

DRAFT MINUTES

OREGON EDUCATION ASSOCIATION 2024 REPRESENTATIVE ASSEMBLY

April 4, 19, 20, 2024

Thursday, April 4, 2024
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:

Rose Wilde, Credentials Committee Chair, reported that out of a total 1,137 delegates allocated, 151 delegates had been duly certified and seated for the First Session of the 2024 Representative Assembly. Rose moved on behalf of the Committee that this Credentials Report be adopted as the official roll of the 2024 Representative Assembly as of 7:09 p.m. on Thursday, April 4, 2024. **CARRIED.**

ADOPTION OF THE AGENDA

Without objection, the 2024 OEA RA Agenda was adopted with flexibility. **CARRIED.**

ADOPTION OF THE 2023 RA MINUTES

Enrique Farrera, OEA Vice President, moved, and Monica Weathersby, Equity Director, seconded to adopt the 2023 OEA RA minutes. Without objection the minutes of the 2023 OEA Representative Assembly were adopted. **CARRIED.**

Ben Gorman asked that it be recorded that he believes the way we are determining quorum is out of order.

ADOPTION OF THE RULES OF THE ASSEMBLY

Standing Rules pulled: 17, 9.a., 18, 9.h., 6.b., 11.i.

Jennifer Underhill, Hillsboro EA, moved on behalf of the OEA Board of Directors to adopt the 2024 Standing Rules that were not pulled. **CARRIED.**

Laurie Kopperman, Gresham-Barlow EA, moved, and Jennifer Handsaker, Parkrose FA, seconded to amend Standing Rule 17 as follows:

Rule 17. ~~For the purposes of budgeting, the RA will conclude at 8 pm on the last day and~~ Business will continue until quorum is lost and all unfinished business will be referred to the OEA Board of Directors.

Debate ensued.

Motion to amend Standing Rule 17 **FAILED.**

Zach Melzer, Parkrose FA, moved and Heather Simoneau, Centennial EA seconded to amend Standing Rule 9a as follows:

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~~ Thursday 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.

Debate ensued.

Motion to amend Standing Rule 9.a. **FAILED.**

Zach Melzer, Parkrose FA, Jody Folkdahl, moved and seconded, to amend Standing Rule 18 as follows:

Rule 18. For the purposes of budgeting, the OEA Budget Committee has approved up to \$100k for the cost of NBIs. All passed NBIs at the OEA RA will be compiled and presented to representatives in a digital rank choice vote. The top voted NBIs will be funded by the allotted amount listed in standings rule 18 until that allotted amount is met in which the remaining passed NBIs. The top-voted NBIs will be funded by the allotted amount listed in Standing Rule 18 until that allotted amount is met in which the remaining passed 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.

Motion ruled out of order due to being out of scope.

Questions were answered.

Heather Simoneau, Centennial EA, withdrew the pulling of 9.h.

Lindsay Ray, Beaverton EA, moved and Katie Lukins, Beaverton EA, seconded to amend Standing Rule 6b as follows:

Rule 6. **Language Requirements For Motions**

- b. All motions which encumber the Association with expenditures shall include an estimate of the expenditures which shall be provided by ~~the maker~~ OEA, ~~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.

Motion to amend Standing Rule 6.b. **CARRIED.**

Heather Rutkowski, Salem Keizer EA, moved, and Kelsey Miller, Salem-Keizer EA, seconded to amend SR 11.i. as follows:

Rule 11. Floor Debate

- i. A delegate who is unable to speak to the Assembly due to a disability may have someone speak for them.
 - a. Delegates who have a speaker or interpreter speak for them will be granted 90 seconds to speak rather than the one minute for debate participants speaking for themselves.

Motion to amend Standing Rule 11.i. **CARRIED.**

Jenny Underhill, Hillsboro EA, moved and Judy Christensen, OEA-Retired, seconded to move 17, 9.a., 9.h., and 18 as presented and 6.b. and 11.i. as amended.

Motion to adopt Standing Rules as indicated **CARRIED**

Delegates were asked if they wish to continue debate for the proposed new Standing Rules 11.j. and 27 and the amendments to 9.a. and 9.h. Delegates voted to postpone debate on these items until the Friday, April 19, session of the OEA RA.

At the request of delegates, the poll was relaunched.

Remaining debate on Standing Rules will be postponed until Friday, April 19.

The meeting recessed at 9:02 p.m.

Friday, April 19, 2024
SECOND SESSION

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

PLEDGE OF ALLEGIANCE: Enrique Farrera, OEA Vice President

LAND ACKNOWLEDGEMENT: Nicole Butler-Hooten and the OEA Committee on Racial Equity

SEATING OF LATE REGISTERING DELEGATES: Rose Wilde, Chair of the Credentials Committee, moved on behalf of the Committee to seat delegates who registered late. Motion to seat late delegates **CARRIED.**

SPECIAL GUEST: Kendell Brown, Jefferson High School

PRESIDENT'S REPORT: President Reed Scott-Schwalbach presented her report to the 2024 delegation.

CREDENTIALS REPORT: Rose Wilde, Credentials Committee Chair, reported that out of a total 1,137 delegates allocated, 564 delegates had been duly certified and seated for the Second Session of the 2024 Representative Assembly. Rose moved on behalf of the Committee that this Credentials Report be adopted as the official roll of the 2024 Representative Assembly as of 7:00 p.m. on Friday, April 19, 2024. **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. ASHLAND EA | 17. DOUGLAS ESDA | 35. NORTH CLACKAMAS EA |
| 2. ASPIRING EDUCATOR | 18. EUGENE EA | 36. NORTHWEST EA |
| 3. ASSOCIATION OF SALEM-
KEIZER ESP | 19. FOREST GROVE EA | 37. OEA-RETIRED |
| 4. ASTORIA EA | 20. GLENDALE EA | 38. OREGON CITY EA |
| 5. BEAVERTON EA | 21. GRANTS PASS EA | 39. PHOENIX TALENT EA |
| 6. BEND EA | 22. GREATER ALBANY ACE | 40. PORTLAND AT |
| 7. BETHEL ACE | 23. GREATER ALBANY EA | 41. REYNOLDS EA |
| 8. CANBY EA | 24. HERMISTON AT | 42. ROSEBURG EA |
| 9. CENTENNIAL EA | 25. HILLSBORO EA | 43. SALEM-KEIZER EA |
| 10. CLACKAMAS CC ACE | 26. HOOD RIVER EA | 44. SEASIDE EA |
| 11. Clackamas CC Associate
Faculty | 27. KLAMATH FALLS EA | 45. SHERWOOD EA |
| 12. CLACKAMAS ESD EA | 28. LANE CC EA | 46. SPRINGFIELD EA |
| 13. CORVALLIS EA | 29. LANE COUNTY ESD EA | 47. THREE RIVERS EA |
| 14. DALLAS EA | 30. LEBANON EA | 48. TIGARD-TUALATIN EA |
| 15. DAVID DOUGLAS EA | 31. LEBANON ESPA | 49. TILLAMOOK EA |
| 16. DISTRICT 21 EA | 32. LINCOLN COUNTY EA | 50. WILLAMETTE VALLEY EA |
| | 33. MEDFORD EA | 51. WOODBURN EA |
| | 34. MT HOOD CC FA | 52. WyEAST EA |

