

OEA REPRESENTATIVE ASSEMBLY

2025

POWER
+ VOICE



OREGON
EDUCATION
ASSOCIATION



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2025 Representative Assembly**

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2025 Representative Assembly Handbook

April 18-19, 2025

Holiday Inn Portland – Columbia Riverfront

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

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



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

Educator-led Community

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

Defending and Shaping Public Education

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

Perfecting Your Professional Practice

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

Building Power

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

Gaining Peace of Mind

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

Building Economic Security

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



**We welcome you to the
2025 OEA Representative Assembly!**

Delegates,

Welcome to the largest gathering of our union, our annual Representative Assembly. Every year in April OEA members from across the state gather to share ideas, get updates on progress, connect and build our power. Our union members work in multiple job categories across the preK to community college education world, and our diversity of perspectives gives us the powerful ability to speak with experience on every aspect of public education. Together, with our common focus on improving public education for the more than 630,000 public school students of Oregon, our voice and collective power help create better learning and working environments for students and colleagues. Your involvement in our union makes us stronger as we work to represent the students and OEA members from across our beautiful and diverse state.

Our work is also grounded in our strategic metrics and action plans, which were worked on by members, including OEA RA delegates. Those metrics can be found on page 7 of the introductory pages in this handbook, and have helped shape the prioritization of our work and direction as a union.

Our Board of Directors has also worked hard to help prepare delegates by hosting Pre RA meetings (PRAMs) this spring, which is part of putting into action our union principle of being a member-led organization. The Board of Directors works with members all year long, so make sure you take advantage of the RA to get to know your Board Director more.

Delegates are also encouraged to attend during the month of April the virtual hearings in order to prepare you for the decisions you will be making. Hearings are a place for you to hear about progress made, recommendations for next steps, and ask questions. The April 12 hearings are for delegates to ask questions and share ideas on the multiple types of business items prior to taking action at the in-person RA.

Every OEA member has something valuable to offer, whether from a rural or metro area, that adds to our collective power. Our responsibility to each other and our students is to use this collective power to build a public education system where students learn and thrive. We know that for many marginalized groups of students, including Black, Brown, Indigenous students, students with disabilities, and students who identify as LGBTQ+, our schools can be better in being the welcoming, inclusive places of learning we strive to make them. As union members, our collective work to identifying the barriers in our schools that keep students – and educators - from thriving is part of our commitment to creating quality public education. This requires dedication, resilience, compassion and a willingness to listen to each other. Let's put those skills into action during our RA and into the future to create the schools our students deserve.

As a member of our union, you are never alone. We hope you use the RA to connect with delegates from across the state and hear their perspectives and ideas. Your energy, thoughtfulness and passion for our union will help make this a great 2025 OEA RA! We look forward to seeing you soon.

Reed Scott-Schwalbach
President

Enrique Farrera
Vice President

Tracey-Ann Nelson
Executive Director



A handwritten signature in blue ink that reads "Reed Scott-Schwalbach".



A handwritten signature in blue ink that reads "Enrique Farrera".



A handwritten signature in blue ink that reads "Tracey-Ann Nelson".

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Equity Filter

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

SET OUTCOMES

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

CENTERING MULTIPLE PERSPECTIVES

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

ATTEND TO UNINTENDED OUTCOMES

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

COMMUNICATE

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

EVALUATION AND AWARENESS

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



APPROVED BY THE OEA BOARD OF DIRECTORS JANUARY 23, 2021

Commitment to Equity Statement 1.11.21

Our Commitment to Equity:

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

We are writing the next chapter of our story.

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

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

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

In Solidarity,

Oregon Education Association

STRATEGIC METRICS

POWERFUL, VISIONARY MEMBER-LED LOCALS

YEAR 1 2023-24	YEAR 2 2024-25 Long Session	YEAR 3 2025-26	YEAR 4 2026-27 Long Session	YEAR 5 2027-28
<ul style="list-style-type: none"> Density: 81% 25 new local leaders trained each year in Summer Institute Increase the number of locals who have over 70% new hire sign-up rate Powerful Locals Bargaining Institute: Cohort 1: 3-4 locals 	<ul style="list-style-type: none"> Density: 82% 25 new local leaders trained Increase by 5 or more the number of locals who have over 70% new hire sign-up rate Barg. Cohort 2: 4-5 locals 	<ul style="list-style-type: none"> Density: 83% 25 new local leaders trained Barg. Cohort 3: 5-6 locals 	<ul style="list-style-type: none"> Density: 84% 25 new local leaders trained Barg. Cohort 4: 6-8 locals 	<ul style="list-style-type: none"> Density: 85% 25 new local leaders trained 20+ more locals over 23-24 rate Barg. Cohort 5: 8-10 locals

RACIAL & SOCIAL JUSTICE

YEAR 1 2023-24	YEAR 2 2024-25 Long Session	YEAR 3 2025-26	YEAR 4 2026-27 Long Session	YEAR 5 2027-28
<ul style="list-style-type: none"> Increase BIPOC members in leadership (3-1g) Increase student voice on SEED survey participation and use 	<ul style="list-style-type: none"> Improve pK-CC funding to build racially and culturally responsive schools that attract and retain historically marginalized students and educators 	<ul style="list-style-type: none"> Increase of BIPOC members in leadership positions (3-1g) Increase student voice on SEED survey participation and use 	<ul style="list-style-type: none"> Improve pK-CC funding to build racially and culturally responsive schools that attract and retain historically marginalized students and educators 	<ul style="list-style-type: none"> Increase BIPOC members in leadership (3-1g) Increase student voice on SEED survey participation and use

TRANSFORMING POLITICS: Creating a pro-public school environment

YEAR 1 2023-24	YEAR 2 2024-25 Long Session	YEAR 3 2025-26	YEAR 4 2026-27 Long Session	YEAR 5 2027-28
<ul style="list-style-type: none"> Increase engagement in and success of local bonds and levies Become the largest PAC in Oregon by Fall of 2026 	<ul style="list-style-type: none"> Increase engagement with and success of endorsed candidates 	<ul style="list-style-type: none"> Increase engagement in and success of local bonds and levies 	<ul style="list-style-type: none"> Increase engagement and success of endorsed candidates Be the largest PAC in Oregon by Fall 2026 	<ul style="list-style-type: none"> Increase engagement with and success of endorsed candidates

INNOVATIVE POLICY: Support & Fix the Funding Gaps

YEAR 1 2023-24	YEAR 2 2024-25 Long Session	YEAR 3 2025-26	YEAR 4 2026-27 Long Session	YEAR 5 2027-28
<ul style="list-style-type: none"> Increase the SpEd 11% cap Fix Part-Time Faculty access to health care Increase funding for summer school, universal meals Defend & fund public education 	<ul style="list-style-type: none"> Close the QEM funding gap Improve conditions for wages for preK-CC Pay Equity for Part Time Faculty 	<ul style="list-style-type: none"> Defend & fund public education 	<ul style="list-style-type: none"> Dedicated Funding for Higher Ed Close the QEM funding gap 	<ul style="list-style-type: none"> Defend & fund public education

Candidate for OEA President 1 Position (2-Year Term)

ENRIQUE FARRERA

STATEMENT:

As a **proud Hispanic educator, immigrant, and advocate for Oregon's schools**, I am running for president of OEA to bring **inclusive, experienced, and visionary leadership**. My journey has shaped my deep commitment to **equity, justice, and the power of education to transform lives**.

