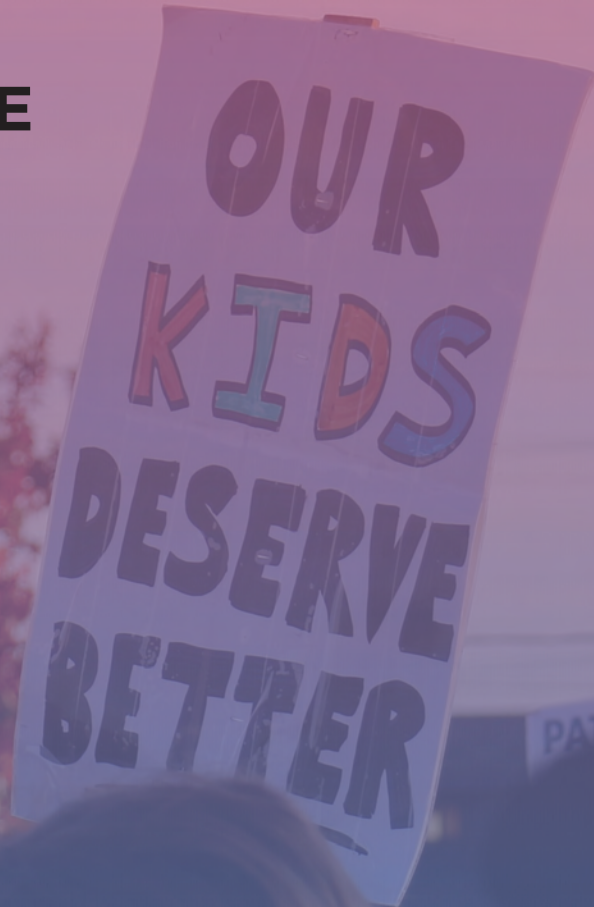


POWER & VOICE

# 2024

REPRESENTATIVE  
ASSEMBLY



OREGON  
EDUCATION  
ASSOCIATION



# THANK YOU

## to the sponsors of OEA's 2024 Representative Assembly

### **VOYA**

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

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Founded in 1955, Moda is a company committed to building healthier communities. In addition to its more than 1 million dental lives, Moda has over 330,000 members in its medical plans and more than 1 million members in its stand-alone pharmacy segment. The Moda family of enterprises includes Moda Health, Delta Dental Plan of Oregon/Alaska, ODS Community Dental, Eastern Oregon Community Care Organization, Ardon Health, BenefitHelp Solutions, Astra Practice Partners, Dental Commerce Corporation, Healthy Grid, Arrow Dental, and Summit Health.

### **California Casualty**

Since 1974, California Casualty has proudly protected OEA members and their families with auto and home/renters insurance coverage through the OEA/NEA Auto & Home Insurance Program. California Casualty has a strong commitment to public education employees by offering OEA members special benefits and rates not available to the general public. Visit [www.calcas.com/oea](http://www.calcas.com/oea) for more information.



# 2024

## Representative Assembly Handbook

**April 19-20, 2024**

**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  
2024 OEA Representative Assembly!**

Delegates,

Welcome to the largest gathering of our union, our annual Representative Assembly. Every year in April OEA members from across the state gather to share ideas, get updates on progress, connect and build our power. We are a union made up of many different job categories spanning the education world from PreK to community college, and our diversity of perspectives gives us the powerful ability to speak with experience on every aspect of public education. Together, with our common focus on improving public education for the more than 700,000 public school and community college students of Oregon, we make a powerful difference. Thank you for being a member of our union, and thank you for helping represent the students and OEA members from your part of our beautiful and diverse state.

Our OEA Board has worked hard to help prepare delegates by hosting Pre RA meetings (PRAMs) this spring. These meetings help put into action our strategic intents: building Powerful, Visionary, Member-Driven Locals, Leading Educator-driven innovation in public policy, and re-shaping Oregon politics to better serve our students and our communities.

This year you will hear about the action plans the OEA Board has been working on that outline the steps to accomplish our strategic intents. Every OEA member has something valuable to offer as we finalize our action plans and consider additional work and internal changes that we want for our union. Whether you are from a small or a large local, whether you work directly with students or provide support another way, your voice adds to our collective power. We have a responsibility to each other and our students to use this power to build a public education system that helps our students thrive. We know that for many historically marginalized students, including Black, Brown, Indigenous students, students with disabilities, and students who identify as LGBTQ+, our schools have not been the welcoming, inclusive places we strive to make them. Identifying the barriers in our schools that keep students – and staff - from being fully supported to learn and grow is part of our commitment to creating quality public education. This requires dedication, resilience, compassion and a willingness to listen to each other. Let's put those skills into action during our RA and into the future to create the schools our students deserve.

While our work will never be done, we have been busy over the past year. Please consider attending the virtual hearings during April and at the in-person RA to learn more. We have a lot to celebrate, and a lot of opportunities for you to help shape the next steps.

And keep in mind that as a member of our union, you are never alone. As a delegate elected to represent our 42,000 members, don't hesitate to reach out to those from other parts of the state, get to know someone new and hear their ideas. Let's continue to build our connections to each other and our collective power. Thank you for bringing your energy, thoughtfulness and your passion for our work to the 2024 OEA RA.

Have a great RA!

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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## **Equity Filter**

**When planning and making decisions, ask the following questions to intentionally slow down decision making and combat implicit or explicit bias. This ensures the perspectives of the most impacted individuals/groups are centered. You will be decentralizing and sharing power.**

### **SET OUTCOMES**

- What outcomes are we working to achieve?
- What assumptions are we bringing into the issue?

### **CENTERING MULTIPLE PERSPECTIVES**

- Who has been included in the decision-making process?
- Who is affected by this decision and/or action?
- Are you centering multiple perspectives and key stakeholders who are impacted by this decision?

### **ATTEND TO UNINTENDED OUTCOMES**

- What are the potential unintended outcomes?
- What are the barriers to more equitable outcomes?
- How will you address impacts or unintended outcomes?

### **COMMUNICATE**

- How will you ensure communication takes place in an inclusive, culturally responsive and responsible manner?

### **EVALUATION AND AWARENESS**

- What other possibilities for this decision and/or action were explored?
- How will feedback from stakeholders be collected?
  - How will you evaluate your decision and/or action?





## APPROVED BY THE OEA BOARD OF DIRECTORS JANUARY 23, 2021

### Commitment to Equity Statement 1.11.21

#### Our Commitment to Equity:

Every student is entitled to be valued for the unique identities and experiences they bring to the learning environment, and every educator deserves to be supported in their profession. In educational settings, however, institutional racism and cultural marginalization caused by long standing practices of white supremacy have created barriers and disparities for many of Oregon's students and educators of color. As an organization at the forefront of public education and Oregon's labor movement since 1858, the Oregon Education Association (OEA) has undeniably played a role in perpetuating systems that devalue, silence, and discriminate against Black, Indigenous People of Color (BIPOC) and other marginalized groups. Our union has, for too long, operated in a manner that elevates and normalizes white supremacy.

#### **We are writing the next chapter of our story.**

Looking deeply at our own experiences and preconceived notions around race and equity—how white supremacy and privilege shape our perspectives, attitudes, and actions – is only the beginning of this new chapter. We are committed to ending both our internal union racist practices, as well as the systematic racism that continues to perpetuate inequities in our educational institutions and communities where students, members, and staff live and work. We will champion members in both their individual and collective work to dismantle racism and bias in all forms. We will center our equity actions around the groups experiencing marginalization and oppression and will lead with BIPOC members in this work. Our commitment to equity and inclusion currently includes the following and continually expands:

- Advancing, centering and giving power to the voices and experiences of members, students, staff, and communities of color that have been traditionally oppressed and invisible
- Eliminating from our policies, procedures and practices racism, discrimination, intolerance, and bias
- Organizing, creating and supporting programs that eliminate cultural and institutional barriers in our educational settings and workplaces

This is a journey. For some it will feel like we are moving too slowly and for others too quickly, but we are committed to moving forward. We are deeply committed to the belief that our attention to equity, inclusion, dismantling of white supremacy, racial and social justice will build conditions in which **ALL students, OEA members, and OEA staff can thrive**. Together, we must take responsibility and accountability for creating an equitable system for Oregon's diverse students, educators, and communities.

In Solidarity,

Oregon Education Association

# Candidate for Region I Vice President

## 1 Position (2-Year Term)

### STEPHEN SIEGEL

#### STATEMENT:

I'm running for a second term as your Region 1 Vice President in order to keep pushing for OEA to continue transforming itself into a fighting, democratic, and transparent union.

- Fighting: Strike-readiness is our priority; Class Struggle is our perspective; Organizing non-union worksites is a regular practice: Community Organizing and Statewide Action are utilized tactics.
- Democratic: Member engagement without power hoarding, All-member voting; Member opportunities to demonstrate solidarity are core values.
- Transparent: NBI makers get updates, Communication is a consistent priority.

Some of the achievements that i'm most proud of in my first term include the Conference for Organizing and Bargaining, the Class Struggle Unionism Book Study, the Organizing for Power group, and the OEA Board Ceasefire Motion that passed. I would love to have a second term in order to continue serving you.



#### QUALIFICATIONS:

##### Local

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

##### State

- OEA Reg 1 Vice President (current)
- OEA Cabinet Chair
- OEA Executive Committee
- OEA Budget Committee
- OEA Board Director
- OEA Mobilizing Committee
- OEA Bargaining Team (for ASO staff contract)
- 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
- OEA Eye on Equity Spotlight

##### National

- NEA RA Delegate
- NEA Leadership Summit

##### Personal

- Today's OEA authored articles
- Labor Notes Conference panel
- NWTSJ Conference panel
- Labor Radio Host
- Parent of 2

# VOTE STEPHEN SIEGEL



OEA Region 1 Vice President

**For a Fighting, Democratic,  
and Transparent Union!**





# Candidate for Region II Vice President

## 1 Position (2-Year Term)

### **KELSY DUNLAP**

#### **STATEMENT:**

As a passionate educator and fierce union advocate, I am dedicated to preserving and fighting for the rights and well-being of educators across our state. As Region II Vice President, I will work to address the challenges faced by educators in Oregon, championing inclusivity and diversity in our union. We can build a more resilient and empowered union that stands for all of its members by listening to rank and file member voices and operating with transparency.



Together, let us build a union that not only protects the rights of educators but also ensures that every student receives a just, equitable, and quality public education. I have the skills, experience, and judgment to help move this organization forward. We are the members and we are the union. I humbly ask for your support and look forward to the opportunity to serve you as Region II Vice President.

#### **QUALIFICATIONS:**

##### **Local: Salem Keizer Education Association**

- Secretary, 2019-2023
- Secondary Board Director, 2017-2019
- Building Representative, McKay High School, 2017 - present
- Chair, Elections Committee, 2021-present
- Chair, Organizing Committee, 2023-present
- Member, Bylaws & Policies Committee, 2021-present

##### **State: Oregon Education Association**

- OEA Board Director, Region 03, 2023-present
- OEA Board Liaison, LGBTQ2SIA+ Advisory Council, 2023-present

- OEA Board Liaison, OEA PAC Board, 2023-present
- Delegate, OEA RA, 2017-present
- Member, Advocacy & Affiliate Services Cabinet, 2018-2022

##### **National: NEA**

- SKEA Delegate, NEA RA, 2017-2019
- State Delegate, NEA RA, 2020-2022
- Attendee, NEA Leadership Summit, 2017 & 2018

##### **Professional**

- Physics & Computer Science Teacher, McKay High School, 2012-present
- GSA Advisor, McKay High School, 2014-2022



# VOTE KELSY DUNLAP

REGION II VICE PRESIDENT

they/elle/Mx

**justice - advocacy - solidarity**

## **PRIORITIES**

### ***Advocacy***

Serving rank and file members is my first priority. We must make OEA work for all of our members, statewide. I have worked hard to advocate for and lift up underrepresented voices at the local and state levels.

### ***Strong, member-driven locals***

OEA's strength comes from our locals. OEA must work for and with our locals to serve our members and communities.

### ***Transparency***

I am dedicated to improving communication between OEA and Region II members, with a focus on bringing voices from our region to OEA leadership.

## **EXPERIENCE**

### ***Local***

- McKay High School | Physics and Computer Science Teacher & Building Rep
- SKEA | Secondary Director; Secretary; Chair of Organizing and Elections Committees; Delegate to the OEA RA

### ***State***

- OEA Board of Directors; PAC Board
- Advocacy and Affiliate Services Cabinet
- Region II Delegate to the NEA RA

# Candidate for Region II Vice President

## 1 Position (2-Year Term)

### **BRIAN ZAUBER REED**

#### **STATEMENT:**

OEA Family,

I am honored to be nominated by my peers for the position of region 2 Vice President. As a dedicated member of our Union, I bring a proven record of leadership, collaboration, and a commitment to fostering positive change. My vision for the role includes promoting inclusivity, amplifying diverse voices, and working closely with my colleagues to enact effective policies that address the evolving needs of our Union. With my previous background in many leadership and team positions. I am well-equipped to contribute strategic insights and drive initiatives that enhance our collective well-being. If elected, I pledge to serve with integrity, dedication, and a passion for making a lasting impact. Together, let us embark on a journey of progress, unity, and shared success.

Thank you for your trust and consideration.

#### **QUALIFICATIONS:**

With a proven leadership track record within our Union, I bring strategic vision and hands-on expertise. My effective collaboration skills have motivated our membership, and my commitment to equity aligns seamlessly with the role of Region 2 Vice President. Serving in various capacities, including ASKESP Director at Large 2, OEA and NEA Delegate, State Director, OCESP Regional Director, and Bargaining Team member, demonstrates my diverse experience. Dedicated to upholding the highest standards, I am well-equipped to navigate challenges and contribute to our Union's growth. As Region 2 Vice President, I pledge unwavering commitment to our collective success. Thank you.





# Candidate for Region III Vice President

## 1 Position (2-Year Term)

### **SARAH BARCLAY**

#### **STATEMENT:**

As Region III Vice President, I commit to fostering relationships, establishing meaningful connections, and cultivating a sense of belonging among the diverse group of educators and support professionals within our expansive region. Considering our diversity and geographic size of our region, it's crucial to build connections in light of what may appear to separate us.

Having served as the District 7 Board Director since 2019, I have worked to consistently demonstrate my capacity to lead with competence, compassion, and dedication. From pandemic to disrupted learning to building collective power, I have seized opportunities for action, proving my overarching desire to strengthen our union and public education.

Our strength lies in collaboration and intentional consideration of the diverse experiences and expertise within our membership. Together we are stronger! I am grateful for continued trust of membership, and I am committed to continuing to serve our Union in this new capacity.

#### **QUALIFICATIONS:**

##### **Local: Bend Education Association**

- President
- Executive Board Member
- Bargaining Committee Chair
- Bylaws and Policies Committee Chair
- PAC Committee Member
- Building Representative
- Summer Cadre Member
- Scholarship Committee Chair

##### **State: Oregon Education Association**

- Current District 7 Board Director
- OEA Representative Assembly Delegate
- Relief Fund Committee Member
- Representative Assembly Planning Committee Chair

- OEA Summer Conference Attendee
- Early Career Educator Committee Member

##### **National: National Education Association**

- NEA National Leadership Summit Attendee

##### **Personal:**

- National Board Certified Teacher
- Oregon Statewide Educator Salary Schedules Task Force Member
- District Culture and Climate Task Force Member
- District Strategic Planning Core Team Member



**WE ARE  
STRONGER  
TOGETHER**

# SARAH BARCLAY

FOR REGION III  
VICE PRESIDENT

Committed to:

- Fostering relationships
- Establishing meaningful connections
- Cultivating a sense of belonging



# Candidate for ESP Director

## 1 Position (3-Year Term)

### **LISA DANSKIN**

#### **STATEMENT:**

You may not know who I am, but you will want to. You'll want to remember my name because I strongly believe there needs to be a positive movement for ESP's. We've seen the bottom, now it's time to see the top. I'm dedicated to making that commitment. Together, we can make a difference!

It would be my privilege to serve as your ESP Director. I promise to actively listen and hear your concerns. I will be committed to being the voice that needs to be heard. I'm very compassionate about putting ESP back into the respect we deserve.

#### **QUALIFICATIONS:**

I have been the local President for Klamath Falls Association of Classified Employees since 2021, Vice President for 1 year and Building Representative for 2 years. I've served on the School Board Committee for 2 races. I have built local membership to 90%, increased para wages over \$2.00 and changed part of ORS260.432.

I'm a State Representative Assembly Delegate, PAC and OCESP member.

I've attended NEA ESP Conference twice and NCESP member.

I have strong community connections, 19 years of advocacy, raised \$10k for a youth center, and a Special Olympics Volunteer.





# LISA DANSKIN

## FOR ESP DIRECTOR

### QUALIFICATIONS

#### LOCAL: KLAMATH FALLS ASSOCIATION OF CLASSIFIED EMPLOYEES

- President since 2021
- Vice President 1 year
- Building Representative 2 years
- School Board Committee for 2 races
- 90% membership
- Over \$2.00 increase for para's
- Changed ORS260.432

#### STATE: OEA

- Representative Assembly Delegate
- PAC member
- OCESP member

#### NATIONAL: NEA

- NEA ESP Conference 2x Attendee
- NCESP member

#### PERSONAL:

- Strong community connections
- 19 year Advocate
- Started Autism Support Group
- Raised \$10k for youth center
- Special Olympics Volunteer



#### STATEMENT:

You may not know who I am, but you will want to. You'll want to remember my name because I strongly believe there needs to be a positive movement for ESP's. We've seen the bottom, now it's time to see the top. I'm dedicated to making that commitment. Together, we can make a difference!

It would be my privilege to serve as your ESP Director. I promise to actively listen and hear your concerns. I will be committed to being the voice that needs to be heard. I'm very compassionate about putting ESP back into the respect we deserve.

# Candidate for ESP Director

## 1 Position (3-Year Term)

### **CHRISTINA McFARLAND**

#### **STATEMENT:**

As the ESP Director for the state of Oregon, it would be my priority to make sure that the voice of the Education Support Professional is heard loud and clear when it comes to making decisions that affect the course of Education. ESPs are a growing presence in the NEA and especially here in Oregon. After President Becky Pringle made the call at last year's NEA RA to start including ESPs in leadership positions, I think a strong and loud voice for the people is needed in this position to elevate our cause.



#### **QUALIFICATIONS:**

##### **Local:**

- Paraeducator Director for Association of Salem-Keizer Education Support Professionals, the largest ESP Local in the State of Oregon
- Member of the Bargaining Team that has been working tirelessly since April 2023 to secure a historical contract for more than 2,800 ESPs.

##### **State:**

- Represented OEA on the Elections Committee at 2023 NEA RA
- Served on OEA Harmony Committee at 2023 NEA RA

##### **Personal:**

- Special Programs Instructional Assistant for Salem-Keizer Public Schools
- Mom to two gifted, neurodivergent teenagers
- Degree is Legal and Paralegal Studies
- Educational Background in Behavioral Health Sciences





# Christina McFarland

Running For

**OEA  
ESP Director**

## What do I stand for?

- **Education Support Professionals are Educators!** Too many times we are shunted to the side in the conversation because we are not “real” teachers. Yet we spend just as much valuable time with our students.
- **Training is for Everyone!** If you work with a child in any capacity you deserve to be trained. The students deserve for you to be trained.
- **Education Support Professionals do have Higher Education.** Many ESPs are licensed in some capacity and deserve to be paid as such.

## Who Am I?

- **I am a staunch Special Education Advocate.** The School to Prison Pipeline is a reality that needs to be rectified. We can only do that with support and training for our students and the educators who work with them.
- **I am a lifelong resident of the Pacific Northwest.** I was born in the Redwoods, just off the beach, and I make my home in the beautiful Willamette Valley. This area is my home and always will be. The people here are my people.
- **I am a Princess!** Well, not really...but I wear a tiara every Friday because my students need to know that they are safe to express themselves. You can be whatever you choose...and I choose to be a Princess.

# Candidate for ESP Director

## 1 Position (3-Year Term)

### BECKY TORRES

#### STATEMENT:

As District 30 member for 32 years, OEA Clackamas ACE member at Clackamas Community College. I work with my local to help new and current members be informed of what our union can do and is doing for us. I am working with OEA and our local to make sure our Community College is represented and heard to work toward a stronger union. Higher Education Classified staff also known as Educational Support Personal (ESP's) have not been represented and I am here to bring our voice and be part of our Union as a Local and State.



#### QUALIFICATIONS:

##### Local:

- Clackamas (ACE) Associated Classified Employees
- Clackamas Community College
- Treasure
- OEA RA Delegate
- NEA RA Delegate
- Building Rep

##### State:

- EMAC Chair
- PAC Member
- OEA RA Delegate
- OCESP Member
- College Council Member
- 32 year Member
- HCRC Liaison
- Community College Director

##### National:

- 2018 NEA Women's Leadership Minority Leadership Conference
- Leadership Summit 2018, 2022
- OEA Summer Leadership
- Pre-Conference EMAC
- NEA RA Delegate
- OCESP Conference
- Equity Sparks Conference
- NEA Social Justice Conference
- NEA Higher ED Conference
- NEA ESP Conference

##### Personal:

- Team Player, Leader, Organizer and Planner
- Parent, Portland Dragon Boat Paddler, Pickleball player, Dog Walker and Dog sitter.



## Vote for Becky Torres as your next ESP Director



### **Statement:**

As District 30 member for 32 years, OEA Clackamas ACE member at Clackamas Community College. I work with my local to help new and current members be informed of what our union can do and is doing for us. I am working with OEA and our local to make sure our Community College is represented and heard to work toward a stronger union. Higher Education Classified staff also known as Educational Support Personal (ESP's) have not been represented and I am here to bring our voice and be part of our Union as a Local and State.

# Candidate for NEA Director

## 1 Position (3-Year Term)

### **ADOLFO GARZA-CANO**

#### **STATEMENT:**

I am running to Serve as NEA Director!

Since I was elected in 2021, I have continued to serve at a local, state and national level. I enjoy advocating by bringing members' concerns and stories with me to Capitol Hill when I am lobbying. I am proud to listen, learn, and serve and represent all members while centering our BiPOC members and promoting Equity and Excellence.

Thank you for your support, and I look forward to your vote!  
Re Elect Adolfo Garza-Cano for NEA Director



#### **QUALIFICATIONS:**

##### **Local : Portland Association of Teachers**

- Building Representative
- Executive Board Member 2019-2021
- Co-Chair of Racial Equity Committee

##### **State: OEA Committees:**

- RA Delegate 2015-2023
- Budget
- Choice Trust/Foundation
- NEA/RA 2026 Planning
- Congressional Advocacy Team (CAT)
- Resolutions
- Co-Chair Human and Civil Rights

- PAC participant
- Summer Leadership And Sparks Conference
- Educator lobby day in Salem

##### **National Education Association Committees**

- NEA Board of Directors 2021-2024
- Professional Standards and Practices
- Conference on Racial Justice Planning
- Human And Civil Rights Awards Ambassador
- Representative Assembly Delegate 2015-2023

# RE-ELECT GARZA4NEA

NEA DIRECTOR FOR OEA



## Experience:

- NEA
- OEA
- Local
- Grass Roots Organizer



Garza4NEA24



503.888.3374



Agcano.oea@gmail.com

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**District 15a: Julia Barto**

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**District 15b: Andrew Dennis**

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*Continued next page...*



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**District 17b: Helen Jacobs**  
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**District 18: Mikka Irusta**  
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**District 19: Cynthia Vaughan**  
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**District 20a: VACANT**

**District 20b: Martin Kwon**  
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**District 27: Al Rabchuk**  
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Cell: (971) 219-1449

**District 30a: Becky Torres**  
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**District 30b: Christopher Zimmerly-Beck**  
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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  
Devin MacArthur, Data Management Systems Specialist  
Cliff Li, Copy Center Specialist

## Governance

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

## The Center for Advocacy and Affiliate Services / Union School

Evan Wickersham, Director of Advocacy & Affiliate Services  
Peter Brogan, Advocacy & Affiliate Services Manager  
Melody Parsons, Administrative Assistant  
Robert Young, Bargaining Coordinator  
Julie Mann, Bargaining Coordinator Assistant  
Vacant, Organizer  
Alex Howe, Organizer  
Ryan Olds, Organizer  
Yvie Johnson, Organizer (1/2)  
Peter Bauer, Education and Training Coordinator  
Vacant, Union School/Center for Great Public Schools Administrative Assistant

## The Center for Public Affairs & Professional Excellence

Emily McLain, Director of Public Affairs & Professional Excellence  
Louis De Sitter, Public Affairs Consultant  
Cynthia Branger Munoz, Public Affairs Consultant  
Kevin Sullivan, Public Affairs Consultant  
Elvyss Argueta, Statewide Political Organizer  
Jackie Judge, Government Relations Administrative Assistant  
Rylee Ahnen, Media/PR Strategist  
Meg Krugel, Communications Editor  
Vacant, Equity Coordinator  
Leah Starkovich, Professional Practice Organizer  
Andrea Barnum, Education Policy & Practice Strategist  
Erin Whitlock, Professional Practice Consultant  
Kim Read, Learning Systems Specialist  
Tonia Davis, Administrative Assistant  
Penny Hildreth, Administrative Assistant

## 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

Rob Stackhouse, Chief Financial Officer  
Suzie Lyda, Executive Assistant (1/2)  
Vacant, Controller and Membership Director  
Ilana King, Staff Accountant  
Kelsey Jahne, Accounts Payable & Payroll 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  
Parker Haile, Membership Accounting Specialist  
Tori Kasik, Foundation Administrative Assistant (1/2)

# OEA FIELD STAFF

## **Beaverton Education Association**

Emily McCann, UniServ Consultant  
Sara Whelan, UniServ Consultant Beaverton & TTEA  
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  
Amy Picard, UniServ Administrative Assistant

## **Columbia River UniServ**

Karen Shearer, UniServ Consultant  
Jasmin White, UniServ Administrative Assistant

## **Community College UniServ**

Ken Volante, UniServ Consultant  
Brett Nair, UniServ Consultant  
Anne Huynh, UniServ Administrative Assistant

## **Douglas County UniServ**

Bob Sconce, UniServ Consultant  
Joyce Caldwell, UniServ Administrative Assistant (Remote)

## **East Multnomah County UniServ**

Bruce Scherer, UniServ Consultant  
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**

Del Mallory, UniServ Consultant  
Julie Mann, UniServ Administrative Assistant and Bargaining Coordinator Assistant

## **Metro Southeast UniServ**

Jesse Reschke, UniServ Consultant  
Carla Nordsten, UniServ Administrative Assistant

## **Mid-Valley UniServ**

Lesly Muñoz, UniServ Consultant  
Nikki Burke, UniServ Administrative Assistant

## **Mt. Hood UniServ**

Alan Moore, UniServ Consultant  
Kelli Williams, UniServ Administrative Assistant

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

David White, UniServ Consultant  
Ade Garnica, UniServ Administrative Assistant

## **Portland Association of Teachers**

Kristine Mayle, UniServ Consultant  
Vacant, UniServ Consultant  
Bao Nguyen, UniServ Consultant  
Kelly McKenna, UniServ Administrative Assistant  
Jennifer Dixon, UniServ Administrative Assistant  
Joanne Shepard, Community Coalition Organizer

## **ASK-ESP / Salem Keizer Education Association / Mid-Valley**

Eric Schutz, UniServ Consultant  
Diana Garcia-Hernandez, UniServ Consultant  
Matt Ogle, UniServ Consultant  
Marianne Fairchild, UniServ Administrative Assistant  
Nikki Burke, UniServ Administrative Assistant

## **Santiam UniServ**

Amber Cooper, UniServ Consultant  
Vacant, UniServ Consultant / Organizer  
Vacant, UniServ Administrative Assistant

## **South Coast UniServ**

Daniel O'Donnell, 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  
Tori Kasik, 3-Valley UniServ

## **Washington County UniServ**

Mu Son Chi, UniServ Consultant  
Ade Garnica, 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.

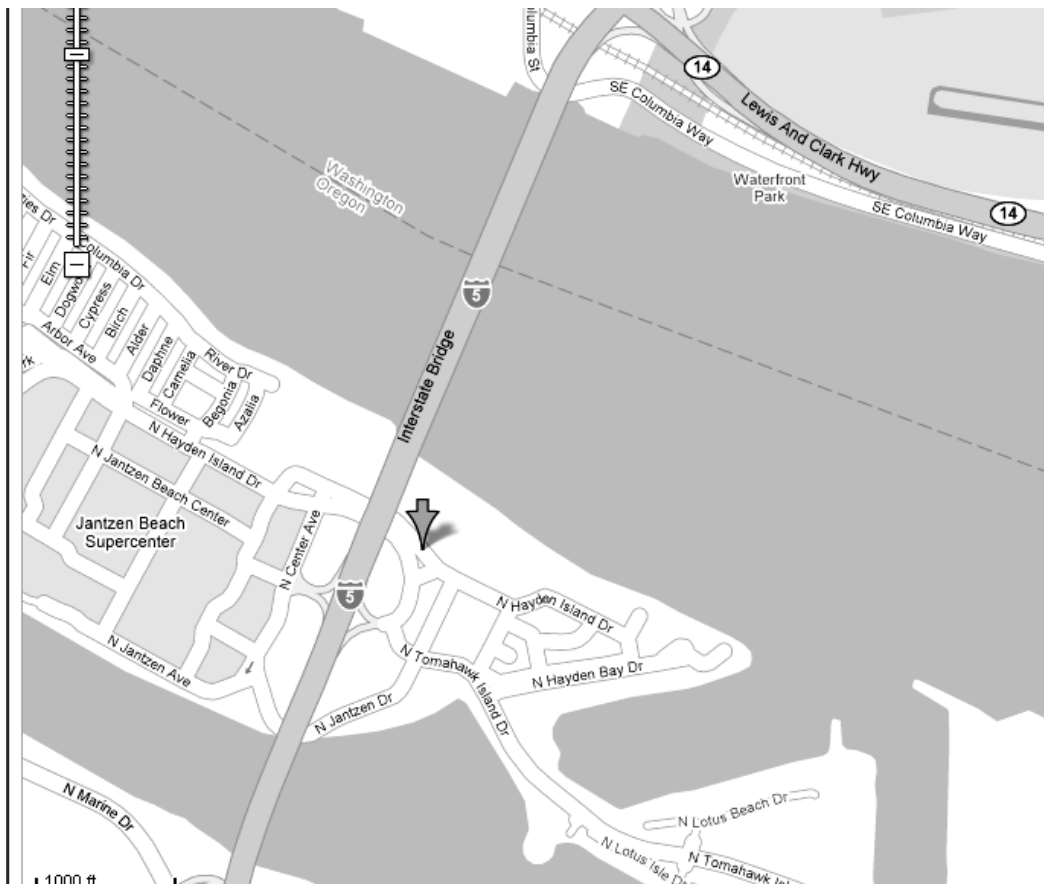
Take the first exit over the bridge (Exit #308).

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).

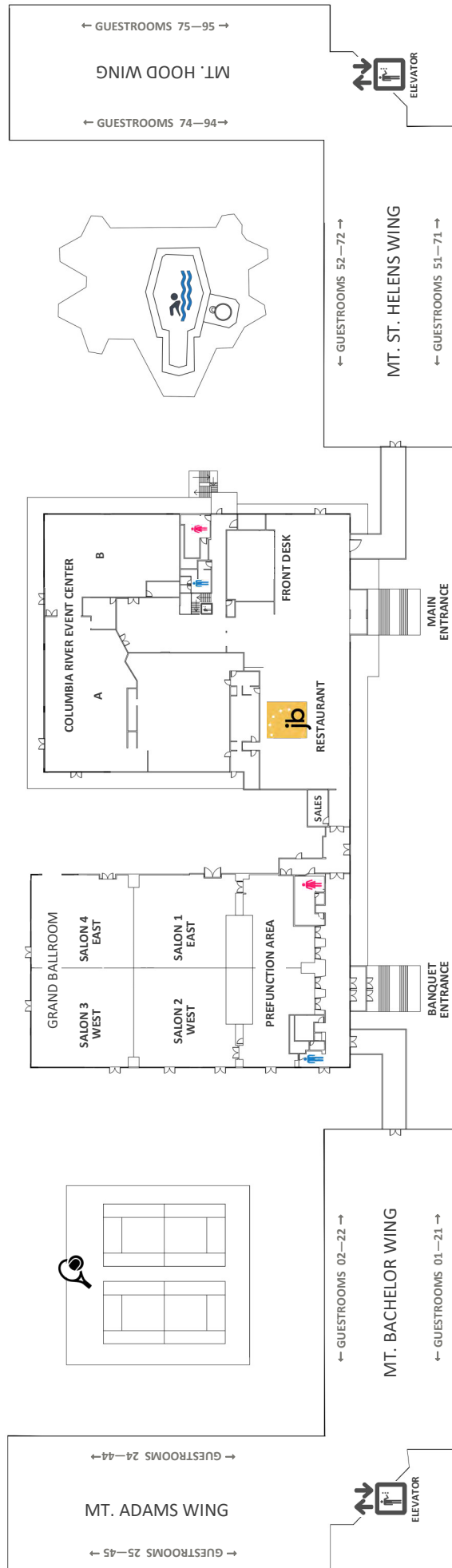
The hotel is located on the east side of the freeway.



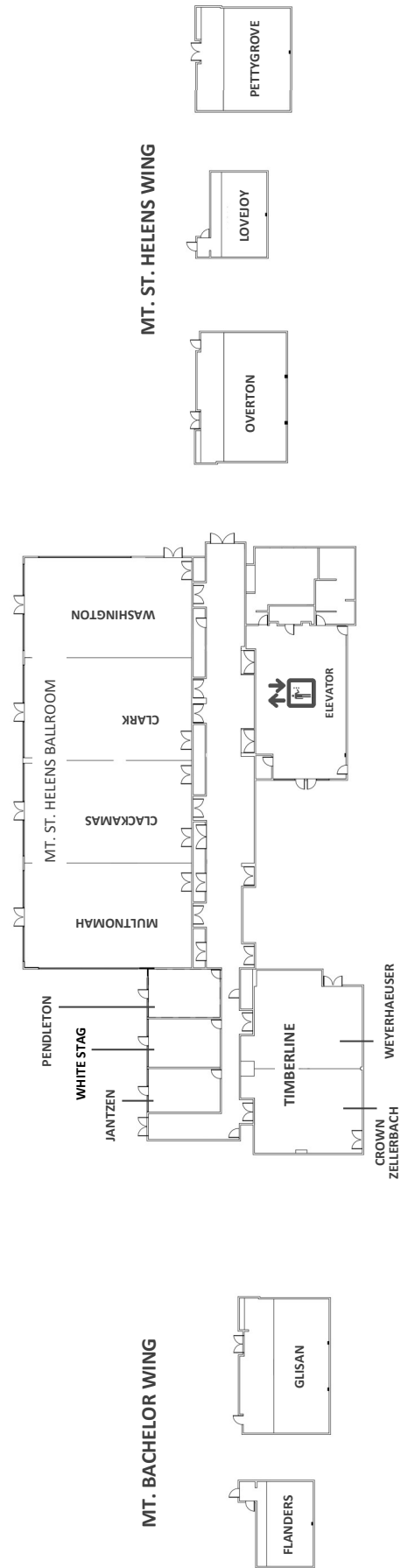


## HOLIDAY INN PORTLAND | COLUMBIA RIVERFRONT

### LOBBY LEVEL—2ND FLOOR



### LOWER LEVEL—1ST FLOOR



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.”

## CONSIDERATIONS FOR COMMITTEE APPOINTMENTS AND COMMITTEE FUNCTIONS

*Committee and cabinet members will be appointed to three-year terms and may be appointed to a maximum of one additional term unless otherwise stipulated. OEA Policy 2420 IA*

*All committees, cabinets and task forces have designated spots to ensure equitable regional representation.*

**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>• Experience in at least one of the following:<ul style="list-style-type: none"><li>- Collective bargaining</li><li>- Contract grievances or other forms of advocacy</li><li>- Member Organizing</li><li>- Experience as a local building rep or officer</li></ul></li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• The Cabinet for Advocacy and Affiliate Services provides recommendations to the OEA Board of Directors on program adoption or modification on matters related to bargaining and advocacy. Committee members should have experience in at least one of the following: bargaining, grievance processing, 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>• Experience in at least one of the following:<ul style="list-style-type: none"><li>- Advocacy on legislative issues</li><li>- Communications Field</li><li>- Political organizing</li><li>- Lobbying</li></ul></li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• The Cabinet for Public provides recommendations to the OEA Board of Directors on program adoption or modification on matters related to OEA communications and political organizing. Committee members should have experience in at least one of the following: statewide politics, political organizing, Communications field, including strategic communication use of social media, messaging, public speaking, or other. 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>• Experience in at least one of the following:<ul style="list-style-type: none"><li>- Professional practice issues</li><li>- Organizing</li><li>- Education policy work</li><li>- Current educational research</li></ul></li><li>• Have 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 provides recommendations to the OEA Board of Directors on program adoption or modification on matters related to education policy and professional practice issues. Committee members should have experience or interest in at least one of the following: current educational research, working with administration and/or legislators on professional practice issues/public policy issues such as assessment, evaluation. 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> <ul style="list-style-type: none"><li>• Committee members provide recommendations to the OEA Board of Directors on program adoption or modification related to achieving the goals of the Union School and building our continuum of training.</li></ul>
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### **Advisory Council: LGBT2SIA+**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Identify as a member of the LGBTQSIA+ community</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• Members of the advisory council help promote the interests and give input on OEA's advocacy on issues impacting LGBTQ2SIA+ educators and students.</li></ul>
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### **Advisory Council: Small Rural Locals**

<i>Considerations for Appointment</i> <ul style="list-style-type: none"><li>• Be a member from a small rural local. Rural is defined by the US Census definition.</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• Members of the advisory council help promote the interests of and give input on OEA's advocacy on issues impacting educators and students in small (under 100 members) rural locals.</li></ul>
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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>• Knowledge of 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>• Members review 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>• This committee supports OEA’s 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). 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 the annual OEA RA in-person business meeting</li><li>• May <b>NOT</b> be an RA delegate</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• 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 (fewer than 10 years)</li><li>• Commitment to building OEA’s capacity to support and engage newer members</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• The 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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### **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 exercises limited judicial authority relating to complaints connected to consistent application of state and local Bylaws and Policies.</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>• Committee provides policy guidance on significant legal service matters and hears 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></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 work includes lobbying the state legislature and preparing an annual report for the OEA Representative Assembly.</li></ul>
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### **OEA Activists/Mobilizing Committee**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"><li>• Prior level of activism on union issues</li><li>• Willingness to engage with other unions and communicate with them about actions</li><li>• Commitment to supporting strategic union actions to build state power</li><li>• Ability to meet once a month</li></ul>	<i>Function</i> <ul style="list-style-type: none"><li>• Members will help identify and be engaged in strategic opportunities for union activism with both NEA/OEA/Local affiliate actions and OEA partner organizations to build union power and solidarity.</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>• The Committee helps plan and 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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### **NEA RA 2025 Host Committee Task Force**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"><li>• Attended one or more NEA Ras</li><li>• Be willing to help be an ambassador for Oregon</li></ul>	<i>Committee Function</i> <ul style="list-style-type: none"><li>• In 2025 Portland will be the site for the National Education Association Representative Assembly, an annual gathering of thousands of NEA members. The task force will be in charge of helping organize OEA's host responsibilities.</li></ul>
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### **OEA-PAC Board**

<i>Consideration for Appointment</i> <ul style="list-style-type: none"><li>• Be elected by UniServ Council, approved by OEA Board</li><li>• Interest/experience in fundraising</li><li>• Commitment to promoting pro-public school elected officials, including at monthly UniServ Council meetings</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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### **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>• Committee oversees administration of the Relief Fund and the disbursement of benefits from the fund. The committee typically meets two – three times per year, and on an 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>• Committee reviews and makes 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><li>• Knowledge of or interest in implementation of Oregon’s Shared History/Tribal History curriculum standards</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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## *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  
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

The term “Special Interest Caucus” is applied to any group of OEA members who come together to share a common interest or identity/affinity. 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.