SPECIAL GUEST: Dr. Charlene Brown, Director of the Oregon Department of Education

STANDARDS OF CONDUCT: Reed Scott-Schwalbach, OEA President, reviewed the Standards of Conduct.

ACTION ON STANDING RULES:

Sarah Barclay, Bend EA, moved and Avery Gerber, Bend EA, seconded the suspension of Rule 9 New Business process in sentence 2 which reads "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."

Debate ensued.

Motion to suspend Standing Rule 9 **CARRIED.**

New Standing Rule 11.j. **Withdrawn by Maker.**

Zachary Melzer, Parkrose FA, moved and Jody Folkedahl, Parkrose FA, seconded Standing Rule 27. All passed NBIs at the OEA RA will be compiled and presented to representatives in a digital rank choice vote. The top voted NBIs will be funded by the allotted amount listed in standings rule 18 until that allotted amount is met in which the remaining

passed 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.

Debate ensued.

Motion to adopt new Standing Rule 27 **FAILED**.

ACTION ON RESOLUTIONS 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: R, E, M, B

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

RESOLUTIONS AMENDMENT A

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)

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

RESOLUTIONS AMENDMENT B

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)

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

RESOLUTIONS AMENDMENT C

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)~~

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

RESOLUTIONS AMENDMENT D

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)

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

RESOLUTIONS AMENDMENT E

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)~~

Debate ensued.

Debate on Resolutions Amendments postponed to Saturday due to candidate speeches.

ELECTIONS

NOMINATION FOR Region I Vice President

Nominations submitted for Region I Vice President include **Stephen Siegel**. President Scott-Schwalbach asked if there were any additional nominations. President Scott-Schwalbach asked if there were any additional nominations. President Scott-Schwalbach asked if there were any additional nominations. Hearing none, she declared nominations closed.

Nominations for Region I Vice President:

Stephen Siegel

NOMINATION FOR Region II Vice President

Nominations submitted for Region II Vice President include **Brian Zauber Reed and Kelsy Dunlap**. President Scott-Schwalbach asked if there were any additional nominations. President Scott-Schwalbach asked if there were any additional nominations. President Scott-Schwalbach asked if there were any additional nominations. Hearing none, she declared nominations closed.

Nominations for Region II Vice President:

Brian Zauber Reed

Kelsy Dunlap

NOMINATION FOR Region III Vice President

Nominations submitted for Region III Vice President include **Sarah Barclay**. President Scott-Schwalbach asked if there were any additional nominations. President Scott-Schwalbach asked if there were any additional nominations. President Scott-Schwalbach asked if there were any additional nominations. Hearing none, she declared nominations closed.

Nominations for Region III Vice President:

Sarah Barclay

NOMINATION FOR EDUCATION SUPPORT PROFESSIONAL DIRECTOR

Nominations submitted for Racial Equity Director include **Becky Torres, Lisa Danskin, Christina McFarland**. President Scott-Schwalbach asked if there were any additional nominations. President Scott-Schwalbach asked if there were any additional nominations. President Scott-Schwalbach asked if there were any additional nominations. Hearing none, she declared nominations closed.

Nominations for Education Support Professional Director:

Becky Torres

Lisa Danskin

Christina McFarland

NOMINATION FOR NEA Director

Nominations submitted for NEA Director include **Adolfo Garza-Cano**. President Scott-Schwalbach asked if there were any additional nominations. President Scott-Schwalbach asked if there were any additional nominations. President Scott-Schwalbach asked if there were any additional nominations. Hearing none, she declared nominations closed.

Nominations for NEA Director:

Adolfo Garza-Cano

Candidates for Region I Vice President, Region II Vice President, Region III Vice President, Education Support Professional Director, and NEA Director addressed the delegation.

The meeting was recessed at 9:31 p.m.

Saturday, April 20, 2024
THIRD SESSION

The meeting reconvened at 9:07 a.m.

LABOR ACKNOWLEDGEMENT: Scott Perkins, Dist 21 Board Director

CREDENTIALS REPORT:

Rose Wilde, Credentials Committee Chair, reported that out of a total 1,137 delegates allocated, 660 delegates had been duly certified and seated for the Third Session of the 2024 Representative Assembly. Jennifer moved on behalf of the Committee that this Credentials Report be adopted as the official roll of the 2024 Representative Assembly as of 9:00 a.m. on Saturday, April 20, 2024. **CARRIED.**

OEA EXECUTIVE DIRECTOR

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

NEW BUSINESS ITEMS:

- A. Scott Perkins, Glendale EA, moved and Stephen Siegel, Reynolds EA, seconded that OEA create a task force to review internal policies and procedures, legal considerations, including additions or change to OEA bylaws, policies, legislative objectives and resolutions associated with the potential for organizing charter schools. The Task force will present its findings and recommendations to the OEA Board of Directors. If recommendations include changes to bylaws or policies, such recommendations will come to the Board in time for the 2025 OEA RA to take action.

Debate ensued.

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

1. Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA seconded that OEA explore a legislative concept that TSPC disciplinary decisions be put on a timeline of one year and TSPC not have the right to overturn arbitration if it goes against TSPC.

Motion to approve New Business Item 1 as presented **CARRIED.**

David Scholten, Portland AT, moved and Kristopher Montgomery, Centennial EA, seconded, that once an individual has introduced an NBI, and subsequent NBIs by the same maker be passed over until NBIs from an individuals who have only one NBI to introduce are brought forward. When the body has heard from all makers of NBIs, members may introduce their 2nd NBI, if applicable. Once all the 2nd NBIs are introduced, makers may introduce their 3rd NBI and so on.

Without objection the delegates agreed to reconsider the motion without an official motion to reconsider the Standing Rules.

Debate ensued.