Now more than ever, we must **stand against the harmful policies of the federal government that threaten public education, workers' rights, and our students' well-being**. From attacks on funding to policies that marginalize vulnerable communities, we must fight back with **strong, unified leadership**. A powerful union with **strong collective bargaining and political influence** is our best tool to **protect public education**, our members and students.

Oregon's educators deserve a union that reflects our diversity, stands up to political threats and champions the **success of all students**. Together, we can build a movement that uplifts all educators and students. Let's build a stronger, more powerful union—**Solidaridad!**



QUALIFICATIONS:

Clackamas ACE

- Building Rep
- President 3 years
- Budget Committee
- Budget Advisory Group
- Bargaining Team 2 Terms
- Grievance Committee
- Diversity, Equity & Inclusion

OEA

- OEA Vice President, Board of Directors
- OEA Chair Budget Committee
- OEA Foundation
- OEA Budget Audit Committee
- OEA PAC
- CAT TEAM
- State Commissioner for HECC
- Q1 Net Zero Beneficiary Advisory
- Vice Chair of OEBO OEA

NEA

- Board of Directors
- Board Leadership Development
- Board Leadership Design Team
- Hispanic Caucus Pacific Region Director
- ESP Committee
- Higher Education Council

REAL CHANGE REQUIRES LEADERSHIP INTEGRITY AND INNOVATION



- ✓ LEADER ✓ LISTENER ✓ ORGANIZER ✓ TEAM PLAYER ✓ LOCAL PRESIDENT ✓ ESP
- ✓ BUDGET COMMITTEE CHAIR ✓ EQUITY SPARKS ORGANIZER ✓ NEA DIRECTOR ✓ OEA BOARD DIRECTOR



LOCALS READY TO FIGHT

- Active new members in every local
- Thoughtful local partnerships
- Union strength with our labor siblings

POLITICAL POWER

- Diversity living and working in Oregon
- OEA PAC Power
- Support for our members and our students

COMMUNITY SUPPORT

- Build diverse local coalition partnerships
- Strengthen understanding with business community
- Pro-Public Education School Boards

"I BELIEVE IN THE POWER OF SOLIDARITY AND SHOWING UP!"



MARCH FOR OUR LIVES RALLY IN PORTLAND



STANDING STRONG WITH PROVIDENCE NURSES



SUPPORTING MEMBERS IN PROTEST



SUPPORTING FACULTY MEMBERS DURING BARGAINING AT BLUE MOUNTAIN COMMUNITY COLLEGE



ON STRIKE LINES



NABISCO STRIKE



SUPPORTING NABISCO UNION SIBLINGS DURING CONTRACT NEGOTIATIONS



SUPPORTING MEMBERS ON STRIKE



Candidate for OEA Vice President

1 Position (2-Year Term)

LAURA LATHAM

STATEMENT:

No matter who we are or where we live in Oregon, we believe that children of all backgrounds should be able to get a high-quality public education in their community.

But public education in Oregon is in jeopardy. Chronic underfunding, unreasonable class sizes, and now federal efforts to dismantle the Department of Education threaten our schools, our students, and our profession. Now more than ever, we need our union to stand up, protect our rights, and demand real funding for public education.

This moment calls for leaders who will listen to the diverse voices across our state and who have the lived experience to build bridges across the issues that seek to divide us. I am the leader to bridge this divide with an inclusive yet decisive leadership style that will create the future we need.

As your next VP, let's move forward together for the future of OEA.

QUALIFICATIONS:

Local: Phoenix-Talent Education Association

- President (2022-Present)
- Vice President (2021-2022)
- Bargaining Team (2021, 2022, 2023, 2025)
- Grievance Chair (2021-2023)
- Building Representative (2020-2021)

State: Oregon Education Association

- Board Director, District 1 (2022-Present)
- Budget Committee (2024-Present)
- Member Organizer Cadre (2023-Present)

- Advocacy and Affiliate Services Cabinet (2022-Present)
- RA Delegate (2022, 2023, 2024, 2025)
- PAC Convention (2022, 2024)

Uniserv: Southern Oregon Uniserv Council

- President (2024-Present)
- Secretary (2023-2024)
- SOPAC (2021-2022)

National: National Education Association

- Leadership Summit Presenter (2024, 2025)
- Leadership Summit Attendee (2023)
- RA Delegate (2024, 2025)
- Pre-Uniserv Academy (2023-2024)



VOTE LAURA LATHAM FOR OEA VICE PRESIDENT



- **Bridging the urban/rural geopolitical divide**

- As a full-time classroom educator in a rural Title 1 school, I am ready to use my lived experience to bring together our union to face the challenges ahead.

- **Commitment to equity and diversity**

- I will ensure that the direction of the organization, decisions, and actions are reflective of the increasingly diverse population of members within OEA, and support initiatives that recruit and develop BIPOC leaders and elevate the voices of LGBTQIA2S+ members and other historically marginalized groups.



- **Organizing focused leadership in a post-Janus world**

- The future of OEA depends on implementing democratic structures that are organizing focused to bring us into a sustainable future.



Candidate for OEA Vice President 1 Position (2-Year Term)

LINDSAY RAY

STATEMENT:

This is a pivotal time for unions and public educators. Our union must be win-ready, focusing our resources on sustainable and strategic member-led collective action at the state and local levels. Our members are the backbone of their communities. No matter their role, location, or identity, they deserve a union that empowers, connects, and grows with them. Members know exactly what our schools and students need to thrive. We must be intentional and build plans that unite members to win and to keep pressing for what our communities need. Winning isn't just about bargaining—it's about building collective power to create lasting change. Now is the time to unite, organize, and fight for the schools our educators, students, and communities deserve. We need strong, experienced, inclusive, open-minded, and unwavering leadership to win. Let's do this together, y'all.



QUALIFICATIONS:

Local (Beaverton EA)

- President
- Vice President
- Executive Board
- Building Rep
- Certified Bargaining Team (Member)
- Licensed Substitute Educator Bargaining Team (Chair)
- Beaverton PAC
- Student Success Act Organizing Cadre (Chair)
- Racial and Social Justice Task Force (Founder and Chair)

State

- Region I VP
- Cabinet for Center for Great Public Schools (Chair)

- Human and Civil Rights Committee (Chair)
- OEA RA and OEA PAC Delegate
- Summer Leadership Conference (Presenter)
- Bargaining and Advocacy Conference (Presenter)
- Early Career and Aspiring Educator Winter Recharge (Presenter)

National

- Sexual Orientation and Gender Identity (SOGI) Committee (Member)
- NEA RA Delegate
- National Council of Urban Education Associations
- NEA Leadership Summit (Presenter)

VISIONARY • CONNECTOR • ADVOCATE



LINDSAY RAY

★ **FOR OEA** ★
VICE PRESIDENT
2025



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Candidate for OEA Equity Director 1 Position (2-Year Term)

MONICA WEATHERSBY

STATEMENT:

Having served as the Equity Director, I am proud of the progress we've made towards our shared vision for the future of our Union. Together, we are uniting to create a better equitable environment for education.

