



# We are OEA

2022 OEA Representative Assembly



## to the sponsors of OEA's 2022 Representative Assembly

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VOYA Financial is committed to delivering financial solutions to public school educators across the state of Oregon.



# 2022

## Representative Assembly Handbook

**April 29-30, 2022**

Holiday Inn Portland – Columbia Riverfront

***OEA encourages all delegates to use their gender pronouns when identifying themselves on the floor of the representative assembly.***

The mission of the Oregon Education Association is to unite the public education profession and advocate for those professionals to ensure quality public education for students in Oregon.



## Why is OEA Membership Important to **YOU?**

### **Educator-led Community**

Have you ever found yourself in a conversation about education with people who have never worked in a school and know nothing about what it takes to help students learn? OEA is there for you — we are a community of educators, and being a member means having access to new ideas, best practices and a whole community that just “gets it.”

### **Defending and Shaping Public Education**

As a member of OEA, you’re an active participant in the decision-making processes that guide the association. Find the opportunity that fits you best: become a building representative; attend our annual Representative Assembly as a delegate; serve on a committee or task force; or run for office at the local, state, or national level.

### **Perfecting Your Professional Practice**

OEA provides high-quality professional development, advocacy and leadership training, through the OEA Union School and/or your local association. When you have questions about licensure, National Board Certification, special education training, or equity work in your local district, you can find answers through our Center for Great Public Schools.

### **Building Power**

OEA members have achieved great wins for students and public education — electing pro-public education candidates from school board to Governor, passing local bond and levy campaigns, successfully lobbying for increased funding and other important legislation, and protecting students and educators at the ballot. OEA is also on the frontlines, ensuring that all educators can count on a safe and fair retirement.

### **Gaining Peace of Mind**

OEA is here to support you. Membership includes a liability insurance policy valued at \$1 million to protect you from any claim made against you in the workplace (as well as protection in a litigious environment). You’ll also have access to legal guidance and expertise in employment matters beyond your contract.

### **Building Economic Security**

OEA members have access to merchandise and service discounts through NEA Member Benefits, which help improve the overall quality of life for you and your family.



**We welcome you to the  
2022 OEA Representative Assembly!**

Delegates,

After a two year pause on an in-person OEA Representative Assembly (RA), we are back together again! I am looking forward to seeing you all and be together as we connect and take action on work of our union. The Zoom world is no substitute for the reality of working together in person, where you can lean over to whisper a question or strike up a conversation with someone new while standing in the registration line. I hope this OEA RA sparks new friendships, creative thinking, and an opportunity to build on our collective power. On the other hand, back by popular demand, we have maintained online elements that delegates liked in previous years. The pandemic has given us an opportunity to think differently about how we do business, and I hope the changes increase delegate participation and preparation for the important decisions RA makes.

We come together to support each other and to build on the truths we see everyday in our public schools. The pandemic has exposed what we already knew was true: our school system has not done enough to address racial and socioeconomic disparities for our students. Schools play a pivotal role in supporting student mental health. And for too long, educators been underpaid and undervalued, disrespected and dismissed, and we have reached a breaking point. No longer are we willing to work for low wages, have physical violence issues at work dismissed, be told that we shouldn't be the ones making decisions about curriculum to support our students' learning. Thanks to the Student Success Act and the American Rescue Plan, there has been an unprecedented influx of state and federal dollars into our community colleges, K-12 and early learning programs. Across our state, union members have been successfully advocating for where those dollars should be invested.

Our mission to improve schools for our students doesn't stop at finances. Thousands of OEA members have lead and participated in online professional development work hosted by OEA to deepen our anti-racist practices and build school systems based on equity. Hundreds more organized to raise the issue of educator retention and recruitment, and helped get HB 4030 passed in Legislature. The new law will help improve systems of recruitment and support for Oregon public educators. In locals like Newberg EA and Salem Keizer EA, members coordinated with community coalitions to advocate for school boards that center equity and better represent student voice. These organizing efforts, and so many more that OEA members have taken on, are a powerful testament to our collective power and fierce dedication to creating the schools that best serve our students.

Let's celebrate our wins this year, especially as we talk with new hires and new members, and make sure all members know how valued their voice is in our union. Thank you for representing your local at this year's OEA RA – see you soon!

Reed Scott-Schwalbach  
President

Enrique Farrera  
Vice President

Tracey-Ann Nelson  
Executive Director



A handwritten signature in black ink, reading "Reed Scott-Schwalbach".



A handwritten signature in blue ink, reading "Enrique Farrera".



A handwritten signature in black ink, reading "Tracey-Ann Nelson".

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# CANDIDATE STATEMENTS

Candidates' statements are printed exactly as submitted, and have not been corrected for spelling, grammar or punctuation.

**Please Note:** Candidate statements that exceed the word limit stated for each particular opening (Regional Vice Presidents, Racial Equity Director, and NEA Director) is cut off at the stated word limit.

## Candidate for Region I Vice President 1 Position (2-Year Term)

### Sara Schmitt



#### STATEMENT:

As an educator and member of OEA for 17 years, I believe deeply in OEA's mission and values. Our union is powerful and we are in a strong position to determine the future of public schools in Oregon.

I am running to serve as your Region 1 Vice President because I believe in our profession and in our members. I believe that strong locals improve the professional lives of educators and the learning conditions of our students. I know that with strong connections across locals, strategic leadership, and member engagement, we can build the future that students, educators and our communities deserve.

As the full-time president representing over 2,500 licensed educators in the Beaverton Education Association, I have gained the experience needed to represent members on the OEA Executive Committee. I am asking for your vote, and I would be honored to serve as your Region 1 Vice President.

#### QUALIFICATIONS

##### Local: Beaverton Education Association

President (2016-current)  
Vice President (2015-2016)  
Executive Board (2009-2013)  
Bargaining Team member (2010, 2012, 2014, 2016, 2019, 2021, current)  
Beaverton Political Action Committee Governing Board (2016-current)

##### State: OEA

OEA Representative Assembly Delegate (2009-2021)  
PAC Convention Delegate (2012, 2016, 2018, 2020)  
Summer Conference (2012, 2016, 2017, 2018, 2019, 2021)  
Ruth E. Greiner Membership Award (2019)

##### National: NEA

NEA Representative Assembly Delegate (2016-2021)  
NCUEA Local Presidents Training (2016, 2017)  
NCUEA Fall and Summer Conference (2016-2021)  
NEA Leadership Summit (2016, 2018)

##### Personal:

Emerge Oregon (2021)  
Coaching for Educational Equity training, Oregon Center for Educational Equity (2020)

# Sara Schmitt

FOR OEA REGION 1 VP



**Together, we can work for justice and build the future that students, educators and our communities deserve.**



## CONNECTION

As a leader, I build connections across our union to make our locals stronger, and cultivate relationships that bring joy and meaning to our union work.



## STRATEGIC LEADERSHIP

I believe in collaborative decision-making, organizing for racial and social justice, utilizing our resources responsibly, and leveraging our power to secure wins for students and educators.



## MEMBER VOICE

Active members are essential to a strong union. I have a track record of elevating member voice, and building our union through authentic member engagement.

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## Candidate for Region I Vice President 1 Position (2-Year Term)

### Stephen Siegel



#### STATEMENT:

I'm running for Region 1 Vice President in order to transform the OEA into a social justice union that politicians and monied interests fear.

We do this through:

- community organizing, collective action led by rank and file members, communication focused on transparency, and building a labor movement that pushes for systemic change.
- calling out the class warfare being waged against workers.
- continuous campaigns that fight for the common good, those things that improve the conditions of the poor and working class.

My campaign is based on a transformational platform developed from the input of many members, not on personal goals. I have the experience, knowledge, and passion to be your next Region 1 Vice President, and would be honored to have your vote and to work with

you to make this vision a reality!

#### QUALIFICATIONS

##### Local

- Reynolds Education Association (REA) Executive Council
- REA Organizing Committee

##### State

- OEA Board Director
- OEA Organizational Strategy Committee
- OEA Union School Advisory Committee
- OEA Legislative Advisory Committee
- OEA Human and Civil Rights Committee
- OEA Diversity Cadre
- OEA RA Delegate
- Today's OEA authored articles

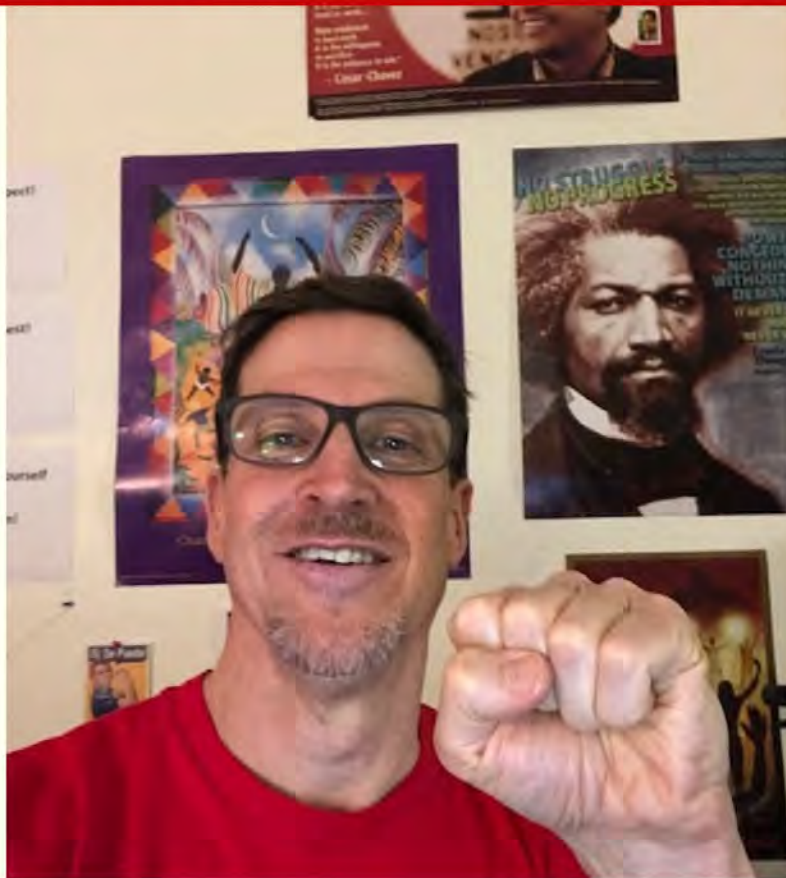
##### National

- NEA RA Delegate
- NEA Leadership Summit

##### Personal

- Labor Notes Conference
- Organizing for Power Training
- Labor Radio Host
- Parent of 2

## STEPHEN SIEGEL FOR REGION 1 VICE PRESIDENT



- Community Organizing!
- Collective Action!
- Communication!
- Change!
- Class Struggle!
- Common Good!



Let's transform OEA into a social justice union that:

- Commits to learning how and to doing widespread **Community Organizing**
- Values **Collective Action** (power of rank-and-file, bottom-up organizing), Strike-Readiness, and Solidarity with all Workers.
- Prioritizes **Communication**, Transparency, and Authentic Engagement with members
- Believes Systemic **Change** is the only way to achieve Liberation and Justice
- Recognizes the Central Role of Class War and **Class Struggle** in these times
- Fights for the **Common Good**



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## Candidate for Region II Vice President 1 Position (2-Year Term)

### Juliet Safier

#### STATEMENT:

My first experience in a union occurred in a right-to-work state. I saw how tirelessly the members worked. When I moved to Oregon, I knew I wanted to fully participate in the OEA.

Our Union is strong when we are united. This can only happen when ALL our members feel their voices are heard, their concerns are addressed, and their experiences are recognized. All members, no matter the size or location of their local, deserve leadership who listens.

I want all educators to feel the support of our union. As your Region II VP, I want to support you.

#### QUALIFICATIONS

##### Local: Vernonia Education Association

- President
- Bargaining Team Member
- Building Representative

##### Uniserv: Northwest Oregon Regional Council

- President

##### State: OEA

- Interim Region II Vice President
- Board Member
- OEA Representative Assembly
- OEA Resolutions Committee

##### National: NEA

- NEA Representative Assembly
- NEA Resolutions Committee
- Minority Leadership and Women's Leadership Training Seminar

# Elect **Juliet Safier**

## Region II Vice President

Proud to be a teacher,

Proud to be a leader.

Proud to be a member.

Proud to help our union grow stronger.



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## Candidate for Region III Vice President 1 Position (2-Year Term)

### Beth Yarbrough



#### STATEMENT:

As a life-long resident of Oregon, I understand how diverse the needs are across the state, especially in Region III. I believe that through collective action we can make a change in education. Oregon is not a "one-size fits all" state and it is important for everyone's voice to be heard. My goal is to bring the voices of region III together at the state level. As Region III Vice-President, I will attend UniServ meetings around the region, talk with members, meet with Region III board directors to gather information on what is working and what is not, and I will continue to be the voice for Region III. Bringing experience as a past board member and budget committee member, I will be diligent in making sure Region III is not forgotten.

#### QUALIFICATIONS:

Local: Sutherlin Education Association

- Co-President
- Treasurer
- Building Rep
- Bargaining Chair

UniServ Council: Douglas County  
Education Council

- Board Director
- Treasurer

State: OEA

- Board Director
- OEA Representative Assembly Delegate
- Budget Committee Member
- Cabinet for Great Public Schools
- Assessment Task Force
- Quality Assessment Practices
- Educator Empowerment Academy Coach

National: NEA

- NEA Representative Assembly Delegate
- PAC Captain



# BETH YARBROUGH



**REGION III**  
Vice-President



## LETTING EVERY VOICE BE HEARD

Standing up for rural Oregon, Beth will advocate for the needs of Region III.



 Leader

 Driven

 Advocate


 Organized

 Problem Solver

 Hard Working



## VOTE FOR BETH

 [oeabeth@gmail.com](mailto:oeabeth@gmail.com)



# CANDIDATE STATEMENTS

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## Candidate for Racial Equity Director 1 Position (3-Year Term)

### Thuynga Thi Barr



#### STATEMENT:

My name is Thuynga Thi Barr. I am a proud First-Generation College Graduate Vietnamese American Educator. Vote to re-elect me as your Racial Equity Director.

As your Racial Equity Director, I will:

- Organize with racial and social justice tenets to establish a structural transformation to ensure equitable public schools for all.
- Elevate strategies for member recruitment, engagement, and retention
- Harness the power of relationships and alliances to unite diverse perspectives to advance our commitment to an inclusive Association.
- Actively identify and engage in actionable organizing

opportunities that drive growth of a diverse membership and advance great public schools' mission.

#### QUALIFICATIONS

##### Clackamas Education Service

District  
Specialist - Early Childhood  
Special Education  
Bargaining Team

##### OEA

Racial Equity Director  
Executive Committee Member  
Committees on the Board of  
Directors: Budget, Training,  
Executive Director Performance  
Committee on Racial Equity  
(CORE) Board Liaison  
Equity SPARKS  
Delegate

Red For Ed March  
Center for Equity and Inclusion  
Aspiring and Early Career  
Educators  
Bargaining and Advocacy  
Conflict Resolution

##### NEA

Delegate  
Minority/Women Leadership  
Conference  
Leadership Summit  
Teach to Lead Teachers  
Leadership: Empowering  
Educators of Color to Lead on  
School Transformation

##### Personal

Institute for Teachers of Color -  
Racial Justice Fellow  
The Progressive Vietnamese  
American Organization



# CANDIDATE STATEMENTS

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## Candidate for NEA Director 1 Position (3-Year Term)

### Chris Early



#### STATEMENT

In a year that has seen attacks on wellness, equity, and truth, it is clear that if what is right is to prevail, we must demand with one strong voice that we will accept no less. That voice is one when all our members believe that they have an equitable role in shaping it. Similarly, our NEA director delegation is strong because we represent all of Oregon; with my fellow directors, I am proud to be part of a team that works hard and smart for our members. With humility, I ask for your vote to continue as NEA Director.

#### QUALIFICATIONS

##### Local: Umatilla Education Association

- President – 2017-18
- Vice President – 2016-17
- Columbia River UniServ Council Representative – 2015-Present
- UEA Powerful Locals Team - 2016

##### Columbia River UniServ Council:

- President – 2018-2020, 2021-Present
- Vice President – 2017-18, 2020-2021

##### State/National:

- NEA Director – 2021-Present
  - NEA Reimagining Public Education Think Tank

- OEA Board of Directors
- OEA Budget Committee
- OEA Foundation Board of Directors

##### Personal:

- Public School Teacher – 2003 - Present
- Umatilla High School Site Council – 2005-14. Chairman – 2008- 12
- UHS School Improvement Core Team – 2005-07
- Advisor, UHS Key Club – 2003 – Present

*Vote to Return*

# CHRIS EARLY

*NEA Director*



**Union Strong:**

- The people on the front lines make any enterprise successful - OEA Member teachers and ESPs are the engine of PK-12 and Community College excellence in Oregon and must always have a strong, unified voice.

**Experienced:**

- Eighteen years teaching in a rural, majority Latinx district.
- Proven leader at the local, UniServ, state, and national level.

**Dedicated:**

- Committed to diversity, equity, and inclusion *for all.*

# OEA BOARD OF DIRECTORS

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# OEA CENTRAL OFFICE STAFF

## Executive

Tracey-Ann Nelson, Executive Director  
Suzie Lyda, Executive Assistant (1/2)  
Danny Hernandez, Director of Information Technology  
Dave Mudge, Technology Specialist

## Governance

Annie Duncan, Executive Assistant to the OEA President, Vice President and Board

## The Center for Advocacy and Affiliate Services

Angela Dileo, Assistant Executive Director  
Vacant, Administrative and Bargaining Coordinator Assistant  
Robert Young, Bargaining Coordinator  
Sara Whelan, Organizer  
Matt Ogle, Organizer  
Jacob Rivas, Organizer

## The Center for Public Affairs

Trent Lutz, Assistant Executive Director  
Louis De Sitter, Public Affairs Consultant  
Kyndall Mason, Public Affairs Consultant  
Michele Ruffin, Public Affairs Consultant  
Elvyss Argueta, Statewide Political Organizer  
Rylee Ahnen, Media/PR Strategist  
Jackie Judge, Government Relations Administrative Assistant  
Meg Krugel, Communications Editor  
Milana Grant, Communications Specialist  
Kylie Bettencourt, Copy Center Specialist  
Channbunmorl Sou, Data Management Systems Specialist

## The Center for Legal Services

Adam Arms, General Counsel  
Erika Marion, Paralegal and Statewide Conf Coordinator  
Melisa Kern, Director of Human Relations & Facilities Management  
Kristine Klupenger, Office and Administrative Assistant

## The Center for Business & Finance

Stephanie Welty, Assistant Executive Director  
Suzie Lyda, Executive Assistant (1/2)  
Monique Porter, Controller and Membership Director  
Ade Garnica, Accounting Specialist  
Rene' Heade, Membership Specialist  
Stacy Redfern, Membership Specialist  
Teri Carter, Membership Specialist  
Karac Helus, Membership Specialist  
Nathan Breitenfeldt, Membership Specialist  
Chris Jarrett, Membership Specialist (1/2)  
Debbie Davenport, Membership Specialist (1/2)  
Amanda Traut, Membership and Administrative Support Specialist

## The Center for Great Public Schools

Susan Crumpton, Assistant Executive Director  
Teresa Ferrer, Equity Coordinator  
Leah Starkovich, Professional Practice Organizer  
Andrea Shunk, Education Policy & Practice Strategist  
Erin Whitlock, Professional Practice Consultant  
Kim Read, Learning Systems Specialist  
Tonia Davis, Administrative Assistant  
Penny Hildreth, Administrative Assistant

## The Union School

Susan Crumpton, Assistant Executive Director  
Peter Bauer, Education and Training Coordinator  
Kaye Grensky, Union School Administrative Assistant

# OEA FIELD STAFF

## **Beaverton Education Association**

Lesly Munoz, UniServ Consultant  
Donna Allen, UniServ Administrative Assistant

## **Cascade UniServ**

Henry Kim, UniServ Consultant  
Yvonne “Yvie” Johnson, UniServ Consultant / Organizer  
Kim Weitman, UniServ Administrative Assistant

## **Chintimini UniServ**

Jason Foltz, UniServ Consultant  
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## **Columbia River UniServ**

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Jasmin White, UniServ Administrative Assistant

## **Community College UniServ**

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## **Douglas County UniServ**

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Joyce Caldwell, UniServ Administrative Assistant (Remote)

## **East Multnomah County UniServ**

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Kelli Williams, UniServ Administrative Assistant

## **Eastern Oregon UniServ**

Brita Scott, UniServ Consultant  
Jasmin White, UniServ Administrative Assistant

## **Eugene Education Association**

Pete Swinford, UniServ Consultant  
Julie Otis, UniServ Administrative Assistant

## **Klamath-Lake UniServ**

Ryan Olds, UniServ Consultant  
Debbie Davenport, UniServ Administrative Assistant (1/2)

## **Metro Southeast UniServ**

Jesse Reschke, UniServ Consultant  
Carla Nordsten, UniServ Administrative Assistant

## **Mid-Valley UniServ**

Evan Wickersham, UniServ Consultant  
Jessica McNannay, UniServ Administrative Assistant

## **Mt. Hood UniServ**

Alan Moore, UniServ Consultant  
Kelli Williams, UniServ Administrative Assistant

## **Northwest Oregon Regional Council (NORC)**

David White, UniServ Consultant  
Mel Harmon, UniServ Administrative Assistant

## **Portland Association of Teachers**

John Berkey, UniServ Consultant  
Mu Son Chi, UniServ Consultant  
Peter Brogan, UniServ Consultant  
Kelly McKenna, UniServ Administrative Assistant  
Jennifer Dixon, UniServ Administrative Assistant

## **Salem Keizer Education Association**

Eric Schutz, UniServ Consultant  
Marianne Fairchild, UniServ Administrative Assistant

## **ASK ESP**

Diana Garcia-Hernandez, UniServ Consultant/Organizer  
Vacant, UniServ Consultant  
Marianne Fairchild, UniServ Administrative Assistant

## **Santiam UniServ**

Ken Volante, UniServ Consultant  
Roxann Fonoimoana, UniServ Consultant / Organizer  
Julie Foss, UniServ Administrative Assistant

## **South Coast UniServ**

Steve Fraga, UniServ Consultant  
Joyce Caldwell, UniServ Administrative Assistant

## **Southern Oregon UniServ**

Daniel Burdis, UniServ Consultant  
Allison Orton, UniServ Consultant  
Lori Quick, UniServ Administrative Assistant

## **Three Rivers Education Council (TREC)**

Bob Gray, UniServ Consultant  
Mary Ferrell, UniServ Administrative Assistant

## **Three Valley UniServ**

Rebecca Konefal, UniServ Consultant  
Chris Jarrett, UniServ Administrative Assistant (1/2)

## **Washington County UniServ**

Sarah Moskoff, UniServ Consultant  
Mel Harmon, UniServ Administrative Assistant

## **Willamette Falls UniServ**

Karen Spies, UniServ Consultant  
Carla Nordsten, UniServ Administrative Assistant

**DIRECTIONS**  
**Holiday Inn Portland – Columbia Riverfront**  
**909 N. Hayden Island Drive, Portland, OR 97217**  
**Tel: 503-283-4466**

Website for general information about the hotel:

<https://www.ihg.com/holidayinn/hotels/us/en/portland/pdxhv/hoteldetail>

Link for Lodging [here](#) (different than the above link).

**FROM AIRPORT:**

Take Airport Way East to I-205.

Take I-205 North toward Seattle.

Take Highway 14 West to Vancouver.

Take I-5 South into Oregon.

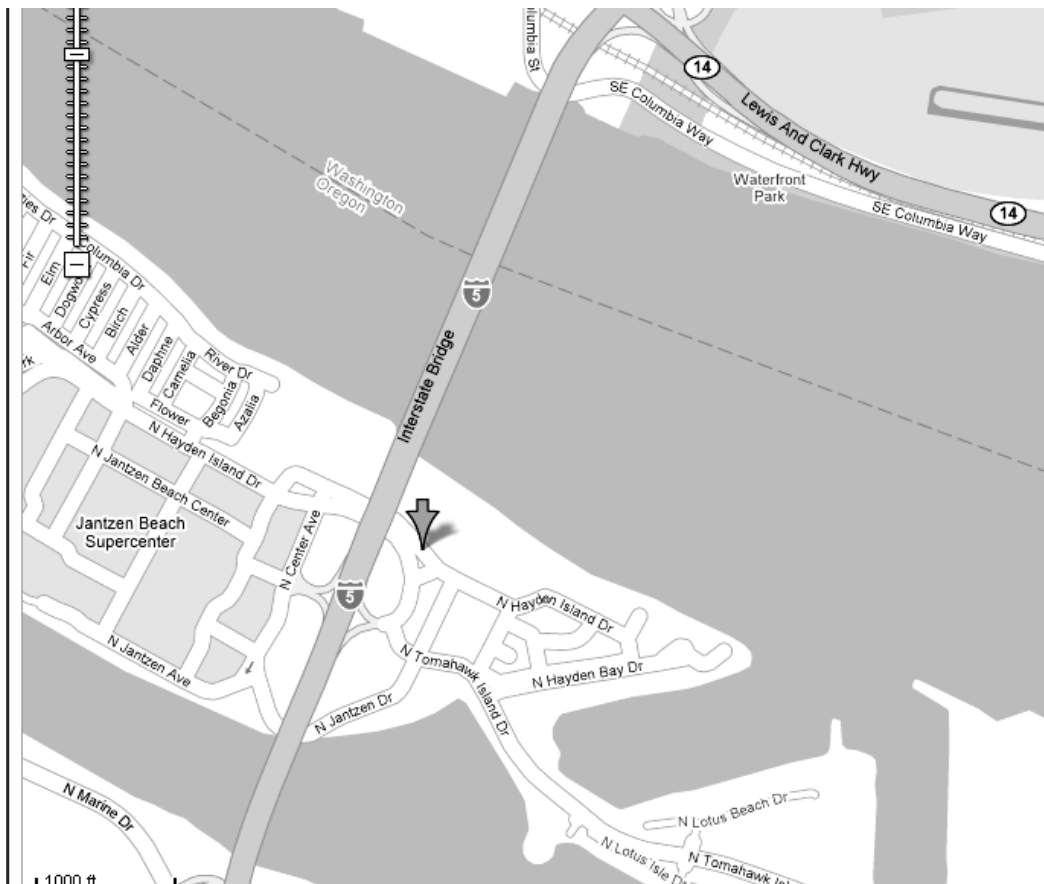
Take the first exit over the bridge (Exit #308).

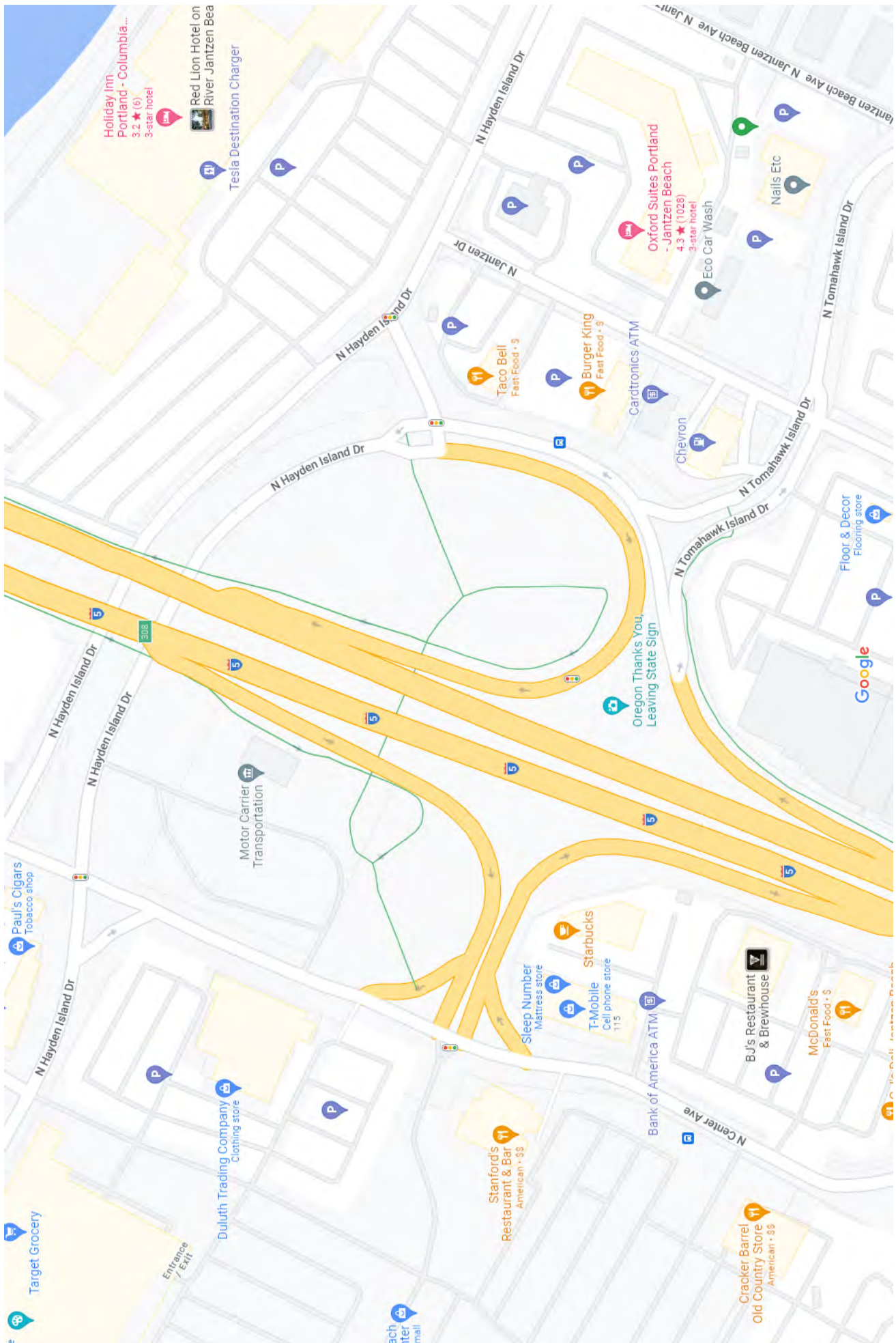
Turn right and go under the bridge. The hotel is on the left.

**FROM I-5 NORTH OR SOUTH:**

Take Exit #308 (Jantzen Beach Exit).

The hotel is located on the east side of the freeway.

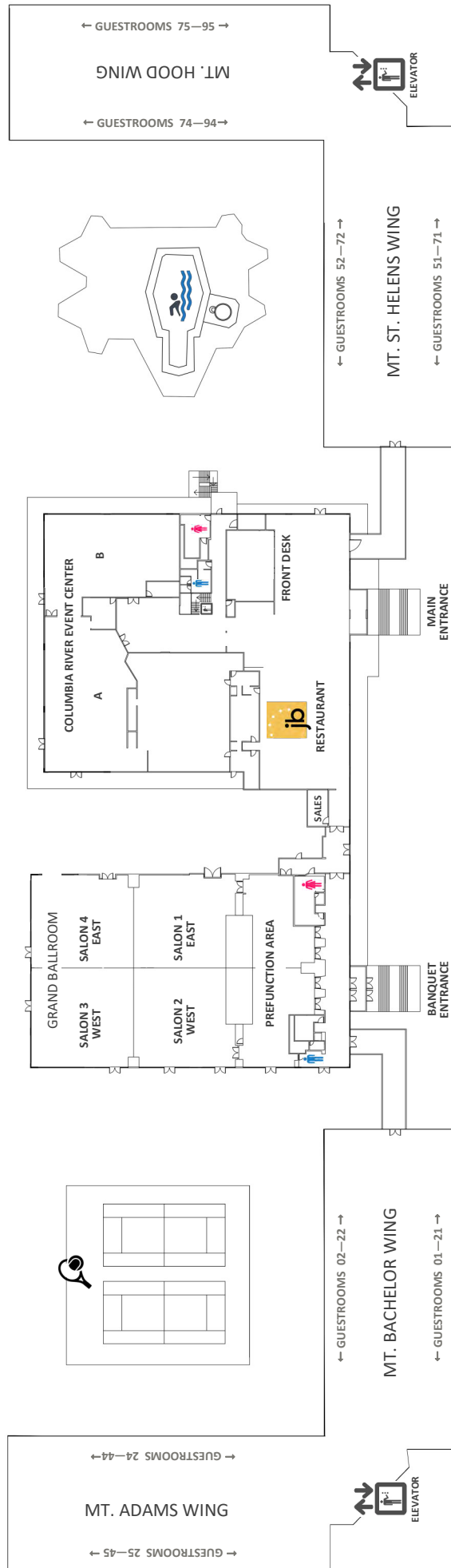




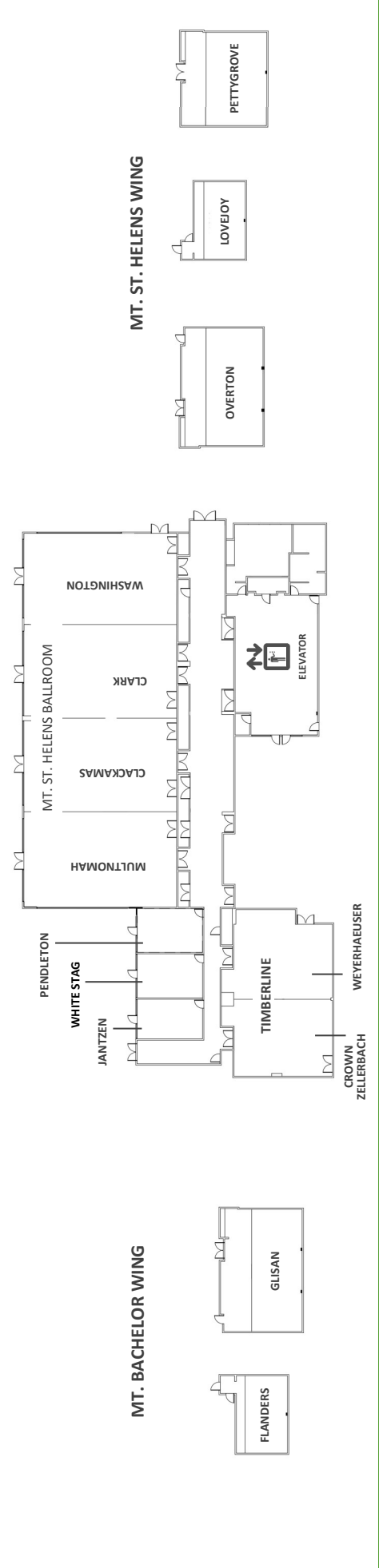
# 2022 Seating Arrangement TBD

## HOLIDAY INN PORTLAND | COLUMBIA RIVERFRONT

### LOBBY LEVEL—2ND FLOOR



### LOWER LEVEL—1ST FLOOR



# OEA GOVERNANCE DOCUMENTS AND RA ACTIONS CHART

The Oregon Education Association is governed by a set of documents described below. These documents are organized hierarchically. These documents contain rules for modifying the documents.

**Bylaws** are the rules by which the organization governs and regulates itself. *Changes require notification and a 2/3 vote on the floor of the RA.*

**Policies** are procedures used to regulate the activities of the organization. Policies must comply with the Bylaws. *Changes require notification and a majority vote on the floor the RA.*

**Standing Rules of the RA** regulate the activities and guide the procedures of the Representative Assembly. Standing Rules must comply with the Bylaws. *Changes require a majority vote on the floor of the RA.*

Besides the governing documents above, the RA considers the following items; these items must comply with the governing documents above.

**Resolutions** define the fundamental beliefs of OEA. *Changes are reviewed by the Resolutions Committee and made on the floor of the RA and require a majority vote on the floor of the RA.*

**Legislative Objectives** direct the legislative agenda and lobbying efforts of OEA. *Changes are reviewed by the Legislative Advisory Council and made on the floor of the RA and require a majority vote on the floor of the RA.*

**New Business Items (NBIs)** are passed by the Representative Assembly to implement short-term (typically one year or less) actions of the organization. *NBI's require a majority vote on the floor of the RA.*

**Reports** may be generated by standing or special committees, and they present information to the RA. Reports may prompt individuals, a committee or the board to submit actions to the RA, but reports do not cause actions or change documents other than creating the document that is the report.

The **budget** is developed by the OEA Budget Committee with input from members and staff. The budget is presented to the OEA RA and includes expenditures authorized by policies and NBIs. *The budget is passed by action of the OEA Board of Directors after the RA.*

# PARLIAMENTARY PROCEDURE

Motion	Debatable	Amendable	Vote Required
1. Main Motion	Yes	Yes	Majority
1.a. Reconsider	Yes	No	Majority
2. Amend or Substitute	Yes	Yes	Majority
3. Amend the Amendment	Yes	No	Majority
4. Refer to Committee	Yes	Yes	Majority
6. Close Debate	No	No	2/3
7. Divide the Question	No	Yes	Majority
8. Object to Consideration (must be made prior to debate)	No	No	2/3

**Question/Point of Order:** Ask your question or state your Point of Order to the Chair. If you do not ask your question immediately, the Chair may interrupt you to ask for the question.

**Moving a Motion:** “I move...” Allow the Chair to get a second and place the motion before the body. The Chair will ask you, “Do you wish to speak to your motion?”

**Speaking against the Motion / Speaking in Favor of the Motion:** Once recognized by the Chair State your name and local and say “Speaking against the Motion” or “Speaking in Favor of the Motion.”

# OREGON EDUCATION ASSOCIATION

## MOTION FORM – OEA REPRESENTATIVE ASSEMBLY

Date \_\_\_\_\_

Agenda Item # \_\_\_\_\_

New Business \_\_\_\_\_ Amendment \_\_\_\_\_

**WHITE AND YELLOW COPIES:** must be given to the NBI Table  
**PINK COPY:** Delegate/Maker of the NBI

Standing Rule \_\_\_\_\_ Amendment \_\_\_\_\_

Resolutions \_\_\_\_\_ Amendment \_\_\_\_\_

Leg Objective \_\_\_\_\_ Amendment \_\_\_\_\_

Bylaws Amendment \_\_\_\_\_

Policy Amendment \_\_\_\_\_

Other: \_\_\_\_\_

**WHITE AND YELLOW COPIES:** must be given to the Parliamentarian

**PINK COPY:** Delegate/Maker of the Motion

I move \_\_\_\_\_

# SAMPLE

## (USE TRIPLICATE FORM)

Rationale \_\_\_\_\_

**Motion Made by:**

Name: \_\_\_\_\_  
 (Please print)

\_\_\_\_\_  
 (Signature)

\_\_\_\_\_  
 (Bd. District)

\_\_\_\_\_  
 (Local Association)

**Cell Phone for Questions:** \_\_\_\_\_

**Motion Seconded by:**

Name: \_\_\_\_\_  
 (Please print)

\_\_\_\_\_  
 (Signature)

\_\_\_\_\_  
 (Bd. District)

\_\_\_\_\_  
 (Local Association)

**Cell Phone for Questions:** \_\_\_\_\_

**FOR USE BY RECORDING SECRETARY ONLY**

**TIME RECEIVED: FRI/SAT @ \_\_\_\_\_, NBI# \_\_\_\_\_**

Approved \_\_\_\_\_ Failed \_\_\_\_\_ Tabled \_\_\_\_\_ Postponed \_\_\_\_\_ Withdrawn \_\_\_\_\_

Amended \_\_\_\_\_ Referred To \_\_\_\_\_

## TIPS ON MAKING A MOTION AT THE OEA REPRESENTATIVE ASSEMBLY

- Do NOT use the sample form printed on the reverse of this page. All motions must be written on the **triplicate form** available at the OEA RA or submitted electronically by **April 23** using the electronic motion form which can be found on the OEA RA website.
- You must include a Rationale for all Motions made at or prior to OEA RA. Any explanation of why the action should be taken should be printed in the Rationale, not in the motion itself. The Motion itself should clearly direct the action to be taken.
- Be sure to sign the Motion form and provide your Board District, Local Association and your cell phone number so that you can be reached if there are any questions. Please do not abbreviate your local association.
- You must have another delegate sign as the Second on the motion form. Please be sure that they also list their local association. They should also come to the microphone during debate.
- Once you have completed the Motion form and obtained both signatures, distribute the form as follows:
  - WHITE AND YELLOW COPIES to the Secretary (seated next to the Chair at the Head Table).
  - PINK COPY is kept by the Maker and used to read the motion at the microphone

### **IMPORTANT DEADLINES/RULES FOR RA ACTION ITEMS:**

**Bylaws and Policy Amendments:** Proposed Bylaws and Policy Amendments are published in the Action Tab of this RA Handbook. Please refer to OEA Bylaws Article XIX, Policy 1200. IV. G, and Standing Rule 7 for information regarding Bylaws and Policy amendments. Only proposed revisions may be amended unless there is unanimous consent of the Assembly.

**Legislative Objectives Amendments:** Proposed amendments to the Legislative Objectives are published in the Action Tab of this RA Handbook. As per Standing Rule 10, any changes or additional proposed amendments to the Legislative Objectives must be submitted in writing **no later than the conclusion of the Legislative Hearing.**

**Resolutions Amendments:** Proposed Resolutions Amendments are published in the Action Tab of this RA Handbook. As per Standing Rule 8, any changes or additional proposed amendments to Resolutions must be submitted in writing **no later than the conclusion of the Resolutions Hearing at the RA on Friday night.**

## CONSIDERATIONS FOR COMMITTEE APPOINTMENTS AND COMMITTEE FUNCTIONS

**Interested in a committee? Here are all the ways members are running what OEA does. To be considered for a committee, please read carefully the considerations for appointment and follow the appropriate steps. Committee chairs and your OEA Board Director can help answer any questions.**

Most in person meetings happen on Saturdays. OEA pays for mileage, hotel, and food for committee meetings. Meeting location varies – please talk to the chair or your Board Director for details about a particular committee that interests you.

Submit a Committee Interest form [here](#).

### Cabinet for Advocacy and Affiliate Services

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Interest or experience in collective bargaining</li><li>• Interest or experience in grievances or other forms of advocacy</li><li>• Experience as a local building rep or officer</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• The Cabinet for Advocacy and Affiliate Services advises the President on matters related to bargaining and advocacy including conference planning for the annual statewide Advocacy Conference. Committee members should have experience or interest in bargaining, grievance processing, and member organizing. Ideal committee members have been involved as local officers, building representatives, bargaining team members, or members of a grievance committee. The Cabinet typically meets three times/year at the OEA office in Tigard.</li></ul> <p>The Cabinet is composed of three OEA members from each region.</p>
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### Cabinet for Public Affairs

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Interest or experience in statewide legislative issues</li><li>• Interest or experience in the field of communications</li><li>• Interest or experience in lobbying the Oregon legislature</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• The Cabinet for Public Affairs advises the President on matters related to OEA communications and political organizing. Committee members should have experience or interest in statewide politics, political organizing, and various aspects of communications such as websites, applications, and media outlets. Ideal committee members have been involved on local political campaigns, political action teams, and/or local publications such as a website or newsletter. The Cabinet typically meets three times/year at the OEA office in Tigard.</li></ul> <p>The Cabinet is composed of three OEA members from each region.</p>
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### Cabinet for Great Public Schools

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Interest or experience in professional practice issues</li><li>• Interest or experience in organizing</li><li>• A working understanding of current education policy</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• The Cabinet for Great Public Schools advises the President on matters related to education policy and professional practice issues. Committee members should have experience or interest in working with administration and/or legislators on professional practice issues such as assessment, evaluation, or other education policy matters. Ideal committee members have been involved locally on professional practice committees and have a working knowledge of education policy. The cabinet typically meets three times/year at the OEA office in Tigard.</li></ul> <p>The Cabinet is composed of three OEA members from each region.</p>
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### Union School Advisory Cabinet

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Interest in member training</li><li>• Interest in adult education</li><li>• Strong experience in advocacy</li></ul>	<i>Committee Function</i> <p>Committee members review strategic priorities of OEA's Union School and make recommendations to build our continuum of training and to meet the Union School's goals.</p> <p>The Cabinet is composed of three OEA members from each region.</p>
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### Aspiring Educator Committee

<i>Considerations for Appointment</i> <ul style="list-style-type: none"> <li>• Interest in and knowledge of pre-service educator programs</li> </ul>	<i>Committee Function</i> <ul style="list-style-type: none"> <li>• Committee members support, monitor and make recommendations for our Aspiring Educator student member program.</li> </ul>
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### **Bylaws/Policy Committee**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"> <li>• Experienced RA delegate</li> <li>• Interest in the guiding documents of OEA</li> <li>• Understanding of the purpose of bylaws and policies</li> </ul>	<i>Committee Function</i> <ul style="list-style-type: none"> <li>• This committee reviews OEA Bylaws and Policies to recommend changes, including reviewing amendments submitted by OEA members. The OEA Bylaws and Policies are the guiding documents governing our Association.</li> </ul>
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### **Committee on Racial Equity (CORE)**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"> <li>• The committee is composed of representatives from each of the following ethnic groups: American Indian/Alaska Native, Hispanic, Asian, Native Hawaiian/Pacific Islander and Black</li> <li>• Strong commitment to equity for all</li> <li>• Familiarity with NEA Bylaw 3-1(g)</li> </ul>	<i>Committee Function</i> <ul style="list-style-type: none"> <li>• The members of CORE work to promote the interests of our diverse population as they relate to Association members and our students. CORE members monitor and make changes to our plan to implement NEA Bylaw 3-1 (g). The CORE has at least one joint meeting with the Human and Civil Rights Committee.</li> </ul>
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### **Congressional Advocacy Team**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"> <li>• Experience in political action</li> <li>• Experience in Association work</li> <li>• Demonstrated advocacy for public education</li> </ul>	<i>Committee Function</i> <ul style="list-style-type: none"> <li>• CAT members build relationships with Oregon's Congressional delegation and advocate for federal support of public education policies and positions.</li> </ul>
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### **Credentials Committee**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"> <li>• Must attend OEA RA</li> <li>• May <b>NOT</b> be an RA delegate</li> </ul>	<i>Committee Function</i> <ul style="list-style-type: none"> <li>• The Credentials Committee is responsible for overseeing all elections held by OEA and serving at the OEA Representative Assembly to enforce rules of the Assembly. The committee meets several times a year, especially around the OEA elections cycle, and works full time at the OEA Representative Assembly.</li> </ul>
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### **Early Career Educator Organizing Committee**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"> <li>• New to the profession</li> <li>• OEA members with fewer than 10 years' experience in the Association</li> <li>• Commitment to building OEA's capacity to engage newer members</li> </ul>	<i>Committee Function</i> <ul style="list-style-type: none"> <li>• The Early Career Educator Organizing Committee supports and makes recommendations on the New Educators of Oregon Network (NEON) and OEA Early Career Educator engagement and involvement program.</li> </ul>
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### **NBI 15: Equity Director TF**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"> <li>• Familiarity with OEA Equity lens</li> <li>• Familiarity with OEA Bylaws and Policies</li> </ul>	<i>Committee Function</i> <ul style="list-style-type: none"> <li>• This task force will explore the possibility of creating a release time position for an elected Racial Equity director. Work will include but not be limited to developing a job description and writing bylaw and policy draft language. Task force work must be completed by February 1, 2022.</li> </ul>
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### **Health Professionals Committee**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"><li>• OEA/NEA members who are School Health Care Professionals, eg. Occupational Therapist, School Nurse, Speech Language Pathologist</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• Promotes the interests of health professionals in public schools and makes recommendations on best practices for health care policy, contract language, and legislation.</li></ul>
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### **Human and Civil Rights Committee**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"><li>• Interest in social justice and promoting OEA's core values</li><li>• Strong commitment to equity for all</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• The HCR Committee works to support equity for all members and students. The committee reviews and recommends Association activities and strategies to address social justice and equity issues. The HCR Committee has at least one joint meeting with the Committee on Racial Equity (CORE).</li></ul>
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### **Judicial Panel**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Experience in the Association – local and/or state</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• Review Board created to exercise limited judicial authority relating to complaints connected to consistent application of state and local Bylaws and Policies.</li></ul>
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### **NBI 16: Land Back Task Force**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Members who are Native American/Alaska Native or who have interest in Native American issues</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• This task force will explore the concept of “Land Back” and make a recommendation to the OEA Board of Directors. Task force findings and recommendations must be shared by December 31, 2021.</li></ul>
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### **Legal Defense Program Committee**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"><li>• Interest in Legal Services Program</li><li>• Interest in advocacy</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• Provide policy guidance on significant legal service matters</li><li>• Hear appeals over denial or termination of legal services</li></ul>
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### **Legislative Advisory Council**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"><li>• Must be elected by their UniServ Council</li><li>• Be a thought leader on education policy</li><li>• Committed to attending UniServ Council meetings to gather information and report out</li><li>• Attended OEA RA</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• The LAC proposes and promotes legislation to support the interests of public education and the members of OEA. Promotion of such legislation includes lobbying the state legislature and preparing an annual report for the OEA Representative Assembly.</li></ul>
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### **Local Leadership Development Task Force**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Interest in developing a local leader training program</li><li>• Currently be or have had experience as a local president</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• Committee members support and make recommendations on the development of a training and support program for local leaders.</li></ul>
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### **NEA RA Planning Committee**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"><li>• Attended one or more NEA RAs</li><li>• Be a current year NEA RA delegate</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• Members of the NEA RA Planning Committee organize the activities for the Oregon delegation to the NEA Representative Assembly. Such activities include fund raising for the NEA Fund for Children and Education and organizing activities and support for Oregon delegates at the NEA RA.</li></ul>
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### **OEA-PAC Board**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"><li>• Elected by UniServ Council, approved by OEA Board</li><li>• Committed to attending Council meetings to gather information and report out</li><li>• Be a PAC contributor for at least one year prior to election</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• The OEA PAC Board is a Political Action Committee of the Association. PAC Board members are elected by the members of their UniServ Council. The PAC Board works to elect pro-public education candidates.</li></ul>
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### **NBI 6: RA Procedures Task Force**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Delegate to the 2021 or earlier OEA Representative Assembly</li><li>• Interest in group decision-making models</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• This task force will examine Roberts Rules of Order and other common practices at the annual Representative Assembly (RA) to determine whether they are rooted in White supremacist culture and make any subsequent recommendations to the OEA RA planning committees. Task force will hold a hearing to present findings and recommendations at the 2022 OEA RA.</li></ul>
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### **Relief Fund Committee**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"><li>• Familiarity with the Relief Fund Policy</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• Members of the Relief Fund oversee administration of the Relief Fund and the disbursement of benefits from the fund. The committee typically meets two – three times per year, and on a as-needed basis.</li></ul>
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### **Resolutions Committee**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Must attend OEA RA</li><li>• Understanding of purpose of Resolutions</li><li>• Attention to detail</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• Members of the Resolutions Committee review and make recommendations to the OEA Representative Assembly on edits to OEA's Resolutions to ensure our belief statements are addressing the current needs of our students, members, and public education.</li></ul>
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### **Social Studies Committee**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"><li>• Knowledge of or interest in Oregon Social Studies curriculum.</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• This committee examines the practice of Social Studies instruction throughout the state and makes recommendations for best practices that meet the state standards for teaching Social Studies.</li></ul>
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### **Special Education (SPED) Committee**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Interest in and knowledge of Special Education issues</li><li>• Experience in writing or executing Individualized Education Plans (IEPs)</li><li>• Experience in working with students who qualify for Special Education services</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• Committee members analyze issues facing Special Education in Oregon and make recommendations around possible action to improve the education of all students.</li></ul>
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### **Speech-Language Pathologist Committee (SLP)**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Hold a current license or position as a Speech and Language Pathologist in an Oregon School</li><li>• Have knowledge of or interest in education policy as it relates to Speech and Language Pathology</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• Members of the SLP Committee monitor, support and make recommendations on how our Association advocates for SLP issues.</li></ul>
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**NBI 8: Traumatic Event Response Task Force**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Knowledge of or interest in trauma informed care as it relates to students and staff</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• This task force will study best practices in response to traumatic events such as school shootings, student deaths, and other events causing trauma for students and school staff. The task force will develop a list of best practices to be shared through OEA publications as well as at the 2022 Representative Assembly.</li></ul>
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## *Acronyms You May Encounter*

ACA – Affordable Care Act  
AE – Aspiring Educator  
ASO – Associate Staff Organization  
CAT – Congressional Advocacy Team  
(C)GPS – (Center for) Great Public Schools  
CORE – Committee on Racial Equity  
ESEA – Elementary and Secondary Education Act  
ESP – Education Support Personnel  
ESSA – Every Student Succeeds Act  
FTE – Full Time Equivalent  
GF – General Fund  
HCRC – Human and Civil Rights Committee  
IDEA – Individuals with Disabilities Education Act  
LAC – Legislative Advisory Council  
LDP – Legal Defense Program  
NBCT – National Board Certified Teacher  
NCSEA - National Council of State Education Associations  
NEA RA – National Education Association Representative Assembly  
NEA-R – National Education Association – Retired  
NORC – Northwest Oregon Regional Council  
OCESP – Oregon Council of Educational Support Professionals  
PAC – Political Action Committee  
PERS – Public Employee Retirement System  
PAC – Political Action Committee  
PRAM – Pre-Representative Assembly Meeting  
PSO – Professional Staff Organization  
RA – Representative Assembly  
SIA – Student Investment Account  
SLC – Summer Learning Conference  
SSA – Student Success Act  
TAS – Teacher Average Salary  
TSPC – Teacher Standards and Practice Commission  
VOIP – Voice Over Internet Protocol



## OEA SPECIAL INTEREST CAUCUS REGISTRATION FORM

Name of Caucus \_\_\_\_\_

### Contact Person #1

_____ Name	/	_____ Title
_____ Street Address	_____ City	_____ Zip
_____ Home Phone	_____ Work Phone	

### Contact Person #2

_____ Name	/	_____ Title
_____ Street Address	_____ City	_____ Zip
_____ Home Phone	_____ Work Phone	

The term "Special Interest Caucus" is applied to any group of OEA members who come together to share a common interest. The recognition of a Special Interest Caucus does not constitute OEA endorsement of the caucus, nor does it entitle the caucus to any privileges or support other than those listed in the OEA Special Interest Caucus Guidelines.