Motion **CARRIED.**

2. John Wasielewski, Lake Oswego EA, moved and Kelly Fitzsimmons, Lake Oswego EA seconded that OEA President form an exploratory committee of interested members to reach out to OSEA leadership and membership in order to; start a discussion to test the feasibility and interest in a consolidation of OSEA and OEA into a single organization which represents all school Employees as a united front, to consider the structural and logistical barriers to such a move, and to report back its findings at the next OEA RA.

OEA President Reed Scott-Schwalbach shared that research on the proposed action has already taken place, and information from NEA on past mergers will be shared with delegates.

Debate ensued.

Brandi Baker-Rudicel, South Lane EA, moved and Mary Middleton, Rogue CC EA, seconded to close debate.

Motion to close debate **CARRIED.**

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

4. Jenoge Khatter, Eugene EA, moved and Sarah Ruggiero Kirby, Eugene EA, seconded that OEA will use existing tools and resources to create an online calendar or communication system to keep member-provided information posted and up-to-date. Direct access to make posts would be given to chapter presidents and OEA Board Members, as well as caucus and committee chairs. Ideally, information could be tagged by region and category (in-person event for educators, community event overlapping with education, BIPOC or White-ally focused, and so on). Members would be reminded of this calendar or communication system at least once per month through an email communication (it could be a one-sentence reminder tagged to the end of an email from the President or general updates sent from webadmin@e.oregoned.org), and a recurring short reference in the OEA Today publication.

Debate ensued.

Mary Middleton, Rogue CC EA, moved and Michelle Gray, Rogue CC EA, to amend to include a maximum amount of \$20,000 to accomplish the task.

Debate ensued.

Amanda Adzima, Aspiring Educator, moved and Hanna St. Clair, Aspiring Educator, seconded to close debate.

Motion to close debate **CARRIED**.

Motion to amend New Business Item 4 **FAILED**.

Debate ensued.

Karl Olson, Riddle EA, moved and Jason Haggard, Glendale EA, seconded to close debate.

Motion to close debate on New Business Item 4 **CARRIED**.

Motion to approve New Business Item 4 as presented **FAILED**.

6. Gigi Whisler, Aspiring Educator, moved and Elizabeth White, Aspiring Educator, seconded that the OEA Legislative Advisory Council add the compensation of student teachers to the 2025 Legislative Agenda.

Gigi Whisler, Aspiring Educator, moved and Hannah St. Clair, Aspiring Educator, moved to amend to read I move to recommend that the OEA Legislative Advisory Council add the compensation of student teachers to the 2025 Legislative Agenda.

Debate ensued.

Anna York, Portland AT, moved and Joe Rowe, Portland AT, seconded to close debate.

Motion to close debate on New Business Item 6 **CARRIED**.

Motion to amend new Business Item 6 **CARRIED**.

Matt Hill, Oakland TA, moved and Jordan Humphreys, Roseburg EA, seconded to amend New Business Item 6 by adding The Legislative Agenda Council will advocate for a compensation model that is income contingent and requires in-state teaching after licensure. to the end of the motion.

Debate ensued.

Motion to amend New Business Item 6 **FAILED**.

Debate ensued.

Karl Olson, Riddle EA, moved and Hannah St. Clair, Aspiring Educator, seconded to table New Business Item 6 until immediately after Legislative Affairs.

Motion to table New Business Item 6 **CARRIED**.

7. Katie Lukins, Beaverton EA, moved and Lindsay Ray, Beaverton EA, seconded that OEA makes every effort to hold OEA RA at an event space where the employees are unionized.

Debate ensued.

Without objection, the Chair called to close debate.

Motion to close debate **CARRIED**.

Motion to approve New Business Item 7 as presented **CARRIED.**

VICE PRESIDENT’S UPDATE

Vice President Enrique Farrera addressed the delegation and presented updates to the 2024 delegation regarding the OEA Foundation and the Budget.

ACTION ON BYLAWS AMENDMENTS:

LeAndre Butler, Hillsboro EA and Member of the Bylaws/Policies Committee, moved on behalf of the Committee to approve the Proposed Bylaws Amendments.

BYLAWS AMENDMENT A

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.

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

Karl Olson, Riddle EA, and Chair of the Bylaws/Policies Committee took the podium.

BYLAWS AMENDMENT B

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.

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

BYLAWS AMENDMENT C

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.

Debate ensued.

Heidi Casper, Madras EA, moved and Jay Reed, OEA-Retired, seconded to close debate.

Motion to close debate **CARRIED**.

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

BYLAWS AMENDMENT D

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~~ sixty ninety eight days prior to the first business meeting of the OEA Representative Assembly.

Debate ensued.

Hanna St. Clair, Aspiring Educator, moved and Maddy Wilson, Aspiring Educator, seconded to change ninety days to eighty days.

Debate ensued.

Heidi Casper, Madras EA, Jay Reed, OEA-Retired, moved to close debate.

Motion to close debate **CARRIED**.

Motion to amend Bylaws Amendment D first vote unclear; second vote **CARRIED**.

Division called.

Chair informed the body that due to the time, Division will be handled after lunch.

ELECTION REPORT:

Rose Wilde, Credentials Chair, announced the following election results:

Region I Vice President

Stephen Siegel	213 votes
Cat Crenshaw	4 votes
Lindsay Ray	2 votes
Xavier Romero	1 votes
Katie Lucas	1 votes
Angela Vargas	1 votes
Sarah Schmidt	1 votes
Luv Johnson	1 votes
Elizabeth Thiel	1 votes

Stephen Siegel was pronounced the winner of the Region I Vice President race.

Region II Vice President

Kelsy Dunlap	119 votes
Brian Zauber Reed	85 votes

Kelsy Dunlap was pronounced the winner of the Region II Vice President race.

Region III Vice President

Sarah Barclay	138 votes
----------------------	------------------

Sarah Barclay was pronounced the winner of the Region III Vice President race.

Education Support Professional Director

Becky Torres	267 votes
Christina McFarland	181 votes
Lisa Danskin	3 votes
Bo Yates	1 votes
Suzy Kotlek	1 votes

Becky Torres was pronounced the winner of the Education Support Professional (ESP) Director race.

NEA Director

Adolfo Garza-Cano	525 votes
Robert Glasgow	2 votes
Forrest Cooper	2 votes
Emma Goldsmith	1 votes
Charles Williams	1 votes
Mary Watkins	1 votes
Bonita Delight Randklev	1 votes
Tomorrow Patle Nelson	1 votes
Mark Nevala	1 votes

Adolfo Garza-Cano was pronounced the winner of the NEA Director race.

Of a possible 660 seated delegates eligible to vote in this election, 581 delegates voted.

Lisa Danskin, Klamath Falls ACE and ESP Director Candidate, requested a recount of ballots in the ESP Director election.

The meeting was recessed for lunch at 12:35 p.m.

The meeting reconvened at 2:06 p.m.

ELECTIONS: Rose Wilde, Credentials Chair, reported that the votes for ESP Director were recounted and the results are as follows:

Education Support Professional Director

Becky Torres	267 votes
Christina McFarland	181 votes
Lisa Danskin	111 votes
Bo Yates	1 votes
Suzy Kotlek	1 votes

AWARDS:

President Scott-Schwalbach shared the names of award winners and recognized local associations with high member density and significant new member sign up.

TEACHER OF THE YEAR:

Dr. Mandy Vance, Oregon’s 2024 Teacher of the Year, addressed the delegation.

NEA FUND:

Elizabeth Nahl and Kimberly Beggs addressed the delegation.

IN MEMORIAM: Delegates observed a moment of silence.

ACTION ON BYLAWS AMENDMENTS continued.

Division called on Bylaws Amendment D amendment.

Motion to amend Bylaws Amendment D **CARRIED**; 348 in favor, 200 against.

Debate ensued.

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

BYLAWS AMENDMENT E

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.

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

BYLAWS AMENDMENT F

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.

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

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.

Ray Johnson, OEA-Retired, moved and Roberta Yambasu, OEA-Retired, seconded to amend by deleting “non” in the last sentence.

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.

Debate ensued.

Kelsey Miller, Salem-Keizer EA, moved and Heather Rutkowski, Salem-Keizer EA, seconded to close debate.

Motion to close debate **CARRIED**.

Motion to approve the amendment to Bylaws Amendment G vote unclear, votes counted.

Motion to approve Bylaws Amendment G amendment **CARRIED**; 329 in favor, 214 against.

Debate ensued.

Stephen Siegel, Centennial EA, moved and Puilan Cheng, WEA, seconded to close debate.

Motion to close debate **CARRIED**.

Motion to adopt Bylaws Amendment G as amended. **CARRIED**.

Division called.

Motion to approve Bylaws Amendment G as amended. **CARRIED**; 367 in favor, 172 against.

The delegation was asked if they wished to vote again; the delegation indicated they did not wish to vote again.

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.

Heidi Casper, Madras EA, moved and Lenida Bilanovic, Madras EA, seconded that we bundle the policies and pull the ones we have questions about.

Motion to bundle the policies and pull items for discussion **CARRIED**.

Policy amendments pulled: K, D, E, A

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

POLICY AMENDMENT A

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.~~

Debate ensued.

Jenoge Khatler, Eugene EA, moved and Stephen Siegel, Reynolds EA, seconded to close debate.

Motion to close debate **CARRIED**.

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

Division called.

Motion to approve Policy Amendment A as presented **CARRIED**; 347 in favor, 153 against.

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.

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

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.

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

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.

Cindy Dougharity-Spencer, John Day EA, moved and Patti Lawrence, Grants Pass EA, seconded to amend by replacing the specific dollar amounts with an appropriate annual allotment to support councils without a physical meeting space.

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~~ appropriate annual allotment to support councils without a physical meeting space on October 1st of each year to support their meetings.

Debate ensued.

Motion to approve Policy Amendment D as amended by the maker **CARRIED**.

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. Members from other locals are eligible to receive relief funds for union leave and travel expenses in order to participate in and support strike actions.

Debate ensued.

Scott Perkins, Glendale EA, moved and Jennifer Ball, Sutherlin EA, seconded to close debate.

Motion to close debate **CARRIED**.

Motion to approve Policy Amendment E as presented **FAILED**.

Division called.

Motion to approve Policy Amendment E as presented **CARRIED**; 279 in favor, 239 against.

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.

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

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.

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

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.

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

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.

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

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.

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

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.

Debate ensued.

Motion to approve Policy Amendment K as presented first vote unclear; second vote **CARRIED**.

Division called.

Motion to approve Policy Amendment K as presented **CARRIED**; 247 in favor, 206 against.

Niels Pasternak, Eugene EA, moved and Crystal Gascon, North Clackamas EA, seconded that we suspend the rules to consider NBIs for the next 90 minutes instead of last on today's agenda.

Debate ensued.

David Scholten, Portland AT, moved and Stephanie Myhre, David Douglas EA, seconded to close debate.

Motion to close debate **CARRIED**.

Motion to suspend the rules **FAILED**.

PRESENTATION: Video from OEA-Retired.

ELECTIONS:

After the recount of Education Support Professional (ESP) Director, it was discovered that there was not a clear winner, necessitating a runoff election.

Candidates for Education Support Professional Director addressed the delegation.

Marguerite Wizeman, MESDEA, moved and Savannah Russell, HREA, seconded motion to lump the legislative objectives proposals be passed with the Legislative Objective Hearing outcome recommendation as listed. Maker clarified intent was to allow Legislative Objectives to be pulled for discussion.

Debate ensued.

Joe Rowe, Portland AT, moved and Greg Burrill, Portland AT, seconded to amend All Leg items regardless of pass or don't pass be bundled.

Motion to amend withdrawn by the Maker.

Original motion withdrawn by the Maker.

ACTION ON RESOLUTIONS AMENDMENTS *continued*

RESOLUTIONS AMENDMENT E

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)

Phil Clark, Silver Falls EA, moved and Brandi Baker Rudicil, South Lane EA, seconded 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 programs and 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 and supports 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)

Debate ensued.

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

ELECTIONS: President Scott-Schwalbach explained the process for the runoff election.

ACTION ON RESOLUTIONS AMENDMENTS *continued*

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.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)

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

RESOLUTIONS AMENDMENT G

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)

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

RESOLUTIONS AMENDMENT H

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)

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

RESOLUTIONS AMENDMENT I

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)

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

RESOLUTIONS AMENDMENT J

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 safe 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)

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

RESOLUTIONS AMENDMENT K

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 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)

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

RESOLUTIONS AMENDMENT L

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)

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

RESOLUTIONS AMENDMENT M

The Resolutions Committee 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~~ competent persons to serve as school board members. (1977, 89, 97, 24)

Lenida Bilanovic, Madras EA, moved and Dawn Hendrix, Madras EA, seconded to keep the word competent that was struck.

Debate ensued.

Motion to amend Resolution M **CARRIED.**

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

RESOLUTIONS 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)

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

RESOLUTIONS 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)

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

RESOLUTIONS 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)

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

RESOLUTIONS 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)

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

RESOLUTIONS 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, 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 binding arbitration are must be an integral to part of any collective bargaining process agreement. The right to strike is also an integral 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)

Eileen Wende, OEA-R, moved and Roberta Yambasu, OEA-R, seconded to add the word “binding” before the word arbitration.

Debate ensued.

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

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

RESOLUTIONS 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 these 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)

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

RESOLUTIONS 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)

Motion to approve Resolutions Amendment T as presented **CARRIED.**

RESOLUTIONS 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)

Motion to approve Resolutions Amendment U as presented CARRIED.

RESOLUTIONS 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)

Motion to approve Resolutions Amendment V as presented CARRIED.

RESOLUTIONS 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)

Motion to approve Resolutions Amendment W as presented CARRIED.

RESOLUTIONS AMENDMENT X

The Resolutions Committee forwards the Proposed Resolutions Amendment X with a Do Pass Recommendation.

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

I.11 Systemic Inequity

The Oregon Education Association believes that many of the educational problems are at root social problems related to rising poverty levels, systemic and institutional racism, and generational inequity. The Association believes that our legislative agenda should be proactive with regards to issues around economic inequalities, healthcare for all including mental health parity, loss of living wage jobs, deeply affordable and accessible housing, corporate tax giveaways, and a more progressive tax system. (2013, 2021, 2024)

Motion to approve Resolutions Amendment X as presented CARRIED.

RESOLUTIONS AMENDMENT Y

The Resolutions Committee forwards the Proposed Resolutions Amendment X with a Do Pass Recommendation.

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

GROUP E: GENERAL EDUCATION PROGRAMS/CLASSES

II.40 Display of Flags

The Oregon Education Association believes that displaying flags representing any nations or recognized tribes in Oregon schools strengthens our commitment to global citizenship and cultural understanding. Therefore, OEA encourages all school districts in Oregon to allow the prominent display of flags representing nations and recognized tribes of the world. These flags should be displayed in a respectful and educational manner. OEA further supports the development of instructional materials that utilize these flag displays to enhance students’ global awareness and appreciation for cultural diversity.

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

Jonathan Chenjeri, Klamath Falls EA, moved and Jennifer Todd, Klamath County EA, seconded, that we table, and not consider, NBIs over \$10,000, suspending Standing Rules 17, thus carrying over proposals exceeding that amount to the 2025 RA.

Debate ensued.

Milan Geurin, Aspiring Educators, moved and Cash Kowalski, aspiring Educator, seconded to close debate.

Motion to close debate **CARRIED**.

Motion to table any NBI costed at over \$10,000 **FAILED**.

ACTION ON LEGISLATIVE OBJECTIVES:

David Morrocco, Roseburg EA and Chair of the Legislative Advisory Council (LAC) presented the proposed Legislative Objectives. Items pulled: C, 19, 20, 21, 16, 17, 1, 2, 3

Debate ensued.

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

LEGISLATIVE OBJECTIVES AMENDMENT A

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.

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

LEGISLATIVE OBJECTIVES AMENDMENT B

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.

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

LEGISLATIVE OBJECTIVES AMENDMENT C

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.

Rob Hillhouse, Beaverton EA, moved and Julie Westerman, Beaverton EA, seconded to amend to read as follows:
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.

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 acquisition, 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-home language, 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-home language, or other recognized support needs. Promote the creation of guidelines for entering and exiting special programs that include various measures of student proficiency. Promote guidelines using multiple measures of student proficiency for entry and exit of Federal programs, such as English language proficiency or Special Education.

Motion to amend **CARRIED.**

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

Kirstin Wheeler, DDEA, moved and Alejandra Saechao, Salem-Keizer EA, seconded to bundle the pulled legislative objectives and refer to committee.

Tyler Scialo-Lakeberg, Salem-Keizer EA, moved and Maraline Ellis, Salem-Keizer EA, seconded to close debate.

Motion to close debate **CARRIED.**

Motion to bundle and refer to committee **FAILED.**

Cindy Dougharity-Spencer, John Day EA, moved and Scott Perkins, Glendale EA, seconded, that we adopt the recommendations on all pulled Legislative Objective Amendments.

Debate ensued.

John Wasielewski, Lake Oswego EA, moved and Maxwell Lanocha, Lake Oswego EA, seconded to close debate.

Motion to close debate **CARRIED.**

Motion to adopt the recommendations on all pulled Legislative Objective Amendments **CARRIED.**

Division called.

Motion to adopt the recommendations on all pulled Legislative Objective Amendments **CARRIED**; 265 in favor, 176 against.

LEGISLATIVE OBJECTIVES PROPOSAL 1

I move that OEA support reasonable statewide vacancy taxes on empty housing and maintaining an inventory of all housing.

Legislative Advisory Council recommendation: Do Not Pass as Written. Maker contacted to edit or withdraw.

LEGISLATIVE OBJECTIVES PROPOSAL 2

OEA support removing tax deductions for second homes and any RV as a second home.

Legislative Advisory Council recommendation: Do Not Pass as Written. Maker contacted to edit or withdraw.

LEGISLATIVE OBJECTIVES PROPOSAL 3

OEA support ending the state ban on local rent control.

Legislative Advisory Council recommendation: Do Not Pass as Written. Maker contacted to edit or withdraw.

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

PROPOSAL 4

That we add the bracketed words to the Maximizing Student Learning: Community Colleges of the Legislative Objectives.

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

PROPOSAL 5

that we omit the bracketed words from the Maximizing Student Learning: Community College portion of the Legislative Objectives.

Motion to adopt Legislative Objectives Proposal 5 as presented **CARRIED**.

PROPOSAL 6

that we add the following bracketed wording to the Maximizing Student Learning: Community College portion of the Legislative Objectives:

Motion to approve Legislative Objectives Proposal 6 as presented **CARRIED**.

PROPOSAL 7

that we add a #27 to the Maximizing Student Learning: Community College portion of the Legislative Objectives.

27. Support legislation that allocates sufficient funding for faculty development, adoption, and adaptation of open educational resources, including but not limited to grants and release time.

Motion to approve Legislative Objectives Proposal 7 as presented **CARRIED**.

PROPOSAL 8

that we add a #28 to the Maximizing Student Learning: Community College portion of the Legislative Objectives:

28. Ensure that part-time classified are paid at the same rate as full-time classified at the same institution for equivalent duties and require inflation-indexed salary increases for all classified employees.

Motion to approve Legislative Objectives Proposal 8 as presented **CARRIED**.

PROPOSAL 9

that we add the wording in brackets to #2 in the Respecting the Rights of School Employees in the Legislative Objectives:

2. Support a change to the Oregon Public Employee Collective Bargaining Act (PECBA) to make class-size ratios a mandatory subject of collective bargaining in education districts[, including community college districts.]

Motion to approve Legislative Objectives Proposal 9 as presented **CARRIED.**

PROPOSAL 10

that we omit the following bracketed words from the Respecting the Rights of School Employees item #12 in the Legislative Objectives:

12. Support legislation to ensure that adjunct community college faculty receive a paid health insurance benefit [~~in proportion to their total time worked per term~~].

Motion to approve Legislative Objectives Proposal 10 as presented **CARRIED.**

PROPOSAL 11

that we add the following as #13 to the Respecting the Rights of School Employees section of the Legislative Objectives:

13. Support legislation to ensure that union dues are tax deductible in Oregon.

Motion to approve Legislative Objectives Proposal 11 as presented **CARRIED.**

PROPOSAL 12

that we add the following as #14 in the Respecting the Rights of School Employees section of the Legislative Objectives:

14. Support enhancements to Oregon's Public Employees Collective Bargaining Act that require public employers to provide reasonable compensated time (i.e., release) for the exclusive representative to engage in collective bargaining, grievance processing, and membership recruitment.

Motion to approve Legislative Objectives Proposal 12 as presented **CARRIED.**

PROPOSAL 13

that we add the following as #15 in the Respecting the Rights of School Employees section of the Legislative Objectives:

15. Support enhancements to Oregon's Public Employees Collective Bargaining Act that allow the exclusive representative to elect to require binding arbitration to resolve interim (i.e., expedited) bargaining in lieu of a strike.

Motion to approve Legislative Objectives Proposal 13 as presented **CARRIED.**

PROPOSAL 14

that we add the following as #16 in the Respecting the Rights of School Employees section of the Legislative Objectives:

16. Support enhancements to Oregon's Public Employees Collective Bargaining Act that allow the Employment Relations Board to assess significant fines (i.e., penalties) or damages paid by employers engaging in unfair labor practices to the exclusive representative (i.e., union).

Motion to approve Legislative Objectives Proposal 14 as presented **CARRIED.**

PROPOSAL 15

that we add the following as #17 in the Respecting the Rights of School Employees section of the Legislative Objectives:

17. Support enhancements to Oregon’s Public Employees Collective Bargaining Act to establish rights to engage in unfair labor practice and sympathy strikes; and prohibit employers from bringing claims against unions that conduct secondary strikes, unfair labor practice strikes, or sympathy strikes.

Motion to approve Legislative Objectives Proposal 15 as presented **CARRIED**.

PROPOSAL 16

That the OEA Legislative Advisory Council add the compensation of student teachers to the 2024 Legislative Agenda.

Legislative Advisory Council recommendation: **Do Not Pass**. Deemed out of order due to the fact the 2024 Legislative Session has already concluded and as written is overly prescriptive. Maker has been contacted to withdraw or amend.

PROPOSAL 17

Support legislation to develop standards and instructional materials in all subject areas related to climate change and its impacts in Oregon and the Pacific Northwest, to provide professional development related to said standards and materials, and request that Oregon school districts implement the curriculum.

Jenoge Khatter, Eugene EA, moved and Sarah Ruggiero Kirby, Eugene EA, seconded to amend to read OEA will support laws, rules, and policies that address the immediate and long-term impacts of climate change.

Legislative Advisory Council recommendation: **Do Not Pass**. This is already covered in the Legislative Objectives, Student Health and Safety, #9. Therefore it is redundant. Maker has been contacted.

PROPOSAL 18

I move to amend item 11 under “Respecting the Rights of School Employees: Collective Bargaining” to state:

11. Ensure that school employee salaries and other compensation, (including compensation for student teachers), are adequate and competitive with other professions. Salaries need to reflect the amount of time worked per day and days worked per year and the experience of the school employee, and are not to be based on performance pay schedules, such as merit pay.

Gigi Whisler, Aspiring Educator, moved and Hannah St. Clair, Aspiring Educator, seconded to amend to read as follows:

11. Ensure that school employee salaries and other compensation, ~~(including and~~ compensation for student teachers), are adequate and competitive with other professions. Salaries need to reflect the amount of time worked per day and days worked per year and the experience of the school employee, and are not to be based on performance pay schedules, such as merit pay.

Motion to approve Legislative Objectives Proposal 18 as amended **CARRIED**.

PROPOSAL 19

Educators see the need for additional resources to support students as students’ behaviors more frequently disrupt learning and, at times, raise safety concerns for the student exhibiting the behavior, classmates, and educators. Educators need additional training, support, and other resources to address the behavior crisis. The legislature must address the unmet needs of students by providing state-level systemic increases in staffing and professional development to support students before they experience behavioral crises and to provide pathways to success for all students.

Legislative Advisory Council recommendation: **Do Not Pass**. Already covered in Student Health and Safety, therefore it is redundant. Maker contacted.

ELECTION REPORT:

Rose Wilde, Credentials Chair, announced the following election results:

Education Support Professional Director

Becky Torres	347 votes
Christina McFarland	197 votes
Lisa Danskin	6 votes
Larry Bagina	1 votes

ACTION ON LEGISLATIVE OBJECTIVES continued:

PROPOSAL 20

4. Support policy that seeks to create a safe, affirming, and welcoming environment for LGBTQ+ students, staff, faculty and community members in our schools and in our communities, "including gender-affirming care and participation in extra-curricular activities"

Legislative Advisory Council recommendation: **Do Not Pass.** Already covered in the Legislative Objectives and is overly prescriptive. Maker has been contacted.

PROPOSAL 21

I MOVE: OEA will advocate for legislation that improves school safety for staff, students, and community members by limiting the presence of tactical gear and look-alikes on school grounds by individuals other than designated school resource officers, district-designated security, and first responders (or law enforcement agencies --friendly amendment if preferred by the body).

Legislative Advisory Council recommendation: **Do Not Pass.** Already covered in Student Safety section of Legislative Objectives and as written is overly prescriptive. Maker has been contacted.

NEW BUSINESS ITEMS continued:

New Business Item 7 (tabled earlier).

7. Gigi Whisler, Aspiring Educator, moved and Elizabeth White, Aspiring Educator, seconded that the OEA Legislative Advisory Council add the compensation of student teachers to the 2025 Legislative Agenda.

New Business Item 7 withdrawn by Maker.