My commitment to fostering strong partnerships among educators, students, families, and the community remains essential as we strive for growth. We have a lot of work to do! We need to develop innovative solutions collaboratively.

As a multi-racial educator and leader, I will leverage my experience to guide us further along this vital path. The best is yet to come!



QUALIFICATIONS:

Local: Centennial Education Association

- Building Representative
- Membership Liaison Chair
- REAAL Equity Committee Co-Chair
- Strategic Planning, Wellness, & Climate & Culture Committee

State:

- OEA Equity Director
- EAC Vice Chair
- Educator Empowerment Academy Coach & Recruitment Specialist
- Representative Assembly Delegate
- Equity Sparks Facilitator
- Professional Learning Educator

NEA

- NEA Delegate
- NEA MLT/WLT, Leadership, Black Caucus, Retired, Racial & Social Justice Conferences

Personal

- Equity Certificate (CE&I - Lewis & Clark)
- Todos Juntos, Early Childhood Coordinator
- Volunteer- Second Home, Dougy Center
- Doernbecher Hospital- CNA, HUC, Social Worker (2000-2014)



Equity ✓ Director

Re-Elect Monica Weathersby

Protection & Equity
for all of Oregon's
Education
Community



I have enhanced member recruitment & retention guidelines, implemented a Racial and Social Justice section in OEA 5-Year Metrics.



I have taken steps to grow spaces for members to obtain support, collaborate, and to resolve root causes of inequity.

I have created multiple Networks to strengthen our system. The I HEAR Summit is teaching and expanding our community!



Candidate for NEA Director

1 Position (2-Year Term)

CHRIS EARLY

STATEMENT:

Now more than ever, it is clear that if what is good and true is to prevail, we must demand it with one strong voice. Our voice is one only when all our members believe they have an equitable role in shaping it. Our commitment to justice isn't inconsistent with our fight for working people throughout Oregon; they are not even separate pursuits. They are the same thing. This is true solidarity.

Similarly, our NEA director delegation is strong because we represent all members. I am proud to be part of this diverse team. With humility, I ask for your vote to continue as NEA Director.



QUALIFICATIONS:

Local: Umatilla Education Association

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

- NEA Reimagining Public Education Think Tank
- NEA Legislative Committee
- OEA Board of Directors
- OEA Executive Committee
- OEA Budget Committee

Columbia River UniServ Council:

- President - 2018-2020, 2021-2024
- Vice President - 2017-18, 2020-2021

Personal:

- Public School Teacher - 2003 - Present
- Umatilla High School Site Council - 2005-14. Chairman - 2008- 12
- UHS School Improvement Core Team - 2005-07
- Advisor, UHS Key Club - 2003 - 2023

State/National:

- NEA Director - 2021-Present, Senior Director - 2023-Present

Vote to Return

CHRIS EARLY

NEA Director

Union Strong:

Public schools are the hub of any community. Rank-and-file OEA Member educators are the engine of PK-12 and Community College excellence in Oregon – We must always have a strong, unified voice.

Experienced:

I have been teaching in Umatilla - a rural, majority Latinx district – for 21 years. I am a proven leader at the local, UniServ, state, and national level.

Dedicated:

I am committed to diversity, equity, and inclusion – true justice – for all. ***Solidarity forever!***



Experience ✨ Expertise ✨ Excellence ✨ EARLY!

Candidate for NEA Director 1 Position (2-Year Term)

AMANDA KASSAB

STATEMENT:

As NEA Director, I will use my passion for education and equity to amplify the voices of educators and students. Having faced the challenges of advocating for fair pay and creating inclusive classrooms, I'm committed to advancing policies that improve funding, class sizes, and working conditions. I will actively engage members, ensuring their stories guide our collective efforts and support local affiliates in bargaining for fair contracts. Mentoring future NEA leaders and collaborating with communities to address broader educational issues are central to my work, ensuring every educator and student has the opportunity to succeed.



QUALIFICATIONS:

Centennial EA

- President (3 years)
- Treasurer (1 year)
- Building Representative (2 years)
- Bargaining Team Member
- Co-Chair for the Racial Equity and Action Accountability Liaison Committee (REAAL)
- Classroom Teacher for 16 years: Elementary (13), Middle (3)
 - Endorsements: Elementary Multiple Subjects, Reading Intervention, English Speakers of Other Languages, and Special Education Generalist

OEA

- Representative Assembly Delegate (4 years)
- LGBTQIA+ Advisory Council

NEA

- Representative Assembly Delegate (3 years)
- Chair, NEA Arab American Caucus
- Member of NEA LGBTQIA+ Caucus

Personal:

- Doctoral candidate in Educational Leadership
- Adjunct Professor at Mount Hood Community College
 - Departments: Early Childhood and Elementary Education

INTEGRITY★AUTHENTICITY★TRANSPARENCY

VOTE

AMANDA KASSAB FOR NEA DIRECTOR



"I am passionate about public education and driven to create meaningful change for educators and students. Together, we can amplify our voices, advocate for equity, and ensure every learner has the opportunity to thrive."

- **Experienced educator:** Over a decade of teaching experience across grade levels, from kindergarten to middle school, and currently teaching 6th grade and a part-time adjunct professor in Early Childhood Education.
- **Union Leader:** Local union president, treasurer, OEA PAC, OEA and NEA Representative Assembly Delegate.
- **Equity Advocate:** Chair of the NEA Arab American Caucus, District Equity Leadership, NEA LGBTQIA+ Caucus, committed to fostering inclusivity and addressing systemic inequities.
- **Doctoral Candidate:** Pursuing a doctorate in Educational Leadership, focusing on restorative justice practices.

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AMPLIFYING VOICES EMPOWERING EDUCATORS UPLIFTING STUDENTS

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District 10c: Gwen Sullivan

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District 11: Christa Schmeder

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District 12: Charlene Baker

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Cell: (541) 571-1457

District 13: Vanessa Hernandez

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Cell: (503) 428-1012

District 14: Valerie Schiller

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District 15a: Julia Barto

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District 15b: Andrew Dennis

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Continued next page...

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District 20a: Ivana Turner
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District 21: Karl Olson
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District 30a: John Hasegawa
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District 30b: Christopher Zimmerly-Beck
president.cccaf@gmail.com
Cell: (503) 341-6359

OEA CENTRAL OFFICE STAFF

Executive

Tracey-Ann Nelson, Executive Director
Suzie Lyda, Executive Assistant (1/2)
Danny Hernandez, Director of Information Technology
Samuel Hintz, Technology Specialist
Devin MacArthur, Data Management Systems Specialist
Cliff Li, Copy Center Specialist

Governance

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

The Center for Advocacy and Affiliate Services

Evan Wickersham, Director of Advocacy & Affiliate Services
Peter Brogan, Advocacy & Affiliate Services Manager
Melody Parsons, Administrative Assistant
Robert Young, Bargaining Coordinator
Julie Mann, Bargaining Coordinator Assistant (1/2)
Rebekah Whittaker, Organizer (1/2)
Matthew Reed, Organizer
Alex Howe, Organizer
Ryan Olds, Organizer
Yvie Johnson, Organizer (1/2)