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We certify that all members of the above-named caucus are current members of the United Education Profession (OEA/NEA) and that caucus membership is open to all interested OEA members. Further, we understand the Special Interest Caucus may not use the name or letterhead of the Oregon Education Association (OEA) or in any other way state or imply the endorsement of Oregon Education Association in external correspondence. For use within the Association, the terms "Oregon Education Association" and "OEA" may be used to indicate the Special Interest Caucus is made up of OEA members and is registered with OEA. Caucus flyers, display tables and correspondence must be identified with the name of the caucus.

_____ <b>Signed</b>	_____ <b>Signed</b>
_____ <b>Date</b>	_____ <b>Date</b>

Please return this form to the OEA President when completed.

Approved for recognition \_\_\_\_\_  
**OEA President** **Date**



# AGENDA



**OREGON  
EDUCATION  
ASSOCIATION**

2022

REPRESENTATIVE  
ASSEMBLY



# REVISED AGENDA

## OREGON EDUCATION ASSOCIATION 2022 REPRESENTATIVE ASSEMBLY

### WEDNESDAY, MARCH 30, 2022 (Virtual)

5:00-6:00 pm Parliamentary Procedure Training

### THURSDAY, MARCH 31, 2022 (Virtual)

7:00-8:00 pm **First Session**

1. Call to Order
2. Action on Seating of Late Registering Delegates
3. Labor Acknowledgement
4. Moment of Silence
5. Adoption of 2022 Representative Assembly Agenda
6. Adoption of 2021 Representative Assembly Minutes
7. Adoption of 2022 Representative Assembly Standing Rules

### THURSDAY, APRIL 21, 2022 (Virtual)

5:00-6:00 pm Parliamentary Procedure Training

### SATURDAY, APRIL 23, 2022 (Virtual)

8:15-9:15 am OEA Budget Hearing  
9:30 - 11:00am Bylaws and Policies Hearing  
11:30am - 1:30pm OEA Equity Update: Report from EduSage Listening Sessions and Surveys  
1:45 - 3:00 pm Resolutions Hearing (deadline for Resolution Amendments @ 3:00 pm)  
3:30 - 5:00 pm Legislative Objectives Hearing (\*deadline for Leg Obj @ 5:00 pm)  
5:30 - 6:30 pm New Business Item (NBI) Open House  
11:59 pm **DEADLINE:** New Business Items (NBIs) Due

### MONDAY, APRIL 25, 2022 (Virtual)

5:00 – 6:00 pm Educator Pipeline & Support: TSPC & Regional Educator Network Hearing  
6:30 - 7:30 pm OEA Budget Hearing

### TUESDAY, APRIL 26, 2022 (Virtual)

5:00 - 8:00 pm New Business Item (NBI) Hearing

### WEDNESDAY, APRIL 27, 2022 (Virtual)

5:00 - 7:00 pm **Second Session**

1. Call to Order
2. Action on Seating of Late Registering Delegates
3. Nominations: Region I Vice President  
Region II Vice President  
Region III Vice President  
Racial Equity Director  
NEA Director
4. Candidate Speeches: Region I Vice President  
Region II Vice President  
Region III Vice President  
Racial Equity Director  
NEA Director

### THURSDAY, APRIL 28, 2022 (Virtual)

5:00 - 7:00 pm	Special Interest Caucus, Committee Report Outs (as requested, with breakout rooms)
6:30 - 7:30 pm	Education Policy: Updates on Oregon Department of Education, Higher Education Coordinating Commission, State Board of Education
End of Day	<b>DEADLINE:</b> Maker's Amendments to NBIs Due (no debate required)

### FRIDAY, APRIL 29, 2022 (In Person)

3:30-8:30 pm	<b>Registration:</b> Hotel Lobby
6:30 – 9:15 pm	<b>Third Session</b> <ol style="list-style-type: none"><li>1. Call to Order</li><li>2. Action on Seating of Late Registering Delegates</li><li>3. Pledge of Allegiance</li><li>4. Land Acknowledgement</li><li>5. Report from Land Back Task Force</li><li>6. President's Report: Reed Scott-Schwalbach – OEA President</li><li>7. Vice President Update: Budget Calendar, OEA Foundation</li><li>8. Action on Proposed Resolutions Amendments: Angela Adzima, Chair</li><li>9. Action on Proposed Legislative Objectives Amendments: David Morrocco, Chair</li></ol>

**9:30-midnight** *Enjoy social time in affinity meet up spaces, hospitality suites or Mt. St. Helens Ballroom*

### SATURDAY, APRIL 30, 2022 (In Person)

6:30-8:00 am	<b>Continental Breakfast for Delegates</b>
6:30-7:30 am	<b>Committee on Racial Equity (CORE) Breakfast</b>
6:45 am – Noon	<b>Late Registration</b> – Hotel Lobby
6:30 – 9:00 am	<b>VOTING</b> – Timberline Ballroom
7:30-8:30 am	<b>Regional Caucuses</b>
9:00 am	<b>Fourth Session</b> <ol style="list-style-type: none"><li>1. Call to Order</li><li>2. Action on Credentials Report</li><li>3. Centering Member Voices: Member focus groups and survey results</li><li>4. Action on Proposed Bylaws Amendments: Imelda Cortez, Chair</li><li>5. Action on Proposed Policies Amendments: Imelda Cortez, Chair</li><li>6. Action on Proposed New Business Items</li><li>7. Credentials Committee Election Report</li></ol>
12:25 pm	<b>LUNCH (on your own) (12:00-2:00 pm Run Off Elections If Necessary)</b>
12:30 – 2:00 pm	<ol style="list-style-type: none"><li>9. Awards</li><li>10. Oregon Teacher of the Year, Ethelyn Tumulad</li><li>11. Action on Proposed New Business Items</li><li>12. Final Credentials Report</li><li>13. 2022 OEA RA Racially and Ethnically Diverse Delegate Representation Report</li></ol>
2:00 pm	
	<b>ADJOURNMENT</b>
8:00 pm	<b>Awards Reception &amp; Foundation Fundraiser</b>

*All awardees and those who wish to celebrate them are invited to attend; RSVP required*  
**Sponsors:** *California Casualty ~ VOYA ~ Moda Health*

# 2022 OEA REPRESENTATIVE ASSEMBLY

## DESCRIPTION OF HEARINGS AND MEETINGS

All delegates should plan to attend a hearing to learn more about OEA programs, dialogue with colleagues, and move our work forward. Your attendance at the hearings helps prepare you for your role as a delegate and brings the voice of the members you represent into the discussion of the important issues public education is facing.

### **Bylaws/Policies**

The purpose of this Hearing is to allow delegates to ask questions of the Bylaws and Policies Committee regarding proposed amendments to OEA Bylaws and/or Policies. *IMPORTANT NOTE: Please refer to OEA Bylaws Article XIX and Policy 1200. IV. G for rules on amending Bylaws and Policies. Only proposed revisions may be amended unless there is unanimous consent of the Assembly.*

### **Budget**

The purpose of this hearing is to give delegates an update on the state of OEA's finances. Participants will have the opportunity to ask questions and receive information regarding the process to build the next year's budget that will be forwarded to the OEA Board for action prior to the end of the fiscal year (August 31). This is also an excellent opportunity for anyone submitting a New Business Item (NBI) that will have a cost impact to seek information from the Budget Committee on how the NBI would be paid for if passed.

### **Educator Pipeline & Support: TSPC & Regional Educator Network Hearing**

This is an opportunity for OEA members to hear an overview and highlights of major decisions made by the Teacher Standards and Practice Commission and an update on the improvement science-based work on recruiting and retaining educators by the Educator Advancement Council's Regional Educator Networks (RENs). The EAC work is funded in part by the 2019 Student Success Act, and has been charged in accordance with Section 48 of the Student Success Act with developing and investing in a system for mentorship, coaching and professional learning between educator prep programs and K12 systems. Areas of focus have been on Grow-Your-Own programs, supporting the Educator Equity Act, and developing educator leaders to lead anti-racist professional development.

### **Education Policy: Updates on Oregon Department of Education, Higher Education Coordinating Commission, State Board of Education**

This hearing is an opportunity for OEA members to hear an overview of major decisions and initiatives on changes to education policy. OEA members have been successful in recently obtaining voting rights on both the HECC and the State Board of Education, which has increased our influence on education policy. Delegates are encouraged to bring their questions and ideas for future policy changes.

### **Legislative Objectives**

The Legislative Advisory Council will meet and discuss submitted amendments and new Legislative Objectives under consideration by the full RA on Saturday. The Government Relations team will also report on its work and outcomes from the 2021 Legislative Session. **Any additional proposed amendments to the Legislative Objectives must be submitted in writing no later than the conclusion of this Hearing.**

*Continued Next Page...*

## **New Business Items**

This hearing is an opportunity to hear about the New Business Items that have been submitted and find out more about the goals makers of the motions are hoping to achieve. There will be time for questions and answers and an online form to submit additional suggestions and edits to the makers of the motions. OEA Managers and staff will also be available to provide assistance as requested. All motion makers are encouraged to attend.

## **OEA Equity Update: Report from EduSage Listening Sessions and Surveys**

In the 20-21 fiscal year, the OEA Board of Directors approved a contract with an outside consulting company to help answer the question “What is the experience of our members with our union?” Using focus groups and a member-wide survey, we have collected input from members on their experiences and their desires for how to make our union more inclusive. As part of our process building strategic priorities based on equity at both the state and local level from this information, delegates are encouraged to attend the hearing to learn more about the findings.

## **Resolutions**

Resolutions are the core belief statements of our union. The purpose of this hearing is to allow delegates to ask questions of the Resolution Committee regarding proposed Resolutions amendments and provide an opportunity for delegates to propose additional amendments or changes. **All new proposed amendments to Resolutions must be submitted in writing no later than the conclusion of this Hearing.**

## **Special Interest Caucuses/Committee Breakout Spaces**

This hearing space is for any of OEA’s special interest caucuses who wish to meet, or committees that wish to present about their work. Special interest caucuses are caucuses formed by any OEA member who has an interest in promoting a particular concept or interests of an affinity group. To arrange a breakout room, chairs should contact Annie Duncan [annie.duncan@oregoned.org](mailto:annie.duncan@oregoned.org) by Friday, April 8.



# STANDARDS OF CONDUCT

- OEA has adopted the NEA Standards of Conduct policy to ensure that our gatherings are welcoming to all and free from discriminatory, harassing or otherwise unacceptable behavior. Discrimination or harassment based on race, color, ethnicity, religion, sex, age, national origin, sexual orientation, disability, gender identity or expression, or any other characteristic protected by law will not be tolerated. During the OEA RA, if you experience any discriminatory, harassing or otherwise unacceptable behavior please contact Jeff Matsumoto. Thank you for your commitment to ensuring a positive event for all.

# STANDARDS OF CONDUCT



**Respect others and their views.**



**Recognize and value individual differences.**



**Promote mutual respect, understanding and cooperation as the basis of interactions amongst participants in OEA/NEA activities, events or meetings.**



**Maintain the reputation of OEA/NEA by conducting themselves in accordance with high standards of professionalism.**

Harassment may also include written or graphic material, whether that material is shown or sent by e-mail, through social media, placed on computer screens, or elsewhere either during an activity, event or meeting or in some other way directly related to an OEA/NEA event or OEA/NEA duties.

***Report any discriminatory, harassing or otherwise unacceptable behavioral incidents during the OEA RA to Jeff Matsumoto or a member of his committee.***

# MINUTES



**OREGON  
EDUCATION  
ASSOCIATION**

2022  
REPRESENTATIVE  
ASSEMBLY



# MINUTES

## OREGON EDUCATION ASSOCIATION 2021 REPRESENTATIVE ASSEMBLY

Zoom

March 16; April 15, 16, 17, 19; May 15, 2021

### Tuesday, March 16, 2021 FIRST SESSION

President C. John Larson called the meeting to order at 5:30 p.m.

#### SEATING OF LATE REGISTERING DELEGATES

Jennifer Ball, Chair of the Credentials Committee, moved on behalf of the Committee to seat delegates who registered late. **CARRIED.**

**Pledge of Allegiance:** Sarah Barclay, Bend EA.

#### **Land Acknowledgement**

**Moment of Silence** observed for all Oregonians and OEA members who have lost loved ones to the pandemic.

#### ADOPTION OF THE AGENDA

Joseph Vermeire, Hillsboro EA, moved and Lindsay Jansen-Hostetler, Greater Albany EA, seconded the adoption of the order of business, with flexibility. **CARRIED.**

#### ADOPTION OF THE 2019 RA MINUTES

Jennifer Scurlock, Eugene EA, moved and Lisa Fragala, Eugene EA, seconded adoption of the minutes of the 2019 OEA Representative Assembly. **CARRIED.**

#### ADOPTION OF THE RULES OF THE ASSEMBLY

Michelle Stadeli, Silver Falls EA, moved on behalf of the OEA Board of Directors to adopt the 2021 Standing Rules as presented.

Discussion ensued.

**Motion CARRIED.**

The meeting was recessed at 6:15 p.m. Thursday, April 15, 2021

### Thursday, April 15 SECOND SESSION

The meeting was reconvened at 5:00 p.m.

#### SEATING OF LATE REGISTERING DELEGATES

Jennifer Ball, Chair of the Credentials Committee, moved on behalf of the Committee to seat delegates who registered late. **CARRIED.**

#### NOMINATION FOR OEA President

Nominations submitted for OEA President include ***Reed Scott-Schwalbach***. President Larson asked if there were any additional nominations. President Larson asked if there were any additional nominations. President Larson asked if there were any additional nominations. Hearing none, he declared nominations closed.

**Nominations for OEA President:**

**Reed Scott-Schwalbach**

#### NOMINATION FOR OEA Vice President

Nominations submitted for OEA Vice President include ***John Scanlan, Lindsay Ray, Enrique Farrera, and Cori Swan***. President Larson asked if there were any additional nominations. President Larson asked if there were any additional nominations. President Larson asked if there were any additional nominations. Hearing none, he declared nominations closed.

**Nominations for OEA Vice President:**

**John Scanlan**

**Lindsay Ray**

**Enrique Farrera**

**Cori Swan**

#### NOMINATION FOR ESP Director

Nominations submitted for ESP Director include ***Samantha Piers-VanderPloeg***. President Larson asked if there were any additional nominations. President Larson asked if there were any additional nominations. President Larson asked if there were any additional nominations. Hearing none, he declared nominations closed.

**Nominations for ESP Director:**

**Samantha Piers-VanderPloeg**

#### NOMINATION FOR NEA Director

Nominations submitted for NEA Director include ***Adolfo Garza-Cano and Chris Early***. President Larson asked if there were any additional nominations. President Larson asked if there were any additional nominations. President Larson asked if there were any additional nominations. Hearing none, he declared nominations closed.

additional nominations. Hearing none, he declared nominations closed.

#### **Nominations for NEA Director:**

**Adolfo Garza-Cano**  
**Chris Early**

Candidates for OEA President, OEA Vice President, ESP Director, and NEA Director addressed the delegation.

The meeting was recessed at 7:10 p.m.

### **Friday, April 16, 2021 THIRD SESSION**

The meeting was reconvened at 6:30 p.m.

Due to technical difficulties the meeting recessed at 6:55pm.

### **Saturday, April 17, 2021 FOURTH SESSION**

The meeting was reconvened at 9:00 a.m.

#### **SEATING OF LATE REGISTERING DELEGATES**

Jennifer Ball, Chair of the Credentials Committee, moved on behalf of the Committee to seat delegates who registered late. **CARRIED.**

#### **Land Acknowledgement**

#### **PRESIDENT'S REPORT**

President C. John Larson presented his report to the 2021 delegation.

#### **ACTION ON BYLAWS AMENDMENTS**

Imelda Cortez, Eugene EA and Chair of the Bylaws/Policies Committee, moved on behalf of the Committee to approve the Proposed Bylaws Amendments.

#### **BYLAWS AMENDMENT A**

*Board of Directors forwards Bylaws Amendment A with a Do Pass Recommendation.*

#### **ARTICLE III. OEA REPRESENTATIVE ASSEMBLY**

##### **Section 1.**

The authority to establish the policies of the OEA shall be vested in the OEA Representative Assembly. Interim policy may be established by the OEA Board of Directors, to be reviewed and voted upon at the next meeting of the OEA Representative Assembly.

##### **Section 2.**

A. Allocation of local association delegate credentials shall be based on the ratio of 1:40 active members or major fraction thereof with each local being

guaranteed one delegate. For the purpose of allocation, members employed by more than one district shall be counted in the district utilizing the largest percentage of their time. Delegates shall be chosen from the active membership by a secret ballot distributed to all members within the local.

~~B. Allocation of ethnic minority representation shall be at least equal to the proportion of identified ethnic minority membership of the local association. Delegates from the local association to the OEA Representative Assembly shall be in proportion to the ethnic minority membership of the local association as long as the person of identifiable ethnic minority groups are available as delegates. To determine the number of ethnic minority representatives, the percentage of ethnic minority members in the local shall be multiplied by the number of delegates, and if the product is over .5 (rounded to the nearest whole), that mandates the number of ethnic minority delegates. All delegates will be elected by the total membership.~~

OEA is committed to achieving racially and ethnically diverse delegate representation at least equal to the proportion of racially and ethnically diverse populations within each local association. The percentage of racially and ethnically diverse members in the local association shall be multiplied by the number of delegates designated to that local, and if the product is over .5, that identifies the ideal number (rounded to the nearest whole) of racially and ethnically diverse members representing that local association. State, regional and local association leaders shall assist with publicity and promotion of this proportional participation in the OEA Representative Assembly. All delegates will be elected by the total membership.

**Submitted By:** OEA Bylaws and Policies Committee  
Debate ensued.

Russ Peterson, Portland AT, moved to close debate. Motion **CARRIED.**

Motion to approve Bylaws Amendment A **FAILED.**

#### **BYLAWS AMENDMENT B**

*Board of Directors forwards Bylaws Amendment B with a Do Pass Recommendation.*

#### **ARTICLE VII. ELECTION OF OFFICERS, DIRECTORS AND DELEGATES**

##### **Section 1. Notification**

The OEA Executive Director shall notify ~~the officers of each local association~~ all OEA members in the October issue of the official publication of the OEA each year as to the number of the various OEA officers

and directors, NEA Directors, and state NEA Representative Assembly State Delegates which may be nominated and elected from that area that year, the time for submitting nominations, and the proper form for submitting nominations.

#### **Section 4. Elections**

##### **C. Directors**

- 1) Ballots and an election notice shall be distributed no later than February 20 from OEA headquarters to all members in districts having elections. To be valid, ballots shall be postmarked or received on or before March 10. If March 10 falls on a weekend or federal holiday, ballots must be postmarked or received by the next business day. Election results shall be filed with the Executive Director no later than the last day of March. Elections shall be determined by plurality vote.

#### **Section 7. Compliance with State and Federal Law**

All OEA and local association elections falling under the federal Labor Management Reporting and Disclosure Act shall comply with the requirements of the Act. The OEA Board of Directors may establish Interim OEA Policy, and the Credentials Committee may establish election rules and procedures, to conform election practices with state and federal law.

**Submitted By:** OEA Bylaws and Policies Committee  
Motion to approve Bylaws Amendment B **CARRIED.**

#### **BYLAWS AMENDMENT C**

*Board of Directors forwards Bylaws Amendment C with a Do Pass Recommendation.*

#### **ARTICLE XVIII. TRUSTEESHIP**

##### **Section 1.**

- a. Purpose: OEA may establish a trusteeship over a local or affiliate organization for the purpose of:

Correcting corruption or financial malpractice.

- b. Assuring administration of a collective bargaining agreement or performance of other duties of a collective bargaining representative.

- c. Restoring democratic procedures.

##### **Section 2.**

Initiation of Proceedings: If the Executive Committee determines by a two-thirds (2/3) vote that there is adequate cause under Section 1 of this Article to establish a trusteeship, it will recommend to the OEA Board of Directors that a trusteeship be established. As soon as possible after said vote, the OEA President will send to the OEA Board of Directors, a copy of the recommendation of the Executive Committee and will include with said recommendation a written statement

setting forth the basis for the Executive Committee's determination that there is adequate cause for the establishment of a trusteeship. The written statement will be sufficiently specific so as to enable a local or affiliate body to prepare a defense.

##### **Section 3.**

Recommendation by Executive Committee: A recommendation by the Executive Committee to establish a trusteeship will be acted upon by the OEA Board of Directors at its next regularly scheduled meeting or at a special meeting called for that purpose, occurring at least forty (40) days after the OEA Board of Directors receives the recommendation.

##### **Section 4.**

Notice of Hearing: At least thirty (30) days prior to the meeting of the OEA Board of Directors at which the recommendation of the Executive Committee is to be acted upon, the OEA President will send to the subordinate body a notice advising it of the recommendation of the Executive Committee and setting forth the date, time, and place of the meeting of the OEA Board of Directors at which said recommendation will be acted upon. The OEA President will include with said notice a copy of the written statement that was submitted to the OEA Board of Directors pursuant to Section 2 of this Article, and a copy of the rules and procedures that will be followed by the OEA Board of Directors in acting upon the Executive Committee's recommendation.

##### **Section 5.**

Hearing: A hearing will be held before the OEA Board of Directors pursuant to rules and procedures adopted by the OEA Board of Directors for such purpose to determine whether to establish a trusteeship. The OEA Board of Directors may delegate to a committee consisting of not less than eleven (11) OEA Board of Directors members, none of whom may be members of the Executive Committee, the responsibility to receive evidence and hear arguments in the first instance, provided that the final decision regarding the establishment of a trusteeship will be made by the full OEA Board of Directors. Further, all interested parties will have an adequate opportunity to present their views on the matter to the full OEA Board of Directors before the final decision is made.

##### **Section 6.**

Vote of the Board: On the basis of the evidence and arguments presented at the hearing, the OEA Board of Directors will vote on the question of whether a trusteeship should be established. If more than one-third (1/3) of the members of the OEA Board of Directors who vote on the question vote "no," the recommendation of the Executive Committee will have been rejected. If two-thirds (2/3) or more of the members of the OEA Board of Directors who vote on

the question vote “yes”, the recommendation of the Executive Committee will have been accepted, in which event a trusteeship will be established over the local or affiliate body as of the announcement of the vote. As soon as possible after said vote, the Executive Committee will appoint a trustee.

#### Section 7.

Power of Trustee: Subject to the control and direction of the Executive Committee, a trustee will have the power to

- a. Conduct the affairs of the local or affiliate body, including supervisory control over its officers, employees and other representatives.
- b. Take possession of the books, records, funds and other assets of the local or affiliate body to be held in trust for and used only in the proper conduct of its affairs.
- c. Remove officers of the local or affiliate body and replace them if deemed appropriate for the duration of the trusteeship.
- d. Take such other actions as in a trustee’s judgment are necessary for the preservation of the right and interests of OEA and the members of the local or affiliate body.

#### Section 8.

Replacing Trustee: The Executive Committee will have the right, with or without cause, to replace a trustee at any time.

#### Section 9.

Expenses Incurred: Reasonable expenses incurred by a trustee in the performance of his or her functions will be paid out of the funds of the local or affiliate body if available; otherwise, such expenses will be paid by OEA.

#### Section 10.

Termination of Trusteeship: The Executive Committee will terminate a trusteeship as soon as the cause for its establishment has been remedied. If the Executive Committee rejects a request from the local or affiliate body to terminate a trusteeship, the subordinate body will have the right to appeal to the OEA Board of Directors, provided that no such appeal may be taken within three (3) months after the decision of the OEA Board of Directors on a prior appeal.

- a. Prior to the termination of a trusteeship, the trustee will conduct an election, in accordance with the applicable provisions of the governing documents and policies of the subordinate body and OEA, to fill, as of the date of such termination, officer positions vacated by removal or departure of former incumbents.

- b. As of the date of termination of a trusteeship, the trustee will return control of the books, records, funds and other assets of the local or affiliate body to appropriate officers. The trustee will make a final accounting of a trusteeship, and submit copies to the OEA Board of Directors and local or affiliate.

#### Section 11.

Financial Responsibility: No financial obligation or liability of the local or affiliate which may exist at the time a trusteeship is established, or which may be incurred during a trusteeship, will be assumed by or become an obligation of OEA.

#### Section 12.

Emergency Power to Establish Trusteeship: Notwithstanding anything to the contrary in this Article, in case of emergency, where the best interests of the local or affiliate or OEA require, the Executive Committee may by a two-thirds (2/3) vote, establish an immediate trusteeship over the local or affiliate without action by the OEA Board of Directors. In such case, the matter will be submitted to the OEA Board of Directors, which may affirm or reverse the action of the Executive Committee pursuant to the procedure set forth in Section 3 of this Article, provided that if the OEA Board of Directors does not take action within sixty (60) days following establishment of a trusteeship by the Executive Committee, said trusteeship will automatically terminate

#### Section 13.

Appeal to the Representative Assembly: If the OEA Board of Directors establishes a trusteeship or refuses to terminate an established trusteeship, the local or affiliate shall have the right to appeal to the OEA Representative Assembly, provided that a written notice of such appeal is filed with the OEA President and signed by at least ten percent (10%) of the active members in good standing of the local or affiliate body within ten (10) days after the decision of the OEA Board of Directors is made known to the local or affiliate. The OEA Representative Assembly will rule on the appeal at its first annual or special meeting occurring at least thirty (30) days after the OEA President receives the written notice of appeal.

#### Section 14.

Pending an Appeal: Pending an appeal to the OEA Representative Assembly, the decision of the OEA Board of Directors will remain in full force and effect.

#### Section 15.

Implementation of Article: The OEA Board of Directors shall adopt such rules and procedures as may be necessary to implement this Article.

**Submitted By:** OEA Bylaws and Policies Committee

Motion to approve Bylaws Amendment C **CARRIED.**

## **BYLAWS AMENDMENT D**

*Board of Directors forwards Bylaws Amendment D with a Do Pass Recommendation.*

## **ARTICLE III. OEA REPRESENTATIVE ASSEMBLY**

### **Section 2.**

- D. Allocation of the Student Oregon Education Association delegate credentials shall be based on the ratio of 1:40-1:100 student members or major fraction thereof with the Student OEA being guaranteed one delegate. The delegate(s) shall be chosen from the all-inclusive state membership rolls by a secret ballot mailed to all members of the Student OEA. Delegate credentials shall be based upon March 1 membership rolls.

**Submitted by:** OEA Bylaws and Policies Committee

Phillip Hurley moved to close debate. Motion **CARRIED.**

Motion to approve Bylaws Amendment D **FAILED.**

## **BYLAWS AMENDMENT E**

*Board of Directors forwards Bylaws Amendment E with a Do Pass Recommendation.*

## **ARTICLE VI. ELECTED OFFICERS**

### **Section 1.**

The elected officers of the OEA shall be a President, a Vice President, three Regional Vice Presidents, state-elected senior NEA Directors or designee, ESP Director, CORE Director, and Community College Director, ~~and Oregon Education Association members who are serving as an NEA director at large or NEA Executive Committee member.~~

### **Section 6.**

- A. All elected officers shall take office on July 10 of the year their term begins, with the exception of state-elected NEA Directors ~~and Oregon Education Association members who are serving as an NEA Director at Large or NEA Executive Committee member, who shall take office as determined by the NEA.~~

## **ARTICLE VIII. OEA BOARD OF DIRECTORS**

### **Section 1.**

- A. The Board of Directors shall consist of the President, Vice President, Regional Vice Presidents (3), state-elected NEA Directors (3), Racial Equity Director (1), Education Support Professional Director(s), and district Directors ~~and will include Oregon Education Association members who are serving as an NEA Director at Large or NEA Executive Committee member.~~

### **Section 2.**

- A. The President, Vice President, Regional Vice Presidents, state-elected senior NEA Director or designee, ESP Director, CORE Director, and Community College Director, ~~and Oregon Education Association members who are serving as an NEA Director at Large or NEA Executive Committee member~~ shall function as an Executive Committee of the OEA Board of Directors. ~~Any Oregon Education Association members who are serving as an NEA Director at Large or NEA Executive Committee member shall be ex officio and non-voting members of the Executive Committee.~~

**Submitted by:** OEA Bylaws and Policies Committee  
Motion to approve Bylaws Amendment E **CARRIED.**

## **NEW BUSINESS ITEMS (Saturday Morning)** **2021 OEA REPRESENTATIVE ASSEMBLY**

1. Niels Pasternak, Lane County ESD EA, moved that OEA will arrange a meeting between the OEA SPED Committee and ODE to talk about the meaning of Least Restrictive Environment as it pertains to the field of special education and models of inclusion. Furthermore, OEA will advocate and promote the acceptance of the idea that the Least Restrictive Environment is the environment that supports students with Individualized Education Programs to make progress on their IEP goals and should be determined based on the students individual strengths, needs, preferences, and interests, and is often not the environment provided in a full inclusion model.

Debate ensued.

### **Motion to approve New Business Item 1** **CARRIED.**

2. Niels Pasternak, Lane County ESD EA, moved that OEA will work with health professionals to advocate for the best health screening processes in schools in order to ensure safe and healthy working and learning conditions for students and educators during the pandemic. As a part of this collaborative work OEA will mention that visual screening only is being used as a model for health screening students attending hybrid instruction and that staff members with no medical expertise are often being asked to do this by school administration.

### **Motion to approve New Business Item 2** **CARRIED.**

3. Niels Pasternak, Lane County ESD EA, moved that OEA will meet with ODE to address concerns about inadequate options for families that choose to remain in full time online distance learning

programs. As a part of this discussion with ODE OEA will address the fact that many online programs do not offer needed accommodations and modifications for students and will advocate for all online learning programs to have options for meeting the accommodations and modifications to which our students are entitled.

Debate ensued.

Motion to approve New Business Item 3.

**CARRIED.**

4. Niels Pasternak, Lane County ESD EA, moved that OEA will meet with the Oregon Department of Education and advocate using Extended Diplomas to count towards high school graduation rates in the state of Oregon.

Debate ensued.

Motion to approve New Business Item 4

**CARRIED.**

5. Joe Rowe, Portland AT, moved that prior to OEA publishing or communicating any material (or statement) regarding a lawmaker or legislation that material is given a review. The OEA review examines if that lawmaker and legislation falls short of OEA Legislative Objectives. If that lawmaker or legislation falls short we revise our material (or statement) to highlight where the law/legislator can be praised and give clear and strongly worded detail to remind the public of our disappointment of unmet legislative objectives.

Debate ensued.

Motion to approve New Business Item 5

**CARRIED.**

6. Stephen Siegel, Reynolds EA moved that OEA will set up and support a task force to examine the ways that White Supremacy Culture is embedded in Robert's Rules of Order and other common practices at the annual RA, and illustrate how that culture hinders both BIPOC and white members/delegates. The task force will consult with experts in anti-racism work and explore alternative large group decision-making models. The task force will be made up of 5-6 members who center anti-racist and other equity work in their lives, and will be majority BIPOC and recommended by CORE and/or HCRC. OEA will provide support for the task force by helping to coordinate communication, providing meeting space and other logistical support, paying for up to 2 release days plus 10 hours of each member's time doing this work, putting together a report that summarizes the task force's findings and recommendations, and providing a copy of the report to the maker by the end of January and additional copies to delegates at next year's RA.

There will also be time allotted during the 2022 RA before the NBI deadline to present the task force's findings - a summary of the report - to the delegates. Recommendations may then be proposed as NBIs, resolutions, future standing rules, or other appropriate means following the presentation to delegates.

Debate ensued.

Theodore Lunger, Greater Albany ACE, moved to divide the motion. **CARRIED.**

**6.a.** Motion to establish a committee. **CARRIED.**

**6.b.** Motion to provide both release time and payment to the members of the committee.

Debate ensued.

Anton Clifford, North Clackamas EA, moved to close debate. **CARRIED.**

Motion to approve 6.b. **CARRIED.**

### **ELECTION REPORT**

President Larson announced the following election results:

#### **OEA President**

**Reed Scott-Schwalbach                      391 votes**

Reed Scott-Schwalbach was pronounced the winner of the OEA President race.

#### **OEA Vice President**

**Enrique Farrera                      184 votes**

**Lindsay Ray                      151 votes**

**Cori Swan                      75 votes**

**John Scanlan                      32 votes**

Pursuant to OEA Bylaws Article 7, Section 4.b., a runoff election will be held for OEA Vice President.

#### **ESP Director**

**Samantha Piers VanderPloeg                      383 votes**

Samantha Piers VanderPloeg was pronounced the winner of the ESP Director race.

The meeting was recessed for lunch and runoff voting at 1:22 p.m.

**Saturday, April 17, 2021**

### **FIFTH SESSION**

The meeting was reconvened at 1:52 p.m.

### **ACTION ON BYLAWS AMENDMENTS continued**

Imelda Cortez, Eugene EA and Chair of the Bylaws/Policies Committee, moved on behalf of the Committee to approve the Proposed Bylaws Amendments.

## BYLAWS AMENDMENT F

*Board of Directors forwards Bylaws Amendment F with a Do Not Pass Recommendation.*

### **BOARD RATIONALE ON DO NOT PASS**

**RECOMMENDATION:** *The Board is in support of addressing part-time faculty needs, but feels that a stronger solution is needed in order to determine the factors that impact part-time faculty sign-up rates. The immediate financial impact of the bylaw (loss of revenue impact ranges \$46,000-\$106,000), plus the complication of asking our membership department and community college payroll offices to create a new system where the calculation of NEA dues and OEA dues would be done in two different ways (NEA uses an FTE calculation, the new bylaw would set up OEA dues calculated on average annual salary) deeply concern the Board. All surveys and action research conducted by NEA and OEA show that one-on-one organizing and direct membership asks are more effective in increasing membership sign-ups than reducing dues rates. The Board strongly supports organizing one-on-one conversations with part-time faculty in order to determine the full range of factors impacting membership, and is committed to working with part-time faculty leaders to help engage membership in active union participation.*

## ARTICLE I. MEMBERSHIP AND DUES

### **Section 3. Active Members**

#### E. Dues & Assessments

##### 1) Certified and Community College

- b. For purposes of the OEA dues component the following shall apply:

Less Than Full-Time

- 2. Dues for part-time/adjunct community college faculty/tutors shall pay dues according to the following formula:  
~~34% or greater pay one fourth dues less than 34% pay one eighth dues.~~

- a. part-time/adjunct community college faculty/tutors whose annual salary is equal to or greater than the teacher average salary shall pay one-quarter OEA dues;
- b. part-time/adjunct community college faculty/tutors who earn one-half, but less than the teacher average salary shall be assessed three-sixteenths OEA dues;
- c. part-time/adjunct community college faculty/tutors who earn one-fourth but less than one-half the teacher average salary shall be assessed one-eighth OEA dues;
- d. part-time/adjunct community college faculty/tutors less than one-fourth of the teacher

average salary shall be assessed one-sixteenth OEA dues.

**Submitted by:** Twenty Signatures of OEA Members  
Debate ensued.

Motion to approve Bylaws Amendment F **CARRIED.**

## BYLAWS AMENDMENT G

*Board of Directors forwards Bylaws Amendment G with a Do Pass Recommendation.*

## ARTICLE VIII. OEA BOARD OF DIRECTORS

### **Section 2.**

- A. The President, Vice President, Regional Vice Presidents, state-elected senior NEA Director or designee, ESP Director, EMAC Director, Community College Director, and Oregon Education Association members who are serving as an NEA Director-at- Large or NEA Executive Committee member shall function as an Executive Committee of the OEA Board of Directors. Any Oregon Education Association members who are serving as an NEA Director-at- Large or NEA Executive Committee member shall be *ex officio* and non-voting members of the Executive Committee.

The Community College Council will elect one of the existing Community College District Directors to serve on the Executive Committee of the OEA Board of Directors.

**Submitted by:** OEA Bylaws and Policies Committee

Motion to approve Bylaws Amendment G **CARRIED.**

## BYLAWS AMENDMENT H

*Board of Directors forwards Bylaws Amendment H with a Do Pass Recommendation.*

## ARTICLE I. MEMBERSHIP AND DUES

### **Section 2. Classifications**

There shall be five classes of membership in OEA: active, ~~student~~ aspiring educator, retired, substitute, and Community Ally. The fifth category, Community Ally is for those who are not eligible for regular membership but wish to support the mission, vision and core values of OEA. A person who is eligible for more than one (1) category shall join the Association in the membership category that provides the greatest degree of participation in Association governance.

### **Section 3. Active Members**

- B. Continuation of Membership
  - 2) Persons who were active aspiring educator members of ~~the Student~~ OEA for the previous membership year shall be considered continuing active members of the Student Aspiring Educator OEA as long as they have not accepted

employment with a district having employees represented by the OEA.

## **Section 5. Student Aspiring Educator Members**

- A. Any undergraduate or full-time graduate student enrolled in, or preparing for, a teacher education program in a college or university may become a ~~student~~ an aspiring educator member of the OEA by joining a ~~Student~~ an Aspiring Educator Oregon Education Association chapter. An ~~SAEOEA~~ member may also join a local association of OEA and must also be a ~~student~~ an aspiring educator member of NEA. Anyone who has been an active member of any NEA state affiliate is ineligible for ~~SAEOEA~~ membership. Membership shall include the right to vote, serve as a delegate and to receive OEA publications.
- B. Dues for each ~~student~~ aspiring educator member shall be set by the ~~Student~~ AEOEA at its annual meeting and shall include ~~Student~~ Aspiring Educator NEA dues. In the event no ~~Student~~ Aspiring Educator OEA annual meeting is held, the dues will be set by the OEA Board of Directors. The dues shall be reviewed annually and reported in the Budget proposal: Programs and Services for Members

## **ARTICLE III. OEA REPRESENTATIVE ASSEMBLY**

### **Section 2.**

- D. Allocation of the ~~Student~~ Aspiring Educator Oregon Education Association delegate credentials shall be based on the ratio of 1:40 ~~student~~ aspiring educator members or major fraction thereof with the ~~Student~~ aspiring educator OEA being guaranteed one delegate. The delegate(s) shall be chosen from the all-inclusive state membership rolls by a secret ballot mailed to all members of the ~~Student~~ AEOEA. Delegate credentials shall be based upon March 1 membership rolls.

## **ARTICLE VII. ELECTION OF OFFICERS, DIRECTORS AND DELEGATES**

### **Section 2. Nominations**

The filing deadline for the OEA Board of Directors, NEA State Delegates and ~~Student Leadership~~ Aspiring Educator Conference/NEA Delegates shall be January 15. If the nomination deadline for materials falls on a weekend or federal holiday, nomination materials must be postmarked or received by the next business day, including electronic (fax/email) submission. Persons nominated for officer, director, delegate, or ~~student~~ aspiring educator delegate positions shall be active members as defined in Article I., Section 3.

- G. Nominations for ~~Student Leadership~~ Aspiring Educator Conference/NEA Delegate Nominations for ~~Student Leadership~~ Aspiring Educator

Conference/NEA Delegate shall be made by the direct vote of the members of the ~~Student~~ Aspiring Educator Oregon Education Association or by petition of 10 ~~Student~~ Aspiring Educator NEA members. The ~~Student~~ Aspiring Educator Membership Committee of OEA shall report the names of the nominees postmarked or received on or before January 15. The report shall be in writing with a statement of qualifications to the OEA President. The term for ~~Student Leadership~~ Aspiring Educator Conference NEA Delegate shall be for (one) 1 year.

## **ARTICLE VIII. OEA BOARD OF DIRECTORS**

### **Section 4.**

- K. Provide information and services to ~~Student~~ aspiring educator OEA members.

**Submitted by:** OEA Bylaws and Policies Committee  
Motion to approve Bylaws Amendment H **CARRIED.**

## **BYLAWS AMENDMENT I**

*Board of Directors forwards Bylaws Amendment I with a Do Pass Recommendation.*

## **ARTICLE I. MEMBERSHIP AND DUES**

### **Section 3. Active Members**

- B. Continuation of Membership

- 1) Persons who were active members of the OEA for the previous membership year will be considered continuing active members of OEA as long as they meet the requirements for active membership (Article I, Section 3, A). ~~To withdraw from continuing membership, active members~~ A member may withdraw from membership at any time by must notify notifying the OEA President of their withdrawal, in writing. To withdraw from a continuing dues-payment obligation, one must notify the OEA President, in writing, prior to October 1 of any membership year. No resignation shall be valid during a strike authorized by the member's local association or within fourteen days preceding the commencement of such a strike, between September 1 and September 30 of the membership year for which the dues-payment authorization is to be cancelled.

**Submitted By:** Bylaws and Policies Committee  
Motion to approve Bylaws Amendment I **CARRIED.**

## **BYLAWS AMENDMENT J**

*Board of Directors forwards Bylaws Amendment J with a Do Pass Recommendation.*

## ARTICLE I. MEMBERSHIP AND DUES

### Section 3. Active Members

#### E. Dues & Assessments

- 2) Assessments: In addition to the OEA dues described above, all classifications of active members pay the following assessments:
  - a. \$2.00 per member annually to acquire, improve and maintain office facilities. The assessment will be increased to \$5.00 annually, beginning with the 2021-2022 OEA fiscal year, for a period of five fiscal years, unless the OEA Representative Assembly acts to extend the increase. If the OEA Representative Assembly does not extend the increase after the five-year period, the assessment will revert to the \$2.00 annual assessment;

**Submitted By:** Bylaws and Policies Committee

Debate Ensued.

Kelsy Dunlap, Salem-Keizer EA, moved to close debate. **CARRIED.**

Motion to approve Bylaws Amendment J **CARRIED.**

### ACTION ON OEA POLICY AMENDMENTS

Imelda Cortez, Eugene EA and Chair of the Bylaws/Policies Committee, moved on behalf of the Committee to approve the Proposed Policy Amendments.

#### POLICY AMENDMENT A

*Board of Directors forwards Policy Amendment A with a Do Pass Recommendation.*

### 2500 – ELECTIONS & CAMPAIGNING

#### **I PROCEDURES FOR CANDIDATES RUNNING FOR ASSOCIATION OFFICE**

(OEA Bylaws, Article VII)

The following shall apply uniformly to all state, regional or district elections:

A. Informational printing supplied by OEA - the editor of the OEA official publication will ~~edit~~ reformat all materials supplied by the candidate and establish space approximately equal to the space provided any other candidate for the same position. Provided the candidate has met all informational printing deadlines, the following information about the candidate shall be given in an OEA official publication:

C. Dues money for elections - there shall be no NEA, OEA, or local dues money, whether in cash, materials, postage, or service expended in the interest of any candidate for any Association office except as specified in paragraphs 1 and 2 below which apply to

procedures for candidates voted upon at the OEA Representative Assembly.