8. Sheryl Sargent, North Clackamas EA, moved and Stephen Siegel, Reynolds EA, seconded for OEA to share what the research shows about the current spike in absenteeism and the most effective remedies for this widespread problem.

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

10. Angela Adzima, Hillsboro EA, moved and Kelsey Miller, Salem-Keizer EA, seconded that we establish a task force to review the impact of AI on public education and public educators and our students. The task force will review the work of the NEA AI Task Force, the work of other state affiliates, and create a report and forward any recommendations to the OEA Board of Directors and the 2025 OEA RA.

Motion to approve New Business Item 8 as presented **FAILED**

9. Withdrawn by Maker.

11. LeAndre Butler, Hillsboro EA, moved and Niels Pasternak, Eugene EA, seconded for OEA to form a task force to investigate the effects not hiring an Equity Coordinator has had on OEA members identifying as Indigenous, Black, Latino, Chicano, Asiatic, Islander, or any other individual identifying as BIPOC and able to join the Equity SPARKS program. The task force should be made up of no less than six people. At least half of the task force should be composed of Equity SPARKS members or other BIPOC members if Equity SPARKS members cannot be recruited.

The task force should investigate and identify:

- The current number of OEA members who have participated in an Equity SPARKS Retreat or event
- Using participation numbers from previous years, how many members lost the potential opportunity to participate in the Equity SPARKS program over the past year including Retreats, Living Rooms, or other in-person or virtual events
- The effects losing access to Equity SPARKS has had on current Equity SPARKS members

A report of the task force's findings should be completed and shared out virtually with all members of the organization by the date of the 2025 OEA RA. Additionally, the findings of this report should be presented at the 2025 OEA RA.

LeAndre Butler, Hillsboro EA, moved and Niels Pasternak, Eugene EA, seconded to amend to reads as follows: For OEA to form a task force to investigate the effects of not hiring an Equity Coordinator has had on OEA members identifying as Indigenous, Black, Latino, Chicano, Asiatic, Islander, or any other individual identifying as BIPOC and able to join the Equity SPARKS program. The task force should be made up of no less than six people. ~~At least half of the task force should be composed of~~ Equity SPARKS members or other BIPOC members if Equity SPARKS members cannot be recruited.

The task force should investigate and identify:

- The current number of OEA members who have participated in an Equity SPARKS Retreat or event
- Using participation numbers from previous years, how many members lost the potential opportunity to participate in the Equity SPARKS program over the past year including Retreats, Living Rooms, or other in-person or virtual events
- The effects losing access to Equity SPARKS has had on current Equity SPARKS members
- This task force will interview only members of the Equity SPARKS program and other BIPOC OEA members, who specify through some survey or some polling that they are willing to be interviewed, to gather the data necessary to fulfill the goals of the NBI.
- If members interviewed feel the loss of access to and facilitation of Equity SPARKS has caused feelings of racial discrimination and harm to themselves, current Equity SPARKS members and potential group members, how so, and if so how to go about repairing any harm that was done.
- If the loss of access to and facilitation of Equity SPARKS has perpetuated systemic racial inequities within the Oregon Education Association or contradicted the goals of the organization
- If the decision to not hire an Equity Coordinator in a timely manner has perpetuated systemic racial inequities within OEA or contradicted the equity goals of the organization.

A report of the task force's findings should be completed and shared out virtually with all members of the organization by the date of the 2025 OEA RA. Additionally, the findings of this report should be presented at the 2025 OEA RA.

Debate ensued.

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

14. Monica Weathersby, Centennial EA, moved and Alexander Rabchuk, OEA-Retired, seconded that OEA work with community partners, current agencies, educators, and other public service providers like OEBC, OHA, Healthcare for All, and ODE, to create a plan to establish a mental health hotline. This should include the creation of a task force which consists of a selection of members and multiple stakeholder voices. This hotline should have staff that has an education background. Maintaining and training of staff for the hotline can be under the prevue of community partners. The hotline should provide resources to educators in crisis to get information and further mental and physical health care. The hotline should have material available to address marginalized groups.

Debate ensued.

Chris Early, Umatilla EA, moved and Christina McFarland, ASK ESP, seconded to close debate.

Motion to close debate **CARRIED**.

Motion to approve New Business Item 14 **FAILED**.

13. Lourdes Cruz, Clackamas ESD EA, moved and Vanessa Hernandez, Northwest EA, seconded that OEA will explore and discuss the benefits and drawbacks of adding an ESD Director position to Executive Committee. If the Board believes it is appropriate it will submit to the Bylaws and Policy Committee for consideration.

Lourdes Cruz, Clackamas ESD EA, moved and Vanessa Hernandez, Northwest EA, to refer this action to the OEA Executive Committee to develop appropriate plans.

Motion to refer New Business Item 13 to the Executive Committee **CARRIED**.

15. Trevor Stewart, Lincoln County EA, moved and Janice Venture, Lincoln County EA, seconded that OEA shall form a committee to meet over the next year to plan a round of updated data collection in the report "A Crisis of Disrupted Learning: Conditions in Our Schools and Recommended Solutions"

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

16. Laura Latham, Phoenix-Talent EA, moved and Monica Weathersby, Centennial EA, seconded that OEA will create a Choice Trust Transparency Task Force of the OEA Board of Directors, and directs the OEA President to assign the following charges for work to be completed in time to report for consideration at the OEA 2025 Representative Assembly:

1. Evaluate and make recommendations to amend the Plan and/or Trust design and governance to conform with current Plan needs and operations. This work shall be supported by legal counsel with expertise in ERISA and VEBA Trusts.
2. Recommend a written policy for benefit programs offered under the Plan.
3. Create and implement a plan for annual basic ERISA fiduciary training for OEA Board of Directors and OEA Choice Trustees.
4. Define annual schedule for review and appointment of the OEA Plan Administrator.
5. Create a format for the OEA Board of Directors to receive regular reports from the OEA Plan Administrator and OEA Choice Trustees to monitor performance and confirm benefits are offered in accordance with the Plan.

Each member of the OEA Executive Committee shall appoint an OEA Board member from their constituency to the OEA Choice Trust Transparency Task Force. The Liaisons to the Committee will be the OEA President, the OEA Vice President and the OEA Executive Director. The OEA Choice Trust Transparency Task Force shall be Chaired by a Task Force Member who is elected by the Choice Trust Transparency Task Force at their first meeting.

Laura Latham, Phoenix Talent EA, moved and Barbara Fuller, Phoenix-Talent EA, seconded that the Board of Directors consider NBI 16 at their May 2024 Board meeting.

Motion to refer New Business Item 16 to the May 2024 Board Meeting **CARRIED**.

17. Out of order per Bylaws Article I: Membership & Dues.
18. Maker combined this NBI with NBI 11.
19. Maddy Wilson, Aspiring Educator, moved and David Haddad, Aspiring Educator, seconded that the Oregon Education Association President and one OEA Board Director will meet with the Aspiring Educator Council after their May 2024 meeting to implement a structure for Aspiring Educators to pay dues directly to OEA before September 2024.

New Business Item 19 withdrawn by the maker.

20. Moved as a Legislative Objective.
21. Elizabeth White, Aspiring Educator, moved and Hannah St. Clair, Aspiring Educator, seconded that OEA create, with input from members, a comprehensive resource guide detailing the history, culture, and current experiences of Palestinians. This will include existing resources, with the purpose of providing resources both for educators continuing their own learning and for use in schools. The list will be made public via the OEA website and in messaging to members by the end of 2024. This work should be done virtually.

Debate ensued.

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

Motion to close debate **CARRIED**.

Motion to approve New Business Item 21 **FAILED**.

3. Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA, seconded that OEA develop contract bargaining language to place a two-year, one-term limit on teachers being employed as a TOSA over the life of their career but be given academic freedom, per local contract language, on how they deliver as an instructional leader.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 3 will be referred to the OEA Board of Directors.

5. Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA, seconded that OEA explore a legislative concept that school district administrators (district and building) may not receive any raise (including benefits and salary) that exceeds the lowest raise given to any classified or certified employee/member of the bargaining unit.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 5 will be referred to the OEA Board of Directors.

12. Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA, seconded that OEA provide language on how an individual school district could voluntarily opt out of receiving federal funding if they choose.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 12 will be referred to the OEA Board of Directors.

22. Out of order per Policy 7000 II: Special Interest Caucuses

23. Jennifer Handsaker, Parkrose FA, moved and Zach Melzer, Parkrose FA, seconded that the OEA RA Planning committee will hold all meetings requiring a vote to be held in person for the 2025 OEA Representative Assembly. This includes, but is not limited to the Agenda, Minutes, Standing Rules, Bylaws, Policies, Resolutions, Legislative amendments, and New Business Items.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 23 will be referred to the OEA Board of Directors.

24. Brandi Baker Rudicel, South Lane EA, moved and Emily Quindry, South Lane EA, seconded that the OEA President writes a letter or email to the Oregon State Legislation and ODE requesting that educators are supported with professional training, fully funded state curriculum options, and teacher-created state standards in support of the requirements of Senate Bill 3 (SB3 requires students to complete one half-credit of higher education and career path skills and one half credit of personal financial education as a requirements for high school diploma)

To support who will be teachers who will be teaching the .5 credit Personal Finance and in Careers mandated by state legislation.

Action: OEA president writes letter or email to legislation and ODE

Time-line: within 3 months time

Responsibility : OEA President "

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 24 will be referred to the OEA Board of Directors.

25. Jenoge Khatler, Eugene EA, moved and Jessica Colburn, Bend EA, seconded that OEA will help coordinate communication and meetings between members and employees of Oregon Department of Education to advance the generation of a matrix of collated social studies resources arranged with sample scope and sequence maps for a minimum of one elementary and one secondary grade level (or course). In addition, OEA leaders will coordinate with members to develop asynchronous training focused on culturally sustaining methods to meet recent changes in laws and standards impacting social studies education in Oregon. Finally, OEA will also identify and strategize on potential funding sources to support the aforementioned.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 25 will be referred to the OEA Board of Directors.

26. Elizabeth White, Aspiring Educator, moved and Danny Adzima, Aspiring Educator, seconded that OEA utilize existing resources to publicly announce, both on its website and in messaging to members, the action steps taken as a result of the OEA Board Ceasefire Motion. This would be published no later than June 1st.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 26 will be referred to the OEA Board of Directors.

27. Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA, seconded that OEA lobby the legislature to have all schools in the state of Oregon go phone-free at all schools.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 27 will be referred to the OEA Board of Directors.

28. Withdrawn by Maker.

29. Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA, seconded that OEA research the amount of daily uninterrupted K-5 instructional minutes the general education grade-level classroom teacher has had with their entire class of students, from pre-2000/advent of Title I levels to current.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 29 will be referred to the OEA Board of Directors.

30. Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA, seconded that OEA explore legislative fixes on disrupted learning to give school districts the ability to consistently remove students from the classroom for the rest of the school day, possibly multiple consecutive days, who show persistent infringement of disrupting learning in the classroom.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 30 will be referred to the OEA Board of Directors.

31. Kristopher Montgomery, Centennial EA, moved and Heather Simoneau, Centennial EA, seconded that OEA research the origins of educational research and provide a document that details their findings.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 31 will be referred to the OEA Board of Directors.

32. Cyndi Swaney, Salem-Keizer EA, moved and Stephen Siegel, Reynolds EA, seconded that OEA will form a task force to plan and implement actions with the goal of making Indigenous People's Day a state, non-school day holiday by the 2025-2026 school year. The task force will use resources already available and be led by members of OEA's Committee on Racial Equity, members of the OEA Human and Civil Rights Committee, and Indigenous members, students, and community members. Actions might include: cyber lobbying, petitions, emailing or letter writing, panel discussions, and/or meetings with Indigenous and Tribal leaders and youth groups. The task force will collaborate with OEA's Legislative Advisory Council as needed to communicate with legislators and the Governor.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 32 will be referred to the OEA Board of Directors.

33. Lex Cirillo, Aspiring Educator, moved and Hannah St. Clair, Aspiring Educator, seconded that OEA will research and publish a report to the 2025 OEA RA with alternatives to EdTPA, including but not limited to the UOTeach TPA alternative.

Pursuant to 2024 OEA RA Standing Rule 17, New Business Item 33 will be referred to the OEA Board of Directors.

End of New Business Items.

CREDENTIALS REPORT:

Rose Wilde, Credentials Committee Chair, reported that out of a total 1,137 delegates allocated, 663 delegates were duly certified and seated for the 2023 Representative Assembly. There were no challenges raised and decided by the Credentials Committee. Rose moved on behalf of the Committee that the revised Credentials Report be adopted as the official roll of the 2024 Representative Assembly. **CARRIED.**

With no other business, the 2024 OEA Representative Assembly was adjourned at 8:27 pm by President Reed Scott-Schwalbach.

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

These minutes are unofficial until approved at the 2024 OEA Representative Assembly.

04/25/2024