The Center for Public Affairs & Professional Excellence

Emily McLain, Director of Public Affairs & Professional Excellence
Louis De Sitter, Public Affairs Consultant
Cynthia Branger Munoz, Public Affairs Consultant
Kevin Sullivan, Public Affairs Consultant
Elvyss Argueta, Statewide Political Organizer
Jackie Judge, Government Relations Administrative Assistant
Rylee Ahnen, Media/PR Strategist
Meg Krugel, Communications Editor
Yashica Island, Equity Coordinator
Vacant, Education Policy & Practice Strategist
Vacant, Administrative Coordinator

The Center for Legal Services

Vacant, General Counsel
Kristine Klupenger, Assistant to OEA General Counsel and Human Resources
Melisa Kern, Director of Human Relations & Facilities Management
Kelly McKenna, Facilities and Operations Specialist

The Center for Business & Finance

Rob Stackhouse, Chief Financial Officer
Suzie Lyda, Executive Assistant (1/2)
Macy Ray, Controller and Membership Director
Ilana King, Staff Accountant
Kelsey Jahne, Accounts Payable & Payroll Specialist
Mary Ferrell, Membership Specialist
Stacy Redfern, Membership Specialist
Tonia Davis, Membership Specialist
Karac Helus, Membership Specialist
Nathan Breitenfeldt, Membership Specialist
Chris Jarrett, Membership Specialist
Teri Carter, Membership Accounting Specialist
Tori Kasik, Foundation Administrative Assistant (1/2)

OEA FIELD STAFF

Beaverton Education Association

Emily McCann, UniServ Consultant
Sara Whelan, UniServ Consultant Beaverton / TTEA
Padmashri Hiregoudar, UniServ Administrative Assistant

Cascade UniServ

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

Chintimini UniServ

Jason Foltz, UniServ Consultant
Amy Picard, UniServ Administrative Assistant

Columbia River UniServ

Karen Shearer, UniServ Consultant
Jasmin White, UniServ Administrative Assistant

Community College UniServ

Ken Volante, UniServ Consultant
Jamie Thompson, UniServ Consultant
Anne Huynh, UniServ Administrative Assistant

Douglas County UniServ

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

East Multnomah County UniServ

Bruce Scherer, UniServ Consultant
Kelli Williams, UniServ Administrative Assistant

Eastern Oregon UniServ

Brita Scott, UniServ Consultant
Jasmin White, UniServ Administrative Assistant

Eugene Education Association

Sarah Pishioneri, UniServ Consultant
Julie Otis, UniServ Administrative Assistant

Klamath-Lake UniServ

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

Metro Southeast UniServ

Jesse Reschke, UniServ Consultant
Carla Nordsten, UniServ Administrative Assistant

Mid-Valley UniServ

Lesly Munoz (leave through 6/30/2025), UniServ Consultant
Kellen Wilson (temporary assignment through 6/30/2025), UniServ Consultant
Nikki Burke, UniServ Administrative Assistant

Mt. Hood UniServ

Kristine Mayle, UniServ Consultant
Kelli Williams, UniServ Administrative Assistant

Northwest Oregon Regional Council (NORC)

Daniel O’Donnell, UniServ Consultant
Ade Garnica, UniServ Administrative Assistant

Portland Association of Teachers

Jacob Faatz, UniServ Consultant
John Shaban, UniServ Consultant
Bao Nguyen, UniServ Consultant
Vacant, UniServ Administrative Assistant
Jennifer Dixon, UniServ Administrative Assistant
Joanne Shepard, Community Coalition Organizer

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

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

Santiam UniServ

Amber Cooper, UniServ Consultant
Rebekah Whittaker UniServ Consultant / Organizer
David Mudge, UniServ Administrative Assistant

South Coast UniServ

Carlos “Chico” Robinson, UniServ Consultant
Joyce Caldwell, UniServ Administrative Assistant

Southern Oregon UniServ

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

Three Rivers Education Council (TREC)

Peter Swinford, UniServ Consultant
Cyria Harnar, UniServ Administrative Assistant

Three Valley UniServ

Rebecca Marz, UniServ Consultant
Tori Kasik, UniServ Administrative Assistant

Washington County UniServ

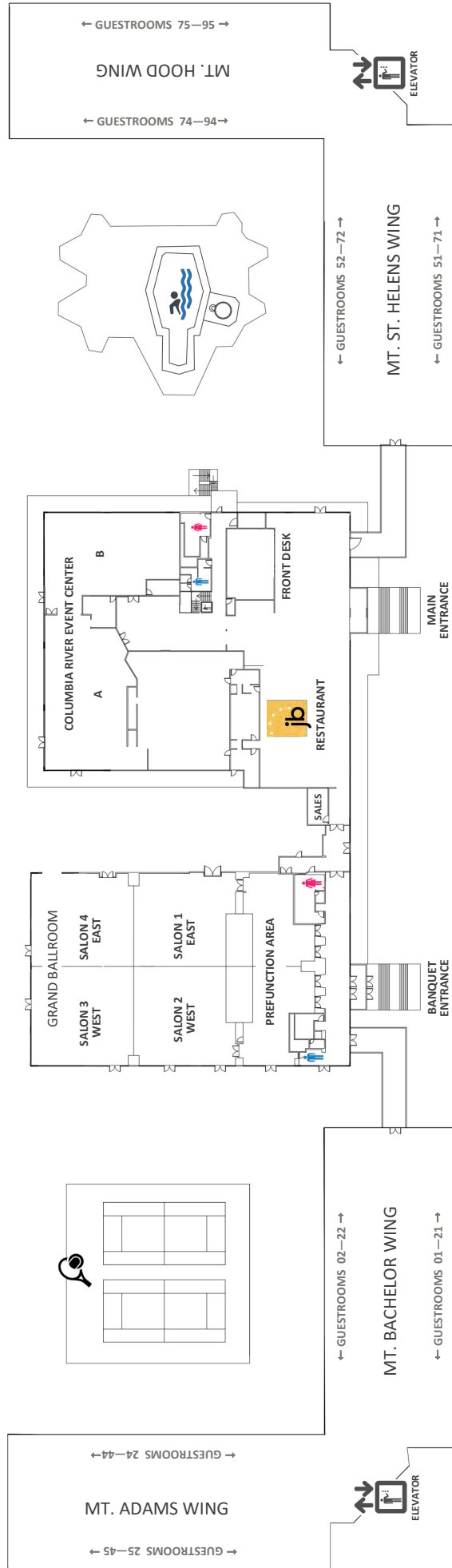
Mu Son Chi, UniServ Consultant
Ade Garnica, UniServ Administrative Assistant