This includes use of any staff person or extended use of any facility either during or after regular working hours, whether the time or materials are wholly reimbursed or not. ~~Association offices and facilities may be used briefly if there is no additional direct cost to the Association and there is no disruption of the regular Association program.~~

1. OEA will give each candidate one set of mailing labels, upon request, and a delegate list with most recent known address, phone numbers, and home e-mail address for the delegates who will vote in his or her race.

**Submitted By:** OEA Bylaws and Policies Committee  
Motion to approve Policy Amendment A **CARRIED.**

#### POLICY AMENDMENT B

*Board of Directors forwards Policy Amendment B with a Do Pass Recommendation.*

### **2560 – GENERAL RULES FOR ELECTIONS & CAMPAIGNING**

A. In addition to the election and campaigning rules outlined in Policies 2500 and 2550, the following rules and practices shall apply to all elections for statewide and NEA-level positions:

1. The elections will be conducted by secret ballot either by mail or by in-person voting.

2. Candidates will be given the opportunity to have observers at each polling place and at each place where ballots are counted.

3. If the election is by mail ballot, candidate observers shall be permitted to observe the preparation, mailing, and collection of ballots.

4. Ballots and other election records are to be preserved for at least one year.

5. Persons barred from seeking and holding office under section 504(a) of the LMRDA or 29 CFR 458.36 may not run for or hold an OEA officer position.

6. No employer may either directly or indirectly contribute to or promote the candidacy of any individual on a state-provided ballot. No governing body of a local, intermediate organization or statewide affiliate of OEA may officially endorse or promote a candidate. Local or state officials may support or campaign for a candidate but not on union time.

7. Challenged Ballots:

a. A ballot or ballots cast that result in questions arising over eligibility or legality shall be considered "challenged ballots." If a member's eligibility is questioned prior to voting, the member shall be allowed to cast a secret ballot that is held separately in

a sealed envelope marked “Secret Ballot” and placed in a larger outer envelope marked “Challenged Ballot” until eligibility has been resolved.

b. “Secret Ballot(s)” shall not be counted and final results not certified until the issue is resolved. Further, so as to not influence decisions regarding the challenged ballots, the results shall be known only to Elections Committee members and designated staff. In addition, no results shall be released until the challenge has been resolved.

8. No candidate may use the picture or name of current OEA staff members in any campaign materials. Such prohibition is not intended to apply to the use of pictures or names of current or former OEA Officers in campaign materials.

**Submitted By:** OEA Bylaws and Policies Committee

James Moran, Dallas EA, moved to close debate.

**CARRIED.**

Motion to approve Policy Amendment B **CARRIED.**

#### **POLICY AMENDMENT C**

*Board of Directors forwards Policy Amendment C with a Do Pass Recommendation.*

#### **2560 – GENERAL RULES FOR ELECTIONS & CAMPAIGNING**

##### 9. Representative Assembly Election Procedures Challenges

a. Any member qualified to vote may challenge the election procedure employed by the Credentials Committee. The voting delegates to the Representative Assembly are empowered to process said challenge.

b. All challenges must be filed in writing with the Chair of the Credentials Committee. All challenges must be filed prior to the time the Credentials Committee announces the results of the voting.

c. The written challenge must identify the specific election procedures, rule or rules violated. No other basis for challenge shall be recognized as a valid challenge within the purview of these rules.

d. Every challenge shall clearly and concisely state the remedy to correct the alleged irregularity.

e. The voting delegates of the Representative Assembly may on their own initiative determine that the challenge is groundless and shall issue such decision. Alternatively, the voting delegates receiving such challenge may determine that one or more alleged violations have occurred, in which case an immediate correction of the irregularity and/or re-

balloting shall occur. In the event of intervention, the voting delegates of the OEA Representative Assembly shall be the final authority as to the ultimate disposition of the challenge.

**Submitted By:** OEA Bylaws and Policies Committee

Debate ensued.

Motion to approve Policy Amendment C **CARRIED.**

#### **ELECTION REPORT**

President Larson announced the following election results:

##### **OEA Vice President**

<b>Enrique Farrera</b>	<b>209 votes</b>
<b>Lindsay Ray</b>	<b>162 votes</b>
<b>Cori Swan</b>	<b>53 votes</b>

Pursuant to OEA Bylaws Article 7, Section 4.b., a runoff election will be held for OEA Vice President.

#### **POLICY AMENDMENT D**

*Board of Directors forwards Policy Amendment D with a Do Pass Recommendation.*

#### **2560 – GENERAL RULES FOR ELECTIONS & CAMPAIGNING**

##### 10. Representative Assembly Campaign Practice Challenges

###### a. Prior to the Representative Assembly:

Any challenge alleging a violation of the campaign practices shall be filed in writing with the Office of the Credentials Committee Chair. A challenge filed prior to the convening of the Representative Assembly shall be investigated by the Credentials Committee. Challenges to campaign practices occurring prior to the convening of the Representative Assembly must be filed prior to the convening of the Assembly.

Pursuant to its authority, the Credentials Committee shall meet and review every challenge to determine whether one of its rules has been violated.

Should the Credentials Committee find that a candidate is in violation of campaign practices, the Credentials Committee may recommend to the OEA Board of Directors disciplinary action, which shall include, but not be limited to, withdrawal of/billing for assistance, and/or disqualification of the candidate.

A candidate may appeal the decision of the Credentials Committee

regarding campaign practices occurring prior to the Representative Assembly. Any appeal

must be taken within 48 hours of notice of the decision by filing a Notice of Appeal with the Executive Committee of the OEA Board of Directors. The Notice of Appeal must state with particularity the portion of the decision deemed to be incorrect and must contain evidence illustrating the basis for the appeal. Upon receipt, the Executive Committee shall meet and review the facts of the appeal. The Executive Committee shall have authority to uphold or to reverse the decision. Upon decision of the Executive Committee, there shall be no further right of appeal.

b. At the Representative Assembly:

Any challenge alleging a violation of the campaign practices at the Representative Assembly shall be filed in writing with the Chair of the Credentials Committee. A challenge must be filed no later than the completion of balloting. Challenges filed during the Representative Assembly shall be investigated by the Credentials Committee and reported to the Representative Assembly delegates for resolution. The Representative Assembly delegates shall be the final authority as to the disposition of the challenge.

Pursuant to its authority, the Credentials Committee shall meet and review every challenge to determine whether one of its rules has been violated, and whether such violation could have caused a different result.

Should the Credentials Committee find that a candidate is in violation of campaign practices, the Representative Assembly may initiate disciplinary action which may include, but not be limited to, withdrawal of/billing for assistance, and/or disqualification of the candidate.

**Submitted By:** OEA Bylaws and Policies Committee

Motion to approve Policy Amendment D **CARRIED.**

#### **POLICY AMENDMENT E**

*Board of Directors forwards Policy Amendment E with a Do Pass Recommendation.*

#### **2560 – GENERAL RULES FOR ELECTIONS & CAMPAIGNING**

##### **11. Local-Level Challenge**

Any member qualified to vote may challenge the election procedure employed by the local. The local's governing body, operating on behalf of its members, is empowered to process said challenge. All challenges must be in writing and filed with the President of the local, except where the challenger is the local President, in which case the challenge shall be filed

with any non-challenging officer of the local. If any officer of the local is involved in the challenge, the challenge shall be submitted to the Chair of the OEA Credentials Committee.

The written challenge must specify the specific election procedures rule or rules violated. No other basis for challenge need be recognized by the local as a valid challenge within the purview of these rules. The challenge shall be filed within 24 hours of the time of closing of the local polls on the election dates. In no event shall the local recognize under these rules a challenge that has not been filed within that time period. Every challenge shall contain a clear concise statement as to the remedy the challenger would prefer the local to apply to correct the alleged irregularity in following the Election Rules.

The governing board of the local may on its own initiative determine that the challenge is groundless and shall issue such decision with its reasons stated within 24 hours of receipt of the challenge. Alternatively, the local receiving such challenge may determine that one or more alleged violations have occurred, in which case such local shall have the opportunity to correct the procedure if possible before the election.

Any challenger not satisfied with the local's disposition of the challenge shall have the right to appeal the same challenge in writing with the Credentials Committee within 48 hours of being notified of such disposition by the local. Every such appeal shall include a concise statement indicating how the results could have been different if it were not for the alleged violation, but failure to do so shall not in and of itself invalidate the appeal. The challenger shall notify the local at the same time the appeal is filed with the Credentials Committee.

The Credentials Committee shall meet and review every challenge appealed to that level including the response of the local to determine whether one of its rules has been violated, whether such violation caused a different result, or whether or not a new election could theoretically bring about a different result than would otherwise be the case if the election were allowed to stand.

The Credentials Committee may dismiss a challenge that does not conform to these rules.

The Credentials Committee may, at its own initiative, require the challenger and the local challenged to submit additional information or testify at a hearing before the Credentials Committee solely for the purpose of determining whether the challenge has foundation sufficient to warrant further inquiry and disposition by the Committee. The decision of the Committee shall be final, except that the OEA Board of Directors may on its own motion issue a decision in lieu of a Credentials Committee decision.

Prior to the issuance of any decision, the Credentials Committee shall notify the OEA President as to the nature of the challenge and the intended disposition. The President may cause the OEA Board of Directors to intervene, if the President determines that intervention is justified. In the event the President is involved in the challenge, the Credentials Committee shall notify the Executive Director, who shall refer the matter to the OEA Board of Directors. In the event of intervention, the Governing Board shall be the final authority as to the ultimate disposition of the challenge.

**Submitted By:** OEA Bylaws and Policies Committee  
Motion to approve Policy Amendment E **CARRIED.**

#### **POLICY AMENDMENT F**

*Board of Directors forwards Policy Amendment F with a Do Pass Recommendation.*

#### **2560 – GENERAL RULES FOR ELECTIONS & CAMPAIGNING**

##### 12. State-Level Challenge

Any member qualified to vote or any authorized observer may challenge the election procedures used or the rulings of the state Elections Committee. All challenges must be filed in writing with the OEA Board of Directors within forty-eight (48) hours of actual notice of the matter challenged. The challenge must specifically identify the violation alleged and contain a clear and concise statement identifying the remedy desired. The challenger shall concurrently notify the Credentials Committee of the challenge filed by filing an identical statement with the Committee.

The OEA Board of Directors shall meet and review every challenge raised by a member or an observer and shall respond to the challenger indicating whether one of its rules has been violated, or whether such violation caused a different result, or whether or not a new election could theoretically bring about a different result than would otherwise be the case if the election were allowed to stand.

The OEA Board of Directors may in its discretion dismiss a challenge that does not conform to its rules or may decide to investigate more fully using a subcommittee of its members or other identified investigators. The OEA Board of Directors may, at its own initiative, require the challenger and the Credentials Committee to submit additional information or testify at a hearing before the Board solely for the purpose of determining whether the challenge has foundation sufficient to warrant further inquiry and disposition by the Board.

In the event of intervention, the OEA Board of Directors shall be the final authority as to the ultimate disposition of the challenge.

**Submitted By:** OEA Bylaws and Policies Committee

Motion to approve Policy Amendment F **CARRIED.**

#### **POLICY AMENDMENT G**

*Board of Directors forwards Policy Amendment G with a Do Pass Recommendation.*

**2300 - OFFICERS OF THE OEA**  
(OEA Bylaws, Article VI, Section 4)

**II. VICE PRESIDENT'S ROLE STATEMENT**  
(OEA Bylaws Article VI, Section 4)

L. Election to the vice presidency shall constitute election as a delegate to the NEA Representative Assembly for all purposes except voting in elections for NEA officers.

**Submitted by:** OEA Bylaws and Policies Committee  
Motion to approve Policy Amendment G **CARRIED.**

#### **POLICY AMENDMENT H**

*Board of Directors forwards Policy Amendment H with a Do Pass Recommendation.*

#### **I. ACHIEVEMENT OF ORGANIZATIONAL EXCELLENCE**

C. Association Services

#### **2. Student Aspiring Educator Oregon Education Association**

a. Where possible the local associations should invite the local ~~Student~~ Aspiring Educator OEA to have a member on their different committees and task forces on the local level.

c. Cadre assistance may be provided for ~~Student~~ Aspiring Educator OEA.

**Submitted by:** OEA Bylaws and Policies Committee  
Motion to approve Policy Amendment H **CARRIED.**

#### **POLICY AMENDMENT I**

*The Board of Directors forwards the Proposed Policy Amendment I with a Do Pass Recommendation.*

#### **6000 - RELIEF FUND POLICY**

#### **II. SITUATIONS FOR WHICH EXPENDITURES MAY BE AUTHORIZED**

J. The Board of Directors may authorize the use of funds from the OEA Relief Fund to make regular monthly payments on the 2020 loan that was obtained to finance the replacement of the OEA headquarters failed heating, ventilation and air-conditioning (HVAC) system.

**Submitted by:** OEA Board of Directors  
Debate ensued.

Alisha Chavez, Portland AT, moved to close debate.  
**CARRIED.**

Motion to approve Policy Amendment I **CARRIED.**

Meeting recessed at 3:59pm.

Meeting reconvened at 4:05pm.

Vice President Reed Scott-Schwalbach took the center podium to conduct the next portion of the agenda.

#### **ACTION ON LEGISLATIVE OBJECTIVES:**

David Morrocco, Roseburg EA and Chair of the Legislative Advisory Council (LAC), presented the proposed Legislative Objectives. **Items pulled: Legislative Objectives Amendments C, D**

Motion to approve Proposed Legislative Objectives as presented except for items pulled **CARRIED.**

Debate ensued.

#### **LEGISLATIVE OBJECTIVES AMENDMENT A**

I move to revise Recommendation #2 under Protecting Children's Health and Safety to read:

**2. Advocate for early childhood education programs that include Oregon Pre-K, Head Start, and other providers of preschool for all students who wish to enroll. This includes championing universal preschool statewide.**

**Maker:** Ami Fox, Portland AT

Motion to approve Legislative Objectives Amendment A **CARRIED.**

#### **LEGISLATIVE OBJECTIVES AMENDMENT B**

I move to add a new #15 Recommendation under "Respecting School Employees", Miscellaneous category:

**15. Advocate for programs and strategies to diversify the public education workforce so that it more closely resembles the racial/ethnic demographics of Oregon's students. This includes such programs as a BIPOC educator statewide tuition remission program.**

**Maker:** Ami Fox, Portland AT

Motion to approve Legislative Objectives Amendment B **CARRIED.**

#### **LEGISLATIVE OBJECTIVES AMENDMENT C**

I move that OEA will lobby legislature to mandate all standardized testing at both the district and state level be opt in only. This would require that districts across the state do a better job communicating and explaining the rationale behind standardized testing to families if it means to gain participation that can often uphold white supremacy culture. All students by default would

be opted out of standardized testing unless their parents select to opt-in.

**Maker:** Beyoung Yu, Portland AT

Debate ensued.

Angela Adzima, Hillsboro EA, moved to close debate.  
**CARRIED.**

Motion to approve Legislative Objectives Amendment C **FAILED.**

#### **LEGISLATIVE OBJECTIVES AMENDMENT D**

I move OEA opposes freeway expansions by default because these projects harm our students and teachers on several metrics. OEA can support individual freeway expansions when a lawmaker or government representative approaches the OEA executive board for approval, and the OEA president has notified PAC members of that request 60 days prior to approval.

**Maker:** Joe Rowe, Portland AT

Debate ensued.

Kelsy Dunlap, Salem-Keizer EA, moved to close debate. **CARRIED.**

Motion to approve Legislative Objectives Amendment D **FAILED.**

#### **ACTION ON RESOLUTION AMENDMENTS**

Angela Adzima, Resolution Committee Chair, moved on behalf of the Committee to adopt the proposed Resolutions as presented except for items pulled **CARRIED.**

The meeting recessed at 5:28pm.

The meeting reconvened at 5:38pm.

Resolutions Amendments Pulled: A, L, V, W

**CARRIED.**

#### **RESOLUTIONS AMENDMENT A**

*The Board of Directors forwards the Proposed Resolutions Amendment A with a Do Pass Recommendation.*

**I. THE TOP PRIORITY OF THE OREGON EDUCATION ASSOCIATION IS TO ENSURE THAT ALL STUDENTS IN OREGON RECEIVE A QUALITY EDUCATION. TO MEET THIS GOAL, OEA WILL PURSUE FULL AND STABLE FUNDING FOR PUBLIC EDUCATION.**

#### **I.7 Oppositions to Tax Credits and Vouchers**

The Oregon Education Association believes public funds for education must be used only for public schools, and therefore, opposes any legislation designed to provide tax credits or vouchers for tuition paid to any private elementary or secondary institution, home school programs, or any charter public school.

(1982, 89, 91, 93, 94, 96, 97, 99, 2002, 03, 04, 05, 06, 08)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Debate ensued.

Motion to approve Resolutions Amendment A

**CARRIED.**

## **RESOLUTIONS AMENDMENT B**

*The Board of Directors forwards the Proposed Resolutions Amendment B with a Do Pass Recommendation.*

**I. THE TOP PRIORITY OF THE OREGON EDUCATION ASSOCIATION IS TO ENSURE THAT ALL STUDENTS IN OREGON RECEIVE A QUALITY EDUCATION. TO MEET THIS GOAL, OEA WILL PURSUE FULL AND STABLE FUNDING FOR PUBLIC EDUCATION.**

### **I.11 Systemic Inequity**

The Oregon Education Association believes that many of the educational problems are at root social problems related to rising poverty levels, systemic and institutional racism, and generational inequity. ~~Schools are where society's problems become evident, not where they arise.~~ The Association believes that our legislative agenda should be proactive with regards to issues around economic inequalities, healthcare for all including mental health parity, loss of living wage jobs, affordable and accessible housing, corporate tax giveaways, and a more progressive tax system. (2013)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment B

**CARRIED.**

## **RESOLUTIONS AMENDMENT C**

*The Board of Directors forwards the Proposed Resolutions Amendment C with a Do Pass Recommendation.*

**II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

### **GROUP A: EXCELLENCE**

#### **II.2 HIGH EDUCATION STANDARDS**

The Oregon Education Association supports high educational standards for every student in all schools in Oregon.

Assessment for graduation should be grounded in knowledge of how students learn; connected to clear statements of what is important for students to learn; flexible enough to allow students to explore fields of

interest and meet the needs of a diverse student body; and be able to provide students with the opportunity to actively produce work demonstrating their learning.

The OEA recognizes the limitations of standardized assessments and believes that multiple and varied assessments should be used to determine student learning and growth in a particular subject area.

The OEA believes it is the responsibility of the legislature to allocate resources necessary for students to attain high standards including the time for ~~teachers~~ educators to prepare, provide, and evaluate student work samples. Additional funding and opportunities should be available for students having difficulties meeting standards.

The OEA further believes that curriculum should be set by local school districts in partnership with education professionals. (2000, 08, 10, 11, 12)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment C

**CARRIED.**

## **RESOLUTIONS AMENDMENT D**

*The Board of Directors forwards the Proposed Resolutions Amendment D with a Do Pass Recommendation.*

**II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

### **GROUP B: STUDENT RIGHTS**

#### **II.9 Sexual Harassment**

The Oregon Education Association believes sexual harassment is illegal, harmful, and inappropriate to both employees and students. There are two forms of sexual harassment: 1) quid pro quo, in which a person of authority uses that authority to obtain sexual favors, and 2) hostile environment, in which a person or persons makes another person feel threatened, demeaned, embarrassed, uncomfortable or bullied. Hostile environments may be created by any person – adult or student ~~child~~ – and may occur in any work or school environment. In school settings the Association believes that when school staff is aware, it is their responsibility to prevent and/or stop student to student sexual harassment as it pertains to sexual identity, gender identity and/or sexual innuendos.

The Association encourages its affiliates to work with local school districts, institutions of higher education, the Association, and the community to develop comprehensive programs to address sexual harassment which include all stakeholders. Such programs should:

- Establish strong policies prohibiting sexual harassment that include the definition, consequences, and procedures for reporting, investigating and appeals.
- Provide professional development materials and resources to education and association staff.
- Develop and implement educational programs designed to help students, members, and the community to recognize, understand, prevent, oppose and eliminate sexual harassment in all its forms.
- Provide training for all school and Association employees in sexual harassment prevention and intervention.

These programs and materials should be reviewed, revised and updated as needed to reflect changing needs. (2008, 13)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment E

**CARRIED.**

## RESOLUTIONS AMENDMENT E

*The Board of Directors forwards the Proposed Resolutions Amendment E with a Do Pass Recommendation.*

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### **GROUP B: STUDENT RIGHTS**

##### **II.12 Community Based After-School Programs**

The Oregon Education Association recognizes the need for quality after-school programs ~~for school-age children~~ students and that school facilities are the logical site for such programs. After-school programs should not be dependent on school personnel for their operations. Participation by school personnel should be by choice, not by assignment. Public funds should not be allocated or redirected to private after school programs. (1985, 89, 97, 2001, 05, 08, 10)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment E

**CARRIED.**

## RESOLUTIONS AMENDMENT F

**The Board of Directors forwards the Proposed Resolutions Amendment F with a Do Pass Recommendation.**

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### **GROUP C: SAFETY**

##### **II.15 Emergency Contingency Plans**

The Oregon Education Association believes in the safety of all students and staff. The Association also believes that schools, school districts, and school transportation systems must have written plans that delineate procedures that include, but are not limited to, emergencies, lockdowns, violence, evacuations, communicable disease outbreaks and pandemics, natural disasters, and weather-related conditions. Plans must include rapid reaction criteria and procedures coordinated with on-campus, community and other appropriate first responders. Emergency plans for each school site must be developed by school personnel, including Association members, and parents/guardians in partnership with the community. The Association further believes that for these plans to be effective they must be practiced and updated on a regular and consistent basis. Plans must include stress management/counseling strategies as follow-up care for students and staff when appropriate. (2011)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment F

**CARRIED.**

## RESOLUTIONS AMENDMENT G

*The Board of Directors forwards the Proposed Resolutions Amendment G with a Do Pass Recommendation.*

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### **GROUP C: SAFETY**

##### **II.14 ~~Youth Gangs~~ Promoting School Safety**

The Oregon Education Association believes that effective teaching and learning can only take place in an environment that is free of physical danger and fear a safe environment. Threats to safety include physical danger and fear, violence, harassment, intimidation, bullying of any kind, threats to students' physical and mental well-being, and acts based on a person's identity or perceived identity as a member of a protected class.

~~Families, schools, mental health professionals, communities, businesses, and public safety law enforcement agencies have critical roles in ensuring student safety reducing gang-related crime. The Association supports collaboration among these groups in an effort to address school safety needs thwart gang recruitment and to reduce gang membership.~~

~~The Association supports education programs that promote positive self-image and academic success—such as dropout prevention/intervention, before and after school programs, and job training—particularly for at-risk students in areas where there is a high degree of gang activity.~~

The Association supports robust programs to improve student mental and behavioral health and education programs in schools that include prevention and intervention strategies. Providing School districts must provide educators with the necessary tools and training to support and protect students - particularly marginalized students – can help prevent from mental and bodily injury, violence, harassment, intimidation, bullying of any kind, other threats to students’ physical and mental well-being, and acts based on a person’s identity, including perceived identity, as a member of a protected class.

The OEA supports academic institutions that wish to create alternative solutions in conjunction with the local community to ensure our students’ safety without the dependency on law enforcement.

~~The Association also believes that the business community has an important role in reducing illegal activities by gangs. The Association supports programs that lead to meaningful job opportunities for youths.~~

~~The Association believes that law enforcement agencies should be active participants in education and employment programs to reduce gang involvement. (1996, 97, 2008)~~

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment G

**CARRIED.**

## RESOLUTIONS AMENDMENT H

*The Board of Directors forwards the Proposed Resolutions Amendment H with a Do Pass Recommendation.*

**II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

### **GROUP C: SAFETY**

#### **II.16 Weapons In School**

The Oregon Education Association believes that weapons, specifically firearms, represent a threat to school safety. Schools must develop policies and procedures that address weapons in schools that are designed to minimize threat and harm. Additionally, schools should may work with law enforcement agencies to develop and implement these policies that reduce threats and ensure safe environments. anyone with unauthorized weapons or any object that could reasonably be considered a weapon should be treated with zero tolerance and immediately reported to civil authorities. In the case of minors, parents/guardians will be notified, and the minors will be disciplined up to the fullest extent possible. (1995, 97, 2003, 08, 10)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment H

**CARRIED.**

## RESOLUTIONS AMENDMENT I

*The Board of Directors forwards the Proposed Resolutions Amendment I with a Do Pass Recommendation.*

**II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

### **GROUP C: SAFETY**

#### **II.19 Healthy Schools**

The Oregon Education Association believes that all students and school staff deserve to learn and work in safe and healthy schools. There are many aspects to healthy schools.

The OEA believes that schools should be sited on land that has been tested and determined to be free of contamination. The Association further believes that adequate land should be provided to insure that children students have a place to play and/or pursue athletic activities away from traffic and other dangers and that adequate parking for staff, students and parents/families be provided.

The Associations further believes that schools should be comfortable, attractive, safe and conducive to learning. Clean air and water must be provided. Schools and school property must be kept clean, well-maintained, well-ventilated according to the highest standards, free of molds, toxic substances, and harmful chemicals. Proper ventilation is necessary to reduce the spread of communicable diseases, improve indoor air quality, and reduce exposure to industrial and other man-made pollutants and intrusions.

School staff and students must have access to necessary cleaning and hygiene supplies including but not limited to cleaning and disinfecting supplies,

adequate soap in restrooms and handwashing stations, hand sanitizer, facial tissue, and when necessary, personal protective equipment such as gloves and face coverings.

When schools are impacted by local manufacturing, industry, or proximity to major transportation corridors such as highways, steps must be taken to mitigate the impact of the proximity. This could include, but is not limited to, mitigation efforts such as soundproof walls, increased/improved air filtration and HVAC measures, or other appropriate measures.

The Association further believes that school districts must conduct periodic testing for harmful water, airborne particulates/agents and other hazards. When necessary for public health, testing may also include testing students and school staff for communicable diseases. Such tests should be reported to the public, in accordance with health privacy laws, and measures taken to remedy any problems immediately. (2000, 08)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment I  
**CARRIED.**

#### **RESOLUTIONS AMENDMENT J**

*The Board of Directors forwards the Proposed Resolutions Amendment J with a Do Pass Recommendation.*

### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

#### **GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS**

##### **II.22 Special Education**

The Oregon Education Association supports full funding and implementation of The Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act pertaining to the rights of students with special needs. OEA believes that each ~~child~~ student is entitled to ~~an~~ a free and appropriate education in an accessible and least restrictive environment with a full range of support services.

The Association believes that all children with disabilities should be educated in compliance with The Individuals with Disabilities Education Act, and also believes that appropriate programs for students with special needs and who are not covered under IDEA should be established. The Association believes this can best be accomplished in coordinated efforts with state social service agencies. (1983, 89, 91, 96, 97, 98, 2003, 04, 06, 08, 16)

**Submitted by:** Resolutions Committee

2021 OEA RA Minutes

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment J  
**CARRIED.**

#### **RESOLUTIONS AMENDMENT K**

*The Board of Directors forwards the Proposed Resolutions Amendment K with a Do Pass Recommendation.*

### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

#### **GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS**

##### **II.23 Inclusion**

The Oregon Education Association believes that placing students with disabilities in the most appropriate, least restrictive environment is beneficial for all students. OEA further believes that

1. There should be a full continuum of placement options and services available to all students with disabilities.
2. Placement should be based on individual needs rather than on space availability or on funding. Student placement must be examined on a regular basis to ensure appropriateness whereby all needed services and support are available and should not be made disproportionately by ethnicity or gender. Necessary building staff modifications must be provided to facilitate such placement. If additional space or funds are necessary, they are provided.
3. Adequate time should be provided for all regular and special education teachers/specialists, educational assistants and other relevant ESP staff, and faculty to work cooperatively in the development of the Individual Family Service Plan (IFSP), ~~and~~ Individual Educational Plan (IEP), and/or Section 504 plans prior to placement.
4. Students with physical disabilities or medical needs requiring nursing procedures should have their medical needs met by professional nurses or trained medical personnel as approved by the student's physician.
5. All affected staff members should have an appeal procedure regarding the implementation of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP), and/or Section 504 plans especially in terms of placement.
6. Adjustments should be made in class size using weighted formulas to accommodate the demands of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP), Section 504 Plans,

and/or other documentation and the needs of the student.

7. All staff, parents, and community should be adequately prepared for their roles through fully funded appropriate training.
8. If the IFSP/IEP team determines that inclusion is the appropriate placement, sufficient support must be available for the students, teacher(s), instructional assistant(s), and all related student instructional support personnel (SISP). The educational environment must match the learning needs of all students.
9. The success of inclusion should be evaluated considering the effect on all students. If placement revision is required, even if temporary, then it will happen in a timely manner.
10. All affected staff members should have the right to disagree with any provision of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP) and/or Section 504 Plan without recrimination. (1994, 97, 2005, 08, 10, 16, 17)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment K  
**CARRIED.**

#### RESOLUTIONS AMENDMENT L

*The Board of Directors forwards the Proposed Resolutions Amendment L with a Do Pass Recommendation.*

#### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

#### **GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS**

#### **II.24 Educational Programs for Emerging Bilingual and Multilingual Students ~~English Language Learners (ELL)~~**

The Oregon Education Association believes that students should become proficient in English. Emerging bilingual and multilingual students ~~English Language Learners (ELL)~~ must have available to them programs that address their unique needs and provide equal opportunity, regardless of their primary language.

Programs for emerging bilingual and multilingual ~~ELL~~ students should offer instruction in English as a Second or Other Language (ESOL) while also providing core-content instruction in the student's native language or sheltered English. Emerging bilingual and multilingual ~~ELL~~ students should receive specialized instruction and should be taught in classes that are limited in size,

receive additional staffing and support, meet state standards, and use curriculum and materials designed to accommodate their needs. ~~the needs of ELL students.~~

The Association also believes that emerging bilingual and multilingual ~~ELL~~ students in bilingual, ESOL and sheltered content classes should receive instruction from teachers who are qualified to teach the subject matter and hold ESOL and/or bilingual endorsements.

The Association supports additional state funding to school districts for emerging bilingual and multilingual ~~ELL~~ students, sufficient to maintain a program of high quality. School districts should provide release time or compensation for the training of teachers who instruct emerging bilingual and multilingual ~~ELL~~ students. Association members must be fully involved in the development and implementation of programs serving emerging bilingual and multilingual ~~ELL~~ students, including the assignment of teachers and the terms and conditions of their employment. (2003, 06, 08, 10)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment L  
**CARRIED.**

#### RESOLUTIONS AMENDMENT M

*The Board of Directors forwards the Proposed Resolutions Amendment M with a Do Pass Recommendation.*

#### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

#### **GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS**

#### **II.31 Gifted, Talented, and Creative Students**

The Oregon Education Association believes there should be effective educational programs for gifted, talented, and creative students. The Association also believes there must be well-developed criteria and guidelines for identifying, supporting and teaching these students. Such identification must be culturally sensitive and must not discriminate on any basis other than the exceptionality being identified.

The Association also believes that culturally responsive professional development ~~training~~ programs in gifted, ~~and talented and creative student~~ education must be provided for educators ~~teachers~~. (1985, 89, 97, 2008)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment M  
**CARRIED.**

## RESOLUTIONS AMENDMENT N

*The Board of Directors forwards the Proposed Resolutions Amendment N with a Do Pass Recommendation.*

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS

##### II.33 Students Navigating Children Affected by Poverty

The Oregon Education Association believes there should be effective educational strategies for children students navigating and impacted by affected by poverty.

The Association also believes that educational personnel should be aware and offered training to support students navigating deal with the effects of poverty (2005, 08, 19)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment N  
**CARRIED.**

## RESOLUTIONS AMENDMENT O

*The Board of Directors forwards the Proposed Resolutions Amendment O with a Do Pass Recommendation.*

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS

##### II.34 Equal Equitable Opportunities for Students of Color

The Oregon Education Association believes there should be equal equitable educational opportunities for students of color. The Association also believes educational personnel should be aware of and receive professional learning in historic and current inequities for students of color within the school system; effective strategies and policies to provide equitable opportunities; and the benefits to students of color and society as a whole when all students have equitable opportunities for success. Equitable opportunities for students of color must further be based in anti-racism principles that value the lived experiences, history, and culture of students of color and hold those experiences as having equal importance to other racial or cultural groups.

~~These opportunities should include the means to enhance the appreciation of their own history and culture while developing skills that will allow them to fully engage in society.~~

(1974, 89, 94, 96, 97, 2008, 19)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment O  
**CARRIED.**

## RESOLUTIONS AMENDMENT P

*The Board of Directors forwards the Proposed Resolutions Amendment P with a Do Pass Recommendation.*

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS

##### II.35 School Age Student Parents

The Oregon Education Association believes school districts should provide programs and services that encourage ~~teenage~~ student parents to continue their education including post-secondary opportunities. The Association recommends that these programs emphasize training toward gainful employment, self-esteem, childcare and child development, family planning, financial planning including budgeting, and healthy relationships. (1979, 89, 97, 2008, 16, 17)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment P  
**CARRIED.**

## RESOLUTIONS AMENDMENT Q

*The Board of Directors forwards the Proposed Resolutions Amendment Q with a Do Pass Recommendation.*

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS

##### II.37 Equal Opportunities for Students Identifying as LGBTQ+

The Oregon Education Association believes schools should be safe, welcoming, and affirming for students identifying as lesbian, gay, bisexual, transgender, non-binary, queer, and questioning (LGBTQ+) and be

afforded equal opportunities within the public education system.

The OEA further supports appropriate and inclusive educational programs that address the unique needs and concerns of students who identify as LGBTQ+. The OEA supports efforts and contributions by educators, parents/guardians, community leaders, organizations, and partners in the development of these programs. These programs must also include counseling services and programs staffed by appropriately trained personnel to address the high incidence of bullying, harassment, sexual violence, dropout rates, and suicide within this group of students.

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment Q  
**CARRIED.**

#### RESOLUTIONS AMENDMENT R

*The Board of Directors forwards the Proposed Resolutions Amendment R with a Do Pass Recommendation.*

### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

#### **GROUP E: GENERAL EDUCATION PROGRAMS/CLASSES**

##### **11.37 Multicultural Education Ethnic Studies**

The Oregon Education Association believes that respect for the varied cultures in the United States enriches our society. Students should be taught to appreciate all cultures and to treat all people with dignity and respect through a rich ethnic studies curriculum. These programs should be fully funded for all pre-K through higher education students.

OEA believes in efforts that provide for the creation and protection of ethnic studies programs, courses and curriculum at the ~~post-secondary~~ and pre-K through post-secondary levels that represent American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latinx or Middle Eastern descent; individuals from all backgrounds; and individuals from traditionally underrepresented groups (women, people with disabilities, immigrants, refugees and individuals who are LGBTQ+).

OEA believes that the time for this instruction needs to be preserved, protected, and prioritized.

Therefore, the Association believes that curricular materials, activities and school symbols should treat all cultures with dignity and respect. The Association supports the elimination of the use of Native American

and other ethnic group references as school mascots or symbols. (1989, 94, 96, 97, 2004, 07, 08, 16, 19)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment R  
**CARRIED.**

#### RESOLUTIONS AMENDMENT S

*The Board of Directors forwards the Proposed Resolutions Amendment S with a Do Pass Recommendation.*

### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

#### **GROUP E: GENERAL EDUCATION PROGRAMS/CLASSES**

##### **II.39 Life Roles and Career Education**

The Oregon Education Association believes that preparation of ~~students~~ ~~children~~ for multiple life roles should be a basic policy of education. Educational programs should be developed for all ~~students~~ ~~children~~ which will assure equal opportunity for career and occupational development as well as life skills. (1974, 89, 94, 97, 2008)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment S  
**CARRIED.**

#### RESOLUTIONS AMENDMENT T

*The Board of Directors forwards the Proposed Resolutions Amendment T with a Do Pass Recommendation.*

### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

#### **GROUP E: GENERAL EDUCATION PROGRAMS/CLASSES**

##### **II.41 Independent Reading Skill**

The Oregon Education Association believes that it is critical that students become independent readers to succeed in school and life. Reading instruction with appropriate intervention, especially in the early grades, is essential for learning in all content areas and for achieving high standards. ~~Educators~~ ~~Teachers~~ at all levels should be provided with adequate resources, including a fully funded and staffed library/~~media center~~ ~~center~~ and encouraged to use their expertise to address the diverse needs of students.

The Association also believes that ~~educators' teachers'~~ efforts to value and promote reading should be supported by parents/guardians, licensed teacher librarians, media specialists, other education employees, and communities. (2006, 08)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment T

**CARRIED.**

#### RESOLUTIONS AMENDMENT U

*The Board of Directors forwards the Proposed Resolutions Amendment U with a Do Pass Recommendation.*

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### **GROUP E: GENERAL EDUCATION PROGRAMS/CLASSES**

##### **II.43 Recess**

The Oregon Education Association believes that supervised recess is a valuable educational tool, an active form of learning that promotes a healthy lifestyle physically, mentally, socially and emotionally. The Association further believes students learn better when the whole self is involved in the process and that recess additionally allows a student to develop skills for seeing another person's point of view, teambuilding, cooperating, helping, sharing, and solving problems. (2010)

The Oregon Education Association believes that all ~~children~~ students require unstructured playtime as a condition of normal development. All school programs should recognize this need and ensure that the time is built into every day.

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment U

**CARRIED.**

#### RESOLUTIONS AMENDMENT V

*The Board of Directors forwards the Proposed Resolutions Amendment V with a Do Pass Recommendation.*

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### **GROUP E: GENERAL EDUCATION PROGRAMS/CLASSES**

#### **II.45 Comprehensive Sexuality ~~Sex~~ Education**

The Oregon Education Association believes a comprehensive sexuality ~~sex~~ education, including information about HIV/AIDS, provides ~~children and youth~~ students with knowledge and skills that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their well-being and that of others; and understand and ensure the protection of their rights throughout their lives. ~~information, basic to healthy, well-adjusted mental attitudes.~~ Such instruction must be complete, medically accurate, and age appropriate and developed by qualified educational and/or health care professionals. The Association believes a comprehensive sexuality ~~sex~~ education is one of many responsibilities of the home; however, the public school must assume a role in providing this instruction. The Association urges that a comprehensive sexuality ~~formal sex~~ education should ~~include parent/guardian education and~~ be planned and implemented with careful attention to developmental needs, appropriateness to community needs, and respect for individual differences. Information should be provided to parents/guardians about the content of the comprehensive sexuality ~~sex~~ education curriculum.

Comprehensive sexuality ~~Sex~~ education programs should include information on issues concerning consent, sexual abstinence, birth control and family planning, diversity of culture, diversity of sexual orientation, gender identification, parenting skills, prenatal care, sexually transmitted infections, incest, sexual abuse, sexual harassment, other legal issues, homophobia, the effects of substance abuse during pregnancy, and problems associated with and resulting from pre-teen and teenage pregnancies. Curriculum resources and training must be kept current. (1976, 1989, 94, 96, 97, 2003, 08, 19)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Debate ensued.

Motion to approve Resolutions Amendment V

**CARRIED.**

#### RESOLUTIONS AMENDMENT W

*The Board of Directors forwards the Proposed Resolutions Amendment W with a Do Pass Recommendation.*

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### **GROUP F: INSTRUCTION**

## II.51 Instructional Time

The Oregon Education Association believes that quality instructional time leads to student learning and growth. The OEA opposes overly prescriptive mandates at the state and local levels that dictate how to apportion time within the instructional day to various content areas. The OEA also opposes any definition of instructional time that narrowly defines this time as direct instruction from an educator. Overall instructional time for students, regardless of the delivery model, should be developmentally appropriate and differentiated by grade level. The instructional day should include ample time for students to access opportunities for physical movement and play and adequate time to eat a healthy meal as research shows these activities support learning. The instructional day must equally value traditional academic subjects such as reading and math and opportunities for students to have a well-rounded education, engage in high-leverage instructional delivery such as project-based learning, and engage in critical thinking.

~~The Oregon Education Association believes the instruction time of students in primary grades should be limited to no more than five hours per school day with the added recommendation that no consecutive two-hour period shall pass without a break from classroom instruction for those children. (1980, 89, 97, 2008)~~

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Debate ensued.

Motion to approve Resolutions Amendment W  
**CARRIED.**

### RESOLUTIONS AMENDMENT X

*The Board of Directors forwards the Proposed Resolutions Amendment X with a Do Pass Recommendation.*

**II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

#### **GROUP F: INSTRUCTION**

### II.52 Student Retention

The Oregon Education Association believes that constructive and effective interventions should be provided to remediate the skills and knowledge of students who are not meeting grade level expectations.

Retention should not be based solely on a single measure of student's performance or on the results of high stakes assessments and must take into account multiple measures that are collected over time and include measures of social and emotional readiness and

impact as well as academic measures. (1978, 89, 97, 2001, 08)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment X  
**CARRIED.**

### RESOLUTIONS AMENDMENT Y

*The Board of Directors forwards the Proposed Resolutions Amendment Y with a Do Pass Recommendation.*

**II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

#### **GROUP F: INSTRUCTION**

### II.54 School Libraries/~~Media~~ Centers

The Oregon Education Association believes that all libraries are forums for information and ideas. Books, electronic media information and other library resources should be provided for the interest, information, and enlightenment of all, with materials and information presenting all points of view on current and historical issues. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

~~Library/media~~ curricula should follow ~~national~~ Oregon's state standards as adopted by the State Board of Education set forth by the appropriate professional organizations and should be developmentally appropriate, sequential, cooperative in nature and culturally sensitive. Classes should be taught with the same student/teacher ratio as other grade-level class sizes. Provisions should be made for students with physical disabilities and/or learning disabilities. (1974, 89, 94, 95, 97, 2007, 08)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment Y  
**CARRIED.**

### RESOLUTIONS AMENDMENT Z

*The Board of Directors forwards the Proposed Resolutions Amendment Z with a Do Pass Recommendation.*

**II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

## **GROUP G: DECISION-MAKING AND PARTICIPATION**

### **II.61 Site Committees/Decision-Making in Instructional Programs**

The Oregon Education Association supports site-based decision-making committees. The OEA believes that a single site committee should be established in each building and given shared responsibilities for decision-making and planning within the existing school structure. Site committees should be fully funded and provided time and training to function. Building site committees should include a majority of ~~teachers~~ licensed educators, representation from the educational support personnel, and the community, each elected by their peers. Any site committee proposals that require a waiver from state law, administrative rules or the local collective bargaining contract must be approved by both the local bargaining representative and the district.

OEA believes a district site committee should be required for every district. The purpose of the committee should be to provide communication among the site committees in the district; to monitor the activities of the various committees and provide assistance where necessary; and to coordinate the activities of the various committees. (1984, 88, 89, 93, 94, 97, 2004, 08)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment Z  
**CARRIED.**

### **RESOLUTIONS AMENDMENT AA**

*The Board of Directors forwards the Proposed Resolutions Amendment AA with a Do Pass Recommendation.*

### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE**

## **GROUP G: DECISION-MAKING AND PARTICIPATION**

### **II.67 Accountability**

The Oregon Education Association believes schools and ESD's should be accountable to the public; parents and communities have a right to know that their ~~children~~ students are learning. True accountability must be based on an accurate assessment of what a student has learned and achieved. This assessment cannot be accomplished through state-mandated standardized testing. Furthermore, school-related data, such as attendance rates and test-completion percentages, should not be used or packaged to compare one school or district to another. The OEA

believes that parents and students are accountable for student attendance which affects student learning.

The Association believes that school employees can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties share this responsibility - legislators, other governmental officials, school boards, administrators, parents, students, and taxpayers. (1993, 97, 2000, 04, 08, 17)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AA  
**CARRIED.**

### **RESOLUTIONS AMENDMENT AB**

*The Board of Directors forwards the Proposed Resolutions Amendment AB with a Do Pass Recommendation.*

### **III. BUILD SUPPORT FOR PUBLIC EDUCATION AND EDUCATION EMPLOYEES**

#### **III.1 Public Education**

The Oregon Education Association believes in a free and appropriate public early childhood ~~kindergarten, elementary and secondary through 12<sup>th</sup> grade~~ education for all students ~~and believes that post-secondary education through community college programs and institutions of higher education should be affordable and accessible to all students.~~ The Association believes access to higher education should be affordable and accessible to all, which could include programs that eliminate tuition and fees. It is the responsibility of state and local governments, and the community to provide for the education of its ~~children~~ students. (1974, 77, 89, 93, 94, 97, 2005, 06)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AB  
**CARRIED.**

### **RESOLUTIONS AMENDMENT AC**

*The Board of Directors forwards the Proposed Resolutions Amendment AC with a Do Pass Recommendation.*

### **III. BUILD SUPPORT FOR PUBLIC EDUCATION AND EDUCATION EMPLOYEES**

#### **III.4 Home Schooling**

The Oregon Education Association believes the developmental needs of ~~children~~ students are best served by the public schools. However, if parents/guardians exercise their right to instruct their children at home, the OEA believes the educational program must meet or exceed the minimum state and local district standards. (87, 97)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AC  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AD

*The Board of Directors forwards the Proposed Resolutions Amendment AD with a Do Pass Recommendation.*

### III. BUILD SUPPORT FOR PUBLIC EDUCATION AND EDUCATION EMPLOYEES

#### III.5 Partnership with Agencies

The Oregon Education Association can and should play a crucial role in helping articulate effective programs and directing resources for all youth in our state. The Association encourages collaboration efforts with youth service agencies; at the state, county, and local level; and involving ~~teachers~~ educators in defining the needs for our ~~children~~ students and strategies to meet those needs. (1989, 97)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AD  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AE

*The Board of Directors forwards the Proposed Resolutions Amendment AE with a Do Pass Recommendation.*

### III. BUILD SUPPORT FOR PUBLIC EDUCATION AND EDUCATION EMPLOYEES

#### III.11 Build Community Coalitions

The Oregon Education Association believes that public education benefits from involvement in community organizing. We believe that ongoing alliances with local community groups and coalitions strengthen our influence, image, and support in the communities we serve and is integral to ensuring every student has access to great public schools. The Association must take steps to be in meaningful and authentic coalition with communities that are representative of the student population, including communities that speak languages other than English. ~~We believe that meaningful communication between educators, parents, guardians, and caregivers who speak languages other than English is necessary to assist in their children's development, and the family's integration into Oregon's society.~~ (2002, 19)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AE  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AF

*The Board of Directors forwards the Proposed Resolutions Amendment AF with a Do Pass Recommendation.*

### IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES

#### IV. 34 Temporary ~~Teachers~~ Licensed Bargaining Unit Members

The Oregon Education Association believes that a temporary ~~teacher~~ licensed bargaining unit member who is rehired for a second year by a district shall be contracted as a second-year probationary ~~teacher~~ educator in the bargaining unit. (1980, 97)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AF  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AG

*The Board of Directors forwards the Proposed Resolutions Amendment AG with a Do Pass Recommendation.*

### IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES

#### IV.38 Substitute Teachers

The Oregon Education Association believes in the importance of employing professional educators to fulfill the critical role of substitute teachers. The Association also believes that substitute teachers perform a vital function in the maintenance and continuity of daily education.

In order to achieve and maintain the highest standards of student learning and professional practice, and to ensure quality instruction in every classroom every day, the Association further believes that substitute teachers must –

- a. Meet the same standards as other licensed teachers within the state.
- b. Receive equitable and professional compensation and benefits.
- c. Receive ongoing professional development.
- d. Be provided with materials and information appropriate to the position in which they are substituting, including any ~~special~~ specific individual student supports and mental and behavioral health needs of the students.
- e. Be entitled to representation and/or support by state and national affiliates in collective bargaining.

- f. To the extent possible, be able to instruct in the subject for which they are substituting that may require special skills such as language skills for dual language programs, special education, CTE, or other highly specialized areas.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time without contract status. Positions created by extended absence should be filled by available licensed substitute teachers who are placed on contractual status by the school district. Where there is contract language which speaks to extended absence replacement the contract language should be followed.

The Association opposes the practice of replacing absent teachers by dispersing students to other classrooms. The Association also opposes the use of education support professionals, part-time employees, unpaid volunteers, student teachers or employees hired through private agencies to cover classes. If this practice occurs, all measures should be taken to ensure it only happens in emergency circumstances, for the least amount of time possible, and those who cover a class should be justly compensated.

The Association believes that school districts must provide equitable compensation consistent with current licensed contracted teachers for licensed teachers who substitute for personnel on extended leave. (1989, 97, 2006, 07, 08)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AG  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AH

*The Board of Directors forwards the Proposed Resolutions Amendment AH with a Do Pass Recommendation.*

#### IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES

##### IV.39 Substitute Education Support Professionals

The Oregon Education Association believes that ESPs are vital school personnel. School districts should develop substitute programs for all ESP classifications to ensure students continue to receive vital, consistent services and support when an ESP is absent.

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AH  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AI

*The Board of Directors forwards the Proposed Resolutions Amendment AI with a Do Pass Recommendation.*

#### IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES

##### IV.40 Volunteers in Public Schools

The Oregon Education Association believes that parents/guardians and other community volunteers have a valuable role to play within the public schools. The proper use of volunteers is essential for the preservation of quality education programs for children students. Volunteers should be appropriately screened and trained, as determined by the needs of the local school system and by the state statutes.

The Association believes volunteers should be used in addition to, not replacement of education employees. The Association deplores the practice of using volunteer workers for the purposes of reducing instructional budgets or the number of full- or part-time education employee positions within a local school system.

The Association also believes that education employees should be involved in the decision-making process regarding the appropriate utilization of volunteers within local school systems. (2008)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AI  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AJ

*The Board of Directors forwards the Proposed Resolutions Amendment AJ with a Do Pass Recommendation.*

#### V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS

##### V.3 ~~Council for Accreditation of~~ Educator Preparation Programs

The Oregon Education Association supports a robust and quality accreditation program for the purpose the Council for Accreditation of Educator Programs (CAEP) in its program of accrediting educator preparation programs ~~teacher education institutions in~~ colleges and universities throughout the state and nation. All educator preparation programs ~~teacher education institutions~~ should continue their work toward informing, setting, and meeting national standards (such as the Council for Accreditation of Educator Programs standards) in order to rigorously and thoughtfully prepare educators to successfully

~~meet the needs of students and grow as reflective practitioners. Quality accreditation standards must be informed by professionals working in the field. upgrading their programs of teacher education so that the goal of all institutions which prepare teachers receiving CAEP accreditation would be reached.~~  
(1974, 97, 17)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AJ  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AK

*The Board of Directors forwards the Proposed Resolutions Amendment AK with a Do Pass Recommendation.*

#### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

##### **V.4 Licensed Educator in Every Professional Position**

The Oregon Education Association believes all professional positions must be filled by a licensed educator; and that special areas and/or specialized positions must be filled by personnel explicitly licensed in those areas.

The Association also believes that an administrator who knowingly employs non-licensed staff for a ~~teaching~~ position requiring a license should be penalized by losing administrative credentials.

The Association further believes in resisting any attempt to diminish the quality of learning or service through elimination of licensed ~~teaching~~ positions or through revision of school staff management under the guise of improving educational opportunity when the effect diminishes the quality of learning. (1974, 89, 97, 2009)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AK  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AL

*The Board of Directors forwards the Proposed Resolutions Amendment AL with a Do Pass Recommendation.*

#### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

##### **V.5 Teacher Standards and Practices Commission**

The Oregon Education Association firmly believes that in as much as the actions of the executive secretary of the Teacher Standards and Practices Commission affect all TSPC licensed educators ~~teachers~~, the TSPC must establish the job description and evaluation procedures for its executive secretary and adopt its own budget.

The Association believes the Teacher Standards and Practices Commission should critically assess current college and university educator preparation ~~of teacher education~~ programs and make specific recommendations for changes, including standards for remaining in the program, to meet the approval of Oregon standards for certification. The Association believes that alternatives to current college and university educator preparation ~~licensing~~ ~~teacher preparation~~ programs are counter-productive to effective education. (1982, 89, 95, 97, 2005, 09, 11)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AL  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AM

*The Board of Directors forwards the Proposed Resolutions Amendment AM with a Do Pass Recommendation.*

#### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

##### **V.7 Licensed Educator Training Preparation**

The Oregon Education Association believes that ~~teacher~~ educator preparation programs must:

- a. involve licensed educators ~~teachers~~ and students in design, implementation, changes, evaluation and improvement of the standards for ~~teacher~~ educator preparation and licensure.
- b. include pre-professional practicum experience as an essential phase of ~~teacher~~ educator preparation. The responsibility for the practicum experience must be shared by the public schools, educator preparation programs the institutions that prepare ~~teachers~~ educators, and professional associations.
- c. include an actual work experience in public schools prior to completion of an ~~their~~ education program including exposure to or experience with special education programs, individual education plans (IEPs), individual family support plans (IFSPs), 504 plans, accommodations, and modification of curriculum. (2017, 19)
- d. ~~include training in the dynamics of inter-group communication and human relations as a~~

~~requirement for licensure and in professional development workshops in these areas for experienced teachers and administrators.~~  
include learning about the Model Core Teaching Standards and educator evaluation laws and processes;

- e. use ~~teachers~~ educators currently employed in elementary and secondary schools to augment the instruction of methods courses by the college or university staff.
- f. take steps to improve the selection of persons entering ~~teacher-educator~~ preparation programs through more effective screening of applicants
- g. take steps to improve the diversity of the education workforce by conducting outreach to racially, linguistically, and ethnically diverse candidates and eliminating culturally-biased and institutionally-biased barriers to entering educator preparation programs
- h. ~~offer guidance to teacher preparation institutions~~ take steps to prepare licensed educators ~~teachers~~ in numbers consistent with projected need for licensed educator ~~teacher~~ positions
- i. require for first licensure that all students pass a course or workshop instructing them in their legal rights and responsibilities as educators ~~teachers~~ and in interpreting ~~teacher contracts~~ collective bargaining agreements. United Education Profession (UEP) approved personnel should instruct these courses/workshops. (1974, 89, 97, 2006, 09)
- j. include sensitivity and awareness training for school employees in the area of child abuse.  
  
This training should be provided by local school districts and be current with state and federal laws regarding the rights and responsibilities of school employees, ~~children~~ students, and adults/parents.  
  
School employees are encouraged to increase student awareness and understanding of child abuse. (1982, 89, 91, 97, 2004, 09, 17)
- k. include personal interaction and involvement and not be exclusively replaced with on-line and long-distance training. (2009)
- l. include a broad range of diversity, equity and inclusion training for school employees that includes awareness of implicit bias and institutional racism. (2013, 19)
- m. include training around differentiated, culturally responsive and trauma informed strategies for supporting students. (2017, 19)

- n. include a basic knowledge of a Functional Behavioral Assessment (FBA) and a Behavior Support Plan (BSP) (2017)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AM

**CARRIED.**

## RESOLUTIONS AMENDMENT AN

*The Board of Directors forwards the Proposed Resolutions Amendment AN with a Do Pass Recommendation.*

### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

#### **V.9 Education Support Professionals Training**

The Oregon Education Association believes that education support professionals must:

- a. have appropriate training, experience and, where appropriate, a license/certificate in order to obtain employment in Oregon public schools;
- b. as a part of on-the-job training provided by the school district have training in:
  - 1) ~~the dynamics of inter-group communication and human relations;~~ working within a professional community
  - 2) the positive and supportive treatment of children students in a nurturing and positive way;
  - 3) sensitivity and awareness in the area of child abuse and what to do when child abuse/neglect is suspected;
  - 4) legal rights and responsibilities as a school employee;
  - 5) the appropriate role of the contract, grievance procedures, and the Association in representing employees. (2009)
  - 6) differentiated, culturally responsive and trauma informed strategies for supporting students. (2019)
  - 7) Oregon's restraint and seclusion laws that could include approved restraint training.
  - 8) Medically necessary training required for the position such as CPR, glucagon, epinephrine, and others.
  - 9) Necessary training to support students with disabilities.

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AN  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AO

*The Board of Directors forwards the Proposed Resolutions Amendment AO with a Do Pass Recommendation.*

#### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

##### **V.11 National Board Certification**

The Oregon Education Association supports voluntary national board certification. The Association recognizes the National Board for Professional Teaching Standards, composed of a majority of public school teachers, as the sole authority for granting such certification. The Association further encourages the TSPC to honor NBPTS certification with reciprocity. (1999, 2005)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AO  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AP

*The Board of Directors forwards the Proposed Resolutions Amendment AP with a Do Pass Recommendation.*

#### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

##### **V.12 Professional Licenses**

The Oregon Education Association believes that the profession must govern licensing of classroom teachers, administrators, and educators with personnel service licenses, counselors, specialists, through the Teacher Standards and Practices Commission as well as speech language pathologists who are licensed through the Oregon Board of Examiners of Speech Language Pathology and Audiology (BSLPA). The TSPC and BSLPA must set and enforce standards of licensure in conjunction with approved educator preparation ~~the college teacher training~~ programs. The Association further believes that out-of-state applicants meet Oregon licensing requirements.

~~The Association believes it is not the role of the TSPC to test teachers or applicants for licensure. The Association believes that requirements for licensure maintain professional fidelity and be set by educators in the field, not the public. The Association also believes that licensing should not be based on student outcomes.~~

~~The Association further believes that the TSPC should not be a judicial body. The Association further believes that the TSPC and BSLPA conduct all investigations through a peer review process that includes practitioners in the field. The Association opposes any action by the TSPC that would discredit or cause loss of credential to any teacher accused in an ethics or morals case but who has been acquitted by a court of law.~~

The Oregon Education Association believes that haste in making license rule changes is detrimental to the profession. The Association believes that the timeline for license rule changes should not be less than two years and that at least two separate hearings be held with adequate notification to the entire education community so interested members can attend. TSPC and BSLPA Teacher Standards and Practices Commission staff proposals must reflect the testimony and findings of the hearings. The Association further believes that all TSPC rule changes must go through at least two three public readings and public notice publication before final adoption. (1982, 89, 95, 97, 2009, 11, 19)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AP  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AQ

*The Board of Directors forwards the Proposed Resolutions Amendment AQ with a Do Pass Recommendation.*

#### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

##### **V.13 Post Licensing Requirements**

The Oregon Education Association opposes any efforts to legislate or mandate statewide post licensing requirements. New licenses/endorsements must hold harmless ~~teachers~~ educators who are already practicing in these areas. (1987, 89, 96, 97)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AQ  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AR

*The Board of Directors forwards the Proposed Resolutions Amendment AR with a Do Pass Recommendation.*

#### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET**

## THE DEMANDS AND STRESSES OF THEIR JOBS

### V.15 ~~Educator~~ Teacher Testing Requirements

The Oregon Education Association believes the testing of experienced ~~educators~~ teachers who are already practicing in the classrooms, schools and school districts is unnecessary. The Association advocates the active assessment of all ~~teachers~~ educators through regular, ~~and~~ comprehensive, authentic, and meaningful evaluation procedures. Testing of applicants to the ~~teaching~~ education profession by university and college educator preparation ~~preparatory~~ programs is appropriate as long as instruments are bias free and performance oriented. (1985, 89, 95, 96, 97)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AR  
**CARRIED.**

### RESOLUTIONS AMENDMENT AS

*The Board of Directors forwards the Proposed Resolutions Amendment AS with a Do Pass Recommendation.*

## V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS

### V.17 Peer Support & Peer Assistance Programs

The Oregon Education Association believes that peer support and assistance programs ~~teachers~~ provide support by sharing constructive ideas in order to improve instruction and believes that high standards within the ~~teaching~~ education profession and continuous improvement in professional practices are cornerstones of the profession. Some local associations may conclude that a peer assistance program is an appropriate mechanism for achieving these objectives.

The primary purpose of any such program should be to provide “assistance” — to improve professional practice, retain promising ~~teachers~~ educators, and build professional knowledge to improve student success. The program should:

- Be developed through collective bargaining;
- Be governed by a board composed of an equal number or a majority of representatives appointed by the local association;
- Ensure that only ~~teachers~~ educators who are deemed by their peers to be highly skilled practitioners are selected to provide peer support and assistance as a ~~for the role of~~ consulting ~~teacher~~ educator, that the consulting ~~teacher~~ educator’s areas of expertise ~~is~~ are the same as or

closely related to that of the participating ~~teacher~~ educator, and that the consulting ~~teacher~~ educator is chosen by the program governing bodies with the approval of the participating ~~teacher~~ educator involved;

- Seek consulting ~~teachers~~ educators who reflect the diverse population of the ~~teaching~~ staff and student body;
- Provide that consulting ~~teachers~~ educators are properly compensated and provided adequate time to fulfill their responsibilities;
- Provide that consulting ~~teachers~~ educators receive extensive and ongoing ~~training~~ support in mentoring/coaching skills, district initiatives and resources, and current education instructional methods;
- Establish guidelines for the referral of ~~teachers~~ educators as well as safeguards to prevent unwarranted referrals;
- Establish and convey to all consulting and participating ~~teachers~~ educators clear rules on allowable uses of documents, products, and communications arising from the program.

However, the OEA objects to the formalization of peer assistance as a part of the regular ~~teacher~~ educator evaluation procedure. (1986, 97, 98)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AS  
**CARRIED.**

### RESOLUTIONS AMENDMENT AT

*The Board of Directors forwards the Proposed Resolutions Amendment AT with a Do Pass Recommendation.*

## V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS

### V.20 Class Size/Case Load

The Oregon Education Association believes class size/case load and daily student-educator contacts must allow for individual attention to each ~~pupil~~ student. The Association believes reasonable class size/case load maximums must be established based upon the type of students, student needs, subject area content, physical facilities, best practices and other criteria. When exceptional ~~children~~ students are included in a class, a weighted formula should be applied. (1974, 89, 97, 2007)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AT  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AU

*The Board of Directors forwards the Proposed Resolutions Amendment AU with a Do Pass Recommendation.*

#### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

##### **V.22 ~~Teacher~~ Educator Exchange Program**

The Oregon Education Association believes local school districts should participate in a ~~teacher~~ an educator and administrator exchange program that would allow for exchanges in or out of state, and in other countries. Local associations should be an equal partner in the development of the program. Educators who participate in exchange programs should not suffer undue economic hardships. (1975, 89, 97, 2009)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AU  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AV

*The Board of Directors forwards the Proposed Resolutions Amendment AV with a Do Pass Recommendation.*

#### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

##### **V.24 Competency and Evaluation of Administrators**

The Oregon Education Association believes that quality school administrators perform an essential role in our schools. The Association believes the Teacher Standards and Practices Commission should:

- take steps to improve the selection of persons entering administrative and supervisory programs through more effective screening of applicants;
- take steps to evaluate and improve standards for entrance into administrative and supervisory positions;
- require administrators to have at least five years of licensed teaching experience at the level(s) of administrative licensure;
- be skilled in educational leadership, school management, inter-group communications, human relations and collective bargaining.

The Association believes administrators should be regularly evaluated and that school employee input should be part of the evaluation process. The Association believes that administrators should return periodically to teach in their field. Any licensed educator ~~teacher~~ displaced by an administrator as ~~indicated~~ a result of the temporary return should be placed in a meaningful, appropriate and paid position. (1976, 89, 95, 97, 2004, 09)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AV  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AW

*The Board of Directors forwards the Proposed Resolutions Amendment AW with a Do Pass Recommendation.*

#### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

##### **V.26 Substitute Assignments**

~~The Oregon Education Association believes that substitutes should be assigned in the areas and levels of licensure required of the assignment. (1977, 89, 97, 2007)~~

~~Substitute teachers should be requested and assigned in the areas for which they are licensed. Education Support Professional substitutes should be requested and assigned in the areas they are qualified or trained. (2007)~~

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AW  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AX

*The Board of Directors forwards the Proposed Resolutions Amendment AX with a Do Pass Recommendation.*

#### **V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

##### **V.27 School Counselors**

The Oregon Education Association believes school counseling is a necessary part of the educational process at all levels. School counseling positions must be filled by TSPC licensed counselors ~~with licensed teaching experience~~. Further, the Association endorses a student-to-school counselor ratio of no greater than

250:1 as recommended by the National Association of School Psychologists. (1984, 89, 97, 2017, 19)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AX  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AY

*The Board of Directors forwards the Proposed Resolutions Amendment AY with a Do Pass Recommendation.*

### V. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS

#### V.28 School Librarian/Media Specialists Licensed Teacher Librarians

The Oregon Education Association believes that literacy and ~~media~~ library skills are an integral part of the learning process. Personnel instructing and/or managing the ~~media center/library~~ shall be TSPC licensed school teacher librarians. TSPC licensed library/media educators teacher librarians are essential at all levels of instruction and ~~they~~ provide unique information literacy, reading engagement, and social responsibility and media education.

The Association further believes when Education Support Professionals are used in libraries media centers, they should be provided the appropriate staff development and be under the supervision of a TSPC licensed licensed/certified media specialist/teacher librarian in the building. The Association believes ESPs working in partnership with TSPC licensed librarians provide for the strongest library programs. (1984, 89, 97, 2003, 04, 08, 09, 11)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AY  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AZ

*The Board of Directors forwards the Proposed Resolutions Amendment AZ with a Do Pass Recommendation.*

### VI. PURSUE ORGANIZATIONAL EXCELLENCE INCLUDING SYSTEMATIC COMMUNICATIONS WITH MEMBERS AND INVOLVEMENT OF MEMBERS IN DECISION-MAKING

#### VI.1 Association Involvement

The Oregon Education Association believes that involvement in professional association activities is a responsibility as well as a right. The Association

further believes all members should be treated equitably, communicated with, and encouraged to participate in association boards, committees, conferences and activities in accordance with Resolution IV.I. Civil Rights.

OEA should make every effort to include all local association leaders and members in OEA events, which may include financial, release time, and/or travel support for members.

(1976, 89, 97, 2013, 17)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AZ  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AAA

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### GROUP C: SAFETY

#### II.17 Non-Violence in Schools

The Oregon Education Association believes that both education employees and students have the right to work and learn in an environment free from violence, threats, or harassment as outlined in other Resolutions. This includes threats made against groups or individuals based on race, gender identity, national origin, or a person's identity or perceived identity as a member of a protected class. The Association believes that education employees shall be kept informed in an expedient and timely fashion about students or other individuals who have made threats, or who have a potential for violence. (1989, 94, 97, 99, 2005, 08, 13)

**Submitted by:** Resolutions Committee  
**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AAA  
**CARRIED.**

#### RESOLUTIONS AMENDMENT AAB

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUE

#### GROUP G: DECISION-MAKING AND PARTICIPATION

#### II.66 School Climate

#### II.1 School Climate

The Oregon Education Association believes that a safe and effective school climate is necessary for promoting educational excellence in public schools.

The Association believes that all education employees, parents/guardians, students, school governing boards, and community members and agencies must work cooperatively to establish and maintain safe and orderly school communities.

The Association also believes that it is in the best interest and safety of all students if education employees are immediately informed of students with known serious behavior problems or violence-related potential. Students and education employees must be safe from physical, verbal, and psychological violence, the threat thereof, and all forms of harassment, including, and not limited to, incidents based on race, gender identity, national origin or incidents based on a person's identity or perceived identity as a member of a protected class. There must be procedures to prevent and eliminate all types of harassment that might occur. Plans and procedures regarding discipline and/or harassment must include due process.

The Association further believes that both schools and school districts must have written discipline plans and procedures that are fair, equitable, and consistently enforced as well as procedures for the safe and orderly conduct of school activities and events. The Association believes that school security personnel must be properly trained to interact with students exhibiting violent behavior. (2013)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AAB  
**CARRIED.**

## RESOLUTIONS AMENDMENT AAC

### IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMANRIGHTS FOR ALL SCHOOL EMPLOYEES

#### IV.22 Protection of Education Employees

**The Oregon Education Association believes that education employees must be safe in schools.**

The Oregon Education Association believes there should be support and protection for school employees whose charge is to carry out appropriate and specialized education services.

The Association believes that when education employees are the victims of physical attack, verbal abuse, theft, identity theft, vandalism, discrimination or harassment in the work place, including but not limited to incidents based on race, gender identity, national origin, or a person's identity or perceived identity as a member of a protected class, they should receive the full support of their employer in pursuing legal and other remedies, as well as receiving reimbursement for their personal and property loss. Time lost due to injuries from attacks

should not be deducted from accumulated sick leave. (2005, 06, 13)

**Submitted by:** Resolutions Committee

**Contact:** Angela Adzima

Motion to approve Resolutions Amendment AAC  
**CARRIED.**

## **ELECTION REPORT**

Vice President Reed Scott-Schwalbach announced the following election results:

### **OEA Vice President**

<b>Enrique Farrera</b>	<b>246 votes</b>
<b>Lindsay Ray</b>	<b>194 votes</b>

Enrique Farrera was pronounced the winner of the OEA Vice President race.

President Larson was presented with the Robert G. Crumpton Organizational Excellence Award.

The meeting recessed at 6:20 for dinner.

The meeting reconvened at 6:50pm.

President Larson returned to the podium.

## **NEW BUSINESS ITEMS (continued)**

### **2021 OEA REPRESENTATIVE ASSEMBLY**

7. Ami Fox, Portland Association of Teachers, moved that when OEA collects contact information from members, it will provide a box that members can check to opt in for sharing their contact information with all members in a directory. OEA will then create and send out this directory to members so that they can connect and organize with each other around the state. The directory will separate members by their local and district as well as elementary/middle/high school/higher ed. To continue this practice after next year, it will be discussed in the appropriate place (OEA board; Bylaws committee?), so that it does not need to be brought up each year as an NBI. This would be an opt in program.

Motion to approve New Business Item 7  
**CARRIED.**

8. Tyler Bryton, Eugene EA, moved that OEA extends the task force for Traumatic Event Response by 1 year. This task force was created to collect and share best practices for how school communities can respond to traumatic events on or near campuses for members and students with local EAs, COSA, OSBA, NEA, and other stakeholders.

Discussion ensued.

Motion to approve New Business Item 8  
**CARRIED.**

9. Katherine Watkins, Beaverton EA, moved that OEA needs to have reserved funding solely used to pay union members who step up to do antiracist work, especially when OEA asks for assistance that is based on their lived experiences and years of studies.

John Scanlan, Pendleton EA, moved to close debate. **CARRIED.**

Motion to approve New Business Item 9  
**CARRIED.**

10. Katherine Watkins, Beaverton EA, moved that OEA needs to create a data bank that will track racism in Oregon schools. This data bank will provide an area for racism by administration, teachers and other education staff to be reported and handled

Discussion ensued.

Debate ensued.

The meeting recessed at 8:48pm.

The meeting reconvened at 8:53pm.

Phil Clark, Salem-Keizer EA, moved to suspend the rules. **CARRIED.**

Phil Clark, Salem-Keizer EA, moved to allow only one question between each argument on the item.

Debate ensued.

Kelsy Dunlap, Salem-Keizer EA, moved to close debate. **CARRIED.**

Motion to allow only one question between each argument on the item **CARRIED.**

Debate ensued.

Heidi Casper, Madras EA, moved to close debate. **CARRIED.**

Motion to approve New Business Item 10  
**FAILED.**

11. Katherine Watkins, Beaverton EA, moved that OEA needs an experienced and knowledgeable anti-racist teacher who will be able to go to schools around the state to provide workshops, lessons or a racial lens to ensure that racist practices are being prevented. CORE and HCRC will vet and support this teacher.

Discussion ensued.

John Robinson, Salem-Keizer EA, moved to refer NBI 11 to the OEA Board of Directors.

Debate ensued.

Stephen Siegel, Reynolds EA, moved to suspend the rules. **FAILED.**

Debate continued on the motion to refer NBI 11.

Heidi Casper, Madras EA, moved to close debate. **CARRIED.**

Motion to refer NBI 11 **CARRIED.**

12. Katherine Watkins, Beaverton EA, moved that OEA incorporates Land Acknowledgements and Labor Recognitions into their foundational practices and events, following the guidance of CORE. By doing this, they will also work with schools to incorporate these practices as they use the Pledge of Alliance or other moments of observance.

Debate ensued.

Niels Pasternak, Lane County ESD EA, moved to close debate. **CARRIED.**

New Business Item 12 **CARRIED.**

13. Tracy Johnson, Multnomah ESD, moved that the OEA provide links on their website to already available educational and reference materials which support the training and professional development of members regarding Lesbian, Gay, Bisexual, Transgender and Queer Plus (LGBTQ+) students/staff and their needs.

Debate ensued.

New Business Item 13 **CARRIED.**

14. Forrest Cooper, Fern Ridge EA, moved that OEA coordinate planning for and fund the placement of a permanent plaque or other permanently installed Land Acknowledgment memorial on the site of each OEA-owned property, stating the name(s) of the local tribe(s) of Indigenous people that are historically known to have occupied and claimed the immediate vicinity as their own land. In the process of planning and implementation, OEA will consult with the various local Indigenous tribes, as available. On property sites which are leased by OEA, a plaque or memorial shall be prominently displayed in a visible and appropriate manner for the site.

Debate ensued.

New Business Item 14 **CARRIED.**

15. Stephen Siegel, Reynolds EA, moved that OEA take the necessary steps, including adding the bylaw and policy, to create the position of Equity Director, which will be held by an elected member as a full-time release position with dedicated staff support. A description of this new position will be developed using OEA's equity lens and shared with members in time for them to submit nomination forms and run for election at the 2023 Representative Assembly.

Debate ensued.

New Business Item 15 **CARRIED.**

16. Thuynga Barr, Eugene EA, moved that OEA will go beyond Land Acknowledgement to explore the concept of “Land Back”. OEA will recruit a committee of Indigenous members and reach out to Oregon tribes for their recommendations. OEA will report the findings and recommendations of the committee to the maker by the end of December, and give an oral report at the beginning of the 2022 RA right after the Land Acknowledgement.

Debate ensued.

Niels Pasternak, Lane County ESD EA, moved to close debate. **CARRIED.**

New Business Item 16 **CARRIED.**

17. Alisha Chavez, Portland AT, moved that OEA will gather and publish data on the demographics and retention of educators of color for ALL Oregon School Districts. OEA will use this data to expand Equity Sparks and provide existing supports that will include all BIPOC educators who are in isolation or in districts that have low rates of retention.

Debate ensued.

Liz Mick, Portland AT, moved to close debate. **CARRIED.**

New Business Item 17 **CARRIED.**

18. Alejandra Guerrero, Salem-Keizer EA, moved that OEA use coalition connections to advocate for creating and maintaining mentor programs for early career educators, which would include individuals new to the profession as well as individuals who have some experience but have transitioned into the classroom. Additionally, OEA will reach out and collaborate with Regional Educator Networks (REN) and the Educator Advancement Council (EAC) to help reinforce and support their current work on recruitment and retention of educators of color and providing them the opportunity to be matched with a mentor of color during their early years in education.

Debate ensued.

New Business Item 18 **CARRIED.**

Vice President Reed Scott-Schwalbach took the podium to conduct the next portion of the agenda.

19. Niels Pasternak, Lane County ESD EA, moved that OEA will proactively reach out to communicate with all of its members through local association leaders and other channels and give them an easy option to request to have physical mail from OEA converted into paperless formats of communication. In addition to this OEA will respect members choices to not receive any physical mail from OEA and stop sending it to the

greatest extent possible as allowed by OEA bylaws and policies and they will ask new members if they would like all communication to be digital only to the greatest extent possible as allowed by OEA bylaws and policies when they join.

The paperless option would also include the option to request to stop OEA and NEA sponsored offers we get through the mail to the greatest extent possible according to our bylaws and policies, and the communication about options may include tiered options for members such as: 1. request not to receive paper sponsored mail, 2. request all informational mail that does not require member action/response to be sent in digital-formats only, 3. request all physical mail to be converted to digital formats to the greatest extent allowed by OEA bylaws and regulations. To continue this practice after next year, it will be discussed in the appropriate place (OEA board; Bylaws committee, etc.), so that it does not need to be brought up each year as an NBI.

Debate ensued.

David Scholten, Portland AT, moved to close debate. **CARRIED.**

New Business Item 19 **CARRIED.**

20. Jacqueline Dixon, Portland AT, moved that that OEA will collaborate with coalition partners such as Unite Oregon & Don't Shoot PDX to educate its members about 1) the connection between police in schools and the school-to-prison pipeline, 2) the failure of police housed in school buildings to stop school shootings, and 3) the history of policing as it relates to the oppression of BIPOC (Slave patrols, the “War on Drugs”, racial profiling, disproportionate police brutality, etc.) which continues today, as well as 4) alternatives to policing and 5) the differences between the police union and other unions. This collaborative educational effort will include an article in Today's OEA and a virtual webinar (recorded) using the OEA equity lens.

Darnell Williams, North Clackamas EA, moved to close debate. **CARRIED.**

New Business Item 20 **CARRIED.**

21. Joe Rowe, Portland AT, moved that OEA fund an additional Lobbyist for one year.

Debate ensued.

Ray Johnson, OEA-Retired, moved to refer NBI 21 to the OEA Board of Directors. **CARRIED.**

Debate ensued.

Motion to refer NBI 21 to the OEA Board of Directors **FAILED.**

Liz Mick, Portland AT, moved to close debate.

**CARRIED.**

New Business Item 21 **FAILED.**

President Larson returned to the podium.

22. Ami Fox, Portland AT, moved that OEA pushes for a statewide tuition remission program for BIPOC educators, where after 5 years in the public school system as an educator (or substitute teacher) the entire tuition regardless of educational institution is paid for in full. This would be retroactive back 5 years for current BIPOC educators.

Debate ensued.

Liz Mick, Portland AT, moves to close debate.

**CARRIED.**

New Business Item 22 **CARRIED.**

23. Heather Rutkowski, Salem-Keizer EA, moved that when the OEA RA next meets in person, that there be an additional ribbon offered (meaning in addition to the one offered to members who will be first time representatives that year) to members who were first-time representatives during the 2021 virtual RA. The text of this ribbon can be determined by the OEA board but should celebrate the fortitude and engagement of first time attendees under these unusual circumstances.

David Scholten, Portland AT, moved to close debate. **CARRIED.**

The delegation failed to meet quorum.

End of New Business Items.

With no other business, the 2021 OEA Representative Assembly was adjourned at 12:22 am by President C. John Larson.

### **Monday, April 19, 2021 FIFTH SESSION**

#### **ETHNIC REPRESENTATION REPORT:**

The 2021 Ethnic Representation Report was compiled following the close of the final session of the 2021 OEA Representative Assembly, which is when final attendance reports became available.

The following local associations met or exceeded the requirement of OEA Bylaws Article III. 2. B. which specifies that OEA RA Delegates shall be in proportion to the ethnic membership of each local association:

1. Association Of Salem-Keizer ESP
2. Beaverton EA
3. Bethel ACE
4. Canby EA
5. Clackamas CC ACE
6. Clackamas ESD EA
7. Corvallis EA

8. David Douglas EA
9. Eagle Point EA
10. Eugene EA
11. Glendale EA
12. Grants Pass ACE
13. Greater Albany EA
14. Hermiston AT
15. Hillsboro EA
16. Hood River EA
17. Lane County ESD EA
18. Lebanon ESPA
19. Lincoln County EA
20. North Clackamas EA
21. Northwest EA
22. OEA-Retired
23. Parkrose FA
24. Portland AT
25. Reynolds EA
26. Roseburg EA
27. Salem-Keizer EA
28. Scappoose EA
29. Woodburn EA

### **Saturday, May 15, 2021 SIXTH SESSION**

#### **ELECTION REPORT**

The NEA Director election was held by mail pursuant to LMRDA requirements. Ballots were counted by Credentials Chair Jennifer Ball on Saturday, May 15, and President Larson announces the following election results:

#### **NEA Director**

<b>Adolfo Garza-Cano</b>	<b>209 votes</b>
<b>Chris Early</b>	<b>52 votes</b>
<b>Cori Swan</b>	<b>1 vote</b>

Submitted by: Annie Duncan, Secretary to the OEA Representative Assembly

These minutes are unofficial until approved at the 2022 OEA Representative Assembly.

05/06/2021



# ACTION ITEMS



**OREGON  
EDUCATION  
ASSOCIATION**

2022  
REPRESENTATIVE  
ASSEMBLY



# ADOPTED 2022 OEA RA STANDING RULES

*Board of Directors forwards the Proposed Standing Rules with a Do Pass Recommendation.*

- Rule 1. The President of the Association or the President's designee shall preside at the meetings of the Representative Assembly (RA).
- Rule 2. The Assembly shall have an official Parliamentarian to advise the presiding officer and to help delegates who wish to submit motions. Parliamentary questions raised on the floor must be directed to the presiding officer. The presiding officer rules on all procedural questions. Delegates wishing to challenge a ruling may do so. The decision will then be made by a majority of the delegates.
- Rule 3. The Credentials Committee shall report the number of delegates and alternates registered.
- Rule 4. A member registered as an alternate can, upon clearance by the Credentials Committee, be transferred from alternate to delegate at any time during business meetings. An alternate once seated as a delegate cannot be replaced by the original delegate until the next scheduled meeting break (lunch - recess of the session).

Late registrants shall be seated during the first and second session of the OEA Representative Assembly.

For initial and runoff elections, the delegate registered 15 minutes before the polls open shall be the official voting delegate for that election.

- Rule 5. Credentials
  - a. Delegates participating virtually shall log in using the link provided and their unique delegate ID. Delegates may not share the Representative Assembly link or ID with any other individual. Delegates must display their name to be admitted into the RA.
  - b. If attending in person, delegates shall be required to wear the badge issued by the Credentials Committee for admission to the assembly hall.

- Rule 6. Language requirements for motions
  - a. All amendments to OEA Bylaws, Policies, Standing Rules, Resolutions and Legislative Objectives as well as proposed new business items shall be accompanied by a 175-word or less statement of rationale and shall include the name of the sponsoring delegate or group. In addition, each of the proposed amendments and new business items shall be accompanied by the name and UniServ Council of a contact person.
  - b. All motions which encumber the Association with expenditures shall include an estimate of the expenditures which shall be provided by maker, revised if needed by the Executive Director or designee, and presented to the delegates. If adopted, Representative Assembly actions which encumber the Association with expenses shall be sent to the OEA Program/Budget Committee to make the appropriate recommended budgetary adjustment to the OEA General Fund. The recommendation will be submitted to the Board of Directors as part of the final budget approval process.

Rule 7. Bylaws/Policies:

- a. Proposed amendments to the Bylaws will be considered only if they are submitted sixty days prior to the Representative Assembly and in accordance with the Bylaws. Amendments to proposed amendments may be made from the floor only if they do not go beyond the scope of the amendment as it was submitted sixty days in advance and published.

Proposed amendments to Policies must be submitted sixty days in advance.

- b. The Bylaws committee collects and edits proposed Bylaws and Policy changes but may not make any substantive alterations. It also presents proposed amendments to the Assembly for voting. A two-thirds affirmative vote is required to adopt any proposed Bylaw amendment.

Policy changes are enacted by majority vote. Goals are part of Policy.

Rule 8. Resolutions:

- a. Each year, the Resolutions Committee shall review OEA's Resolutions and propose any changes that would more clearly state OEA's positions on critical issues facing education employees. The proposed changes will be provided to delegates in advance of RA.
- b. Delegates who wish to make changes or additions to the Resolutions must submit their ideas, in writing, to the Committee. Amendments may be submitted to the committee in writing at any time during the year but must be submitted before the end of the final Resolutions Committee hearing. After the hearing(s), the Committee shall meet to consider proposals they have received. If the Committee decides to make any further changes, it will provide copies of the changes to the delegates.
- c. The Resolutions Committee shall present the Resolutions (as changed by the Committee) to the RA and make a motion for approval. Delegates may request to pull individual Resolutions to which changes have been proposed to be considered separately. Resolutions not pulled will be voted on as a block.
- d. Debate and secondary amendments will be allowed only on the Resolutions to which changes are proposed by the Committee or by delegates. Any delegate who proposes an amendment to a Resolution by the required deadline, to the Resolutions Committee will be allowed to make a motion on that Resolution on the RA floor.
- e. After all debate, a vote will be taken to approve the entire list of Resolutions, including any changes.

Rule 9. New Business:

- A New Business Item submitted by any delegate on the official form will be distributed by the start of regional Caucuses. All New Business Items must be submitted by 11:59PM, April 23, 2022; amendments may be submitted by the maker no later than April 28, 2022, for update without debate. The New Business item shall also include a statement of rationale and will be identified with the name and board district number of the motion maker.

For the purposes of the 2022 OEA Representative Assembly, no second will be necessary.

The Chair may set aside any NBI that would be impacted by a Bylaws or Policy Amendment that has been duly submitted and not acted on by the RA prior to this time.

A minimum of 90 minutes will be scheduled Saturday morning for discussion and action on New Business Items that have been distributed to the delegation. Process:

- Any member who has an idea for a New Business Item (NBI) may submit it for action at the Representative Assembly (RA).
- Only a delegate, however, may move it on the floor of the RA.
- Before submitting a NBI, the author should check to ensure it is not in conflict with OEA's guiding documents (Bylaws, Policies, Resolutions).
- Each NBI must be written on the electronic motion form, include the name of the maker and include both the action to be accomplished through the NBI and a rationale. Additionally, the author must also provide a cost estimate.
- The language of the NBI should be clear and focused. It should include the action, the timeline, and specify who will be responsible for completing it
- Once the NBI is written on the motion form, it should be submitted via electronic means.
- All NBIs will be reviewed by leaders and/or staff; the author will be notified once the review is complete to clarify any points in the NBI, including if the reviewers believe the NBI may be ruled out of order.
- The maker has the opportunity to rewrite the item or withdraw it prior to final submission.
- Concepts for changes to NBIs may be made by any delegate at the NBI hearing or directly to the maker.

#### Rule 10. Legislative Objectives:

- a. The proposed Legislative Objectives will be provided to delegates and a hearing will be held.
- b. Delegates may propose additions or changes to the Proposed Legislative Objectives by submitting their changes through the online submission form, to the chairperson of the Legislative Advisory Council no later than the conclusion of the final hearing.
- c. A maker of a motion for Legislative Objectives will be allowed to update their motion without debate if that amendment is submitted by the Thursday prior to the Representative Assembly.
- d. After the chairperson of the Legislative Advisory Council makes a motion to approve the proposed Legislative Objectives, motions to amend will be accepted only if they have been properly submitted by the close of the final hearing.

#### Rule 11. The following rules shall govern all floor debate:

- a. Each speaker shall be limited to 1 minute for discussion on any topic, except that the maker of a motion shall have 2 minutes to present their motion and may not speak again until all others who wish to speak on the same motion have been heard. A delegate wishing to speak shall not proceed until the delegate goes to a microphone, is recognized by the chair, gives their name and name of local, and is directed to proceed.

- b. A delegate who has been granted the privilege of the floor may not yield any part of their time to another delegate.
- c. Prior to final vote on the motion, the chair of the assembly shall read the full motion under consideration.
- d. Votes on motions shall be a predetermined method communicated to the delegates. On the request of any delegate, however, a standing division of the Assembly shall be taken. Any delegate may call for a roll call vote, provided that when this request is put to the Assembly, the request is supported by one-third of the delegates present. The roll call shall be by Board District, with the individual delegate votes counted and reported by the Board Director or designee. Voting by electronic means will be considered a roll call vote.
- e. Amendments to motions shall be presented in writing to the Recording Secretary prior to or simultaneously with presentation of the amendment.
- f. For the purposes of the 2022 RA, only amendments and amendments to amendments will be allowed.
- g. Any delegate may call for a caucus; a majority vote of the delegates present shall determine if the Assembly will be recessed for caucus.
- h. OEA Board Directors shall be Ex-Officio members of the Representative Assembly without voting rights unless they are also duly elected delegates; Directors have all other privileges of the Assembly including the rights to make motions, second motions, and take part in floor debate.
- i. On any motion, debate shall alternate between pro and con as follows:  

In the event no speaker wishes to be recognized in opposition to the first speaker, debate shall be closed except as follows.

If after the maker of the motion has been allowed to speak in favor of the motion, no speaker wishes to speak in opposition to the motion, one additional speaker in favor will be allowed.

After this, if there are still no speakers wishing to speak in opposition, debate will be closed.

If, however, after two delegates speak in favor, there is a speaker in opposition, debate will then continue, alternating between pro and con.
- j. A delegate who is unable to speak to the Assembly due to a disability may have someone speak for them.

Rule 12. Candidate election procedures:

- a. A member is considered nominated upon receipt of completed nomination forms, or upon nomination from the floor. Courtesies extended to candidates, such as display space, will not be extended to anyone prior to their being nominated.
- b. For each office the president or their designee will announce the names of members who have been duly nominated as candidates and will allow additional candidates to be nominated from the floor. No nominating speeches or statements will be allowed. (Nominations do not require a second.)

- c. Each candidate for President is allowed 5 minutes to address the delegates. Delegates shall have 20 minutes to ask questions of Presidential candidates. Each question shall be answered by all candidates and candidates shall rotate the order in which they answer questions. Questions will be limited to 1 minute, answers will be limited to 3 minutes. In the event there is only one candidate, question time will be limited to 10 minutes. If a recognized delegate begins a question, and the time allotted for questions expires during the question or answer(s), time will be extended accordingly so that both the question and answer(s) may be completed as prescribed above.
- d. Each candidate for State Vice President is allowed 5 minutes to address the delegates. Delegates shall have 20 minutes to ask questions of State Vice Presidential candidates. Each question shall be answered by all candidates and candidates shall rotate the order in which they answer questions. Questions will be limited to 1 minute, answers will be limited to 3 minutes. In the event there is only one candidate, question time will be limited to 10 minutes. If a recognized delegate begins a question, and the time allotted for questions expires during the question or answer(s), time will be extended accordingly so that both the question and answer(s) may be completed as prescribed above.
- e. Each candidate for Regional Vice President will be allowed 5 minutes to address the delegates. Question and answer time will not be provided for Regional Vice Presidential candidates as a part of the regular session agenda.
- f. Each candidate for NEA Director will be allowed 5 minutes to address the delegates. Question and answer time will not be provided for NEA Director candidates as a part of the regular session agenda.
- g. Each candidate for Racial Equity Board Director, ESP Director and ESP Proportional At-Large Director will be allowed 3 minutes to address the delegates. Question and answer time will not be provided.

#### Rule 13. Candidate Campaigning

- a. Candidates may place material only on the delegate tables in the Assembly room. Distribution of the material may not take place while the RA is in session and may not disrupt any RA business including hearings.
- b. Campaign material placed on delegate tables may not be larger than 11" x 17" and may not be more than 9" tall.
- c. No campaign material may be distributed or posted in any hearing rooms.
- d. Regional caucuses may establish their own rules about campaigning during their caucus but must treat all candidates equally.
- e. Campaigns may not cause disruption to the business of the RA.

Rule 14. Notices for announcement to the Assembly shall be in writing, signed by the person under whose authority the announcement is issued and shall be submitted to the President.

Rule 15. Items that have already been adopted for action by the Assembly, if resubmitted, shall be listed as "previously adopted items" and shall be readopted, unless amended or deleted.

- Rule 16. The rules governing the Assembly which are not stated explicitly above shall be the rules contained in the current edition of ROBERT'S RULES OF ORDER NEWLY REVISED.
- Rule 17. There shall be no smoking in the display areas, or on any of the hotel floors in which OEA meetings or other OEA official functions are scheduled, except in OEA designated areas.
- Rule 18. When a chairperson is not a delegate, they may not make motions on behalf of their committee or council and shall appoint another delegate to do so.
- Rule 19. Meetings in conflict with the RA, hearings or regional caucuses may not be scheduled without the approval of the OEA president because delegates are expected to attend all RA business sessions and to attend hearings and their regional caucus.
- Rule 20. The RA will conclude when all business has been finished and if quorum is lost, unfinished business will be referred to the board. ~~at 8 pm on the last day and all unfinished business will be referred to the OEA Board of Directors~~
- Rule 21. Delegate expense vouchers shall be submitted to the OEA within 30 days. Vouchers not received within 30 days may not be paid.
- Rule 22. Minutes of the OEA RA will be posted on the OEA member web site within 30 days of the adjournment of the Representative Assembly.
- Rule 23. Display space or meeting rooms may be allocated to candidates or groups. Since space is limited, requests should be made as soon as possible, but no later than three weeks before the RA. Allocation will be made or refused based on these priorities:
- a. Official OEA committees, projects, groups.
  - b. Candidates for OEA elected office - if they have been nominated.
  - c. NEA
  - d. Oregon local EAs and Councils
  - e. Special Interest Caucuses
  - f. Individual members wishing to promote activities that advance or are compatible with OEA/NEA goals or projects.
  - g. Groups endorsed by OEA - Trusts, California Casualty, etc.
- Any requests received within three weeks of the OEA RA will be considered on a space available basis only.
- Rule 24. The OEA Board of Directors is empowered to approve proposed changes to these OEA RA Rules. The (changed) Rules will be available at Pre RA Meetings (PRAMS) and will be subject to approval by the RA.
- Rule 25. Materials distributed on the floor of RA will be clearly marked with delegate contact.
- Rule 26. No non-member educator of the year will speak at the RA.

# 2022 PROPOSED BYLAWS AMENDMENTS

*Revisions: New language is underlined, deleted language is ~~struck~~.*

## BYLAWS AMENDMENT A

**The Board of Directors forwards the Proposed Bylaws Amendment A with a Do Pass Recommendation.**

### **ARTICLE VI. ELECTED OFFICERS**

#### **Section 1.**

The elected officers of the OEA shall be a President, a Vice President, three Regional Vice Presidents, state-elected senior NEA Directors or designee, ESP Director, ~~CORE~~ Equity Director, and Community College Director.

#### **Section 5.**

The Equity Director shall be a full-time officer of the OEA. The duties and compensation shall be established by the OEA Board of Directors, with input from CORE (the Committee on Racial Equity) and HCRC (the Human and Civil Rights Committee).

#### **Section ~~5.~~ 6.**

Regional Vice Presidents shall serve as the OEA President's representative in the region from which elected, will assume equal responsibilities delegated by the OEA President, shall serve on the Program Budget Committee and the Executive Committee, and perform equal duties as established by the OEA Board of Directors and OEA Policies.

#### **Section ~~6.~~ 7.**

- A. All elected officers shall take office on July 10 of the year their term begins, with the exception of state-elected NEA Directors.
- B. The term of office of the President shall be two years, or until a successor is inducted into office. A President may be elected to a maximum of one additional term.
- C. The term of office of the Vice President shall be two years or until a successor is inducted into office. The election cycle of the Vice President will coincide with the election cycle of the president. A Vice President may be elected to a maximum of one additional term.
- D. The term of office of the Equity Director shall be two years, or until a successor is inducted into office. An Equity Director may be elected to a maximum of one additional term.
- ~~D.~~ E. The term of office of each Regional Vice President shall be for two years. The first year of that term shall coincide with the second year of the term of the office of the president. Regional Vice Presidents may be elected to a maximum of one additional term.
- ~~E.~~ F. The terms of office and any limitations for NEA Directors shall be determined by the NEA. Terms of office for NEA Directors shall not be concurrent.

**Rationale:** \*Related to NBI 15 passed at the 2021 OEA Representative Assembly.

To further OEA's equity goals

**Submitted By:** OEA Bylaws and Policies Committee

## BYLAWS AMENDMENT B

**The Board of Directors forwards the Proposed Bylaws Amendment B with a Do Pass Recommendation.**

### **ARTICLE VII. ELECTION OF OFFICERS, DIRECTORS AND DELEGATES**

#### **Section 2. Nominations**

##### **D. Board of Directors**

Nominations for OEA district directors shall be made by direct vote of the members in a local association or UniServ Council or by petition of fifty OEA members in the district concerned. A local association or UniServ Council may nominate only one member per position. An officer of a local association or UniServ Council shall report the name of the nominee in writing, along with a statement of qualifications to the OEA President, postmarked or received on or before January 15.

Nominations for the ~~Racial~~ Equity Director and Education Support Director shall be made by direct vote of the members in a local association or UniServ Council or by petition of fifty OEA members. An officer of a local association or UniServ Council shall report the name of the nominee in writing, along with a statement of qualifications, to the OEA President on or before sixty days prior to the meeting of the OEA Representative Assembly.

#### **Section 4. Elections**

##### **C. Directors**

- 2) During the annual meeting, the OEA Representative Assembly shall elect by secret ballot the ~~Racial~~ Equity Director for the ensuing term. If no candidate for office receives a majority vote on the first ballot, runoff elections shall be held on all candidates except the candidate receiving the fewest votes, until a majority vote is shown.

#### **Section 5. Vacancies**

##### **B. Vacancies shall be filled under the following rules and regulations:**

- 5) When a vacancy is declared in the position of ~~Racial~~ Equity Director before the Representative Assembly in the first or second year of a term, the OEA Board of Directors shall elect an interim Director to serve until the next meeting of the OEA Representative Assembly. The OEA Representative Assembly shall then elect a successor for the remainder of the term. The term of the successor shall begin on July 1 following the election.

**Rationale:** \*Related to NBI 15 passed at the 2021 OEA Representative Assembly.

To further OEA's equity goals

**Submitted By:** OEA Bylaws and Policies Committee

## BYLAWS AMENDMENT C

**The Board of Directors forwards the Proposed Bylaws Amendment C with a Do Pass Recommendation.**

### **ARTICLE VIII. OEA BOARD OF DIRECTORS**

#### **Section 2.**

- A. The President, Vice President, Regional Vice Presidents, state-elected senior NEA Director or designee, ESP Director, ~~CORE~~ Equity Director, and Community College Director shall function as an Executive Committee of the OEA Board of Directors. The Community College Council will elect one of the existing Community College District Directors to serve on the Executive Committee of the OEA Board of Directors.

**Rationale:** \*Related to NBI 15 passed at the 2021 OEA Representative Assembly.

To further OEA's equity goals

**Submitted By:** OEA Bylaws and Policies Committee

## BYLAWS AMENDMENT D

**The Board of Directors forwards the Proposed Bylaws Amendment D with a Do Pass Recommendation.**

### **ARTICLE VII. ELECTION OF OFFICERS, DIRECTORS AND DELEGATES**

#### **Section 1. Notification**

The OEA Executive Director shall notify the officers of each local association in the October issue of the official publication of the OEA each year as to the number of the various OEA officers and directors, NEA Directors, and state NEA Representative Assembly State Delegates which may be nominated and elected from that area that year.

#### **Section 2. Nominations**

The filing deadline for the OEA Board of Directors, NEA State Delegates and Student Leadership Conference/NEA Delegates shall be January 15. If the nomination deadline for materials falls on a weekend or federal holiday, nomination materials must be postmarked or received by the next business day, including electronic (fax/email) submission. Persons nominated for officer, director, delegate, or student delegate positions shall be active members as defined in Article I., Section 3. In nomination-by-petition scenarios, member signatures may be handwritten or electronic.

##### **A. President**

Nominations for the President shall be made by a direct vote of the members in a local association or UniServ Council ~~or by petition of fifty OEA members.~~ Nominations may also be made by petition of 25 OEA members, or the number of OEA members which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less. A local association or UniServ Council may nominate only one member. An officer of a local association or UniServ Council shall report the name of the nominee in writing, along with a statement of qualifications, to the OEA President on or before sixty days (60) prior to the meeting of the OEA Representative Assembly that will elect the President. Nominations by petition need not be reported or signed by an officer of a local association or UniServ Council but should include a statement of qualifications. A statement of qualifications of each nominee, if available, shall be sent to all delegates, OEA local associations, and UniServ Councils two weeks prior to the meeting of the OEA Representative Assembly that will elect the President. The nominations shall be reported to the OEA Representative Assembly at its election meeting. In addition, nominations may be made from the floor of the OEA Representative Assembly meeting. The OEA President shall be simultaneously nominated to a concurrent term as the first alternate NEA Director.

##### **B. Vice President**

Nominations for the Vice President shall be made by a direct vote of the members in a local association or UniServ Council ~~or by petition of fifty OEA members.~~ Nominations may also be made by petition of 25 OEA members, or the number of OEA members which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less. A local association or UniServ Council may nominate only one member. An officer of a local association or UniServ Council shall report the name of the nominee in writing, along with a statement of qualifications, to the OEA President on or before sixty days (60) prior to the meeting of the OEA Representative Assembly that will elect the President. Nominations by petition need not be reported or signed by an officer of a local association or UniServ Council but should include a statement of qualifications. A statement of qualifications of each nominee, if available, shall be sent to all delegates, OEA local associations, and UniServ Councils two weeks prior to the meeting of the OEA Representative Assembly that will elect the Vice President. The nominations shall be reported to the OEA Representative Assembly at its election meeting. In addition, nominations may be made from the floor of the OEA Representative Assembly meeting. The Vice President shall be simultaneously nominated to a concurrent term as the second alternate NEA Director.

##### **C. Regional Vice Presidents**

Nominations for Regional Vice Presidents shall be made by a direct vote of the members in a local association or UniServ Council within the designated region ~~or by petition of fifty OEA members within that region.~~ Nominations may also be made by petition of 25 OEA members within the designated region, or the number of OEA members within the designated region which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less. A local association or UniServ Council may nominate only one member. An officer of a local association or UniServ Council shall report the name of the nominee in

writing along with a statement of qualifications, to the OEA President on or before sixty days (60) prior to the meeting of the OEA Representative Assembly that will elect the Regional Vice Presidents. Nominations by petition need not be reported or signed by an officer of a local association or UniServ Council but should include a statement of qualifications. A statement of qualifications of each nominee, if available, shall be sent to all delegates, OEA local associations, and UniServ Councils in the appropriate region prior to the meeting of the OEA Representative Assembly that elects Regional Vice Presidents. The nominations shall be reported to the OEA Representative Assembly at its election meeting. In addition, nominations may be made from the floor, provided that any such nominee is from the region for which the office is designated to serve.

D. Board of Directors

Nominations for OEA district directors shall be made by direct vote of the members in a local association or UniServ Council ~~or by petition of fifty OEA members in the district concerned.~~ Nominations may also be made by petition of 25 OEA members within the designated district, or the number of OEA members within the designated district, which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less. A local association or UniServ Council may nominate only one member per position. An officer of a local association or UniServ Council shall report the name of the nominee in writing, along with a statement of qualifications to the OEA President, postmarked or received on or before January 15.

Nominations for the Racial Equity Director and Education Support Director shall be made by direct vote of the members in a local association or UniServ Council ~~or by petition of fifty OEA members.~~ Nominations may also be made by petition of 25 OEA members, or the number of OEA members which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less. An officer of a local association or UniServ Council shall report the name of the nominee in writing, along with a statement of qualifications, to the OEA President on or before sixty days prior to the meeting of the OEA Representative Assembly.

Nominations by petition need not be reported or signed by an officer of a local association nor UniServ Council. A statement of qualifications of each nominee, if available, shall be published in an official publication of the OEA.

E. NEA Directors for Oregon

Nominations for NEA Director shall be made by a direct vote of the members in a local association or UniServ Council ~~or by petition of fifty OEA members.~~ Nominations may also be made by petition of 25 OEA members, or the number of OEA members which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less. A local association or UniServ Council may nominate only one member per position. An officer of a local association or UniServ Council shall report the name of the nominee in writing along with a statement of qualifications, to the OEA President on or before sixty days (60) prior to the meeting of the OEA Representative Assembly that will elect the NEA Director. Nominations by petition need not be reported or signed by an officer of a local association or UniServ Council but should include a statement of qualifications. A statement of qualifications of each nominee, if available, shall be sent to all delegates, OEA local associations, and UniServ Councils two weeks prior to the meeting of the OEA Representative Assembly that will elect the NEA Director. The nominations shall be reported to the OEA Representative Assembly at its election meeting. In addition, nominations may be made from the floor of the OEA Representative Assembly meeting.

F. NEA Representative Assembly State Delegates

Nominations for NEA Representative Assembly State Delegates shall be made by direct vote of the members in a local association or UniServ Council within the designated region ~~or by petition of fifty OEA members within that region.~~ Nominations may also be made by petition of 25 OEA members within that region, or the number of OEA members within that region which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less. A local association or UniServ Council may nominate only one member per position. An officer of a local association or UniServ council shall report the name of the nominee in writing, along with a statement of qualifications, to the OEA President, postmarked or received on or before January 15. Nominations by petition need not be reported or signed by an officer of a local association or UniServ Council.

**Rationale:** To remove barriers to participation in Association governance, particularly for classified members, BIPOC members, members from smaller-sized locals, and members who are new to the profession.

**Submitted By:** Bylaws and Policies Committee

## BYLAWS AMENDMENT E

**The Board of Directors forwards the Proposed Bylaws Amendment E with No Position Recommendation.**

### **ARTICLE III. OEA REPRESENTATIVE ASSEMBLY**

#### **Section 6.**

Within 60 days of the passage of any New Business Item (NBI) at the OEA RA, the maker will be contacted in order to explain the timeline to follow-through and to clarify the intent of the maker. Updates will then be provided to the maker no longer than 60 days after initial contact is made, until all action required by the NBI has been completed. Once completed, a final contact will be made with the maker to inform them of its completion.

**Rationale:** To provide the maker of an RA-approved NBI with regular progress updates and hold OEA accountable for the NBIs that are passed at RA.

**Submitted By:** Petition of twenty OEA members



# 2022 PROPOSED POLICY AMENDMENTS

*Revisions: New language is underlined, deleted language is ~~struck~~.*

## POLICY AMENDMENT A

The Board of Directors forwards the Proposed Policy Amendment A with a Do Pass Recommendation.

### 2400 - BOARD OF DIRECTORS

#### II. THE INDIVIDUAL OEA BOARD DIRECTOR

Attends UniServ Council meetings in his/her district(s). Community College and statewide ESP Directors will attend their respective UniServ Council meetings. The ~~Racial~~ Equity Director will attend Council meetings as necessary to fulfill his/her role. In addition, ESP Directors attend OCESP Council meetings.

#### IV. WEIGHTED VOTING RIGHTS OF OFFICERS AND DIRECTORS

- B. The number of votes for the OEA President, state Vice President, Regional Vice-Presidents, NEA Directors, ~~Racial~~ Equity Director, Education Support Professional Director, Proportional At-Large Directors and District #27 will be the average of district Director votes 1-21, 24, 26, and 30.

**Rationale:** \*Related to NBI 15 passed at the 2021 OEA Representative Assembly.  
To further OEA's equity goals

**Submitted By:** OEA Bylaws and Policies Committee

## POLICY AMENDMENT B

The Board of Directors forwards the Proposed Policy Amendment B with a Do Pass Recommendation.

### 2400 - BOARD OF DIRECTORS

#### VII. PROGRAM BUDGET COMMITTEE DUTIES

- A. The Program Budget Committee is established by the Board of Directors as a committee acting on behalf of the Board and answerable to the Board relative to the construction of the subsequent year's budget. In addition to the members of the Program Budget Committee outlined elsewhere in OEA Bylaws and Policies, the senior ESP Director, the Equity Director, and the senior Community College Director shall be voting members of the Committee

**Rationale:** To provide additional perspectives to the Budget Committee in an effort to strengthen the budget planning and development process

**Submitted By:** OEA Bylaws and Policies Committee



# 2022 PROPOSED RESOLUTION AMENDMENTS

**Definition:** A formal expression of opinion, intent, belief, or position of the Association adopted by the OEA Representative Assembly to provide the direction in which the Association should be moving.

The date in parenthesis indicates the year when the resolution was adopted. Subsequent dates indicate revision.

**Revisions:** New language is underlined, deleted language is ~~struck~~.

## RESOLUTION AMENDMENT A

**The Board of Directors forwards the Proposed Resolutions Amendment A with a Do Pass Recommendation.**

### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUES**

#### **GROUP C: SAFETY**

##### **II.14 Promoting School Safety**

The Oregon Education Association believes that effective teaching and learning can only take place in a safe environment. Threats to safety include physical danger and fear, violence, harassment, intimidation, bullying of any kind, threats to students' physical and mental well-being, and acts based on a person's identity or perceived identity as a member of a protected class.

Families, schools, mental health professionals, communities, businesses, and public safety agencies have critical roles in ensuring student safety. The Association supports collaboration among these groups in an effort to address school safety needs.

The Association supports robust programs to improve student and educator mental and behavioral health and education programs in schools that include prevention and intervention strategies. School districts must provide educators with the necessary tools and training to support and protect students and educators - particularly marginalized students and educators – from mental and ~~bodily~~ physical injury, violence, harassment, intimidation, bullying of any kind, other threats to students' and educators' physical and mental well-being, and acts based on a person's identity, including perceived identity, as a member of a protected class.

The OEA supports academic institutions that wish to create alternative solutions in conjunction with the local community to ensure our students' safety without the dependency on law enforcement. (1996, 97, 2008, 21)

**Rationale:** We know the mental health of educators is paramount to creating a safe and welcoming environment for students. When the mental health of educators is not prioritized, educators struggle to fully support student success. The current education system often does not provide adequate supports for educator mental health. The wording of bodily harm doesn't fully address the physical harm sometimes done to educators. Physical is a more inclusive and proper term than the limiting wording of "bodily" and further matches the language in the first paragraph.

## RESOLUTION AMENDMENT B

**The Board of Directors forwards the Proposed Resolutions Amendment B with a Do Pass**

### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUES**

#### **GROUP C: SAFETY**

##### **II.19 Healthy Schools**

The Oregon Education Association believes that all students and school staff deserve to learn and work in safe and healthy schools. There are many aspects to healthy schools.

The OEA believes that schools should be sited on land that has been tested and determined to be free of contamination. The Association further believes that adequate land should be provided to insure that students have a place to play and/or pursue athletic activities away from traffic and other dangers and that adequate parking for staff, students and parents/families be provided.

The Association further believes that schools should be comfortable, attractive, safe and conducive to learning. Clean air and water must be provided. Schools and school property must be kept clean, well-maintained, well-ventilated according to the highest standards, free of molds, toxic substances, and harmful chemicals. Proper ventilation is necessary to reduce the spread of communicable diseases, improve indoor air quality, and reduce exposure to industrial and other man-made pollutants and intrusions.

School staff and students must have access to necessary cleaning and hygiene supplies including but not limited to cleaning and disinfecting supplies, adequate soap in restrooms and handwashing stations, hand sanitizer, facial tissue, and when necessary, personal protective equipment such as gloves and face coverings.

The Association believes that vaccines are essential medical tools in preventing infectious disease. The Association acknowledges that vaccines must be pervasive to be effective. The Association also believes that vaccination guidelines from the American Academy of Pediatrics and the Centers for Disease Control and Prevention should be followed by educators, families/guardians, and students. The Association further believes that the Oregon state legislature should establish clear guidelines that minimize the numbers of unvaccinated students. Evidence-based vaccination campaigns are integral in maintaining student and community health.

When schools are impacted by local manufacturing, industry, or proximity to major transportation corridors such as highways, steps must be taken to mitigate the impact of the proximity. This could include, but is not limited to, mitigation efforts such as soundproof walls, increased/improved air filtration and HVAC measures, or other appropriate measures.

The Association further believes that school districts must conduct periodic testing for harmful water, airborne particulates/agents and other hazards. When necessary for public health, testing may also include testing students and school staff for communicable diseases. Such tests should be reported to the public, in accordance with health privacy laws, and measures taken to remedy any problems immediately. (2000, 08, 21)

**Rationale:** Vaccines are a scientifically proven disease prevention method. Strong rates of vaccination for diseases protect educators, students, and the community. OEA's resolutions do not currently contain language about vaccines.

## **RESOLUTION AMENDMENT C**

**The Board of Directors forwards the Proposed Resolutions Amendment C with a Do Pass Recommendation.**

### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUES**

#### **GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS**

##### **II.23 Inclusion**

The Oregon Education Association believes that placing students with disabilities in the most appropriate, least restrictive environment is beneficial for all students. OEA further believes that

1. There should be a full continuum of placement options and services available to all students with disabilities.
2. Placement should be based on individual needs rather than on space availability or on funding. Student placement must be examined on a regular basis to ensure appropriateness whereby all needed services and support are available and should not be made disproportionately by ethnicity or gender. Necessary building staff modifications must be provided to facilitate such placement. If additional space or funds are necessary, they are provided.
3. Adequate time should be provided for all regular and special education teachers/specialists, educational assistants and other relevant ESP staff, and faculty to work cooperatively in the development of the Individual Family Service Plan (IFSP), Individual Educational Plan (IEP), and/or Section 504 plans prior to placement.
4. Students with physical disabilities or medical needs requiring nursing procedures should have their medical needs met by professional nurses or trained medical personnel as approved by the student's physician.
5. All affected staff members should have an appeal procedure regarding the implementation of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP), and/or Section 504 plans especially in terms of placement.

6. Adjustments should be made in class size and caseload using weighted formulas to accommodate the demands of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP), Section 504 Plans, and/or other documentation and the needs of the student.
7. All staff, parents/guardians, and community should be adequately prepared for their roles through fully funded appropriate training.
8. If the IFSP/IEP team determines that inclusion is the appropriate placement, sufficient support must be available for the students, teacher(s), instructional assistant(s), and all related student instructional support personnel (SISP). The educational environment must match the learning needs of all students.
9. The success of inclusion should be evaluated considering the effect on all students. If placement revision is required, even if temporary, then it will happen in a timely manner.
10. All affected staff members should have the right to disagree with any provision of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP) and/or Section 504 Plan without recrimination. (1994, 97, 2005, 08, 10, 16, 17, 21)

**Rationale:** Adding caseload to bullet #6 is inclusive of all instructional models that students may participate in. Adding guardians to bullet #7 is inclusive of all family arrangements.

## RESOLUTION AMENDMENT D

**The Board of Directors forwards the Proposed Resolutions Amendment D with a Do Pass Recommendation.**

### **II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUES**

#### **GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS**

##### **II.34 Equitable Opportunities for Students of Color**

The Oregon Education Association believes there should be equitable educational opportunities for students of color. The Association also believes educational personnel should be aware of and receive professional learning in historic and current inequities for students of color within the school system; effective strategies and policies to provide equitable opportunities; and the benefits to students of color and society as a whole when all students have equitable opportunities for success. Equitable opportunities for students of color must further be based in anti-racism principles that value the lived experiences, history, and culture of students of color and hold those experiences as having equal importance to other racial or cultural groups. Educational institutions must be committed to deepening the practices of anti-racism so that race is no longer a predictor of student success.

Those practices should include but are not limited to:

- A focus on equity-centered and anti-racist strategies
- Eliminating barriers to developing and implementing equity-centered policies and procedures, including examining existing policies and procedures for explicit and implicit bias
- Creating equitable access to learning resources including digital resources and technology
- Supporting student affinity groups that focus on racial and social justice
- Implementing high-quality professional learning programs on diversity, equity and inclusion for school staff and leaders

Racial injustice impacts communities and students of color and is a barrier to equitable opportunities for students of color. (1974, 89, 94, 96, 97, 2008, 19, 21)

**Rationale:** Equity is achieved when students have access to the resources they need to be successful in school and to be prepared for success when they leave public education. This amendment calls out specific actions that institutions should take to create equitable opportunities.

## RESOLUTION AMENDMENT E

The Board of Directors forwards the Proposed Resolutions Amendment E with a Do Pass Recommendation.

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUES

#### GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS

##### **II.42 Independent Reading Skill**

The Oregon Education Association believes that it is critical that students become independent readers to succeed in school and life. Reading instruction based on the science of reading with appropriate intervention, especially in the early grades, is essential for learning in all content areas and for achieving high standards. This instruction should include systematic instruction for both decoding skills and language comprehension. Educators at all levels should be provided with adequate resources, including a fully funded and staffed library and encouraged to use their expertise to address the diverse needs of students.

The Association also believes that educators' efforts to value and promote reading should be supported by parents/guardians, licensed teacher librarians, other education employees, and communities. (2006, 08, 21)

**Rationale:** We have seen the impacts of ineffective reading programs that focus solely on meaning making and teach students to guess words rather than decode. There is ample research on the science of reading, brain research, and research on student learning and education programs should be grounded in the most recent science available to provide high-quality instructional programs.

## RESOLUTION AMENDMENT F

The Board of Directors forwards the Proposed Resolutions Amendment F with a Do Pass Recommendation.

### II. PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUES

#### GROUP F: INSTRUCTION

##### **II.54 ~~New Technology~~ Technology Integration**

The Oregon Education Association, recognizing the ~~expansion~~ integration and application of technology in our society, believes that students and staff of school districts and higher education institutions should be provided instruction in ~~computers and the basic utilization of new technology~~ integration. The use of technology in the classroom should be aligned with developmentally appropriate curriculum. Technology should support student success and equitable student outcomes, and not create further barriers for students or educators. ~~However, the Oregon Education Association~~ The Association further believes that new technologies should not be used to replace staff, ~~interfere with~~ and be used to enhance the traditional exchange of ideas and ~~increase~~ reduce interpersonal contact that characterizes sound education. (1983, 89, 97, 99, 2008)

**Rationale:** The committee noted this resolution had not been updated in more than 10 years. Technology has expanded significantly in that time and during the pandemic, educators and students were tasked with integrating more technology into instruction. This language states the belief that technology should enhance and not detract from student learning and be used as a way to reduce inequities and not further them.

## RESOLUTION AMENDMENT G

The Board of Directors forwards the Proposed Resolutions Amendment G with a Do Pass Recommendation.

### IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES

#### **IV.5 Cultural Diversity**

The Oregon Education Association believes that a diverse society enriches all individuals. Similarities and differences of race, ethnicity, color, national origin, sexual orientation, gender identity, language, geographic location, religion, ability, size, occupation, and marital, parental, or economic status form the fabric of society and should be reflected in the staffs of our schools and workplaces.

The Association further believes in the importance of recognizing the roles, contributions, cultures, and history of these diverse groups and individuals.

The Association believes that its affiliates and members should support programs and observances that include cultural and heritage celebrations and/or history months.

The Association recognizes the importance of diverse identities among educators. Efforts should be made to expand our ability to attract and retain educators from diverse backgrounds. The Association recognizes that these efforts will often need to be targeted, intentional, and equitable rather than equal and universal. The Association recognizes that equitable representation of staff benefits all students, our education system, and society as a whole. (2006, 09, 16, 19)

**Rationale:** The value the Association places on cultural diversity should not be limited to valuing that diversity only among our students or our communities.

## RESOLUTION AMENDMENT H

**The Board of Directors forwards the Proposed Resolutions Amendment H with a Do Pass Recommendation.**

### IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES

#### IV.7 Academic Freedom

The Oregon Education Association believes that academic freedom is essential to the teaching profession. Controversial issues may be a part of instructional programs when the educator believes the issues are appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and the educator to explore, present and discuss divergent points of view in the quest for knowledge and truth. Challenged material should be addressed at a local level through due process and fair hearing procedures.

The Association recognizes that teaching about historic and contemporary racial, social, gender and other inequities can produce discomfort for students and educators, but teaching about these inequities is essential to provide students with a full and honest education. Educators should be provided essential learning opportunities to be able to lead instruction on a wide variety of historical topics from pre-K through higher education. Attacks on educators for this kind of instruction should be treated as attacks on the profession as whole. Those educators must be defended using the union's full collective power. The Association will provide wrap-around support for educators who face attacks when engaging in this crucial component of education.

The Association further believes teaching about religions within the curriculum is appropriate. However, the Association believes promoting religious doctrines violates both student and educator rights. (1974, 97, 2005, 08, 16)

**Rationale:** Educators in Oregon and around the nation have recently faced more and more public attacks on them for teaching content some members of the community deem controversial ranging from history to comprehensive sexual education to specific books. The Association has responded with a public attack team that supports individual educators when this occurs.

## RESOLUTION AMENDMENT I

**The Board of Directors forwards the Proposed Resolutions Amendment I with a Do Pass Recommendation.**

### IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES

#### IV.11 Decision Making in School Budgeting

The Oregon Education Association believes all school employees should be represented in the school budget process in establishing priorities, determining of funds, and ensuring that adequate funding be ~~available~~ allocated in a timely manner to finance collective bargaining agreements. (1988, 89, 91, 97)

**Rationale:** Some district leaders have used stalling tactics in the past waiting to encumber funds allocated to the district as a way to stall collective bargaining. Adding this phrase emphasizes the Association's belief that district leaders must act in good faith and as responsible financial stewards of public funds.

## RESOLUTION AMENDMENT J

**The Board of Directors forwards the Proposed Resolutions Amendment J with a Do Pass Recommendation.**

### **IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES**

#### **IV.52 Parity in Retirement**

The Oregon Education Association believes educators are essential frontline public service workers and therefore, the percentage of yearly basis of retirement for school employees should be brought into parity with fire fighters and police officers. (1975, 89, 97)

**Rationale:** The pandemic brought into the spotlight the crucial role of education employees as members of the social safety net. This addition strengthens this resolution.

## RESOLUTION AMENDMENT K

**The Board of Directors forwards the Proposed Resolutions Amendment K with a Do Pass Recommendation.**

### **IV. HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS**

#### **V.21 Instructional and Non-Instructional Personnel**

The Oregon Education Association believes local school systems should provide classroom teachers with support staff to free the teachers from non-teaching duties. Employment of instructional and non-instructional personnel should not serve as rationale to increase class size and caseload. The Association believes teachers should become involved in orientation and training of instructional and non- instructional personnel. The Association believes volunteers should be used to supplement, not replace, school personnel. (1974, 89, 97, 2009)

**Rationale:** This addition brings this resolution into alignment with other recent amendments recognizing the impact of high caseload numbers for students and educators.

# 2022 PROPOSED LEGISLATIVE OBJECTIVES AMENDMENTS

*Revisions: New language is underlined, deleted language is ~~struck~~.*

## LEGISLATIVE OBJECTIVES AMENDMENT A

The Board of Directors forwards the Proposed Legislative Objectives Amendment A with a Do Pass Recommendation.

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

1. Ensure that the appropriation for community colleges be sufficient to maintain existing programs including growth and additional programs mandated by the Legislative Assembly, ~~and to reduce the overuse and exploitation of part time faculty and education support professionals. The state's investment in post-secondary education must not come at the expense of part time faculty or of education support professionals through the loss of benefits and wages.~~

**RATIONALE:** Moved second half of the Objective to a separate number to divide different ideas for clarity.

## LEGISLATIVE OBJECTIVES AMENDMENT B

The Board of Directors forwards the Proposed Legislative Objectives Amendment B with a Do Pass Recommendation.

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

2. Reduce the overuse and exploitation of part-time faculty and education support professionals. The state's investment in post-secondary education must not come at the expense of part-time faculty or of education support professionals through the loss of benefits and wages.

**RATIONALE:** Moved into a separate number to divide different ideas for clarity.

## LEGISLATIVE OBJECTIVES AMENDMENT C

The Board of Directors forwards the Proposed Legislative Objectives Amendment C with a Do Pass Recommendation.

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

2 3. Ensure that the distribution of community college funding is equitable. ~~be determined at the administrative level, following input from the involved community colleges.~~

**RATIONALE:** Wording was obsolete and encouraged more power to be put in the hands of the state administrators. Wording updated to reflect the goal of equity in state community college funding. Updated numbering.

## LEGISLATIVE OBJECTIVES AMENDMENT D

The Board of Directors forwards the Proposed Legislative Objectives Amendment D with a Do Pass Recommendation.

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATIONS:

~~34~~. Retain locally elected community college boards as the primary decision-makers for community college districts.

~~45~~. Ensure that discretionary funding sources be available for each community college.

~~56~~. Pursue state funding for capital expenditures.

~~67~~. Ensure that community college employees are appointed to all state and local post-secondary governing bodies with full voting rights so that education policy reflects their voices and views.

~~78~~. Ensure that state-adopted initiatives are faculty- and student-driven, involving the input of full-time faculty, part-time faculty, and education support professionals.

~~89~~. Ensure that legislation acknowledges the integral role that education support professionals play on community college campuses.

~~910~~. Ensure that a comprehensive community college includes developmental education as part of the core ~~mission-curriculum to promote open-access and equitable outcomes~~.

**RATIONALE:** Renumbering and altered wording with the same intent. Adding the value of open access and equity in education to indicate why OEA would advocate for this.

## LEGISLATIVE OBJECTIVES AMENDMENT E

The Board of Directors forwards the Proposed Legislative Objectives Amendment E with a Do Pass Recommendation.

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATIONS:

~~4011~~. Maintain accessibility to community colleges by decreasing debt load and ensuring an affordable pathway to a higher education for all who choose higher education.

~~4412~~. Ensure transparency in developing audits and budgets at the state and local levels by developing and enforcing a standardized method for public reporting of each college's Comprehensive Annual Financial Report and other financial statements.

**RATIONALE:** Expanded wording to include college audit documents. Added explanation of desired mechanism for transparency - a standardized reporting method similar to the one required for K-12 school districts. Updated numbering.

## LEGISLATIVE OBJECTIVES AMENDMENT F

The Board of Directors forwards the Proposed Legislative Objectives Amendment F with a Do Pass Recommendation.

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

~~4213~~. Ensure that financial aid program or legislation related to tuition rates prioritize access for low-income and middle-class students.

~~4314~~. Ensure that community colleges can hire an adequate number of counselors, full-time faculty, and other staff to support student success.

~~44~~15. Ensure that community colleges maintain an instructional workforce of at least 60 percent full-time faculty with a goal of 75 percent, achieved through a commensurate increase in state funding.

**RATIONALE:** Expanded to indicate that the OEA understands that this important goal cannot be achieved without funding increases. Updated numbering.

## LEGISLATIVE OBJECTIVES AMENDMENT G

**The Board of Directors forwards the Proposed Legislative Objectives Amendment G with a Do Pass Recommendation.**

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

~~46~~17. Ensure that part-time faculty are paid at the same rate as full-time faculty at the same institution for teaching duties, and at rates no less than 85 percent of full-time faculty equivalent rates for the purpose of pay equity, achieved through a commensurate increase in state funding.

**RATIONALE:** Expanded wording to more accurately explain the goal of equity for teaching compensation. Full-time faculty are compensated for teaching, but also for their work advising students, serving on committees, and doing other college duties that are not included in part-time faculty duties. Teaching constitutes 85% of a full-time faculty time, so the objective is to secure part-time faculty compensation at 85% of full-time faculty pay to achieve pay equity. Expanded wording to indicate that the OEA understands that this important goal cannot be achieved without funding increases.

## LEGISLATIVE OBJECTIVES AMENDMENT H

**The Board of Directors forwards the Proposed Legislative Objectives Amendment H with a Do Pass Recommendation.**

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

~~47~~18. Ensure that community college funding does not depend on so-called performance or outcome measures and does not encourage policies that limit the open-access mission of community colleges.

~~48~~19. Promote policies and systems that address student and part-time faculty housing and food insecurity.

~~49~~20. Establish oversight for community college expenditures to ensure adequate funding of the instructional mission at each college.

**RATIONALE:** Updated recommendation numbering.

## LEGISLATIVE OBJECTIVES AMENDMENT I

**The Board of Directors forwards the Proposed Legislative Objectives Amendment I with a Do Pass Recommendation.**

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

21. Ensure that part-time faculty are eligible for unemployment benefits during summer and all breaks between terms by enacting legislation that codifies that part-time faculty lack “reasonable assurance” of a return to work due to the contingent nature of their employment, regardless of offers of assignments for subsequent terms.

**RATIONALE:** Aligns Oregon unemployment benefit practices for part-time faculty to the standards utilized in California and Washington.

## LEGISLATIVE OBJECTIVES AMENDMENT J

The Board of Directors forwards the Proposed Legislative Objectives Amendment J with a Do Pass Recommendation.

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

22. Ensure that faculty maintain academic freedom rights. Prohibit any bans or limitations on curriculum.

**RATIONALE:** Protects academic freedom rights in the face of efforts to limit what may be taught in college courses.

## LEGISLATIVE OBJECTIVES AMENDMENT K

The Board of Directors forwards the Proposed Legislative Objectives Amendment K with a Do Pass Recommendation.

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

23. Ensure robust support for curriculum that promotes understanding of systemic oppression and furthers social justice.

**RATIONALE:** Encourages college teaching with an understanding of social justice to prepare students with a deeper understanding of American society.

## LEGISLATIVE OBJECTIVES AMENDMENT L

The Board of Directors forwards the Proposed Legislative Objectives Amendment L with a Do Pass Recommendation.

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

25. Establish a statewide system for generating student performance and outcomes data as students move through the higher education system (e.g. majors after transfer).

**RATIONALE:** Addresses the lack of reliable data on college students, even as the state and colleges are seeking to use data to advocate for specific initiatives and potentially base the state funding for each college on student success indicators.

## LEGISLATIVE OBJECTIVES AMENDMENT M

The Board of Directors forwards the Proposed Legislative Objectives Amendment M with a Do Pass Recommendation.

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

26. Ensure that dual credit meets high quality standards.

**RATIONALE:** Clarify that OEA supports dual credit programs, but only if they meet high quality standards that ensure students receive a college-level educational experience.

## LEGISLATIVE OBJECTIVES AMENDMENT N

The Board of Directors forwards the Proposed Legislative Objectives Amendment N with a Do Pass Recommendation.

### MAXIMIZING STUDENT LEARNING, COMMUNITY COLLEGE

#### RECOMMENDATION:

28. Ensure that PERS and other benefit eligibility is determined by a standardized method at all colleges that represents a fair estimation of the work performed by adopting the 3.35 factor per instructional hour calculation utilized for the purpose of public service loan forgiveness.

**RATIONALE:** Address inequity between colleges and between college members in determining workload for PERS and other benefit eligibility. Suggests the use of the factor codified in state law to be used by colleges when determining workload for eligibility for public service loan forgiveness programs. There should only be one calculation of workload at the colleges and PERS and other benefit eligibility should use the same workload calculation as the loan forgiveness programs.

## LEGISLATIVE OBJECTIVES AMENDMENT O

The Board of Directors forwards the Proposed Legislative Objectives Amendment O with a Do Pass Recommendation.

### PROTECTING STUDENTS' HEALTH AND SAFETY

#### Combatting Institutionalized Racism, Discrimination, and Oppression

#### RECOMMENDATION:

6. OEA supports efforts to honor indigenous people in meaningful ways, which may include closure of schools on the state Indigenous Peoples Day holiday in October of each year.

**RATIONALE:** Beginning in 2021, Indigenous People's Day became an official state holiday. Many state offices are closed, but school districts have the option to recognize the day as a school holiday. Leaving this choice up to the district risks exclusion of Indigenous students. All students should have the opportunity to participate in and attend events, celebrations, and ceremonies. Many organized events happen during school hours. Districts could also have the option of hosting events in school.



# REPORTS



**OREGON  
EDUCATION  
ASSOCIATION**

2022

REPRESENTATIVE  
ASSEMBLY

# 2022 REPORTS TO REPRESENTATIVE ASSEMBLY

## CABINET FOR CENTER FOR ADVOCACY AND AFFILIATE SERVICES

### CABINET MEMBERS:

**Chair:** Cori Swan

Forrest Cooper

Sakura Hamada

Kelsy Dunlap

Jessica Mashos

Stephanie Myhre

Leslie Ormandy

Joe Shaw

Geralyn Smith

Heather Wisner

**Board Liaison:** Forrest Cooper

**Staff Liaison:** Angela Dileo, Robert Young

### CHARGES/ACTIVITIES:

#### Guiding Statements:

1. To work with other cabinets.
2. To ensure all members are represented through the work of the Center, to include ESP's, ESD's, Community College, and Licensed Employees.
3. Chair's Work:
  - a. Communicate with Chairs of the other two Cabinets prior to and after each meeting.
  - b. Provide a copy of all meeting minutes to the President's Office.
  - c. Submit an annual written report for the RA handbook.
  - d. Will communicate with OEA staff between meetings regarding progress

The Cabinet has representation from the Education Support Professional membership group and the Community College membership group. Also represented on the cabinet are K-12 educators in the licensed membership group. This has helped to ensure that the cabinet has as many voices represented as possible. There is regular communication between the three cabinet chairs prior to and after each cabinet meeting. Agendas are shared and discussed, and all meeting minutes are submitted to the President at the conclusion of each meeting. Meetings with OEA staff to determine progress on charges and to discuss matters of the cabinet are progressing.

#### Charges:

1. Membership
  - a. Monitor membership processes
  - b. Evaluate and recommend programs for membership growth
  - c. Review drops report and notes locals in need of support

The cabinet receives a membership update at each meeting. The table below reflects the Membership Trends over the last three years.

YEAR	# ACTIVE MBRS	# POTENTIAL MEMBERS	# BARGAINING UNIT	% ACTIVE MBRS
2020-20	41,784	6,990	48.774	85.6
2020-21	41,127	6,831	47,958	85.7
2021-22	40,634	9422	50,056	81.19

The organization has plans to revitalize its goal of engaging 50% of our members in one-to-one conversations annually. This took a significant downturn in recent years as the Coronavirus has made members less accessible to peers and leaders. The intent of this goal is to ensure that every member is engaging in one-to-one conversations in a two-year cycle and that trusted and respected OEA members are identified. The cabinet is looking forward to seeing data on the progress of this goal.

The cabinet is updated on locals that are experiencing downward trends in membership and locals that are in a membership crisis. We are made aware of plans to support those locals, plans of membership drives within those locals, and plans to connect with active members as well as potential members in local associations. In an effort to address membership concerns, OEA consultants and organizers across the state were directed to submit membership growth plans to the Center for Advocacy and Affiliate Services manager

Angela Dileo in the fall of 2020. An example of one of those plans was shared with the cabinet during the January 2021 meeting and we continue to get updates on membership growth plans.

## **2. Advocacy**

- a. Recommend focus and content for all Advocacy & Affiliates Center events.**
- b. Assess all Advocacy & Affiliate Services Center training and events.**
- c. Recommend to the OEA President possible recipients of the Dick Barss/Pat Wohlers Member Rights Award and the Robert G. Crumpton Organizational Excellence Award.**

After careful consideration it was determined that the 2021 Fall Conference would be held virtually. The cabinet decided on a series of mini training sessions that would be virtual and take place on specific days over 2 weeks. The conference included training in Bargaining, Organizing, Advocacy, Equity and Self Care. The conference experienced considerably lower participation than previous years. There is no data available on the member's experience with the Fall Conference as evaluations were not administered. An in person 2022 conference is being planned for the 2022 Fall Conference. That conference will be held in Bend, Oregon at the Riverhouse on October 21-22.

Building Rep Trainings are widely offered at the UniServ and Local level and consultants and local leaders are providing that training. The cabinet continues to have discussions on how to ensure that our building reps are getting the necessary quality training to ensure members are appropriately represented. Bargaining training is offered at the local level and more specific bargaining training such as Bargaining for the Common Good and Coordinated Bargaining are offered at statewide conferences.

The Cabinet discussed many potential candidates for both awards and moved forward one member name for the Robert G Crumpton Organizational Excellence Award and one member name for the Dick Barss/Pat Wohlers Member Rights Award.

## **3. Bargaining**

- a. Review bargaining guidance documents, make recommendations on distributions and follow-up to assess effective distributions**
- b. Give input on coordinated bargaining plans**
- c. Review and evaluate crisis and strike assessment materials.**
- d. Assess the quality of training on bargaining models**

Robert Young, OEA Bargaining Coordinator shared a bargaining file he created for local leaders to access during the bargaining process. All bargaining documents and information needed will be accessible to staff through a shared file that will allow bargaining teams access to information needed from the beginning of the bargaining process to the end up to and including strike if necessary.

Training on the use of the bargaining file and access for all consultants has happened. At the time of this report 15 locals are still bargaining contracts from last year and no locals are in crisis. 40% of all locals will be bargaining this spring. Locals continue to incorporate COVID MOAs in addition to regular bargaining. The MOAs for COVID have been very time-consuming and difficult across the state.

## **4. Affiliate Services**

- a. Review the UniServ Council Review document and make recommendations to improve the process during the Fall Cabinet meeting in odd numbered years.**
- b. Review annual Advocacy Conference(s), including participant evaluations, and make recommendations for future conferences.**

A draft of a revised council review document was submitted to the OEA board of directors for review at the March 6-7, 2020, Board meeting. The Cascade UniServ Council used the draft at their annual planning meeting to help identify any issues that might occur with the document or process of using the document. After receiving feedback from the OEA board and the Cascade UniServ Council some minor adjustments were made. The document was resubmitted to the board with those changes and Approved at the September 2020 board meeting. The Cabinet followed up on use of the new document and received positive feedback by council presidents. There were no adjustments made to the document in the Fall of 2021.

At the January 8th, 2022, cabinet meeting we reviewed the 2021 Fall Conference. Attendance was extremely low and evaluations were not completed.

## CABINET FOR CENTER FOR GREAT PUBLIC SCHOOLS

**Chair:** Lindsay Ray

Valerie Schiller

Melissa Gauger

Jodie Harnden

Kayla Thomas-Walker

Laura Warren

Anna Montei

Brooke Bonanomi

Sherryl Bailey

**Staff Liaison:** Susan Crumpton

**Board Liaisons:** Alejandra Saechao, Beth Yarborough

### GENERAL CHARGES

1. Use the OEA Equity Filter to develop new programs and strategies and review existing programs and strategies to ensure that equity is centered in the work.
2. Gather input from appropriate committees, Union School, cabinets and staff around the Center's current work and programs. (Including, but not limited to: policy implementation, educator support for licensing and evaluation, educator leadership programs, professional learning for members, supporting OEA committees and task forces, programs to advance equity in education, and grants for members).
3. Give input on aligning strategies across OEA to support educator leadership in professional practice and education policy with OEA programs and public policy.
4. Review existing strategies and work to develop new strategies for engaging new members in OEA at the local and state level.
5. Review and recommend new strategies to help members organize around existing and proposed legislation and policies that impact public education and our members.
6. Provide planning input for and review of the Symposium and Summer Conferences and provide input for and review alternative methods for program and training delivery, including online.
7. Recommend to the OEA President possible recipients of the Noel Connall IPD Award and the Robert G. Crumpton Organizational Excellence Award by January 31.

### Chair:

1. Communicate and coordinate as needed with other Cabinet chairs and OEA staff
2. Provide copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook.
3. Use the OEA Equity Filter to help guide decision-making.

## CENTER FOR GREAT PUBLIC SCHOOLS, FEBRUARY 12, 2022

### GENERAL CHARGES

1. *Use the OEA Equity Filter to develop new programs and strategies and review existing programs and strategies to ensure that equity is centered in the work.*

The CGPS team and cabinet engage in conversations and analysis at every convening on how our programs advance anti-racist practices and supports. Some of our conversations center on questions elevated in our own OEA Equity Filter, and other conversations focus on how CGPS specifically supports the needs of our BIPOC members and BIPOC students. There is explicit programming such as Equity SPARKS and book studies for BIPOC members designed to create support through community building in affinity groups as well as professional learning designed for all members to understand and expand the use of anti-racist practices.

Additionally, the CGPS cabinet spent significant time in the fall reviewing the OEA's Public Attacks Response Team processes and resources and will be continually checking in on progress and gaps that we may be able to fill.

2. *Gather input from appropriate committees; Union School, Cabinets and staff around the Center's current work and programs. Including, but not limited to: Policy Implementation, Educator Support for Licensing and evaluation, Educator Leadership Programs, Professional Learning for members, supporting OEA Committees and Task Forces, Programs to advance Equity in Education, and grants for members.*

The CGPS Cabinet keeps tabs on both state agency work that impacts education and internal supports for educators. One agency directly linked to many of our members is the Teacher Standards and Practice Commission (TSPC). OEA continues to monitor TSPC initiatives such as the emergency substitute license changes, directly supports TSPC Teacher Commissioners, and participates directly in work groups such as the Professional Development Requirements Redesign Workgroup and the TSPC Alternate Pathways Workgroup. Additionally, we are maintaining virtual access for members to both our licensure trainings and individual consultations for licensure related questions.

Professional Learning is at the heart of our programming as we are fast becoming a reputable provider of consistent, accessible, and high-quality Professional Development opportunities led by members. We are in our

final year of the NEA grant for our work on *Scoping and Scaling Effective Professional Learning Programs*. To date, we have exceeded our goals for broadening member engagement through professional learning designs, delivery methods and content (goal 1). At this point we have offered more than 80 different learning opportunities with over 5000 member engagements. This is a phenomenal response to union led professional learning. One of our superpowers in this success is our ability to modify quarterly to meet the everchanging needs of OEA members in both content and design. We are also finding success in developing programming for underserved members and underserved regions (goal 2). These include educators of color, community college members, education support professionals, members in rural areas, and new or aspiring educator members. Finally, OEA professional learning aims to increase member leadership within the organization, at the school and district levels, and in state-level opportunities (goal 3). **As a result, we observe an increase in educator efficacy, connection, and leadership development, which has already increased OEA membership, persistence in the field of education and an increase in union activity and involvement.**

This has been an ongoing conversation with the CGPS Cabinet over the past 2.5 years and will continue as we identify how we maintain relevance in content and accessibility in our learning designs. As an example, we offer multiple opportunities each quarter around trauma-informed education such as *Becoming a Trauma Aware Educator*, *Becoming a Trauma Sensitive Educator*, *Becoming Trauma Responsive*, and book studies on “The Boy Who Was Raised as a Dog” or “What Happened to You? Conversations on Trauma, Resilience and Healing” by Dr. Bruce Perry and Oprah Winfrey. Our courses have PDU’s available, and many have graduate credits available. OEA is offering a new learning design in our Trauma Informed Education series with film clubs for ESP members. Participants will watch three films: *Resilience*, *Paper Tigers*, and *Broken Places*. OEA has plans to add a film club for community college members and the broader membership later this year.

Offerings can be found on the OEA website on our special GROW page: <https://grow.oregoned.org/>

### 3. ***Give input on aligning strategies across OEA to support educator leadership in professional practice and education policy with OEA programs and public policy.***

In addition to the leadership developed thanks to OEA professional learning opportunities mentioned above, CGPS offers a year-long learning opportunity - the Educator Empowerment Academy - where teams come together to tackle a specific problem of practice in their own context. They learn and utilize the OEA Empowerment Process that elevates human-centered design, continuous improvement, and community-based organizing. We have multiple teams from around the state engaging in both virtual and in person learning sessions with the full group and teams taking on work back in their context and with their “Empower-mentors”. “Empower-mentors” are trained OEA member empowerment facilitators that support the teams in their journey. They receive ongoing development in our Coaching for Empowerment Academy.

The CGPS Cabinet keeps up on education policy and outside agencies through discussion and updates at our meetings. This year the Educator Advancement Council (EAC) and Regional Educator Networks (RENS) have advanced work in racial justice and professional learning around the state. As an example, the EAC launched their Racial Justice Institute which “provides opportunities for educators to engage in a professional learning network and fellowship program designed to support and achieve culturally and racially affirming environments for educators....” Additionally, OEA members are represented around the state in the RENS which seek to improve systems of support for educators.

OEA continues to monitor the State Board of Education and work with the Oregon Department of Education (ODE) to support OEA members and Oregon’s students in the advancement of public education. As follow up from the 2021-22 legislative session the Center for Great Public Schools has been asked to participate in the following workgroups: Social and Emotional Learning Standards Development for ODE, a study of media programs in the state, the Menstrual Dignity Act advisory group, access to linguistic instruction, and Senate Bill 774 – a review of Oregon’s essential skills graduation requirements. Additionally, OEA continues to take part in ODE’s Rules Advisory Committee, a body consisting of representatives of community groups, culturally specific organizations, and education advocacy groups that advises ODE on implementing K-12 policy.

### 4. ***Review existing strategies and work to develop new strategies for engaging new members in OEA at the local and state level.***

In addition to the OEA CGPS Learning Design Grant mentioned above, OEA is in the third year of the OEA Equity Grant. Due to the pandemic our hugely popular Equity SPARKS retreats were put on hold until now! In person Equity SPARKS retreats have been rescheduled for remainder of the 2021-2022 school year. We have identified and recruited six OEA members who are previous ESPARKS Retreat participants to help facilitate the following upcoming retreats: February 17-19, 2022, Oregon Garden Resort (Silverton, OR); April 14-16, 2022, Oregon Garden Resort; and May 12-14, 2022, Boulder Falls Inn Resort (Lebanon, OR). These retreats are invitation only to BIPOC members and we have started by inviting BIPOC members of the OEA Board of Directors, Local Association Presidents, and members of OEA committees and cabinets first. We will follow that list by inviting BIPOC members who have participated in the Equity SPARKS Living Room Zoom Gatherings

and then all identified BIPOC members in local associations with low BIPOC membership counts. A summer retreat/reunion is scheduled for July 25-28, 2022 at the Best Western Agate Beach in Newport for all Equity SPARKS retreat participants to attend.

Equity SPARKS Living Room Zoom Gatherings continued throughout this year and are facilitated and attended by past ESPARKS retreat participants and other BIPOC members and staff. These monthly gatherings are held primarily for member-to-member engagement and community building but are also used for updates from both OEA and the members themselves (who are highly engaged in equity work in their locals or districts). This BIPOC space continues to grow from month to month and provide a safe, brave space for BIPOC OEA members to support one another. They have inspired each other to lead and thrive in remarkable ways.

Another milestone in the OEA Equity Grant work is the launch in January of the Eye on Equity articles and webpage. Each month has a theme and highlights one of our member equity champions. You can find the site at <https://grow.oregoned.org/eye-on-equity>. Look for our Equity calendar, lesson plans, featured children and youth literature, OEA member feature articles, and links to podcasts, TED Talks, videos, etc. all focused on equity. The Center for Great Public Schools is also working to provide an online protected space for BIPOC members to share resources, ask for support and catch up with community and OEA news. This will be an extension of the Equity SPARKS Facebook page (<https://www.facebook.com/diversityblooms>) for any BIPOC members who are not using social media.

The CGPS cabinet also discusses and gets updates on the National Board Certified Teacher Program, which is in the final year of grant funding. As a part of the grant, OEA is holding a convening called the Oregon National Board Leadership Symposium on April 23, 2022. OEA supports 15 candidates with one-to-one coaching monthly and “cohort support.” That support includes Professional Learning Community (PLC) quarterly meetings where they can network with other candidates who are working to demonstrate accomplished teaching in similar areas. In addition, Springtime is when OEA National Board Certified (NBC) leaders start to “get the word out” via NBC Ambassadors who hold information sessions to educators interested in pursuing certification.

**5. *Review and recommend new strategies to help members organize around existing and proposed legislation and policies that impact public education and our members.***

OEA and the CGPS Cabinet spent time this year and last spring reflecting on the state of the global pandemic and the implications for staff and students in Oregon. We specifically opened this year with a mask and then a vaccine mandate. CGPS continues to communicate and collaborate with ODE on how these and updated policies are rolled out, implemented, and communicated, and continues to support local leaders and OEA staff to advocate within local school districts. CGPS staff also regularly collaborates with OEA staff in the Government Relations Department during legislative sessions to give input on bills and proposed legislation.

**6. *Provide planning input for, and review of the Symposium and Summer Conferences and provide input for and review alternative methods for program and training delivery, including online.***

Last May the CGPS cabinet began a discussion about how we engage on education policy issues and how we engage with our communities on public education issues. We have put on hold the OEA Symposium until we can redefine our outcomes and goals for this work and define activities fitting the work. The OEA Symposium is an activity we have used previously to work with constituency groups, community groups, policy makers and educators on topical issues or needs in education. The CGPS Cabinet will reconvene on this issue in their spring meeting. The guiding question for this discussion is: What role should OEA play in the Oregon and national conversations about educational policy? What does it look like when OEA fails or succeeds at playing a key role in shaping education policy?

Summer Conference planning is ongoing, and we have high hopes that we will have a full docket of Professional Learning opportunities available for Summer 2022.

**7. *Recommend to the OEA President possible recipients of the Noel Connall IPD Award and the Robert G. Crumpton Organizational Excellence Award by January 31.***

Discussed.

## **CABINET FOR CENTER FOR PUBLIC AFFAIRS**

### **CABINET MEMBERS:**

**Chair:** Juliet Safier (Region II)

Michelle Menegas (Region I)

Kathryn Huerta (Region III)

Benjamin Iverson (Region III)

Emmy Erwin (Region II)

Amber McDonald (Region III)

**Board Liaisons:** Andrew Dennis, Charles Williams

**Staff Liaison:** Trent Lutz, Milana Grant

### **CHARGES/ACTIVITIES:**

#### **GENERAL CHARGES**

**1. Monitor implementation of grants relevant to the Cabinet and update the Board.**

*OEA Communications is just beginning to implement an NEA Communications Grant to support lifting up conversations about America Recovery Plan (ARP) funds that provided Oregon schools with over \$1.7 billion in pandemic relief.*

**2. Provide input on OEA website and social media tools to facilitate improvement in OEA electronic communications and advocacy.**

*Cabinet received updates on social media efforts and discussed ways of growing OEA presence with members and the public.*

**3. Review existing strategies and work to develop new strategies for engaging new members in OEA at the local and state level.**

*As the state went into lock-down because of the pandemic and schools were pushed into Comprehensive Distance Learning, the OEA communications team as never been more active in both responding to press inquiries and communicating with our members about what is happening with state policies.*

**4. The Cabinet chair(s) will communicate with the other Cabinet Chairs and the Union School Advisory Committee Chair prior to and after each meeting.**

*This is done at regular times.*

**5. Provide copy of all meeting minutes to the President's Office, along with an annual written report for the OEA RA Handbook.**

*Completed.*

#### **GOVERNMENT RELATIONS**

**6. Work with the OEA PAC Board, the Legislative Advisory Council (LAC), and the Congressional Advocacy Team (CAT) to increase member engagement in politics and PAC contributions.**

*This is the ongoing work of the Cabinet.*

**7. Provide input to the PAC Board around evaluating and improving current plan to increase PAC contributions.**

*The cabinet receives updates with what is happening with our political work.*

**8. Cabinet members will actively participate on their UniServ Council Political Action Teams to support both local and statewide political goals.**

*Cabinet continues to be included in actions in both the campaign and legislative arena.*

**9. Coordinate and advise on major Government Relations initiatives, including ballot measures, campaigns, and legislative efforts.**

*Cabinet receives regular political updates with what is happening on the campaign and legislative areas.*

#### **COMMUNICATIONS**

**10. The Cabinet will work to build brand awareness, elevate and leverage the OEA brand.**

*The Cabinet helped develop the OEA's new logo and refreshing of the brand.*

**11. The Cabinet will continue to use the existing tools for sharing editorial ideas from locals and UniServs for OEA communications to support organization-wide information on all Centers. This should include story ideas for advocacy, union school, bargaining, politics, policy, technology, best practices and leadership, being intentional about communicating to meet the needs of all constituency groups.**

*A regular part of each meeting is spent discussing what is happening out in our schools, classrooms, and worksites and how we can best use the tools of OEA communications to lift that narrative to both our members and the public.*

**12. Explore ways to support locals with their communications needs including social and digital platforms.**

*The OEA communications team is actively involved and available to locals for support.*

## UNION SCHOOL ADVISORY COMMITTEE

### COMMITTEE MEMBERS:

**Chair:** Melissa Grothe

Jeffrey Corso

Dawn English

Beatriz Harden

Cassie Jolley

Tammy Marino

Michael McQueen

**Staff Liaisons:** Susan Crumpton, Peter Bauer

**Board Liaisons:** Stephen Siegel, Timothy Willett

### CHARGES/ACTIVITIES:

1. Assist in identifying needs and strategies to support union training and capacity building activities.
2. Develop strategies to maximize training and educational opportunities for all member constituencies, including virtual training.
3. Recruit members of all constituency groups to participate in and facilitate Union School training.
4. Provide feedback and ideas for organizational manuals and resource needs.
5. Identify and give feedback on strategies for developing, supporting, and promoting the OEA Peer Mediation Network.
6. Give recommendations on opportunities to collaborate on leadership development with OSEA and AFT. Review and make recommendations for how the Powerful Locals Program can increase local engagement and strategic planning, such as leadership supports and networks.  
Chair:
7. Provide a copy of all meeting minutes to the President's Office.
8. Provide an annual report by February 5 to be included in the OEA RA Handbook.
9. Use the OEA Equity Filter to help guide decision-making.

### Committee Activities Related to Charges:

#### 1. Assist in identifying needs and strategies to support union training and capacity building activities.

The Union School continues to respond to the Covid-19 pandemic by advising and supporting training, OEA events such as Winter Recharge Retreat for Early Career Educators and Aspiring Educators, and capacity building activities online as well as a slow return to in-person activities. Most of our work this year centered around refining online practices in order to increase accessibility for members and defining practices that are more effective in person. An example of this work includes the 2022 Summer Conference which will have a virtual day (July 14th) and an in-person component in Bend (July 19th- 21st). We will offer the full scope of OEA organizational offerings including wellness activities.

The Union School is supporting the Leadership Task Force in creation of a Leadership Map, outlining the information, skills and tasks a president needs to know over the course of a year, and learning designs that support busy leaders in their growth and development. This work elevates the need for multiple ways for leaders to access both resources and training. We are deeply grateful for the input and work of the taskforce.

The Union School supports other center work such as this year's virtual Political Action Conference occurring in February. Below is a sample of the webinars/trainings/presentations facilitated by the Union School:

- Identifying Organizing Issues
- Collaborative Approach to Problem Solving
- Conflict Styles and Conflict Resolution
- Listening, Asking Big Questions, and the Collaborative Approach to Problem Solving
- Becoming an Anti-Racist Educator
- Union Values (NEON)
- North Marion United Educators Executive Board Retreat
- True Colors- Chief Joseph Elementary, 08.27.21 and Lebanon ESPA Mentors
- Conflict Resolution Strategies- Chintimini New Educators Retreat
- Conflict Style and Conflict Resolution-Chief Joseph Elementary
- Mission/Vision Statement- LCC EA Executive Board
- Full Day Training: OEA Mediation Network Cohort 1

#### 2. Developed strategies to maximize training and educational opportunities for all member constituencies, including virtual training.

One of the constituency groups we are focusing on this year are the OEA ESP members across the state. We continue to work with the Oregon Council for Educational Support Professionals (OCESP) to both identify training needs and to pinpoint new and different ways in which we can meet those unique needs. Due to the pandemic, the fall OCESP Conference was completely virtual. We centered the experience around adult

wellness strategies and partnered with OEA Choice Trust to bring in Francoise Mathieu from Tend Academy to deliver a highly engaging keynote on ESP Wellness. In addition to this one-day event, we are looking to pilot in-person regional learning opportunities and networking for ESP members in different locations later this spring.

Additionally, we are aiming to restart our in-person leadership academies this summer with the ESP Leaders for Tomorrow Program scheduled for June. We will bring together our next cohort of emerging ESP leaders for personal leadership development and networking to support them on their journeys. You can expect our Emerging Leaders program to return in 2023.

The Union School is actively engaged with our OEA Vice-President Enrique Ferrer to create a virtual space for Treasurers in OEA Learn to meet, ask questions, house forms and materials, and to access training information.

The OEA Union School and the Center for Great Public Schools also combined efforts to launch the first ever OEA Grow Podcast. Our first season debuts on Wednesday, February 16, and will focus on wellness and resilience strategies for educators. The podcast will be hosted by an OEA member, Jesse Bray and the guests will be either OEA members who are experts in a field, or community and coalition partners. Each episode will be about 15 minutes long, and will be available wherever you listen to podcasts. Our goal is to create 4 seasons a year, with timely and valuable topics such as: Behavior and Classroom Management, Social Emotional Learning, Conflict Resolution Strategies, and Special Education Issues to name a few.

### **3. Recruit members of all constituency groups to participate in and facilitate Union School training.**

The impact of the pandemic on recruitment and attendance at OEA events is significant; specifically, we experienced lower turn out rates last spring into the fall due to the overwhelming and ever changing personal and professional pressures on our OEA members. The Union School Advisory Committee dialogs regularly about strategies locals are finding effective in both communicating resources and opportunities to members and in getting people to become involved. We are leaning into our collective creativity while at the same time modifying the opportunities, we provide so they are more accessible. Some examples include higher levels of customized communications, restructuring events to have the highest level of flexibility as possible for the attendee, and to eliminate barriers to attendance for all Union School events. The dialog will continue.

### **4. Provide feedback and ideas for organizational manuals and resource needs.**

New manuals were not scheduled for production this year; however, updating occurred on the President's manual and the Building Rep manual. Manuals available include the following: Conflict Resolution Guide (new for 2021!), Building Rep Manual, President's Manual, Treasurer's Manual, New Employee Orientation Guide, Guide for New K-12 Teacher, Guide for New ESPs. All OEA manuals and guides may be ordered at: [bit.ly/oeamanual](http://bit.ly/oeamanual).

### **5. Identify and give feedback on strategies for developing, supporting, and promoting the OEA Peer Mediation Network.**

The OEA Mediation Network is currently accepting cases to mediate peer to peer conflict at the building level. We generally see three areas of conflict: communication, decision making, and professionalism. Our OEA mediators will partner with a professional mediator to meet with each party individually and coordinate a time for mediation. During the mediation they will facilitate difficult conversations and help the parties find a solution that works for everyone. It is a collaborative, problem solving opportunity that builds union power. Please direct members to our website (<https://oregoned.org/mediation>) or have them connect with us directly at [mediation@oregoned.org](mailto:mediation@oregoned.org).

New this year we are offering Conflict Coaching as an additional service from the OEA Mediation Network. Conflict Coaching allows people to work one-on-one with a mediator to discuss and practice communication strategies. This is incredibly value when people are starting to experience conflict, and would like to resolve the issue in a less formal setting than mediation. This can also be helpful if all parties in a conflict are not willing to meet together. Direct all inquiries to [mediation@oregoned.org](mailto:mediation@oregoned.org).

The Program has worked with 75 members in small group, conflict coaching and traditional mediation. We will continue promotion of the program this spring as we find cases come from locals in which the President and the Building Reps have a working understanding of this member support system.

### **6. Give recommendations on opportunities to collaborate on leadership development with OSEA and AFT. Review and make recommendations for how the Powerful Locals Program can increase local engagement and strategic planning, such as leadership supports and networks.**

The Union School continues to offer local strategic planning supports to individual locals and networking opportunities. Additionally, we plan to create a space for Powerful Local teams and other local executive teams to

come together for strategic planning work prior to the 2022 OEA Summer Conference in Bend. This partnership conversation is scheduled for our spring convening and not available for this report.

**7. Provide a copy of all meeting minutes to the President's Office.**

Completed

**8. Provide an annual report by February 18, 2022 to be included in the OEA RA Handbook.**

Completed

**9. Use the OEA Equity Filter to help guide decision-making.**

The Union School Advisory committee began last year to use the OEA Equity filter in planning processes. You will see this reflected in both event planning processes and in the detailed reflection and analysis of OEA Union School events. One of our goals is to accelerate union support for OEA members by increase access and offerings that meet member needs. This work is on-going.

## **ASPIRING EDUCATORS COMMITTEE**

### **COMMITTEE MEMBERS:**

Evan Walker	Madeline Burk	Rebecca Malalery
Ray Johnson	Abby Edmonds	

**Staff Liaison:** Leah Starkovich

**Board Liaisons:** Mikka Irusta, Reed Scott-Schwalbach

### **CHARGES:**

**1. Monitor and assist with the formation of student member programs.**

- a. Site informational visits by OEA staff and governance
- b. Working with SOU to get connected with their existing "Holistic Education" club. Ongoing outreach with 3 leaders there, to officialize OEA affiliation.
  - i. Initiative: make contact with younger SOU contact for longer-term investment.
- c. Working to continue a relationship with WOU advisors and students for the formation of a student chapter

**2. Create and implement a comprehensive plan to build relationships with teacher preparation programs and build quality relationships with each of these programs.**

- a. Virtual Classroom Visit Pacific (Carrie Larson)
  - i. Leah and Hannah visited Carrie Larson's education class at Pacific University virtually. We shared about the program and ended up getting a few new members from the class
- b. Classroom visitations at UO EDST classes
  - i. Hannah visited ~6 EDST classes in-person to share about the chapter and emailed out to all UO EDST professors asking to share the information on their Canvas sites.
- c. Pacific invited to UO virtual meeting
  - i. None ended up attending UO virtual meeting; invitations are always extended when meetings are virtual.
- d. Formed connections with Eastern Oregon (campus?)
  - i. Hannah messaged with Chris Early, NEA Director from eastern side of Oregon about connecting with university on that side of the state
- e. Classroom visit to Lewis and Clark law class

**3. Work with the Cabinet for Great Public Schools and the communications department to develop and implement OEA Student Member materials to promote membership and student member engagement.**

- a. GPS facilitated workshops & provided resources at Aspiring Educator & ECE conference

**4. Write a plan for student participation at the OEA Summer Conference**

- a. Send out a hustle by the first week of March explaining the conference, and a reminder In April when registration opens.
- b. Underscore IN-PERSON nature of Bend Summer conference
- c. Develop plan to pay student lodging, to reduce roadblocks and increase registration
- d. Give information about sessions, recommend specific courses that might be beneficial
- e. Have OSU, UO, and SOU leaders advertise within chapters
- f. Session for AE engagement, support with clubs, leadership development

5. **Write a plan for student participation at the OEA RA, NEA RA, and NEA Student Conference.**
  - a. Discussed preparatory measures for student attendance at NEA Student Conference such as sending out communication of event through chapters and University Education Advisors, as well as distributing attendance among Oregon Colleges and Universities.
  - b. We have encouraged student members to obtain 10 member signatures or more for the opportunity to attend the NEA RA through the OEA Nomination process.
  - c. Reached out to OEA Leadership with intent to develop an involvement plan (for student attendance at OEA RA).
6. **Provide a copy of all meeting minutes to the President's office.**
  - a. Completed each meeting.
7. **Provide an annual report to the President's office by February 18 to be included in the OEA RA Handbook.**
  - a. Done
8. **Use the OEA Equity Filter to help guide decision-making.**
  - a. Shared equity filter at first meeting, maintained position on each quarterly agenda.

## **BYLAWS/POLICIES COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Imelda Cortez

Samantha Alves	Erika Breton	Leandre Butler
Daniel Elash	Laura Farrelly	Peri Swetzof
Darnell Williams		

**Board Liaisons:** Traci Hodgson and Matthew Reed

**Staff Liaison:** Adam Arms

### **CHARGES:**

1. Prepare, by editing, Bylaws and Policies changes submitted to the committee for the 2022 OEA RA, and report to the OEA Board prior to the RA.
2. Fulfill duties as described in the OEA RA Standing Rules.
3. Work with the other committees and task forces to edit Bylaws/Policies for submission to the 2022 OEA RA.
4. Create and begin to implement a full-scale review of Bylaws and Policies to ensure there is no conflicting language in these documents.
5. Provide copy of meeting minutes to the President's Office, along with an annual written report.

### **Committee Activities Related to Charges:**

1. The committee met, virtually, in January and twice in February 2022, to review and edit Bylaw and Policy Amendment proposals submitted prior to this date.
2. Imelda Cortez is scheduled to attend the OEA Board of Director's last meeting before the 2022 RA to report on Bylaw and Policy Amendments proposals and to answer any Board questions on the committee's work.
3. The Committee ensured that all proposed changes to the Bylaws and Policies were accompanied by a statement of rationale and that each proposed Bylaw and Policy change had an identified contact person as provided by OEA RA Standing Rules. Committee members attended their Regional PRAMs.
4. The final report of our committee, the 2021-2022 Proposed Bylaws and Policy Amendments, was forwarded to the February meeting of the OEA Board of Directors for its recommendations.

## **CONGRESSIONAL ADVOCACY TEAM**

### **COMMITTEE MEMBERS:**

**Chair:** Deb Barnes

Maureen Barnhart	Elizabeth Nahl	Cat Crenshaw
Michelle Kennedy	Sarah Chivers	Eileen Wende
Julia Barto	Andrew Schaffer	Cybele Higgins
Thomas Kephart	Caryn Connolly	Jamie Zartler
Bob Bath	Eric Vandebles	

**NEA Directors:** Jennifer Scurlock, Chris Early, Adolfo Garza Cano

**Board Liaison:** Matthew Oleson

**OEA Staff Liaisons:** Trent Lutz, Jackie Judge

## **CHARGES**

1. Conduct meets of all members of the Congressional Advocacy Team (CAT) at least twice a year.
2. CAT members will collaborate with Oregon's NEA Board Directors in communicating NEA policies and positions to their appointed Congress member in order to influence congressional action for the improvement of education.
3. Coordinate with the NEA Directors to provide a report to the OEA Board on meetings between CAT members and Congressional members/staff.
4. Coordinate actions with the Cabinet for the Center for Public Affairs and the PAC Board to have a greater impact on congressional lobbying efforts, consider ways to promote member engagement through CAT for further the strategic priorities of OEA.
5. Provide a copy of all meeting minutes to the President's Office, along with an annual written report to be included in the OEA RA Handbook and submitted by February 5.

### **Committee Activities Related to Charges:**

The CAT team held one meeting on November 13<sup>th</sup> via Zoom and plans on holding an additional meeting prior to the PAC Convention. At the November meeting, members met with the OEA President to discuss the connection of our work with the OEA Mission Vision and Core Values. We discussed the proposed Congressional redistricting and the changes that may occur with the expansion of the seats in Oregon. We focused on recruiting new members and how to retain them on the team. There was preliminary discussion on a Congressional Meet and Greet where members of the CAT team (and possibly the PAC committee) would meet with our delegation for drinks and conversation. Our team has filled a number of open positions.

Team members met with their perspective member to discuss a number of issues ranging from Build Back Better to the Filibuster and several educational issues, in particular. Much focus was spent on informing Congressman Schrader about the importance of the issues that seemed challenging to him. The Chair has also had contact with at least one other candidate in the Fifth District race. Schrader did visit the Journalism program in North Clackamas School District. Candidate Jamie McCloud-Skinner is coordinating time to also visit the school in early February.

The CAT team lost staffer Jared Mason-Gere who left OEA in late 2021.

## **CREDENTIALS COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Jennifer Ball

Colleen Bechtel

Jeanette Kmetec

Erica McNurlin

Lynda Sanders

Rose Wilde

**Board Liaison:** Jennifer DeForrest, Jeremy Taylor

**Staff Liaison:** Annie Duncan

### **CHARGES:**

1. Implement tasks as stated in OEA Bylaws Article VII, Section 4, and in Policies 2500.
2. Monitor the voting process and make recommendations to the OEA Board regarding ways to improve the process.
3. Review and update the Credentials Handbook and make necessary changes to the Credentials Chair Handbook.
4. Investigate and report to the Board potential improvements/cost-savings by holding electronic elections (Board Directors and NEA RA State Delegates) and provide a report by the January Board meeting.
5. Provide copy of all meeting minutes to the President's Office, along with an annual written report to be included in the OEA RA Handbook and submitted by February 5.
6. Use the OEA Equity Filter to help guide decision-making.

### **Committee Activities Related to Charges:**

Committee members facilitated and certified the elections of officers by mail after the 2021 OEA RA including the counting of ballots; there were no challenges to the elections process.

On January 24, 2022, the Credentials Committee Chair certified voter and candidate eligibility and approved ballots for the mail election.

The Committee Chair approved rotation of Board Districts through 2025.

The Credentials Committee Handbook will be updated and distributed at the March 19 meeting.

The Committee will meet again on March 19 to count the mail election ballots, and as needed to prepare for the Representative Assembly. Finally, the Committee will provide all credentialing needs at the 2022 OEA RA. Minutes from all meetings have been provided to the President's Office.

## **EARLY CAREER EDUCATOR ORGANIZING COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Katie Lukins

**Committee Members:** Marie Kempf, Kayla Potter, Helen Emory, Nicole Kahawai, Katie Kohler

**Board Liaison:** Amanda O'Sullivan

**Staff Liaison:** Sara Whelan

### **CHARGES/ACTIVITIES:**

1. Recommend strategies to increase early career educator association involvement at the local, state, and national levels.
  - a. Review new member enrollment numbers and make recommendations on how to increase membership numbers.
  - b. Act as a steering committee for the NEON program and membership. Establish, promote, direct the work of NEON.
2. Review the New Hire Orientation manual and make recommendations.
  - a. Review existing PD for ECE from OEA, NEA, etc. and make recommendations on topics to address in the future.
3. Review Early Career Educators Grant Program and make recommendations annually.
4. Recommend to the OEA president possible recipients of the Ruth E. Greiner Membership Award by January 31.
5. Provide a copy of all meeting minutes to the President's Office.
6. Prepare a report by February 5 to be printed in the OEA RA handbook.
7. Use the OEA Equity Filter to help guide decision-making.

### **ACTIVITIES RELATED TO CHARGES:**

1. Recommend strategies to increase early career educator association involvement at the local, state, and national levels.

Our work with the New Educators of Oregon Network (NEON) has revitalized the way we view Early Career Educators (ECEs) in Oregon and provides valuable support to this population. NEON offers value to this population which makes the union relevant, connected, and responsive to ECEs which will create increases in membership as these highly sought after opportunities are only available to members.

- a. Review new member enrollment numbers and make recommendations on how to increase membership numbers.

This charge asks about New Hires, which is a different population than Early Career Educators. The ECE committee strongly recommends that OEA add a required field to all membership forms that asks for the year the new member entered the profession. This field already exists in NEA360 we just need to gather and enter the data. This would allow the ECE committee to pull this data which is currently unavailable, analyze and reflect on this regularly. This is a different data point than hire date, or date of membership and is important to engaging Early Career Educators specifically.

- b. Act as a steering committee for the NEON program and membership. Establish, promote, direct the work of NEON.

The committee has developed recruitment, tracking, communications, and outreach practices, which have established NEON cohorts 1, 2 and 3. The Committee is supporting NEON virtual convenings (due to COVID-19) three to four times per year where PDUs are offered for participation as appropriate. NEON also offers book study and webinar opportunities. We have partnered with CGPS to offer Graduate credits for book studies and to promote existing professional learning via the [oregoned.org/grow](https://oregoned.org/grow) site

In the summer of 2021 NEON cohort 1 graduated from their 2 year participation in the program. Out of the 11 graduates from the program we know that at least seven of those NEON graduates stepped into union leadership positions by the end of the 2 year commitment. We recommend that the organization make NEON and ECE efforts larger budgetary commitments moving forward, at least doubling the budgetary commitment; which would in turn stabilize a maximum of 20 NEON cohort participants (2 cohorts running concurrently) moving forward.

2. Review the New Hire Orientation manual and make recommendations.

The committee recommends that the New Hire Orientation manual be edited to emphasize year round hiring, orientation, outreach, etc. The committee also recommends that the NEON program is specifically mentioned in the handbook so local leaders know what the program is, how to best access sign-ups and information. We would like to hear more directly from local leaders who used this manual this year and from ECEs about how the New Hire Orientation process can be improved in the future.

- c. Review existing PD for ECE from OEA, NEA, etc. and make recommendations on topics to address in the future.

One missing category of content that has been addressed in NEON convenings but not elsewhere is the Union 101 type of content, including Union History and Union Values. Our goal in these trainings would be to decode and explain unionism, access points, union language, Robert's Rules, etc. for those who are new to the culture of unionism.

This committee also recommends that OEA shift the tone of all self-care professional learning to be a stronger tone about setting limits and boundaries. Early Career Educators need to learn and practice saying no to people with power over them, they need to learn and practice setting healthy boundaries to keep work separate from home life and ECEs also need practice re-affirming those boundaries when they are violated.

The grow.oregoned site is a wonderful resource, the committee recommends that one of the categories of interest on the web page be on demand Professional Development geared toward ECEs. This can be trainings that are listed elsewhere but can be linked there as a quick list with these in one place instead of going into separate spots to find quick access PD. The committee is happy to partner with CGPS in order to fulfill this vision.

3. Review Early Career Educators Grant Program and make recommendations annually.

The Committee made recommendations to the Grant Report Form to ensure local leaders are going directly to their New Hires and ECEs to ask for feedback on the programs that were offered in order to make the best use of grant funds and to hear directly from participants.

4. Recommend to the OEA president possible recipients of the Ruth E. Greiner Membership Award by January 31. Our recommendation as a committee is that this award goes to an Early Career Educator from this point forward.

We know ECEs are central to the success of this work, publicly recognizing their engagement is an excellent way to show that the union values the work of ECEs.

## **EDUCATION SUPPORT PROFESSIONAL DIRECTOR'S REPORT**

### **Samantha Piers-VanderPloeg, ESP Director**

Hello all, I began my ESP Director journey in June of 2021 and it has been an eye opening experience. With our current COVID restrictions and protocols I have seen the need for ESP support and acknowledgement that has gone unseen and undiscussed at the school district level and has resulted in many vital staffing shortages. Portland for instance has a bus driver shortage and is talking about laying off more ESL aids and one on ones in the classroom due to budgeting and willing educators.

We have had some hard times this year in Oregon and will continue to have hard conversations and battles over equality in our schools for the LBGTQI+ community, teaching culturally relevant curriculum and overall equity for all student groups. Oregon may be a state divided in many ways however, we are a united front when it comes to our children and their futures.

I look forward to what the new school year will bring and am thankful that we as a national organization are here to support all our educational staff and I will continue to push for equality for ESP's in decision making and budgeting needs.

### **2021 ESP Award Recipients**

At the 2021 OEA RA the OCESP council awarded the Willie Juhola Award to Angie Leonetti, Milton Freewater EA.

The Kevin Forney Education Support Professional Award from the OEA was awarded to Rita Glass, ASKESP.

The NEA announced the 2021 NEA ESP of the year, Kimberly Scott-Hayden, an inventory control clerk and President of the East Orange Maintenance Association

### **ESP Trainings Available since the 2021 OEA RA**

OEA Fall Conference- October 16, 19, 21, 2021

OCESP Virtual Conference – November 20, 2021

OEA Trauma Informed Educator Training- January 31, 2022, 8 week course

NEA Higher Ed Conference – March 11-13, 2022

NEA National Leadership Summit – March 11-13, 2022

## COMMITTEE ON RACIAL EQUITY AND RACIAL EQUITY DIRECTOR REPORT

### COMMITTEE MEMBERS:

**Chairs:** Lori Tapahonso

**Racial Equity Director:** Thuynga Barr

Diane Hicks

Gillian Murr

Puilan Cheng

Tammy Moehlman-Hosaka

**Staff Liaison:** Teresa Ferrer

Paula Depass-Dennis

Olson Miller

Norina Andina

Edith Guitron

Carolina Nava

Catherine Spratlen

Katherine Watkins

Kathleen Jonathan

### CHARGES:

1. Work with OEA Centers to address:
  - a. Issues faced as members seek to be successful educators in our diverse society.
  - b. Issues of diversity to improve Association relationships and participation.
  - c. Issues facing our members in meeting the needs of diverse students in schools.
  - d. Develop communications tool to promote member engagement on these issues.
2. Provide assistance to locals that want to create a local Committee on Racial Equity.
3. Review data for the last three years regarding OEA Bylaws Article III. 2. B. for the OEA RA and NEA By-law 3-1 (g) for the NEA RA and review implementation of the plan to ensure we are in compliance with these Bylaws for the President.
4. Each member of CORE should visit at least two (2) Council meetings during the upcoming school year.
5. Promote racially and ethnically diverse membership involvement by recommending appointments to the OEA President for various OEA/NEA Committees, work groups and activities.
6. Encourage members to submit nominations for OEA and NEA Awards (particularly the OEA Ed Elliott Human Rights Award) by January 31.
7. Work with the Human and Civil Rights Committee and Union School to ensure ongoing training and workshops to increase involvement of racially and ethnically diverse members and meet the needs of our members as identified in Charge #1.
8. Create organizing and communication tools to build relationships and community support with BPOC (Bilingual Persons of Color) members.
9. Provide input, guidance, and support in OEA's work addressing institutional racism and equity.
10. Support CGPS (Center for Great Public Schools) staff in their efforts to meet the needs of BPOC members and students, including work that addresses institutional racism and equity.
11. Provide a copy of all meeting minutes to the President's Office, along with an annual written report for the OEA RA Handbook and submitted by February 5.
12. Use the OEA Equity Filter to help guide decision-making.

### ACTIVITY RELATED TO CHARGES:

1. *Work with OEA Centers to address:*
  - a. *Issues faced as members seek to be successful educators in our diverse society.*
  - b. *Issues of diversity to improve Association relationships and participation.*
  - c. *Issues facing our members in meeting the needs of diverse students in schools.*
  - d. *Develop communications tool to promote member engagement on these issues.*

CORE routinely reviews, discusses and makes recommendations to OEA Centers in pursuit of BIPOC voice, inclusion, leadership and communication. This last year, CORE spent time reviewing and commenting about the Edu-Sage member survey results and recommendations. In future meetings, CORE will also help inform the work of the OEA Story Wall. It offers ideas and is a starting point for many OEA conferences and events, PD initiatives, GR, advocacy and organizing brainstorming. The Equity SPARKS Living Room ZOOM gatherings that occur monthly and center the CORE committee and BIPOC OEA members, is also a place for organization and program updates and feedback. These gatherings, along with the regular involvement of CORE members, assures a vibrant two-way feedback loop to and from BIPOC members and OEA.

2. *Provide assistance to locals that want to create a local Committee on Racial Equity.*

So far this year, CORE has been asked to assist a group of Woodburn Education Association members who are in pursuit of setting up their own local Equity Group. Lori Tapahonso, CORE Chair and Teresa Ferrer, OEA Staff Liaison to CORE, have both consulted with the group. Lori Tapahonso was instrumental in getting a local Equity Group started in her Lane Community College local association last year. CORE hopes that OEA can offer a session during the Summer Conference in Bend, where a few established local association equity or BIPOC groups from across the state and can share best practices and consult with one another. A local group in Hillsboro called ARABTC (Anti-Racist Anti-Bias Teacher Coalition) has also reached out to CORE and the OEA Equity Coordinator to assist them in their efforts to localize their anti-racist coalition and work. Currently one of their members, Olson Miller, was appointed to the OEA Committee on Racial Equity.

3. *Review data for the last three years regarding OEA Bylaws Article III. 2. B. for the OEA RA and NEA Bylaw 3-1 (g) for the NEA RA and review implementation of the plan to ensure we are in compliance with these Bylaws for the President.*

Thuynga Barr, Director of Racial Equity and CORE members, Lori Tapahonso, Lourdes Cruz and Paula Dennis met with OEA President Reed Scott-Schwalbach to develop and update the following OEA III.2B and the NEA 3-1G plan. It was approved by the OEA Board of Directors at their November Board meeting.

1. Endorsement of NEA Bylaw 3-1(g) and acceptance of this plan will be submitted to the Board of Directors for approval prior to the November board meeting. The implementation of the approved plan will be the responsibility of the OEA President.
2. Bylaw 3-1(g) Inclusion Plan: OEA believes creating a meaningful plan to increase ethnic inclusion throughout our Union is vital to our success. As the ethnic demographics of our state continue to change dramatically every year, our need to address the issues related to equity and diversity are a priority for not only OEA, but the education community.
  1. Our goals to achieve inclusion are as follows:
    - Contact all ethnic members to invite them to share their experience in our association and encourage them to get involved.
    - Increase awareness and responsibility at all levels of the Association - local, state and national regarding the importance of engaging all members in our union.
    - Build organizational support for the following inclusion charges: increased identification of ethnic leaders, increased training and support of identified ethnic leaders and increased participation of ethnic leaders in both the state and national representative assemblies.
    - Put systems in place to help members self-identify and help locals identify members.
    - Continue to involve the Committee on Racial Equity, Human Civil Rights Committee, the Center for Great Public Schools, Racial Equity Director, and CORE Board Liaison to assure that OEA meets the 3-1(g) goals.
  3. Action for meeting goals:
    1. In January of each year, the following publications will print notification of the Association's commitment to ethnic involvement, the positions available, and the NEA election requirements, nomination procedures, and election procedures:
      - A. OEA's official publication
      - B. Letters to local associations for potential clustering
      - C. UniServ publications
      - D. Posting on OEA website
      - E. Space for biographical statements by candidates for state NEA delegate positions is provided by OEA in Today's OEA and on candidate statement form sent out with ballots. Ethnic candidates may identify themselves as such if they choose to do so
    2. OEA's Committee on Racial Equity and Human Civil Rights Committee will continue to provide information and work with local associations who request additional information and assistance in forming local CORE/HCRC committees. Developing methods to meet the NEA Bylaw 3-1(g) requirements will be an ongoing charge for the committees.

3. OEA's Committee on Racial Equity and Human Civil Rights Committee will continue to develop and identify avenues of contact and support for ethnic members to have greater involvement in the Association.
4. Ethnicity coding information will be included on the membership update forms used at the beginning of the year as a strategy to ensure all members have self-identified and that our rosters are correct. When circulating membership update forms, Local Associations will highlight the importance of these codes.
5. Rosters of self-identified Ethnic members shall be provided by the assigned Associate staff member to all UniServ Directors and local presidents by the November OEA Board meeting date. An updated roster may be requested at any time.
6. By the November Board meeting, Associate staff will enter ethnicity codes for those members who (1) hold office, (2) sit on local committees or (3) serve on the UniServ.
7. The Committee on Racial Equity and the Human and Civil Rights Committee will receive a report from the Office of the President on all Ethnic members as outlined in 6 above prior to December 1.
8. Additional methods to ensure to greater ethnic participation are:
  - A. Via mailings, email, and /or phone communications the Committee on Racial Equity will make personal contact with the Ethnic members encouraging participation. Contact will be made with our members as soon as the annual updated membership information is made available by OEA.
  - B. Racial Equity Director will work with the Committee on Racial Equity and the Human and Civil Rights Committee and the Union School to plan and conduct a track for the Summer Leadership Conference and propose/develop workshops/sessions for other OEA events.
  - C. The President's office and CORE/HCR will write a joint communication requesting the support of all UniServ and Local presidents in recruiting Ethnic members to run for the position of local delegate to the NEA Representative Assembly. Ethnic members should also be recruited and encouraged to run for state and cluster NEA RA positions.
  - D. The OEA event planning guide will be used for all OEA sponsored conferences and events to encourage conference organizers to consider including diverse speakers, presenters, vendors, and suppliers.
9. Evidence of Commitment
  - A. The OEA Executive Committee shall be responsible for the annual monitoring and implementation of the OEA Compliance Plan for Bylaw 3-1(g).
  - B. The Racial Equity Director, Committee on Racial Equity, and/or the Human and Civil Rights Committee Chair(s) will present the proposed compliance plan for NEA Bylaw 3-1(g) at the November OEA Board of Directors' meeting. This presentation should include the rationale and history of the Bylaw.
  - C. The OEA Board shall annually complete the 3-1(g) Compliance Form to inform the NEA Executive Committee of their actions in implementing this compliance plan for NEA Bylaw 3-1(g)
  - D. Incorporate NEA Bylaw 3-1(g) training into the Summer Leadership Conference (SLC), President Training and/or as a SLC session. NEA Ethnic Minority Affairs and Human and Civil Rights has resources available for such training.
  - E. A list of all duly elected NEA Representative Assembly delegates, local, cluster and state, will be obtained by the office of the President from the OEA Elections Committee so that this Committee can monitor OEA-NEA's success or failure in reaching the 3-1(g) goal and can report to the OEA Board of Directors and local presidents.
  - F. The Human and Civil Rights Committee will review participation of self-identified Ethnic involvement in each OEA event. This will include attendees, speakers, presenters, vendors, and suppliers.

As of this report, no data is available for 3-1G compliance for the 2020 OEA RA, which was our first virtual RA in history. Below is the data collected at the previous OEA RA in 2019:

**ETHNIC MINORITY REPRESENTATION REPORT:**

**36 LOCALS THAT HAVE MET OEA BYLAW, ARTICLE III, SECTION 2.B.**

**LOCAL NAME:**

ASSOCIATION OF REEDSPORT EDUCATORS	ASSOCIATION OF SALEM-KEIZER ESP
BEAVERTON EA	BETHEL ACE
CLACKAMAS CC ACE	COOS BAY EA
CORVALLIS EA	DALLAS EA
DAVID DOUGLAS EA	EAGLE POINT EA
EUGENE EA	FOREST GROVE EA
GREATER ALBANY ACE	GREATER ALBANY EA
GRESHAM-BARLOW EA	HERMISTON AT
HILLSBORO EA	HOOD RIVER EA
LANE COUNTY ESD EA	LEBANON EA
LEBANON ESPA	MCMINNVILLE EA
MEDFORD EA	NORTH CLACKAMAS EA
NORTHWEST EA	OEA-RETIRED
PORTLAND AT	REYNOLDS EA
ROGUE CC EA	ROSEBURG EA
SALEM-KEIZER EA	SILVER FALLS EA
SOUTH LANE EA	WILLAMETTE VALLEY EA
WOODBURN EA	

**LOCALS THAT HAVE MET OEA BYLAW, ARTICLE III, SECTION 2.B.**

**LOCAL NAME:**

WyEAST EA

**TOTAL # OF LOCALS: 36**

Congratulations to the Association of Reedsport Educators, McMinnville EA and Rogue CC EA for meeting 32B for the first time!

Locals that have met this requirement 10 years in a row:

OEA-Retired	South Lane EA
Salem Keizer EA	Woodburn EA

4. *Each member of CORE should visit at least two (2) Council meetings during the upcoming school year.*

CORE has not worked on this charge because of the amount of additional personal time it would take for the members to meet this goal. CORE currently meets **every single month** to address all the other charges, except for this and Charge #8. CORE proposes that Charges #4 and #8 be either removed or postponed until the committee can present a budget request for more funds for CORE members to tackle all existing charges. Although CORE believes that building relationships and familiarity with local UniServ Councils is important work, if CORE cannot receive additional funds for this charge or if the committee members are too over-committed to complete this task, even with additional compensation, CORE will strongly recommend elimination of this charge. It should also be noted that, in some cases, these meetings could bring up push-back from more conservative members and CORE wants to assure that a team of at least two CORE members be present at these meetings for additional support.

5. *Promote racially and ethnically diverse membership involvement by recommending appointments to the OEA President for various OEA/NEA Committees, work groups and activities.*

CORE has a rich and robust history of outreach to BIPOC members that has been made stronger since OEA has implemented the Equity SPARKS program. Regular and authentic connection and community building among BIPOC members, in addition to the Equity SPARKS Facebook page (<https://www.facebook.com/diversity-blooms>), Eye on Equity page (<https://grow.oregoned.org/eye-on-equity>) and an expanded CORE committee has resulted in our growing BIPOC engagement. Whenever there is an opening for any committee, cabinet, work

group, leadership position, or any other OEA activity or event, this BIPOC member community springs into action to elevate, recruit and support BIPOC members to fill those slots.

6. *Encourage members to submit nominations for OEA and NEA Awards (particularly the OEA Ed Elliott Human Rights Award) by January 31.*

CORE has added this agenda item to three meetings in the fall and winter 2021 calendar. Possible member names were brought up in the whole group, but committee members were encouraged to submit their own nominations of candidates for this award. Past award winners spoke about this honor and so did the Director of Racial Equity to stimulate interest.

7. *Work with the Human and Civil Rights Committee and Union School to ensure ongoing training and workshops to increase involvement of racially and ethnically diverse members and meet the needs of our members as identified in Charge #1.*

Deliberations are beginning in earnest in the February 2022 CORE meeting to give suggestions to the CGPS and Union School teams about equity training for the 2022 Summer Conference. CORE has been a strong proponent of offering stipends to members who provide PD and have supported New Business Items that speak to this. However, because that is not the current practice, CORE has been reluctant to recruit within its ranks and to BIPOC members at large to submit a RFP for a PD session. CORE also works in tandem with HCRC to brainstorm and support recommendations on equity focused PD. CORE meets with HCRC periodically for joint meetings to work on their shared charges, this being the primary one. Both committees plan and facilitate the Equity, Diversity and Social Justice Hearing each year at the OEA Representative Assembly and coordinate to plan the Equity and Social Justice Raffle and Table and the CORE Breakfast when the OEA RA is scheduled as an in-person event.

8. *Create organizing and communication tools to build relationships and community support with BPOC (Bilingual Persons of Color) members.*

This charge, along with Charge # 4, is something that CORE did not list as a top priority for their work this year. It may be a charge that CORE recommends be removed or be included in a request for more committee funds for the committee members to commit extra personal time to work on this goal in addition to all the others. The Center for Great Public Schools has set up a new page on the [grow.oregoned.org](https://grow.oregoned.org) webpage. This page, called Eye on Equity, is dedicated to and built from our OEA members who are steeped in social justice, anti-racist and equity work. That page features an Equity Champion every month, contains a historical calendar of events (that include PD opportunities, rallies, etc.), featured videos and articles, themed lesson plans organized by grade level and children/youth literature tied to the theme. All resources are vetted and with a click, members can get more resources and links. BIPOC members and affinity group opportunities are also featured. <https://grow.oregoned.org/eye-on-equity> The Equity SPARKS Facebook page, <https://www.facebook.com/diversityblooms>, remains robust and popular. On a slow week, that page generates up to over 450 interactions. The Center for Great Public Schools will be looking into another online venue dedicated to BIPOC affinity as an interactive space to share resources, ask for help and build community.

9. *Provide input, guidance, and support in OEA's work addressing institutional racism and equity. **And***
10. *Support CGPS (Center for Great Public Schools) staff in their efforts to meet the needs of BPOC members and students, including work that addresses institutional racism and equity.*

CORE combines these two charges and may recommend revised language for them in the future. CORE strongly believes that in order to adequately address institutional racism, OEA must center the voice and needs of its BIPOC members. The EduSage report revealed many of the same concerns and actions that CORE has raised in the past and CORE is excited about the possibility of moving forward in confidence that our BIPOC members have powerful solutions and engagement that can dismantle institutional racism. CORE believes we need to center action and evidence of change. CORE identified some top priority recommendations from the EduSage report that speak to these two charges and align to what they believe are necessary actions moving forward:

- Assure Equity SPARKs fully funded and sustainable
- Equitable compensate OEA members for providing valuable PD and project planning
- Sustained support and mentoring for BIPOC educators, connecting to BIPOC mentors
- Match OEA Budget to Equity Work that is needed
- Strong, sustained leadership support/coaching for BIPOC members

- More deliberate, BIPOC informed expansion of our member work-place protections (specifically when it comes to racially charged issues)
- Sustain quarterly meetings between CORE, HCRC and OEA President/Vice President for full transparency

Members of CORE and their BIPOC colleagues have made recommendations and provided equity focused PD for OEA but, like many OEA members, are asking to be compensated for their time and expertise.

CORE applauds the development of the Public Attacks Response Team and the collection of outstanding tools and processes for offering tailored responses and remedies for members who are being targeted for leading social justice work. CORE also is happy with the work done to develop tools for Bargaining for the Common Good. However, CORE wants OEA to engage in a more comprehensive development of advocacy, building rep and leadership training and protections that meet the needs of BIPOC members who are still being marginalized or oppressed in their local associations. CORE wants to engage in that work and help to recruit BIPOC OEA members to help inform that work.

*11. Provide a copy of all meeting minutes to the President's Office, along with an annual written report for the OEA RA Handbook and submitted by February 5.*

CORE routinely submits meeting announcements and minutes to both the OEA President and Vice President. CORE maintains racial affinity space at every meeting and invites others to attend after that space is closed. Our minutes capture our conversations, agreements, next steps and subsequent meeting dates and agenda items.

A very important part of CORE's commitment to transparency and accountability is the following report completed for consideration at every OEA RA that outlines the racial demographics tracked within OEA in as many levels and operations of our organization as possible:

CORE Data:

- OEA Staff:
  - Associate Staff (ASO): (9% BIPOC)
    - Black-2
    - Caucasian-32
    - Hispanic-1
  - Professional Staff (PSO): (24% BIPOC)
    - American Indian/Alaskan Native-1
    - Asian-3
    - Caucasian-37
    - Hispanic-6
    - Native Hawaiian/Pacific Islander-2
  - Confidential: (0% BIPOC)
    - Caucasian-3
  - Managers/Directors: (36% BIPOC)
    - Black-2
    - Caucasian-7
    - Hispanic-2
- OEA Events:
  - Registration for Winter Retreat: (33% BIPOC Participation)
    - American Indian/Alaskan Native-2
    - Asian-6
    - Black-4
    - Caucasian-64
    - Hispanic-12
    - Multi-Ethnic-4
    - Native Hawaiian/Pacific Islander-4
  - 2020 Summer Leadership Conference: (22% BIPOC Participation)
    - American Indian/Alaskan Native: 4
    - Asian-15
    - Black-8

- Caucasian (not of Hispanic origin)-277
  - Hispanic-26
  - Multi-Racial-22
  - Pacific Islander/Hawaiian-2
- Mediation Program: (13% BIPOC Participation)
  - Asian-3
  - Black-2
  - Caucasian (not of Hispanic origin)-72
  - Hispanic-6
  - Multi-Racial-4
  - Native Hawaiian/Pacific Islander-1
- 2020 OCESP Conference: (18% BIPOC Participation)
  - Asian-2
  - Black-1
  - Caucasian (not of Hispanic origin)-55
  - Hispanic-6
  - Multi-Racial-1
  - Native American/Alaskan Native-1
  - Pacific Islander/Hawaiian-1
- Cumulative Data from all the following CGPS PD:
  - CGPS PD:
    - Safe & Welcoming Inclusive Schools
    - Racial Equity Affinity Groups
    - Aspiring Educators/Early Career Educators
    - Culturally Responsive Practices
    - Instruction
    - Member Leaders
    - Professional Practice Grants
    - Trauma Informed Practices
    - Special Education
    - Licensure
    - Policy
    - Educator Empowerment Academy
    - Equity Activism
    - Diversity, Equity & Inclusion
    - Micro-credentials
    - Community College PD
    - National Board Certification
  - Cumulative participation numbers and percentages for all CGPS PD: (24% BIPOC Participation)
    - American Indian/Alaska Native-18 1%
    - Asian-103 5%
    - Black-59 3%
    - Caucasian (not Hispanic origin)-1450 73.23%
    - Hispanic-169 9%
    - Multi-Ethnic-104 5%
    - Native Hawaiian/Pacific Islander-4 less than 1%
    - Grand Total #-1980
- OEA Cabinets & Committees: (Average BIPOC participation is 21%)
  - Aspiring Educator Committee: (13% BIPOC)
    - Caucasian (not Hispanic origin)-7
    - Hispanic-1

- Board Training Committee: (43% BIPOC)
  - Asian-2
  - Black-1
  - Caucasian (not Hispanic origin)-4
- Bylaws/Policy Committee: (60% BIPOC)
  - American Indian/Alaska Native-1
  - Black-1
  - Caucasian (not Hispanic origin)-4
  - Hispanic-2
  - Multi-Ethnic-2
- Cabinet for Center for Advocacy and Affiliate Services: (0% BIPOC)
  - Caucasian (not Hispanic origin)-7
- Cabinet for Center for Great Public Schools: (17% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-10
  - Hispanic-1
- Cabinet for Center for Public Affairs: (14% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-6
- Committee for Racial Equity (CORE): (100% BIPOC)
  - American Indian/Alaska Native-3
  - Asian-2
  - Black-2
  - Hispanic-3
  - Native Hawaiian/Pacific Islander-1
  - Multi-Ethnic-2
- Congressional Advocacy Team (CAT): (33% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-6
  - Hispanic-1
  - Multi-Ethnic-1
- Credentials Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-4
- Early Career Educator Organizing Committee: (33% BIPOC)
  - Caucasian-4
  - Hispanic-1
  - Native Hawaiian/Pacific Islander-1
- Executive Director Performance Expectations and Feedback Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-6
- Health & Safety Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-5
- Human & Civil Rights Committee: (33% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-6
  - Hispanic-2
- Judicial Panel Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-5
- Legacy Committee: (20% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-4
- Legal Defense Program Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-2
- Legislative Advisory Council (LAC): (24% BIPOC)
  - American Indian/Alaska Native-1

- Asian-2
  - Caucasian (not Hispanic origin)-13
  - Multi-Ethnic-1
- Local Leadership Development: (10% BIPOC)
  - Caucasian-9
  - Multi-Ethnic-1
- NBI 6 RA Procedures: (60% BIPOC)
  - American Indian/Alaska Native-1
  - Asian-1
  - Black-1
  - Caucasian-2
- NBI 8 Traumatic Event Response: (25% BIPOC)
  - Asian-1
  - Caucasian-3
- NBI 16 Land Back: (25% BIPOC)
  - American Indian/Alaska Native-1
  - Caucasian-3
- NEA RA Planning Committee: (30% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-7
  - Hispanic-2
- OEA Budget Committee: (36% BIPOC)
  - Asian-1
  - Black-1
  - Caucasian (not Hispanic origin)-7
  - Hispanic-2
- OEA Choice Trust Welfare Benefit Board: (20% BIPOC)
  - Asian-1
  - Caucasian (not Hispanic origin)-4
- OEA Foundation Board: (25% BIPOC)
  - Caucasian (not Hispanic origin)-6
  - Hispanic-2
- OEA Member Benefits Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-6
- OEA RA Planning Committee: (33% BIPOC)
  - Caucasian (not Hispanic origin)-4
  - Hispanic-2
- OEA-PAC Board: (7% BIPOC)
  - Caucasian (not Hispanic origin)-13
  - Hispanic-1
- Organizational Strategy Committee: (14% BIPOC)
  - Caucasian (not Hispanic origin)-6
  - Hispanic-1
- Relief Fund Committee: (25% BIPOC)
  - Caucasian (not Hispanic origin)-2
  - Hispanic-1
- Resolutions Committee: (27% BIPOC)
  - American Indian/Alaska Native-1
  - Caucasian (not Hispanic origin)-8
  - Multi-Ethnic-2
- Speech Language Pathology Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-8
- Social Studies Task Force: (0% BIPOC)
  - Caucasian (not Hispanic origin)-5

- SPED Committee: (15% BIPOC)
  - Caucasian (not Hispanic origin)-11
  - Hispanic-1
  - Multi-Ethnic-1
- Union School Advisory Cabinet: (11% BIPOC)
  - Caucasian (not Hispanic origin)-8
  - Hispanic-1
- OEA Leadership:
  - OEA Board of Directors: (15% BIPOC)
    - Asian-2
    - Black-2
    - Caucasian (not Hispanic origin)-35
    - Hispanic-4
  - Local Association Presidents: (7% BIPOC)
    - American Indian/Alaskan Native-3
    - Asian-1
    - Black-1
    - Caucasian (not Hispanic origin)-220
    - Hispanic-9
    - Multi-Ethnic-3
  - UniServ Council Presidents: (9% BIPOC)
    - Caucasian (not Hispanic origin)-20
    - Black-1
    - Hispanic-1

12. *Use the OEA Equity Filter to help guide decision-making.*

The OEA Equity Filter that asks members to slow down and humanize, consider multiple perspectives, combat bias and decentralize power when making decisions is the modus operandi of BIPOC community-based decision making.

## HEALTH PROFESSIONALS COMMITTEE

### COMMITTEE MEMBERS:

**Committee Members:** Jessica Wade, Jennifer Calicott, Jennifer Besteveenn, Windy Sigler

**Board Liaison:** Jill Golay

**Staff Liaison:** Alan Moore, Kelli Williams

### CHARGES/ACTIVITIES:

1. Recommend strategies to support OEA members who work in the health profession involvement at the local, state, and national levels.
2. Recommend best practices for health care policy, contract language, and legislation.
3. Provide a copy of all meeting minutes to the President's Office.
4. Prepare a report by February 5 to be printed in the OEA RA handbook.
5. Use the OEA Equity Filter to help guide decision-making.

### ACTIVITIES RELATED TO CHARGES:

The Health Professionals Committee is a new committee and is working on filling all the committee slots and putting together our communication resources (e.g. rosters of OEA members in each health profession). We've elected co-chairs (Wendy Niskanen and Jessica Wade). By this report is read we will have a full committee roster and will have begun our work in earnest. First priorities are 1) to create communication tools so that the Health Professionals committee can interact with the health professionals throughout the state and to do strategic planning to fulfill our top 2 charges: a) Recommend strategies to support OEA members who work in the health profession involvement at the local, state, and national levels; and b) Recommend best practices for health care policy, contract language, and legislation.

## HUMAN AND CIVIL RIGHTS COMMITTEE

### COMMITTEE MEMBERS:

**Chairs:** Vincent Chirimwami

**Racial Equity Director:** Thuynga Barr

Jacqueline Dixon                Brooke Mayo        Patty Butherus  
Linda Smart                      Jennifer Cole        Michelle Pine

**Board Liaisons:** Lourdes Cruz-Luis, Janine Weir

**Staff Liaison:** Evan Wickersham

### **CHARGES:**

1. Work with the Committee on Racial Equity (CORE) and Union School to provide ongoing training and workshops to increase minority member involvement and leadership and address social justice and equity issues important to the mission of OEA.
2. Review resources, materials, tools and training currently available to OEA members that promote equity and access to great public schools and make recommendations to enhance OEA programs.
3. Recommend to the OEA President possible recipients of the Ed Elliot Human Rights Award by January 31.
4. Review OEA activities/strategies that reflect OEA and NEA commitment to human and civil rights; by March, recommend to OEA Board strategies to enhance member awareness of this commitment.
5. Provide input, guidance and support in OEA's work in addressing institutional racism.
6. Review data for the last three years regarding OEA Bylaws Article III. 2. B. for the OEA RA and NEA Bylaw 3-1 (g) for the NEA RA and review implementation of the plan to ensure we are in compliance with these Bylaws for the President.
7. Provide copy of all meeting minutes to the President's Office, along with an annual written report to be included in the OEA RA Handbook and submitted by February 5.
8. Use the OEA Equity Filter to help guide decision-making.

### **ACTIVITY RELATED TO CHARGES:**

#### **1. Work with the Committee on Racial Equity (CORE) and Union School to provide ongoing training and workshops to increase minority member involvement and leadership and address social justice and equity issues important to the mission of OEA.**

In February, the HCR Committee met in collaboration with CORE to review the EduSage Report. The committee had a robust discussion with the OEA President and VP about the implementation of the recommendations of the report. HCRC subsequently plans to brainstorm ways to incorporate the feedback and findings into future CORE/HCR work.

The OEA Human and Civil Rights Committee continues to work collaboratively with the Committee on Racial Equity in review of current training and resource materials provided through the OEA Union School.

In the past the Committee has been deliberate about connecting with local organizations who work with marginalized communities in order to establish long-lasting relationships that we can utilize to better serve our members and their students. These community organizations include but are not limited to the Asian Pacific American Network of Oregon (APANO), the Oregon Safe Schools and Communities Coalition (OSSCC), Movimiento Estudiantil Chicano de Aztlán (MEChA), the Immigrant and Refugee Community Organization (IRCO), and the National Association for the Advancement of Colored People (NAACP). We are exploring how we can more actively invite participation from these groups in our meetings as general briefings or as a standing invite to deliver their interests. We are interested in doing this to encourage more of a "two way street." We are also reviewing whether we should be communicating broader than our urban areas and how to invite newer groups of activists like Don't Shoot Portland, Central Latino or others who can be invited into community with us.

The committee discussed ideas to be responsive to our communities who disrupt and dismantle ableism who don't often receive as much attention as other forms of discrimination.

The Committee continues to seek out and share resources, articles, news of conferences/workshops/ presentations statewide and nationally to local leaders to raise awareness and engage OEA members in social justice activism. We have noted the need for vigilance in all human and civil rights issues in the current political climate as people feel emboldened to speak out against immigrants, people of color and the LGBTQ+ community. We have held a focus on institutional racism, transgender issues, immigration concerns, homophobia, poverty, sexual harassment, and suicide prevention as we move forward in the Committee's work.

#### **2. Review resources, materials, tools and training currently available to OEA members that promote equity and access to great public schools and make recommendations to enhance OEA programs. [ongoing]**

The OEA Union School has not provided the Committee with the catalog of trainings for review in 2021-2022. The committee also does not feel that issues related to its charges have been properly placed before the committee by our leadership and would call on OEA leadership to more actively engage the HCRC committee in 2022-2023.

We continue to reiterate the need for OEA to provide responsive and adaptable trainings to locals as new issues arise.

Additionally, the committee has spent time reviewing Hawaii Education Association's program for member lead equity training and plans to introduce a proposal in late 2022 to adapt that work to OEA. See HEA's work at: <https://www.hsta.org/human-and-civil-rights-committee/hsta-cares/>

The Committee has established a presence on social media and on the OEA website in order to disseminate information on resources, materials, tools and training more effectively to all members across the state. We have established Facebook and Twitter accounts under the Human and Civil Rights Committee and strive to keep information updated and relevant to members. In addition, we are working to create a space on the OEA website for locals to have access to a bank of resources, articles, stories of social justice champions, training, curricula, and more at their fingertips. We are working on publishing the social justice events calendar on our Facebook and Twitter accounts. Throughout this year, members of the HCRC and CORE will be present at OEA events and training (the Advocacy Conference, Education Symposium, OEA RA, and Summer Leadership Conference). Every effort will be made to ensure that there will be members of both committees present to provide information about the committees' work, and that resources and materials increasing social justice and equity awareness were available for members.

**3. Recommend to the OEA President possible recipients of the Ed Elliot Human Rights Award by January 31.**

Completed.

**4. Review OEA activities/strategies that reflect OEA and NEA commitment to human and civil rights; by March, recommend to OEA Board strategies to enhance member awareness of this commitment.**

To reiterate, the committee does not feel that issues related to its charges have been properly placed before the committee by our leadership and would call on OEA leadership to more actively engage the HCRC committee in 2022-2023.

The HCR committee is in the process of reviewing the EduSage report and making recommendations to OEA. We are also in the process of discussing how to best disseminate the purpose and charge of our work to a broader swath of our membership.

**5. Provide input, guidance and support in OEA's work in addressing institutional racism.**

The committee does not feel that issues related to its charges have been properly placed before the committee by our leadership and would call on OEA leadership to more actively engage the HCRC committee in 2022-2023.

The HCR committee is in the process of reviewing the EduSage report and making recommendations to OEA.

**6. Review data for the last three years regarding OEA Bylaws Article III. 2. B. for the OEA RA and NEA Bylaw 3-1 (g) for the NEA RA and review implementation of the plan to ensure we are in compliance with these Bylaws for the President.**

[In Process]

**7. Provide copy of all meeting minutes to the President's Office, along with an annual written report to be included in the OEA RA Handbook and submitted by February 5.**

[Ongoing] - The committee continues to meet beyond the date of reporting.

**8. Use the OEA Equity Filter to Help Guide Decision-Making**

[Completed]

**Other Work of Note:**

\*Created website on the OEA website. <https://www.oregoned.org/about-oea/elected-leadership/human-civil-rights-committee>

**Other Work On-Going:**

- Followed up with leadership concerning CORE and HCRC related NBI's from 2021-2022 to ensure follow through and meaningful implementation in a timely manner both in this year and moving forward.

## **JUDICIAL PANEL COMMITTEE**

### **COMMITTEE MEMBERS:**

Shelli Comer

Laurie Edmonds

Alice Jagger

**Board Liaison:** Benjamin Gorman

**Staff Liaison:** Adam Arms

## **CHARGES:**

1. Review all policies related to the Judicial Panel. Check them for clarity and conformity to actual practices and make recommendations to the Board of Directors.
2. Perform the duties of the Panel as outlined in Bylaws and Policies.
3. Provide copy of meeting minutes to the President's Office, along with an annual written report.

## **Committee Activities Related to Charges:**

A conference call meeting/training wasn't held this year because there were no charges brought before the Panel. The Committee stands ready to address any issues that may be submitted.

An in-depth training for all members will be provided if a charge is filed.

No complaints were filed as of the date of this report.

## **LAND BACK TASK FORCE**

This committee met three times in 2021 and helped develop a draft inquiry letter to the tribes and discussed other topics of interest besides Land Back Initiatives. We also tied this NBI to other similar NBIs that involved the Oregon tribes, as we did not want to engage in tribal outreach that was disconnected around multiple topics. It became clear early on with our many meetings with ODE, April Campbell from the Tribal Education Compacts and Oregon Indian Services that raising the issue of Land Back Initiatives would trigger controversy/trauma and fuel the flame between some tribes who are disputing claim with one another. We decided NOT to create that kind of difficulty by centering Land Back Initiatives and instead included it as part of a long list of other tribal issues (education, economics, natural resources, culture, etc.) OEA would be interested in learning more about and supporting. A finalized letter of inquiry (that went through three reviews by the state before we sent it off) finally reached 39 specific tribal members of the 9 Confederated Tribes of Oregon in January 2022. So far, we have received about a half dozen responses (some of which are just notices of receipt of our letter). The committee is scheduled to meet in March to review the responses and make formal recommendations. One of them that has already been discussed is to recommend that OEA make a financial and member investment in reaching out to each tribe through OEA members to develop an authentic relationship with each Oregon recognized tribe. This work clearly is meant to be gauged NOT by our timelines but that of the tribal communities and OEA needs to enter this relationship open-hearted and open-minded. Below is our tribal inquiry letter:

Dear (Tribal Chair, Tribal Co-Chair, Board of Trustees Chair) \_\_\_\_\_,

We are writing to you today as a committee of members from the Oregon Education Association. The Oregon Education Association (OEA) represents approximately 44,000 educators around the state working in both PK-12 (Pre-Kindergarten- 12th Grade) and Community College settings. Our members engage in a representative assembly every year where members representing all areas of our state come together to vote on the work we want to center for the coming year. Several of the areas of interest to our membership had to do with allyship with Native communities and Tribes, specifically land acknowledgments, tribal education and other initiatives. We have been charged by our fellow OEA members to seek guidance from the nine federally recognized Tribes in Oregon, and in how we can best recognize and support work in areas of interest to the (TRIBE Name) both in the present and into the future.

We honor and respect the continued stewardship of the land, plants, animals and people indigenous to this state that Oregon tribes have been engaged in from time immemorial. We also acknowledge the historical legacy resulting from colonization on Native culture. We celebrate and acknowledge the rich resource embraced and advanced by the Oregon tribes in the Tribal History/Shared History Essential Understandings that teaches a curriculum true to our past and present.

What we are asking is, if you have any tribal efforts (educational, cultural, economic, including issues centering on natural resources, language, land back initiatives, etc.) that you are poised to share with the public (and specifically educators), we would love to make that information known broadly to our members. Also, if you have suggestions of ways the public, either individuals or organizations, can assist in any of these efforts, we welcome sharing and advocating for these efforts broadly.

As our organization seeks to acknowledge tribal peoples and lands – during all our large events, in our offices, and many of our meetings we also seek your guidance on the most respectful and relevant way to practice this. We seek to place Tribal Recognition plaques at all our regional offices around the state as a visual reminder of place and history. We have drafted the following statement for these plaques and hope to also include your official tribal emblems around the statement if appropriate. We welcome your

We acknowledge the nine federally recognized Tribes and other native bands who have been here since time immemorial and continue to have ties to this place. We thank them for continuing to teach us how we might all be here together. We further honor and elevate the tribal approved curriculum for all schools across Oregon that centers the essential understandings of the rich culture and contributions of the Native people in our state and nation.

With respect and gratitude,

## LEGAL DEFENSE PROGRAM COMMITTEE (LDP)

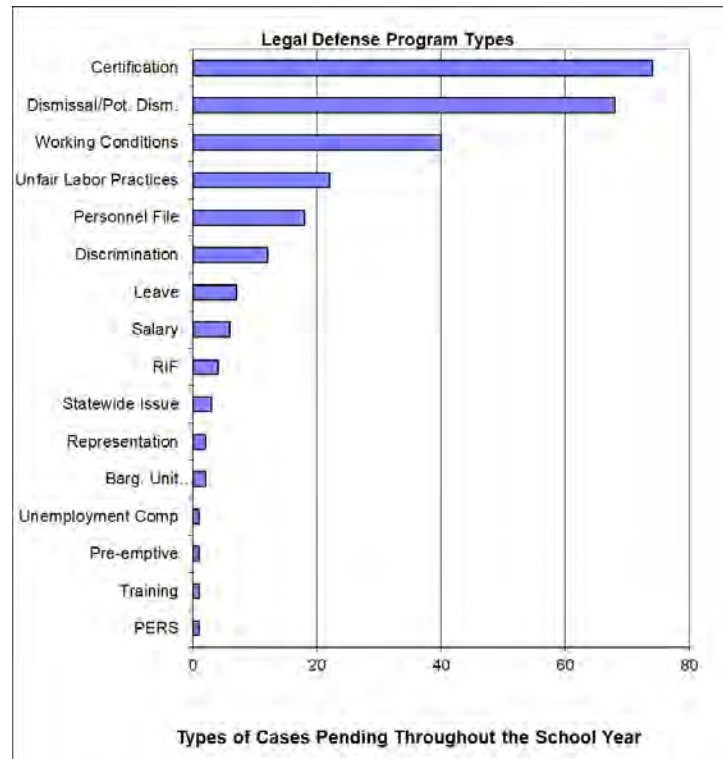
The LDP is committed to providing legal assistance and advocacy to OEA members and affiliates. The LDP and the Unified Legal Services Program (ULSP) help guarantee that members' rights are fully protected under: The Public Employees Collective Bargaining Act; Fair Dismissal law; PERS statutes; state and federal statutes, rules and constitutions; and, negotiated contracts.

*The Legal Defense Program assists members by:*

- ## LDP Activity in Fiscal Year 2020-21

- 178 new cases were opened.

- 350 cases were still pending at the end of the year.
- 96% of the LDP cases were resolved favorably for the members or locals involved.



#### LDP Expenditures in Fiscal Year 2020-21

- LDP expenditures in Fiscal Year 2020-21 totaled \$658,802.
- The NEA, through its Unified Legal Services Program, reimbursed OEA for \$242,468 of that amount.
- There were attorney fee recoveries of \$6,280 in awarded attorney fees and costs and liability insurance claim payments.

The OEA spent the largest amounts of LDP funds representing members in dismissal and TSPC licensure cases; and supporting locals in bargaining crises.

#### Arbitration and ULP Filing

LDP pays part of the local association's share of arbitrators' fees and ULP complaint and answer filing fees (a percentage based on the size of the local association) and pays all legal expenses connected with arbitration. Usually, the LDP pays a share of arbitrators' fees in association and individual cases combined, but none were requested this school year. Several small locals usually receive as much as 90-95% paid upon a showing that the local was unable to pay a higher percentage.

LDP also pays the premiums for association officers' liability insurance coverage (\$4,935 in 2020-21). NEA pays members' liability insurance (EEL).

*A MEMBER SHOULD CONTACT THE UNISERV CONSULTANT FOR IMMEDIATE ASSISTANCE WHEN QUESTIONS OR CONCERNS ABOUT THEIR WORK OR WORKING CONDITIONS OCCUR. Such assistance may solve the problem. In any event, if financial assistance is sought from the LDP, recommendation of the UniServ Consultant is a necessary part of the application.*

*The member signs an application form which is returned to the local UniServ Consultant for signature. It is then forwarded to the LDP office at Portland headquarters. The UniServ Consultant provides preliminary advice and help in selecting an attorney. Funding of requests will be considered after supporting information has been received and evaluated. LDP and the NEA ULSP supported cases represent cooperative local, state, and national efforts to secure and protect members' rights.*

The LDP Committee is available to hear any member appeals when the member has been denied legal services or funding has been discontinued. The Committee Board Liaison reports to the OEA Board at Board meetings. The Committee also submits an annual report to the OEA President.

## LEGISLATIVE ADVISORY COUNCIL

### COMMITTEE MEMBERS:

**Chair:** David Morrocco

Nancy Alkouri

Rich Hobbins

Jeff Matsumoto

Rich Robbins

Betsy Thornewood

Louis DeSitter, Staff Contact

Jackie Judge, Staff Support

Edith Buchanan

Jacob Jonas-Closs

Ed Nichols

John Robinson

Heidi Casper

Sarai Lacy

Desi Nicodemus

Kenneth Roundy

Cindy Dougharity-Spencer

Nancy Lewis

Justin Potts

Cyndi Swaney

### CHARGES:

#### LEGISLATIVE ADVISORY COUNCIL (LAC):

1. Fulfill the tasks and procedures as outlined in OEA Policies 2410, IV. B., and Bylaws Article IX. Section 2.
  - a. The Legislative Advisory Council shall propose, coordinate, and promote legislative and political action necessary for goal accomplishment.
  - b. The Legislative Advisory Council shall present its recommendation(s) for legislative objectives, in writing, to the OEA Board of Directors for review, amendment, and approval.
2. In accordance with Bylaws Article IX, Section 2, the LAC shall work with the Cabinet for the Center for Public Affairs and the OEA PAC Board to advance OEA's political agenda and coordinate its efforts, both at the statewide level and as part of local political organizing teams.
3. Review Legislative Objectives and make recommendations for change – ensuring consistency with other OEA governing documents and ideas that promote OEA's Strategic Intent.
4. Design and implement a communication tool to gather input from Councils and members to inform the work of the LAC and present to the OEA Board by the March Board meeting.
5. Provide a copy of all meeting minutes to the President's Office and an annual written report to be included in the OEA RA Handbook and submitted by February 5.
6. Use the OEA Equity Filter to help guide decision-making.

#### **Committee Activities Related to Charges:**

1. Fulfill the tasks and procedures as outlined in OEA Policies 2410, IV. B., and Bylaws Article IX. Section 2.
  - a. The Legislative Advisory Council shall propose, coordinate, and promote legislative and political action necessary for goal accomplishment.

During the past year, members of the LAC participated in the Virtual Advocacy Conference and provided legislative testimony on a number of bills before both the house and the senate.
  - b. The Legislative Advisory Council shall present its recommendation(s) for legislative objectives, in writing, to the OEA Board of Directors for review, amendment, and approval.

This year, you will find that there are fifteen recommended updates and new items added to the Legislative Objectives. Most are from the Community College Council in their efforts to update the language in their section of the Legislative Objectives and create more equity and equality between full time and part time faculty. These were submitted for review for the OEA Board of Directors' March meeting.
2. In accordance with Bylaws Article IX, Section 2, the LAC shall work with the Cabinet for the Center for Public Affairs and the OEA PAC Board to advance OEA's political agenda and coordinate its efforts, both at the statewide level and as part of local political organizing teams.

On December 4, 2021, both OEA-PAC and LAC combined part of their individual meetings to complete an overview and training on the process for interviewing and endorsing legislative candidates. The partnership between OEA-PAC and LAC on this biennial project are part of the foundational relationship that is formed between our elected legislators and the member/leaders on these committees.
3. Review Legislative Objectives and make recommendations for change – ensuring consistency with other OEA governing documents and ideas that promote OEA's Strategic Intent.

Community College Council performed a deep dive into their section of the Legislative Objectives this past year. The result included over two dozen proposed changes and updates to the Legislative Objectives. Some included expansion of pay and benefits availability to bring part time faculty more in step with full time faculty. These recommendations for change were forwarded to the OEA Board of Directors for their review and

included the results from the LAC meeting, where each proposal was given a DO or DO NOT pass vote by members of LAC.

4. Design and implement a communication tool to gather input from Councils and members to inform the work of the LAC and present to the OEA Board by the March Board meeting.

As our lead staff consultant headed to her retirement this January, a formal communication tool has not been fully designed nor implemented. It will be to the new staff consultant and the next LAC chair to work on this communication tool together to be used in the future.

5. Provide a copy of all meeting minutes to the President's Office and an annual written report to be included in the OEA RA Handbook and submitted by February 5.

All minutes from each LAC meeting are automatically given to the President's Office when they are distributed to the members of LAC. The report you are now reading is the annual written report that has been included in the OEA RA Handbook.

6. Use the OEA Equity Filter to help guide decision-making.

One of the proposed updates to the Legislative Objectives was provided by LAC member, Cyndi Swaney, which proposes to include Indigenous People's Day as a recognized school holiday. Currently this state holiday is recognized by many state offices, yet it is left to the decision of each school district if this day is included in their list of school holidays. Making this holiday a student-free day at school opens the opportunity for students from indigenous populations to participate in local events rooted in the history of their group. The proposal also offers an option for schools to remain open but host an awareness event to allow the freedom of expression for indigenous groups to celebrate their culture.

Additional information:

Finally, the seats for LAC will adjust at the end of June when many current terms expire. The redistricting of Senate seats has had an impact on the assignments for each council on the LAC.

Here are the current vacancies:

<b><u>Region I:</u></b>	<b><u>Region II:</u></b>	<b><u>Region III:</u></b>
OEA District 15 Senate 14	OEA District 04 Senate 04	OEA District 18 Senate 26
OEA District 13 Senate 16	OEA District 05 Senate 07	OEA District 19 Senate 28
OEA District 26 Senate 19	OEA District 11 Senate 08	OEA District 12 Senate 29
OEA District 10 Senate 22	OEA District 16 Senate 12	
OEA District 20 Senate 24		

Statewide: OCESP and CORE Liaisons.

## **LOCAL LEADERSHIP DEVELOPMENT TASK FORCE**

### **COMMITTEE MEMBERS:**

Alison Conner	Toni Myers
Jana Giles	Ryan Roach
Sabrina Gordon	Natalie Wassom-Paul
Kathleen Kufin	

**Staff Liaisonx:** Susan Crumpton, Peter Bauer

**Board Liaisons:** Becky Crane, Jill Golay, Robin Troche, Sarah Barclay

### **CHARGES:**

1. Support and make recommendations on the development of a training and support program for local leaders.
2. Provide a copy of all meeting minutes to the President's Office and an annual written report to be included in the OEA RA Handbook and submitted by February 5.
3. Use the OEA Equity Filter to help guide decision-making.

### **Committee Activities Related to Charges:**

1. Support and make recommendations on the development of a training and support program for local leaders.

The OEA Union School worked with Governance and local leaders to create a comprehensive leadership development continuum for supporting newly elected presidents and emerging leaders within OEA. The task force met three times and gave feedback on leader needs, the timing and delivery of learning opportunities, and various learning designs. The intention of this team is to create multiple pathways for newly elected leaders to

engage with a cohort of peers from across the state. The learning designs are intended to be flexible to meet the individual's schedule while taking advantage of already scheduled OEA events. Deliverables will include a map of the year, a revised President's manual, and protected online space in our learning management system OEA Learn, and clearly defined conference offerings across OEA events.

### **Learning Design Examples**

#### **Anytime Learning**

- Map of the Year
- President's Manual
- OEA Learn Space- videos, discussion board, shared documents
- Self-paced module

#### **Local or Regional Learning**

- UniServ Meetings
- Bargaining Council Meetings
- 1:1 with UniServ Consultant

#### **President's Meetings**

- 5-10 minute skill presentations (record and post to OEA Learn)
- Office Hours- drop in for specific help, more video recording
- Release Time President's meetings

#### **In-Person Conference Opportunities**

- Summer and Fall Conference
- Winter Leadership Retreat (new event)
- PAC Convention
- OEA RA
- NEA Conferences

Next steps include sharing the learning designs with leaders to seek additional feedback and good ideas, development of the leadership map aligned with our calendar year and identifying some high leverage learning designs to begin next year.

2. Provide a copy of all meeting minutes to the President's Office and an annual written report to be included in the OEA RA Handbook and submitted by February 5.

Completed

3. Use the OEA Equity Filter to help guide decision-making.

On going

## **NEA DIRECTORS ANNUAL REPORT**

### **Directors:**

Jennifer Scurlock, Senior NEA Director, Eugene EA ([jennifer.scurlock@gmail.com](mailto:jennifer.scurlock@gmail.com))

Adolfo Garza-Cano, NEA Director, Portland TA ([Agcano.oea@gmail.com](mailto:Agcano.oea@gmail.com))

Chris Early, NEA Director Interim, Umatilla EA ([Chris.Early.OEA@gmail.com](mailto:Chris.Early.OEA@gmail.com))

### **Highlights from Individual NEA Directors:**

As a proud public school teacher and union activist, Jennifer also serves on various boards and committees— NEA Board of Directors, Chair of NEA's Human and Civil Rights (HCR) Awards Committee, NEA Black Caucus, OEA Executive Committee, OEA Budget Committee, Governor's Education Recovery Committee (ERC), and Oregon's State Board of Education. As an NEA Director, and as part of OEA's Congressional Action Team (CAT), Jennifer and her fellow NEA Directors— Chris Early and Adolfo Garza-Cano— meet with members of Congress and their legislative assistants to advocate for public education. She enjoys advocating for those in need, and is grateful for the love and support she has received throughout her years as a public school teacher.

Adolfo Garza-Cano is a passionate kindergarten educator and dedicated single father of three. He currently serves as an NEA Board Director and has lobbied in both Salem and Washington D.C. He is part of the OEA Budget Committee and the OEA RA Planning Committee/Standing Rules. He also serves on NEA's Professional Standards and Practices Committee. He was a former Co-chair of; Portland AT Racial Equity Committee, OEA's Human and Civil Rights Committee, and OEA/NEA Resolutions Committees. He lives by the motto "Listen, learn and serve."

Chris Early is finishing his first year as NEA Director. He has been President of the Columbia River UniServ Council, serving 14 Lower Columbia Basin locals, for three of the past four years; and is a past president of the Umatilla Education Association. In his NEA Director role, he is part of NEA's Think Tank for Reimagining the Future of Public Education, which is working to develop a framework by which public schools can become more student-centered, performance-oriented, and collaboratively directed; and less hierarchical and punitively driven. Early also serves on the OEA Board of Directors, the OEA Foundation Board, and the OEA Budget Committee.

### **Lobby Efforts with Members of Congress (2021/2022)**

In addition to serving on the NEA Board, NEA Directors meet with members of Congress and their legislative assistants to advocate for public education at the national level. As part of our NEA Legislative Priorities (**as stated in the 2021 Annual Report: 117th Congress of the United States**), NEA Directors focused on the following legislative priorities:

#### **I) Building Learning Communities for the Future**

#### **II) Fight for Racial, Social, and Economic Justice**

#### **III) Protect and Strengthen Democracy**

##### **I. Build Learning Communities for the Future**

**COVID-19 relief and stimulus.** Provide hundreds of billions in emergency funding to address immediate needs: equipping students and educators for remote teaching and learning via the E-Rate program; broad-based debt cancellation for student loan borrowers; paid sick leave; ameliorating hunger and homelessness; and state and local aid to avoid laying off educators, firefighters, and other essential public servants.

**Funding for students most in need.** Target resources to the students most in need—for example, through Title I of the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA).

**Community schools.** Expand, enhance, and substantially increase funding for the Full-Service Community Schools (FSCS) program to help public schools provide culturally relevant instruction and integrate medical, mental, and nutrition services; mentoring and youth development programs; technical assistance; and continuing education courses.

**School modernization.** The American Society of Civil Engineers gives the condition of America's public school buildings an overall grade of D+. In addition to needing renovation and repairs, many have poor indoor air quality—a critical concern, especially during the pandemic. Pass a comprehensive infrastructure bill that includes a historic investment in making public school buildings energy efficient and sustainable.

**Higher education.** Reauthorize the Higher Education Act that governs student-aid programs, federal aid to colleges, and oversight of teacher preparation programs. Focus on making higher education more affordable and accessible, expanding public service loan forgiveness, and enacting broad

based student loan debt cancellation to invigorate the economy and narrow the racial wealth gap.

##### **II. Fight for Racial, Social, and Economic Justice**

**Diversify the educator recruitment pipeline.** Research shows that qualified educators of color advance the academic achievement of diverse students, bringing benefits to classrooms and culturally responsive pedagogy. As role models, parent figures, and advocates, they can build and deepen relationships that help Black, Brown, and Indigenous students feel connected to their schools. They also enhance cultural understanding and appreciation among white colleagues, teachers, and students.

**Comprehensive immigration reform.** Provide legal status and pathways to citizenship for Dreamers—people brought to the United States as minors who know no other country as home—and others allowed to remain here for humanitarian reasons.

**Child nutrition.** Ensure all students have access to healthy school meals. Maximize access to food aid like the Supplemental Food Assistance Program (SNAP) for families and individuals experiencing food insecurity.

**Retirement security.** Protect Medicare, preserve Social Security, and repeal the Government Pension Offset (GPO) and Windfall Elimination Provision (WEP) that deprive public employees of Social Security benefits they have earned.

**Tax fairness.** Reform the tax code to ensure sufficient revenue to expand critical public services, modernize schools, and invest in a vibrant and equitable economy. Rollback egregious corporate tax breaks and giveaways to wealthy individuals while increasing support for working families. Expand and make permanent the educator tax deduction.

**Health care.** Improve the Affordable Care Act by focusing on comprehensive coverage that reduces out-of-pocket costs for individuals and families, including prescription drugs. Maintain protections for people with pre-existing conditions.

### **III. Protect and Strengthen Democracy**

**Workers' rights.** Ensure that our nation's 20 million public employees have the right to organize and bargain collectively bypassing the Public Service Freedom to Negotiate Act.

**Democracy reform.** Ensure access to the ballot box—our most fundamental right as citizens—by making it easier, safer, and more secure to vote, restoring protections eliminated by the Supreme Court's decision in *Shelby v. Holder*, and making the District of Columbia a state.

**Judicial nominations and court reform.** Build and expand the federal bench to reflect the diversity of our nation and legal experience within it.

## **OEA CHOICE TRUST**

### **BOARD OF TRUSTEES:**

**Trust Board President:** Debbie Brudevold

**Board Secretary:** Mari Jones

**Board Member / OEA President:** Reed Scott-Schwalbach

**Board Member:** Chuck Albright

**Board Member:** Jordan Ng

**Trust Executive Director:** Lauren D. Booth

**Mission:** We provide expertise and resources to help Oregon public education employees create comprehensive and flexible well-being programs to build a culture of wellness that becomes the norm. We prioritize quality service and partnerships that support a journey to wellness.

**Vision:** All Oregon public school employees are healthy, resilient and engaged as champions for healthy school environments and vital communities. As a result, they are fulfilled in their work, model well-being for students and are better equipped to foster student success.

### **Education Employee Well-Being Grant Program**

OEA Choice Trust is dedicated to workplace health, well-being and resilience for all Oregon public school employees.

OEA Choice Trust's approach acknowledges the dynamic interaction between individuals and the places where they live, work and play. Individuals are better able to put health promoting behaviors and resilience skills into action when their workplace practices and social norms collectively create the opportunities to be healthy, safe, supported, engaged and challenging. Creating a workplace culture and environment that values and prioritizes employee health, well-being and resilience is essential to the overall success of school employee wellness initiatives and, ultimately, education.

Since 2009, the Trust has partnered with school districts, education service districts, and community colleges across the state and has observed what works. The Trust's staff works with all education employees, such as administrators, education support professionals, teachers, and faculty of Oregon's pre-K-12 school districts, educational service districts and community colleges. The Trust provides grants, resources, gatherings, an annual statewide school employee wellness conference (with no registration fee), technical assistance and coaching. All are focused on nurturing a culture of health, well-being and resilience. No matter where someone is in their journey to well-being, the goal is that their workplace will provide the encouragement, permission and resources they need.

### **Principles that guide OEA Choice Trust's employee wellness program grants:**

- A comprehensive employee wellness program can positively affect employee health, well-being, morale, job satisfaction, and engagement, as well as reduce absenteeism.
- Education employee wellness programs are evidence-informed and use promising practices to achieve desired goals and results.
- Comprehensive employee wellness programs are integrated into the organization/district programs, practices, and policies to create the conditions that support staff health and well-being.

- Programs are tailored to the local needs and priorities of all employees and the organization (district/ESD/community college).
- Employee wellness programs can start small and build a strong foundation for success and sustainability.
- Successful programs are actively supported across the entire school community and the organization (district/ESD/community college).
- Staff model healthy, resilient behaviors and skills that support healthy student development and academic success.

Currently there are 25 active grantee groups receiving annual grant awards and technical assistance through the School Employee Wellness (SEW) Grant Program (*now referred to as the Education Employee Well-being (EEW) Grant Program*). In the most recent fiscal year, there 13,903 eligible to participate in wellness programs funded by SEW grant program, and the well-being impact extends out to the employees' family, students, and community. There is a current EEW grant opportunity, with applications due April 29, 2022. Please check <https://oeachoice.com/grants/program/> for the most up-to-date information.

## Resources and Support

**Mini Grant Program:** The purpose of the Mini Grant Award is to support established school employee wellness programs with funding up to \$5,000 to be used to promote school employee health, well-being and resilience using the OEA Choice Trust Framework of Proven Strategies and Best Practices as a guide. As of July 2021, the Trust has awarded 22 awards totaling \$129,376. There are two Mini Grant application opportunities per year. Details can be found at <https://oeachoice.com/grants/mini/>

**Website:** OEA Choice Trust website offers a variety of tools and resources to support the planning and implementation of work-site wellness programs that support Oregon public school employees' health, well-being and resilience. Learn about **The School Employee Health & Well-being Model** which reflects the Trust's holistic approach to well-being. By understanding and supporting different aspects of employee well-being, your organization can develop a plan that fits the unique needs of your school employees and district priorities. Visit the **resource library** for a multitude of ideas and links to credible, promising-practices that are categorized by the employee well-being elements of physical, social, emotional, purpose and financial needs [www.oeachoice.com](http://www.oeachoice.com)

**Educator Health & Well-being Support Funding:** Beginning in the fall of 2021, OEA Choice Trust made available up to three million dollars in special one-time support funding for school districts, education service districts and community colleges to support the health and well-being of Oregon public education employees.

This funding is in response to the emotional toll caused by the unprecedented challenges of COVID-19 and rising racial and political tensions, so that employees can feel valued, appreciated, and supported. As of February 1, 2022, OEA Choice Trust had awarded \$865,000 in support funding to 75 districts/organizations.

**Success Stories:** OEA Choice Trust partners with grantees to highlight their success in a guided interview and writing process that produces a tool for communication for both the grantee and OEA Choice Trust. The latest success stories were released in January 2022 which included Ashland School District and Portland Public Schools' Nutrition Services.

**Technical assistance and support** are provided to current and past grantees based on local needs and requests and can include site visits and individual conference calls with OEA Choice Trust staff. Trust staff also provides support to non-grantees to answer questions about school employee wellness and applying for a grant. The State-wide School Employee Wellness Conference listed below is open to all Oregon Public School Employees.

The **13<sup>th</sup> Annual Journey to Wellness Meeting** (JTW) was held in October 2021 using a virtual format. OEA Choice Trust grantee groups are required to have at least one representative participate in this annual meeting. The Trust is happy to report that 90% of active grantees and Walker Tracker recipients attended the JTW meeting held in October 2021. A total of 118 participants attended, representing 38 education entities, 11 partner organizations, and 7 OEA Choice Trust staff.

The **Blueprint for Wellness** is a resource guide that was developed for use in implementing and sustaining effective school employee wellness programs for and the organization (district/ESD/community college). The guide is tailored to the school environment and can be found at [www.oeachoice.com](http://www.oeachoice.com).

The **School Employee Wellness Program Survey tool** was developed in collaboration with Gladstone School District to collect key information to evaluate the effectiveness of wellness programs. This tool is customizable to meet local needs and provides information for the grantee and the Trust.

**Walker Tracker** is an online wellness activity tracking tool, customized to meet local needs and motivate participants through virtual map challenges and social engagement. OEA Choice Trust pays to make this available to all current and past grantees free of charge, as long as their school employee wellness program continues to meet specific eligibility criteria. OEA Choice Trust hosts an annual challenge between all participating districts/ESDs/community colleges each fall.

**The 9<sup>th</sup> Annual Oregon School Employee Wellness Conference 2021: “Rejuvenate - Come Join Us!”** Due to COVID-19 and health and safety concerns around large group gatherings, the decision was made to hold the annual state-wide School Employee Wellness (SEW) Conference virtually in 2021. An advisory committee was formed with 15 members including: Lisa Collins, Education through Engagement; Kay Zimmerli, Emmie Hiersche, Kaiser Permanente; Amy Kearns, Moda Health; Julie Mack, Centennial School District; Grace Clark-Hibbs, Portland Public Schools Nutrition Services; Leah Starkovich, OEA; Jennifer Chandler, Oregon Public Health Division; Valerie Franklin, Klamath Community College; Cynthia Harber, Astoria School District; Glen Baly, Oregon Educators Benefit Board; Melinda Fitz-Henry, Gervais School District Nutrition Services; Katelyn McGill, Melissa Ojeda-Hernandez, Willamette ESD; and Mari Jones, Fern Ridge School District. Committee members are vital to the success of the conference and represent diverse health and education organizations.

- The conference was held on April 8, 2021 3-6 PM and on April 9, 2021 2-5 PM
- The conference theme was: “Rejuvenate – Come Join Us!” with a focus on promoting emotional, mental, and social well-being.
- On April 8<sup>th</sup> and 9<sup>th</sup>, 253 of the 470 registrants virtually attended the 2021 Oregon School Employee Wellness (SEW) Conference. Of the 253 participants, 89% represented school employees from 77 education entities (districts, ESDs and community colleges).

**Mindfulness Initiative:** Recognizing the important links between mindfulness-informed practices, stress resilience, and enhanced physical and mental health, the Trust has committed to expanding its service to Oregon public school employees by funding a collaborative partnership with psychologists Drs. Grace Bullock and Lori Allen to develop, deliver and evaluate a model for creating a mindful approach to employee well-being. The intention of this model is to provide a flexible, modular framework for schools and districts to build internal capacity to use evidence-based, mindfulness-informed practices to support individual and school-wide well-being and enhance stress resilience. Currently the Trust is working with Rainier School District, Fern Ridge School Districts, Salem Keizer School District’s Transportation Department, and Lane ESD as pilots to learn what works best in collaboration with school employees. The Trust continues this journey with Oregon Mind Body Institute as the principal partner (Dr. Lori Allen and Dr. Shin Shin Tang).

**Pilot work:** It is part of the Trust’s vision that ALL Oregon public school employees are healthy, resilient, and engaged as champions for healthy school environments and vital communities. Through our experience and communication with grantees, we recognize not all school employees are given the opportunity to be involved and engaged in SEW programs, either because they are not eligible for health benefits, or the planning of the program does not consider the diverse needs, interests, cultures or work schedules and conditions. These employees can be found in nutrition services, maintenance and transportation to name a few and are critical to the education system. The Trust is in the midst of conducting a 5-year pilot study to better understand how to design and plan an employee wellness program that is tailored to meet the specific and diverse needs of support staff.

### **The Tooth Taxi:**

In a unique partnership between OEA Choice Trust, Moda Health and the DFO (Dental Foundation of Oregon), the Tooth Taxi promotes and improves dental health for children and dental hygiene education for children and school employees. Since September 2008 the Tooth Taxi has traveled all corners of the State of Oregon visiting close to 500 schools/community sites.

The TT team has continued to find ways to provide services to those in need during the COVID-19 pandemic. For more information about the Tooth Taxi or to request a Tooth Taxi visit and to read stories from the road visit the Dental Foundation of Oregon’s website: [www.SmileOnOregon.org](http://www.SmileOnOregon.org).

*A HUGE thank you to the OEA Choice Trust Board, staff and partners that contribute their expertise, time, and talents in making all the accomplishments in this report a reality!!*

Please visit [www.oeachoice.com](http://www.oeachoice.com) for more information.

## OEA FOUNDATION

*Helping students succeed since 1995.*

### OEA FOUNDATION BOARD MEMBERS:

**Foundation Chair:** Enrique Farrera

**Vice Chair:** Lindsay Jansen-Hostetler

**Secretary-Treasurer:** Tracey-Ann Nelson/Designee

#### **Board:**

Judy Christensen

Jennifer Dorsey

Chris Early

Ayla Olson

Amanda O'Sullivan

**Honorary Member:** Bruce Adams

**Administrative Support:** Amanda Traut

The OEA Foundation is an amazing organization within the Oregon Education Association where all members can participate in helping students meet their needs.

The Oregon Education Association Foundation board members are Foundation Chair Enrique Farrera, OEA Vice President, Vice Chair Lindsay Jansen-Hostetler (Region II), Foundation Board Secretary Chris Early (Region III), At-Large Board Members Ayla Olson (Region III) Jennifer Dorsey (Region I), Amanda O'Sullivan (Region III), Judy Christensen (OEA Retired), Reed Scott-Schwalbach, OEA President. Honorary Members are Bruce Adams, Robert Crumpton. Staff Support are Amanda Traut, Monique Porter, Annie Duncan.

Established in 1995, the OEA Foundation provides educators with up to \$100 grants to help students meet basic, urgent and immediate needs so they can succeed in school. Cash grants from the Foundation fill needs unmet by any other source.

Since the beginning, the key source for these critical grants has been donations from OEA members and staff. The OEA family continues to be generous in their support through payroll deductions and cash and online donations. The Oregon Education Association funds all of the administrative costs of the Foundation, which allows all donations to be used to provide direct assistance to students.

One hundred percent of all donations go directly to assist public school students in Oregon. OEA pays for all the administrative costs of the Foundation through member dues. Foundation grants can be used to buy a warm coat, a pair of shoes, clothes, a doctor's appointment, a pair of eyeglasses or to purchase medication, to name just a few of the needs. Your support of the OEA Foundation will make a difference!

During the OEA-PAC we had a live auction and raised \$405 to the foundation. Also, our retired members were able to raise an additional \$162 in cash during the OEA-PAC. Our retired union siblings are strong supporters of the Foundation, and they have year round fundraising events to support this important work. During the OEA-RA they are leading the Foundation table and live auctions to benefit this program. The Professional and Associate staff of OEA also contribute to the Foundation. 61 staff have an OEA-Foundation deduction from their biweekly paychecks with \$8.08 as the average donation per paycheck. A special thank you to the Betty Tumlin family. Betty was a long-time OEA member and strong supporter of the Foundation within the retired group. The family estate donated \$91,517.48 to the Oregon Education Association Foundation. This year, the foundation has directly assisted 982 requests and helped students with \$109,798.16 of direct support.

California Casualty is a generous supporter of the OEA Foundation and is a Premium Sponsor of the 2022 OEA Representative Assembly. This year they have donate \$22,500 to the foundation. MODA has also been a great partner to the foundation and has donated items for our live auctions.

Thank you to all our donors and supporters.

OEA Foundation Payroll Deduction Link Form



## OREGON EDUCATION ASSOCIATION-POLITICAL ACTION COMMITTEE (OEA-PAC)

### BOARD MEMBERS:

**Chair:** Caryn Connolly

**Vice Chair:** Matt Bell

**Board Liaison:** Matthew Reed

**LAC Chair:** David Morrocco

Reed Scott-Schwalbach, OEA President

Celine Buczek

Jessica Colburn

Lisa Foggia

Jody Eppolito Folkedahl

Christina Geierman

Elizabeth Hunt

Cybele Higgins

Michelle Johnson

Elizabeth Nahl

Mark Nevala

Charlotte Riester

Joanne Shepard

Darleen Wallingford

Darnell Williams

### Non-voting Liaisons:

Juliet Safier, Cabinet for Public Affairs

Diane Hicks, CORE

Nicki Belnap, OCEP

**Staff:** Elvyss Argueta and Jackie Judge

**Secretary-Treasurer:** Trent Lutz

The OEA-PAC does not have charges as other committees do because they are governed by their own constitution, bylaws, and operating policies.

During the last few months of 2021, we saw the legislature redistrict the state, based on the population numbers of the 2020 US Census Report. The Supreme Court got involved when the state republicans disagreed with the districting created for all six of the of the state's congressional districts. The Supreme Court upheld the decisions made by the legislative team, so the date for implementation remained on January 1, 2022. Legislatively, our new districts are very changed along the I-5 corridor and in central Oregon where the greatest population changes during the past decade have taken place. Statewide, Governor Kate Brown is in her final year, as she terms out of eligibility for her office. The OEA-PAC Board has been very busy with Convention preparations and legislative interviews, on top of their regular activities.

Currently we are in our most active candidate endorsement cycle in recent memory. Last weekend, February 18-19, 2022, our OEA-PAC Convention happened and was live streamed to 214 delegates from around the state. A few delegates also watched from California, and as far away as Guatemala! OEA-Retired had a lively group that used the OEA HQ Boardroom as a gathering place. With our newly gained seat in the US House of Representatives and Peter DeFazio having decided to retire from public service at the end of his term, we saw a great number of candidates speak at the OEA-PAC Convention this past weekend. At the end of the weekend, our delegates chose the following candidates for OEA-PAC endorsement:

Governor: Tina Kotek

BOLI Commissioner: Christina Stephenson

US Senate: Ron Wyden

US House CD1: Suzanne Bonamici

US House CD2: No candidates = no endorsement

US House CD3: Earl Blumenauer

US House CD4: Val Hoyle

US House CD5: Jamie McLeod-Skinner

US House CD6: Andrea Salinas.

A total of nineteen candidates participated in the endorsement convention for the above nine contests. Lively discussions took place throughout the convention. At its peak, 187 out of 214 delegates who were registered for the event were engaged in full participation by watching speeches, asking candidates questions, debating over candidates, and in the end, voting for the candidates of their choice. All candidates for federal office will have their endorsement heard before the next NEA Fund Board Meeting where OEA president, Reed Scott-Schwalbach, will present each candidate and make the case for endorsement by the NEA Fund for Children and Education.

Current vacancies on OEA-PAC are in the following councils: TREC, Eugene, CRUC, Beaverton, MidValley, Mt. Hood, Douglas County, ASK-ESP, and ThreeValley. The meeting schedule for the OEA-PAC Board has

traditionally been mid- to late-July on the Monday prior to the start of Summer Conference, early in October, early in December, and again in March. Chair Caryn Connolly has added bi-monthly conference calls for updates and decisions; which have been very well attended during this past year.

We will publish the endorsed candidates on the OEA website and it will continue to get updated as legislative endorsements move forward. The next election's ballots must be postmarked by Tuesday, May 17<sup>th</sup>. This is the first time Oregonians need to only have their ballot postmarked by the election day.

## **RELIEF FUND COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Alejandra Barragán

Lucius Jones

**Board Liaisons:** Ayla Olson, Jeremy Taylor

**Staff Liaison:** Adam Arms

### **CHARGES:**

1. Perform the duties of the Relief Fund Committee as outlined in Policy 7000.
2. Examine OEA's governing documents, including OEA's Strategic Action Plan and consider them in relationship to the committees stated purpose and recommend changes as necessary.
3. Provide copy of meeting minutes to the President's Office, along with an annual written report.

### **Committee Activities Related to Charges:**

#### **THE FIGURES BELOW ARE UNAUDITED AND SUBJECT TO CHANGE**

For 2020-21, \$159,526 was expended from the account:

Expenses that have been expended September 1, 2021 to January 31, 2022 are below:

- COVID Individual Relief Grants to members \$12,746
- Administrative Fees \$6,830

As of January 31, 2022, the Market Value of the Relief Fund is \$38 million.

The Committee held a conference call meeting in October 2021 and November 2021. The Committee discussed, among other matters, requests for bargaining-crises assistance from Hood River EA.

## **RESOLUTIONS COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Angela Adzima

Ellen Dyer

Mary Watkins

Darlene Andrus

Erika Ingraham

Kristina Pico

Bobbie Hankins

Cindy Landrum

**Board Liaisons:** Juliet Safier

### **NEA Resolutions Committee Members:**

Juliet Safier, Lindsay Jansen-Hostetler, Ben Gorman

**Staff Liaison:** Andrea Shunk

In 2022 the Committee began the work of reviewing and updating our Resolutions. The Committee met originally on Nov. 2, 2021. The committee worked both virtually and electronically to complete its work. We began reviewing Resolutions on Jan. 29, 2022. The committee finalized recommendations to the Board on Feb. 18, 2022.

The Committee was focused on ensuring our resolutions included case load in discussions of class size, promoted equity, and sought to protect educators in addition to students. The committee also continues to review impacts of the global COVID-19 pandemic and how our resolutions should respond.

## **SOCIAL STUDIES TASK FORCE**

### **COMMITTEE MEMBERS:**

**Chair:** Caryn Connolly

Jeffrey Fuller

Rose Janusz

James Moran

Katelyn Hamilton

**Board Liaisons:** Russ Peterson

### **CHARGES:**

1. Work in collaboration with OEA staff on ways to promote the increase of Social Studies instructional time
2. Provide input on ways to support robust social studies instruction in public education
3. Provide input on bills being proposed in the Legislature connected to Social Studies
4. Give and seek input on K-12 Social Studies standards
5. Provide a copy of all meeting minutes to the President's Office, along with an annual written report for the OEA RA Handbook to be submitted by February 5
6. Use the OEA Equity Filter to help guide decision-making

### **Task Force Activities Related to Charges:**

Since the 2021 OEA RA we transitioned from being a task force to a committee. Shortly after the RA we held a professional development opportunity via Zoom with the author of Vanport. During the 2021 Legislative session we worked with and gave input to OEA GR Staff around the required Civics graduation requirement. The committee lost several members this year due to a lack of capacity and workload. We additionally did not have a OEA staff liaison for several months which made meeting and getting work accomplished a challenge. The committee has lacked the capacity to meet this year more than once. We are deeply concerned about what we are seeing nationally around efforts to control and censor what is taught in social studies classes and would like to see supports put in place to support educators dealing with parents and community members who can be very confrontational about what is being taught. We would like to recruit more members and hope that in the 2022-23 school year we can become more active as a committee.

## **SPEECH LANGUAGE PATHOLOGIST TASK FORCE**

### **COMMITTEE MEMBERS:**

**Chair:** Sara Starlin

Megan Postelwait

Melissa Link-Cole

Kristina Schmalzer

Jeff Gierer

Jody Korepta

Rhonda Tyler

**Board Liaison:** Gwen Sullivan

**Staff Liaison:** Bob Sconce

### **ACTIVITY RELATED TO CHARGES:**

#### **COMMITTEE CHARGES:**

1. Examine issues impacting Speech Language Pathologists in Oregon and make recommendations for how to improve working and learning conditions.
2. Make recommendations for how to best support and engage Speech Language Pathologist members.
3. Submit a report by February 5 for publication in the OEA RA Handbook
4. Provide copy of all meeting minutes to the President's Office
5. Use the OEA Equity Filter to help guide decision-making

### **ACTIVITY RELATED TO CHARGES:**

1. SLPs licensed through the Oregon Board of Examiners for Speech Pathology & Audiology (BSPA) need to have professional development hours pre-approved if they are not from an ASHA approved provider or their employer. Last spring the SLP Committee worked with OEA to identify sessions at OEA Summer Conference that are applicable to SLPs practicing in the field. After submitting the request to BSPA, 11 courses were approved for continuing education hours.
2. The SLP Committee began making plans to educate members about the range of services that SLPs provide and the settings they work in.

## **SPECIAL EDUCATION COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Neils Pasternak

Alisha Chavez

Vicki Korpi

Sandra Walk

Kate Aly-Brady

Erika Ingraham

Venus Reeve

Malory Turner

Lisa Davis

Jenny Scheafer

Casey Townsend

**Board Liaisons:** Lise Lee, Angie Spracher

**Staff Liaison:** Erin Whitlock

### **CHARGES & ACTIVITIES OF COMMITTEE:**

#### **1. Continue the work of the Task Force to build action plans to address: caseload, “one-size-fits-all” education, and safety, and create an additional action plan on mental health issues in our schools.**

**Activity Related to Charge #1:** We have worked extensively on building our best practices around inclusion models & Least Restrictive Environment. The Vision we are working towards is to create a presentation titled "Best Practices for Inclusion: Promoting positive inclusion experiences for students with exceptionalities", which we will present to ODE to get their feedback in order to improve it further. After that we want to share it with school districts across the state and country. In order to accomplish this goal we have:

- elevated a problem of practice statement (Best practices regarding advocating for the “Least Restrictive Environment” and positive inclusion experiences for students, and especially those receiving SPED services, are not widely known, discussed, or shared.)
- completed a root cause analysis of why this problem exists;
- completed independent study and shared with one another best practices we learned and already use;
- conducted multiple empathy interviews with various groups of stakeholders to gather their perspectives and lived experiences on this topic and connect with their needs in a meaningful way;
- collaborated with NEA delegates who were also members of the Caucus for Educators of Exceptional Children and have created multiple Jamboards about Inclusion and the Least Restrictive environment;
- and started building an outline of a presentation/resources curated for our upcoming meeting with ODE.

#### **2. Engage other OEA workgroups and members in this work to obtain feedback and move work forward.**

**Activity Related to Charge #2:** We have reached out to our locals and districts to inform them about our work and how we can help as a committee this year.

- We have connected with the Caucus for Educators of Exceptional Children and worked collaboratively with their members.
- We have initiated a partnership with the Trauma Response Task Force to learn from one another, and our chair attended one of the Task Force meetings and invited the Task Force to join our Special Education Committee meeting as well.
- Members of our Special Education committee also are a part of Equity SPARKS and have brought forward perspectives to and from both groups to inform the work.
- We completed empathy interviews (see #1 above) to gain broader perspectives on our best practices in inclusion models work.
- We also created an ongoing process to address Special Education issues that arise in the field, called the [SpEd Connect](#) Process. Anyone can use this [form](#) to reach out to us with Special Education questions and support needs you have, and we will do our best to respond with helpful (non-legally binding) advice.

#### **3. Recommend actions, to include legislative, policy and district level actions that will improve the educational environment for our students and our members.**

**Activity Related to Charge #3:**

- We have worked collaboratively with the Educational Equity Now non-profit to help design and implement several community service projects including providing free online peer tutoring and free family memberships and opportunities for individual pool and locker room access for adapted PE services through the YMCA.

- Created a Shared Resources For Students, Teachers, and Families Folder and shared multiple resources including but not limited to; Empathy Interview Templates, Exceptional Children Reading Room, Brain Break Classroom, Native American Children's Stories, and Little Spot SEL Books Presentation.
- See Charge #1 as it relates to a scheduled conversation with ODE on best practices in inclusion & Least Restrictive Environment. As part of this conversation, committee members will also discuss how online programming does not always meet the needs of students in special education and advocate for this as a primary consideration in future iterations of guidances issued and/or recommendations made on this topic.

**4. Recommend steps we can take to address the needs of both our special education and general education students and staff.**

**Activity Related to Charge #4:**

- We wrote a statement on the record to the State Board of Education regarding the Oregon Administrative Rules around Special Education Recovery Services and personal protective equipment.
- See above re: [SpEd Connect](#) Process.
- Our work related to charge #1 (see above) is vital in accomplishing charge #4.
- We shared educational resources that we added to the [www.educationalequitynow.com](http://www.educationalequitynow.com) website with members who were early career special educators and who had requested materials that they could use.
- We shared a Student Needs Assessment document with members who wanted to know how student support needs are evaluated. [Life Skills Student Needs Assessment \(word\).docx](#)
- We presented as a panel on February 12th for the OEA Winter Retreat (for Aspiring Educators and Early Career Educators) on what it is like to be a Special Educator, how to work with your colleagues to best support students in special education, how to partner with parents/families, etc.

**5. Ongoing process to address issues that arise.**

**Activity Related to Charge #5:** We created an ongoing process to address Special Education issues that arise in the field, called the [SpEd Connect](#) Process! You can use this [form](#) to reach out to us with Special Education questions and support needs you have, and we will do our best to get back to you with helpful (non-legally binding) advice.

**6. Examine and develop recommendations for best practices in Special Education regarding disproportionality of both discipline practices and referrals for special education for students of color, low socio-economic status, and/or with a trauma-history.**

**Activity Related to Charge #6:**

- In partnership with Oregon Educators United, we sent a video message in solidarity to the Newberg Educators Association and students, as well as recruited and volunteered for phone banking and organizing campaigns to support the Newberg Recall election.
- Completed an activity on Identity Markers to help each Committee member understand and see what identities were important and why to each other, helping us to better understand and work together as a diverse community.

We discussed a legislative concept related to banning the use of exclusionary discipline for unexcused absences and tardies and agreed that as a committee we are in favor of this idea.

## **REPORT ON NBI 2 (2021)**

*NBI 2: OEA will work with health professionals to advocate for the best health screening processes in schools in order to ensure safe and healthy working and learning conditions for students and educators during the pandemic. As a part of this collaborative work OEA will mention that visual screening only is being used as a model for health screening students attending hybrid instruction and that staff members with no medical expertise are often being asked to do this by school administration."*

It is recognized that at the point this NBI was introduced, school visual screenings were being done by a variety of school staff. At this time school wide visual screenings are not the recommendation of the CDC (1).

Educators and those working closely with students have the ability and knowledge to passively notice many aspects of student health and behavior. A passive observation may include noticing a persistent cough, observing a flushed face, noting a change in how the student typically looks, observing a student with a painful facial expression, and other observations that may indicate illness or injury. Prior to COVID, it was second nature for educators to make

passive observations about students' illness and injury. Indeed, school nurse referral forms, utilized to document referrals by teachers and school staff to the nurse, speak to a well established practice of passive screening by teachers and staff. To make this system work effectively, schools need both access to school nurses/health room staff and school staff need training.

It would be ideal to have a nurse in every building, however, according to the [Nursing Services in Oregon Schools 2020-2021 Legislative Report](#), (2) 30% of school districts in Oregon have no access to school nursing, and "out of the 137 districts who did report nurse FTE, 44 were hired for less than half time, meaning that a nurse was available less than 20 hours a week for the entire district." Those districts lack consistent nursing support. Ultimately, only 7.6% of districts meet the recommended ratio of one nurse to every 750 students who do not require dedicated nurse staffing.

It is recommended that

- 1) Schools have adequate access to school nursing and health aide services and
- 2) Educators and staff working in classrooms receive health office referral training in the following areas:
  - a) Passive observation of signs of illness and injury which require referral
  - b) Avoiding implicit bias in referrals
  - c) Avoiding unnecessary referrals which cause missed instruction time

Considerations for how to respond to COVID in Oregon schools has been a collaborative effort which included, ODE, OHA, public health guidance, educators, administrators and nurse leaders. There have been executive orders that directed school leadership to develop and submit their plans for operationalizing their school's COVID response. The first plan was *Ready Schools, Safe Learners Operational Blueprint* and the current guide is the *Operational Plan/Safe Return to In-Person Instruction and Continuity of Services Plan*. Each of these plans have had many updates as the body of scientific knowledge has grown during the pandemic these plans are available at <https://www.oregon.gov/ode/schools-and-districts/grants/Pages/ESSER-Fund-III.aspx>. In addition, the Oregon School Nurses' Association created and updated a tool kit of COVID-19 resources which included tools to teach staff about passive screening by non-health staff (when that was the recommendation of the CDC). OEA will continue to work with local health professionals to advocate for the best health screening processes in schools in order to provide safe and healthy working and learning conditions for students and educators during the pandemic.

As was mentioned at the start of this response, the CDC does not recommend population based screening for COVID symptoms, rather, the CDC recommends adults screen their students prior to sending the student to school.

It is important to note that there is a significant difference and a legal difference between a passive observation made by an educator and a formal nursing assessment made by a licensed nurse. Those staff who do not feel that they have the skills to make passive observations should reach out to their building administrator to arrange for the additional training outlined above.

#### References:

- 1) [Centers for Disease Control and Prevention \(2021, March, 17\)](#)  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>
- 2) [Nursing Services in Oregon Schools 2020-2021 Legislative Report](#) <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Nursing%20Services%20in%20Oregon%20Public%20Schools%2020-21%20Final%209.24%20acc.pdf>
- 3) [Potential bias in teacher referrals to the school nurse](#) <https://pubmed.ncbi.nlm.nih.gov/8133646/>

## PRESIDENT'S REPORT

OEA President, Reed Scott-Schwalbach

#### Local Leader Grants:

Local Leader Grants have been awarded to the following locals/councils this year

- Baker EA – encourage local union involvement: \$2,500
- Grants Pass ACE – to support member outreach efforts: \$2,500
- Lane Community College EA – to support Connect with Colleagues events: \$2,500
- Lebanon ESPA – to support member outreach efforts: \$2,000
- Phoenix Talent EA – to support new hire outreach and member retention effort: \$2,500

Early Career Educator Outreach Grants – to support local organizing around the three critical strategies for successful union engagement: pre-orientation outreach to new hires, high quality new hire orientation experience, and providing support and contact in first 90 days of employment.

- Lebanon EA: \$1,500
- Newberg EA: \$1,500
- North Bend EA: \$1,500
- Scappoose EA : \$1,465
- Springfield EA: \$1,500
- Sutherlin EA: \$1,000

## **2021-22 REPORT ON IMPLEMENTATION OF NEW BUSINESS ITEMS ADOPTED BY THE 2021 REPRESENTATIVE ASSEMBLY**

**NBI 1:** OEA will arrange a meeting between the OEA SPED Committee and ODE to talk about the meaning of Least Restrictive Environment as it pertains to the field of special education and models of inclusion. Furthermore, OEA will advocate and promote the acceptance of the idea that the Least Restrictive Environment is the environment that supports students with Individualized Education Programs to make progress on their IEP goals and should be determined based on the students individual strengths, needs, preferences, and interests, and is often not the environment provided in a full inclusion model.

### **ACTION:**

- The OEA Special Education Committee completed the pre-work for the meeting in the Fall of 2021 and will be meeting with ODE in the Spring of 2022. Pre-work included conducting empathy interview with OEA members to share stories with ODE, researching best practices for Least Restrictive Environments, identifying possible barriers to LRE, and selecting success stories to share with ODE. See Committee report for more details.

**NBI 2:** OEA will work with health professionals to advocate for the best health screening processes in schools in order to ensure safe and healthy working and learning conditions for students and educators during the pandemic. As a part of this collaborative work OEA will mention that visual screening only is being used as a model for health screening students attending hybrid instruction and that staff members with no medical expertise are often being asked to do this by school administration.

### **ACTION:**

- The OEA Health Professionals Committee was given this task and is working on it. See Committee report for more details.

**NBI 3:** OEA will meet with ODE to address concerns about inadequate options for families that choose to remain in full time online distance learning programs. As a part of this discussion with ODE OEA will address the fact that many online programs do not offer needed accommodations and modifications for students and will advocate for all online learning programs to have options for meeting the accommodations and modifications to which our students are entitled.

### **ACTION:**

- Conversation with ODE in progress, lead by OEA Special Education committee. Topic has been included in conversations with ODE on Least Restrictive Learning Environment.

**NBI 4:** OEA will meet with the Oregon Department of Education and advocate using Extended Diplomas to count towards high school graduation rates in the state of Oregon.

### **ACTION:**

- OEA supported SB 744, passed during the 2021 session, which requires ODE to undertake a review of all of Oregon's diplomas. ODE and OEA met Fall 2021 to discuss how the department will proceed with community engagement around this endeavor in order to ensure discussion about all diploma options. ODE Status report on SB 744: [https://www.oregon.gov/ode/rules-and-policies/Documents/Public\\_SB\\_744\\_Status\\_Report\\_01\\_2022.pdf](https://www.oregon.gov/ode/rules-and-policies/Documents/Public_SB_744_Status_Report_01_2022.pdf)

**NBI 5:** Prior to OEA publishing or communicating any material (or statement) regarding a lawmaker or legislation that material is given a review. The OEA review examines if that lawmaker and legislation falls short of OEA Legislative Objectives. If that lawmaker or legislation falls short we revise our material (or statement) to highlight where the law/legislator can be praised and give clear and strongly worded detail to remind the public of our disappointment of unmet legislative objectives.

### **ACTION:**

- Public Affairs department is monitoring legislation and lawmakers for where OEA communications are needing to be revised.

**NBI 6:** OEA will set up and support a task force to examine the ways that White Supremacy Culture is embedded in Robert's Rules of Order and other common practices at the annual RA, and illustrate how that culture hinders both BIPOC and white members/delegates. The task force will consult with experts in anti-racism work and explore alternative large group decision-making models. The task force will be made up of 5-6 members who center anti-racist and other equity work in their lives, and will be majority BIPOC and recommended by CORE and/or HCRC. OEA

will provide support for the task force by helping to coordinate communication, providing meeting space and other logistical support, paying for up to 2 release days plus 10 hours of each member's time doing this work, putting together a report that summarizes the task force's findings and recommendations, and providing a copy of the report to the maker by the end of January and additional copies to delegates at next year's RA. There will also be time allotted during the 2022 RA before the NBI deadline to present the task force's findings - a summary of the report - to the delegates. Recommendations may then be proposed as NBIs, resolutions, future standing rules, or other appropriate means following the presentation to delegates.

**ACTION:**

- Task force, chaired by Jeff Matsumoto, met several times between September 2021- January 2022 to complete its task. The task force worked with OEA Equity Coordinator Teresa Ferrar to research White Supremacist bias in Roberts' Rules. Task force also met with the former president of the National Association of Parliamentarians to learn more about the history of parliamentary process and alternatives. CORE was asked to give feedback on the task force's work. Task Force worked with OEA President and Vice President to identify issues caused by parliamentary procedure during 2021 OEA RA and put in place solutions. Task Force members agreed to serve as problem-solving supports for OEA RA delegates during 2022 OEA RA. See Task Force report for more details.

**NBI 7:** When OEA collects contact information from members, it will provide a box that members can check to opt in for sharing their contact information with all members in a directory. OEA will then create and send out this directory to members so that they can connect and organize with each other around the state. The directory will separate members by their local and district as well as elementary/middle/high school/higher ed. To continue this practice after next year, it will be discussed in the appropriate place (OEA board; Bylaws committee?), so that it does not need to be brought up each year as an NBI. This would be an opt in program.

**ACTION:**

- Check box added to Fall 2022 new member forms. Members who volunteered to have their information shared out have had their information collected and shared in the members-only NEA 360 site in a group named Oregon EA Connections. Local leaders informed of the site and asked to share with members February 2022.

**NBI 8:** OEA extends the task force for Traumatic Event Response by 1 year. This task force was created to collect and share best practices for how school communities can respond to traumatic events on or near campuses for members and students with local EAs, COSA, OSBA, NEA, and other stakeholders.

**ACTION:**

- Task force extended for 21-22 year. See task force report for more details.

**NBI 9:** OEA needs to have reserved funding solely used to pay union members who step up to do antiracist work, especially when OEA asks for assistance that is based on their lived experiences and years of studies.

**ACTION:**

- Voucher created and shared with OEA staff, governance.

**NBI 11:** OEA needs an experienced and knowledgeable anti-racist teacher who will be able to go to schools around the state to provide workshops, lessons or a racial lens to ensure that racist practices are being prevented. CORE and HCRC will vet and support this teacher.

**ACTION:**

- NBI was referred to the OEA Board. Discussion is ongoing on this concept and other concepts to increase OEA member engagement statewide on anti-racist work at the OEA Board, which includes the OEA Executive Committee and the OEA Budget Committee. OEA is in the third year of an NEA-funded grant to increase member-lead professional development, with focus that includes anti-racist topics and content specifically for underserved populations including our Black, Indigenous and People of Color members. The January grant report shared with the Board of Directors highlighted the over 78 member-led trainings that have engaged over 5,000 members and potential members. In surveying members engaged in the learning opportunities, 67% identified quality professional learning as a valuable aspect of their membership. 95% of participants over the past 2 years of data have been members, 3% of potential members post event have said they would join or joined OEA. Given the situation in Newberg, Medford, and other communities in the Fall of 2021, OEA governance has had ongoing conversations with the Oregon Confederation of Oregon Administrators and the Oregon School Board Association on how to increase school district commitment to creating safe and equitable schools rooted in social and racial justice. We enthusiastically support COSA and OSBA's work to increase racial equity awareness and action in Oregon administrators and school board members. OEA's ongoing member-lead programs to increase member awareness and engagement around racial equity include training on Restorative Practices, Grading for

Equity, and OEA is also funding 20 positions in June 2022 to train members on how to facilitate anti-racist trainings.

**NBI 12:** OEA incorporates Land Acknowledgements and Labor Recognitions into their foundational practices and events, following the guidance of CORE. By doing this, they will also work with schools to incorporate these practices as they use the Pledge of Allegiance or other moments of observance.

**ACTION:**

- The OEA Executive Committee is leading the OEA Board's work on this issue and has implemented the land and labor acknowledgement as part of the regular Board practice. OEA events, including online trainings, have also been implementing the practice and raising awareness in members of the importance.

**NBI 13:** OEA provide links on their website to already available educational and reference materials which support the training and professional development of members regarding Lesbian, Gay, Bisexual, Transgender and Queer Plus (LGBTQ+) students/staff and their needs. OEA will also advocate with the Department of Education for mandatory LGBTQ+ training in all school districts.

**ACTION:**

- Website scheduled for update with links Winter 2022. Prior to the 2021 OEA RA Oregon law had already been updated in 2009 with required training for K-12 employees to address bullying including due to race, sex, sexual orientation and gender identity, and in 2020 ODE released the 2020 LBGTQ2SIA Student Success Plan for students to give guidance to districts on how to support students. In February of 2021 OEA then-Vice President Reed Scott-Schwalbach was already collaborating with other unions to host a "Know Your Rights" for Queer workers. The event, June 10, 2021, was advertised on OEA's website and social media.

**NBI 14:** OEA coordinate planning for and fund the placement of a permanent plaque or other permanently installed Land Acknowledgment memorial on the site of each OEA-owned property, stating the name(s) of the local tribe(s) of Indigenous people that are historically known to have occupied and claimed the immediate vicinity as their own land. In the process of planning and implementation, OEA will consult with the various local Indigenous tribes, as available. On property sites which are leased by OEA, a plaque or memorial shall be prominently displayed in a visible and appropriate manner for the site.

**ACTION:**

- Pricing of plaques completed. Ongoing engagement with ODE and Oregon Indian Services on how to engage with the tribes in culturally responsive ways and support in outreach to tribal governments. OEA HR department working to incorporate feedback from the member NBI committees and Committee on Racial Equity on a draft Land Acknowledgement.

**NBI 15:** OEA take the necessary steps, including adding the bylaw and policy, to create the position of Equity Director, which will be held by an elected member as a full-time release position with dedicated staff support. A description of this new position will be developed using OEA's equity lens and shared with members in time for them to submit nomination forms and run for election at the 2023 Representative Assembly.

**ACTION:**

- Proposed edits slated for Bylaws and Policies Committee's final consideration, and submission to OEA Board for review in time for consideration for submission to 2022 OEA Representative Assembly.

**NBI 16:** OEA will go beyond Land Acknowledgement to explore the concept of "Land Back". OEA will recruit a committee of Indigenous members and reach out to Oregon tribes for their recommendations. OEA will report the findings and recommendations of the committee to the maker by the end of December, and give an oral report at the beginning of the 2022 RA right after the Land Acknowledgement.

**ACTION:**

- Member task force created and drafted a letter that passed muster with both the Oregon Department of Education and Oregon Indian Services, who have both been assisting task force to be culturally responsible in our approach with the tribes. Letter was sent to tribal representatives in January and the committee awaits replies before moving forward any recommendations.

**NBI 17:** OEA will gather and publish data on the demographics and retention of educators of color for ALL Oregon School Districts. OEA will use this data to expand Equity Sparks and provide existing supports that will include all BIPOC educators who are in isolation or in districts that have low rates of retention.

**ACTION:**

- OEA was already using demographic data about members to expand Equity Sparks, and used the data in the 2021 Oregon Equity Report to prioritize locals and create local BIPOC database. OEA has ongoing work with the Educator Advancement Council to cross-check data on BIPOC staff percentages in all Oregon schools in order to create action plans for key goals in supporting and retaining BIPOC educators. The planned 21-22

expansion of Equity Sparks retreats to three in 21-22 have been able to be planned despite COVID interruptions. Database work has been used to identify priority areas for mentoring, and improving database quality and staff and member use is an ongoing project.

**NBI 18:** OEA use coalition connections to advocate for creating and maintaining mentor programs for early career educators, which would include individuals new to the profession as well as individuals who have some experience but have transitioned into the classroom. Additionally, OEA will reach out and collaborate with Regional Educator Networks (REN) and the Educator Advancement Council (EAC) to help reinforce and support their current work on recruitment and retainment of educators of color and providing them the opportunity to be matched with a mentor of color during their early years in education.

**ACTION:**

- Incorporated into Early Career Organizing Committee charges. Initial pilots through NEA grant funds and Equity Sparks work connected to mentoring have been successful, and a mentoring component is planned for new hire outreach Summer/Fall 2022. OEA staff and governance have ongoing relationship with the Educator Advancement Council, monitoring monthly EAC meetings and monthly EAC-REN meetings, incorporating REN opportunities in Great Public School monthly updates and updates to the OEA board and OEA presidents.

**NBI 19:** OEA will proactively reach out to communicate with all of its members through local association leaders and other channels and give them an easy option to request to have physical mail from OEA converted into paperless formats of communication. In addition to this OEA will respect members choices to not receive any physical mail from OEA and stop sending it to the greatest extent possible as allowed by OEA bylaws and policies and they will ask new members if they would like all communication to be digital only to the greatest extent possible as allowed by OEA bylaws and policies when they join.

The paperless option would also include the option to request to stop OEA and NEA sponsored offers we get through the mail to the greatest extent possible according to our bylaws and policies, and the communication about options may include tiered options for members such as: 1. request not to receive paper sponsored mail, 2. request all informational mail that does not require member action/response to be sent in digital-formats only, 3. request all physical mail to be converted to digital formats to the greatest extent allowed by OEA bylaws and regulations. To continue this practice after next year, it will be discussed in the appropriate place (OEA board; Bylaws committee, etc.), so that it does not need to be brought up each year as an NBI.

**ACTION:**

- Checkbox has been added to our electronic membership form. Information gathered is added to NEA 360 Member database for mailing exclusion.

**NBI 20:** OEA will collaborate with coalition partners such as Unite Oregon & Don't Shoot PDX to educate its members about 1) the connection between police in schools and the school to-prison pipeline, 2) the failure of police housed in school buildings to stop school shootings, and 3) the history of policing as it relates to the oppression of BIPOC (Slave patrols, the "War on Drugs", racial profiling, disproportionate police brutality, etc.) which continues today, as well as 4) alternatives to policing and 5) the differences between the police union and other unions. This collaborative educational effort will include an article in Today's OEA and a virtual webinar (recorded) using the OEA equity lens.

**ACTION:**

- 21-22 budget increased by \$5k for webinar costs. Government relations department scheduling meetings with coalition partners with new staff members and new OEA Executive Director post- Legislative session.

**NBI 22:** OEA pushes for a statewide tuition remission program for BIPOC educators, where after 5 years in the public school system as an educator (or substitute teacher) the entire tuition regardless of educational institution is paid for in full. This would be retroactive back 5 years for current BIPOC educators.

**ACTION:**

- OEA Government Relations Team has met with legislative leaders to examine current opportunities and advocate that this be included in the workforce crisis work under consideration in the 2023 Legislative session. Advocated for scrutiny on tuition remission and particularly how legislators focus on BIPOC educators in plans for supporting, recruiting, and retaining. Legal flags raised regarding Constitutional issues on using race as a standard for benefit.

**2022 OEA**  
**AFFIRMATIVE ACTION REPORT**

Goals By Gender:	Current Total Empls.	Current Male Empls.	Current Female Empls.	Goals For Women Staff
Mgmt Staff	6	3	3	40-50% (met)
Directors	3	1	2	50% (met)
Confidential	3	0	3	40-50% (met)
Prof Staff **	49	27	22	40-50% (met)
Assoc Staff	35	3	32	40-50% (met)
Goals By Ethnic Minority	Current Total Empls.	Current Ethnic Minority Male Empls.	Current Ethnic Minority Female Empls.	Goals for Ethnic Minority Staff
Mgmt Staff	6	0	1	5-15% (met)
Directors	3	1	1	5-15% (met)
Confidential	3	0	0	5-15%
Prof Staff	49	6	6	5-15% (met)
Assoc Staff	35	0	3	5-15% (met)

As of March 1, 2022





## **Annual OEA-PAC awards**

based on the January 2022 OEA-PAC Report:

OEA-PAC participation and donations are slightly lower than last year.  
The great news for 2021 is our average contribution is up, we're at \$53.76 per donor now.  
Funds raised over the past year were \$323,222.82, down by **only 1%** from January 2021.  
Statewide, 11% of our members are PAC donors.

We thank these UniServ Councils and Locals for their achievements in the following areas:

### **UNISERV WITH THE HIGHEST AVERAGE CONTRIBUTION:**

OEA-Retired with an average donation of \$78.94 per donor.

### **UNISERV WITH THE HIGHEST PARTICIPATION PERCENTAGE:**

Washington County with 23% of their members contributing.

### **UNISERV WITH THE GREATEST CONTRIBUTION INCREASE:**

Portland Association of Teachers with an 8.6% increase  
in contributions raised over the prior year.

### **LOCAL WITH THE HIGHEST AVERAGE CONTRIBUTION:**

Linn Benton Community College Faculty Association  
with an average donation of \$128.57 per donor!

### **LOCAL WITH THE HIGHEST PARTICIPATION PERCENTAGE:**

Fern Ridge EA with 40% of their members contributing.

### **LOCAL WITH THE GREATEST PARTICIPATION INCREASE:**

ASK - ESP with a 30% increase in participation!



# RA FORMS



**OREGON  
EDUCATION  
ASSOCIATION**

2022

REPRESENTATIVE  
ASSEMBLY



# OREGON EDUCATION ASSOCIATION REPRESENTATIVE ASSEMBLY

April 29-30, 2022

## DELEGATE EXPENSE VOUCHER

Lodging and travel will be reimbursed according to the expense reimbursement policy for delegates adopted by the OEA Board of Directors (printed on the reverse side). **PLEASE READ THIS POLICY BEFORE FILLING IN AMOUNTS.** It is not intended that OEA cover all expenses. Please voucher your local association for additional expenses. Expenses are reimbursed for voting delegates only, not alternates.

(PLEASE PRINT LEGIBLY)

☐ **Reimburse Delegate** Delegate Name \_\_\_\_\_

Delegate Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Local Association delegate represented: \_\_\_\_\_

☐ **Reimburse Local:** IF REIMBURSING LOCAL, RETURN FORM(S) & RECEIPTS TO YOUR LOCAL ASSOCIATION.

**Delegate lives** ☐ within 50 miles of RA site ☐ between 50 and 100 miles of RA site ☐ further than 100 miles of RA site.

**Delegate** ☐ Did attend the Award Reception ☐ Did Not attend the Award Reception.

**Delegate** ☐ Did stay over Saturday night ☐ Did Not stay over Saturday night

	<u>Meals</u>	<u>(5305) Lodging</u> (RECEIPTS REQUIRED) Limit: \$77.72 Per Night w/ tax	<u>(6555) Dependent Care</u> (COMPLETED FORM & RECEIPT REQUIRED) Limit: \$50 Per Day	<u>TOTALS</u>
Friday	N/A			
Saturday	N/A			
Sunday	N/A			
Totals				

### (5310) TRAVEL (For Delegates traveling MORE THAN 100 MILES TOTAL)

<b>A</b>	Number of Miles _____ X \$0.29 per mile	\$
<b>B</b>	Number of Miles _____ X \$0.02 per mile X ____ Number of delegate passengers (**names listed below)	\$
<b>C</b>	<b>TOTAL MILEAGE (A + B)</b>	\$

**\*\*Name(s) of Delegate Passenger(s):** \_\_\_\_\_

**TOTAL RA REIMBURSEMENT \$ \_\_\_\_\_**

**Delegate Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>FOR ACCOUNTING USE ONLY:</b>	<b>5305</b>	<b>80</b>	<b>Lodging</b> _____	<b>Total)</b> _____
	<b>5310</b>	<b>80</b>	<b>Mileage</b> _____	<b>Total)</b> _____
<b>Approval:</b> _____	<b>6555</b>	<b>80</b>	<b>Dependent Care</b> _____	<b>Total)</b> _____

Vouchers must be submitted by **May 30, 2022** to:  
Oregon Education Association  
Accounts Payable  
6900 SW Atlanta Street  
Portland, OR 97223

## EXPENSE REIMBURSEMENT POLICY - 2022 OEA REPRESENTATIVE ASSEMBLY

**Per IRS regulations, to be paid, vouchers must be submitted no later than May 30, 2022.**

### 1. General

Reimbursement to delegates for OEA RA expenses shall be limited to those items and rates listed below. **It is not intended that OEA cover all expenses to attend the RA. Cost in excess of these limits shall be borne by the delegate, Local Association or UniServ Council.** If the Local you represent is to be reimbursed for your costs, complete the delegate expense voucher and return it to your Local for reimbursement.

### 2. Meals

Saturday breakfast and Saturday Award Reception will be provided by OEA. **Please request expense reimbursement from your Local for all other meals.**

### 3. Lodging

- A. Lodging expense for all delegates utilizing hotel accommodations shall be reimbursed at one-half the double occupancy rate plus tax, not to exceed \$77.72 per night, (one half the rate of approved RA accommodations plus tax). Reimbursement requires you stay at the Holiday Inn Portland - Columbia Riverfront. (Failure to use the minimum number of rooms reserved results in expensive charges for our meeting rooms.)
- B. **Delegates who reside within 50 miles of the RA site will not be reimbursed for lodging expenses.**
- C. Delegates who reside 50 miles or further away from the RA site may be reimbursed for up to two nights' lodging. **Delegates who live between 50 and 100 miles from the RA site must attend the Award Reception to be reimbursed for the second night's lodging.**
- D. Delegates who live more than 100 miles from the RA site will be reimbursed for both night's lodging.

### 4. Mass Transit/Parking

Mass transit expenses will be reimbursed **at the actual cost, receipt required.**

### 5. Travel

Travel expenses shall be reimbursed for those **delegates who travel more than 100 miles** total, at the rate of 29 cents (\$0.29) per mile, plus 2 cents (\$0.02) per mile for each additional delegate passenger. (Please list names of delegate passengers on expense voucher.)

### 6. Dependent Care

Delegates will be reimbursed for dependent care **up to \$ 50.00 per day**, per family. Delegates who live within 50 miles of the RA site will be reimbursed for up to 1½ days of dependent care. Delegates who live further than 50 miles from the RA site will be reimbursed for up to 2½ days of dependent care. Pet care is not reimbursable. **The Dependent Care Form and a receipt for services must be attached to this voucher to receive reimbursement.**

# OREGON EDUCATION ASSOCIATION REPRESENTATIVE ASSEMBLY

April 29-30, 2022

## LOCAL ASSOCIATION REIMBURSEMENT VOUCHER

Lodging and travel will be reimbursed according to the expense reimbursement policy for delegates adopted by the OEA Board of Directors. (See previous page, individual Delegate Expense Voucher.) Expenses are reimbursed for voting delegates only, **not alternates**. A **completed, signed expense voucher with all applicable attachments (including receipts)** for **EACH** delegate must be attached for timely reimbursement. Reimbursement will be made by one check to the Local ONLY, so please be sure to include ALL acceptable delegate expenses.

<b><u>MAIL CHECK TO:</u></b>	(PLEASE PRINT)
	<b>Local Assn Name:</b> _____
	<b>Street:</b> _____
	<b>City</b> _____ <b>OR</b> <b>Zip Code</b> _____
<b>For Questions: Contact Name:</b> _____	<b>Phone # ( )</b> _____ Area Code

**PLEASE ATTACH SIGNED, INDIVIDUAL DELEGATE VOUCHERS (WITH ALL PERTINENT RECEIPTS)**

### **RECEIPTS REQUIRED FOR REIMBURSEMENT**

NAME OF DELEGATE	Individual Voucher Attached	(5310) Mass Transit Or Parking	(5305) Lodging Max:\$77.72 /night	# of Nights	(5310) Mileage at \$0.29 per mile + delegate passengers @ \$0.02 per mile	(6555) Dependent Care Max: \$ 50/day Actual Expenses	TOTALS
		\$	\$		\$	\$	\$
<b>Grand Total – each column (all pages)</b>		\$	\$		\$	\$	\$

*(if necessary, continue on next page, or create a spreadsheet, then enter total below)*

**TOTAL RA REIMBURSEMENT TO LOCAL ASSOCIATION:** \$ \_\_\_\_\_

**Authorization Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

<b><u>FOR ACCOUNTING USE ONLY:</u></b>	5305	80	Lodging _____	Total) _____
	5310	80	Mileage _____	Total) _____
	6555	80	Dependent Care _____	Total) _____
	Approval: _____			

**Vouchers must be submitted by May 30, 2022 to:**  
Oregon Education Association  
Accounts Payable  
6900 SW Atlanta Street  
Portland, OR 97223

*(continued from previous page, or create a spreadsheet, then enter total on previous page)*

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# OREGON EDUCATION ASSOCIATION REPRESENTATIVE ASSEMBLY

April 29-30, 2022

## ASSISTANCE FOR DEPENDENT CARE FORM

### Dependent Care Policy:

- A. This form and a receipt for services must be attached to the original delegate expense voucher.
- B. Up to \$50 per day, per family, will be allowed for dependent care reimbursement. Pet care is not reimbursable.
- C. Delegates within 50 miles of the RA site will be reimbursed for up to one and one-half days of dependent care.
- D. Delegates further than 50 miles from the RA site will be reimbursed for up to two and one-half days of dependent care.

**Please Note: Only the actual cost is reimbursable, up to the maximum amounts specified above.**

<b>Delegate Name</b>	
<b>Street Address</b>	
<b>City, State, Zip</b>	
<b>Local Association</b>	
<b>Name of Dependent(s) and Relationship to the Delegate</b>	
<b>Name of Care Provider</b>	
<b>Amount Paid to Care Provider</b>	
<b>Care Provider's Signature &amp; Phone #</b>	

Signature\_\_\_\_\_ Date\_\_\_\_\_

Vouchers must be submitted by May 30, 2022 to:  
Oregon Education Association  
Accounts Payable  
6900 SW Atlanta Street  
Portland, OR 97223



# BUDGET & FINANCIAL INFO



**OREGON  
EDUCATION  
ASSOCIATION**

2022  
REPRESENTATIVE  
ASSEMBLY



## **OEA Budget Calendar**

### **March**

- Share information with board and staff
- Agree on how the decision-making process will work
- Set assumptions for: Pension, Bargain, Relief Fund
- Organizational Structure

### **April**

- Develop operating plans with new Executive Director
- Address the significant levers – pension, relief fund, staffing, spending
- Adjust expectations to eliminate work on non-core functions

### **May**

- Review detailed operating plans with board

### **June**

- Revise and update operating plans with board feedback

### **July / August**

- Timing depends upon availability of the audited financial statements
- Board to approve operating plan and budget for 2023 in a Special Meeting



# NOTES



**OREGON  
EDUCATION  
ASSOCIATION**

2022

REPRESENTATIVE  
ASSEMBLY



[illegible]

[illegible]

[illegible]

[illegible]

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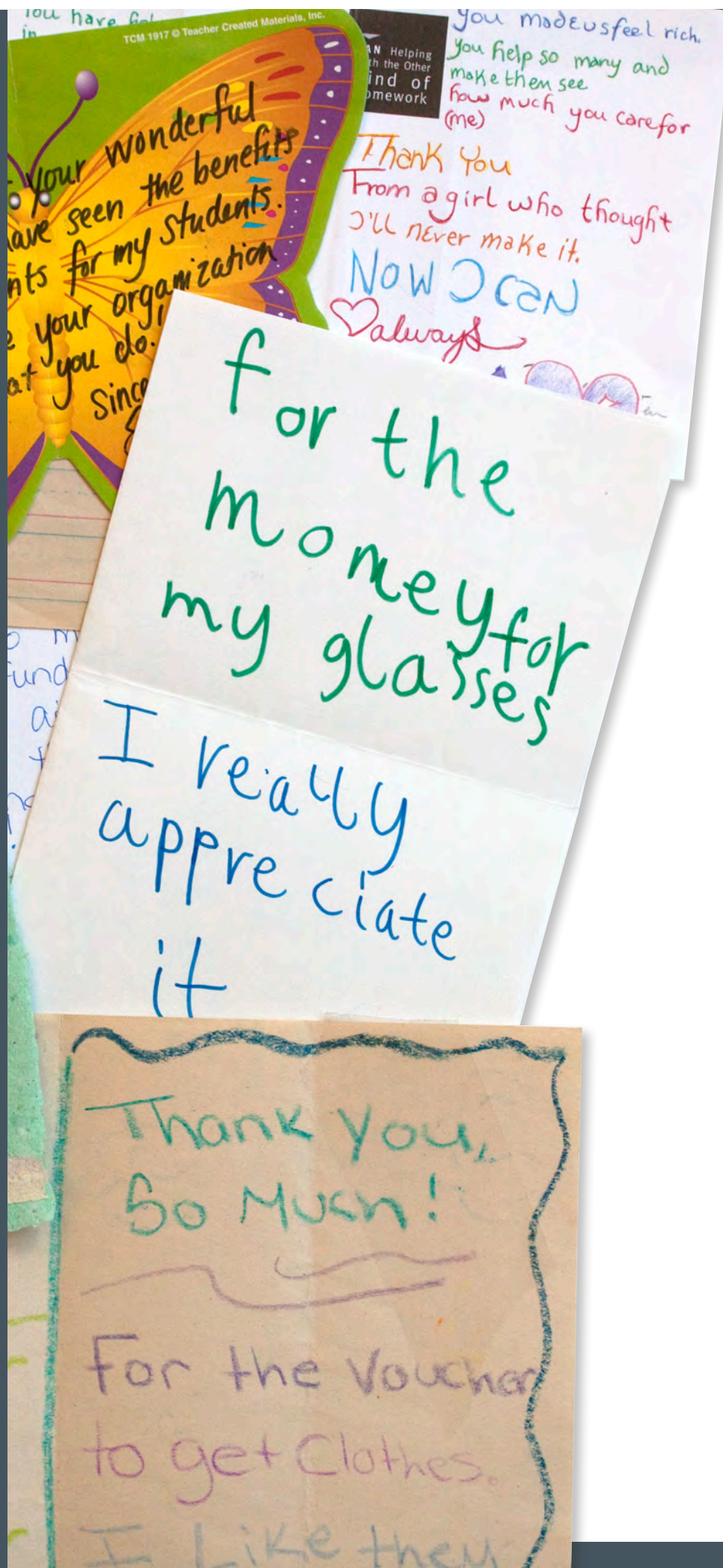
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**OEA MEMBERS IMPACT THE LIVES OF OREGON** students in profound ways – in the classroom, on school grounds, and at home. Through the OEA Foundation, you can contribute to the wellbeing of students whose basic needs – like clothing and medical expenses – are unmet by our state's social service programs.

This year, and particularly in this economy, consider making a tax-deductible donation to the OEA Foundation to ensure all public education students have the resources they need to succeed in school. The Foundation is unique in that 100 percent of all donations go directly back to our students – no overhead cost involved.

Make an online donation today (or sign up for monthly payroll deductions if you're able) at [www.oregoned.org/oefoundation](http://www.oregoned.org/oefoundation).

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