**Name of Caucus**

### Contact Person #1

Name	<input type="text"/>
Address	<input type="text"/>
Cell Phone	<input type="text"/>
Email	<input type="text"/>

### Contact Person #2

Name	<input type="text"/>
Address	<input type="text"/>
Cell Phone	<input type="text"/>
Email	<input type="text"/>

Please indicate below if you are interested in meeting space, table, or virtual space, and follow up with the staff person listed by April 5. **Due to space limitations, physical space at the RA is not guaranteed.**

- ☐ Are you requesting a meeting space at RA? (Erika Marion at [erika.marion@oregoned.org](mailto:erika.marion@oregoned.org))
- ☐ Are you requesting a table at RA? (Erika Marion at [erika.marion@oregoned.org](mailto:erika.marion@oregoned.org))
- ☐ Are you requesting virtual space? (Annie Duncan at [annie.duncan@oregoned.org](mailto:annie.duncan@oregoned.org))

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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.

\_\_\_\_\_  
**Signed**

\_\_\_\_\_  
**Signed**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

Please return this form to the OEA President when completed.

Approved for recognition

\_\_\_\_\_  
**OEA President**

\_\_\_\_\_  
**Date**



# AGENDA



**OREGON  
EDUCATION  
ASSOCIATION**

2024

REPRESENTATIVE ASSEMBLY

## AGENDA

### OREGON EDUCATION ASSOCIATION 2024 REPRESENTATIVE ASSEMBLY

#### THURSDAY, APRIL 4, 2024 (Virtual)

- 7:00–8:00 pm**      **First Session**
1. Call to Order
  2. Action on Seating of Late Registering Delegates
  3. Adoption of 2024 Representative Assembly Agenda
  4. Adoption of 2023 Representative Assembly Minutes
  5. Adoption of 2024 Representative Assembly Standing Rules

#### MONDAY, APRIL 8, 2024 (Virtual)

- 5:00–6:00 pm**      Parliamentary Procedure Q&A

#### TUESDAY, APRIL 9, 2024 (Virtual)

- 6:30–7:30 pm**      Our Power, Our Voice: Update on Progress through Legislative Task Forces

#### SATURDAY, APRIL 13, 2024 (Virtual)

- 9:30–11:00 am**      Bylaws and Policies Hearing
- 2:00–3:00 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 Q&A, technical support
- 11:59 pm**      **DEADLINE:** New Business Items (NBIs) Due

#### MONDAY, APRIL 15, 2024 (Virtual)

- 5-6 pm**      State Agencies and Policy: Creating the Safe, Welcoming and Inclusive Schools our Students Deserve
- 6:30–8:00 pm**      OEA Budget Hearing

#### TUESDAY, APRIL 16, 2024 (Virtual)

- 6:30–7:30 pm**      Special Interest Caucuses Meet Up, Committee Share Out (at request of cmte)

#### WEDNESDAY, APRIL 17, 2024

- Noon**      **DEADLINE:** Maker's Amendments to NBIs Due (no debate required)

#### FRIDAY, APRIL 19, 2024 (In Person)

- 3:30–8:30 pm**      **Registration:** Hotel Lobby
- 6:30–9:15 pm**      **Second Session**
1. Call to Order
  2. Action on Seating of Late Registering Delegates
  3. Pledge of Allegiance
  4. Land Acknowledgement
  5. President's Report
  6. Guest Speaker
  7. Action on Proposed Resolutions Amendments: Angela Adzima, Chair
  8. Action on Proposed Legislative Objectives Amendments: David Morrocco, Chair
  9. Nominations:
    - Region I Vice President
    - Region II Vice President
    - Region III Vice President
    - ESP Director
    - NEA Director

10. Candidate Speeches
  - Region I Vice President
  - Region II Vice President
  - Region III Vice President
  - ESP Director
  - NEA Director

9:30 pm

## HEARINGS AND MEETINGS

Legal Defense Update: **Overton**

New Business Items Discussion Space (NBI): **Pettygrove**

Special Interest Caucuses/ Affinity Groups: **Columbia Event Center A**

10:00 pm–midnight

*Enjoy social time in affinity meet up spaces or Mt. St. Helens Ballroom*

## SATURDAY, APRIL 20, 2024 (In Person)

6:30–8:00 am

**Continental Breakfast for Delegates**

6:30–7:30 am

**Committee on Racial Equity (CORE) and Human and Civil Rights Committee (HCRC) Breakfast**

6:45 am–Noon

**Late Registration** – Hotel Lobby

6:30–9:00 am

**VOTING** – Timberline Ballroom

7:30–8:30 am

**Regional Caucuses**

9:00 am

**Third Session**

1. Call to Order
2. Labor Acknowledgement
3. Action on Credentials Report
4. Executive Director's Report: Tracey-Ann Nelson
5. Action on Proposed New Business Items
6. Action on Proposed Bylaws Amendments: Karl Olson, Chair
7. Action on Proposed Policies Amendments: Karl Olson, Chair
7. Credentials Committee Election Report

12:25 pm

12:30–2:00 pm

**LUNCH (on your own) (12:00-2:00 pm Run Off Elections If Necessary)**

2:00 pm

9. Presidential Citations & Special Recognitions
10. Oregon Teacher of the Year, Mandy Vance
11. Vice President Report/OEA Foundation report
12. Guest Speaker
12. Action on Proposed New Business Items
13. Final Credentials Report

7 pm

**ADJOURNMENT**

8 pm

**Major Awards Banquet & Foundation Fundraiser**

*All awardees and those who wish to celebrate them are invited to attend; RSVP required*

**Sponsors:**

***Voya ~ Moda ~ California Casualty***

# 2024 OEA REPRESENTATIVE ASSEMBLY

## DESCRIPTION OF HEARINGS AND MEETINGS

All delegates are encouraged to attend hearings 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. Hearings are not recorded.

### Monday, April 8 – virtual

#### **Parliamentary Procedure Q&A 6:30 pm**

The purpose of this time is to answer delegate questions about parliamentary procedure.

### Tuesday, April 9 – virtual

#### **Our Power, Our Voice: Update on Progress through Legislative Task Forces 6:30 pm**

The purpose of this time is to hear from OEA members and staff who represent public education on legislative task forces created by OEA member's efforts in the 2023 legislative session. Task forces have primarily been tasked with creation recommendations for the 2025 Legislative Session, when key decisions on pre-k-community college funding are made.

### Saturday, April 13 – virtual

#### **Bylaws/Policies 9:30 am**

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.*

#### **Resolutions 2:00 pm**

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.**

#### **Legislative Objectives 3:30 pm**

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.**

#### **New Business Items Open House Q&A, Technical support 5:30 pm**

This hearing is an opportunity to talk with makers of New Business Items that have been submitted and find out more about their intent. 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.**

*Continued Next Page...*



## **Monday, April 15 – virtual**

### **State Agencies and Policy: The Impact of Policymakers on our Students and Profession 5:00 pm**

This is an opportunity for OEA members to hear an overview and highlights of major decisions made by the state agencies that impact issues OEA members have been working to change: disrupted learning, the educator workforce shortage, creating safe, respectful work environments and more. Delegates will hear updates about the Teacher Standards and Practices Commission, the Oregon Department of Education, the Educator Advancement Council, and the Higher Education Coordinating Commission. OEA has been able to win influencing positions on many policy boards, successfully putting member voices into state decision-making spaces. Delegates are encouraged to bring their questions and ideas for future policy changes.

### **Budget 6:30 pm**

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.

## **Tuesday, April 16 – virtual**

### **Special Interest Caucuses Virtual Meet Up, Committee Share Out (at request of committee) 6:30 pm**

This hearing space will have breakout rooms for members who want to hear from OEA committees or join any of OEA's special interest caucuses who wish to meet. 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](#) by Friday, April 5.

## **Friday, April 21, 9:30 pm – in person**

### **New Business Items (NBI)**

An additional opportunity for makers to meet with members who have questions or ideas for amendments. Makers are encouraged to attend.

### **Legal Defense Update**

Join OEA Legal Counsel to hear about the issues that require legal defense work on behalf of members and local association. Key areas this year include enforcement of HB 2016.

### **Special Interest Caucuses and Affinity Group space**

This meet up space will be for any of OEA's special interest caucuses or affinity groups who wish to meet. 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 space, chairs should contact [Erika Marion](#) by Friday, April 5.



# 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. Thank you for your commitment to ensuring a positive event for all.

# STANDARDS OF CONDUCT

1

**Respect others and their views.**

2

**Recognize and value individual differences.**

3

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

4

**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.

# MINUTES



**OREGON  
EDUCATION  
ASSOCIATION**

2024

REPRESENTATIVE ASSEMBLY



# MINUTES

## OREGON EDUCATION ASSOCIATION 2023 REPRESENTATIVE ASSEMBLY

Zoom

April 6, 10, 15, 17, 18, 21, 22, 2023

Thursday, April 6, 2023  
FIRST SESSION

President Reed Scott-Schwalbach called the meeting to order at 7:00 p.m.

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

Without objection, late registering delegates were seated.

### **CREDENTIALS REPORT:**

Jennifer Ball, Credentials Committee Chair, reported that out of a total 1,111 delegates allocated, 767 delegates had been duly certified and seated for the First Session of the 2023 Representative Assembly. Jennifer moved on behalf of the Committee that this Credentials Report be adopted as the official roll of the 2023 Representative Assembly as of 3:15 p.m. on Thursday, April 6, 2023. **CARRIED.**

### **ADOPTION OF THE AGENDA**

Evan Walker, Aspiring Educators, moved and Margaret Welsh, Aspiring Educator, seconded to adopt the 2023 OEA RA Agenda with flexibility. Without objection, the 2023 OEA RA Agenda was adopted with flexibility. **CARRIED.**

### **ADOPTION OF THE 2022 RA MINUTES**

Becky Torres, Clackamas ACE, moved and Juliet Safier, Vernonia EA, seconded to approve the 2022 OEA RA minutes. Without objection the minutes of the 2022 OEA Representative Assembly were adopted. **CARRIED.**

### **ADOPTION OF THE RULES OF THE ASSEMBLY**

Standing Rules pulled: 6, 9, 11, 19, 21, 22, 23

Question put to the delegation: do you wish to pull all remaining rules that have not been pulled for discussion and debate. The delegation elected not to pull all remaining rules not already pulled.

Lourdes Cruz, Clackamas ESD EA, moved on behalf of the OEA Board of Directors to adopt the 2023 Standing Rules that were not pulled. **CARRIED.**

Ray Johnson, OEA-Retired, moved and Elizabeth Thiel, Portland AT, seconded to remove "Standing Rules" from the first sentence of SR 6.a. Motion to amend Standing Rule 6.a. **CARRIED.**

**Motion to adopt Standing Rule 6 as amended CARRIED.**

Jeffrey Fuller, Reynolds EA, moves to amend SR9 To amend Standing Rule 9 to change the "11:59PM, the Saturday before" to 10:59PM, the Friday of" in the first bullet point, and to strike "amendments may be submitted by the maker no later than 12 noon the Wednesday the week of the RA, for update without debate."

Debate ensued.

Juliet Safier, Vernonia EA, Elizabeth White, Aspiring Educator, moved to close debate on the amendment of Standing Rule 9. **CARRIED.**

**MOTION to approve Standing Rule 9 as amended. FAILED.**

Debate ensued.

**MOTION to approve Standing Rule 9 as presented. CARRIED.**

Discussion ensued on Standing Rule 11.

Lauriel Amaroso, Northwest EA, moved and Lora Dee, Beaverton EA, seconded to amend SR 11 a. to add At the discretion of the chair to ensure full accessibility to all delegates, 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

Debate ensued.

Motion to adopt SR 11 as amended. **FAILED**.

Discussion ensued.

Lauriel Amaroso, Northwest EA, moved and Eileen Wende, OEA-Retired, seconded to amend SR11 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. The Chair shall ensure that additional time will be given to any delegate who requests an accommodation.

**MOTION** to close debate **CARRIED**.

**MOTION** to adopt SR 11 as amended **FAILED**.

**MOTION** to adopt SR 11 as presented **CARRIED**

**MOTION** to adopt SR 19 as presented. **CARRIED**.

**MOTION** to adopt SR 21 as presented. **CARRIED**.

Debate ensued on SR 22.

Andrew Smith, Gresham-Barlow EA, moved and Azure Akamay, Gladstone TA, seconded to postpone debate on SR 22 until the next session of the RA. Motion **FAILED**.

Debate ensued on SR 22.

**MOTION** to adopt SR 22 as presented **CARRIED**.

Debate ensued on SR 23.

**MOTION** to approve SR 23 as presented **CARRIED**.

The meeting recessed at 9:35 p.m.

<p style="text-align: center;"><b>Friday, April 21, 2023</b> <b>SECOND SESSION</b></p>
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The meeting was reconvened at 6:30 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. Motion to seat late delegates **CARRIED**.

**PLEDGE OF ALLEGIANCE:** Enrique Farrera, OEA Vice President

**LAND ACKNOWLEDGEMENT**

**LABOR ACKNOWLEDGEMENT:** Stephen Siegel, Region I Vice President

**PRESIDENT'S REPORT:** President Reed Scott-Schwalbach presented her report to the 2023 delegation.

**SPECIAL GUEST:** Noel Candelaria, NEA Secretary/Treasurer, addressed the delegation.

**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**.

Resolutions Amendments Pulled: E, L

Motion to approve all Proposed Resolutions Amendments not pulled **CARRIED**.

## RESOLUTION AMENDMENT A

**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.3 School Funding Legislation**

The Oregon Education Association believes that the Oregon Legislature fully fund the quality education model and that accounts for the cost-of-living adjustments for all school districts, education service districts, and public institutions of higher education. (2006, 08, 23).

Debate ensued.

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

## RESOLUTION AMENDMENT B

**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.4 School Funding Must Be Adequate**

The Oregon Education Association believes a statewide public school funding system must include funds for a complete educational program and facilities for all students and that discretionary funding beyond the basic program level be available to all districts and community colleges.

The Oregon Education Association believes the Quality Education Model must be fully funded, including the cost-of-living adjustments for all school districts, education service districts, and public institutions of higher education, before school reform measures are put in place that could lead to the dismissal of educators and education support professionals without just cause and due process. (2008, 10, 17, 23)

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

## RESOLUTIONS AMENDMENT C

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

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

#### **II.6 ~~Racial Desegregation and Integration~~ Eliminating Institutional Racism in Public Education**

The Oregon Education Association believes ~~schools should be free of racial segregation. The responsibility for school desegregation and integration must be mutually shared by all members of the community~~ we must actively challenge and eliminate institutional racism in public education. We acknowledge that public education and our association have played a role in promoting and preserving racial inequity, and systems which produce racial disparities still exist within our schools today. We believe systems that produce these disparities must first be identified and then altered or abolished. This will require working collaboratively and authentically with our community to address racial imbalances in our recruitment and retention of education staff, to teach history accurately, and to apply strategies that encourage and enhance equity in the education of our students. (1979, 89, 97, 2008, 23)

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

## RESOLUTIONS AMENDMENT D

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

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

#### **II.11 Student Access to Healthcare**

The Oregon Education Association believes that students ~~who do not have access to healthcare are likely to bring illness to schools~~ need to have access to appropriate healthcare in order to achieve educational success. We recognize students who do not have access to healthcare are likely to be impacted at school. They may suffer from stress, days lost and general malaise which impedes their learning and that of others. The Association further believes that affordable, quality, comprehensive healthcare should be provided to all students and families. (2023)

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

## RESOLUTIONS AMENDMENT E

### 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 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. Building temperatures must be kept at reasonable levels in all seasons.

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, 22, 23)

Kate Chapman, Portland AT, moved and Gwen Sullivan, Portland AT, seconded amend by adding Building temperatures must be kept at reasonable levels in all seasons.

Debate ensued.

Motion to amend **CARRIED.**

Motion to approve Resolutions Amendment E as amended **CARRIED.**

## RESOLUTIONS AMENDMENT F

### 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.26 Students with Visual ~~and Hearing~~ Impairments and D/deaf and Hard of Hearing**

The Oregon Education Association believes a continuum of programs and services should be available to all students with visual ~~and hearing~~ impairments and all who are D/deaf or hard of hearing assuring that their educational needs are met. This continuum should include a residential program as a supplement to local and regional programs. Therefore, the Oregon Education Association believes such programs and facilities should be provided by the state of Oregon.

The Oregon Education Association further supports programs for students ~~with hearing impairments who are D/deaf~~ or hard of hearing at their current site: Oregon State School for the Deaf, and for students with visual impairments. (1987, 89, 94, 97, 2008, 13, 19, 23)

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

#### RESOLUTIONS AMENDMENT G

### 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.27 Closed Caption Video Programming**

The Oregon Education Association believes all video programming should be closed captioned to make programs available to people ~~with hearing impairments who are D/deaf or hard of hearing~~. (1974, 97, 2005, 08, 10, 19, 23)

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

#### RESOLUTIONS AMENDMENT H

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

#### **IV.1 Civil Rights**

The Oregon Education Association is committed to the achievement of an ~~integrated~~ inclusive society. The Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, retired, denied housing, education or harassed because of race, color, national origin, cultural diversity, religious beliefs, residence, disability, political activities, professional association activities, age, marital status, number of dependents, family relationship, size, or sexual orientation/gender identification. The Association also believes that affirmative action plans and procedures encourage active solutions for equity in accordance with association policy. (1974, 89, 94, 96, 97, 2003, 06, 09, 17, 23)

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

#### RESOLUTIONS AMENDMENT I

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

#### **IV.16 Education Support Professionals Assignment and Salary**

~~The Association condemns the practice of assigning education support professionals to professional licensed assignments and other new and additional assignments without changing their status on the salary schedule commensurate with the new assignment. The Association believes its local affiliates should negotiate for the payment of the appropriate professional salary to education support professionals during the time they may be assigned additional duties. When an educational support professional is assigned to a professional licensed position, their status on the salary schedule should reflect their experience. All new and additional assignments should also be taken into account. This change in position/salary shall be effective at the start of service. (2009, 23)~~

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

#### RESOLUTIONS AMENDMENT J

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

#### **IV.22 Protection of Education Employees**

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

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, 21, 23)

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

#### RESOLUTIONS AMENDMENT K

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

#### IV.49 Active Military Duty

The Oregon Education Association believes that any school employee called to active military duty, upon completion of that duty, be reinstated to ~~his/her~~ their pre-duty position with no loss of seniority or benefits. The OEA further believes that time spent in active military duty count toward the school employee's salary placement. Furthermore, OEA believes that qualifying family members of any school employee called to active military duty receive continued health care benefits. (1991, 97, 23)

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

#### RESOLUTIONS AMENDMENT L

### 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 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.

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, and the World Health Organization should be ~~followed~~ considered 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.

The Association believes that everyone should have the freedom to make their own health care decisions.

(2000, 08, 21, 22, 23)

Debate ensued.

Christa Schmeder moves to split the motion Charlotte Riester seconded to divide the proposed amendment. **FAILED.**

Motion in favor of opposition to Resolutions Amendment L **CARRIED.**

#### **RESOLUTION AMENDMENT M**

**The Resolutions Committee forwards the Proposed Resolutions Amendment M 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.12 Community Schools**

The Oregon Education Association believes in the successful implementation of effective community schools as an evidence-based strategy to provide all students with equitable access to high-quality education and improved student outcomes. The Oregon Education Association believes in working with partner organizations and supporting affiliations with and coalitions of allies to solicit community members' local needs and establish and promote community schools.

The Oregon Education Association believes that the students of Oregon deserve a public school system that delivers on the promise of educational justice so that every student has the opportunity to succeed socially and academically, achieve their dreams, and contribute to the well-being of society. The Association believes every community deserves public schools that deliver on that promise.

The Oregon Education Association believes community schools provide comprehensive programs and services that are carefully selected to meet the unique challenges of students and families—such as lack of stable housing, inadequate medical and dental care, hunger, trauma, and exposure to violence—so students can reach their full potential. According to the Community School Model advanced by the National Education Association, the six key pillars of an evidence-based community schools approach—strong, proven curriculum, high-quality teaching, inclusive leadership, positive behavior practices, family and community partnerships, and community support services—promote conditions and practices found in high-quality schools, as well as address out of school barriers to learning.

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

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

David Morrocco, Roseburg EA and Chair of the Legislative Advisory Council (LAC) presented the proposed Legislative Objectives. Items pulled: B, 2, 4

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

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

##### **PROTECTING STUDENTS' HEALTH AND SAFETY**

###### ***RECOMMENDATION:***

Move items 1-3 from "Ensuring Safe and Productive Learning Environments" to "Miscellaneous" in the "Protecting Students' Health and safety" section.

##### **ENSURING SAFE AND PRODUCTIVE LEARNING ENVIRONMENTS:**

###### ***RECOMMENDATIONS:***

- ~~1. Increase the alternatives available to judges and probation officers who are responsible for supervising juvenile offenders.~~
- ~~2. Review the required steps prior to adjudication with an emphasis on taking into account the public's need to be protected, as well as the due process rights of the juvenile.~~
- ~~3. Increase state financial support for providing a greater range of post-conviction alternatives for early stage serious offenders.~~

##### **MISCELLANEOUS:**

###### ***RECOMMENDATIONS:***

1. Increase the alternatives available to judges and probation officers who are responsible for supervising juvenile offenders.
2. Review the required steps prior to adjudication with an emphasis on taking into account the public's need to be protected, as well as the due process rights of the juvenile.
3. Increase state financial support for providing a greater range of post-conviction alternatives for early-stage serious offenders.
1. Support funding for public assistance programs that aid low-income families.
- ~~1~~ 4. Oppose any initiative petition or legislation that attempts to institute an English-only law in Oregon.
- ~~2~~ 5. Support coalition efforts to eliminate exploitation of individuals under 21 years of age.
- ~~3~~ 6. Oppose any legislation restricting services to undocumented residents. (OEA supports providing high-quality public educational opportunities for all students in Oregon.)
- 4 7. Advocate for other safety-related efforts to protect the school community from such phenomena as poor indoor air quality, school-zone traffic dangers, disease contagion, structural safety, and other health and safety concerns.
- ~~5~~ 8. Advocate for legislation that would require employers to allow employees to use sick leave, vacation time, compensatory time, or other time for parent/guardian school involvement activities or caregiver responsibilities.
- ~~6~~ 9. Support legislation that provides all employees paid leave for all family-leave purposes.
- ~~7~~ 10. Advocate for state policies that positively impact students living in poverty, as well as for those whose lives have been touched by dysfunctions caused by drugs, alcohol, neglect, abuse, or housing and food insecurity. This includes programs that directly support students with educational barriers tied to economic status, such as summer learning initiatives, as well as indirect supports, such as hunger and housing programs for low-income Oregonians in need.
- ~~8~~ 11. Support legislation to combat climate change and decrease the production of CO2 emissions.
- ~~9~~ 12. Support improvements in school nurse staffing and funding.
- ~~10~~ 13. Support an amendment to state law regarding pupil transportation. The amendment should state that a school district is required to provide transportation for elementary students who attend a Title I school and who reside more than .5 miles from school. The funding shall be the same for all school transportation, 70% - 90% depending on the district.
- ~~11~~ 14. Oregon Education Association, in its role as a powerful voice for families and children, and in accordance with existing legislative objectives regarding poverty, will use its legislative influence to lift the preemption of local tools to support affordable housing, including rent stabilization.
- ~~12~~ 15. Support statewide ban on no-cause evictions and support removal of statewide ban on rent control.

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

## LEGISLATIVE OBJECTIVES AMENDMENT B

### PROTECTING STUDENTS' HEALTH AND SAFETY

**RECOMMENDATION:** Amend "Ensuring Safe and Productive Learning Environments" by substitution.

#### **ENSURING SAFE AND PRODUCTIVE LEARNING ENVIRONMENTS:**

##### ***RECOMMENDATIONS:***

- ~~1. Increase the alternatives available to judges and probation officers who are responsible for supervising juvenile offenders.~~
- ~~2. Review the required steps prior to adjudication with an emphasis on taking into account the public's need to be protected, as well as the due process rights of the juvenile.~~
- ~~3. Increase state financial support for providing a greater range of post-conviction alternatives for early-stage serious offenders.~~
- ~~4. Ensure that schools and school personnel who have responsibility for a minor involved in the juvenile justice system or other social service agency have access to court/agency records for official use.~~
- ~~5. Support a comprehensive approach to gun safety legislation that includes such proposals as a ban on the sale and interstate transportation of automatic and semi-automatic paramilitary assault weapons and high capacity magazines, as well as universal background checks on all firearm purchases.~~
- ~~6. Support legislation with the intent of protecting staff and students from classroom, campus/extracurricular, and duty assignment violence.~~

~~7. Support efforts to maintain safe and productive learning environments through improved behavioral management with additional mental health support, additional staffing, improved reporting, training, and clear rules. Pursue state laws and rules that ensure safe working conditions for all school personnel and give educators the tools they need to protect students and staff from bodily injury, bullying, and other threats to physical and mental well-being. Support additional resources for trauma informed care and other student supports.~~

~~8. Support legislation to address classroom and student safety that requires speedy notification of all school district staff and subcontractors who interact with any given student who has been convicted of any violent or sexual crime. Notification should be by means of a confidential note of caution that includes the nature of the offense, followed by a list of observable behaviors that should be reported to the employees' immediate supervisor.~~

~~9. Support school safety legislation directing districts to consider student behavioral interventions that balance the rights of the subject student with the rights of other students and staff when such incidents disrupt the educational process for all, when students present a clear danger of harm to themselves or others, or when students cause significant destruction of school and/or personal property.~~

Support laws, rules and policies that:

1. Address the underlying causes of violence and extreme behavior problems seen in schools.
2. Ensure safe working conditions for all students and school personnel, including protection from physical and psychological harm.
3. Support comprehensive plans and funding for school safety, behavioral health resources, and violence prevention activities.

Increase transparency and information flow across systems involved in the welfare of students and communities.

Debate ensued.

Eileen Wende, OEA-Retired, moved and Bobbi Yambasu, OEA-Retired, seconded to reinstate bullet #5:

5. Support a comprehensive approach to gun safety legislation that includes such proposals as a ban on the sale and interstate transportation of automatic and semi-automatic paramilitary assault weapons and high capacity magazines, as well as universal background checks on all firearm purchases.

Debate ensued.

TJ Lunger, Greater Albany ACE, moved and Kelsy Dunlap, Salem-Keizer EA, seconded to close debate. **CARRIED.**

Motion to amend **FAILED.**

Division called.

Motion to amend **FAILED:** 219 in favor, 282 against.

Debate ensued.

Zach Melzer, Parkrose FA, moved and Jody Folkedahl Eppolito, Parkrose FA, seconded to put new items 1, 2, 3 at the beginning of the Leg Objective, followed by with the ultimate goal of achieving these recommendations, followed by the original numbers 1-9.

Debate ensued.

Motion to amend **Ruled Out of Order.**

Kelsy Dunlap, Salem Keizer EA, moved and Alejandra Saechao, Salem Keizer EA, seconded to close debate. **CARRIED.**

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

## **LEGISLATIVE OBJECTIVES AMENDMENT C**

### **PROTECTING STUDENTS' HEALTH AND SAFETY**

**RECOMMENDATION:** Delete #s 1, 3, 8, 12, and 13 from "Miscellaneous" in the "Protecting Students' Health and safety" section.

#### **MISCELLANEOUS:**

**RECOMMENDATIONS:**

- ~~1. Support funding for public assistance programs that aid low-income families.~~

- ~~2- 1. Oppose any initiative petition or legislation that attempts to institute an English-only law in Oregon.~~
- ~~3. Support coalition efforts to eliminate exploitation of individuals under 21 years of age.~~
- ~~4- 2. Oppose any legislation restricting services to undocumented residents. (OEA supports providing high-quality public educational opportunities for all students in Oregon.)~~
- ~~5- 3. Advocate for other safety-related efforts to protect the school community from such phenomena as poor indoor air quality, school-zone traffic dangers, disease contagion, structural safety, and other health and safety concerns.~~
- ~~6- 4. Advocate for legislation that would require employers to allow employees to use sick leave, vacation time, compensatory time, or other time for parent/guardian school involvement activities or caregiver responsibilities.~~
- ~~7- 5. Support legislation that provides all employees paid leave for all family-leave purposes.~~
- ~~8. Advocate for state policies that positively impact students living in poverty, as well as for those whose lives have been touched by dysfunctions caused by drugs, alcohol, neglect, abuse, or housing and food insecurity. This includes programs that directly support students with educational barriers tied to economic status, such as summer learning initiatives, as well as indirect supports, such as hunger and housing programs for low-income Oregonians in need.~~
- ~~9- 6. Support legislation to combat climate change and decrease the production of CO2 emissions.~~
- ~~10- 7. Support improvements in school nurse staffing and funding.~~
- ~~11- 8. Support an amendment to state law regarding pupil transportation. The amendment should state that a school district is required to provide transportation for elementary students who attend a Title I school and who reside more than .5 miles from school. The funding shall be the same for all school transportation, 70% - 90% depending on the district.~~
- ~~12. Oregon Education Association, in its role as a powerful voice for families and children, and in accordance with existing legislative objectives regarding poverty, will use its legislative influence to lift the preemption of local tools to support affordable housing, including rent stabilization.~~
- ~~13. Support statewide ban on no-cause evictions and support removal of statewide ban on rent control.~~

If all are approved, **MISCELLANEOUS / RECOMMENDATIONS** will read as follows:

1. Increase the alternatives available to judges and probation officers who are responsible for supervising juvenile offenders.
2. Review the required steps prior to adjudication with an emphasis on taking into account the public's need to be protected, as well as the due process rights of the juvenile.
3. Increase state financial support for providing a greater range of post-conviction alternatives for early-stage serious offenders.
1. Support funding for public assistance programs that aid low-income families.
4. Oppose any initiative petition or legislation that attempts to institute an English-only law in Oregon.
5. Oppose any legislation restricting services to undocumented residents. (OEA supports providing high-quality public educational opportunities for all students in Oregon.)
6. Advocate for other safety-related efforts to protect the school community from such phenomena as poor indoor air quality, school-zone traffic dangers, disease contagion, structural safety, and other health and safety concerns.
7. Advocate for legislation that would require employers to allow employees to use sick leave, vacation time, compensatory time, or other time for parent/guardian school involvement activities or caregiver responsibilities.
8. Support legislation that provides all employees paid leave for all family-leave purposes.
9. Support improvements in school nurse staffing and funding.
10. Support an amendment to state law regarding pupil transportation. The amendment should state that a school district is required to provide transportation for elementary students who attend a Title I school and who reside more than .5 miles from school. The funding shall be the same for all school transportation, 70% - 90% depending on the district.

Motion to approve Legislative Objectives Amendment C as presented **CARRIED**.

#### LEGISLATIVE OBJECTIVES PROPOSAL 1

I move that OEA develop and implement a plan to fully fund the School State Fund as recommended by the Quality Education Model (QEM) by diverting kicker funds from the top 1% (those with an Oregon Tax Liability by Adjusted Gross Income of over \$481,000) for the next Biennium. This plan must also include:



- A turnout plan for a Constitutional Amendment to the Kicker,
- Educating members and the public about the Quality Education Model,
- Collaborating with and listening to locals across the state, as well as;
- Lobbying and member organizing.

Legislative Objectives Proposal 1 **WITHDRAWN** by the maker.

### **LEGISLATIVE OBJECTIVES PROPOSAL 3**

OEA will advocate for legislation that has the effect of making class size and caseloads supportive of student needs, progress, and learning outcomes.

Motion to approve Legislative Objectives Proposal 3 as presented **CARRIED**.

David Scholten, Portland AT, moved and Katie Gillard, Beaverton EA, seconded to postpone the remaining business on Legislative Proposals 2 and 4 until tomorrow. **CARRIED**.

### **ELECTIONS**

#### **NOMINATION FOR OEA President**

Nominations submitted for OEA President include ***Reed Scott-Schwalbach and Robin Troche***. Region II Vice President Juliet Safier asked if there were any additional nominations. Region II Vice President Juliet Safier asked if there were any additional nominations. Region II Vice President Juliet Safier asked if there were any additional nominations. Hearing none, she declared nominations closed.

**Nominations for OEA President:**

**Reed Scott-Schwalbach  
Robin Troche**

#### **NOMINATION FOR OEA Vice President**

Nominations submitted for OEA Vice President include ***Enrique Farrera***. Region II Vice President Juliet Safier asked if there were any additional nominations. Benjamin Gorman was nominated from the floor.

Region II Vice President Juliet Safier asked if there were any additional nominations. Benjamin Gorman was nominated. Cori Swan was nominated from the floor.

Region II Vice President Juliet Safier asked if there were any additional nominations. Hearing none, she declared nominations closed.

**Nominations for OEA Vice President:**

**Enrique Farrera  
Benjamin Gorman  
Cori Swan**

#### **NOMINATION FOR Equity Director**

Nominations submitted for Equity Director include ***Katherine Watkins and Monica Weathersby***. Region II Vice President Juliet Safier asked if there were any additional nominations. Region II Vice President Juliet Safier asked if there were any additional nominations. Region II Vice President Juliet Safier asked if there were any additional nominations. Hearing none, she declared nominations closed.

**Nominations for Equity Director:**

**Katherine Watkins  
Monica Weathersby**

#### **NOMINATION FOR NEA Director**

Nominations submitted for NEA Director include ***Lourdes Cruz and Brinda Narayan-Wold***. Region II Vice President Juliet Safier asked if there were any additional nominations. Region II Vice President Juliet Safier asked if there were any additional nominations. Region II Vice President Juliet Safier asked if there were any additional nominations. Hearing none, she declared nominations closed.

**Nominations for NEA Director:**

**Lourdes Cruz**  
**Brinda Narayan-Wold**

**CREDENTIALS REPORT:**

Jennifer Ball, Credentials Committee Chair, reported that out of a total 1,111 delegates allocated, 610 delegates had been duly certified and seated for the First Session of the 2023 Representative Assembly. Jennifer moved on behalf of the Committee that this Credentials Report be adopted as the official roll of the 2023 Representative Assembly as of 7:00 p.m. on Friday, April 21, 2023. **CARRIED.**

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

James Moran, Dallas EA, moved and Charlotte Reister, Dallas EA, seconded to reschedule the hearings scheduled for tonight to take place on Saturday during the scheduled lunch time.

Quorum was confirmed.

Motion to reschedule hearings **CARRIED.**

The meeting recessed at 11:17 p.m.

<p><b>Saturday, April 30, 2022</b> <b>THIRD SESSION</b></p>
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The meeting was reconvened at 9:00 a.m.

**CREDENTIALS REPORT:**

Jennifer Ball, Credentials Committee Chair, reported that out of a total 1,111 delegates allocated, 654 delegates had been duly certified and seated for the Second Session of the 2023 Representative Assembly. Jennifer moved on behalf of the Committee that this Credentials Report be adopted as the official roll of the 2023 Representative Assembly as of 9:00 a.m. on Saturday, April 22, 2023. **CARRIED.**

**OEA EXECUTIVE DIRECTOR**

Executive Director Tracey-Ann Nelson was introduced and addressed the delegation.

**NEW BUSINESS ITEMS:**

1. Motion submitted by Katie Lukins, Beaverton EA, moved to Resolutions.
2. Kyler Pace, Sherwood EA, moved and Jennifer Barnard, Sherwood EA, seconded that the OEA will support the repeal of OAR 333-019-1030, the COVID-19 vaccine mandate currently in place for education staff, contractors, and volunteers. Prior to the start of the 2023-2024 school year the OEA executive team, or designee, shall petition the Oregon Health Authority to repeal OAR 333-019-1030 under the Administrative Procedures Act. The OEA executive team and other relevant staff is required to lobby the Oregon Governor and legislators to repeal OAR 333-019-1030, and continue until the OAR is repealed or the expiration of this NBI.

Debate ensued.

Mary Kay Babcock, Hillsboro EA, moved and Adam Karp, Forest Grove EA, seconded to close debate.

**CARRIED.**

Motion to approve New Business Item 2 **FAILED.**

3. Elizabeth White, Aspiring Educator, moved and Monica Gonzalez, Aspiring Educator, seconded that OEA will provide captions on all pre-recorded video content that is distributed to members and/or shown at gatherings of OEA members. At all OEA gatherings where a slideshow is being presented, auto-transcription will be enabled. In all virtual OEA meetings facilitated via Zoom, auto-transcription will be enabled. At all OEA gatherings, a live typist and/or ASL interpreter will be provided upon request. It will be explicitly stated on accommodation request forms that a live typist and/or ASL interpreter will be provided upon request.

The maker, Elizabeth White, Aspiring Educator, moved and Angela Adzima, Aspiring Educator, seconded to amend NBI 3 to read as follows:

Starting September 1, I move that OEA will provide captions on all pre-recorded video content that is distributed to the general membership members and/or shown at gatherings of more than 50 of OEA members. At all OEA gatherings where a slideshow is being presented, auto-transcription will be enabled. In all virtual OEA meetings facilitated via Zoom, auto-transcription will be enabled. At all OEA gatherings, a live typist and/or ASL interpreter will be provided upon request. It will be explicitly stated on accommodation request forms that a live typist, ASL interpreter, and/or video captioner will be provided upon request.

Debate ensued.

Niels Pasternak, Eugene EA, moved and Katie Gillard, Beaverton EA, seconded to close debate. **CARRIED**

Motion to approve the amendment **CARRIED**.

Tiffany McGehee, Springfield EA, moved and Jonathan Gault, Springfield EA, seconded a motion to refer this NBI to committee.

Debate ensued

Motion to refer to committee **CARRIED**

4. Tereza Bottman, Portland AT, moved and David Scholten, Portland AT, seconded that OEA doubles the reimbursement amount available to OEA RA Delegates for their dependent care expenses during the OEA RA from the current limit of \$50 per family per day to a \$100 limit per family per day.

Debate ensued.

Charlotte Reister, Dallas EA, moved and Olivia Cole, Dallas EA, seconded to refer NBI #4 to committee.

Debate ensued.

Lauren Perry, David Douglas EA, moved and Crystal Gascon, North Clackamas EA, seconded to close debate **CARRIED**

Motion to refer to committee **CARRIED**.

Division called.

Motion to refer New Business Item 4 to committee **CARRIED** 335 in favor, 209 against.

5. Jenoge Khatter, Eugene EA, moved and Niels Pasternak, Eugene EA, seconded that any member can send a joint message with a Board member or a local chapter president to all other members served by OEA. The OEA president's office will relay such messages within 10 business days of their receipt. Links to these communications will appear as a small recurring feature in OEA Today.

Debate ensued.

Karl Olson, Riddle EA, moved and Scott Perkins, Glendale EA, seconded to close debate. **CARRIED**.

Motion to approve New Business Item 5 **FAILED**.

6. Shannon Howell, Silver Falls EA, moved and Joe Fox, Portland AT, seconded that OEA should lobby for time worked as a part-time or substitute educator to count as a full years towards years of experience.

Debate ensued.

Karl Olson, Riddle EA, moved and Scott Perkins, Glendale EA, seconded to refer to committee.

Debate ensued.

James Moran, Dallas EA, moved and Niels Pasternak, Eugene EA, seconded to close debate. **CARRIED**.

Motion to refer New Business Item 6 to committee **CARRIED**.

#### **ACTION ON LEGISLATIVE OBJECTIVES continued**

<b>LEGISLATIVE OBJECTIVES PROPOSAL 2</b>
--

I move that OEA oppose 2023 HB 2098 introduced as a pothole study (and fast track amended to be nearly a billion dollars of debt for a highly opposed freeway) OEA shall oppose all laws (placeholder or not) and executive actions that fund freeways or other projects that contain all five triggers:

- 1) increase climate emissions

- 2) exceed \$500,000
- 3) lack five public and scientifically measurable goals
- 4) are facing opposition from Oregon youth on grounds seeking to protect the environment
- 5) facing unresolved legal action(s) or legal opposition from a US based non profit organization(s) on grounds seeking to protect the environment.

Debate ensued.

Kelsy Dunlap, Salem Keizer EA, moved and Alejandra Saechao, Salem Keizer EA, seconded to close debate. **CARRIED.**

Motion to approve Legislative Objectives Proposal 2 **FAILED.**

#### **LEGISLATIVE OBJECTIVES PROPOSAL 4**

OEA Support legislation corresponding with HB 2016 requiring public community college and university Education licensure programs to give education unions or associations the right to meet with new entrants to the program (i.e. Aspiring Educators) within 30 days, including timely communication facilitating such meetings (i.e. lists of program participants, scheduling availabilities, etc.).

Debate ensued.

Scott Perkins, Glendale EA, moved and C. John Larson, Hermiston AT, seconded to amend to read: OEA support legislation improving education unions' access to students in educator licensure programs.

Debate ensued.

Colin Lyons, Springfield EA, moved and Joseph (John) Whisler, Springfield EA, seconded to close debate. **CARRIED.**

Motion to amend **CARRIED.**

Motion to approve Legislative Objectives Proposal 4 as amended **CARRIED.**

Jennifer Cerasin, West Linn-Wilsonville EA, moved, and Shawndra Roberts, West Linn-Wilsonville EA, seconded to reconsider Legislative Objectives Proposal 2.

Debate ensued.

Karl Olson, Riddle EA, moved and Cindy Dougharity-Spencer, John Day EA, seconded to close debate. **CARRIED.**

**MOTION** to reconsider **FAILED.**

Division called.

Motion to reconsider **FAILED:** 190 in favor, 230 against.

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

Karl Olson, Riddle EA and Chair of the Bylaws/Policies Committee, moved on behalf of the Committee to approve the Proposed Bylaws Amendments.

Bylaws pulled: A

#### **BYLAWS AMENDMENT A**

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

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

##### **E. Dues & Assessments**

All OEA members are also members of NEA. NEA dues are set by NEA, collected by OEA and transferred to NEA. In addition to NEA dues, OEA dues are assessed using the following classifications:

3) Assessments: In addition to the OEA dues described above, all classifications of active members pay the following assessments:

- f. ~~\$10.00 per member annually for the Relief Fund if the Relief Fund value falls below \$10 million. This assessment will remain in effect until the fund value is \$10 million or more determined on a date specified by the Board.~~ Every five years, an analysis will be made of the total cost that would result if the five

largest OEA locals suffer a Relief Fund applicable need up to a 30-day work stoppage at the same time. Based on this number, the balance of the Relief Fund should be as follows: If the Relief Fund amount is less than the total cost plus 10% then there will be a \$10 assessment per member per year until that number is reached. If the Relief Fund amount is greater than the total cost plus 10% then no \$10 assessment per member will occur.

**Submitted By:** OEA-Retired Board

Debate ensued.

Elizabeth Thiel, Portland AT, moved and Regina Norris, OEA-Retired, seconded to amend by adding up to a 30-day work stoppage

Motion to amend **CARRIED.**

Motion to approve Bylaws Amendment A as amended **CARRIED.**

#### BYLAWS AMENDMENT B

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

#### **Section 5. 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 an aspiring educator member of the OEA by joining an Aspiring Educator ~~Oregon Education Association~~ chapter. An AEOEA Aspiring Educator member may also join a local association of OEA and must also be an aspiring educator member of NEA. Anyone who has been an active member of any NEA state affiliate is ineligible for AEOEA Aspiring Educator membership. Membership shall include the right to vote, serve as a delegate and to receive OEA publications.
- B. Dues for each aspiring educator member shall be set by the ~~AEOEA at its annual meeting~~ OEA Aspiring Educator members at an annual business meeting, organized by the OEA Aspiring Educator Committee, and shall include Aspiring Educator NEA dues. In the event no ~~Aspiring Educator~~ OEA Aspiring Educator annual business 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.

**Submitted By:** OEA Aspiring Educators Committee

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

#### BYLAWS AMENDMENT C

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

#### **Section 2.**

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

**Submitted By:** OEA Aspiring Educators Committee

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

#### BYLAWS AMENDMENT D

### **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 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.

G. Nominations for NEA Aspiring Educator Conference/NEA RA Delegate Nominations for Aspiring Educator Conference/NEA Delegate shall be made by the direct vote of the Aspiring Educators of the Oregon Education Association at a state-wide or chapter level nominations meeting members of the Aspiring Educator Oregon Education Association Aspiring Educators or by petition of 10 Aspiring Educator OEA/NEA members. The OEA Aspiring Educator Membership Committee of OEA shall oversee and assist in state and chapter level nomination processes and 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 NEA Aspiring Educator Conference/NEA RA Delegate shall be for (one) 1 year.

**Submitted By:** OEA Aspiring Educators Committee

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

#### BYLAWS AMENDMENT E

**Change every reference of “Student” to “Aspiring Educator” in OEA Bylaws and Policies**

**Submitted By:** OEA Aspiring Educators Committee

Debate ensued.

**Submitted By:** OEA Aspiring Educators Committee

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

#### BYLAWS AMENDMENT F

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

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

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

- E. NEA Representative Assembly State and Aspiring Educator Delegates and Successor Delegates
- 1) NEA Representative Assembly State and Aspiring Educator Delegates and Successor Delegates as allocated by NEA shall be elected by secret ballot. Ballots must be distributed no later than February 20. 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. Election results shall be determined by plurality vote.
  - 2) The candidates not elected shall be declared Successor Delegates and listed in order of votes received. The number of Successor Delegates shall not exceed the State Delegates.
  - 3) Terms of office for State Delegates shall be for three years and shall not all be concurrent. Terms may be less than three years for purposes of implementing a rotation schedule.

**Submitted By:** OEA Aspiring Educators Committee

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

#### **ACTION ON OEA POLICY AMENDMENTS:**

Karl Olson, Riddle EA and Chair of the Bylaws/Policies Committee, moved on behalf of the Committee to approve the Proposed Policy Amendments.

Policy amendments pulled: A B, E

#### POLICY AMENDMENT A

**6000 - RELIEF FUND POLICY**  
(OEA Bylaws Article XII)

## B. Composition of the Committee

1. The Committee shall be composed of ~~five~~ six people: two OEA Board members, and one non-Board member from each vice-presidential region of the State, ~~and one OEA Retired member~~ and one ad-hoc non-voting OEA Retired member. These shall be appointed by the OEA President with the consent of the Board of Directors, following the consultation with the Vice-President and Board members from the region and receipt of their recommendation. The OEA Executive Director or designee shall advise.

**Submitted By:** Board Interim Policy approved May 20-21, 2022

Debate ensued.

Mikka Irusta, Hood River EA, moved and Marguerite Wizeman, Multnomah ESD EA, seconded to amend by replacing ~~and one OEA Retired member~~ with and one ad-hoc non-voting OEA Retired member.

Debate ensued.

Motion to amend **FAILED**.

Motion to approve Policy Amendment A as presented **CARRIED**.

### **ELECTION REPORT:**

Jennifer Ball, Credentials Chair, announced the following election results:

#### **OEA President**

<b>Reed Scott-Schwalbach</b>	<b>520 votes</b>
<b>Robin Troche</b>	<b>88 votes</b>
<b>Cori Swan</b>	<b>1 votes</b>
<b>Ben Gorman</b>	<b>1 votes</b>
<b>Jordan Humphreys</b>	<b>1 votes</b>

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

#### **OEA Vice President**

<b>Enrique Farrera</b>	<b>359 votes</b>
<b>Benjamin Gorman</b>	<b>185 votes</b>
<b>Cori Swan</b>	<b>65 votes</b>
<b>Forrest Cooper</b>	<b>2 votes</b>

Enrique Farrera was pronounced the winner of the OEA Vice President race.

#### **Equity Director**

<b>Monica Weathersby</b>	<b>326 votes</b>
<b>Katherine Watkins</b>	<b>274 votes</b>
<b>Sonya Lyon</b>	<b>1 votes</b>

Monica Weathersby was pronounced the winner of the Equity Director race.

#### **NEA Director**

<b>Brinda Narayan-Wold</b>	<b>293 votes</b>
<b>Lourdes Cruz</b>	<b>271 votes</b>

Brinda Narayan-Wold was pronounced the winner of the NEA Director race.

The meeting was recessed for lunch at 12:31 p.m.

The meeting reconvened at 2:00 p.m.

### **AWARDS:**

A video showing members receiving awards was shared with the delegation.

### **TEACHER OF THE YEAR:**

A video honoring Rosa Floyd, Oregon's 2023 Teacher of the Year, was shared with the delegation.

### **OEA PAC:**

Matt Bell, OEA PAC-Board Chair, addressed the delegation.

**NEA FUND:**

Kimberly Beggs and DayLee Lathim addressed the delegation.

**VICE PRESIDENT'S UPDATE**

Vice President Enrique Farrera addressed the delegation and presented updates to the 2023 regarding the OEA Foundation and the Budget.

**ACTION ON OEA POLICY AMENDMENTS continued**

<b>POLICY AMENDMENT B</b>
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**2300 - OFFICERS OF THE OEA  
(OEA Bylaws, Article VI, Section 4)**

**V. EQUITY DIRECTOR ROLE STATEMENT**

**A. To work collaboratively with OEA members, elected leaders, and the OEA Board of Directors in implementing and improving the policies, goals, and objectives of OEA around issues of diversity, equity, and affirmative action.**

**B. To meet as necessary with local leaders and members to train, provide support, gather feedback, and promote OEA equity goals.**

**C. To be accountable to the OEA Board of Directors.**

**D. To be a voting member of the Executive Committee.**

**E. To be a voting member of the OEA Program Budget Committee.**

**F. To assist the OEA President as requested with respect to presidential cabinet roles, expectations, and responsibilities such as serving as the OEA representative in meetings and at functions of an official nature.**

**G. To attend Council meetings and committee meetings as necessary to fulfill the role.**

**H. To work with state, national, and local staffs as requested.**

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

Nina Khanjan, Reynolds EA, moved and Jeffrey Fuller, Reynolds EA, seconded, to amend as follows:

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

**V. EQUITY DIRECTOR ROLE STATEMENT**

**A. To work collaboratively with OEA members, elected leaders, and the OEA Board of Directors in implementing and improving the policies, goals, and objectives of OEA around issues of diversity, equity, and affirmative action.**

**B. To meet as necessary with local leaders and members to train, provide support, gather feedback, and promote OEA equity goals.**

**C. To create a work plan that would include items such as an equity committee that would then field and assess questions and concerns by Black, Indigenous and People of Color and other historically marginalized peoples communities that are OEA members. The Equity Director ~~would~~ could be a tie breaking vote for actions taken.**

**~~G.~~ D. To be accountable to the OEA Board of Directors.**

**~~D.~~ E. To be a voting member of the Executive Committee.**

**~~E.~~ F. To be a voting member of the OEA Program Budget Committee.**

**~~F.~~ G. To assist the OEA President as requested with respect to presidential cabinet roles, expectations, and responsibilities such as serving as the OEA representative in meetings and at functions of an official nature.**

**~~G.~~ H. To attend Council meetings and committee meetings as necessary to fulfill the role.**

**~~H.~~ I. To work with state, national, and local staffs as requested.**

Debate ensued.

Nina Khanjan, Reynolds EA, moved and Jeffrey Fuller, Reynolds EA, seconded to amend by adding C. To create a work plan that would include items such as an equity committee that would then field and assess questions and concerns by Black, Indigenous and People of Color that are OEA members. The Equity Director would be a tie breaking vote for actions taken. and renumber the remaining items.

Debate ensued.

Motion to amend **CARRIED.**

Chris Early, Umatilla EA, moved and Lora Dee, Beaverton EA, seconded to amend by adding “and other historically marginalized peoples” to C.

Debate ensued.

Motion to approve the amendment **CARRIED.**

Debate ensued.

Charlotte Reister, Dallas EA, moved and Olivia Cole, Dallas EA, seconded to change the language to read such as an equity committee that would then field and assess concerns by marginalized communities that are OEA members.

John Worst, Forest Grove, moved and Laura Latham, Phoenix-Talent EA, seconded to change “would” to “could” in the last part of the sentence. **CARRIED.**

Motion to approve the amendment as amended **CARRIED.**

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

#### REVISED POLICY AMENDMENT C

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

#### **2410 – OEA CABINETS & LEGISLATIVE ADVISORY COUNCIL**

##### **I. OEA CABINET STRUCTURE**

(OEA Bylaws, Article IX)

Recognizing the need to further develop activity in OEA Centers, the Association shall support the development of OEA Cabinet structures at the local and UniServ levels that are consistent with the OEA Centers.

##### **II. THE CONGRESSIONAL ADVOCACY TEAM**

The Congressional Advocacy Team (CAT) functions are as follows:

- ~~1. Following the November federal election, the OEA President, with the Board’s approval shall appoint members to serve on the Congressional Advocacy Team (CAT).~~
- ~~2. The CAT shall have twice as many members as the Oregon Congressional Delegation size with the addition of two OEA-Retired members.~~
- ~~3. Two OEA CAT members will be assigned to serve as liaison to each member of the Oregon Congressional Delegation. One of the OEA-Retired CAT members will be assigned as liaison to both Senators and the other shall be assigned as liaison to all Representatives.~~
- ~~4. All appointments shall be made for a two-year term that coincides with the term of a U.S. Representative.~~

##### **II III. OEA CABINET, ROLES AND RESPONSIBILITIES**

#### **2420 – CABINETS, COMMITTEES & TASK FORCES**

##### **II. THE CONGRESSIONAL ADVOCACY TEAM**

The Congressional Advocacy Team (CAT) functions are as follows:

1. Following the November federal election, the OEA President, with the Board’s approval shall appoint members to serve on the Congressional Advocacy Team (CAT).
2. The CAT shall have twice as many members as the Oregon Congressional Delegation size with the addition of two OEA-Retired members.

3. Two OEA CAT members will be assigned to serve as liaison to each member of the Oregon Congressional Delegation. One of the OEA-Retired CAT members will be assigned as liaison to one Senator and three Representatives from even-numbered districts, and one OEA-Retired CAT member will be assigned as liaison to one Senator and three Representatives from odd-numbered districts.
4. All appointments shall be made for a two-year term that coincides with the term of a U.S. Representative.

### **III.H- ATTENDANCE AT MEETINGS**

(OEA Policies 2100, General Regulations)

**Rationale:** The Congressional Advocacy Team doesn't belong in 2410, but it does fit with 2420 (2410 - OEA Cabinets & Legislative Advisory Council; 2420 - Cabinets, Committees, and Task Forces)

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

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

## **POLICY AMENDMENT D**

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

### **1300 PURPOSES AND POLICY DEVELOPMENT**

### **VI. SUMMARY OF OEA TERMINOLOGY**

#### **F. Governance Bodies**

1. OEA Representative Assembly (elected) - the ultimate authority on Bylaws, Policies, Resolutions, officer elections, official position statements, dues, and program.
2. OEA Officers (elected)
  - a. President - spokesperson for the Association; overseer of governance structure, rules, Policies, and Bylaws.
  - b. State Vice President – assist the President, Chair the Program Budget Committee, and serve as representative of OEA in absence of the President.
  - c. Regional Vice Presidents - assist the President.
  - d. NEA Directors - represent the state at NEA and advocate the NEA program in the state.
  - e. Equity Director- Advise President and executive officers on diversity, equity, and affirmative action matters

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

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

## **POLICY AMENDMENT E**

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

**Change every reference of “Student Member or Membership” to “Aspiring Educator” in OEA Bylaws and Policies**

**Submitted By:** OEA Aspiring Educators Committee

Evan Walker, Aspiring Educator, moved and Elizabeth Thiel, Portland AT, seconded, to amend to add “Member, or Membership” after “student” so this language change is in reference only to pre-service teachers.

Motion to approve amendment **CARRIED.**

Motion to approve Policy Amendment E as amended **CARRIED.**

### **New Business Items Continued**

7. Andrew Smith, Gresham Barlow EA, moved and Marjorie Hundtoft, Gresham Barlow EA, seconded that OEA will advocate for legislation that reduces or sets limits on class size and special education caseloads.

New Business Item 7 **WITHDRAWN**

Joanne Shepard, Portland AT, moved and Angela Bonilla, Portland AT, seconded to suspend the rules to consider all new business items costed less than \$1,000 before remaining business items. **CARRIED.**

10. Cyndi Swaney, Salem EA, moved and Paula Doughty, Salem Keizer EA, seconded that the OEA President, in consultation with our government relations staff, write a letter to the governor encouraging her to support the movement to make Indigenous People's Day a paid holiday and non-school day for staff and students in Oregon.

Debate ensued.

Motion to approve New Business Item 10 **CARRIED.**

11. Tamara Madden, Lincoln County EA, moved and Janet Jackson, OEA Retired, seconded OEA uses existing partnerships, especially ODE, to advocate for a minimum amount of unstructured recess minutes, exclusive of their transitions, as part of the Social Emotional Learning and Health Education expectations for students in grades kindergarten through ~~second~~ fifth grade. The minimum number of minutes should be supported by research on developmentally appropriate physical movement breaks and would be determined through a collaboration with our community partners.

Brenda Bokeyni, Portland AT, moved and Tina Lamanna, Portland AT, seconded to change ~~second~~ to fifth.

Debate ensued.

Motion to amend **CARRIED.**

David Morrocco, /Roseburg EA, moved and Margaret Welsh, Aspiring Educator, seconded to close debate **CARRIED.**

Motion to approve New Business Item 11 as amended **CARRIED.**

15. Cash Kowalski, Aspiring Educators, moved and Elizabeth White, Aspiring Educators, seconded that OEA will use its existing resources to call on the Governor and Legislature to promote a living stipend for student teachers and internships.

Debate ensued.

Motion to approve New Business Item 15 **CARRIED.**

16. Angela Adzima, Hillsboro EA, moved and Bryttnie Matsuo, Hillsboro EA, seconded that OEA add a field for ~~preferred~~ asserted name to the OEA membership application where information will be easily accessed by locals when using information for organizing such as hustles, email contact lists, etc.

Heather Rutkowski, Salem Keizer EA, moved and Laura Vigeland, Salem Keizer EA, seconded to replace ~~preferred~~ with asserted.

Debate ensued.

Motion to approve amendment **CARRIED.**

Debate ensued.

Larkin Foley, Salem Keizer EA, moved and Kelsy Dunlap, Salem Keizer EA, seconded to close debate. **CARRIED.**

Motion to approve as amended **CARRIED.**

Beth Yarbrough, Douglas ESDA, moved and LeAndre Butler, Hillsboro EA, seconded to reconsider policy amendment B. **FAILED.**

17. Kayla Potter, Eugene EA, moved and Katie Lukins, Beaverton EA, seconded that OEA will add ~~an~~ awards for an aspiring educator ~~or~~ and early career educator (0-~~3~~5 years) who has taken an active role at the local or state level to advocate and/or engage educators in union work. Recommendations for ~~this~~ these awards will come from the Early Career Educator Organizing Committee and Aspiring Educator Committee.

Debate ensued.

Valerie Schiller, Reynolds EA, moved and Forrest Cooper, Fern Ridge EA, seconded to change ~~3~~ to 5.

Debate ensued.



Motion to approve amendment **CARRIED**.

Debate ensued.

Kristin Brooks, Roseburg EA, moved and Scott Perkins, Glendale EA, seconded to amend to read “awards for an aspiring educator and”.

Debate ensued.

Motion to amend **CARRIED**.

Motion to approve New Business Item 17 as amended **CARRIED**.

18. Elizabeth White, Aspiring Educator, moved and Milan Geurin, Aspiring Educator, seconded that OEA will use its existing resources to craft and release a statement of solidarity with student unions, including language that supports the right to a free, fair, and swift election and certification process.

Debate ensued.

Motion to approve New Business Item 18 **CARRIED**.

8. Evan Walker, Aspiring Educators, moved and Mindy Welsh, Aspiring Educators, seconded that the OEA Bylaws and Policy Committee collaborate with the Aspiring Educators Committee on making appropriate amendments to the OEA Governing Documents that would be submitted to the 2024 OEA Representative Assembly and/or to the OEA Board of Directors for interim changes. The intention of these amendments would include but not be limited to the following:

- Adding an OEA Board of Directors position for one (1) Aspiring Educator for a one-year term
- Creating and updating timelines around elected positions for OEA Aspiring Educators
- Restructuring general language, as well as election processes for Aspiring Educators, to be more inclusive of established Aspiring Educator chapter representation

Laura Latham, Phoenix-Talent EA, moved and Sarah Barclay, Bend EA, seconded to replace the first paragraph to say that the OEA Bylaws and Policy Committee collaborate with the Aspiring Educators Committee on making recommendations of appropriate amendments to the OEA governing documents that would be submitted to the OEA Board of Directors for interim changes. The intention of these would include but not be limited to (insert original language/bullets)

Debate ensued.

Scott Perkins, Glendale EA, moved and Karl Olson, Riddle EA, seconded to close debate **CARRIED**.

Motion to amend too close to call; cards counted.

Motion to amend **FAILED**: 200 in favor, 243 against.

Debate ensued.

Motion to approve New Business Item 8 as presented **CARRIED**.

Delegates requested the total number currently allocated to New Business Items: \$7,039

9. Sarah Ruggiero Kirby, Eugene EA, moved and Breck Foster, Lake Oswego EA, seconded that OEA leadership will
- (a) strategize on how OEA, and local chapters, can partner with ODE and school districts in developing models of place-based climate education programming, as framed by Senate Bill 854, and highlight these efforts in communication with all members;
  - (b) engage in messaging at least once per quarter to encourage that local chapters promote the development of place-based climate change education lessons and resources aligned with the framing of SB 854 (3/20/23 amendments + the original bill, for reference: [tinyurl.com/or854a](https://tinyurl.com/or854a)); and,
  - (c) identify a delegation of OEA leaders to meet with the OEA Climate Education Caucus at least 4 times during the term of this NBI (likely two meetings in the fall, and two meetings in the spring), unless both parties agree otherwise, largely to identify and apply for grants and other funding opportunities to support (a) and (b).

Debate ensued.

Scott Perkins, Glendale EA, moved and Karl Olson, Riddle EA, seconded to refer NBI 9 to committee. **FAILED.**

Debate ensued.

Motion to approve New Business Item 9 **CARRIED.**

12. Angela Bonilla, Portland AT, moved and Alisha Chavez-Downing, Portland AT, seconded that ~~OEA develop and implement a plan~~ OEA research and develop a plan, with either a task force or by coordinating the most appropriate existing committees and cabinets to fully fund the School State Fund as recommended by the Quality Education Model (QEM) and fully fund the Community College Support Fund by diverting kicker funds from the top 1% (those with an Oregon Tax Liability by Adjusted Gross Income of over \$481,000) ~~for the next Biennium.~~ This plan must also include:

- A turnout plan for a Constitutional Amendment to the Kicker,
- Educating members and the public about the Quality Education Model,
- Collaborating with and listening to locals across the state, as well as;
- Lobbying and member organizing.

The maker, Angela Bonilla, Portland AT, moved and Alisha Chavez, Portland AT, seconded to amend the language to read ~~OEA develop and implement a plan~~ OEA research and develop a plan with either a task force or by coordinating the most appropriate existing committees and cabinets.

Debate ensued.

Steven Burke, Tigard Tualatin EA, moved and Olivia Cole, Dallas EA, seconded to close debate **CARRIED.**

Motion to amend **CARRIED.**

Adrienne Mitchell, Lane CC EA, moved and Christopher Zimmerly-Beck, Clackamas CC AF, seconded, to amend such that the goal of the state revenue generated be expanded to be inclusive of community college funding by adding and fully fund the Community College Support Fund

David Morrocco, Roseburg EA, moved and Scott Perkins, Glendale EA, seconded to close debate. **CARRIED.**

Motion to approve the amendment **APPROVED.**

Motion to approve New Business Item 12 as amended **CARRIED.**

13. Venus (Alice) Reeve, Eugene EA, moved and Niels Pasternak, Eugene EA, seconded that OEA create and fully fund a year two of the Coaching for Empowerment Academy.

Debate ensued.

Linda Smart Niels Pasternak close debate **CARRIED.**

Motion to approve New Business Item 13 **CARRIED.**

NBI 13 will be referred to the Budget Committee due to reaching more than \$100,000 in NBI costs.

Karl Olson, Riddle EA, moved and Chris Early, Umatilla EA, seconded to bundle the remaining NBIs (14, 19, 20) to be referred to committee.

Debate ensued.

Without objection the motion is withdrawn.

20. Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA, seconded that OEA lobby the legislature to review current standards for quality professional development and create a plan for ensuring uniform implementation across the state.

The maker, Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA, seconded to amend to read That OEA create and share model bargaining language to review current standards for quality professional development and create a plan for ensuring a democratic process in the implementation with a district.

Debate ensued.

Trevor Stewart, Lincoln Co EA, moved and Carisa Ketchen, LCEA, seconded to strike the language ~~and create a plan for uniform implementation across the state~~

Debate ensued.

Cindy Dougharity-Specer, John Day EA, moved and Janelle Wagner, Astoria EA, seconded to close debate.

**CARRIED.**

Motion to amend the amendment **FAILED.**

Zach Melzer, Parkrose FA, moved and Laurie Kopperman, Gresham Barlow EA, seconded to amend to add **create a plan for ensuring a democratic process in the implementation with a district.**

Motion to amend the amendment **FAILED.**

Motion to approve New Business Item 20 as amended **CARRIED.**

Division called; motion **CARRIED:** 243 in favor, 190 against.

14. Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA, seconded that OEA lobby the legislature to reduce the probationary period for teachers interested in moving to teach in other Oregon school districts.

The maker, Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA, seconded to amend to read That OEA create and share model bargaining language to ensure experienced teachers who move or transfer to other Oregon school districts **and community colleges** have only one year of probationary period.

Debate ensued.

Mary Middleton, Rogue CC EA, moved and Traci Hodgson, Chemeketa CC EA, seconded to amend by adding Community Colleges after districts.

Without objection, NBI tabled until discussion with legal counsel completed.

Motion to amend **CARRIED**

Motion to approve New Business Item 14 as amended **CARRIED.**

Maker not available to move New Business Item #19.

## 21. Withdrawn

End of New Business Items.

### **CREDENTIALS REPORT:**

Jennifer Ball, Credentials Committee Chair, reported that out of a total 1,111 delegates allocated, 658 delegates were duly certified and seated for the 2023 Representative Assembly. There were no challenges raised and decided by the Credentials Committee. Jo moved on behalf of the Committee that the revised Credentials Report be adopted as the official roll of the 2023 Representative Assembly. **CARRIED.**

### **ETHNIC REPRESENTATION REPORT:**

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. BEND EA
4. BETHEL ACE
5. CANBY EA
6. CENTENNIAL EA
7. CLACKAMAS CC ACE
8. CLACKAMAS ESD EA
9. CLATSOP CC FA
10. CORVALLIS EA
11. DALLAS EA
12. DAVID DOUGLAS EA

13. DOUGLAS ESDA
14. EUGENE EA
15. FOREST GROVE EA
16. GLENDALE EA
17. GRANTS PASS ACE
18. GREATER ALBANY ACE
19. GREATER ALBANY EA
20. HERMISTON AT
21. HILLSBORO EA
22. HOOD RIVER EA
23. KLAMATH FALLS ACE
24. LANE CC EA
25. LEBANON EA
26. LINCOLN COUNTY EA
27. MT HOOD CC FA
28. MULTNOMAH ESD EA
29. NEWBERG EA
30. NORTH CLACKAMAS EA
31. NORTHWEST EA
32. OEA-RETIRED
33. OREGON CITY EA
34. PARKROSE FA
35. PHOENIX TALENT EA
36. PORTLAND AT
37. RETIRED-LIFETIME
38. REYNOLDS EA
39. ROSEBURG EA
40. SALEM-KEIZER EA
41. SHERWOOD EA
42. SILVER FALLS EA
43. SOUTHERN OREGON ESD EA
44. SPRINGFIELD EA
45. STUDENTS
46. THREE RIVERS EA
47. TIGARD-TUALATIN EA
48. TILLAMOOK EA
49. WARRENTON EA
50. WEST LINN-WILSONVILLE EA
51. WOODBURN EA
52. WyEAST

With no other business, the 2023 OEA Representative Assembly was adjourned at 7:27 pm by President Reed Scott-Schwalbach.

Submitted by: Annie Duncan, Secretary to the OEA Representative Assembly

These minutes are unofficial until approved at the 2023 OEA Representative Assembly.

05/08/2023

# ACTION ITEMS



**OREGON  
EDUCATION  
ASSOCIATION**

2024

REPRESENTATIVE ASSEMBLY

# 2024 PROPOSED OEA RA STANDING RULES

***Board of Directors forwards the Proposed Standing Rules with a Do Pass Recommendation.***

- Rule 1. The rules governing the Assembly which are not stated explicitly below shall be the rules contained in the current edition of ROBERT'S RULES OF ORDER NEWLY REVISED.
- Rule 2. The President of the Association or the President's designee shall preside at the meetings of the Representative Assembly (RA).
- Rule 3. 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 4. Late registrants shall be seated during the first and second session of the OEA Representative Assembly.
- Rule 5. **Credentials**
- a. The Credentials Committee shall report the number of delegates and alternates registered. Additionally, the credentials committee shall report at the first business meeting the racially and ethnically diverse delegates who are registered and the last report shall contain the number of racially and ethnically diverse delegates who attended the RA.
  - b. 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).
  - c. Late registrants shall be seated during the first and second session of the OEA Representative Assembly.
  - d. 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.
  - e. 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, 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, Board District number, and local 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 the 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. The Bylaws committee collects and edits proposed Bylaws and Policy changes but may not make any substantive alterations without consent of the maker.
- b. Policy changes are enacted by majority vote. Goals are part of Policy.

Rule 8. **Resolutions**

- a. 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.
- b. The Resolutions Committee shall present the Resolutions (as proposed 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.
- c. 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.
- d. After all debate, a vote will be taken to approve the entire list of Resolutions, including any changes.

Rule 9. **New Business**

- a. 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, the Saturday before the OEA RA; amendments may be submitted by the maker no later than 12 noon the Wednesday the week of the RA, 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.
- b. 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.
- c. 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.

**New Business Process**

- a. Any member who has an idea for a New Business Item (NBI) may submit it for action at the Representative Assembly (RA), but a delegate, however, must move it on the floor of the RA.
- b. 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.
- c. The language of the NBI should include the action, the timeline, and specify who will be responsible for completing it.
- d. OEA will generate a cost range for each NBI. At the maker's request a costing summary will be shared.
- e. 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.
- f. The maker has the right to modify the business item or withdraw it prior to the final submission deadline.



- g. Concepts for changes to NBIs may be made by any delegate at the NBI hearing or directly to the maker.
- h. The order in which NBIs are brought to the floor for discussion by the assembly is to be determined by a lottery of the full list of delegates who have submitted NBIs for consideration. A single NBI will then be considered for each maker in the order determined by the lottery, with the list repeating in order for delegates who have submitted multiple NBIs.
- i. NBIs will be ruled out of order if they conflict with OEA's guiding documents.

**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 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. 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 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. Any delegate may call for a caucus; a majority vote of the delegates present shall determine if the Assembly will be recessed for caucus.
- g. 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.
- h. On any motion, debate shall alternate between pro and con as follows:
  - i. In the event no speaker wishes to be recognized in opposition to the first speaker, debate shall be closed except as follows.

- ii. 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.
- iii. After this, if there are still no speakers wishing to speak in opposition, debate will be closed.
- iv. If, however, after two delegates speak in favor, there is a speaker in opposition, debate will then continue, alternating between pro and con.
- i. A delegate who is unable to speak to the Assembly due to a disability may have someone speak for them.

**Rule 12. Elections**

- 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 Equity 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.
- h. For initial and runoff elections, the delegate registered 15 minutes before the polls open shall be the official voting delegate for that election.

**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. 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 16. 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 17. For the purposes of budgeting, the RA will conclude at 8 pm on the last day and all unfinished business will be referred to the OEA Board of Directors.
- Rule 18. For the purposes of budgeting, the OEA Budget Committee has approved up to \$100k for the cost of NBIs. Any NBIs adopted by the assembly that exceed this allotted amount will be forwarded to the Budget Committee for final approval pending available resources.
- Rule 19. Floor-Approved NBIs that require additional positions (regular, temporary, staff, elected) will automatically be referred to the Budget Committee and the OEA Board of Directors for final approval pending available resources.
- Rule 20. Delegate expense vouchers shall be submitted to the OEA within 30 days. Vouchers not received within 30 days may not be paid.
- Rule 21. Minutes of the OEA RA will be posted on the OEA website within 30 days after the adjournment of the Representative Assembly.
- Rule 22. 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 and available space:
- a. Official OEA committees, projects, and groups.
  - b. Candidates for OEA elected office - if they have been nominated.
  - c. National Education Association (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.
- Rule 23. The OEA Board of Directors is empowered to approve proposed changes to these OEA RA Rules. The proposed Rules will be available at Pre-RA Meetings (PRAMS) and will be subject to approval by the RA.
- Rule 24. Materials distributed on the floor of RA will be clearly marked with delegate contact.
- Rule 25. Educators of the year who are not OEA members are not permitted to speak at any RA events noted on the yearly agenda.
- Rule 26. OEA will send three email updates to delegates from the year the NBI was passed spread throughout the year on the progress made on NBIs approved at the RA, preferably in the following January, March and July.

# 2024 PROPOSED BYLAWS AMENDMENTS

*Revisions: new language is underlined, deleted language is struck through.*

## BYLAWS AMENDMENT A

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

### **ARTICLE XX. AMENDMENTS**

#### **Section 3.**

Amendments may be presented by:

- A. The OEA Board of Directors.
- B. A majority vote of the OEA Representative Assembly at a preceding meeting of the OEA Representative Assembly.
- C. A petition of any ten accredited delegates to the preceding OEA Representative Assembly.
- D. A petition of any twenty OEA members.
- E. An OEA department after formal action by its policy-making body-related cabinet, committee, or task force.
- F. A majority vote at a local or UniServ Council.

**Rationale:** To clarify what a policy making body is.

**Submitted By:** Bylaws and Policies Committee

**Contact:** Karl Olson

## BYLAWS AMENDMENT B

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

### **ARTICLE VIII. 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.

**Rationale:** Title changed.

**Submitted By:** Bylaws and Policies Committee

**Contact:** Karl Olson

## BYLAWS AMENDMENT C

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

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

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

- E. Dues & Assessments

All OEA members are also members of NEA. NEA dues are set by NEA, collected by OEA and transferred to NEA. In addition to NEA dues, OEA dues are assessed using the following classifications:

- 1) Certified and Community College
  - a. Full-Time

The annual dues for each active member in a certified bargaining unit shall be .00939 times the teacher average salary. In 2024-2025, the annual dues for each active member in a certified bargaining unit shall be .00960 times the teacher average salary. Beginning in 2025-2026, the annual dues for each active member in a certified bargaining unit shall be .00980 times the teacher average salary (any fractional dollar shall be raised to the nearest whole; this computation shall be made by the OEA). Teacher average salary will be determined by averaging the last 2 5 years of actual Oregon teacher average salary as provided by the Oregon Department of Education and compiled by NEA Research.

**Rationale:** To update the dues formula in order to keep up with OEA's wins at the bargaining table and continue to provide support to members.

**Submitted by:** OEA Board of Directors

**Contact:** Reed Scott-Schwalbach

#### BYLAWS AMENDMENT D

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

#### **ARTICLE XX. AMENDMENTS**

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

All proposed bylaws amendments, except for those for which unanimous consent of the OEA Representative Assembly has been secured, shall be submitted to the OEA President for editing ~~sixty~~ ninety days prior to the first business meeting of the OEA Representative Assembly.

**Rationale:** Bylaws and Policies Committee has only a few days to review proposals before sending them to the Board prior to existing deadline. This removes the time constraints and gives the Committee more time to work with makers.

**Submitted by:** Bylaws and Policies Committee

**Contact:** Karl Olson

#### BYLAWS AMENDMENT E

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

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

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

B. Dues for each aspiring educator member shall be set by OEA Aspiring Educator members at an annual business meeting, organized by the OEA Aspiring Educator Council Committee, and shall include Aspiring Educator NEA dues. In the event no OEA Aspiring Educator annual business 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 XVI. ASSOCIATIONS AND UNISERV COUNCILS**

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

C. Chapters of Aspiring Educators composed of students enrolled in Oregon Colleges, Universities, and Community Colleges who are considering a career in public education.

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

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

G. Nominations for NEA Aspiring Educator Conference/NEA RA Delegate  
Nominations for NEA Aspiring Educator Conference/NEA RA Delegate shall be made by the direct vote of the Aspiring Educators of the Oregon Education Association at a state-wide or chapter level nominations meeting of the Oregon Education Association Aspiring Educators or by petition of 10

Aspiring Educator OEA/NEA members. The OEA Aspiring Educator Council Committee shall oversee and assist in state and chapter level nomination processes and 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 NEA Aspiring Educator Conference/NEA RA Delegate shall be for (one) 1 year.

**Rationale:** Allowing the OEA Aspiring Educators the ability to organize as a council.

**Impact:** *Formation of the Oregon Education Aspiring Educator Council and recognition of Aspiring Educator chapters and process for formation. Aspiring Educator Council will replace the responsibilities previously held by the Aspiring Educator Committee in OEA Bylaws and Policy. **Bylaws Amendment E will be affected the following Policies if passed: Policy 3400 and Policy 7000.***

**Submitted by:** Twenty OEA Members

**Contact:** Hannah StClair

#### BYLAWS AMENDMENT F

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

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

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

D. Allocation of the Oregon Education Association Aspiring Educator delegate credentials shall be based on the ratio of 1:40 aspiring educator members or major fraction thereof with the OEA Aspiring Educators being guaranteed one delegate. The delegate(s) shall be chosen from the all-inclusive state membership rolls by a secret ballot distributed to all Aspiring Educator members of the OEA. Delegate credentials shall be based upon ~~March 1~~ January 15 membership rolls.

**Rationale:** Alignment of Aspiring Educator elections with other delegation election dates.

**Submitted by:** Twenty OEA Members

**Contact:** Hannah StClair

#### BYLAWS AMENDMENT G

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

#### **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.

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.

The Aspiring Educators Committee will select one Aspiring Educator to serve as an Aspiring Educator Board Representative. The representative will attend regular board meetings and submit reports to the Board of Directors. Funding will be provided for attendance at a minimum of one in-person board meeting. Representatives are non-voting members of the board.

**Rationale:** Allowing the OEA Aspiring Educators a voice on the OEA Board.

**Submitted by:** Bylaws and Policies Committee

**Contact:** Karl Olson

# 2024 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.

### OEA Policy 3400

#### I. ACHIEVEMENT OF ORGANIZATIONAL EXCELLENCE

- B. Local Association Requirements  
(OEA Bylaws, Article XVI, Section 1)

- ~~17. OEA will not organize the employees of a charter school or approve affiliation of a charter school unit unless an internal legal determination is made that the charter school clearly is not subject to either the NLRA or the LMRDA.~~
- ~~18. OEA will disaffiliate from any already represented charter school where a jurisdictional challenge is filed objecting to representation of the charter school's employees under the PECBA, unless an internal legal determination is made that the charter school clearly is not subject to either the NLRA or the LMRDA.~~

**Rationale:** Would remove language that prohibits us from organizing charter schools.

**Submitted By:** OEA Board of Directors

**Contact:** Reed Scott-Schwalbach

## POLICY AMENDMENT B

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

### 2200 - REPRESENTATIVE ASSEMBLY (OEA Bylaws Article III and IV)

#### I. DELEGATES

- A. The OEA President shall notify the president of each local association by February 10 of its allocated number of delegates for the annual meeting based on January 15 active membership. Names of elected delegates shall be filed with the OEA President at least 45 days prior to the annual first business meeting of the OEA Representative Assembly.

**Rationale:** The OEA RA begins virtually several weeks before the in-person meeting.

**Submitted By:** OEA Board of Directors

**Contact:** Reed Scott-Schwalbach

## POLICY AMENDMENT C

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

### PROXY DELEGATES FOR OEA RA

Local affiliates that are allocated three (3) or fewer delegates may proxy with other eligible local affiliates to ensure delegate representation. In late January, OEA sends report forms that contain delegate allocations for the representative assembly to each eligible local affiliate.



1. Local Associations may form temporary membership units for delegate representation at the OEA RA. Locals that have three delegates or fewer can donate or receive proxy delegates.
2. Local Associations interested in applying proxy delegate allocation purposes should contact their UniServ Council President.
3. Local Association Presidents must inform the council and state in written notice or email that there were no members able to participate and that they are allocating their delegate to their UniServ Council.
4. The council will keep all correspondence on the allocation of delegates.
5. The council President will know the number of vacancies and open proxy positions to those locals who have expressed interest. If the number of volunteers exceeds the available proxy delegates the council will hold a lottery for the vacancies. The Council President will notify all involved.
6. All delegates will be registered with OEA by the deadline for delegate names.

**Rationale:** The Oregon Education Association's current policy mandates that each unit be assigned at least one delegate for the Representative Assembly. However, we believe that this policy can be improved to increase the number of delegates attending the RA and encourage active participation in our union.

We propose to allow small units with only one delegate to designate a proxy delegate, modeled after the NEA Representative Assembly clustering approach. This will not only increase the number of delegates attending the RA, but it will also provide an opportunity for small units to join with others to create a stronger representation of their needs. Small units often face financial constraints that prevent them from attending the RA with only one person. Many small units need to travel five or more hours to reach the RA destination. This is prohibitive for many of our members, especially those of our early career educators.

By allowing small units to unite within their UniServ council, we can create a more powerful voice for their needs. Additionally, people living in rural and isolated communities often feel unheard on the state level. Bringing small units together through their UniServ council will not only involve local unions but also their UniServ council and the Oregon Education Association.

**Submitted By:** Twenty Member Signatures

**Contact:** Cindy Dougharity-Spencer

#### POLICY AMENDMENT D

**Note:** The Board supports this idea in concept and originally had a "Do Pass" recommendation. However, afterwards, the Parliamentarian flagged that this proposed language conflicts with Bylaw Article VIII, Section 4F, which directs the OEA Board to hold the role of making budget appropriations. The Chair and the Parliamentarian will work with the maker to bring language that is in order with OEA's guiding documents.

#### 5000 – UNISERV

##### I. PROGRAM SUPPORT RESOURCES

##### B. Office Rent, Utilities and Maintenance

Rent, if applicable, utilities and maintenance shall be paid by OEA. Office space shall be provided based on OEA's minimum standards for UniServ offices.

(a) - All councils that do not have a physical space to meet in will receive an \$18,000 allotment on October 1st of each year to support their meetings. Additional funding can be requested by the council.

**Rationale:** Considering the impact of inflation on the economy, it is imperative that we increase the annual compensation paid to mobile units that lack physical space from \$15,000 to \$18,000. This adjustment will enable our union to cope with the rising cost of holding mobile meetings and the cost of expenses.

**Submitted By:** Twenty Member Signatures

**Contact:** Cindy Dougharity-Spencer

## POLICY AMENDMENT E

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

### 6000 - RELIEF FUND POLICY (OEA Bylaws Article XII)

#### III. ELIGIBILITY FOR BENEFITS

##### B. For Strike Benefits

1. Participation by the applicant is required in strike activities approved by the Crisis Coordinating Committee, such as picket-line duty, cooking, typing, phoning, literature distribution, babysitting, bargaining, association committee work, house-to-house canvassing, or other assistance needed by the Crisis Committee. Bargaining unit members requesting assistance are responsible for seeking approved activities in which to participate.
2. For a request of assistance to be granted, the LFAC must approve the request upon certification by the Crisis Committee that the bargaining unit member has participated in some approved activity.
  - a. Member from other locals are eligible to receive relief funds for union leave and travel expenses in order to participate in and support strike actions.

**Rationale:** Members (from other locals) can gain valuable skills and knowledge by participating on picket lines and other lead-up or strike actions. Additionally, members (from other locals) can be a valuable resource for the local that is anticipating or on strike.

**Submitted By:** Twenty OEA member signatures

**Contact:** Stephen Siegel

## POLICY AMENDMENT F

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

### Policy 3400

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

##### C. Association Services

2. Oregon Education Association Aspiring Educator chapters Oregon Education Association
  - a. Where possible the local associations should invite the local Aspiring Educator OEA chapter to have a member on their different committees and task forces on the local level.
  - b. UniServ Council officers are charged with the responsibility of communicating with, guiding and-advising the OEA Aspiring Educator chapters SOEA units in their districts.
  - c. Cadre assistance may be provided for Aspiring Educator chapters OEA.

### Policy 7000 - AFFILIATED ORGANIZATIONS

#### II. Aspiring Educators chapters

1. Membership shall be available to students enrolled in Oregon Colleges, Universities, and Community Colleges who are considering a career in public education and who comply with OEA Bylaw Article I Section 5.
2. A request for affiliation shall be submitted to the OEA President through the Oregon Education Association Aspiring Educator Council by the potential chapter in the form of a completed charter application form adopted by the OEA Board of Directors. Prior to submission to the OEA President, the OEA Aspiring Educator Council will review chapter constitutions and bylaws for compliance and work with chapters on updates prior to final submission to the OEA President. The OEA President shall inform the aspiring educator chapter of OEA's disposition of its application within 90 days of receipt of the application form.

**Rationale:** To explain what we mean by the OEA Aspiring Educators and statewide council.

**Impact:** *Formation of the Oregon Education Aspiring Educator Council and recognition of Aspiring Educator chapters and process for formation. Aspiring Educator Council will replace the responsibilities previously held by the Aspiring Educator Committee in OEA Bylaws and Policy. **Policy Amendment E will affect the following Bylaws if passed: Article I. Section 5; Article XVI. Section 1; and Article VII. Section 2.***

**Submitted By:** Twenty Member Signatures

**Contact:** Hannah StClair

#### POLICY AMENDMENT G

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

#### **2300 - OFFICERS OF THE OEA**

**(OEA Bylaws, Article VI, Section 1)**

##### V. ESP Director OEA BOARD DIRECTOR

- A. To represent the Oregon Education Association and carry out the work of OEA with the education support professional (ESP) constituency.
- B. Adheres to the responsibilities set forth in Article VIII of the OEA Bylaws and Policy 2400.
- C. Acts in the interest of OEA members.
- D. To be accountable to the Board of Directors.
- E. To be a voting member of the OEA Executive Committee.
- F. To be a voting member of the OEA Budget Committee.
- G. To assist the OEA President as requested to further the mission and goals of OEA.

##### VI. Community College OEA BOARD DIRECTOR

- A. To represent the Oregon Education Association and carry out the work of OEA in the community college constituency.
- B. Adheres to the responsibilities set forth in Article VIII of the OEA Bylaws and Policy 2400.
- C. Acts in the interest of OEA members.
- D. To be accountable to the Board of Directors.
- E. To be a voting member of the OEA Executive Committee.
- F. To be a voting member of the OEA Budget Committee.
- G. To assist the OEA President as requested to further the mission and goals of OEA.

**Rationale:** To give role statements to the Community College and ESP Directors to be in line with other role statements for members of the OEA Board Directors.

**Submitted By:** Bylaws and Policies Committee

**Contact:** Karl Olson

#### POLICY AMENDMENT H

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

#### **2420 – CABINETS, COMMITTEES & TASK FORCES**

##### **I. GUIDELINES**

- M. For the purposes of filling committee vacancies, the OEA President may appoint up to two interim positions from OEA-Retired members if requested by the committee chair.

**Rationale:** Allows OEA Retired to join committees temporarily when there are vacancies.

**Submitted By:** Bylaws and Policies Committee

**Contact:** Karl Olson

## POLICY AMENDMENT I

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

### **Policy 2300 - Officers of OEA**

#### **IV. NEA Directors' Role Statement**

J. ~~To~~ The Senior NEA Director or designee shall be a voting member of the Program Budget Committee.

**Rationale:** Allows the Budget committee to open up spots for other OEA Board Directors.

**Submitted By:** Bylaws and Policies Committee

**Contact:** Karl Olson

## POLICY AMENDMENT J

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

### **1300 PURPOSES AND POLICY DEVELOPMENT**

#### **IV. POLICY DEVELOPMENT**

##### **A. How to Amend Policies**

These Policies may be amended at any meeting of the Representative Assembly by a majority vote. All proposed Policies amendments shall be submitted to the OEA President for editing ~~60~~ 90 ninety days prior to the first business meeting of the OEA Representative Assembly.

**Rationale:** Bylaws and Policies Committee has only a few days to review proposals before sending them to the Board prior to existing deadline. This removes the time constraints and gives the Committee more time to work with makers.

**Submitted by:** Bylaws and Policies Committee

**Contact:** Karl Olson

## POLICY AMENDMENT K

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

### **2400 - BOARD OF DIRECTORS**

#### **II. THE INDIVIDUAL OEA BOARD DIRECTOR**

- O. Collaborates with UniServ Council President to plan and conduct a Pre-RA Meeting (PRAM) prior to the OEA RA. Pre-RA Meetings (PRAMs) shall be scheduled to take place no earlier than the day after OEA Representative Assembly delegate names are due and no later than the day before the first session of the OEA Representative Assembly.

**Rationale:** Pre-RA Meetings (PRAMs) are designed for OEA RA delegates to get together with their Board Director and fellow delegates to confer regarding the procedures for the RA, any changes to those procedures, dates, hotel room coordination, networking, and other opportunities. PRAMs have sometimes been scheduled before a delegate's name is submitted by their local association or even after the opening session of the RA (the Standing Rules virtual session).

This Bylaws and Policy amendment would require PRAMs to be scheduled in a way that makes them not only accessible to delegates whose names were submitted close to—but still before—the deadline but also informs them about RA sessions before it's too late to plan on attending them.

**Submitted By:** Twenty Member Signatures

**Contact:** Scott Perkins

# 2024 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.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, education service districts, institutions of higher education, 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. Plans should also include how, when and why remote work might occur for employees and remote learning might occur for students if and when appropriate. 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, 24)

**Rationale:** This resolution has not been updated since 2011. The proposed amendments are more inclusive of all working environments of OEA members and includes considerations for remote work, a reality in a post-pandemic world and one that recently has had more attention following the January 2024 ice and snowstorm that impacted a significant portion of Oregon students.

## RESOLUTION AMENDMENT B

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

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

##### **II.29 Developmentally Appropriate Interventions for Students**

The Oregon Education Association believes that all students deserve high quality, evidence-based, culturally responsive, trauma-informed, asset-based and developmentally appropriate interventions ~~programs that are designed targeted have the intent of to helping students succeed be successful.~~ Interventions for students should be developed collaboratively with educators, students, and families. OEA further believes sufficient state resources must be available to fully fund and support interventions including time for educators to collaborate and plan. ~~these programs.~~ (1992, 97, 2008, 16, 19, 24)

**Rationale:** The Resolutions Committee felt this resolution as previously worded placed an emphasis on intervention programs, which are often purchased from for-profit companies, instead of intervention practices, which can be developed by educators and/or co-developed by educators, students, and families.

Further, the committee added additional characteristics of high-quality interventions, used more active language, and included the need for time to plan for interventions.

## 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.30 Children and Youth who are Neglected, Delinquent, or At-Risk Equity for Incarcerated Persons**

The Oregon Education Association believes that incarcerated persons, regardless of race, age, gender, sexual orientation, gender identity, gender expression, disability, ethnicity, immigration status, occupation, and religion are entitled to equal access to medical and mental health services as well as educational, recreational, and rehabilitative programs within all correctional systems.

The Association also believes that when a student is incarcerated and has been identified as having a disability by standards of the Individuals with Disabilities Education Act or a 504 plan, the plans for the student should be implemented during the duration of the incarceration. specialized treatment programs and secure facilities with adequate safeguards are essential to meet the needs of children and youth who are neglected, delinquent, or at risk. A continuum of programs should include residential facilities that supplement local and regional programs. Such facilities should be provided by the State of Oregon.

~~The Association also supports the continued operation of MacLaren at its current site. (1989, 97, 2008, 13, 16, 19, 24)~~

**Rationale:** The Resolutions Committee is committed to eliminating language in the OEA resolutions that inadvertently or explicitly supports the school to prison pipeline and the incarceration of minors. The committee recognizes the reality that some students will enter the criminal justice system but when they do, they have the right to humane treatment that includes access to educational opportunities. The proposed language mirrors NEA Resolution B-30.

## 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.32 Early Childhood Education**

The Oregon Education Association believes that quality early childhood education creates the foundation for future school success. The Association supports early childhood programs that encourage the development of social skills, strengthen emotional growth, and provide a strong foundation in basic academic skills.

The Association believes that a full day kindergarten has proven to boost student achievement especially for students of underrepresented communities, improve student's social and emotional skills, and lower grade retention and dropout rates.

The Association also believes that early childhood education programs should include developmentally appropriate and diversity-based curricula, special education, play-based learning – both informal and structured, - and appropriate unbiased screening devices. These programs should be staffed by teachers and support staff who are prepared and/or endorsed in early childhood education and child development.

The Association believes that investing in quality early childhood education is a sound investment for the children of Oregon. (2008, 10, 16, 19, 24)

**Rationale:** Play-based learning is an important component of early childhood education and should be included as a crucial component in OEA’s belief statements.

## 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.35 Student Parents**

The Oregon Education Association believes school districts should be inclusive and supportive of student parents and provide support for student parents to obtain their high school diploma and prepare them for post-secondary opportunities. Student parents should have equitable access to their high school program including all coursework and extra-curricular activities. School districts should provide free access to school-based childcare centers, connections to social services as needed, flexible school days, and other supports as needed to meet the needs of student parents and their children. ~~provide programs and services that encourage 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, 21, 24)

**Rationale:** The Resolutions Committee felt the proposed amendments to this resolution attend to the specific needs of student parents while ensuring they have the same access to a well-rounded education as their peers. The committee had additional concerns that existing language relied on stereotypes of teen parents as having skill deficits in the areas of career skills, financial literacy, and parenting skills. The committee feels the new language is more asset-based and focuses on individualized support.

## 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 D: PROGRAMS SUPPORTING ALL STUDENT NEEDS**

##### **II.37 Equal Opportunities for Students Identifying as LGBTQ2SIA+**

The Oregon Education Association believes schools should be safe, welcoming, and affirming for students identifying as lesbian, gay, bisexual, transgender, ~~and~~/non-binary, queer, ~~and~~/questioning, two-spirit, intersex, asexual and a + to recognize the myriad ways to describe gender identities & sexual orientations (LGBTQ2SIA+) 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 LGBTQ2SIA+. 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. (2021, 24)

**Rationale:** The term LGBTQ2SIA+ is a more up to date expansive term for the range of identities of human expression. The Resolutions Committee has a desire for the OEA resolutions to be as inclusive as possible of students and education employees. LGBTQ2SIA+ stands for lesbian, gay, bisexual, transgenders/non-binary, queer/questioning, two-spirit, intersex, asexual and a + sign to recognize that there are myriad ways to describe gender identities and sexual orientations.



## RESOLUTION 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 ISSUES**

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

##### **II.38 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 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 LGBTQ2SIA+).

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, 21, 2024)

**Rationale:** The term LGBTQ2SIA+ is a more up to date expansive term for the range of identities of human expression. The Resolutions Committee has a desire for the OEA resolutions to be as inclusive as possible of students and education employees. LGBTQ2SIA+ stands for lesbian, gay, bisexual, transgenders/non-binary, queer/questioning, two-spirit, intersex, asexual and a + sign to recognize that there are myriad ways to describe gender identities and sexual orientations.

## RESOLUTION 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 ISSUES**

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

##### **II.43 Physical Education**

The Oregon Education Association believes that physical activity and exercise are essential for good physical, mental, social and emotional health and must be encouraged during the developmental years of students. The Association also believes that a comprehensive program of physical education should be provided daily in grades pre-k through 12 in or on facilities designed for that purpose. Physical education programs and curricula should follow national standards as set forth by the appropriate professional organizations; should be developmentally appropriate, sequential, cooperative in nature, inclusive of and attending to the needs of LGBTQ2SIA+students, and culturally sensitive; and should:

- Emphasize physical activity, fitness, exercise, and good health; skills of sports, games, dance, and basic movement; and related concepts and knowledge
- Assess students, including physical fitness testing, as a culmination of preparatory activities
- Provide for the special needs of students with low fitness, physical disabilities, or learning disabilities
- Be taught by teachers licensed in physical education, including specialized support for adaptive P.E.
- Be taught with the same student/teacher ratio as other grade-level class sizes. (2006, 08, 17, 24)

**Rationale:** The first amendment recognizes that P.E. is often an instructional area that put students into a binary situation (traditionally male or female). However, this can present inequitable situations for students

who identify as LGBTQ2SIA+. The second amendment recognizes that an adaptive P.E. specialist has additional education and training and not all P.E. teachers educators have received that education and training. When adaptive P.E. is required to meet a student's needs, it should be taught by an educator with that specialized training.

## RESOLUTION AMENDMENT I

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

*New Resolution – Proposed # II.55*

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

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

##### **II.55 Artificial Intelligence**

The Oregon Education Association believes that the development and expanding use of Artificial Intelligence (AI) technologies will continue to impact students, educators, public education, and the greater community. The Association also believes that the use of AI in public education should align with the following principles:

- a. AI tools should support the needs of students and educators.
- b. The implementation of AI must be equitable, accessible, and inclusive to ensure that no community is disadvantaged or excluded.
- c. AI tools and their implementation must be free of cultural, racial, and gender biases, and they should not perpetuate or amplify existing biases or discrimination.
- d. Educators should be involved in the development of best practices for pedagogical applications of AI.
- e. The use of AI in public education should be transparent, including its applications, what data is collected, and how that data is used.
- f. AI should not compromise the privacy of educators, students, or their families.
- g. Educators and students should be provided guidance and training on the ethical use of AI tools.
- h. Evaluation of AI implementation should be ongoing to ensure it supports the needs of students and educators, and aligns with ethical standards and practices.

(2024)

**Rationale:** Artificial intelligence is an emerging technology that is quickly impacting education for learners and educators. The OEA Resolutions Committee believes the organization should be proactive rather than reactive. This language mirrors NEA resolutions language.

## RESOLUTION 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 ISSUES**

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

##### **II.64 School Discipline Student Discipline Procedures, Policies, and Interventions**

1. The Oregon Education Association believes that education employees must have the right to formulate and implement reasonable trauma-informed disciplinary procedures, policies, and interventions to create safe, welcoming, and inclusive ~~an~~ environments conducive to learning. School boards and district leaders in conjunction with local affiliates should develop policies and standards that provide the necessary support to all education employees and students for the maintenance of a positive school environment. Such policies should prioritize safety, safeguard against practices that exacerbate disproportionality and discrimination, and include adequate supports for students and employees. These policies could include students going to a different learning environment when needed, a diverse range of supported instructional settings to meet student needs, and re-entry plans with

~~adequate and appropriate student supports. include the right of an education employee to remove a student exhibiting disruptive behavior from the classroom. The OEA further believes that disruptive students should be provided an alternate environment with a licensed staff member for the purpose of de-escalation and problem solving.~~

2. Education employees should be trained in de-escalation strategies and trauma-informed education for the purpose of ensuring physically and emotionally safely learning environments supporting students exhibiting disruptive behaviors.
3. An education employee has the right to protect self and others from physical harm and sexual assault or harassment including training in approved restraint and seclusion protocols when appropriate.
4. School discipline procedures and policies should include processes for supporting adult well-being and regulation.
5. The Association believes that corporal punishment should not be used as a means of disciplining students. (1976, 89, 95, 97, 2003, 06, 08, 17, 19, 2024)

**Rationale:** OEA as an organization has elevated the Crisis of Disrupted Learning for more than five years and schools continue to face challenges that often result in challenging and unsafe student behaviors. The Resolutions Committee recognizes the need for educators to have a diverse range of tools to address challenging student behaviors and recognizes that those behaviors are the outcome of broken systems, and not the cause of them. Policies that exclude students do not address the root causes that lead to unsafe, challenging, and disruptive behavior. Exclusionary policies also disproportionately affect students of color and students identified for special education. The committee feels the amendments attend to the spirit of this resolution, maintain an emphasis on safety, and add language inclusive of all learning environments including school buses, playgrounds, and other non-classroom spaces.

## RESOLUTION 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 ISSUES**

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

##### **II.67 School Climate**

The Oregon Education Association believes that a safe, welcoming and inclusive ~~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 support needs related to known ~~known~~ serious behavior problems or violence-related potential and the appropriate and relevant supports and safety plans, while mitigating impacts that would stigmatize or otherwise exclude the student from accessing appropriate education services. 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, 21, 2024)

**Rationale:** Similar to the proposed amendments for II.64, the committee had an interest in updating this resolution to focus on policies and practices that address the root cause of disrupted learning and ensuring our

belief statements are asset-based and supportive of students and educators working in safe, welcoming, and inclusive environments.

#### RESOLUTION 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 ISSUES**

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

##### **II.65 School Employees Involved in Interviewing**

The Oregon Education Association believes that appropriate ~~school~~ education employees should be involved in the interviewing and selection of all ~~school~~ education personnel and that hiring committees should include members from the associations representing school employees. (1974, 89, 91, 97, 2008, 2024)

**Rationale:** The Resolutions Committee added explicit language that ensures union voice in hiring decisions. The term “education” vs. “school” is also more inclusive of the many spaces OEA members work.

#### RESOLUTION AMENDMENT M

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

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

##### **III.10 School Board Members**

The Oregon Education Association believes it is essential to have competent school district, education service district, and community college board members who reflect the community and students they represent including culturally and linguistically diverse board members and who are committed to securing and protecting access to a just, equitable and quality public education in Oregon K-12 school districts, education service districts, and community colleges. OEA further believes candidates should be pro-labor.

The Oregon Education Association believes local associations should actively participate in the recruitment and election of ~~competent~~ persons to serve as school board members. (1977, 89, 97, 24)

**Rationale:** The Resolutions Committee looked at resolutions that had not been updated for at least 10 years including this resolution. The committee added language to reflect the characteristics of board members who will support education and students. The updated resolution is also inclusive of all the educational institutions OEA represents including education service districts and community colleges.

#### RESOLUTION AMENDMENT N

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

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

##### **IV.1 Civil Rights**

The Oregon Education Association is committed to the achievement of an inclusive society. The Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, retired, denied housing, education or harassed because of race, color, national origin, cultural diversity, religious beliefs, residence, disability, political activities, professional association activities, age, marital status, number of dependents, family relationship, size appearance, or sexual orientation/gender identification. The Association also believes that affirmative action plans and procedures encourage active solutions for equity in accordance with association policy. (1974, 89, 94, 96, 97, 2003, 06, 09, 17, 23, 24)

**Rationale:** The Resolutions Committee is suggesting this change to encompass a variety of ways a person’s appearance might be discriminated against. This can include size and could also include hairstyle/color,

piercings, tattoos, height, weight, religious attire, and other aspects of appearance. The committee felt “appearance” was more inclusive.

#### RESOLUTION AMENDMENT O

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

#### NEW RESOLUTION

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

##### IV.4 Equal Rights for LGBTQ2SIA+

The Oregon Education Association believes governing boards and local associations should eliminate discriminatory practices against those who identify or who are perceived to identify as LGBTQ2SIA+ in employment, promotion and compensation. The Association further encourages those who identify or who are perceived to identify as LGBTQ2SIA+ to participate in professional growth experience and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that those who identify or who are perceived to identify as LGBTQ2SIA+ individuals equal access to elective, appointive and staff positions. (2024)

**Rationale:** This resolution mirrors language in Resolutions IV.2 Equal Rights for Women and IV.3 Equal Rights Amendment and adds a statement for a group of students and educators who often face discrimination and unequal treatment.

#### RESOLUTION AMENDMENT P

**The Board of Directors forwards the Proposed Resolutions Amendment P 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 appearance, 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, 22, 24)

**Rationale:** The Resolutions Committee is suggesting this change to encompass a variety of ways a person’s appearance might be discriminated against. This can include size and could also include hairstyle/color, piercings, tattoos, height, weight, religious attire, and other aspects of appearance. The committee felt “appearance” was more inclusive.

## RESOLUTION AMENDMENT Q

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

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

#### **IV.9 Development of the Curriculum**

The Oregon Education Association believes that the state and national standards should provide the basis for curriculum development. Educators at the local level must be the primary voice in the planning, development, implementation, monitoring, and refinement of curricula.

The Association also believes careful consideration must be given to the curriculum in regard to –

- a. Student academic standards
- b. Alignment of curriculum with state and national standards
- c. Unwarranted duplication of content
- d. Prevention of content gaps
- e. Content overload
- f. Developmentally appropriate content
- g. Appropriate accommodations and modifications for students with ~~special needs~~ disabilities and/or exceptionalities
- h. Appropriate scaffolds for emerging bilingual and multilingual learners.

The Association further believes that educators must have an active role in the establishment of procedures for the planning, development, implementation, monitoring and refinement of curricula. To that end, professional time and training must be provided. (2008, 11, 24)

**Rationale:** For bullet point g, the Resolutions Committee wanted to update language to be in line with preferred language from the disability community. Bullet point h is a new bullet point to recognize the learning needs of emerging bilingual and multilingual learners.

## RESOLUTION AMENDMENT R

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

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

#### **IV.12 Collective Bargaining**

The Oregon Education Association believes in Collective Bargaining and that ~~professional salaries and compensation, benefits, duty compensation,~~ professional salaries and compensation, benefits, duty compensation, non-discrimination policies, grievance procedures, safety, working and learning conditions, and lay-off/recall procedures are necessary components of a comprehensive local contract. The Association also believes that local contracts be established through effective and good faith collective bargaining. ~~Binding arbitration and The right to strike and the right to enforce the contract through arbitration are must be an integral to part of~~ Binding arbitration and The right to strike and the right to enforce the contract through arbitration are must be an integral to part of any collective bargaining process.

The Association believes that all members should be united in support of the Association and/or its affiliates when the situation demands a strong show of solidarity.

The Association further believes all school employees should be represented in the school budget process in establishing priorities, determining of funds and ensuring adequate funding be available to finance collective bargaining agreements.

The Oregon Education Association endorses single agent bargaining – a plan whereby a cluster of locals formally join together for the purpose of bargaining. The Oregon Education Association believes all local affiliates should work toward participation in single agent bargaining. (1974, 75, 79, 88, 89, 91, 97, 2009, 11, 24)

**Rationale:** The Resolutions Committee considered resolutions that had not had an update in language in 10 or more years. The committee amended this resolution to make the language clearer, and add language related to safety and learning conditions. The committee collaborated with OEA’s statewide bargaining coordinator to ensure the amendments are in line with current bargaining practices.

#### RESOLUTION AMENDMENT S

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

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

##### **IV.24 Hiring and Staffing Policies**

The Oregon Education Association believes educational institutions ~~school districts~~ should have ~~incorporate in their hiring policies and those procedures which will~~ to ensure acquiring experienced professionals as well as those who are new to the profession. Further, the hiring procedures should be designed to hire the candidate who will best support student needs and provide an equal opportunity to applicants with advanced degrees or specialized credentials and culturally and linguistically diverse candidates. As positions become available, existing employees and substitutes should receive notice and priority consideration in the hiring process provided it is consistent with any applicable collective bargaining agreement. (1976, 89, 97, 2007, 09, 24)

**Rationale:** The Resolutions Committee considered resolutions that had not had an update in language in 10 or more years. Research has shown that students are more successful when education staff reflects the diversity of the student population. The hiring process in educational institutions should not discriminate against culturally and linguistically diverse candidates. The updated resolution is also inclusive of all the educational institutions OEA represents including education service districts and community colleges.

#### RESOLUTION AMENDMENT T

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

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

##### **V.19 Time to Teach/Educator Workload**

The Oregon Education Association believes educators must have a defined workload that fits within the contractual workday and it must include:

- a. adequate time to teach that is free of interruptions
- b. time to develop student-educator relationships
- c. time for collaboration with colleagues
- d. an unencumbered planning time
- e. a prioritized workload
- f. a limitation of required committee work
- g. sufficient time to implement and meet federal, state and local requirements including required paperwork
- h. the elimination of the non-instructional tasks required of a teacher
- i. easy access to appropriate supplies and equipment
- j. a duty-free lunch period.
- k. time for wellness and regulation after traumatizing events
- l. time to analyze data and modify instruction to meet student needs
- m. time for professional learning and growth.

(1974, 89, 97, 24)

**Rationale:** The Resolutions Committee considered resolutions that had not had an update in language in 10 or more years. The additional bullet points are intended to include the time educators need to meet student needs and remain regulated and healthy, which is an integral part of meeting student needs.



## RESOLUTION AMENDMENT U

**The Board of Directors forwards the Proposed Resolutions Amendment U 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:

- a. take steps to improve the selection of persons entering administrative and supervisory programs through more effective screening of applicants, including attention to the recruitment and retention of culturally and linguistically diverse candidates;
- b. take steps to evaluate and improve standards for entrance into administrative and supervisory positions;
- c. require administrators to have at least five years of licensed teaching experience at the level(s) of administrative licensure;
- d. be skilled in educational leadership, school management, inter-group communications, human relations, trauma informed education, social and emotional learning, culturally responsive practices, 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 displaced by an administrator as a result of the temporary return should be placed in a meaningful, appropriate and paid position. (1976, 89, 95, 97, 2004, 09, 21, 24)

**Rationale:** The Resolutions Committee proposes adding additional skills and competencies that encompass the breadth of skills and competencies administrators should possess and that contribute to safe, welcoming and inclusive schools.

## RESOLUTION AMENDMENT V

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

### **VI. PURSUE ORGANIZATIONAL EXCELLENCE INCLUDING SYSTEMATIC COMMUNICATIONS WITH MEMBERS AND INVOLVEMENT OF MEMBERS IN DECISION-MAKING**

#### **VI.4 Organization of Aspiring Educators ~~the Student OEA~~**

The Oregon Education Association believes that students preparing for a career in education should be members of ~~Student OEA~~ Aspiring Educators. The Association should provide assistance to establish and maintain Aspiring Educator ~~student OEA~~ chapters in Oregon's educator preparation programs. (1982, 89, 97, 98, 24)

**Rationale:** These amendments update the resolution to reflect the program's current title.

## RESOLUTION AMENDMENT W

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

### **VI. PURSUE ORGANIZATIONAL EXCELLENCE INCLUDING SYSTEMATIC COMMUNICATIONS WITH MEMBERS AND INVOLVEMENT OF MEMBERS IN DECISION-MAKING**

#### **VI.9 Institutional Denial of Civil Rights**

The Oregon Education Association believes its affiliates and members should not participate in programs sponsored by organizations which deny membership to certain segments of our society on the basis of race, color, national origin, religious beliefs, residence, disability, political activities, professional association activities, age, marital status, number of dependents, family relationship, ~~size~~ appearance or sexual

orientation/gender identification. The Association believes its affiliates and members should not utilize the facilities of such organizations. (1974, 89, 96, 97, 2003, 24)

**Rationale:** The Resolutions Committee is suggesting this change to encompass a variety of ways a person's appearance might be discriminated against. This can include size and could also include hairstyle/color, piercings, tattoos, height, weight, religious attire, and other aspects of appearance. The committee felt "appearance" was more inclusive.

# 2024 PROPOSED LEGISLATIVE OBJECTIVES AMENDMENTS

Submitted by: Legislative Advisory Council (LAC)

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 Not Pass Recommendation.

*Rationale: The Board was concerned about eliminating all the charter school language.*

### Maximizing Student Learning: Education Reform

#### RECOMMENDATIONS: Amend by substitution

1. ~~Education reform and performance requirements must reflect development of students and measurement of learning gains, and not just reporting of students' success or failure in meeting absolute standards. Graduation requirements should be attainable for the maximum number of students.~~
2. ~~Ensure that appropriate funding is provided for school-site councils and that a majority of members of each council are teachers.~~
3. ~~Ensure that educational support personnel of school districts be represented on site councils.~~
4. ~~Academic testing programs should be monitored and emphasis should be placed on making the results usable by teachers, rather than as informational pieces for the general public. Additionally, testing should originate from teachers instead of from the for-profit testing industry.~~
5. ~~Ensure that funds be provided for staff training in order to implement various components of education reform.~~
6. ~~All affected school employees should be involved in determining the kind of training that is necessary in order to implement education reform programs.~~
7. ~~Ensure that new programs promote challenging and age-appropriate learning standards.~~
8. ~~Develop legislation to repeal current charter school statutes unless legislation is passed that protects public (non-charter) schools and public school employees by addressing all of the protections ("a" through "t") listed below:~~
  - a. ~~all licensed and ESP staff are covered by the current collective bargaining agreement between the local association and the district;~~
  - b. ~~there is no negative impact on the regular public school programs;~~
  - c. ~~there is no diversion of current funds from public schools;~~
  - d. ~~the local association names at least one member of each Charter School Implementation Committee;~~
  - e. ~~licensed and ESP staff and student are placed only by voluntary assignment;~~
  - f. ~~placement of licensed staff will be in accordance with existing voluntary transfer and vacancy policies;~~
  - g. ~~licensed and ESP staff who self-identify as being incompatible with charter school philosophy will be placed in a non-charter school;~~
  - h. ~~no licensed or ESP positions will be contracted out unless they are normally contracted out by regular district schools;~~
  - i. ~~implementation funds will not be used to purchase additional licensed FTE;~~
  - j. ~~all affected school employees may be directly involved in the charter school's design, implementation, and governance;~~
  - k. ~~all teachers and specialists are properly licensed by TSPC and assigned in their licensure area;~~
  - l. ~~appropriate procedures for assessment and evaluation of the charter school occur at pre-established periods within the term of the charter;~~
  - m. ~~nondiscrimination and equal education opportunities are ensured;~~
  - n. ~~adequate safeguards exist to ensure academic and fiscal accountability;~~

- ~~o. equitable procedures are followed relating to student admission and retention;~~
- ~~p. all programs and/or school evaluations and reports related to all district charter schools that are provided to the district Board of Directors are also provided to the local association;~~
- ~~q. all "in district" charter schools will be subject to the same state standards and laws as the regular district schools;~~
- ~~r. all site administrators assigned to "in district" charter schools will be properly licensed by TSPC;~~
- ~~s. procedures for terminating the charter in the event of non performance are clearly established; and~~
- ~~t. all appropriate conditions and terms included in the current district Board policy and any subsequently developed charter school board policies are followed.~~

~~\_\_\_\_\_ Charter school legislation, including current charter school law, that does not address all of the issues listed above, will not be supported by OEA.~~

~~\_\_\_\_\_ In the event the Charter School Oregon Revised Statute (ORS Chapter 338) is not repealed, OEA will propose and support revision of charter school legislation that reinstates a 10 percent limit on the total number of students who may participate in public charter schools in any one district.~~

- ~~9. Develop and promote legislation that prohibits creating "out of district" public charter schools in districts that have declining enrollment.~~
- ~~10. Develop and promote legislation that prohibits renewing "out of district" public charter schools in districts that have declining enrollment.~~
- ~~11. Public school choice programs must meet the following criteria:~~
  - ~~a. the purpose and intended outcomes are stated at the outset;~~
  - ~~b. the plan is designed primarily to improve the quality of instructional and educational programs in the public schools;~~
  - ~~c. the plan promotes equal educational opportunity for all students;~~
  - ~~d. the plan is legal and in full compliance with court decisions and with federal, state, and local mandates;~~
  - ~~e. the plan provides adequate resources to ensure high quality education for every student;~~
  - ~~f. the plan strengthens decentralization and local control as well as public accountability over the schools;~~
  - ~~g. the plan in no way leads to privatization of the public schools;~~
  - ~~h. the plan is consistent with and utilizes collective bargaining procedures between school personnel and school governance, and safeguards education employee transfer and other contractual rights;~~
  - ~~i. the plan does not impose additional administrative burdens;~~
  - ~~j. the plan strengthens collaborative and cooperative efforts within and among schools;~~
  - ~~k. the plan is based on the needs of students, parents, school staff, and the community at large;~~
  - ~~l. the plan spells out the roles and responsibilities of government officials, parents, educators, and the community in the development, implementation, and evaluation of any program.~~
- ~~12. Support efforts in the Legislature to amend the Education Act for the 21st Century to require the development of content standards and student performance goals for physical education and health education.~~
- ~~13. Support legislation that would make available sustained funding beyond the K-12 appropriation to school districts choosing to implement peer assistance and/or mentoring programs as a professional development strategy to help teachers help other teachers.~~
- ~~14. Support full day kindergarten for every five year old child, treating full time kindergarteners the same as other full time students in the state funding formula.~~
- ~~15. Support legislation extending mandatory school attendance to age 18 or until a high school diploma is achieved.~~
- ~~16. Promote a moratorium of The Smarter Balanced Statewide Assessment. Continue to develop and improve a statewide system of assessment that is educator led, provides timely information and feedback to educators and students, and minimizes lost instruction time.~~
- ~~17. Urge elected officials to familiarize themselves with all statewide assessments and take a sample test.~~
- ~~18. Ensure that dual credit and concurrent credit programs are of high quality, properly funded, and adhere to the following principles:~~

- ~~a. Voluntary participation by high schools, high school teachers, high school students, and college faculty;~~
- ~~b. “College or workplace ready” high school students have affordable access to high quality college coursework;~~
- ~~c. Guarantee the validity and transferability of college credits earned through dual credit by adherence to recognized standards such as those developed by the National Association of Concurrent Educational Partnerships (NACEP);~~
- ~~d. Have consistent criteria regarding class size, faculty, course outcomes, syllabi aligned to college courses, prep time, and assignments on the college campus and at the high school;~~
- ~~e. Include consistent student support services, available on the college campus and at the high school, including access to college library resources, a writing center, tutoring (online or face-to-face), laboratory equipment, textbooks, and technology;~~
- ~~f. Provide college academic advising for high school students to ensure appropriate academic choices;~~
- ~~g. Assure dual credit high school teachers have access to mentoring on college curriculum and standards; and~~
- ~~h. Provide ongoing collaboration between high school teachers and college faculty.~~

Support laws, rules, and policies that:

1. Focus on making assessments and assessment results usable by teachers in guiding instruction and focus on student growth rather than normative standards.
2. Provide full funding and implementation supports for required programs.
3. Promote the use of evidence-based, age appropriate, and culturally responsive curriculum, and that all such curricula have associated standards.
4. Protect public education from the damaging effects of for-profit programs.
5. Support and provide adequate funding for educator-driven recruitment and retention programs in schools that focus on peer-to-peer assistance.
6. Ensure that graduation requirements are equitable for all students and all students are provided with the resources needed to meet those requirements.
7. Maximize classroom instructional time and accessibility by eliminating unnecessary assessments.

**Rationale:** This removes from the Education Reform section those items which do not clearly define the goals of this section. The Legislative Objectives should be about clearly stated goals, not about tactics and strategies.

<b>LEGISLATIVE OBJECTIVES AMENDMENT B</b>
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**The Board of Directors forwards the Proposed Legislative Objectives Amendment B with a Do Pass Recommendation.**

**Maximizing Student Learning: Education Reform Miscellaneous**

**RECOMMENDATIONS: Amend by substitution**

**MISCELLANEOUS:**

**RECOMMENDATIONS:**

- ~~1. Ensure that state funding for computers and educator-supported technology, including upgrades and maintenance, be provided in the K-12 budget.~~
- ~~2. Ensure that the association support virtual schools and online education only to the extent that educational standards, staffing ratios, and professional staff criteria of traditional public schools are met, and that the proliferation of online programs does not impair public school district finances nor promote or fund private vendor “education management” operations.~~
- ~~3. Advocate for free speech rights for students in public schools as well as for employment protection for educators and student media advisers.~~

4. ~~Support legislation to develop curriculum related to the Native American experience in Oregon, to provide professional development related to curriculum, and request that school districts implement the curriculum.~~
5. ~~Oppose the institution of school vouchers and similar privatization schemes, such as tuition tax credits and education savings accounts.~~
6. ~~Seek equitable transitions for pre-K students entering Kindergarten by advocating for more culturally sustaining Pre-K programs in elementary schools and for more resources to fund onboarding, outreach, and other supports.~~
7. ~~OEA will advocate for legislation that has the effect of making class size and caseloads supportive of student needs, progress, and learning outcomes.~~

Miscellaneous:

Support laws, rules, and policies that:

1. Protect the free speech rights of staff and students in school settings.
2. Promote and fund the adoption and implementation of culturally responsive programs in public schools.
3. Create learning environments that maximize student accessibility and outcomes by limiting both class sizes and caseloads to levels supportive of student needs.

**Rationale:** This removes from the Education Reform Miscellaneous section those items which do not clearly define the goals of this section. The Legislative Objectives should be about clearly stated goals, not about tactics and strategies.

<b>LEGISLATIVE OBJECTIVES AMENDMENT C</b>
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**The Board of Directors forwards the Proposed Legislative Objectives Amendment C with a Do Pass Recommendation.**

**Protecting Students' Health and Safety: Special Programs**

**RECOMMENDATIONS: Amend by substitution**

**SPECIAL PROGRAMS:**

***BACKGROUND:***

Many special education programs have become victims of the cost-cutting process or have been included in the regular school curriculum. ~~The federal program requirement for students with disabilities is funded through IDEA funds at approximately 17% of total cost, despite original promises to underwrite 40% of this mandated service.~~ The fastest-growing population of students in Oregon schools is the so-called "low-incidence, high-cost" students. ~~Several recent legislative responses have been the creation of a high-cost disability fund for students whose educational expenses top \$30,000 per child per year and the 2009 move to close the School for the Blind and return students to their home districts, with extra educational resources to aid districts with that transition.~~

~~English language learners are another fast-growing segment of Oregon schools. In some districts, more than 80 different native languages are spoken in student homes. Oregon is one of the top 12 U.S. states for its percentage of public school students in ELL programs—more than 65,000 as of 2008.~~

OEA believes that maintenance of, and, in some situations, extension of programs serving students' special needs is a top priority of the Association.

***RECOMMENDATIONS:***

- ~~1. Fully recognize special programs in the funding formula for distribution of funds in K-12 districts.~~
- ~~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.~~

- ~~3. Ensure that the special needs of teachers, educational support personnel, and students at special institutions—including MacLaren, and Oregon State School for the Deaf be a continuing priority of the OEA.~~
- ~~4. Advocate for sufficient funding for all programs and service providers mandated at either the state or federal level.~~
- ~~5. Advocate for licensed medical professionals to be hired by districts to provide all regularly scheduled medical procedures.~~
- ~~6. Promote the creation of guidelines for English Learners (ELs) to exit English Language Development (ELD) programs that include local portfolio information to demonstrate student proficiency.~~

**BACKGROUND:**

Many special education programs have become victims of the cost-cutting process or have been included in the regular school curriculum. Funding for federally designated special programs has historically been provided at a fraction of the actual cost to states of running these programs. The fastest-growing population of students in Oregon schools is the so-called “low-incidence, high-cost” students. Special Programs under this section include special education, migrant education, English language learners, state-run institutions (i.e. Juvenile Detention Education Programs, Youth Corrections Education Program, Oregon School for the Deaf, etc.), early childhood, and unhoused students.

OEA believes that maintenance of, and, in some situations, extension of programs serving students’ special needs is a top priority of the Association.

**RECOMMENDATIONS:**

1. Equitable Funding Prioritize equitable funding distribution for special programs within the funding formula and adequately support mandated state or federally required programs including special staff and service providers. Advocate for robust student access to special programs that address their unique needs due to disability, language of origin, or other recognized support needs.
2. Program Advocacy Promote the hiring of qualified, licensed staff serving students in special programs. Provide adequate support for the unique needs of these programs including staffing, professional development, program facilities, and access to medical professionals.
3. Comprehensive supports Advocate for robust student access to special programs that address their unique needs due to disability, language of origin, or other recognized support needs. Promote the creation of guidelines for entering and exiting special programs that include various measures of student proficiency.

**Rationale:** This removes from the Special Programs section those items which do not clearly define the goals of this section. The Legislative Objectives should be about clearly stated goals, not about tactics and strategies.

# REPORTS



**OREGON  
EDUCATION  
ASSOCIATION**

2024

REPRESENTATIVE ASSEMBLY



## **Reports**

### **Electronic Only**

Advocacy Cabinet  
GPS Cabinet  
Union School Advisory Committee  
Aspiring Educator Committee  
Bylaws/Policies  
CORE  
CAT  
Credentials Committee  
Early Career Educator Organizing Committee  
Health Professionals Committee  
HCR  
Judicial Panel  
Legal Defense Program  
LAC  
NEA Directors  
OEA Activists/Mobilizing TF  
OEA PAC Board  
Relief Fund  
Resolutions  
Social Studies Committee  
Speech Language Pathologist (SLP) Committee  
SPED Committee  
President's Report  
OEA Choice Trust  
OEA Foundation

### **Electronic and Print**

OEA Framework for Building Powerful Visionary Member-lead locals  
DRAFT Policy draft action plan for summit  
DRAFT strategic plan politics for summit  
Financial Documents

# 2024 REPORTS TO REPRESENTATIVE ASSEMBLY

## CABINET FOR CENTER FOR ADVOCACY AND AFFILIATE SERVICES

### CABINET MEMBERS:

**Chair:** Stephen Siegel

Donald Easton

Kathy Kuftin

Katie Kholer

Melissa Williams

Alexander Wodzinski

Heather Wisener-South

**Board Liaisons:** Becky Crane, Mikka Irusta, Laura Latham

**Staff Liaison:** Evan Wickersham, Robert Young

**Staff Support:** Melody Parsons

### Committee Charges and Related Activity:

#### 1. Work with other cabinets.

#### 2. Provide recommendations to the OEA Board of Directors on program adoption or modification on matters related to bargaining and advocacy to ensure alignment with OEA Board strategic priorities.

The AAS cabinet gave direct feedback regarding the strategic framework that was passed by the OEA board. That cabinet feels that the framework sets out a strategic vision for our union to move forward and build our strength, local by local. Importantly, the strategic framework preserves local autonomy while spotlighting best practices. We look forward to working to develop tools that can help locals perform self assessments and set goals for growth.

#### 3. Use the OEA Equity Filter to ensure all members are represented through the work of the Center, including different job classifications, diverse racial and ethnic members, and diverse number of years in the profession.

#### 4. Membership

a. Monitor the Early Outreach programs, including grants awarded to locals.

b. Monitor membership growth, including reviewing member drop data.

c. Evaluate and recommend programs for membership growth, especially for locals in need of support.

#### Membership Growth Generally

You can see below the February 2023 to February 2024 trends in membership below. The union grew from a membership of 41,030 to 42,098 as of February 1, 2024.

K-12 Licensed grew from 33699 to 34,148 members. An **increase** of **1.33%**.

K-12 ESP grew from 4605 to 5056 members. An **increase** of **9.79%**

K-12 Subs grew from 633 to 955 members. An **increase** of **50.87%**!

CC LIC PT decreased from 944 to 917 members. A decrease of 2.86%

CC LIC FT decreased from 814 to 706 members. A decrease of 13.27%

CC ESP decreased from 335 to 316 members. A decrease of 5.67%.

**Overall membership February over February was up 2.6%. Our statewide density also increased from 80.5% across all categories to 81.61%.**

REPORT DATE: 02.02.2024

DATA DATE: 02.01.2024

MLP

Membership Type	AC COUNT	PM COUNT	TOTAL COUNT	AC %	PM %
K-12 LIC	34148	4350	38496	88.71%	11.30%
K-12 ESP	5056	2617	7672	65.90%	34.11%
K-12 SUB	955	1063	2017	47.35%	52.70%
CC LIC PT	917	1215	2132	43.01%	56.99%
CC LIC FT	706	103	809	87.27%	12.73%
CC ESP	316	141	456	69.30%	30.92%
<b>Grand Total</b>	<b>42098</b>	<b>9489</b>	<b>51582</b>	<b>81.61%</b>	<b>18.40%</b>

REPORT DATE: 02.01.2023

DATA DATE: 01.31.2023

MLP

MEMB TYPE	AC COUNT	PM COUNT	TOTAL COUNT	AC %	PM %
K-12 LIC	33699	4608	38303	87.98%	12.03%
K-12 ESP	4605	2853	7458	61.75%	38.25%
K-12 SUB	633	1098	1731	36.57%	63.43%
CC LIC PT	944	1145	2089	45.19%	54.81%
CC LIC FT	814	118	932	87.34%	12.66%
CC ESP	335	121	456	73.46%	26.54%
<b>Grand Total</b>	<b>41030</b>	<b>9943</b>	<b>50969</b>	<b>80.50%</b>	<b>19.51%</b>

### New Employee Orientation(NEO) and Membership Chair Grants for 2023-2024

The Cabinet discussed ongoing efforts to support locals in their efforts to increase membership, including the continued financial support for locals to participate in new employee orientations and to utilize a membership chair. This year we had each local receiving a grant fill out ACH (automatic clearing house aka automatic payments) paperwork allowing for quick transfers of grant funds at the appropriate times. A big thanks for Melody Parsons, Jody Dietzel and our partners in the accounting department for securing the paperwork for over 95% of the participating locals. In the 2024-2025 grant cycle we will be able to pay grants immediately in the pay period after approval. Look out for grant information in April of 2024 for the 2024-2025 school year.

### Bringing New Workers into Our Union

The Cabinet continued discussing organizing education-related worksites that are not currently organized (unionized) to increase membership.

A motion was passed at the OEA Board meeting to create a taskforce to investigate further private sector organizing. The AAS cabinet suggests investigating questions like:

- (1) Does OEA want to work with other unions to organize certain worksites?
- (2) What sort of discussions need to be had over the level of support and the dues' structure(s)?
- (3) Create an in depth analysis of organizing opportunities including public charter school educators, substitutes who are not yet organized, Pre-K educators, Students First bus drivers, Community College part-time educators, and others.

### CABINET RECOMMENDATIONS FOR OEA Board and 2024 Representative Assembly

The Cabinet recommends that the OEA Board approve the membership chair and NEO grants for the 2024-2025 cycle in the same amount as the previous year. OEA awarded grants to over 75 individual locals across the state. Despite that budgeted funds remain, the cabinet would encourage all locals to consider applying for grants in the 2024-2025 cycle. The cabinet believes that the density increase of 1.11% and increase of 1,068 memberships was a result of our continued focus on the NEO and membership chair programs.

Additionally, the cabinet recommends that the Board and RA seek strategies to continue to grow our union by organizing unorganized workers into our union. Including but not limited to charter school educators, substitutes, Pre-K educators, First Student bus drivers, Community College part-time educators, and others. This strategy will bring new memberships, but more importantly new energy and vigor to our union and strengthen us for the years ahead.

## **5. Advocacy**

### **a. Recommend focus and content for Advocacy & Affiliate Services events.**

The cabinet worked extensively on the Conference for Bargaining and Organizing. We wanted to bring in a dynamic and diverse set of presenters who would help to capture the overall mood and objective of the conference, which was to encourage members to build a much more militant and strike-ready union. We wanted books available for participants to buy and take home. We wanted chants and a group solidarity photo for PAT as their strike start date was approaching. We wanted time for discussion and questions. And we wanted participants to walk away with practical next steps and feeling inspired.

We plan to make this conference an annual event. We reviewed the evaluations and identified some things to improve. We're excited to continue this work.

### **b. Review evaluations of Advocacy & Affiliate Services trainings and events and make recommendations for improvements.**

We plan to make this conference an annual event. We reviewed the evaluations and identified some things to improve. We need to work on communication about rooms and signing up. We need a better wrap-up or conclusion to the conference. We need a better way to encourage participants to commit to next steps. We need a better process for gathering evaluations. We're excited to continue this work.

### **c. Submit a nomination to the OEA President for possible recipient of the Dick Barss/Pat Wohlers Member Rights Award and the Robert**

### **G. Crumpton Organizational Excellence Award by January 31.**

The committee discussed potential awardees and will forward names to President Reed Scott-Schwalbach by February 8th.

## **6. Bargaining**

### **a. Review bargaining guidance documents, including coordinated bargaining, and analyze effectiveness of distribution.**

### **b. Review and evaluate crisis and strike assessment materials.**

We held a strike debrief of the Portland Association of Teachers strike action and concluded that overall the support provided by OEA (and NEA) was plentiful and appreciated. One big issue was how unprepared OEA was to get strike fund checks to PAT members. OEA staff had to scramble and work overtime to make it happen. The hope is that we learned from that experience and that it will not pose a problem next time.

Internal communication was another area that continues to need assessing and improving, while acknowledging that there were many moving pieces and limited resources, impacting our ability to communicate as well as we would have liked.

Finally, staff shared the need for clearer structures and roles for the strike build up would have prevented some unforced errors.

Overall, our debrief concluded that while the new contract had some tangible wins, the larger positive impact will be felt for years to come on educator unions and the labor movement.

**c. Review evaluations of training on bargaining models and make recommendations for improvements.**

AAS undertook training with LERC and the Sacramento Teachers to expose Beaverton, Eugene, Tigard Tualatin and Portland to the ideas of coordinated bargaining. AAS will continue to explore the opportunities to formalize a more statewide strategy that involves coordination across locals to achieve our statewide goals, like the quality education model.

**7. 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.**

**8. 2022 NBI #31 “Explore the NEA/AFT agreements that exist in other states, and provide a report to the OEA Board that will include an analysis of the structures, implementation timelines, and benefits of having these agreements. The report will also include any challenges in implementing these agreements, and ways that these challenges have been handled.”**

The cabinet discussed the intent of this NBI. The process for merging unions is multi-year and messy. At current the committee does not recommend seeking a merger.

**Chair:**

**a. Communicate and coordinate as needed with other Cabinet chairs and OEA staff.**

Completed as needed.

**b. 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 and a year-end report to the OEA Board submitted by June 30th**

The RA handbook reports was completed by February 5th. An updated AAS report will be furnished to the Board by June 30th.

**c. Communicate with OEA staff between meetings regarding progress.**

Completed and on-going.

**d. Use the OEA Equity Filter to help guide decision-making.**

We made efforts to review the filter at each meeting and apply it. We were inconsistent at times and will continue to hold each other accountable to approve our use of the equity filter.

## **CABINET FOR CENTER FOR GREAT PUBLIC SCHOOLS**

**Chair:** Beth Yarbrough

Sara Daley

Sherryl Bailey

Jodie Harnden

**Staff Liaison:** Andrea Barnum

**Board Liaisons:** Laura Warren

### **GENERAL CHARGES**

1. Use the OEA Equity Filter to review existing programs and strategies and recommend new ones to ensure that equity is centered in the work.
2. Provide recommendations to the OEA Board of Directors on program adoption or modification on matters related to education policy and professional practice issues to ensure alignment with OEA Board strategic priorities.
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. Monitor implementation of grants relevant to the Cabinet and provide updates to the Board.
5. Review existing strategies and recommend any changes to engaging new members in OEA at the local and state level.
6. Review evaluations and provide planning input for member engagement activities to ensure alignment with OEA Board strategic priorities.
7. Submit a nomination 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 and a year-end report to the OEA Board submitted by June 30<sup>th</sup>.
3. Use the OEA Equity Filter to help guide decision-making.

### **ACTIVITY RELATED TO CHARGES: (Either you may list this under each charge, or you may list it here in an overall way – base your choice on what makes the most sense to describe your committee's activities)**

The Cabinet for the Center for Great Public Schools has not met formally since January 21, 2023. Prior to the spring 2023 Cabinet for CGPS meeting, the committee chair, OEA executive director, and CGPS staff opted to postpone future Cabinet meetings pending the merger of the Center for Great Public Schools and the Center for Public Affairs (inclusive of Government Relations and Communications) and until OEA hired a manager for that newly combined department. The manager of the new department, the Center for Public Affairs and Professional Excellence (CPAPE) was hired and began at OEA in October 2023. The newly merged team officially began work as a combined team that month as well. The staff of the new Center for Public Affairs and Professional Excellence will continue to collaborate with the OEA Executive Director, the new Director of the CPAPE, and OEA board members on what a new or reorganized Cabinet will look like in the future.

The professional and associate staff of the Center for Great Public Schools continued their work in 2023-24 since the publication of the 2023 RA handbook and report. A robust work portfolio continues including:

- Conclusion of the 2022-23 Educator Empowerment Academies and the Coaching for Empowerment Academy and the launch of the 2023-24 academies.
- Ongoing professional learning for members for the 2022-23 and 2023-24 academic years with more than 2,200 professional learning engagements in 2022-23 in more than 12 different learning designs (delivery methods).
- Produced the OEA Grow podcast that continues to grow in popularity, surpassing 15,000 downloads and streams in 100 episodes over the past 11 seasons.
- Collaboration with the Government Relations staff for the 2023 legislative session to pass several bills including HB 2656, impacting Oregon's school accountability system.
- Representing OEA on several state workgroups including but not limited to: Early Literacy Initiative,

Oregon Department of Education Rules Advisory Committee, Menstrual Dignity Act, HB 4124 (district assessment audits),

- Working with NEA and OEA communications to launch the new OEA website inclusive of all OEA professional learning events, resources, and opportunities.
- Growing and supporting OEA's Aspiring Educator program including expanding and supporting chapters, identifying new leaders, the OEA Winter Recharge Retreat each February for Aspiring Educators and Early Career Educators and attending the NEA Aspiring Educators Conference.
- Monitoring policy agencies, specifically the Oregon State Board of Education, the Educator Advancement Council, and the Teacher Standards and Practices Commission including submitting testimony as appropriate on various policy matters.
- Continued use of NEA360 to track and assess individual, local, and statewide member engagement in professional learning events.
- Regularly assessing the needs of OEA members regarding the content and delivery of professional learning that they need to improve their own practices.
- CGPS serve as staff liaisons for the Special Education Committee, the Aspiring Educators Committee, and the Resolutions Committee.
- Supporting field staff and local leaders with professional learning, policy, and professional practice issues and projects.
- Supported the Equity Sparks program including three in-person events (March and May for first time attendees and the July 2023 reunion for all past participants) as well as professional learning content and more in the Eye on Equity webpages.
- Presenting on OEA programs and successes with members at national conferences including the NEA Leadership Summit and the National Staff Association for the Improvement of Instruction.

## **CABINET FOR CENTER FOR PUBLIC AFFAIRS**

### **CABINET MEMBERS:**

**Chair:** Juliet Safier (Region II)

Michelle Menegas

Emmy Erwin

Ben Iverson

PK Bunker

Dean Wright

Kathryn Huerta

**Board Liaisons:** Brian Zaubert Reed, Christopher Zimmerly-Beck

**Staff Liaisons:** Louis DeSitter, Jackie Judge

### **CHARGES/ACTIVITIES:**

#### **GENERAL CHARGES**

1. Use the OEA Equity Filter to ensure all members are represented through the work of the Center, including different job classifications, diverse racial and ethnic members, and diverse number of years in the profession.
2. Provide recommendations to the OEA Board of Directors on program adoption or modification on matters related to OEA communications and political organizing to ensure alignment with OEA Board strategic priorities.
3. Monitor implementation of grants relevant to the Cabinet and provide updates to the Board.
4. Review existing strategies in Public Affairs programs and recommend 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.

#### **GOVERNMENT RELATIONS**

1. 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.
2. Review and give recommendations to the PAC Board the current plan to increase PAC contributions.
3. Actively participate as individual cabinet members on local UniServ Council Political Action Teams to support local and statewide political goals.

#### **COMMUNICATIONS**

1. Support efforts to build brand awareness, elevate and leverage the OEA brand.
2. Help collect member stories to ensure OEA publications show the range of OEA member job classifications and demographics.
3. Review existing supports and give recommendations on how locals can improve use of communications to strengthen union advocacy, including use of social and digital platforms.
4. Provide input on and recommendations for improvements of OEA electronic communication, including the website and social media tools.

#### **Chair:**

1. Communicate and coordinate as needed with other Cabinet chairs and OEA staff.
2. Provide a 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 and a year-end report to the OEA Board submitted by June 30<sup>th</sup>.
3. Use the OEA Equity Filter to help guide decision-making.



## UNION SCHOOL ADVISORY COMMITTEE

### COMMITTEE MEMBERS:

**Chair:** Michael McQueen

Cassie Jolley

Heidi Casper

Sonya Lyon

Melissa Grothe

**Staff Liaisons:** Adrea Barnum, Peter Bauer

**Board Liaisons:** Andrew Dennis

### CHARGES/ACTIVITIES:

1. Assist in identifying needs and strategies to support union training and capacity building activities, specifically focusing on new member signups, engagement and retention.
2. Develop strategies to maximize training and educational opportunities for all member constituencies, with a specific focus on new and BIPOC members.
3. Recruit members of all constituency groups to participate in and facilitate Union School trainings.
4. Provide feedback and ideas for organizational manuals and resource needs.
5. Review and give recommendations for the OEA Peer Mediation Network.
6. Give recommendations on opportunities to collaborate 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, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
8. Use the OEA Equity Filter to help guide decision-making.

### ACTIVITY RELATED TO CHARGES:

Due to the unprecedented amount of work related to the historic Portland Association of Teachers strike, the Union School Advisory Committee has not met during the 2023-24 academic year. It is the intention of the management of this department to convene meetings this winter and spring to fulfill the charges of this cabinet. In the interim, here is a report of the OEA Union School's work during this academic year.

### ESP Conference

The 2023 OEA ESP and Classified Employees Conference was held November 10-11 at Umpqua Community College in Roseburg, OR. This is the only ESP specific conference offered by OEA during the year. Lebanon, Grants Pass, Greater Albany ACE, Klamath Falls ACE, ASK ESP, Brookings Harbor, and Bethel EA all sent members. This conference featured a keynote presentation by Dr. Todd Bloomquist on Adverse Childhood Experiences (ACEs), and professional and union learning in the afternoon. Most importantly, it was an opportunity for networking regionally and across job families, as well as presentations from OCESP Leadership.

- 90% of evaluation responders indicated the content was either useful (9%) or very useful (81%) to their union work
- 100% of evaluation responders indicated they "deepened knowledge on the subjects that matter to me (50% strongly agree, 50% agree)
- We had a wide range of professional experience:
  - 22% 1-5 years
  - 16% 6-10 years
  - 22% 10-15 years
  - **39% 15+ years**

### OEA Mediation Network

The OEA Mediation Network was honored to host Bill Eddy in November to lead two days of learning on “Dealing with High Conflict People.” This event was attended by OEA Leaders, Staff, and 35 Professional Mediators who paid \$150 each to attend this event. We also hosted a two day “Conflict Coaching” workshop in December for our OEA Mediators and 10 Professional Mediators who paid \$250 to attend the workshop. We are interested in continuing to build connections with the Portland area professionals, while providing high quality learning opportunities for a fee. These fees offset the overall cost of the events.

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 connect with us directly at [mediation@oregoned.org](mailto:mediation@oregoned.org).

We are also available to present directly to your Executive Board, Council Meeting, or Building/Association Rep meetings. Our goal is to help resolve issues at the lowest possible level while building union solidarity. Many of our recommendations for mediation come from local presidents and building reps, and we look forward to supporting your local.

We will be recruiting our third cohort of mediators during the spring and summer of 2024. We seek members of all levels of experience and job families to join our program so that we have a wide range of experienced mediators who have a similar lived experience to our members in conflict.

### **Summer Leadership Academy for Local Presidents**

The OEA Union School was honored to host 25 leaders from around the state to attend a weeklong leadership development academy for new presidents. This learning opportunity was open to newly elected presidents, or people who had only served one year. We also made space for local vice-presidents. Our work focused on four key themes: Learning About Self, Running a High Functioning Local, Organizing Around Bargaining (or Defending Your Wins), and Year Round Organizing (including NEOs and New Member Outreach). On the last day of the workshop, leaders were paired with mentors who will meet with them monthly to support their work throughout the year. Anecdotally, OEA staff have shared a noticed improvement in poise, presence, and confidence of leaders who attended this weeklong academy. To track the success of this program, we will look for data on increased NEO sign-ups, increased membership overall, and a reduction in turnover.

### **OEA Manuals**

All OEA manuals and guides may be ordered at: <https://oeaprintcenter.pro-matters.com/login>

Locals are encouraged to go paper free and request PDF copies of these documents to be shared digitally. This year, the following guides are available:

- Conflict Resolution Guide
- Building Rep Manual
- President’s Manual
- Treasurer’s Manual
- New Employee Orientation Guide (Being updated for 2023-24!)
- Guide for New K-12 Teacher
- Guide for New ESPs

### **OEA Grow Podcast**

The OEA Grow Podcast continues to grow in popularity, surpassing 15,000 downloads and streams in 100 episodes over the past 11 seasons. This show is co-produced by Kim Read, Learning Design Specialist from the Center for Professional Excellence, and former host and OEA member Beth Ayelot writes show notes and supports new hosts. We received 10,800 downloads, 3,611 streams from Apple Podcasts, and 842 streams from Spotify.

This podcast was created in February 2021, and amplifies member voice by hosting conversations between educators. It was designed to be a digestible piece of professional learning that connects OEA members to deeper learning opportunities.

Our current season is “Culture of Care,” highlighting the work down by this program at the High Desert ESD and running through late January. Season 12 will focus on the “Rural Educator Experience”, and airs in February and early March. We are also excited to share keynote remarks from the 2023 Conference for Bargaining and Organizing between these seasons.

The Portland Association of Teachers Strike (Bonus Episode) is our most downloaded episode of all time, with over 450 downloads.

## **ASPIRING EDUCATORS COMMITTEE**

### **COMMITTEE MEMBERS:**

Maddy Wilson	Danny Adzima	Hannah St. Clair
Julissa Taitano	Mindy Welsh	Elizabeth White

**Staff Liaison:** Leah Starkovich

**Board Liaisons:** Christa Schmeder, Reed Scott-Schwalbach

### **COMMITTEE CHARGES:**

1. Monitor and assist in increasing the number of aspiring educator programs.
  - a. We review numbers at each local during each committee meeting
  - b. We are looking at getting a contact person for each school, so far we have UO, SOU, WOU
  - c. Outreach to: Pacific, OSU, PSU
2. Monitor and assist with OEA’s plan to build and maintain quality relationships with teacher preparation programs.
  - a. We have advisor representatives from Pacific and OSU, just need to get the chapters going
  - b. Plans to visit classes either virtually or in person to talk about OEA and member benefits
3. Annually review and make updates as needed to the OEA Aspiring Educator materials. Give input on the inclusion of Aspiring Education members in OEA events, including conferences, delegate assemblies, and the NEA Aspiring Educator Conference, including Policy related to such.
  - a. We have drafted a plan for how RA elections will go this year. Christa has started the conversation at the board level to start integrating the AE program into the work at the state level.
  - b. Continue to build relationships with board members and AE members so that they start to understand and trust each other. Initial conversations about how to further include AEs in leadership roles have been started with the board.
  - c. Usually we take 2 members from each chapter to the NEA conference.
4. Review the election process and give recommendations to the Credentials Committee or By-laws and Policy Committee.
  - a. AEs have created a structure for elections for OEA RA
  - b. [Rules for Election](#)
5. Virtually convene at least once chapter presidents for coordination and communication across the state.
  - a. We have had a meeting with leaders from UO, WOU, and SOU and they discussed how to support onboarding new chapters.
  - b. Leader emails monthly or as needed to get big messages out to chapter leaders.
6. Submit nominations by January for any relevant OEA major awards.
  - a. We are not clear on awards for AEs, we will look into this for next year.
7. Provide a 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 and a year-end report to the OEA Board

submitted by June 30th.

- a. This is being done after each of our committee meetings
8. Use the OEA Equity Filter to help guide decision-making

## **BYLAWS/POLICIES COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Karl Olson

Erika Breton

Jason Haggard

Darnell Williams

Leandre Butler

Peri Swetzof

**Board Liaisons:** Jennifer Dorsey

**Staff Liaison:** Adam Arms

### **COMMITTEE CHARGES:**

1. Prepare, by editing, Bylaws and Policies changes submitted to the committee for the 2023 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 2024 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 in person once and two times virtually through January. The committee continues to have meetings scheduled if necessary to review and edit Bylaw and Policy Amendment proposals submitted to the RA.
2. Karl Olson and Jennifer Dorsey are scheduled to attend the OEA Board of Director's last meeting before the 2024 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 2023-2024 Proposed Bylaws and Policy Amendments, was forwarded to the February meeting of the OEA Board of Directors for its recommendations.

## COMMITTEE ON RACIAL EQUITY AND RACIAL EQUITY DIRECTOR REPORT

### COMMITTEE MEMBERS:

**Chairs:** Olson Miller

**Racial Equity Director:** Monica Weathersby

Ojibway Whitebird

Ethelyn Tumalad

Angelica Mendoza

Puilan Cheng

Norina Andina

Kellen Akiyama

Tammy Moehlman-Hosaka

Edith Guitron

Niels Pasternak

Cathi Spratlen

Vanessa Hernandez

Danielle Ranallo

**Staff Liaison:** Lesly Munoz

**OCESP Liaison:** Maria Salcedo

### COMMITTEE CHARGES:

1. Work with OEA Centers to address:

- a. Supporting the priority focus areas adopted by the OEA Board.
- b. Issues faced as members seek to be successful educators in our diverse society
- c. Issues of diversity to improve Association relationships and participation.
- d. Issues facing our members in meeting the needs of diverse students in schools.
- e. Developing communications tools to promote member engagement on these issues.

2. Do outreach to identify and support locals interested in creating 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 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.

4. Promote racially and ethnically diverse membership involvement by recommending appointments to the OEA President for various OEA/NEA Committees, work groups and activities.

5. Encourage members to submit nominations for OEA and NEA Awards (particularly the OEA Ed Elliott/Teresa Ferrer Human Rights Award) by January 31.

6. 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.

7. Give recommendations on organizing and communication tools to build relationships and community support with BPOC (Bilingual Persons of Color) members.

8. Provide input, guidance, and support in OEA's work addressing institutional racism and equity.

9. Provide a 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 and a year-end report to the OEA Board submitted by June 30th.

10. Use the OEA Equity Filter to help guide decision-making.

### Activity Related to Charges:

The Committee on Racial Equity (CORE) has been actively working with HCRC and OEA to address the priority focus areas adopted by the OEA Board. This includes supporting members as they seek to be successful educators in our diverse society and improving member educators relationships and participation through addressing issues of diversity. We have also been focused on the issues facing our members in meeting the needs of diverse students in schools and have been developing communication tools to promote member engagement on these issues.

**1. Work with OEA Centers to address:**

**a. Supporting the priority focus areas adopted by the OEA Board.**

**b. Issues faced as members seek to be successful educators in our diverse society.**

**c. Issues of diversity to improve Association relationships and participation.**

**d. Issues facing our members in meeting the needs of diverse students in schools.**

**e. Developing communications tool to promote member engagement on these issues.**

Members are facing a range of challenges as they strive to be successful educators in a diverse society. Three of the challenges that were identified this year in the committees were:

- Lack of resources: materials in different languages or culturally relevant teaching resources.
- Bias and discrimination within the school environment and from external sources, which can impact their ability to effectively support and advocate for their diverse students. This causes mental stress that have many educators leaving or rethinking careers in education.
- Support for students including students with disabilities, English language learners, and students from marginalized communities. Disrupted learning has many educators feeling hopeless.

## **2. Do outreach to identify and support locals interested in creating a local Committee on Racial Equity**

CORE and Governance have been conducting outreach to identify and support locals interested in creating a local Committee on Racial Equity, DEI Committee, or Affinity Space. This will provide support across the state for marginalized educators. This will provide more spaces and places to meet and connect. The Equity Director and Vice President have been looking into ways to fund more equity work. This has been a key initiative to ensure that the issues of diversity are being addressed at the local level and that members are being supported in their efforts to create more inclusive and equitable environments in their schools.

## **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 By-laws for the President.**

Understanding and Championing the Adopted 3-1G Plan

The adopted 3-1G plan, including the work of the Committee on Racial Equity (CORE) and HCRC, is essential to the organization's commitment to promoting equity and inclusion. These committees are integral in putting forth new ideas for OEA RA and assessing their progress. It is important to nurture and champion the adopted 3-1G plan to ensure that the organization continues to make strides in promoting human and civil rights within the workplace. The focus of the 3-1g plan to retain more diverse educators has been discussed this year. The focus to help with mental health and work overload was looked upon as an effort that will support all educators. The culmination of these discussions took us in the direction of creating the IHEAR Summit and additional gatherings that will happen throughout the year.

OEA is dedicated to creating equitable, inclusive public schools and unions where students and members thrive. The purpose of the plan to accomplish NEA Bylaw 3-1(g) is to lay out the framework for how we are doing our part to accomplish this goal.

## **STRATEGIC PRIORITIES**

- **Inclusion**

*OEA will intentionally work towards building an equitable, inclusive public education union.*

- **Communication**

*OEA will develop a diverse, multimodal approach to communication that intentionally engages all members.*

- **Attracting and retaining BIPOC members**

*OEA will act as a lead advocate for the recruitment and retention of Black, Indigenous, People of*

*Color (BIPOC) members in an effort to transform the State educator workforce to better align with Oregon's growing diversity.*

## **GOALS**

- Goal A: Have 75% of participating locals meet their equity representation goal for the OEA and NEA RA
- Goal B: Strengthen organizational support, including financial support, for training and support for ethnic members and increased participation in state and national engagement in order to recruit and retain BIPOC educators.
- Goal C: Increase member awareness of the importance of creating just and equitable inclusive schools and unions.
- Goal D: Increase member awareness of the importance of ethnic membership, participation and engagement through an intersectional lens.
- Goal E: Decrease to only 7% of active membership data the number of blank/unknown ethnicity fields on OEA membership forms.

## **ACTIONS & IMPLEMENTATION**

- Annual Monitoring
- Surveying concerns of BIPOC Members
- Listening Sessions
- Equity Sparks continuation and support
- Build staff cultural competencies
- Coordinate with CORE, HCRC, Rural, & LGBTQIA+ Councils
- Increased training- NEA's Women & Minority Leader's Training, NEA Leadership Summit, & Leaders for Just Schools
- Communicate & plan with NEON, Aspiring Educators, Early Career Educators Organizing Committee, Local Leaders, & Uniserv Consultants the Educator Equity Reports

## Representation at the 2023 RA

Following are figures from the 2023 NEA RA categorized among the race and ethnicity groups in alignment with data for these groups as used by the U.S. Census, reported among self-identifying delegates registered and in attendance as part of our assembly.

Total Delegates 2023 RA	<u>1</u> Ameri- can In- dian and Alaska Native	<u>2</u> Asian	<u>3</u> Black or Afri- can Amer- ican	<u>4</u> His- panic or La- tino	<u>5</u> Native Hawaiian or Other Pacific Is- lander	<u>6</u> Mul- tira- cial	<u>7</u> Some Other  Race/ Eth- nicity	<u>8</u> Total Col- umns 1-7	<u>9</u> White  (not His- panic origin)	<u>10</u> Un- known
5,455	74	121	1,270	520	29	56	85	2,155	3,178	122
RA %	1.4	2.2	23.4	9.5	0.5	1.0	1.6	39.6	58.3	2.2
US %	0.7	5.9	12.1	18.7	0.2	4.1	0.5	42.2	57.8	--

### **4. 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 been promoting racially and ethnically diverse membership involvement by recommending appointments to the OEA President for various OEA Committees, work groups, and activities. This has been an important step in ensuring that diverse voices are being represented in decision-making processes within the organization. The members of our committee are actively engaged in all levels of leadership.

Members of both CORE and HCRC as well as the OEA Governance actively asked BIPOC members to join committees, attend OEA and NEA conferences, as well as community events, Some of the events members were asked to attend were the MLK Keep Alive The Dream Event, OEA supports each year, the East County Rising, and the Teaching with Purpose conferences. Members were also supported in going to the NEA MLT/WLT, Leadership Conferences, NEA Black Caucus, and the NEA and OEA RA, as well as other events.

### **5. Encourage members to submit nominations for OEA and NEA Awards (particularly the OEA Ed Elliott/Teresa Ferrer Human Rights Award) by January 31.**

Completed- This has been an important way to recognize and celebrate the contributions of members who have been working towards promoting diversity and equity within the organization. We have made decisions collectively in who we will nominate this year.



**6. 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.**

CORE has been working with the Human and Civil Rights Committee to ensure ongoing training and workshops to increase involvement of racially and ethnically diverse members and meet the needs of our members. This has been a crucial step in ensuring that members are equipped with the knowledge and skills to address issues of diversity and equity in their professional practice.

The newly created I HEAR Summit is an important event that supports the committee's commitment to equity and inclusion. Plans for group "watch parties" around the state at 7 different locations and the inclusion of panels and presentations supporting BIPOC, LGBTQ, and people with disabilities and other underrepresented groups, demonstrate the committee's dedication to creating a more inclusive environment. Additionally, the need for round-table discussions and panels on mental health and the specific needs of marginalized members' health and isolation highlights the committee's focus on addressing the diverse needs of its members.

**7. Give recommendations on organizing and communication tools to build relationships and community support with BPOC (Bilingual Persons of Color) members.**

The committee has created the I HEAR Summit that will happen bi-annually. Plans have been made by the Equity Director to have a leader in each region or equity ambassador that will be the touch person for equity events in each of seven areas around the state. Four of these leaders have been identified and are doing work in equity currently. They will work with the committees to identify opportunities in their area and share them with governance and the committee. We will work to support and address issues and build networks and community connections.

The Committee will also strive to connect 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. The work to make communities stronger will take a plethora of support from many different community partners and members. Building a stronger network will provide a net for marginalized educators and students.

**8. Provide input, guidance, and support in OEA's work addressing institutional racism and equity.**

HCRC and CORE have met and discussed the creation of a white co-conspirator space. The conversation has started with members who are interested in leading this space and 2 meetings have occurred that are leaning in the direction of starting a Co-conspirator caucus in Oregon. Members of CORE and HCRC attended the Teaching with Purpose series of conferences and others that networked with educators throughout the state to work on issues and recommend items that OEA and ODE can work toward making progress upon. Individual issues were discussed in member's areas and ways to solve them were crafted and many implemented.

**9. Provide a 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 and a year-end report to the OEA Board submitted by June 30th.**

Completed- The committee provides minutes to OEA and meets each month to further our work with HCRC.

## 10. Use the OEA Equity Filter to help guide decision-making.

The OEA equity filter is used to bring to the forefront of our brain the impact we have on members who are marginalized. We use this filter to create space and opportunity for educators who need our support. The OEA Equity Filter asks members to slow down and humanize, consider multiple perspectives, combat bias and decentralize power when making decisions. CORE has been actively engaged in addressing the charges set forth by the OEA Board and has been working diligently to promote diversity and equity within the organization. We look forward to continuing our efforts in the coming year to ensure that all members are supported in their efforts to create inclusive and equitable environments for all.

### CONGRESSIONAL ADVOCACY TEAM

#### COMMITTEE MEMBERS:

**Chair:** Deb Barnes

Elizabeth Nahl	Michelle Kennedy	Jeff Matsumoto
Maureen Barnhart	Bob Bath	Alison Conner
Jamie Zartler	Pam Wojcik	Thomas Kephart
Catherine Crenshaw	Caryn Connolly	

**NEA Directors:** Chris Early, Adolfo Garza-Cano, Brinda Narayan-Wold

**Board Liaison:** Matthew Oleson

**OEA Staff Liaisons:** Louis DeSitter, Jackie Judge

#### CHARGES

1. Conduct meetings 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 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 to 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 submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30<sup>th</sup>.
6. Use the OEA Equity Filter to help guide decision-making.

#### Committee Activities Related to Charges:

The CAT team was not able to hold their first meeting until late January 2024. despite numerous attempts to organize both an in-person or online meeting. Because we had a change in the OEA staff to our committee, it has proven difficult to set a time to meet with both OEA and NEA staff being able to attend our meetings.

During the January meeting, the team reviewed innovative ways to connect and communicate with our Congressional delegation. NEA Director, Adolfo Garza-Cano spoke about the three main priorities he is sharing with our Congressional members: \* ESP Bill of Rights, \* Child tax credit expansion protection, and \* Secure rural schools extension. CAT also focused their discussion on technology needs in rural areas with Jamie Zartler sharing he had just received communication from Senator Merkley on that very topic. Members requested additional staffing and engagement with OEA and NEA staff in the future and Emily McLain will be working on that with staff of the Public Affairs Department to assign a staff member to the CAT.

Members of CAT are member liaisons connecting with members of the Congressional Delegation. They served in this capacity during the OEA-PAC Convention March 8 & 9 at the Graduate Hotel in Eugene.

We appreciate the work of our NEA Directors in working to communicate with the Congressional Team and staff to continue sharing information.

There are several vacancies on CAT currently: one seat each for CD2, CD3, CD4; two seats for CD5, and one seat for Senator Wyden. Please complete a Committee Interest Form if you live or work in one of these districts and are interested in joining the team!

## **CREDENTIALS COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Rose Wilde

Colleen Bechtel                      Jo Cooper

Jeanette Kmetc                      Lynda Sanders

Shannon Fye

**Board Liaison:** Forrest Cooper, Cindy Dougharity-Spencer

**Staff Liaison:** Annie Duncan

### **COMMITTEE 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 a 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 and a year-end report to the OEA Board submitted by June 30th.
6. Use the OEA Equity Filter to help guide decision-making.

### **Committee Activities Related to Charges:**

- On January 22, 2024, the Credentials Committee Chair certified voter and candidate eligibility.
- The Credentials Committee Handbook will be updated and distributed prior to the 2024 OEA RA.
- The Committee will meet as needed to prepare for the Representative Assembly.
- The Committee will provide all credentialing needs at the 2024 OEA RA.
- The Committee Chair approved rotation of Board Districts through 2027.

## **EARLY CAREER EDUCATOR ORGANIZING COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Katie Lukins

**Committee Members:** Blake Auler-Murphy, Clariss Buchholz, Carolyn Breedlove, Kayla Potter, Helen McVey, Nicjeey Kahawai, Katie Kohler

**Board Liaison:** Gabrielle Pargett, Scott Perkins

**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 demographic information and make recommendations on how to increase membership numbers across the diversity of our membership.
  - b. Review member involvement in new hire engagement activities to determine progress meeting ethnic and demographic diversity goals. Make recommendations for improving goal progress.
  - c. Act as a steering committee for the New Educators of Oregon Network (NEON) program.
2. Review the New Hire Orientation manual and make recommendations.
3. Review existing PD for Early Career Educators from OEA and NEA and make recommendations on topics to address in the future.
4. Participate as interested and available in new hire outreach activities, including the annual Educator Career Fair.
5. Submit a nomination to the OEA president for possible recipients of relevant OEA major awards by January 31.
6. Provide a 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 and a year-end report to the OEA Board submitted by June 30th.
7. Use the OEA Equity Filter to help guide decision-making.

### **ACTIVITIES RELATED TO CHARGES:**

1.
  - a. The Committee is reviewing statewide membership sign up data. The committee urges OEA to track folks who are moving from ESP locals to Pre-K-12 Certified units and have tailored communications to those people regarding signing up again in their new role. The Committee requests that OEA examines the legal feasibility of retaining members who transfer employers or positions instead of having to re-sign new hires who were previous members. The committee urges OEA to look into a year one dues discount for new hires as they are often the lowest earners in the union. The committee looks forward to reviewing the data and outcomes of the progressive dues workgroup. The committee asks OEA to adopt a more clear definition of Early Career Educator (Does the educator who was a bus driver for 10 years and then moves into a certified position count as an ECE?)

- b. The ECE committee does not have the data in order to measure this. This goal is also monitored by Monica Weathersby who is the OEA Equity Director, please refer to data provided by Monica for this goal.
  - c. The Committee is engaging new tactics and strategies this year in order to attempt to increase participation in this program. One large learning is that this group needs to launch later in the academic year (not fall) in order to account for the mental load of Early Career Educators.
2. In reviewing the New Employee Orientation Manual the committee would advise facilitating the NEO in a way that conversations can be held with 4-8 new hires in intimate circles.
  3. The Committee strongly urges OEA to consider doubling the Winter Recharge Retreat event budget for the 2024-25 year to \$60,000. The committee would like to increase in-person events overall with barriers removed to access those events (sub release, etc.) encouraging ECEs that OEA has invested in to take on roles as presenters. An additional request would be for OEA to offer Professional Learning about how to effectively present content to adult learners.
  4. The Committee believes it is important to convey the message that ECEs have a place in the union, and has data to support that the questions that attendees ask at the Career Fair are almost entirely licensure questions--TSPC is present at the Fair. The Committee recommends that in person representation is taken over by Regional Vice Presidents and that information regarding NEON is made available at the table.
  5. The ECE Committee members have submitted names along with their committee notes from their January meeting.
  6. Yes
  7. Yes

## **HEALTH PROFESSIONALS COMMITTEE**

### **COMMITTEE MEMBERS:**

**Co-Charis:** Jessica Wade, Wendy Niskanen

**Committee Members:** Nicole Anderson, Eddie Carillo, Erin O'Halloran, Angela McAllister, Wendy Sigler, Renee Heib, Elisa Thurman

**Board Liaison:** Valerie Schiller

**Staff Liaison:** Alan Moore

### **CHARGES/ACTIVITIES:**

1. Recommend strategies to support OEA members who work in the health profession involvement at the local, state, and national levels.
2. Review Medicaid billing in the school setting and make recommendations for how to improve the process.
3. Review licensing requirements in the school setting and make recommendations on how to improve the process in order to support increases in school health professional staffing levels.
4. Recommend best practices for health care policy, contract language, and legislation.
5. Provide a 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 and a year-end report to the OEA Board submitted by June 30<sup>th</sup>.
6. Use the OEA Equity Filter to help guide decision-making.

## **ACTIVITIES RELATED TO CHARGES:**

The OEA Health Professionals Committee started the year with several vacancies on our roster. Due to unique challenges of communicating with health professionals (as a subset of the entire OEA membership) and the additional steps needed to ensure representation across all health licensures, it took months to fill those vacancies. We were able to recruit a variety of health professionals (OT, SLP, RN and QMHP) including mental health professionals, which was a priority of ours. The only license currently not represented on our roster is physical therapy (PT). Our hope is that by including a broad spectrum of providers on the committee, we will be able to capture the voices of more health care professionals across the state through their statewide networks. In January, we had our first meeting with a full committee and welcomed all of the new members.

We have worked alongside OEA to capture health care professionals' contact information in a more efficient manner. It has been an ongoing process, and we have made great strides. We sent a questionnaire out to health professionals and had 38 responses, so in addition to the members on the committee, we have a list of other members who are interested in our work. As we develop connections between health professionals, we strengthen this work. Developing this network will enable us to hear from more of our members, and therefore, advocate for their needs, which in turn better supports our students.

We continue to work on our guide to support union negotiations relative to the unique needs of health professionals working in educational settings. A draft guide has been completed and shared with many locals as they enter bargaining. We have also just begun to compile a resource for educators to help them understand the unique licensure requirements for health professionals. This will work to reduce the areas in which school processes and practice cause licensees to work against or outside of the requirements of their practice acts.

The OEA Health Professional committee is closely following legislation with a focus on the SLP, OT, PT Workload study and developments in school medicaid billing legislation, and we will continue to do surveillance of legislation that impacts our practices and our students. We look forward to meeting with an OEA public policy liaison as the 2024 legislative session continues. As health care professionals, we are able to offer essential insight into legislation impacting our unique practices, so this will remain a focus..

Discussions regarding the realities and requirements of school medicaid billing are ongoing. Billing school medicaid is a realized necessity, one sustainable source of funding for school health services. It is a complicated and complex process that will require a universal system, including an electronic health record, in order for it to be successful. The OEA Health Professionals Committee will be available to offer TA on what EHR software should contain to meet the documentation requirements of our licensures and maximize the capacity of Oregon's schools, districts, and ESD to bill school medicaid.

It is the opinion of these chairs that our charges remain relevant and were largely unaddressed as we strove to complete our roster. We therefore recommend keeping our charges the same.

## **HUMAN AND CIVIL RIGHTS COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Linda Smart

**Racial Equity Director:** Monica Weathersby

Lourdes Cruz

Jeanine Elzie

Cortney Clendening

Patricia Jolly

Fawn Gunderson

Amirra Malak

Heather Wisener

**Board Liaisons:** Gianna Simon, Becky Torres

**Staff Liaison:** Lesly Munoz

### **COMMITTEE CHARGES:**

1. Work with the Committee on Racial Equity (CORE) and Union School to provide ongoing training and workshops to address social justice and equity issues, including increasing historically marginalized member involvement and leadership in order to meet 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/Teresa Ferrar 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 compliance.
7. Provide a 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 and a year-end report to the OEA Board submitted by June 30th.
8. Use the OEA Equity Filter to help guide decision-making.

### **ACTIVITY RELATED TO CHARGES:**

The Human Civil Rights Committee worked on many different items to forward the charges set forth by OEA. This year the HCRC had meetings jointly with CORE. Many of our charges overlap and we have decided to work jointly to tackle the tasks that further our outcomes.

We focused on many issues that sat in the Human and Civil Rights Committee (HCRC) charges. Among other items, we discussed the need for additional inclusive language in all new job postings and contracts, training for interview panels to understand implicit bias, better workplace environment for BIPOC staff, all marginalized communities, and overstressed educators, the importance of understanding and championing the adopted 3-1G plan, creating the I HEAR Summit and the following successive events to help address specific marginalized communities needs, and focusing on mental health and wellness and retainment of diverse educators.

1. Work with the Committee on Racial Equity (CORE) and Union School to provide ongoing training and workshops to address social justice and equity issues, including increasing historically marginalized member involvement and leadership in order to meet the mission of OEA.

The I HEAR Summit is an important event that supports the committee's commitment to equity and inclusion. Plans for group "watch parties" around the state at 7 different locations and the inclusion of panels and presentations supporting BIPOC, LGBTQ, and people with disabilities and other underrepresented groups, demonstrate the committee's dedication to creating a more inclusive environment. Additionally, the need for round-table discussions and panels on mental health and the specific needs of marginalized members' health and isolation highlights the committee's focus on addressing the diverse needs of its members.

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..

#### Workplace Environment for Marginalized Staff

Addressing issues of the workplace environment for BIPOC staff, marginalized educators, stressed and fragile educators is a priority. Specific training and supports are needed to address these issues and create a more supportive and inclusive work environment for all staff members. The conversation around creating a hotline for educators staffed by educators has been had all the way to the state and ODE levels. The HCRC charges emphasize the importance of promoting a workplace environment that values diversity and ensures equal opportunities for all employees.

3. Recommend to the OEA President possible recipients of the Ed Elliot/Teresa Ferrar 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.

The OEA Equity Director presented the 3-1g plan and a list of improvements that could be and some have been initiated. Both the OEA equity Director and the Vice President have attended the jointly held HCRC and CORE meetings. These monthly meeting have spearheaded some direct feedback and action steps for governance to bring before that board. The Chirs of HCRC, CORE, the OEA Equity Director, Vice President, and President meet quarterly to discuss ways in which we can move our organization forward.

5. Provide input, guidance and support in OEA's work in addressing institutional racism.

The need for additional inclusive language in all new job postings and our contracts is crucial in creating a more welcoming and diverse workplace environment. By incorporating inclusive language, we can attract a wider range of qualified candidates and promote a more inclusive workplace culture. This initiative aligns with the HCRC charges and the organization's commitment to diversity and inclusion. The committee has looked into reviewing and presenting recommendations to change the language in both contracts and job postings. Recommendations have been created.



## **5. Provide input, guidance and support in OEA's work in addressing institutional racism.**

HCRC and CORE have met and discussed the creation of a white co-conspirator space. The conversation has started with members who are interested in leading this space and 2 meetings have occurred that are leaning in the direction of starting a Co-conspirator caucus in Oregon. Members of CORE and HCRC attended the Teaching with Purpose series of conferences and others that networked with educators throughout the state to work on issues and recommend items that OEA and ODE can work toward making progress upon. Individual issues were discussed in members areas and ways to solve them were crafted and many implemented.

## **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 compliance.**

### **Understanding and Championing the Adopted 3-1G Plan**

The adopted 3-1G plan, including the work of the Committee on Racial Equity (CORE) and HCRC, is essential to the organization's commitment to promoting equity and inclusion. These committees are integral in putting forth new ideas for OEA RA and assessing their progress. It is important to nurture and champion the adopted 3-1G plan to ensure that the organization continues to make strides in promoting human and civil rights within the workplace. The focus of the 3-1g plan to retain more diverse educators has been discussed this year. The focus to help with mental health and work overload was looked upon as an effort that will support all educators. The culmination of these discussions took us in the direction of creating the IHEAR Summit and additional gatherings that will happen throughout the year.

OEA is dedicated to creating equitable, inclusive public schools and unions where students and members thrive. The purpose of the plan to accomplish [NEA Bylaw 3-1\(g\)](#) is to lay out the framework for how we are doing our part to accomplish this goal.

## **STRATEGIC PRIORITIES**

- **Inclusion**

*OEA will intentionally work towards building an equitable, inclusive public education union.*

- **Communication**

*OEA will develop a diverse, multimodal approach to communication that intentionally engages all members.*

- **Attracting and retaining BIPOC members**

*OEA will act as a lead advocate for the recruitment and retention of Black, Indigenous, People of Color (BIPOC) members in an effort to transform the State educator workforce to better align with Oregon's growing diversity.*

## **GOALS**

- Goal A: Have 75% of participating locals meet their equity representation goal for the OEA and NEA RA
- Goal B: Strengthen organizational support, including financial support, for training and support for ethnic members and increased participation in state and national engagement in order to recruit and retain BIPOC educators.
- Goal C: Increase member awareness of the importance of creating just and equitable inclusive schools and unions.

- Goal D: Increase member awareness of the importance of ethnic membership, participation and engagement through an intersectional lens.
- Goal E: Decrease to only 7% of active membership data the number of blank/unknown ethnicity fields on OEA membership forms.

## ACTIONS & IMPLEMENTATION

•Annual Monitoring• Surveying concerns of BIPOC Members• Listening Sessions • Equity Sparks continuation and support• Build staff cultural competencies• Coordinate with CORE, HCRC, Rural, & LGBTQIA+ Councils• Increased training- NEA’s Women & Minority Leader’s Training, NEA Leadership Summit, & Leaders for Just Schools• Communicate & plan with NEON, Aspiring Educators, Early Career Educators Organizing Committee, Local Leaders, & Uniserv Consultants the Educator Equity Reports•

## Representation at the 2023 RA

Following are figures from the 2023 NEA RA categorized among the race and ethnicity groups in alignment with data for these groups as used by the U.S. Census, reported among self-identifying delegates registered and in attendance as part of our assembly.

Total Delegates 2023 RA	<u>1</u> American Indian and Alaska Native	<u>2</u> Asian	<u>3</u> Black or African American	<u>4</u> Hispanic or Latino	<u>5</u> Native Hawaiian or Other Pacific Islander	<u>6</u> Multi-racial	<u>7</u> Some Other Race/Ethnicity	<u>8</u> Total Columns 1-7	<u>9</u> White (not Hispanic origin)	<u>10</u> Unknown
5,455	74	121	1,270	520	29	56	85	2,155	3,178	122
RA %	1.4	2.2	23.4	9.5	0.5	1.0	1.6	39.6	58.3	2.2
US %	0.7	5.9	12.1	18.7	0.2	4.1	0.5	42.2	57.8	--

**7. Provide a 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 and a year-end report to the OEA Board submitted by June 30th.**

Completed- The committee provides minutes to OEA and meets each month to further our work with CORE.

**8. Use the OEA Equity Filter to help guide decision-making.**

The OEA equity filter is used to bring to the forefront of our brain the impact we have on members who are marginalized. We use this filter to create space and opportunity for educators who need our support. The OEA Equity Filter asks members to slow down and humanize, consider multiple perspectives, combat bias and decentralize power when making decisions.

**Conclusion**

In conclusion, addressing the HCRC charges and key initiatives is essential in promoting a more inclusive and diverse workplace environment. By incorporating inclusive language in job postings and contracts, addressing workplace environment issues for marginalized staff, understanding and championing the adopted 3-1G plan, and creating programs like the I HEAR Summit, the committee will continue to make progress in promoting human and civil rights within education.

**JUDICIAL PANEL COMMITTEE**

**COMMITTEE MEMBERS:**

Alice Jagger                      Karen Laurence                      Michele McCourt

**Board Liaison:** Marc Dana

**Staff Liaison:** Adam Arms

**COMMITTEE 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.
- 4. Use the OEA Equity Filter to help guide decision-making.

**Committee Activities Related to Charges:**

A conference call meeting/training was held to train the Panel in case a charge is 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.

**LEGAL DEFENSE PROGRAM COMMITTEE (LDP)**

**Committee Activities Related to Charges:**

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:*

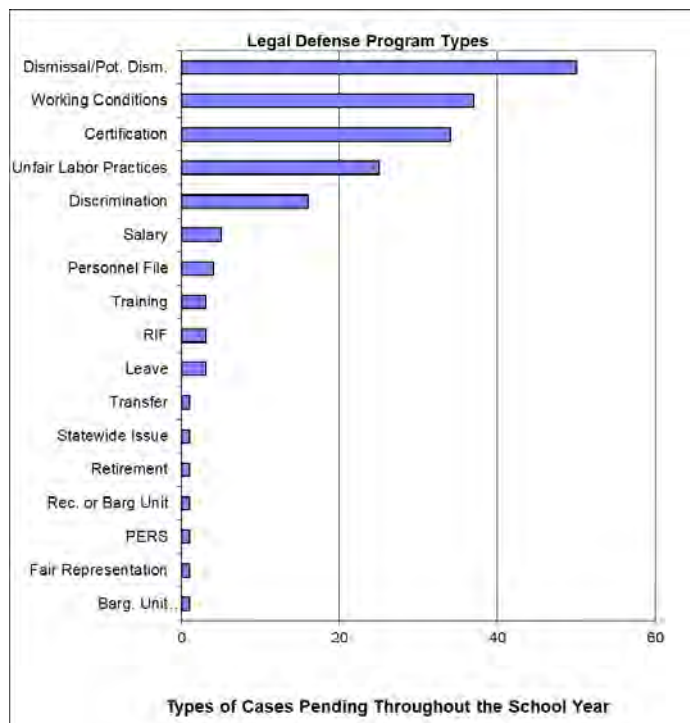
- ☐ Planning legal strategies to assist an aggrieved member in obtaining job-related legal advice. Timely consultation with the local and state association and/or UniServ Consultant will allow proper assistance or legal referral.
- ☐ Referring attorneys who are experts in the law of education employee rights. These attorneys stay well informed on recent decisions in employee rights law and are well prepared to assist our members.

- ☐ Paying attorney fees and costs for state or federal litigation when the facts of the case and relevant law indicate a reasonable likelihood of prevailing; and, the case will benefit the Association or a significant number of members.
- ☐ Paying attorney fees and costs for charges arising out of a direct job-related occurrence covered by the Legal Defense Program such as layoff and license matters.
- ☐ Paying attorney fees and costs for counsel in bargaining and strike situations and representation in unfair labor practice cases and other statewide litigation of Association matters, such as ballot measure cases.
- ☐ Sharing costs with local associations on arbitration and ULP complaint & answer filing fees.
- ☐ Providing legal information for local leaders and members. For example, during the COVID pandemic, many legal-guidance materials were produced to help address some of the myriad challenges facing educators in Oregon.
- ☐ Providing support for the Grievance and Legal Rights Training.
- ☐ Filing friend-of-the-court briefs or participating as a party plaintiff with a member. These actions are taken when LDP and ULSP recognize that a favorable decision in a particular suit will set significant precedent for educational employee rights

#### LDP Activity in Fiscal Year 2022-23

During the 2022-23 year:

- 186 new cases were opened.
- 183 cases were still pending at the end of the year.
- Most of the LDP cases were resolved favorably for the members or locals involved.



#### LDP Expenditures in Fiscal Year 2022-2023

- LDP expenditures in Fiscal Year 2022-23 totaled \$998,802.
- The NEA, through its Unified Legal Services Program, reimbursed OEA for \$316,786 of that amount.
- There were attorney fee recoveries of \$21,852 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 (\$5,033 for 2022-23). 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

Heidi Casper	Jeff Matsumoto
Jennifer Cerasin	Jessica McElfresh
Brandon Ferguson	Mary Middleton
Sarai Lacy	Megan Phillips
John Larson	Justin Potts
Nancy Lewis	Wendy Rodgers
Sheryl Linnell	

**OEA Board Liaisons:** Forrest Cooper

**Staff Liaisons:** Louis DeSitter, Cynthia Branger-Munoz and Jackie Judge

##### **COMMITTEE 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, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30<sup>th</sup>.
6. Use the OEA Equity Filter to help guide decision-making.

#### **Committee Activities Related to Charges:**

LAC continues to work on bringing the Legislative Objectives into a more concise and easier to read document. The main objective remains to remove tactics and strategies from the document. Instead, focusing on updating all objectives to state a big picture, broad value. Our chair, David Morrocco continues to meet with the Resolutions chair to ensure all Leg Objectives are in line with each section of the Resolutions.

During the early endorsement season, LAC members participated in legislative candidate interviews. Once the 2024 Legislative Session ends in early March, LAC members will coordinate endorsed candidate visits to a classroom, bus barn, cafeteria, or other place of instruction for at least three hours, per OEA-PAC endorsement policies, so they gain an understanding of what OEA members experience daily. We want legislators to experience the reality of our members. Please contact your LAC member if you would like to host a Legislator visit to your workplace.

The issue areas where LAC focused their revamping this year are Ed Reform and Special Programs. Additionally, the Community College Council proposed updates to their section of the Legislative Objectives. All new edits, updates, and language will be reviewed at RA and are part of this handbook. Those who are interested should sign up for the Legislative Objectives Virtual Hearing that will take place on Saturday, April 13 at 3:30 PM. Members may submit Legislative Objectives for review during this time. Once that hearing is finished, we will not accept any further proposals for this academic year.

Current Committee vacancies are for the following councils: Salem-Keizer, South Coast, Portland, Chintimini, NORC, Mid-Valley, Klamath-Lake, Metro SE, ASK-ESP, Three Valley. If you have a member interested in filling one of these seats, please have them nominated at a Council meeting, share the minutes with Public Affairs, and complete the Committee Interest Form. All nominations are finalized by the Executive Committee once the above requirements are met.

All meeting minutes have been shared with Governance as required.

#### **LEGISLATIVE VICTORIES**



## NEA DIRECTORS ANNUAL REPORT

### Directors:

Chris Early, Senior NEA Director, Umatilla EA ([Chris.Early.OEA@gmail.com](mailto:Chris.Early.OEA@gmail.com))

Adolfo Garza-Cano, NEA Director, Portland AT ([Agcano.oea@gmail.com](mailto:Agcano.oea@gmail.com))

Brinda Narayan-Wold, NEA Director, ([brindaban@comcast.net](mailto:brindaban@comcast.net))

### Highlights from Individual NEA Directors:

Chris Early is a high school social studies teacher in Umatilla, Oregon, and is finishing his third year as NEA Director. In his Director role, he is part of NEA's Think Tank for Reimagining the Future of Public Education. Chris also serves on the OEA Board of Directors, Executive Committee, Budget Committee, Congressional Action Team, and the 2025 NEA RA Planning Committee. He is chair of OEA's Executive Director Performance Expectations and Feedback Committee. He has been President of the Columbia River UniServ Council, serving 14 Lower Columbia Basin locals, and is a past president of the Umatilla Education Association. Chris and his fellow NEA Directors - Adolfo Garza-Cano and Brinda Narayan-Wold - meet with members of Congress and their legislative assistants to advocate for public education. Chris lives in Irrigon with his wife and son.

Adolfo Garza-Cano is a bilingual K-2 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. This past year he participated with PAT's 14 day Strike, "Rain or Shine, We hold the Line!" He is part of the OEA Budget Committee and the OEA RA Planning Committee/Standing Rules. He also serves on NEA's Human and Civil Rights and Social Justice 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."

Brinda Narayan-Wold is a middle school counselor based in Eugene, Oregon. She is in the midst of her first year as NEA Director. Brinda sits on NEA's Professional Standards and Practice Committee, whose charge is to explore the issues surrounding mid-career retention and professional transformation. Brinda also is a member of Oregon Education Association's Budget committee, Congressional Action Committee and is the Chair of the Training Committee. She is an active member of her Local: Eugene Education Association, in Eugene, Oregon. She lives at home in Eugene with her husband and dog. Her son is attending University in Alberta, Canada.

### Lobby Efforts with Members of Congress (2023-2024)

In addition to serving on the NEA Board, your NEA Directors meet with members of Congress and their legislative assistants to advocate for public education at the national level. As part of our focus on NEA Legislative Priorities, your NEA Directors focused on the following legislative priorities:

**High-Quality Public Education** — Legislative issues designed to address the many factors that impact the quality of public education directly in the classroom or school

- **Education Support Professionals Bill of Rights**
- **End Unfair GPO/WEP Penalties & Strengthen Social Security for All.** We need to expand Social Security benefits, ensure everyone pays their fair share of the payroll tax, and eliminate unfair policies. The Government Pension Offset (GPO) and Windfall Elimination Provision (WEP) deprive more than 2.5 million educators and other public servants of Social Security benefits they have earned.

**Supporting Student Success** — Legislative issues intended to create the best possible conditions for all children in support of both their development and education

- **Child Tax Credit improvement**
- **Secure Rural Schools extension**

- **End the chronic underfunding of public schools that educate 9 out of 10 students.** Specifically, we urged Congress to increase funding for:
  - **Title I programs** for schools with high poverty rates among students
  - **Title II grants** used to recruit and retain educators, and help address shortages that are at crisis levels—especially in certain subjects and geographic areas
  - **IDEA state grants** for special education and related services for students with disabilities
  - **Community schools** that provide integrated academic, health, nutrition, and other services
  - **Perkins grants** to support high quality career and technical education (CTE) programs
  - **Pell grants** to help make higher education affordable for low-income students
  - **Mental health care services** for students and educators to address crises created by the COVID-19 pandemic and its aftermath
  - **Minority-serving institutions**, including Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities

**Good Public Policy** — Legislative issues related to ongoing concerns of national importance to both NEA members and the rest of the nation.

- **Support the Background Check Expansion Act (S. 494)/Bipartisan Background Checks Act of 2023 (H.R. 715) and the Assault Weapons Ban (S. 25/H.R. 698).**
- **Support the Nomination of Julie Su as Labor Secretary.** Acting Secretary Julie Su has a record of advocating for workers’ rights, protecting the most vulnerable workers, and supporting employers who prioritize not only profits, but workplace safety and fair treatment of workers. She will be able to lead the U.S. Department of Labor on Day 1.
- **Support the Equality Act (S. 5/H.R. 15).** Discrimination against LGBTQ+ citizens violates the American value of fairness. The Equality Act is an important step in our nation’s continuing march toward equal treatment for all people under the law, and sends an affirming message to LGBTQ+ students.

## **OEA ACTIVISTS/MOBILIZING TASK FORCE**

### **COMMITTEE MEMBERS:**

**Chair:** Paul Sheprow

Venus Reeve    Stephen Siegel    Lincoln Fisher

Misha Pfliger    Tyler Bristow

**Board Liaisons:** Gwen Sullivan

**Staff Liaison:** Yvie Johnson

### **COMMITTEE CHARGES:**

1. Help identify, mobilize others, and be engaged in strategic opportunities for union activism with both NEA/OEA/Local affiliate actions and OEA partner organizations to build union power and solidarity.
  - Identify members who can act to engage and mobilize members in key locals
  - Improve our use of social media to publicly identify with the labor movement and to engage in the upswell of labor militancy that we are seeing in Oregon and across the country
  - Connect directly to build relationships with other unions (AFA, NSLU, OFNHP, ONA, and others)



2. Provide a 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 and a year-end report to the OEA Board submitted by June 30<sup>th</sup>.
3. Use the OEA Equity Filter to help guide decision-making.

## **OREGON EDUCATION ASSOCIATION-POLITICAL ACTION COMMITTEE (OEA-PAC)**

### **BOARD MEMBERS:**

**Chair:** Elizabeth Nahl

**Vice Chair:** Charles Gallia

**Board Liaison:** Kelsy Dunlap

**LAC Chair:** David Morrocco

Reed Scott-Schwalbach, OEA President

Bob Bath, S. Oregon; Jody Folkedahl-Eppolito, E Mult Co; Amanda Davis, SKEA; Nick Hauser, Beaverton;

Colin Lyons, TREC; Elizabeth Craig, Santiam; Julie Swinehart, Eugene EA; Jennifer Anderson, Douglas Co.;

Christina Geierman, South Coast; Jay Reed, OEA-Retired; Jessica Colburn, Cascade;

Wendy Simmons, Community College; Lisa Foggia, E Oregon; Heather Wisener, OCESP; Tamara Quandt, Will. Falls;

Ginger Huizar, PAT; Mike Boyer, Chintimini; Tammy Fisher, CRUC

**Open Seats:** Mid-Valley, ThreeValley, Mt. Hood, NORC, Klamath-Lake, ASK-ESP, CORE

**Non-voting Liaisons:** Juliet Safier, Cabinet for Public Affairs

**Staff:** Elvyss Argueta and Jackie Judge

**Secretary-Treasurer:** Tracey-Ann Nelson

OEA-PAC shall have as its primary purpose the improvement of public education and educational standards in the state of Oregon.

OEA-PAC's purpose shall be to encourage all OEA members to participate in political activities necessary to recommend candidates and to elect to office persons who are interested in the development of a better public education system in the state of Oregon.

During the 2023-24 year, the OEA-PAC Board is focusing on filling vacant Board Director seats, training leaders PAC fundraising, running legislative endorsement interviews, the 2024 OEA-PAC Convention, and May and November elections. We have also added a process audit to our annual financial audit this year.

In an election year it is imperative to share in the important work ahead of us with a full slate of Board Directors. Thank you to all of those who helped recruit our new Board Directors. Do you know an OEA-PAC contributor who would make a good PAC Board Director from a council with an open seat? Please help us recruit them. OEA-PAC Board chair, Elizabeth Nahl, will work with you and your council to get someone to join us in the important and exciting world of campaigns and elections.

Election season means the OEA-PAC Board has been busy with legislative endorsement interviews, we just hosted the OEA-PAC Convention in Eugene and are keenly looking at the May primary and November general elections.

Please visit the OEA-PAC table to pick up the list of endorsed candidates. This year we have three statewide endorsed candidates: Secretary of State, Attorney General, and State Treasurer. All three positions will see a new person in the role. With the announced retirement of Rep. Earl Blumenauer, our Congressional Delegation will change. With a wide field of candidates, we need boots on the ground, fingers on the phones, and voices at the rallies to see our endorsed candidate across the finish line in November. There are also 70 state

legislative seats this election cycle. Those decisions are made at the UniServ Council level and, if your council hasn't already made their endorsements, look for opportunities this fall to hold interviews for those candidates who are education friendly so we can get them across the finish line in November. Volunteer sheets are available at the OEA-PAC table as well.

While visiting the OEA-PAC table to pick up the endorsement list, please consider joining PAC and asking two fellow delegates to join. You can also take PAC donation forms back to your building and share the importance of our collective power through the OEA-PAC with your colleagues. When signing up for payroll deduction or electronic funds transfer from your debit or credit card, the minimum is \$5 monthly. As elections become more expensive, PAC dollars are increasingly important.

Thank you to all OEA members who are part of the OEA-PAC and if you are not a current donor, we encourage you to sign up!



## **Annual OEA-PAC awards**

based on the January 2024 OEA-PAC Report:

OEA-PAC participation and donations have taken a turn for the better during the past year.

Overall, the average contribution is up to \$59.00 per donor.

Funds raised over the past year were \$325,607, up by 12% from January 2023.

Statewide, 10% of our members are PAC donors.

At the OEA-PAC Convention in March, the following councils and locals were recognized for their achievements in the following areas:

### **UNISERV WITH THE HIGHEST AVERAGE CONTRIBUTION:**

OEA-Retired with an average donation of \$103 per donor.

### **UNISERV WITH THE HIGHEST PARTICIPATION PERCENTAGE:**

Washington County with 21% of their members contributing.

### **UNISERV WITH THE GREATEST CONTRIBUTION INCREASE:**

Portland Association of Teachers

increased contributions by \$9,934 over the prior year.

### **LOCAL WITH THE HIGHEST AVERAGE CONTRIBUTION:**

St. Paul EA with an average donation of \$200 per donor.

### **LOCAL WITH THE HIGHEST PARTICIPATION PERCENTAGE:**

Fern Ridge EA with 39% of their members contributing.

### **LOCAL WITH THE GREATEST CONTRIBUTION INCREASE:**

Hillsboro EA increased contributions by \$2,859 over the prior year.

## **RELIEF FUND COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Zach Melzer

Erika Breton     Marty Bronstein

**Board Liaison:** Cynthia Vaughan

**Staff Liaison:** Adam Arms

### **COMMITTEE CHARGES:**

1. Perform the duties of the Relief Fund Committee as outlined in Policy 7000.
2. Examine OEA's governing documents, including Board strategic priorities, and consider them in relationship to the Relief Fund stated purpose and recommend changes as necessary.
3. Provide copy of meeting minutes to the President's Office, along with an annual written report.

For 2022-23, \$12,775.37 was expended from the account:

Expenses that have been expended September 1, 2023 to January 31, 2024 are below:

- Support Expense – \$222,787
- Internal labor costs – \$250,736
- Relief Support -- \$5,739,240 (13,107 checks to 3,694 members)
- Grants -- \$103,301 (353 checks)

Note – Impact of the PAT strike is still being gathered as costs are continuing to be incurred by members of OEA for items such as tax reporting and member support

As of January 31, 2024, the Estimated Market Value of the Relief Fund is \$31.7 million

The Committee held Teams meetings on October 25, 2023, and December 1, 2023 . The Committee discussed, among other matters, potential strikes.

## **RESOLUTIONS COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Angela Adzima

Mary Watkins                      Bobbi Hankins                      Sheryl Linnell

**Board Liaison:** Martin Kwon

### **NEA Resolutions Committee Members:**

Juliet Safier, Angela Adzima, Niels Pasternak

**Staff Liaison:** Andrea Barnum

### **COMMITTEE CHARGES:**

1. Review existing OEA Resolutions and propose changes as necessary. Amendment proposals to be voted on at the RA should be submitted to the Board no later than the January meeting.
2. Edit all submitted resolutions and report to the OEA Board of Directors by the March meeting.
3. Prepare and conduct a Hearing on OEA Resolutions at the OEA RA.
4. Fulfill duties as outlined in the OEA RA Standing Rules.
5. Coordinate with Oregon's representatives to the NEA Resolutions Committee and NEA Directors on NEA resolutions.
6. Evaluate the process in place to monitor other Committee and Cabinet work that may warrant changes to Resolutions as and update as needed.
7. Provide a 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 and a year-end report to the OEA Board submitted by June 30th.
8. Use the OEA Equity Filter to help guide decision-making.

### **Committee Activities Related to Charges:**

The Resolutions Committee has met three times to fulfill the charges:

- Nov. 27, 2023 – kick off meeting
- Jan. 13, 2024 – work session
- Jan. 22, 2024 - work session

The committee uses the OEA equity filter as a part of its norms and review process. All meetings and hearings have been scheduled and the committee will meet all the deadlines in the charges.

## **SOCIAL STUDIES COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Jenoge Khatteer

Rose Janusz

Caryn Connolly

Katelyn Hamilton

Stacy McCullough

Jennifer Anderson

Jessica Colburn

**Board Liaison:** Kelly Fitzsimmons

**Staff Liaison:** Allison Orton

### **COMMITTEE CHARGES:**

1. Work in collaboration with OEA staff on ways to promote member knowledge and implementation of SB 13, Tribal History/Shared History, SB 664, Holocaust and other Genocides, and HB 2845/2023, Ethnic Studies and Inclusive Education.
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. Provide a 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 and a year-end report to the OEA Board submitted by June 30th.
5. Use the OEA Equity Filter to help guide decision-making.

### **Activities Related to Charges:**

#### **Supporting Oregon Social Studies Teachers:**

- Strong consensus exists to maintain the committee to address unique challenges faced by teachers.
- Develop resources and training aligned with new standards and legislation (SB 13, SB 513, SB 664, HB 2845).
- Create a resource matrix for equitable access to high-quality materials and asynchronous training.
- Address classroom controversies (e.g., CRT accusations) and support collaboration with administrators and school boards.
- Promote robust social studies education in K-5 settings.

#### **Legislative Advocacy:**

- Advocate for an additional 0.5 credit high school graduation requirement for social studies.
- Seek clarity on the future of Financial Literacy and its credit association.

#### **Committee Operations:**

- Recruit additional members.
- Share documents due to OEA leadership and draft a meeting calendar.
- Establish regular meetings, tentatively at 8PM every 6-8 weeks.

## **SPEECH LANGUAGE PATHOLOGIST (SLP) COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Jeff Gierer, M.S., CCC-SLP

Jody Korepta

Rhonda Tyler

Danielle Ranallo

Kristina Schmalzer

Suzanna Titus-Israels

**Board Liaison:** Bobbie Willis

**Staff Liaison:** Bob Sconce

### **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. Provide a 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 and a year-end report to the OEA Board submitted by June 30<sup>th</sup>.
4. Use the OEA Equity Filter to help guide decision-making.

### **ACTIVITY RELATED TO CHARGES:**

Members have agreed to continue to connect, but due to high-priority committee members organizing needs (e.g., supporting bargaining in Salem-Keizer School District, the strike in Portland Public School District, etc.), we have been unable to meet regularly so far this year. The current OEA SLP committee would like to focus on a) reviewing and refining the mission and scope of the committee, b) coordinating with other associated OEA committees (e.g., Special Education Committee, Health Professionals Committee, etc.), and c) attending to future committee membership in regards to equity and geographic representation.

## **SPECIAL EDUCATION COMMITTEE**

### **COMMITTEE MEMBERS:**

**Chair:** Venus Reeve

Billy Ray

Sandra Walk

Kate Aly-Brady

Jenny Scheafer

Maggie Zamora

Malory Turner

**Board Liaisons:** Charlene Baker, Alejandra Saechao

**Staff Liaison:** Erin Whitlock

### **Special Education Committee CHARGES & ACTIVITIES 2023-24:**

1. **Create a toolkit and presentations about strategies from the field that emphasize connection over compliance, recognizing trauma and its impacts, and best practices in SPED regarding disproportionality of both discipline practices and referrals for SPED or students of color, low socio-economic status, and/or a trauma history.**

**Activity Related to Charge #1:** The OEA SpEd committee created a presentation, Best Practices for Meaningful Inclusion, and committee members have presented this at the Oregon School Psychologist Conference in October, at district-level professional development, and expanded this presentation into a course offered through OEA this winter. We are currently building another presentation/toolkit based on the results of our mental health survey given to members that explored their knowledge and their needs in supporting students and staff dealing with the impacts of trauma and mental health needs.

2. **Recommend actions, to include legislative, policy and district level actions that members can take to improve the educational environment for our students and our members.**

**Activity Related to Charge #2:**

- Gave feedback to OEA Government Relations team on several bills during short legislative session, including supporting HB 4079 reducing the 11% SpEd funding caps and HB 4078 which creates a statewide special education student information system.
- ODE requested feedback on Oregon Administrative Rule (OAR) to further specify the provisions of SB 1024 on restraint and seclusion rules. We provided feedback and input related to the draft rule using the provided [survey](#), and we invited committee members to share this survey with their colleagues.
- Helped OEA Center for Public Affairs and Professional Excellence create a Town Hall for feedback from members regarding their experiences with SB 819, a bill passed in 2023 that creates more meeting and paperwork requirements for a student to be on a shortened day.

**3. Review current practices and recommend additional steps OEA can take to address the needs of both special education and general education students and staff.**

**Activity Related to Charge #3:**

- We continue to answer queries and provide resources/support to all our members who use our [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.
- Continued to curate a [Shared Resources](#) For Students, Teachers, and Families Folder and shared multiple resources for members, students, and families.

**4. Evaluate and provide modifications to prior year 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 #4:**

- Created a survey to find out a baseline of best practices throughout the state, and sharing our findings with Center for Public Affairs and Professional Excellence and at our OEA Hearing to help inform many OEA stakeholders on needs/barriers and opportunities:
  - **Creating Safe, Welcoming, and Inclusive Schools** Through our own lived experiences and the concerns brought to committee members, the OEA Special Education committee recognizes that student behavior, self-regulation, and mental health needs are at an all-time high. In response, we wanted to learn more about the needs our members are facing and give them an opportunity to share what has worked in their schools. One of our greatest resources as educators is the knowledge we have and sharing our successes with each other can give more ideas and resources for our educators to support students and families. We will review the results and use them to inform our committee's work, and we plan to share the success stories with all OEA members so we can collectively have more tools in our toolkits to better support students and create safe, welcoming, and inclusive schools. Please take this [survey](#) and share your story with us!
  - **Creating Safe, Welcoming, and Inclusive Schools** The OEA Special Education committee wants to learn more about the behavior and mental health support needs your students are facing at school. Please take this short [survey](#) - we will review the results and use them to share success stories and resources with all OEA members so we can better support students and create safe, welcoming, and inclusive schools. [Share your story](#) with us!

- Our committee signed onto the letter to the Oregon House & Senate in support of increasing school based student mental health services, by the Oregon State Delegate for NASP (National Association of School Psychologists), also signed onto by the Oregon Council for Exceptional Children (CEC).
5. **Provide a 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 and a year-end report to the OEA Board submitted by June 30<sup>th</sup>.** Done after each meeting.
  6. **Use the OEA Equity Filter to help guide decision-making.**

**Activity Related to Charge # 6:** Did an activity in our first meeting in October '23 to familiarize our committee with the OEA Equity Filter. We asked ourselves these questions to create a shared understanding of the tool:

- How many people have used an equity lens? 1: never 3: sometimes 5: in all planning/decisions - range of experiences
- Are there any words or phrases we need clarification around or need to define for our group?
- What words in the lens resonate with you as important to our committee work?

Then we used it as we built a shared understanding of our committee charges. We continue to use this tool during discussions, while making decisions, and if actions will be taken.

OEA Annual Report





## PRESIDENT'S REPORT

OEA President, Reed Scott-Schwalbach

### Local Leader Grants:

Local Leader Grants have been awarded to the following locals/councils this year

- Ashland EA – Bargaining T-Shirts: \$500
- Baker EA – Unite Members: \$2,000
- Columbia Gorge ESD EA – Empower & Engage Members: \$2,500
- Grants Pass EA – Member Engagement: \$500
- Portland AT – PAT Communications Team: \$1,000

## 2023-24 REPORT ON IMPLEMENTATION OF NEW BUSINESS ITEMS ADOPTED BY THE 2023 REPRESENTATIVE ASSEMBLY

***NBIs passed at the Spring RA are implemented during the following fiscal year. OEA's fiscal year runs September 1 - August 31.***

**NBI 3:** That OEA will provide captions on all pre-recorded video content that is distributed to members and/or shown at gatherings of OEA members. At all OEA gatherings where a slideshow is being presented, auto-transcription will be enabled. In all virtual OEA meetings facilitated via Zoom, auto-transcription will be enabled. At all OEA gatherings, a live typist and/or ASL interpreter will be provided upon request. It will be explicitly stated on accommodation request forms that a live typist and/or ASL interpreter will be provided upon request. ***Referred to Committee***

### **ACTION:**

- Implemented (Parts of this were already in place.) At all OEA events attendees are asked to pre-identify for ADA accommodations and ASL interpreters are provided. For meetings where attendees include members from the Oregon School of the Deaf, including the monthly UniServ meetings, OEA pays for interpreters. **Video projects:** Closed Captioning is added to all video projects produced by the OEA Communications team. **GPS live Zoom meetings, webinars, and recorded webinars:** In consultation with the Oregon School of the Deaf, GPS has always had live and automated captioning options. Currently, all recorded webinars use AI captioning in Vimeo. All live events in Zoom have AI captioning enabled and participants are given an opportunity to request a live human captioner if needed.

**NBI 4:** That OEA doubles the reimbursement amount available to OEA RA Delegates for their dependent care expenses during the OEA RA from the current limit of \$50 per family per day to a \$100 limit per family per day.

***Referred to Committee***

### **ACTION:**

- OEA Board of Directors adopted the suggested limit for 2024 OEA RA delegate allocation.

**NBI 6:** That OEA should lobby for time worked as a part-time or substitute educator to count as a full years towards years of experience. ***Referred to Committee***

### **ACTION:**

- The Legislative Advisory Council worked with the government relations staff on the concept. Staff has found a chief sponsor for the bill in 2025.

**NBI 8:** That the OEA Bylaws and Policy Committee collaborate with the Aspiring Educators Committee on making appropriate amendments to the OEA Governing Documents that would be submitted to the 2024 OEA Representative Assembly and/or to the OEA Board of Directors for interim changes. The intention of these amendments would include but not be limited to the following:

- Adding an OEA Board of Directors position for one (1) Aspiring Educator for a one-year term
- Creating and updating timelines around elected positions for OEA Aspiring Educators

- Restructuring general language, as well as election processes for Aspiring Educators, to be more inclusive of established Aspiring Educator chapter representation.

**ACTION:**

- The Bylaws and Policy committee developed language in November to forward to the Board for action at the 2024 OEA RA.

**NBI 9:** That OEA leadership will (a) strategize on how OEA, and local chapters, can partner with ODE and school districts in developing models of place-based climate education programming, as framed by Senate Bill 854, and highlight these efforts in communication with all members; (b) engage in messaging at least once per quarter to encourage that local chapters promote the development of place-based climate change education lessons and resources aligned with the framing of SB 854 (3/20/23 amendments + the original bill, for reference: [tinyurl.com/or854a](https://tinyurl.com/or854a)); and, (c) identify a delegation of OEA leaders to meet with the OEA Climate Education Caucus at least 4 times during the term of this NBI (likely two meetings in the fall, and two meetings in the spring), unless both parties agree otherwise, largely to identify and apply for grants and other funding opportunities to support (a) and (b)..

**ACTION:**

- The Caucus met with governance February 2024 to discuss options for national, state impact. OEA Comms plans on setting up part of website to allow committees and cabinets to share vetted materials, such as those identified by caucuses.

**NBI 10:** That the OEA President, in consultation with our government relations staff, write a letter to the governor encouraging her to support the movement to make Indigenous People's Day a paid holiday and non-school day for staff and students In Oregon.

**ACTION:**

- The letter was written and sent. OEA President visited Indigenous Now's Salem celebration and met with NBI maker and Indigenous Now leaders on Indigenous Peoples' Day, Oct. 9.

**NBI 11:** That OEA uses existing partnerships, especially ODE, to advocate for a minimum amount of unstructured recess minutes, exclusive of their transitions, as part of the Social Emotional Learning and Health Education expectations for students in grades kindergarten through second grade. The minimum number of minutes should be supported by research on developmentally appropriate physical movement breaks and would be determined through a collaboration with our community partners.

**ACTION:**

- In progress. OEA's Center for Policy and Practice is working on the topic.

**NBI 12:** That OEA develop and implement a plan to fully fund the School State Fund as recommended by the Quality Education Model (QEM) by diverting kicker funds from the top 1% (those with an Oregon Tax Liability by Adjusted Gross Income of over \$481,000) for the next Biennium. This plan must also include:

- A turnout plan for a Constitutional Amendment to the Kicker,
- Educating members and the public about the Quality Education Model,
- Collaborating with and listening to locals across the state, as well as;
- Lobbying and member organizing.

**ACTION:**

- The research was completed in early January. An analysis comparing it to other tax change proposals from the past showed that there needs to be more work done to strengthen the potential voter support in order for a ballot measure to be successful. Elements of how to do this have been embedded in the strategic intent action plans and five-year goals. Meetings were held to share the analysis with governance, relevant committees, maker Feb. 2024. The OEA President was appointed by the Governor to be on the Quality Education Commission and is coordinating with ODE on a statewide outreach

to improve awareness of the elements of the QEM by getting input from school administrators, educators, parents and students to incorporate into the 2024 QEM Report.

**NBI 13:** That OEA create and fully fund a year two of the Coaching for Empowerment Academy.

**ACTION:**

- In progress. The Budget Committee is working on the 24-25 budget. Board will vote in May.

**NBI 14:** OEA create and share model bargaining language to ensure experienced teachers who move or transfer to other Oregon school districts and community colleges have only one year of probationary period.

**ACTION:**

- In progress. Cabinet for Advocacy and Affiliate Services working on language.

**NBI 15:** That OEA will use its existing resources to call on the Governor and Legislature to promote a living stipend for student teachers and internships.

**ACTION:**

Background research conducted. Examination of current ORS show that there is no language to limit districts from providing stipends to student teachers. Current SB 283 Educator Workforce Crisis Task Force on salaries is looking at topic. OEA staff member Leah Starkovich and President Scott-Schwalbach met with NEA February 5 to highlight Oregon's pilot through BOLI and explore possible collaboration at national level to share the Oregon model.

- 

**NBI 16:** That OEA add a field for preferred name to the OEA membership application where information will be easily accessed by locals when using information for organizing such as hustles, email contact lists, etc.

**ACTION:**

- New field has been added to the paper membership application.

**NBI 17:** That OEA will add an award for an aspiring educator or early career educator (0-3 years) who has taken an active role at the local or state level to advocate and/or engage educators in union work. Recommendations for this award will come from the Early Career Educator Organizing Committee and Aspiring Educator Committee.

**ACTION:**

- Added for the 23-24 award cycle.

**NBI 18:** That OEA will use its existing resources to craft and release a statement of solidarity with student unions, including language that supports the right to a free, fair, and swift election and certification process.

**ACTION:**

- In progress. Working with the OEA lobby team to strategize on timing and audience for maximum impact.

**NBI 20:** That OEA lobby the legislature to review current standards for quality professional development and create a plan for ensuring uniform implementation across the state.

**ACTION:**

- In progress. Advocacy and Affiliate Services Cabinet working on topic.

**NBI 13 , examination of a progressive dues structure, held over from 2022 OEA RA**

OEA will create a task force to design a progressive dues structure for members.

The task force will be composed of representatives from the Executive Council, the accounting department, at least one member in their first three years of membership, a representative of OEA Retired, at least one member who is an ESP, at least one representative from a community college, and a representative of CORE/HCRC or other member with expertise in applying an equity lens. The task force will produce a plan for the By-Laws Committee and Budget Committee in time to be forwarded to the Board and then voted on at the 2023 RA.

The task force's areas of investigation will include but shall not be limited to exploring a structure which: Preserves the OEA's current budget totals. A progressive dues structure should not limit our union's ability to do

its vital work. Reduces the dues for new members so they are as low as possible. The dues structure does not need to be strictly linear, but it should incentivize becoming a member. Reduces the dues for members working in roles that have less compensation, like ESPs, adjunct community college professors, and part time employees, so their portion of the dues are more in line with their current compensation. Bases dues on an annual, predictable amount according to years of service in education, not years of membership. Postponing membership should not reduce anyone's dues. Continue to change over time. The gap between the highest and lowest dues rate should be smaller in the first year of the structure and should increase over time so the progressive schedule isn't as dramatic a financial burden to any individual. Includes a significant discount for BIPOC educators until the racial breakdown of our membership aligns with the racial breakdown of our student population. We recognize the need for students to see themselves represented in their classrooms, and we acknowledge the vital role our BIPOC educators play in our union. We need to fund ourselves accordingly. Provides a model for locals to adopt a similar dues structure. Locals will acquire insight and should be provided with support from the OEA if they wish to employ a similar structure for their local dues.

**Action:** Due to staffing changes, NBI 13 from the 2022 OEA RA was delayed in implementation until a permanent Chief Financial Officer could be hired. The work was re-assigned to the CFO and the OEA Budget committee for the 23-24 year.

Staff and governance came together to determine the process and key metrics that should be used for an evaluation of OEA's dues structure and the progressiveness of the structure. Budget Committee Chair Enrique Farrera, Chief Financial Officer Rob Stackhouse, and Interim Chief Financial Officer Steve Martinez, and the OEA Budget Committee were all involved in the evaluation process. During the evaluation process the OEA Equity Filter was utilized, particularly attending to unintended outcomes and centering multiple perspectives.

As part of the evaluation, OEA conferred with other NEA State Affiliates about how they collected member dues and what challenges and opportunities might exist in their dues collection systems.

The evaluation team also conducted a thorough review of internal financial and accounting systems, working with the Membership and Accounting teams to better understand how a new dues structure might impact staff workflow, how it would impact the maintenance of high-quality data, and what functionality existed within the current financial software.

Finally, the evaluation team worked with management to review OEA's projected growth in both membership and operational costs and examined those projections within the context of OEA's current financial standing.

**After conducting this evaluation the team determined that implementing a new progressive dues structure at OEA is not advisable at this time.** This determination was reached for the following reasons:

- OEA's current financial systems would require a complete overhaul to implement a new dues structure, significantly increasing the association's administrative costs at the expense of dollars available for member support and programming;
- The increased complexity of the proposed dues structure would likely result in data issues that may be difficult or costly to resolve, and may cause confusion or frustration with members about what dues they do or do not owe;
- While a progressive dues structure may provide a financial benefit to some members, it may actually cause harm to others through potential losses in programming and staff support, or from new dues increases required to remain revenue neutral;
- Dedicating resources to implementing operationalizing a new dues structure might undercut organizational ability to raise wages for educators across the state due to resource reallocation

The evaluation team understands the good intent of the proposed new dues structure but does not think the actual outcomes will adequately reflect that intent. However, as part of the examination of the level of progressivity that OEA dues have, the accounting department will be continuing to work with the Budget Committee on reviewing how dues are collected for ESPs and Part-Time Faculty.

**2024 OEA  
AFFIRMATIVE ACTION REPORT**

<b>Goals By Gender:</b>	<b>Current Total Empls.</b>	<b>Current Male Empls.</b>	<b>Current Female Empls.</b>	<b>Goals For Women Staff</b>
Mgmt Staff	10	5	5	40-50% (met)
Directors	3	1	2	50% (met)
Confidential	3	0	3	40-50% (met)
Prof Staff **	46	26	20	40-50% (met)
Assoc Staff	34	5	29	40-50% (met)
<b>Goals By Ethnic Minority</b>	<b>Current Total Empls.</b>	<b>Current Ethnic Minority Male Empls.</b>	<b>Current Ethnic Minority Female Empls.</b>	<b>Goals for Ethnic Minority Staff</b>
Mgmt Staff	10	1	2	5-15% (met)
Directors	3	1	1	5-15% (met)
Confidential	3	0	0	5-15%
Prof Staff	46	5	5	5-15% (met)
Assoc Staff	34	1	3	5-15% (met)

<b>Class</b>	<b>Hispanic or Latino</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Native Hawaiian or Other Pacific Islander</b>	<b>Two or more races (Not Hispanic or Latino)</b>	<b>White</b>	<b>Grand Total</b>
<b>ASO-C5</b>							<b>34</b>
Female	1	1	1			26	29
Male		1				4	5
<b>CONF-C3</b>							<b>3</b>
Female						3	3
<b>DIR-C2</b>							<b>3</b>
Female			1			1	2
Male	1						1
<b>MGMNT-C1</b>							<b>10</b>
Female			1		1	3	5
Male	1					4	5
<b>PSO-C4</b>							<b>44</b>
Female	3			1		15	19
Male	1	3			1	20	25
<b>PSO-TEMP</b>							<b>2</b>
Female			1				1
Male						1	1
<b>Grand Total</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>78</b>	<b>97</b>



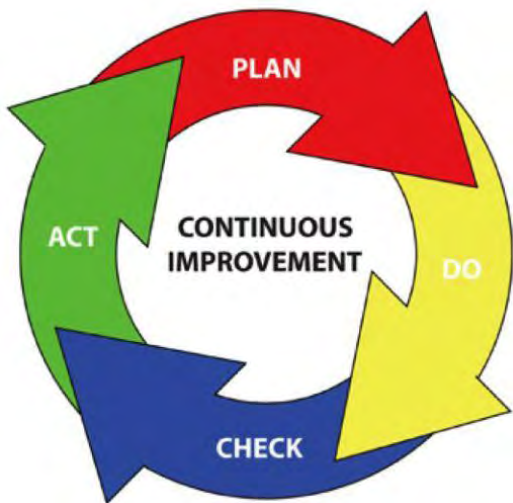
### **OEA STRATEGIC INTENT** (previously adopted)

We will engage and empower OEA members to build a movement to transform public education in Oregon.

- Educator-driven innovation and public policy: leading the way to Great Public Schools.
- Building powerful, visionary, member-driven locals.
- Re-shaping politics in Oregon – from the grassroots.

### **Framework Document: Our Vision for Building Powerful, Visionary, Member- driven Locals**

*Adopted by the OEA Board of Directors September 2023*



*As an education union, we believe in continuous improvement. Our ability to build strong locals means we must always be clear on where we want to go, be willing to take the time to evaluate where we are at, and change the actions that aren't building toward our vision of success – or take the time to re-evaluate our vision. Our union success depends on every member being engaged. The primary way to build powerful, visionary, and member-driven locals is to continuously cultivate a culture of continuous improvement around organizing and solidarity– where local leaders and OEA staff are striving to expand membership participation in all facets of how the local union operates.*

*Participation is power. Knowledge on how to participate is power. Power is what wins in negotiations and in the political & policy arena—and in a democracy, participation equates to power, be it to hold a supermajority strike or to elect politicians who will help solve problems to the benefit of working people. To be successful as a union, to fulfill the primary goal of the OEA—"to unite the public education profession and advocate for those professionals to ensure quality public education for students in Oregon"—we need to build local associations that center organizing that combines action on the job with a broader fight for justice in society.*

*OEA is made up of local unions of many sizes, in many areas, and from different segments of education. This framework has been created to allow any local to create a bottom-up plan specific to the needs and requirements of their members. Local leaders should work with their assigned OEA staff to utilize this framework tool to build their plan for a powerful, visionary, and member-driven locals.*

**Essential Guiding Question to build plan using framework:** What do we want to prioritize this year in our plan to build a powerful, visionary, member-driven local?

### **1. Super Majority Membership**

- a. At least 80% of the bargaining unit has joined the union, with a plan to reach 90% or higher membership.

### **2. Democratic, Welcoming & Inclusive Union**

- a. *Fair Elections that Promote Participation:* Whether in council, local, or building level offices leaders and staff encourage members to run for office. Positions are elected rather than appointed.
- b. *Inclusion and Equality:* All members are treated fairly. The union intentionally fights discrimination by management and among members. Union representatives reflect the membership including gender, race, language, job classification, seniority. Consideration of accessibility by those with language needs or who are differently abled to key materials and participatory events including contract, local constitution bylaws, meetings, and publications.

### **3. Organized & Involved Membership**

- a. *Worksite/Department Leadership Structure:* A member-to-member structure is in place at every site/department with 1 respected, trained, and engaged worksite leader (building representative) for every 10-unit members. Worksite leaders at least annually improve skills through training to strengthen their knowledge and organizing skills.
- b. *Representative Governance:* Elected leaders represent the demographics of the membership and student body.
- c. *Member Participation:* A majority of bargaining unit members are active in the union as demonstrated by such activities as attending union sponsored events, completing union surveys, participating in union actions, and volunteering for union responsibilities.
- d. *Membership Engagement:* Regular membership meetings, elected leadership meetings and worksite meetings are held with good attendance and participation. Regular union events are planned using data on member interests and issues. Meetings and events are engaging, inspiring, and move campaigns and goals forward. Leadership uses data to plan engagement strategies. Meetings and events are accessible and inclusive.
- e. *Member Database & Charts:* An accurate and complete list is maintained of all bargaining unit members by site/department with membership and PAC status, non-work contact information, union participation info and other information to help organize a stronger union. Each worksite (school, campus, or department) is charted. Attendance is regularly taken at union events.
- f. *Contract Campaigns:* The union uses collective bargaining as an opportunity to strengthen the union by soliciting member input, keeping members well- informed with frequent bargaining updates, and activating significant numbers of members to win a

great contract. Members are engaged in meaningful ways throughout the entirety of negotiations. The union uses bargaining as an opportunity to improve the working and learning conditions in the education system through building strong partnerships with families, students, community groups, local businesses, other labor unions, and elected officials in this effort.

- g. *Coordinated/Strike Ready Bargaining:* The union coordinates or patterns their bargaining from a regional, statewide or national perspective. Bargaining campaigns involve an escalation strategy that contemplates a strike and measures strike readiness.
- h. *Worksite Issues & Contract Enforcement:* Worksite leaders empower members to take collective action to address worksite and professional practice issues by organizing members on topics they care about. A quality contract enforcement program that involves members is in place. Contract and worksite issues are resolved in a timely and professional manner.
- i. *Membership Communication:* Face-to-face conversations are regularly conducted throughout the union. A member-to-member worksite communication network is established with a 1:10 or lower ratio. A space for posting union news is identified in each worksite. The union regularly uses a variety of communication tactics to connect with members and get member input.
- j. *New Hires:* New employees are personally contacted as soon as they start employment. A New Hire Orientation is held regularly, and non-members are contacted at least annually for a conversation about joining. The union monitors employer implementation of HB 2016 and takes action when needed if the law is not followed.

#### **4. Politics & Policy**

- a. *Elected Officials:* The local union actively meets with and builds effective working relationships with local elected officials, from board and city council members to state legislators. Union members hold elected officials accountable on important issues that matter to members, students, and the broader community.
- b. *Monthly Political Action Committee (PAC) Contributions:* At least 15% of members voluntarily donate to the OEA PAC or their local PAC each month. If at 15%, the local union has a plan to increase the percentage of contributors to at least 30%.
- c. *Local PAC Committee:* The local has a PAC committee that coordinates the union's political program and regularly communicates with members and has active PAC contributors who help guide the work of the PAC. The committee plans for PAC fundraising drives, volunteer recruitment, communications about politics, endorsement process, the OEA PAC Convention and other aspects of the local and state PAC program. The local PAC is in regular contact with their elected UniServ PAC Board and Legislative Action Committee (LAC) members.
- d. *Endorsement Process:* A clear, transparent, nonpartisan, democratic process for the union's local candidate endorsement is established and communicated to members. The local union coordinates with the OEA and NEA on local, regional, state, and federal



elections.

- e. *Volunteer Participation:* At least 5% of members volunteer to phone bank and canvass (door-to-door) during elections. Each volunteer effort includes members who are participating for the first time. A significant number of members regularly participate in the union's legislative and in-district lobby efforts that let decision makers know member's position on important local or state policy issues (e.g. meeting with local elected leaders, action letters, petitions, district board meetings). Members engaging in lobby efforts reflect the demographics of the district's students.
- f. *Community Coalitions:* The union works regularly with families, students, other unions, and local community groups that are engaged in grassroots organizing and advocacy. Members' community connections have been identified and mapped as part of a broader power analysis.
- g. *Statewide Coordination:* Local political activities are coordinated with the OEA political and legislative effort to amplify member influence in shaping policy outcomes on those issues that matter most to members, students, and working people.

### **Questions for local leadership team discussion during assessment and planning process**

1. What areas of the action plan guide does our local need to prioritize? What data are we using to make that determination? Is there data that is missing that we need to get before finalizing our plan?
2. Are our goals ambitious enough? If achieved, do they represent significant progress? Have we considered multiple perspectives in setting our goals? Do we have clarity on if our goal is achievable in 1 year, 2 year or 3 years?
3. How realistic are these goals? Do we have real plans to achieve them with timelines and assigned point people? Will the tactics listed be sufficient?
4. Do our goals clearly communicate what success will look like at the end of the year? Do they capture what we most care about? Will they help our local union engage our members, students, and communities to improve identified issues?
5. What structural and financial resources does our local currently have in place to support our goals? What resources, including training, exist that we can access from outside our local? Does that analysis of resources change our prioritization or our measures of success?
6. What process will we use to track our progress and check-in on the plan throughout the year?
7. How will we share this plan and involve other worksite leaders in carrying it out?

### **Setting Goals**

Goals are markers for anticipated success. They help communicate clearly what actions are trying to achieve. Goals should paint a clear finish line, with numbers or specific qualitative descriptors. For example, "increasing membership participation" is not particularly specific, but, saying, "at least 75% of members will participate in at least two activities in support of winning a new contract" are specific and measurable.



## **OEA STRATEGIC INTENT** (previously adopted):

We will engage and empower OEA members to build a movement to transform public education in Oregon.

- Educator-driven innovation and public policy: leading the way to Great Public Schools.

### **DRAFT Action Plan:**

*Those closest to the problem are key to finding the best solutions. When educators organize to address issues impacting students, our voices cannot be ignored. As a union, we believe that organizing with our students and our communities to create a more just, equitable, and joyful system of public education builds long-lasting solutions and supportive environments for students and educators.*

*Our work as a union is ever evolving and continuous. Locals should use the self assessment questions to help decide what to prioritize for short, medium and long term goals.*

**Essential Guiding Question to use this document to build an action plan:** *What do we want to prioritize this year in our plan to create great public schools lead by educator-driven innovation and public policy?*

1. Supporting and developing educators through high quality, relevant, and consistent member-led professional learning.
  - a. *Member needs assessment:* Our state and local unions provide regular feedback opportunities for membership to share their diverse professional learning needs. Assessments pay particular attention to categories of members who may be currently or historically marginalized within unions/the education system, including Education Support Professionals, Black, Indigenous, People of Color, LGBTQ2SIA+ , differently abled, new to the profession and other categories of members.
  - b. *Communications:* Our state and local unions send timely, targeted communications to members about the various professional learning opportunities (e.g., offerings from OEA, the UniServ, or the local) at least quarterly.
  - c. *Member engagement:* Our local unions and our state union strive to increase member engagement by growing the number of members who participate in or lead local and statewide professional learning opportunities.
2. Leading the charge to implement policy effectively at the local level.
  - a. *Member voice:* Our state and local unions work together to engage members by

collecting regular feedback and making adjustments, and developing advocacy opportunities with state policymakers to advocate for and give feedback on policy changes. Feedback opportunities pay particular attention to categories of members who may be currently or historically marginalized within unions/the education system.

- b. *Statewide coordination:* Our state and local unions elevate member voice and experience in order to ensure equitable student outcomes by working through OEA/NEA with statewide education agencies and partners to change guidance, regulations, and rules of law.

### 3 .Engaging in professional learning and organizing to solve tough problems of practice

- a. *Human-centered coalition building:* Our state and locals unions work with impacted community members to identify problems and solutions through the process of centering the people closest to the issue in order to best define the problem being examined and create innovative solutions that are tested and refined through a process that centers on gathering feedback, creating a solution, testing the solution, and gathering feedback before finalizing the solution. Feedback from community coalitions pays particular attention to those from current or historically marginalized populations.

- b. *Continuous improvement:* Our state and local unions use member-focused dialogue and experiences to identify problems, analyze how and why they exist, and identify and test potential solutions to try to improve our working conditions and our students' learning conditions, paying attention to categories of members who may be currently or historically marginalized.

- c. *Member issue organizing engagement:* Our state and local unions will provide training opportunities on issue organizing on problems of practice impacting student learning. These opportunities will utilize regional, state and national resources and will seek to annually increase the number of members engaged in issue organizing.

### 4. Leading the creation of policy that ensures equitable services and outcomes for our students and educators.

- a. *Member needs assessment:* Our locals, through local, state or national methods, provide regular feedback opportunities for members to better assess the needs of diverse educators, including Black, Indigenous, People of Color, LGBTQ2SIA+ , differently abled, new to the profession and other categories of members who may be currently or historically marginalized within unions/the education system.

- b. *Member engagement:* Our state and local unions strive to have leadership that matches the demographics of the student population, and to increase the engagement of diverse educators in local, regional, state and national union activities. Our state union regularly communicates our progress on the state 3-(1) G bylaw goal for equitable inclusion.

c. *Promote Culturally Responsive Equity Champions:* Our locals strive to create, support, and/or communicate about local, regional, state and national opportunities to develop members to be champions of culturally proficient and anti-bias, anti-racist education.

d. *Statewide Collaboration:* Our state and local unions regularly connect local association equity work with regional and state (ODE, OEA) efforts to model and accelerate Oregon education equity goals.

e. *Promote Affinity Spaces:* Our state and local unions regularly seek to create, support, and/or communicate about opportunities for members to engage in affinity spaces, where members who share a common interest or identity gather together to create space for learning and support.

## 5. Use of Data

a. *Evaluate membership impacts:* Our state and local unions set annual goals for measuring the impact on students and/or members from member-led professional learning, policy implementation, professional practice organizing, and/or the progress in the creation of equitable services and outcomes.

Questions for local leadership team discussion during assessment and planning process (copied from previously adopted action plan on Powerful, Visionary, Member-Lead Locals)

1. What areas of the action plan guide does our local need to prioritize? What data are we using to make that determination? Is there data that is missing that we need to get before finalizing our plan?
2. Are our goals ambitious enough? If achieved, do they represent significant progress? Have we considered multiple perspectives in setting our goals? Do we have clarity on if our goal is achievable in 1 year, 2 year or 3 years?
3. How realistic are these goals? Do we have real plans to achieve them with timelines and assigned point people? Will the tactics listed be sufficient?
4. Do our goals clearly communicate what success will look like at the end of the year? Do they capture what we most care about? Will they help our local union engage our members, students, and communities to improve identified issues?
5. What structural and financial resources does our local currently have in place to support our goals? What resources, including training, exist that we can access from outside our local? Does that analysis of resources change our prioritization or our measures of success?
6. What process will we use to track our progress and check-in on the plan throughout the year?
7. How will we share this plan and involve other worksite leaders in carrying it out?

~DRAFT~



## **OEA STRATEGIC INTENT** (previously adopted):

We will engage and empower OEA members to build a movement to transform public education in Oregon.

- Re-shaping politics in Oregon – from the grassroots.

### **DRAFT Action Plan:**

*As an education union, we know that those who are closest to the work are in the best position to give feedback on changes. We also know that too often policy decisions are made that impact our profession, our students and their families without taking the time to connect with those most impacted before the final decision is made. In order to re-shape politics and create policy making decisions with those who are impacted, educators and our communities must be involved in identifying, electing and continually engaging with those who seek to serve in public office.*

*Educator voice, especially when combined with our students and our communities, makes a powerful difference in decisions that are made from the school board to the White House and beyond.*

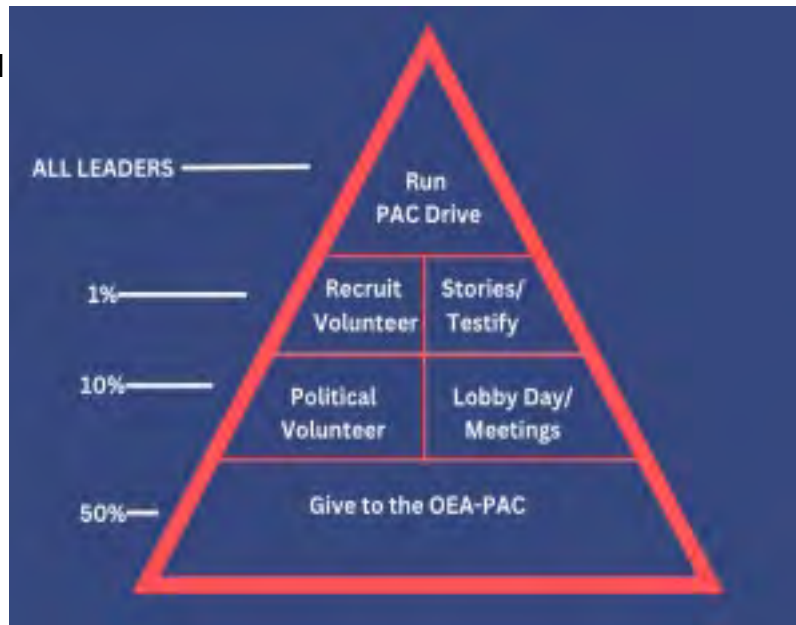
*Our work as a union is ever evolving and continuous. Locals should use the self assessment questions to help decide what to prioritize for short, medium and long term goals.*

**Essential Guiding Question to use this document to build an action plan:** *What do we want to prioritize this year in our plan to help re-shape politics for our students and our communities?*

#### **1. Participating in OEA PAC**

- Monthly Political Action Committee (PAC) Contributions:* To build member power, ideal membership PAC contribution rate is at least 50% of members in the local donate \$10/month in order to be able to support candidates from any party who earn the OEA PAC endorsement.

*b. Volunteer Participation:*  
To build member power and connection to others seeking to build a functioning democracy, at least 10% of members either volunteer to phone bank and canvass (door-to-door) during elections, or participate in our union's legislative and in-district lobby efforts (e.g. meeting with local elected leaders, sending action letters, petitions, participating in board meetings) to let policymakers know our positions on important local or state policy issues



*c. Volunteer Leader Development:* 1% of local membership engaged in building PAC donor and volunteer bases. This could include supporting PAC drives, recruiting volunteers, and participating in legislative efforts by sharing stories and testifying.

*d. Local PAC Committee:* The local has a PAC leadership committee or designee that coordinates the union's political program and regularly communicates with members about the OEA Measure Up endorsement criteria and the importance of engaging in the democratic process. PAC contributors guide the work, including indicating candidate preference prior to the OEA PAC Endorsement Convention. The committee/designee plans for PAC fundraising drives, volunteer recruitment, communications about politics, endorsement process, the OEA PAC Convention and other aspects of the local and state PAC program. They engage with members to set the local's political goals, and organize to meet them. The local PAC is in regular contact with their elected UniServ PAC Board and Legislative Action Committee (LAC) members.

*e. Endorsement Process:* A clear, transparent, nonpartisan, democratic process for the union's local candidate endorsement is established and communicated to members.

## *2. Solidarity and Coordination:*

a. Local political activities are coordinated with the UniServ Council to amplify member influence in shaping policy outcomes on those issues that matter most to members, students, and working people.

b. The local coordinates with OEA and NEA on local, regional, state, and federal elections through participation in the OEA PAC endorsement process and



coordinated outreach to elected officials. c. Local/UniServ councils work with their OEA Board directors to quickly fill vacancies when they occur on the Congressional Advocacy Team (CAT), Legislative Advisory Committee (LAC), and Political Action Committee (PAC).

*3. Community Coalitions:*

- a. The state and local unions work regularly with families, students, UniServ Council/region, other unions, and local community groups that are engaged in grassroots organizing and advocacy.
- b. Members' community connections have been identified and mapped as part of a broader power analysis.

Questions for local leadership team discussion during assessment and planning process (copied from previously adopted action plan on Powerful, Visionary, Member-Lead Locals):

1. What areas of the action plan guide does our local need to prioritize? What data are we using to make that determination? Is there data that is missing that we need to get before finalizing our plan?
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# REPORTS: OTHER



**OREGON  
EDUCATION  
ASSOCIATION**

2024

REPRESENTATIVE ASSEMBLY



## OEA Choice Trust

### Board of Trustees:

**Trust Board President July 2022 – June 2023:** Mari Jones

**Board Secretary July 2022 – June 2023:** Debbie Brudevold

**Board Trustee / OEA President:** Reed Scott-Schwalbach

**Board Trustee:** Chuck Albright

**Board Trustee:** Jordan Ng

**Executive Director (Staff):** Lauren D. Booth

### Mission, Vision, and Values.

**Mission:** Our mission is to empower each public education community in Oregon to build and nurture a culture of well-being for all their employees.

**Vision:** Every public education community embodies a culture of respect, belonging, safety, and well-being for all.

### Values:

1. *People are paramount.* Education employees should be able to do their work without sacrifice to their health and well-being.
2. *True well-being is holistic and collective.* Employees' individual and collective well-being are interconnected and influenced by workplace practices, policies, and culture.
3. *Without equity, well-being cannot exist.* Greater diversity, access, belonging, and justice benefit us all.
4. *Relationships are at the heart of our work.* We collaborate to learn and advance the culture of employee well-being in education.
5. *Communities are wise.* The lived experience of individuals and collective wisdom of communities are valued.
6. *Innovation comes from everywhere.* We are open to new ideas and putting them into action.

Our mission, vision, and values guide every aspect of our work, from the grant funding we provide, the partnerships we form, the initiatives we create, and the internal learning and growth we do as an organization.

### Summary of Benefits. More information about each provided below.

Benefit Program	Investment by the Trust	Who Benefited
Grant Awards Approved* 2022-2023 Grant Cycles	\$592,851	29 Oregon Education Organizations and their 12,182 Employees
Mindfulness Initiative 2022-2023	\$263,286	4 Oregon Education Organizations and their Employees
Portland Public Schools Nutrition Services Pilot, 2022-2023	\$25,000	1 Oregon Education Organization and its Employees
Walker Tracker, 2022-2023	\$54,000	44 Participating Education Organizations and their employees
Journey to Wellness October, 2023	\$45,751	70 Employees representing 37 Current or Former Grantee Organizations
Employee Well-Being Support at Partner Conferences 2022-2023	\$15,567	9 Conferences and their education employee attendees

*\*Grant Award amounts approved during the two 2022-2023 EEW and Sustainability grant cycles.*

## **Grant Funding**

OEA Choice Trust provides grant funding to public K-12 school districts, education service districts, and community colleges throughout Oregon to benefit the well-being of their public education employees. The grants help to create, enhance, and sustain education employee well-being programs that:

- Meet the needs, and value the input, of all employees;
- Reflect the needs and strengths of their communities; and
- Shift an organization's policies, systems, environment and culture toward well-being, resilience and belonging

OEA Choice Trust offered two streams of grant funding in 2022-2023 - EEW Grants and Sustainability Grants. Funding data for each award type are below.

### **Education Employee Well-Being (EEW) Grants**

Education Employee Well-Being (EEW) Grants provide funding to build employee well-being programs that are staff-led and meet the unique needs of each organization. There are two opportunities per year to apply - the last Friday in April and the last Friday in October.

In the July 1, 2022, through June 30, 2023 fiscal year, OEA Choice Trust awarded \$592,851 to 28 EEW grantees:

- **New Grantees:** Gresham-Barlow SD, Marcola SD, Lane ESD, Jordan Valley SD, and North Bend SD.
- **Continued Funding Grantees:** Ashland SD, Clackamas ESD, Crook County SD, Days Creek Charter SD, Dayton SD, Elgin SD, Eugene 4J, Gervais SD, High Desert SD, La Grande SD, Lebanon Community SD, Mt. Angel SD, Northwest Regional ESD, North Wasco SD, Scappoose SD, Seaside SD, Tigard-Tualatin SD, Vernonia SD, Woodburn SD
- **Examples of Work Funded:**
  - Events to build staff connection and belonging
  - Monthly Wellness challenges with prizes
  - Improvements to shared staff spaces that promote personal and collective care

**Newest Grantees awarded multi-year EEW grants in the current 23-24 Fiscal Year:** Salem-Keizer SD, Treasure, Columbia Gorge ESD, Parkrose SD, Treasure Valley Community College, Astoria SD, Bethel SD, Central Linn SD, Gladstone SD.

Visit [www.oeachoice.com](http://www.oeachoice.com) for the most up-to-date information about the next grant cycle.

### **Sustainability Grants**

Sustainability Grants (formerly called Mini Grants) provide funding to organizations with existing employee well-being programs. There are two opportunities per year to apply – February and October.

In the July 1, 2022 through June 30, 2023 fiscal year, OEA Choice Trust awarded and paid out \$25,000 to 4 Sustainability Grantees:

- Sustainability Grantees: Canby SD, Cascade SD, David Douglas SD, and Rainier SD.

### **Grantee Technical Assistance**

*OEA Choice Trust Grantee Liaisons* provide technical assistance to grantees based on staff-informed needs and requests. Technical assistance and support help districts, ESDs and community colleges achieve overall employee well-being goals, design effective and sustainable education employee well-being programs, and fulfill OEA Choice Trust grant requirements.

Technical assistance provided includes:

- Scheduled conversations every six months to ensure funds are being spent effectively and to address any programmatic challenges.
- Menu of ideas for providing well-being supports, such as specific ideas to reach itinerant staff (i.e. – transportation and nutrition services).

- Conversations on engaging leadership to support well-being funding and programming.
- Quarterly grantee gatherings to share successes and challenges to well-being program success.

### **Special Initiatives**

#### **Mindfulness Initiative**

Recognizing the important links between mindfulness-informed practices, stress resilience, and mental health, the Trust continues its collaborative service delivery partnership with the Oregon Mind Body Institute to deliver and evaluate a model for creating a mindfulness-informed approach to employee well-being. The intention of this model is to provide a flexible, modular framework for education communities to build capacity to use evidence-based, mindfulness-informed practices to support individual and collective well-being and enhance stress resilience. Currently, Rainier School District, Fern Ridge School District, Salem-Keizer School District's Transportation Department, and Lane ESD are engaged in the Mindfulness Initiative, receiving training and support facilitated by the Oregon Mind Body Institute.

#### **Portland Public Schools Nutrition Services (PPS NS) Pilot**

A key aspect of the Trust's vision is that all education employees are critical members of our community and deserve the support they need to be well physically, emotionally and socially. We recognize not all employees are given the opportunity to access and be engaged in well-being programs, either because they are not eligible for health benefits, or the program planning does not consider the diversity of needs, interests, cultures or work schedules and conditions of employees. These employees are often part of the nutrition services, maintenance, custodial and transportation departments and they are critical to the success of the education system. The Trust concluded its 6<sup>th</sup> year of a pilot project with Portland Public Schools' Nutrition Services Department to better understand how to design and implement an employee well-being program that is tailored to meet the specific and diverse needs of professional support staff. The Trust has worked with Education Northwest to gather and apply the evaluation results and lessons learned.

### **Convenings and Collaborations**

#### **Journey to Wellness Grantee Convening**

Each year, OEA Choice Trust convenes an annual meeting for current and past grantees. The purpose of this meeting is to create an engaging environment where attendees can learn effective education employee well-being strategies, exchange ideas, brainstorm solutions to challenges, celebrate successes and build a network of colleagues for inspiration and support.

On October 20, 2023, the Trust hosted Journey to Wellness at Umpqua Community College in Roseburg. A total of 70 participants attended representing 37 education entities, 3 partner organizations, and 7 OEA Choice Trust staff. Lindsey Fuller, Executive Director of The Teaching Well, was highly rated by participants for her keynote and facilitated activities on connection and belonging. Several attending organizations have inquired about how to bring Lindsey to their organizations as a facilitator. 100% of participants surveyed agreed that the event provided them with "valuable knowledge, tools and/or skills related to my work" - the majority of respondents strongly agreed with this statement.

#### **Partner Collaboration and Conferences**

The Trust is addressing accessibility, responsiveness, and impact through the launch of a new regional convening model, which will be launched in April, 2024. The idea of a tailored regional convening will allow us to continue to provide quality professional learning and networking while being flexible and responsive to the unique needs and gifts of specific communities. The Trust actively raises awareness about our resources, benefits and grants at conferences across the state, and sponsors well-being focused presenters and facilitators. Staff presented/exhibited at the following 2022-2023 conferences:

- July 2022 OEA Summer Conference in partnership with Liz Eisman and Angelina Vasile facilitating a Body-based Resiliency session
- July 2022 OASBO Summer Conference
- August 2022 COSA Summer conference in partnership with Lane ESD

- October 2022 COSA Principal Conference in partnership with Liz Eisman and Angelina Vasile facilitating Body-based Resiliency
- October 2022 ODE Oregon Healthy Schools Fall Institute to showcase partner resources and programs to support the sustainability of priority districts' healthy schools programs.
- January 2023 COSA Winter Conference
- February 2023 OALA Oregon Association of Latino Administrators Conference and the Linking Latino Leaders Luncheon affinity space
- April 2023 OSNA Oregon School Nurses Association
- Partnership with ORABSE Oregon Alliance for Black School Educators led to a request for Trust materials to be shared at their wellness fair.

#### **Internal Learning and Growth Equity and Belonging**

OEA Choice Trust continues to work closely with The Teaching Well, a BIPOC-led and Educator-led equity organization founded by former educators to help ensure that educational institutions are deeply grounded in equity, identity, and belonging. They have provided all-staff trainings, board training and facilitation, and meet monthly with leadership to address emerging issues and enhance the ability to be an identity-forward organization.

## OEA FOUNDATION



*Helping students succeed since 1995.*

### **OEA FOUNDATION BOARD MEMBERS:**

**Foundation Chair:** Enrique Farrera

**Vice Chair:** Forrest Cooper

**Secretary-Treasurer:** Tracey-Ann Nelson/Designee

### **Board:**

Alexander Rabchuk (OEA Retired)

Forrest Cooper (OEA Region II)

Charlene Baker (OEA Region III)

Jennifer Dorsey (Region I)

Jennifer Underhill (Region I)

Laura Warren (Region II)

**Honorary Member:** Bruce Adams, Robert Crumpton,

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 statewide board members are Foundation Chair Enrique Farrera, OEA Vice- President Reed Scott-Schwalbach, OEA President; Tracey-Ann Nelson, OEA Executive Director. Support staff include Suzie Lyda, Parker Haile, Phillip Welke, and Rob Stackhouse.

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 currently funds almost all of the administrative costs of the Foundation through member dues, which allows all donations to be used to provide direct assistance to students.

One hundred percent of all member donations go directly to assist public school students in Oregon. 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!

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. 49 staff have an OEA-Foundation deduction from their biweekly paychecks with \$7.45 as the average donation per paycheck. This year, the foundation has directly assisted 378 requests so far and helped students with \$37,004.54 of direct support. The OEA foundation has received \$42,887.54 in donations.

We made changes to our accounting systems, application process, and foundation guidelines to better serve our members and donors.

California Casualty is a generous supporter of the OEA Foundation and is a Premium Sponsor of the 2024 OEA Representative Assembly. This year they have donated \$15,000 to the foundation. MODA has also been a great partner to the foundation and has donated items for our live auctions.

And this year we have a new Foundation logo!

Thank you to all our donors and supporters.

OEA Foundation Payroll Deduction Link Form



# FINANCIALS



**OREGON  
EDUCATION  
ASSOCIATION**

2024

REPRESENTATIVE ASSEMBLY

Oregon Education Association  
2022-2023 Budget to Actual (Preliminary)  
Total General Fund

	Budget 2022-2023	Actual ** 2022-2023
Ordinary Income/Expense		
Income		
4000 · INCOME		
Membership Dues		
4003 · Membership Dues	21,123,418	20,968,606
4003.1 · Legal Services Dues	-	4,085
4005 · OEA Retiree Dues Income	25,000	17,415
4099 · Dues Refunds	-	(12,082)
Total Membership Dues	21,148,418	20,978,023
NEA Support		
4210 · NEA Member Benefits	-	78,825
4211 · NEA Uniserv Agreement	1,561,876	1,430,519
4218 · Grant Income	-	2,207
Total NEA Support	1,561,876	1,511,550
Assessments		
4020 · GPS Assessment	407,000	407,001
Total Assessments	407,000	407,001
4401 · Int, Div, & Inv Income		
4401.1 · Inv Inc - Op Surplus Acct		
4401.11 · Interest and Dividends		193,403
4401.12 · Acct Fees & Other Exp		(40,589)
4401.13 · Realized Gains & Losses		804
Total 4401.1 · Inv Inc - Op Surplus Acct	-	153,618
4401.2 · Inv Inc - Post Ret Medical Acct		
4401.21 · Interest & Dividends		22,662
4401.22 · Acct Fees & Other Expenses		(5,340)
4401.23 · Realized Gains & Losses		4,682
Total 4401.2 · Inv Inc - Post Ret Medical Acct	-	22,004
Total 4401 · Int, Div, & Inv Income	-	175,622
Other Income		
4800 · Attney Fee Awards/ULP Reim	-	195
4502 · Registration Fees	-	150
4601 · Miscellaneous Income	271,000	41,760
Other Income		
4652 · Rental Revenue	-	239,385
Total 4650 · Rental Income (Net)	-	239,385
4905 · Sponsorship	-	21,750
Total Other Income	271,000	303,239
Total 4000 · INCOME	23,388,294	23,375,435

Expense

**SALARIES, TAXES & BENEFITS**

5102 · Family Medical Leave	-	5,468
5105 · Longevity Pay	28,200	25,740
5107 · WinterBreak	59,884	55,362
5108 · Wellness Stipend	4,440	4,440
5150 · Salary Political	-	4,647
5180 · Salary	10,857,603	9,705,561
5115 · Overtime	70,001	86,734
5191 · Cadre - Member/ASO	101,740	192,774
5192 · PSO Temporary	-	42,900
5193 · Independent Contractors	-	60,621
5194 · Agency Temporary Staff	300,000	409,660
5195 · Stipends - Governance	36,000	36,350
5196 · Stipends - NonTaxable	-	300
5201.2 · Employee Retention Plan	-	331,543
6702 · Pension Contribution	-	4,500,000
5204.1 · 401k Contributions	518,968	461,948
5204.2 · Health Insurance	2,738,449	2,418,996
5204.3 · Life Insurance	-	16,700
5204.4 · ERP Section 457 Contribution	-	15,861
5204.5 · Workers Comp Insurance	11,976	18,312
5204.6 · Flex Spending ER Contribution	-	37,424
5205 · Payroll & Employment Taxes	952,308	960,963
5210 · Pension Expense	4,500,002	-
5212 · Post-Retirement Medical Expense	588,791	-
5214 · ERP Benefit Expense	64,868	
5315 · Auto Allowance	519,900	453,350
6555 · Dependent Care Expense	23,500	4,756
6830 · Staff Relocation	-	34,138
6840 · Retiree Medical Benefits	-	562,728
<b>Total SALARIES, TAXES &amp; BENEFITS</b>	<b>21,376,630</b>	<b>20,447,274</b>
<b>Support Expense</b>		
6040 · Supplies	79,097	88,315
6042 · Office Furniture & Equipment	18,175	3,998
6045 · Paper, Print, Copy	69,734	55,400
6050 · Outside Printing Services	59,916	98,509
6060 · Postage, Couriers, Freight	52,624	49,661
6065 · Dues, Subscript. & Publications	14,754	60,421
6070 · Miscellaneous	100,000	9,933
6140 · Tech Equipment Purchases	60,000	97,139
6550 · Release Time/Sub Reimbursement	9,970	40,257
6605 · Grants	262,000	151,019
6630 · Gifts & Awards - Employee	760	341
6632 · Gifts and Awards - Non-Emp	9,420	6,835
6850 · Contributions	181,740	40,229
<b>Total Support Expense</b>	<b>918,190</b>	<b>702,057</b>

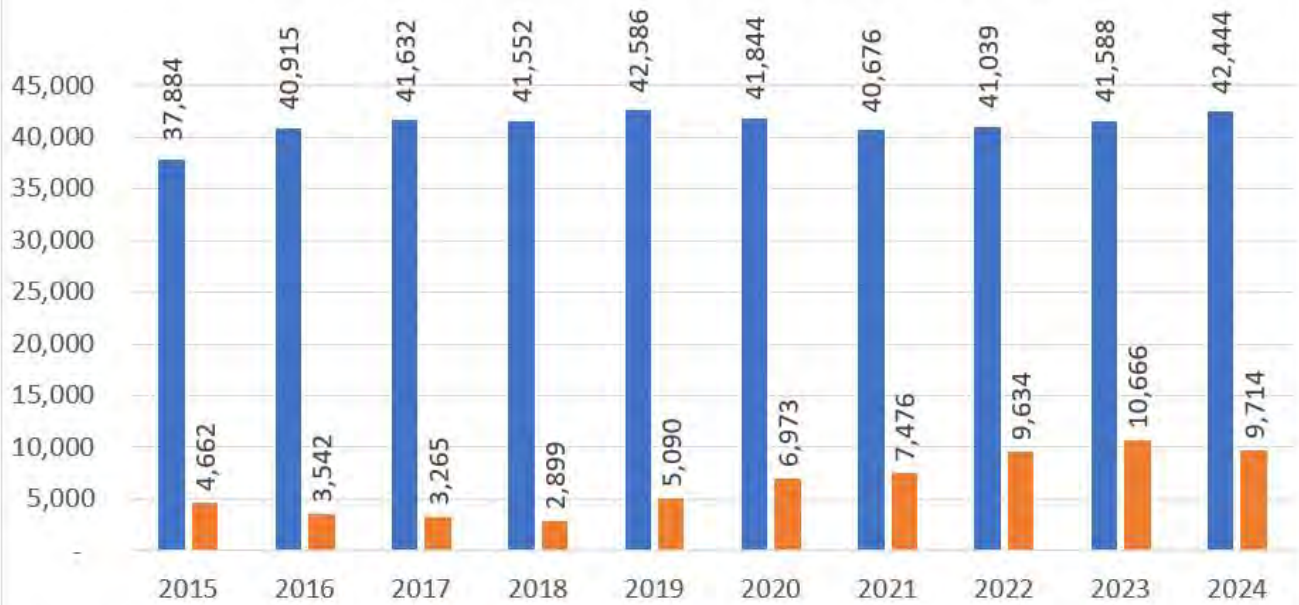


<b>Facilities</b>		
6005 · Rent Expense	379,000	380,147
6010 · Repairs & Maintenance	86,200	140,400
6015 · Grounds Services	56,300	78,640
6020 · Utilities	204,210	213,478
6030 · Janitorial Services	125,110	130,328
6035 · Security	31,850	26,113
6075 · Telecomm	277,610	250,571
6110 · Real Property Taxes	234,076	233,130
6111 · Personal Property Taxes	14,140	10,647
6130 · Equipment Leases	92,025	111,045
<b>Total Facilities</b>	<b>1,500,521</b>	<b>1,574,498</b>
<b>Professional Services</b>		
6080 · Social Media	11,650	48,633
6115 · Insurance	46,500	93,801
6120 · Computer Software	213,896	311,525
6122 · Software Consulting	62,100	16,994
6520 · Training	57,260	18,436
6785 · Legal Fees	23,100	67,014
6792 · Mediation Services	15,000	25,732
6795 · Arbitration Fees & Expenses	2,400	1,842
6800 · Actuary Services	42,000	8,035
6805 · Audit, Accounting, Tax	139,000	89,952
6810 · Benefit Plan Administration	32,100	495
6820 · Counseling Services Fees	4,200	4,040
6825 · Consulting	400,180	346,042
6835 · Recruiting	17,700	20,715
8005 · Bank Charges & Admin Fees	42,000	37,674
<b>Total Professional Services</b>	<b>1,109,086</b>	<b>1,090,930</b>
<b>Travel &amp; Meeting Expenses</b>		
5301 · Airfare	29,590	60,591
5302 · Lodging	180,470	243,227
5305 · Meals	181,590	272,484
5310 · Ground Transportation	123,965	162,666
5312 · Conference Fees	34,284	24,184
<b>Total Travel &amp; Meeting Expenses</b>	<b>549,899</b>	<b>763,151</b>
<b>Total OTHER EXPENSES</b>	<b>4,077,696</b>	<b>4,130,636</b>
<b>OTHER</b>		
8105 · Interest Expense		90,670
<b>Total Expense</b>	<b>25,454,326</b>	<b>24,668,580</b>
<b>Net Ordinary Income</b>	<b>(2,066,032)</b>	<b>(1,293,145)</b>
<b>9099 · Prior Year Adjustments</b>	<b>-</b>	<b>5,328</b>
<b>Total Other Expense</b>	<b>-</b>	<b>5,328</b>
<b>Net Deficit (as adjusted) *</b>	<b>(2,066,032)</b>	<b>(1,287,817)</b>

\* excludes: Actuarial adjustments, depreciation expense, unrealized investment gains/losses

\*\* Unaudited, pending 2022-2023 audit completion

K-12 and Community College Membership Counts by Year



Source: MOCT8160 (1-3-24 for FY 2024)

■ Active Members ■ Potential Members

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Active Members	37,884	40,915	41,632	41,552	42,586	41,844	40,676	41,039	41,588	42,444
Potential Members	4,662	3,542	3,265	2,899	5,090	6,973	7,476	9,634	10,666	9,714
Total	42,546	44,457	44,897	44,451	47,676	48,817	48,152	50,673	52,254	52,158

Oregon Education Association

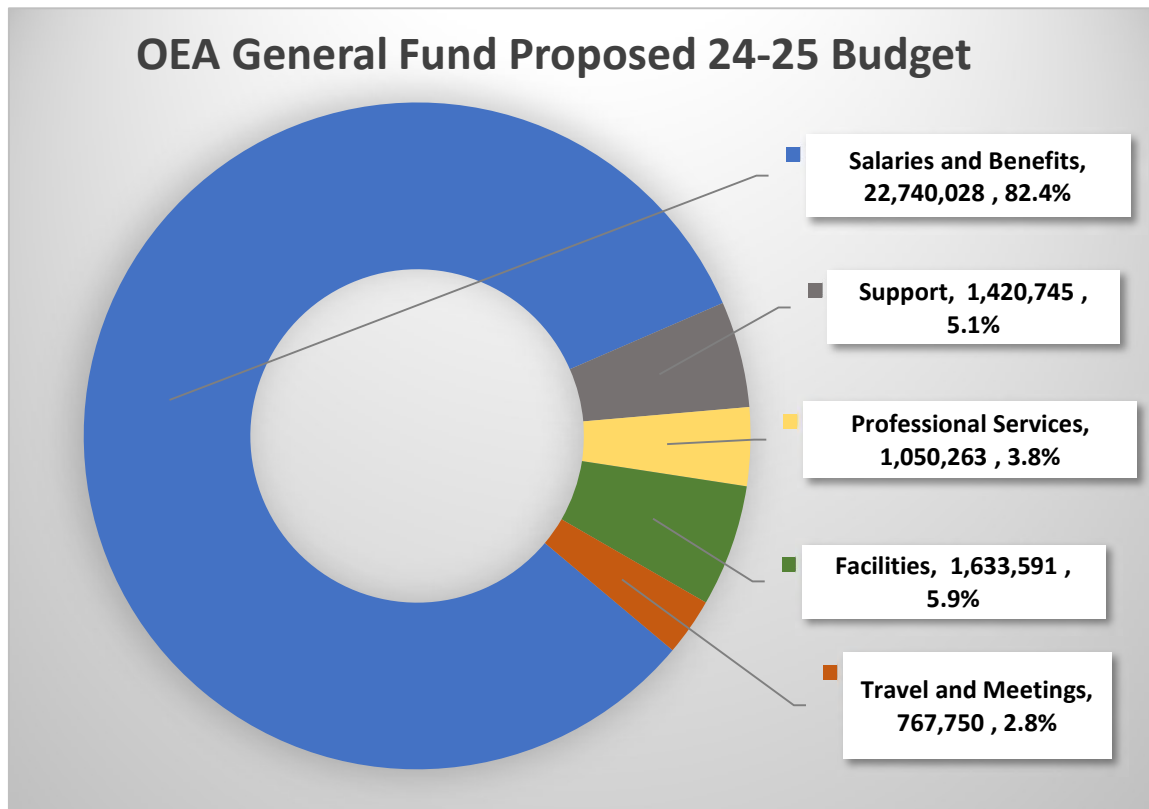
22-23 Adopted Budget to Preliminary Actual and 24-25 Proposed Budget

Total General Fund

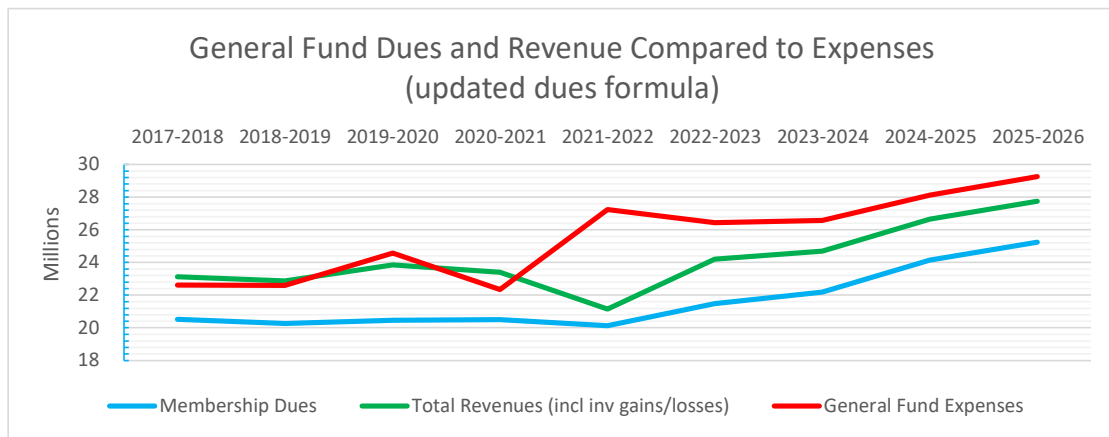
	Actual ** 2022-2023	Budget 2023-2024	Budget 2024-2025
<b>Ordinary Income/Expense</b>			
Total Income	23,375,435	24,189,054	26,152,818
<b>Gross Profit</b>	23,375,435	24,189,054	26,152,818
<b>Expense</b>			
Total SALARIES, TAXES & BENEFITS	20,447,274	21,284,495	22,740,028
Total Support Expense	702,057	1,420,745	1,420,745
Total Facilities	1,574,498	1,633,591	1,633,591
Total Professional Services	1,090,930	960,263	1,050,263
Total Travel & Meeting Expenses	763,151	767,750	767,750
Total OTHER EXPENSES	4,130,636	4,792,349	4,882,349
Total Expense	24,668,580	26,076,844	27,622,377
<b>Net Ordinary Income</b>	(1,293,145)	(1,887,790)	(1,469,559)
<b>Total Other Expense</b>	5,328	-	-
<b>Net Deficit (as adjusted) *</b>	(1,287,817)	(1,887,790)	(1,469,559)

\* excludes: Actuarial adjustments, depreciation expense, unrealized investment gains/losses

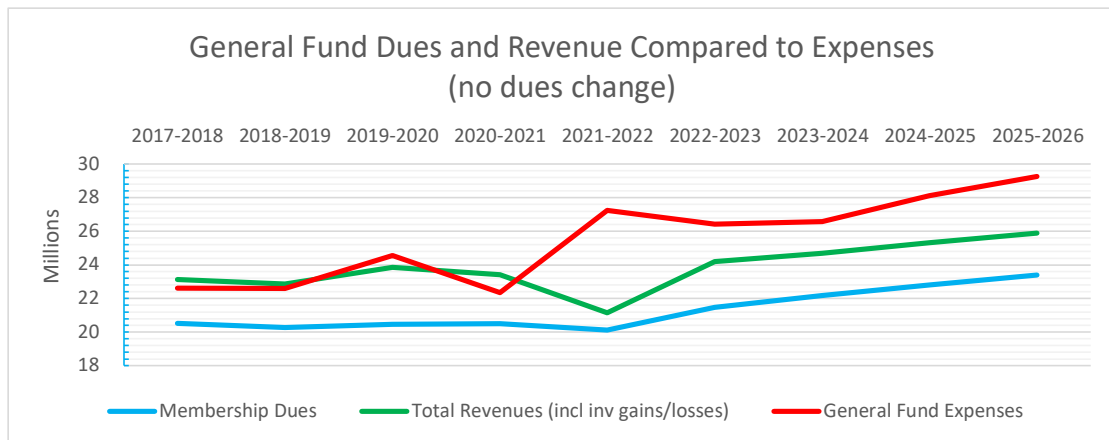
\*\* Unaudited, pending 2022-2023 audit completion



**Revenue and Expense Trend**  
**2017 - 2025**  
**Inclusive of Dues Formula Modification**



**Revenue and Expense Trend**  
**2017 - 2025**  
**Excluding Dues Formula Modification**



**Dues Formula Modification Proposal**

	2 year Average & Factor	Oregon Teacher Average Salaries - NEA Rankings and Estimates	
	Fiscal 2024-2025	Fiscal 2023-2024	Fiscal 2022-2023
2022-2023	\$ 72,476		
2021-2022	\$ 70,402	\$ 70,402	
2020-2021		\$ 68,565	\$ 68,565
2019-2020		\$ 67,685	\$ 67,685
2018-2019		\$ 65,125	\$ 65,125
2017-2018		\$ 63,061	\$ 63,061
2016-2017			\$ 61,860
	\$ 71,439	\$ 66,968	\$ 65,259
	0.960%	0.939%	0.939%
	\$ 685.81	\$ 628.83	\$ 612.78
	\$ 686.00	\$ 629.00	\$ 613.00

**Facility Assessment Expenditure Summary - FY 2022/2023 through FY 2025/2016\***

	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>30 year total</b>
<b>Tigard - HQ</b>	\$223,750	\$333,750	\$542,000	\$367,500	\$10,900,000
<b>Tigard - Building 2</b>	\$75,000	\$29,500	\$38,500	\$8,500	\$3,700,000
<b>Portland - PAT</b>	\$133,250	\$28,500	\$20,000	\$54,000	\$1,800,000
<b>Albany</b>	\$4,250	\$27,500	\$3,000	\$83,500	\$950,000
<b>Salem</b>	\$52,000	\$65,000	\$38,000	\$202,500	\$1,782,000
<b>Redmond</b>	\$9,250	\$250	\$51,750	\$550	\$866,750
<b>Pendleton</b>	\$1,250	\$60,250	\$45,750	\$500	\$1,038,750
<b>Philomath</b>	\$63,000	\$750	\$17,250	\$40,000	\$693,500
<b>Eugene</b>	\$25,000	\$8,750	\$591,250	\$9,500	\$1,454,500
<b>Klamath Falls</b>	\$10,500	\$1,500	\$87,000	\$16,500	\$1,050,00
<b>Medford</b>	\$5,000	\$40,000	\$86,000	\$25,000	\$1,596,000
<b>TOTALS</b>	<b>\$602,250</b>	<b>\$595,750</b>	<b>\$1,520,500</b>	<b>\$808,050</b>	<b>\$24,781,500</b>

***\*Expenditure Summary is in addition to general operational expenses such as property taxes, routine maintenance, grounds services, security, janitorial, furniture replacement, equipment rentals, telecom, utilities, supplies, etc or potential tenant improvement expenses to rental building***

**\*\* Klamath Falls and Medford draft reports are expected the week of May 16th. Per the consultant, however, these two buildings will not need any significant work anytime soon.**

# RA FORMS



**OREGON  
EDUCATION  
ASSOCIATION**

2024

REPRESENTATIVE ASSEMBLY

# REIMBURSEMENT FORMS

Links to electronic OEA RA reimbursement forms are below; click on the title of the form or scan the QR code.

Paper forms are available at the Information Table at the OEA RA.

## **Vouchers must be submitted by May 22, 2024**

If you have questions about completing your voucher, please contact Erika Marion at [erika.marion@oregoned.org](mailto:erika.marion@oregoned.org)

If you have questions regarding the status of your voucher, please contact OEA Accounting at [ap@oregoned.org](mailto:ap@oregoned.org)

[Expense  
Form Guidelines](#)



[Delegate Expense  
Voucher](#)



[Dependent Care  
Voucher](#)



[Local Association  
Expense Voucher](#)







**A FRESH PAIR  
OF EYEGLASSES.**

**NEW SCHOOL  
CLOTHES.**

**A WORKING  
HEARING AID.**

**WARM WINTER  
COATS.**

**AN INCREDIBLE  
EDUCATION.**

**ALL BECAUSE  
OF YOU.**

**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/oeafoundation](http://www.oregoned.org/oeafoundation).

In their own unique way – Oregon's students thank you.

**DO YOU KNOW  
A STUDENT IN NEED?**

Apply for a grant from the OEA Foundation. Call 800.858.5505 to request an application, or download one at [www.oregoned.org](http://www.oregoned.org).



POWER & VOICE

2024



REPRESENTATIVE  
ASSEMBLY