Willamette Falls UniServ

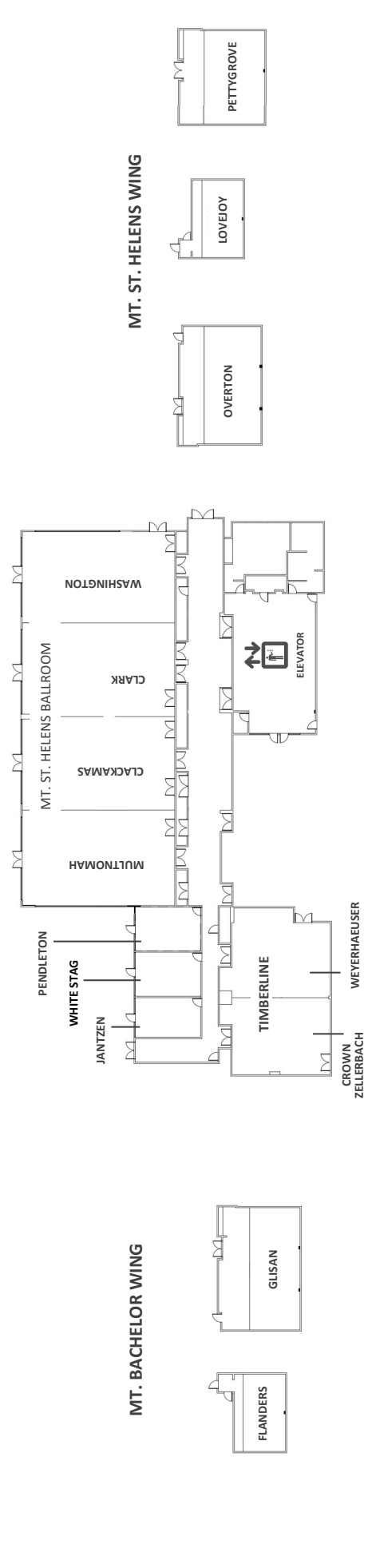
Erin Whitlock, UniServ Consultant
Carla Nordsten, UniServ Administrative Assistant

HOLIDAY INN PORTLAND | COLUMBIA RIVERFRONT

LOBBY LEVEL—2ND FLOOR

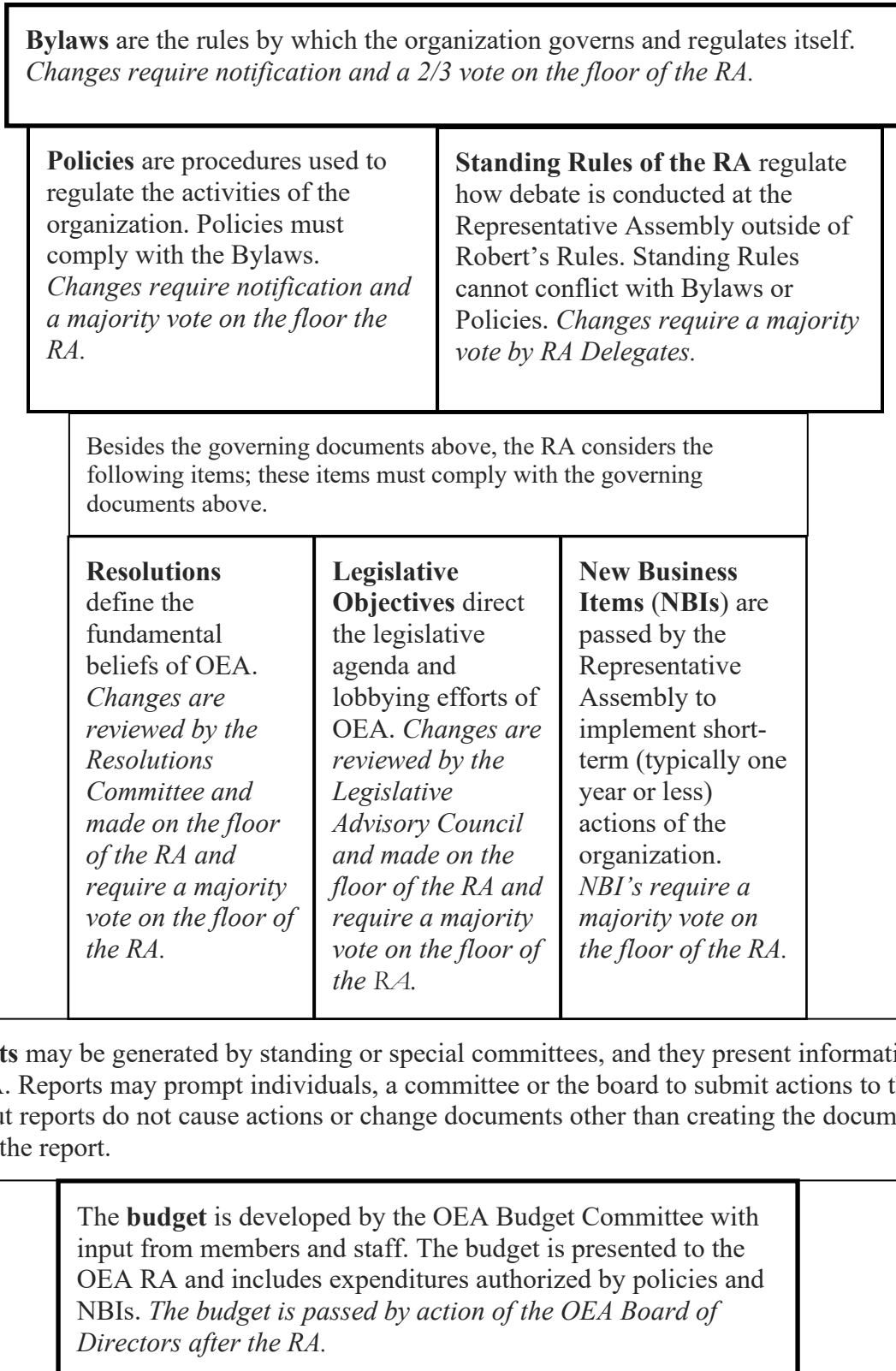


LOWER LEVEL—1ST FLOOR



OEA GOVERNANCE DOCUMENTS AND RA ACTIONS CHART

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



PARLIAMENTARY PROCEDURE

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

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

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

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

CONSIDERATIONS FOR COMMITTEE APPOINTMENTS AND COMMITTEE FUNCTIONS

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

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

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

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

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

Cabinet for Advocacy and Affiliate Services

<p><i>Considerations for Appointment</i></p> <ul style="list-style-type: none"> • Experience in at least one of the following: <ul style="list-style-type: none"> - Collective bargaining - Contract grievances or other forms of advocacy - Member Organizing - Experience as a local building rep or officer 	<p><i>Committee Function</i></p> <ul style="list-style-type: none"> • The Cabinet for Advocacy and Affiliate Services provides recommendations to the OEA Board of Directors on program adoption or modification on matters related to bargaining and advocacy. Committee members should have experience in at least one of the following: bargaining, grievance processing, member organizing. Ideal committee members have been involved as local officers, building representatives, bargaining team members, or members of a grievance committee. The Cabinet typically meets three times/year at the OEA office in Tigard. <p>The Cabinet is composed of three OEA members from each region.</p>
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Cabinet for Public Affairs

<p><i>Considerations for Appointment</i></p> <ul style="list-style-type: none"> • Experience in at least one of the following: <ul style="list-style-type: none"> - Advocacy on legislative issues - Communications Field - Political organizing - Lobbying 	<p><i>Committee Function</i></p> <ul style="list-style-type: none"> • The Cabinet for Public provides recommendations to the OEA Board of Directors on program adoption or modification on matters related to OEA communications and political organizing. Committee members should have experience in at least one of the following: statewide politics, political organizing, Communications field, including strategic communication use of social media, messaging, public speaking, or other. Ideal committee members have been involved on local political campaigns, political action teams, and/or local publications such as a website or newsletter. The Cabinet typically meets three times/year at the OEA office in Tigard. <p>The Cabinet is composed of three OEA members from each region.</p>
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Cabinet for Great Public Schools

<p><i>Considerations for Appointment</i></p> <ul style="list-style-type: none">• Experience in at least one of the following:<ul style="list-style-type: none">- Professional practice issues- Organizing- Education policy work- Current educational research• Have a working understanding of current education policy	<p><i>Committee Function</i></p> <ul style="list-style-type: none">• The Cabinet for Great Public Schools provides recommendations to the OEA Board of Directors on program adoption or modification on matters related to education policy and professional practice issues. Committee members should have experience or interest in at least one of the following: current educational research, working with administration and/or legislators on professional practice issues/public policy issues such as assessment, evaluation. Ideal committee members have been involved locally on professional practice committees and have a working knowledge of education policy. The cabinet typically meets three times/year at the OEA office in Tigard. <p>The Cabinet is composed of three OEA members from each region.</p>
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Advisory Council: LGBT2SIA+

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

<p><i>Considerations for Appointment</i></p> <ul style="list-style-type: none">• Be a member from a small rural local. Rural is defined by the US Census definition.	<p><i>Committee Function</i></p> <ul style="list-style-type: none">• Members of the advisory council help promote the interests of and give input on OEA's advocacy on issues impacting educators and students in small (under 100 members) rural locals.
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Bylaws/Policy Committee

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

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

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

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

<i>Consideration for Appointment</i> <ul style="list-style-type: none">• New to the profession (fewer than 10 years)• Commitment to building OEA’s capacity to support and engage newer members	<i>Committee Function</i> <ul style="list-style-type: none">• The Committee supports and makes recommendations on the New Educators of Oregon Network (NEON) and OEA Early Career Educator engagement and involvement program.
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Health Professionals Committee

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

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

<i>Considerations for Appointment</i> <ul style="list-style-type: none">• Experience in the Association – local and/or state	<i>Committee Function</i> <ul style="list-style-type: none">• Review Board exercises limited judicial authority relating to complaints connected to consistent application of state and local Bylaws and Policies.
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Legal Defense Program Committee

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

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

<p><i>Consideration for Appointment</i></p> <ul style="list-style-type: none">• Attended one or more NEA RAs• Be a current year NEA RA delegate	<p><i>Committee Function</i></p> <ul style="list-style-type: none">• The Committee helps plan and organize the activities for the Oregon delegation to the NEA Representative Assembly. Such activities include fund raising for the NEA Fund for Children and Education and organizing activities and support for Oregon delegates at the NEA RA.
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NEA RA 2025 Host Committee Task Force

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

<p><i>Consideration for Appointment</i></p> <ul style="list-style-type: none">• Be elected by UniServ Council, approved by OEA Board• Interest/experience in fundraising• Commitment to promoting pro-public school elected officials, including at monthly UniServ Council meetings• Be a PAC contributor for at least one year prior to election	<p><i>Board Function</i></p> <ul style="list-style-type: none">• The OEA PAC Board is a Political Action Committee of the Association. PAC Board members are elected by the members of their UniServ Council. The PAC Board works to elect pro-public education candidates.
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Relief Fund Committee

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

<p><i>Considerations for Appointment</i></p> <ul style="list-style-type: none">• Must attend OEA RA• Understanding of purpose of Resolutions• Attention to detail	<p><i>Committee Function</i></p> <ul style="list-style-type: none">• Committee reviews and makes recommendations to the OEA Representative Assembly on edits to OEA's Resolutions to ensure our belief statements are addressing the current needs of our students, members, and public education.
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Special Education (SPED) Committee

<p><i>Considerations for Appointment</i></p> <ul style="list-style-type: none">• Interest in and knowledge of Special Education issues• Experience in writing or executing Individualized Education Plans (IEPs)• Experience in working with students who qualify for Special Education services	<p><i>Committee Function</i></p> <ul style="list-style-type: none">• Committee members analyze issues facing Special Education in Oregon and make recommendations around possible action to improve the education of all students.
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State pK-12 (ODE/Early Learning) Curriculum Standards Task Force

<p><i>Considerations for Appointment</i></p> <ul style="list-style-type: none">• Experience with implementing state standards• Commitment to building and maintaining relationships with Oregon professional associations and Oregon agencies involved in reviewing and updating state standards	<p><i>Task Force Function</i></p> <ul style="list-style-type: none">• Establish and maintain relationships with Oregon professional organizations with the goal of advancing OEA’s mission of uniting the education profession and ensuring quality public education for all students. During times of state standard review, this task force will help guide OEA’s engagement with ODE/Early Learning Division.
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Union School Leadership Development Advisory Council

<p><i>Considerations for Appointment</i></p> <ul style="list-style-type: none">• Interest in member training• Interest in adult education• Strong experience in advocacy	<p><i>Council Function</i></p> <ul style="list-style-type: none">• Committee members provide recommendations to the OEA Board of Directors on program adoption or modification related to achieving excellence in leadership development
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Acronyms You May Encounter

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

AGENDA



**OREGON
EDUCATION
ASSOCIATION**

2025

REPRESENTATIVE ASSEMBLY

AGENDA

OREGON EDUCATION ASSOCIATION 2025 REPRESENTATIVE ASSEMBLY

MONDAY MARCH 31, 2025 (Virtual)

- 5:30-6:30 pm** Policy in Action: Update from the Teacher Standards and Practices Commission (Teacher Apprenticeship program) and the Educator Advancement Council
- 6:30-7:30 pm** Our Power, Our Voice: Update on OEA Legislative Progress

TUESDAY, APRIL 8, 2025 (Virtual)

- 7:00-8:00 pm** **First Session**
1. Call to Order
 2. Action on Seating of Late Registering Delegates
 3. Adoption of 2025 Representative Assembly Agenda
 4. Adoption of 2024 Representative Assembly Minutes
 5. Adoption of 2025 Representative Assembly Standing Rules

WEDNESDAY, APRIL 9, 2025 (Virtual)

- 5:00-6:00 pm** Parliamentary Procedure Q&A
- 6:30-7:30 pm** Legal Defense Update

SATURDAY, APRIL 12, 2025 (Virtual)

- 9:30-11:00 am** Bylaws and Policies Hearing
- 2:00-3:00 pm** Resolutions Hearing (**deadline for Resolution Amendments @ 3:00 pm**)
- 3:30-5:00 pm** Legislative Objectives Hearing (**deadline for Leg Obj @ 5:00 pm**)
- 5:30-6:30 pm** New Business Item (NBI) Open House Q&A, technical support
- 11:59 pm** **DEADLINE:** New Business Items (NBIs) Due

MONDAY, APRIL 14, 2025 (Virtual)

- 5:15-6:15 pm** Equity and Inclusion Hearing
- 6:30-8:00 pm** OEA Budget Hearing

TUESDAY, APRIL 15, 2025 (Virtual)

- 6:30-7:30 pm** Special Hearing: Considerations for Organizing Charter Schools Task Force

WEDNESDAY, APRIL 16, 2025

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

FRIDAY, APRIL 18, 2025 (In Person)

- 3:30-8:30 pm** **Registration:** Hotel Lobby
- 6:30-9:15 pm** **Second Session**
1. Call to Order
 2. Action on Seating of Late Registering Delegates
 3. Pledge of Allegiance
 4. Land Acknowledgement
 5. President's Report
 6. Action on Proposed Policy Statement: Kathy Kuftin, Task Force Chair
 7. Action on Proposed Resolutions Amendments: Angela Adzima, Chair
 8. Action on Proposed Legislative Objectives Amendments: David Morrocco, Chair
 9. Nominations: OEA President
OEA Vice President
Equity Director
NEA Director
 10. Candidate Speeches: OEA President
OEA Vice President
Equity Director
NEA Director

New Business Items Discussion Space (NBI): **Pettygrove** | Special Interest Caucuses/ Affinity Groups: **Columbia Event Center A**

10:00 pm–midnight *Enjoy social time in affinity meet up spaces or Mt. St. Helens Ballroom*

SATURDAY, APRIL 19, 2025 (In Person)

6:30-8:00 am	Continental Breakfast for Delegates
6:30-7:30 am	Committee on Racial Equity (CORE) and Human and Civil Rights Committee (HCRC) Breakfast
6:45 am-Noon	Late Registration – Hotel Lobby
6:45-9:00 am	VOTING – Timberline Ballroom
7:30-8:30 am	Regional Caucuses
9:00 am	Third Session
	1. Call to Order
	2. Labor Acknowledgement
	3. Action on Credentials Report
	4. Executive Director’s Report: Tracey-Ann Nelson
	5. Action on Proposed New Business Items
	6. Action on Proposed Bylaws Amendments: Karl Olson, Chair
	7. Action on Proposed Policies Amendments: Karl Olson, Chair
12:25 pm	9. Credentials Committee Election Report
12:30-2:00 pm	LUNCH (on your own) (12:00-2:00 pm Run Off Elections If Necessary)
2:00 pm	10. Presidential Citations & Special Recognitions
	11. Oregon Teacher of the Year, Bryan Butcher Jr.
	12. Vice President Report/OEA Foundation report
	13. Action on Proposed New Business Items
	14. Final Credentials Report
8:00 pm	ADJOURNMENT
8:30 pm	Major Awards Banquet & Foundation Fundraiser

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

Sponsors:

Voya ~ Moda ~ California Casualty

2025 OEA RA OPERATING PROCEDURES

1. The President of the Association or the President's designee shall preside at the meetings of the Representative Assembly (RA).
2. The Assembly shall have an official Parliamentarian to advise the presiding officer and to help delegates who wish to submit motions. Parliamentary questions raised on the floor must be directed to the presiding officer. The presiding officer rules on all procedural questions.
3. **Credentials**
 - a. The Credentials Committee shall report the number of delegates and alternates registered. Additionally, the credentials committee shall report at the first business meeting the racially and ethnically diverse delegates who are registered and the minutes shall report the number of racially and ethnically diverse delegates who attended the RA.
 - b. A member registered as an alternate can, upon clearance by the Credentials Committee, be transferred from alternate to delegate at any time during business meetings. An alternate once seated as a delegate cannot be replaced by the original delegate until the next scheduled meeting break (lunch - recess of the session).
 - c. Late registrants shall be seated during the first and second session of the OEA Representative Assembly.
 - d. Delegates participating in the virtual sessions of the RA must identify themselves with their name and local to be in the virtual sessions. Delegates shall not share log-in links or unique ID with any other individual.
 - e. For in-person sessions delegates shall be required to wear the badge issued by the Credentials Committee for admission to the assembly hall.

4. **Resolutions**

Delegates who wish to make changes or additions to the Resolutions must submit their ideas, in writing, to the Committee. Amendments may be submitted to the committee in writing at any time during the year but must be submitted before the end of the final Resolutions Committee hearing. After the hearing(s), the Committee shall meet to consider proposals they have received. If the Committee decides to make any further changes, it will provide copies of the changes to the delegates.

5. **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 11:59 PM the Saturday before the OEA RA; amendments may be submitted by the maker no later than 12 noon the Wednesday the week of the RA, for update without debate. The New Business item shall also include a statement of rationale and will be identified with the name and board district number of the motion maker.
- b. The Chair may set aside any NBI that would be impacted by a Bylaws or Policy Amendment that has been duly submitted and not acted on by the RA prior to this time.
- c. Any member who has an idea for a New Business Item (NBI) may submit it for action at the Representative Assembly (RA), but a delegate, however, must move it on the floor of the RA.
- d. Each NBI must be written on the electronic motion form, include the name of the maker and include both the action to be accomplished through the NBI and a rationale.
- e. New business shall be specific in nature and terminal in application, shall concern issues beyond one local, and shall not call for OEA to do work that is already in progress. Per OEA Bylaw Article VIII, section 4, new business shall not call for budget appropriations. New

- business items that do not meet these criteria shall be ruled out of order.
- f. OEA will generate a cost range for each NBI. At the maker's request a costing summary will be shared.
 - g. All NBIs will be reviewed by leaders and/or staff; the author will be notified once the review is complete to clarify any points in the NBI, including if the reviewers believe the NBI may be ruled out of order or if the main motion contains the rationale.
 - h. The maker has the right to modify the business item or withdraw it prior to the final submission deadline.
 - i. Concepts for changes to NBIs may be made by any delegate at the NBI hearing or directly to the maker.

6. **Legislative Objectives**

- a. The proposed Legislative Objectives will be provided to delegates and a hearing will be held.
- b. Delegates may propose additions or changes to the Proposed Legislative Objectives by submitting their changes through the online submission form, to the chairperson of the Legislative Advisory Council no later than the conclusion of the final hearing.
- c. A maker of a motion for Legislative Objectives will be allowed to update their motion without debate if that amendment is submitted by Thursday prior to the Representative Assembly.

7. **Elections**

- a. A member is considered nominated upon receipt of completed nomination forms, or upon nomination from the floor. Courtesies extended to candidates, such as display space, will not be extended to anyone prior to their being nominated.
- b. For each office the president or their designee will announce the names of members who have been duly nominated as candidates and will allow additional candidates to be nominated from the floor. No nominating speeches or statements will be allowed. Nominations do not require a second.
- c. Each candidate for President is allowed 5 minutes to address the delegates. Delegates shall have 20 minutes to ask questions of Presidential candidates. Each question shall be answered by all candidates and candidates shall rotate the order in which they answer questions. Questions will be limited to 1 minute, answers will be limited to 3 minutes. In the event there is only one candidate, question time will be limited to 10 minutes. If a recognized delegate begins a question, and the time allotted for questions expires during the question or answer(s), time will be extended accordingly so that both the question and answer(s) may be completed as prescribed above.
- d. Each candidate for State Vice President is allowed 5 minutes to address the delegates. Delegates shall have 20 minutes to ask questions of State Vice Presidential candidates. Each question shall be answered by all candidates and candidates shall rotate the order in which they answer questions. Questions will be limited to 1 minute, answers will be limited to 3 minutes. In the event there is only one candidate, question time will be limited to 10 minutes. If a recognized delegate begins a question, and the time allotted for questions expires during the question or answer(s), time will be extended accordingly so that both the question and answer(s) may be completed as prescribed above.
- e. Each candidate for Regional Vice President will be allowed 5 minutes to address the delegates. Question and answer time will not be provided for Regional Vice Presidential candidates as a part of the regular session agenda.
- f. Each candidate for NEA Director will be allowed 5 minutes to address the delegates. Question and answer time will not be provided for NEA Director candidates as a part of the regular session agenda.
- g. Each candidate for Equity Director, ESP Director and ESP Proportional At-Large Director will be allowed 3 minutes to address the delegates. Question and answer time will not be provided.
- h. For initial and runoff elections, the delegate registered 15 minutes before the polls

open shall be the official voting delegate for that election.

8. Candidate Campaigning

- a. Candidates may place material only on the delegate tables in the Assembly room. Distribution of the material may not take place while the RA is in session and may not disrupt any RA business including hearings.
 - b. Campaign material placed on delegate tables may not be larger than 11" x 17" and may not be more than 9" tall.
 - c. No campaign material may be distributed or posted in any hearing rooms.
 - d. Regional caucuses may establish their own rules about campaigning during their caucus but must treat all candidates equally.
 - e. Campaigns may not cause disruption to the business of the RA.
 - f. Candidates for office may not be scheduled time on PRAM agendas.
9. Meetings in conflict with the RA, hearings or regional caucuses may not be scheduled without the approval of the OEA President without the approval of the OEA President in order to not conflict with delegates' duties of attendance at regional caucuses, hearings and business sessions
10. For the purposes of budgeting, the RA will conclude at 8 pm on the last day and all unfinished business will be referred to the OEA Board of Directors.
11. For the purposes of budgeting, the OEA Budget Committee has approved up to \$100k for the cost of NBIs. Any NBIs adopted by the assembly that exceed this allotted amount will be forwarded to the Budget Committee for final approval pending available resources.
12. Floor-Approved NBIs that require additional positions (regular, temporary, staff, elected) will automatically be referred to the Budget Committee and the OEA Board of Directors for final approval pending available resources.
13. Delegate expense vouchers shall be submitted to the OEA within 30 days. Vouchers not received within 30 days may not be paid.
14. Minutes of the OEA RA will be posted on the OEA website within 30 days after the adjournment of the Representative Assembly.
15. Display space or meeting rooms may be allocated to candidates or groups. Since space is limited, requests should be made as soon as possible, but no later than three weeks before the RA. Allocation will be made or refused based on these priorities and available space:
- a. Official OEA committees, projects, and groups.
 - b. Candidates for OEA elected office - if they have been nominated.
 - c. National Education Association (NEA)
 - d. Oregon local EAs and Councils
 - e. Special Interest Caucuses
 - f. Individual members wishing to promote activities that advance or are compatible with OEA/NEA goals or projects.
 - g. Groups endorsed by OEA - Trusts, California Casualty, etc.
16. Materials distributed on the floor of RA will be clearly marked with delegate contact.
17. Educators of the year who are not OEA members are not permitted to speak at any RA events noted on the yearly agenda.
18. The OEA Board may make amendments to these operating procedures by a majority vote of the Board no later than the November Board Meeting. Members with recommendations for changes to these procedures should communicate with their Board Director no later than September 15th. The Operating Procedures will be available at Pre-RA Meetings (PRAMS).

2025 OEA REPRESENTATIVE ASSEMBLY

DESCRIPTION OF HEARINGS AND MEETINGS

All delegates are encouraged to attend hearings to learn more about OEA programs, dialogue with colleagues, and move our work forward. Your attendance at the hearings helps prepare you for your role as a delegate and brings the voice of the members you represent into the discussion of the important issues public education is facing. Hearings are not recorded.

Monday, March 31 – virtual

Policy in Action 5:30 pm

Come for an update from the Teacher Standards and Practices Commission (Teacher Apprenticeship program) and Educator Advancement Council. Hear from OEA representatives on the policy bodies and learn about programs in place to support and advance our goals around educator excellence, recruitment and retention.

Our Power, Our Voice 6:30pm

Come for an update on OEA Legislative Progress during this year's Long Session from the OEA lobby team.

Wednesday, April 9 – virtual

Parliamentary Procedure Q&A 5:00 pm

Come for a brief training and Q&A on parliamentary procedure at the OEA RA.

Legal Defense Update 6:30 pm

Come hear about the legal defense work OEA and NEA have been doing on behalf of members and local associations.

Saturday, April 12 – virtual

Bylaws/Policies 9:30 am

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

Resolutions 2:00 pm

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

Legislative Objectives 3:30 pm

This hearing is for members to ask questions and bring their ideas for amendments to the OEA Legislative Objectives. The Government Relations team will also report on progress on the current legislative objectives. **Any additional proposed amendments to the Legislative Objectives must be submitted in writing no later than the conclusion of this Hearing.**

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

This hearing is for makers of new business items (NBI) to share their ideas and connect with delegates who are interested in learning more, as well as get information on what drives the cost of NBIs. There will be time for questions and answers and an online form to submit additional suggestions and edits to the makers of the motions. OEA Managers and staff will also be available to provide assistance as requested. All NBI makers are encouraged to attend. **NBIS are due by 11:59 pm Saturday April 12.**

Continued Next Page...

Monday, April 14 – virtual

Equity and Inclusion 5:15 pm

Join OEA Equity Director Monica Weathersby and OEA Executive Director Tracey-An Nelson to meet our newest staff member, Equity Coordinator Yashica Island. Participants will have an opportunity to learn about ongoing work around equity, inclusion and belonging. Content will focus on OEA's 3-(1)G plan to meet inclusion goals, lauded as Exemplar by NEA, OEA's work on programming for members and the work on last year's NBI 11.

Budget 6:30 pm

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

Tuesday, April 15 – virtual

Special Hearing: Considerations for Organizing Charter Schools Task Force 6:30 pm

Come hear from the Task Force about their work on the Charter School policy statement and the recommendations for next steps that they have developed as part of their task force work investigating the considerations our union needs if we want to begin organizing charter schools not currently allowed to affiliate with OEA.

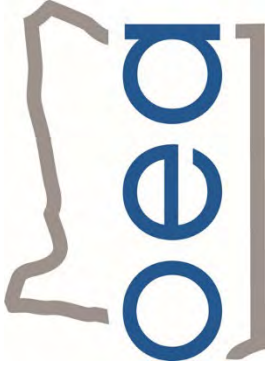
Friday, April 19, 9:30 pm – in person

New Business Items (NBI)

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

Special Interest Caucuses and Affinity Group space

This meet up space will be for any of OEA's special interest caucuses or affinity groups who wish to meet. Special interest caucuses are caucuses formed by any OEA member who has an interest in promoting a particular concept or interests of an affinity group. To arrange a space, chairs should contact [Kristine Klupenger](#) by Friday, April 5.



STANDARDS OF CONDUCT

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

STANDARDS OF CONDUCT

1

Respect others and their views.

2

Recognize and value individual differences.

3

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

4

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

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

ACTION ITEMS



**OREGON
EDUCATION
ASSOCIATION**

2025

REPRESENTATIVE ASSEMBLY

2025 PROPOSED OEA RA STANDING RULES

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

The rules governing the Assembly which are not stated explicitly below shall be the rules contained in the current edition of ROBERT'S RULES OF ORDER NEWLY REVISED.

Rule 1. **Language Requirements For Motions**

- a. All amendments to OEA Bylaws, