of the leave. The member in a leadership position taking a leave of absence loses said position, and upon return to active membership must be reelected to any leadership position. Only a leadership member “in good standing” can request a leave of absence.

### **ARE Reintegration of Members**

Former members who have been asked to leave or have resigned from a leadership position must go through a reintegration process overseen by the A.R.E. State *Concilio*. Reintegration into a local chapter requires a formal statement from the individual who wishes to return to A.R.E., addressed to the local chapter Mesa and *Concilio*, stating her / his intention to return. In consultation with the local chapter, the *Concilio* will determine whether, and how, this person is able to reintegrate; their return will be determined on a case-by-case basis.

### **Elections for the *Mesa Directiva* must be conducted as follows:**

The existing board for each chapter decides what *Mesa* positions are necessary for their chapter based on their material conditions for the following year. These positions should include the following six positions for each chapter (1. Chair/Coordinator, 2. Secretary, 3. Membership Coordinator, 4. Treasurer, 5. Publicity Coordinator, 6. Community Outreach). Extra positions can be added based on need.

### **Nomination Process**

1. The Membership Coordinator will explain what members have the right to nominate, run, and vote for positions. All ARE members in good standing can nominate and vote but only members who have been in ARE for at least one full year be nominated to run for the mesa (exceptions can be made when agreed upon by the board).
2. The Membership Coordinator of each corresponding chapter makes a presentation to the general body regarding the positions that will be filled for the following academic year. This presentation should include the responsibilities of each Mesa position in order for the membership to make informed decisions of whom to nominate and whether one will accept or decline a nomination. *(Note: Upon accepting a nomination, one must be willing and able to attend the ARE Chapter and Leadership Retreats)*
3. The Membership Coordinator answers any questions for clarification.
4. The Membership Coordinator then forgoes her/his role and the Chapter Coordinator/Chair presides over the nomination process.
5. Members who are present can accept or decline nominations (nominations should be anonymous). Members who are not present will be contacted by the Membership Coordinator regarding their nomination where they will be able to accept or decline as well.

### **Election Process**

1. A secret ballot will be created by the secretary. (It is suggested that this happen during the annual chapter retreat where the elections will take place). Only members present can vote and only members who have been nominated and are in attendance can remain on the ballot.
2. In order to be elected, one must receive a simple majority of the votes. Those members who are running unopposed must receive seventy-five percent of the Chapter membership vote, including abstentions.

3. Each member who is nominated will share what they would bring to our ARE leadership structure and the organization as a whole if elected. This is a space where the membership can ask questions to each nominee if necessary.
4. Voting takes place with a secret ballot to be tabulated by one member of the State *Concilio* and two General Members (These members cannot be from the present *Mesa* and/or nominated for the upcoming *Mesa*).
5. The votes are tabulated and the new *Mesa Directiva* is announced.

## General Membership

### I. In order to be a supporter of ARE, one must:

1. Be in agreement with ARE Mission and Goals.

### II. To be a Member, one must:

1. Submit a membership application.
2. Have signed on to Committee work and taken an active role within that Committee.
3. Pay yearly dues: \$60 for educators/professionals, \$18 for parents/community members, and \$12 for students.
4. Participate in 50% ARE events, i.e. meetings, fundraisers, forums, conferences, etc.
5. *Mesa Directiva* has the discretion to identify members in good standing.

### Rights of General Members:

1. Can vote at all general meetings.
2. Can hold positions on the *Mesa Directiva*
3. Can question actions of the *Mesa Directiva* through their committee spaces.
4. Can propose changes and/or new actions through their role in their respective committees.
5. Receive information (newsletters, minutes, etc.) concerning ARE activities.
6. Can participate in standing (or ad hoc committees).
7. Can file a grievance.
8. Can file an appeal <sup>2</sup>

---

<sup>2</sup>Appeal Process: As a member, you have the right to appeal the resolutions of any investigation. However, this must be done formally, in writing, within 30 days of the completion of the investigation. A written statement is to be delivered to the ARE State *Concilio* clearly indicating such an appeal. This appeal must include clearly stated reasons. The *Concilio* will address each appeal on a case-by-case basis. Initiating an appeal or filing a grievance does not necessarily extend the investigation process. However, if the appeal includes further evidence that can outweigh decisions or resolutions,

Note: Committee work is the core of ARE and its political work. Currently, there are three committees laid out in our membership manual. The following template is suggested to be the ideal structure for each chapter. Committees are successful if they are comprised of at least four members but no more ten.

### **COMMITTEE MEMBERSHIP**

1. Committee Chairs must be members of the *Mesa Directiva*
2. Chairs preside over committee meetings
3. Chairs develop a report to be submitted at the monthly Mesa meetings
4. Chairs forward committee proposals for enrichment, revision and acceptance by the *Mesa Directiva*
5. Not chairing a committee does not take away from the responsibilities of a Mesa role
6. All general members must belong to / work in one of the standing committees.
7. “Ad Hoc” (temporary) committees may be established by the mesa directiva to address particular issues or concerns.
8. All work in each chapter comes from committee work but must be approved by the Mesa (Mesa should only oppose committee work if it contradicts the mission and goals of ARE and/or is unsustainable) and enriched in order to ensure that the entire chapter will support it. Otherwise, the leadership of each chapter should support the initiative of each committee.

Note: It is encouraged that mentorship take place for future leadership candidates (i.e. committee members can preside, report at general meetings, take minutes, etc.). It is vital that all leadership in the organization develop a strategy for membership sustainability through political education.

### **Standing Committees**

---

the *Concilio* can take action to extend the investigation and include the appeal as part of the investigation.

The ARE State *Concilio* is not a legal body. If, after an investigation is concluded, the member has reason to believe that the matter is unresolved and needs to be addressed by legal authorities, then they are notified of their right to pursue legal options.

Once an investigation is concluded, it is considered closed. Out of respect for the investigation process and to protect those involved, members are not allowed to discuss the investigation whether that includes details or reconstructions, whether verbal or written. Sanctions will be applied to members discussing a prior investigation. First, the ARE State *Concilio* will notify them about their action. Second, if this persists, action will be taken in the form of private censure, public censure, temporary removal, and/or political separation.

1. Led by one of the following: Publicity Coordinator, Community Outreach Coordinator, Membership Coordinator, or Secretary
2. Should be comprised by any of the aforementioned and any other general members
3. Provides information (newsletters, bulletins, website, pamphlet, etc.) to all sectors of Raza community, other organizations, and educational institutions, with the objective of gaining support for A.R.E.
4. Establishes and maintains and regularly updates a viable website
5. Actively works on both community and educator outreach
6. Will recruit and retain members as part of the organization by having a plan for recruitment and retainment
7. Will ensure that all A.R.E. members are in “good standing” and individuals who have shown interest in the past are contacted and kept informed on our work (i.e. receive e-mail correspondence, bulletins, information regarding events and fundraisers).
8. Will report at each general meeting as to the status of its outreach and recruitment activities
9. Organizes the annual mesa nominations, membership retreat and elections

***Finance Committee:***

1. This committee is led by the Treasurer
2. This committee is comprised by the Treasurer, the Scholarship Coordinator and any other general members
3. Will propose plans to raise funds for A.R.E general and scholarship fund
4. Will organize events and plans approved by the Mesa
5. Will propose scholarship criteria, # of scholarships given, amount of each scholarship and select recipients
6. Will ensure that the entire organization takes part and supports fundraising and events
7. Will report and give update at each general meeting as status of the organization’s finances and fundraising campaigns/events

***Education Committee:***

1. The Education Committee is led by the Education Coordinator
2. The committee will be comprised by the Education Coordinator, the Chapter Coordinator, the Co-Chair and any other general members
3. Will provide political education aligned with the organization structure, mission and goals of A.R.E for each general meeting
4. Will oversee/organize any event and or campaign that affects Raza youth in education

## **New / Provisional Chapter Structural Guidelines**

### **INTRODUCTION**

These Chapter Structural Guidelines have been developed by the A.R.E. State *Concilio* to clarify the process for opening new chapters and defining the status of existing chapters. The State *Concilio*, composed of representatives from existing chapters, is the organic body that overlooks the establishment of new chapters.

### **PROCESS FOR CHAPTER DEVELOPMENT**

Prior to the official formation of a new A.R.E. chapter, the group or collective interested in forming a chapter should contact the A.R.E. State *Concilio* and begin the dialogue on the process of forming a chapter. The State *Concilio* will then develop an internal assessment of the geographic region, the group or collective initiating the request, the internal capacity of A.R.E. as a whole, before undertaking a formal meeting with the group or collective initiating the meeting.

If committees are fully constituted, this would mean that a chapter has a solid membership of thirty members. A serious discussion should begin regarding the development of another chapter in the same county if active membership exceeds thirty in one area.

### **BECOMING A CHAPTER**

In order to become a chapter, the group or collective must:

1. Agree with A.R.E. mission and goals;
2. Submit a New Chapter Application;
3. Attend an initial meeting organized by the State *Concilio* in which the New Chapter Structural Guidelines are presented;
4. Meet six month interim period goals (as specified in the New Chapter Structural Guidelines);
5. Provide a report and reflection to the State *Concilio* on the progress towards the six month interim period;
6. Meet the next six month interim period goals; and
7. Attend the State-Wide Leadership Retreat.\*

### **SIX MONTH INTERIM PERIOD GOALS**

1. Schedule a set date and time for meetings (if possible also a consistent location).
2. Create an internal support network that will:
  - a. Focus on supporting each other;
  - b. Focus on developing a core group by providing a dialogue space supporting issues in the classroom, school, networking, professional development, reading circles, etc. ;
  - c. Develop an interim *Mesa*—the leadership from the core group.
3. Organize and participate in social and community events for purposes of recruitment.
4. Interim Mesa must attend quarterly state leadership meetings.

### **NEXT 6-MONTH INTERIM PERIOD GOALS**

1. Evaluate Resources:
  - a. Assess the membership for skills and/or capabilities in order to further develop the chapter via a membership application form.
  - b. Constantly review the budget, which will be acquired through dues, donations, fundraisers, and/or grants.
2. Develop relationships with community and professional organizations that follow that will both enhance the mission and goals of A.R.E. as well as keep the chapter grounded with the community.
3. Chapter leadership must attend quarterly state leadership meetings.
4. Attend one general meeting/event sponsored by the San Diego, Los Angeles, or Oakland chapters.
5. Develop a Publicity Plan i.e. Bulletin, web-site, fliers, brochure, etc.
6. Plan one major professional event that outreaches to the community i.e. parents, students, activists, etc. The following are examples:

- a. Scholarship Banquet
- b. ARE Conference
- c. Community Forum
- d. A series of workshops
- e. Other

**\* The Majority of Mesa Leadership need to attend Summer State-Wide Leadership Retreat that is held every year during July on the 3<sup>rd</sup> Saturday of that month.**

### Protocol for Closing ARE Chapters

The reasons in which an ARE chapter might find the need to close may vary. However, a chapter in and of itself does not have the sole authority to determine that final step since it will impact the entire organization as a whole. A protocol process must first be adhered to in collaboration with ARE Concilio to determine in general:

- 1) context of chapter, 2) action plan, 3) assessment of action plan, and 4) final recommendation.

More specifically, if a chapter is contemplating closing they should immediately:

- a) Contact the *Concilio* Chair.
- b) Determine a conference meeting time with chapter Mesa and *Concilio* members.
- c) Develop an action plan with *El Concilio* that will work to revitalize and support the chapter. This plan will consist of benchmark dates (with the intention to reflect on progress) and specific ways the chapter Mesa and *El Concilio* will maintain communication.
- d) Together, the chapter Mesa and *El Concilio* will determine the longevity of the action plan.

Once an action plan is completed (and steps a) to d) above are followed), a final recommendation will be offered which can include but not be limited to the following:

1. Complete closure of chapter.
2. A change of Mesa to move the chapter forward.
3. Change of the chapter to Provisional Status.



**1. Terms of *Concilio***

**a. Membership Eligibility**

- i. Must be a member in good standing for at least two years
- ii. Must have at least one year experience in the *Mesa Directiva*

**b. Structure**

- i. Two members from each chapter in good standing
- ii. Two year terms
- iii. Terms begin every September
- iv. *Concilio* members are appointed by the *Mesa Directivas* of the respective chapters (*Mesa* must reach a consensus)
- v. Can be appointed twice, consecutively (a total max of four consecutive years)
- vi. Positions are decided amongst the appointed members
- vii. The positions are as follows:
  - 1. General Coordinator
  - 2. Secretary
  - 3. Finances
  - 4. Publicity-Outreach

**c. Purpose**

- i. Ensures that each chapter and its projects are aligned with the Mission and goals of ARE
- ii. Supports and establishes new chapters
- iii. Coordinates cross-chapters concerns and activities
- iv. Intervenes when necessary to alleviate issues that exist within respective chapters that cannot be addressed within the chapters
- v. Represents ARE at a state, national, and international level
- vi. Creates position papers on behalf of the organization
- vii. Manages cross-chapter communication and campaigns
- viii. Can propose changes and actions that affect all chapters but the chapters must be consulted and approve before they are implemented
- ix. Changes to the bylaws and the manuals must be proposed and ratified at the annual leadership retreat
- x. Oversees the annual ARE conference
- xi. Oversees Scholarship and items connected to the Raza Education Fund (The Fiscal sponsor of ARE)
- xii. Oversees our publication, *Regeneración*

- xiii. Oversees our official website, [www.razaeducators.org](http://www.razaeducators.org)
- xiv. Plans and facilitates the Annual Leadership Retreat, (held every 3<sup>rd</sup> Saturday in July) where:
  - 1. All chapter leadership convenes annually during summer months
  - 2. Reflects on the past academic year
  - 3. Ratifies and proposes changes to the bylaws
  - 4. Generates goals for the next academic year for each chapter
  - 5. Develops the chapter and organizational calendars
  - 6. Proposes goals and objectives for our ARE Scholarship
  - 7. Proposes date, objectives, theme, and responsibilities for our annual Conference
- xv. Ensures that all ARE chapters contribute to expenses that pertain to entire the organization (travel to start chapters, website, accountant, etc.) from general funds.
- xvi. Addresses resignations or separations

### Three Essential Components in Developing a Campaign

1. Assessing the Conditions Affecting Our Raza Today. What conditions are impacting our Raza today, locally and regionally?
2. Campaign development as a strategy for addressing the issue or condition affecting our Raza.
  - i. Urgency/Oppressiveness
  - ii. Feasibility/Realistic
3. Assessing our organizational capacity to undertake a campaign
  - i. What resources will the campaign need (time, energy, funds, etc.)?
  - ii. How does the campaign lead to internal, collective development (does it build our organization as a whole)?

### Our Scholarship: *Education is a Basic Human Right!*

The Association of Raza Educators (ARE) is determined to provide an education that is equitable to all, regardless of citizenship status. ARE believes that all students deserve an opportunity to attend college without discrimination of any kind; thus, it is determined to assist undocumented students with their college education. Through this fund, the Association of Raza Educators will help provide undocumented students with an opportunity to realize their dreams of attending college. Each year ARE will award undocumented graduating seniors and continuing college students with a scholarship.

Scholarship recipients will be selected based on their commitment to and active participation in their community. Students will be required to turn in an application and go through a thorough interview process, where they will need to demonstrate how they are actively involved in their community. Scholarship recipients will also be expected to become involved with ARE or a collective working towards RAZA self-determination.

Note on scholarship fundraising:

ARE is committed to the struggle for some of our most disenfranchised students: undocumented youth. As an organization, we have established our undocumented student scholarship for various reasons: to support the education of undocumented students; to stand with undocumented youth as the scholarship is a symbolic gesture of solidarity; and to challenge the state to recognize that all students have a right to an education; EDUCATION IS A HUMAN RIGHT!

We must remind ourselves that our scholarship cannot fulfill the needs of our undocumented youth, but it's a way to reclaim our humanity in the midst of constant attacks against our community. Because we do not accept corporate sponsorships (corporations are the cause for the displacement of our students and their families), scholarship fundraising has become an arduous task that must be undertaken as a practice in self-determination. Although it is our duty to defend our youth, the scholarship is but one way of doing this. We must not allow ourselves to be consumed by fundraising and become a charity organization. Therefore, scholarship fundraising should be limited to an amount specified by the State *Concilio* in order to ensure that we defend our community from every form attack that takes place in the educational field. For 2010 – 2011, scholarship fundraising for each chapter shall be in the range between \$5,000 - \$10,000 and each scholarship will be in the amount of \$1,000.

## Our Annual Conference

### History

Our first annual conference was held at California State University at Los Angeles in November of 2007. Since this historic conference, our organization has succeeded in increasing the number of conference participants and organizing a conference that brings together community organizers, educators, students, and keynote speakers such as Ernesto Bustillos, Jeff Duncan-Andrade, Mzuri Pambelli, Sakeenah Shabaaz, Donaldo Macedo, Chairman Omali Yeshitela, Rudy Acuna, Rosa Clemente, and others.

#### *Conference Theme:*

- 2007: Colonialism and Urban Education (Los Angeles)
- 2008: Social Justice in Education (San Diego)

- 2009: Ser Pueblo, Hacer Pueblo, y Estar Con el Pueblo (Los Angeles)
- 2010: Striving for True Praxis to Reclaim Public Education (San Diego)
- 2011: Humanizing Education as Resistance and Self Determination (Los Angeles)
- 2012: Raza Educators: Aquí Estamos, Educamos, Transformamos, y No Nos Vamos (San Diego)
- 2013: Todos Somos Arizona: Organizing to Reclaim Our Cultural Histories (Los Angeles)

### **Structure**

Our annual conference is patterned after traditional conferences, with keynote speakers throughout the day and break-out sessions and workshops where presenters facilitate dialogue in small workshops of no more than 40 people. A call for workshop presentations is made months before the conference. On occasion, presentations are by invitation (such as in the 2007 Annual Conference).

### **Goals**

In 2007, two goals were identified: (1) to dialogue with other progressive educators and organizers; (2) to form a Progressive Teachers of Color Congress that would address issues affecting Raza communities and would set an organizational framework for linking up already established work in different geographic areas.

### **Date**

In order to provide consistency the conference is to be held the 1<sup>st</sup> Saturday in March of every year.

### **Conference Planning Guidelines**

When a chapter is facilitating a conference, the Mesa and its members take the leading role in organizing the conference. The Mesa, in leading the standing committees aligns their works towards the conference organizing. The following distribution of responsibilities has been successfully used in past conferences.

4. Coordinator
  - a. Oversees and ensures that each of the Mesa members is leading conference tasks through their participation in their respective standing committees. Chair should be in constant communication via email, phone, etc. with the *Concilio* for support throughout the planning of the conference.
5. Secretary
  - a. Ensures that all documentation for conference, meeting minutes, agendas, program, is developed and distributed among Mesa. In the absence of the

Coordinator, the Secretary takes the role of the Coordinator.

6. Treasurer/Finance Committee
  - a. Coordinates all financial aspects as they relate to the conference and leads the conference fundraising efforts. The treasurer works closely with the Finance Committee in the developing of these tasks. In addition, the Treasure provides monthly report to update the Mesa during the Mesa meeting.
7. Membership
  - a. Registration
  - b. Vendors
  - c. Conference packet information
  - d. Develop a strategy for membership recruitment
8. Scholarship
  - a. Scholarship should merge with Finance Committee to assist and balance out fundraising efforts.
9. Education
10. In charge of the workshop planning (calls and review for proposals and keynote speakers) and the evaluations. The Education Committee ensures the workshops are aligned with ARE's mission and goals.
11. Publicity
  - a. Coordinates the dissemination of the conference. Assures the development of the flyer, program layout, and all the media press release.
12. Community Outreach
  - a. Food
  - b. Outreach to other organizations for the promotion and support of the conference.
  - c. Attend committee meetings to promote conference.

*\*The Mesa ensures that a brief summary of the pros and cons of the conference is submitting to the Concilio within one month after the conference.*

### Conference Organizing Timeline

July	January
<ul style="list-style-type: none"> <li>• Leadership Retreat</li> </ul>	<ul style="list-style-type: none"> <li>• Registration open</li> </ul>
<ul style="list-style-type: none"> <li>• Identify Conference theme and date</li> </ul>	<ul style="list-style-type: none"> <li>• Final flyer version</li> </ul>
	<ul style="list-style-type: none"> <li>• Confirm food</li> </ul>
August	

September	February
<ul style="list-style-type: none"> <li>• Reserve and confirm location</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops proposal submission deadline</li> </ul>
<ul style="list-style-type: none"> <li>• Develop Conference fundraising plan and outline</li> </ul>	<ul style="list-style-type: none"> <li>• Vendors submission deadline</li> </ul>
	<ul style="list-style-type: none"> <li>• Program, 1<sup>st</sup> draft</li> </ul>
October	
<ul style="list-style-type: none"> <li>• Save the Date flyer</li> </ul>	
	March
November	<ul style="list-style-type: none"> <li>• Registration closed</li> </ul>
<ul style="list-style-type: none"> <li>• Call for proposals</li> </ul>	<ul style="list-style-type: none"> <li>• Conference program final version</li> </ul>
<ul style="list-style-type: none"> <li>• Call for vendors</li> </ul>	
	April
December	<ul style="list-style-type: none"> <li>• Conference</li> </ul>
<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> flyer sent out</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Keynote speakers confirmed</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Conference Responsibilities

### 1. Coordinator

- a. Oversees the conference and ensures that each of the Mesa members is leading conference tasks throughout their participation in their respective standing committees
- b. Communicates with the Concilio, for support, throughout the planning process of the conference

### 2. Secretary

- a. Ensures that all documentation for the conference is distributed among Mesa members; documentation includes:
  - i. Meeting minutes
  - ii. Agendas
  - iii. Development and distribution of the program is distributed among Mesa members
- b. In the absence of the Coordinator, the Secretary takes the role of the Coordinator

### 3. Treasurer/Finance Committee

- a. Coordinates all financial aspects, as they related to the conference, and leads the conference fundraising efforts; works closely with the Finance Committee in the development of these tasks
- b. Fundraising

- i. Organize fundraising events leading up to the conference
  - ii. Create donation letter(s) [individuals, organizations, artists, etc.]
  - iii. Obtain sponsors/endorsers for the conference
- c. Provides monthly report to update the Mesa during the Mesa meetings

#### **4. Membership**

- a. Registration
  - i. Set up online registration process
  - ii. Generate a list of pre-registered persons to be ready for the day of the conference
  - iii. Coordinate registration the day of the conference
  - iv. Generate labels for the conference attendees, workshop presenters, and keynote speakers
  - v. Distribute conference programs to conference attendees, workshop presenters, and keynote speakers
  - vi. Create a Workshop Evaluation form and process
  - vii. Count Conference attendees
  - viii. Collaborate with Workshop and Keynote Committee
- b. Vendors
  - i. Create a vendor application
  - ii. Contact vendors
  - iii. Assist vendors on the day of the conference
  - iv. Create a tentative list of vendors
- c. Conference packet information
- d. Develop a strategy for membership recruitment

#### **5. Scholarship**

- a. Work with Finance Committee to assist and balance out fundraising efforts
- b. Security
  - i. Direct traffic
    - 1. Create signs, inform attendants of workshop locations
  - ii. Be in charge of student volunteers
  - iii. Obtain walkie-talkies
  - iv. Collaborate with all committees

#### **6. Education**

- a. Workshop planning
  - i. Select workshops
  - ii. Establish room assignments for workshops
- b. Ensures workshops are aligned with ARE's mission and goals
- c. Keynote speakers
  - i. Contact and confirm keynote speakers
  - ii. Be a Master(s) of Ceremony for the day
  - iii. Create an agenda for the conference
  - iv. Collaborate with Publicity, Entertainment and Workshop Committees

- d. Conference Evaluations

## **7. Publicity**

- a. Development of flyer
  - i. Online and hard copy
- b. Program layout
  - i. Create the conference program
  - ii. Have copies ready for the day of the conference
- c. Media press and release
  - i. Submit a press release
  - ii. Promote the conference
    - 1. Collaborate with Keynote, Workshops, and Registration Committees
    - 2. Technology
  - iii. Video documentation
  - iv. Photography
  - v. Technical support

## **8. Community Outreach**

- a. Food
  - i. Obtain continental breakfast and lunch for at least 500 people
  - ii. Dessert for closing ceremony
- b. Entertainment
  - i. Contact entertainment
  - ii. Create a schedule for the day of the conference
  - iii. Help entertainment set-up
- c. Outreach to other organizations for the promotion and support of the conference
- d. Attend committee meetings to promote conference



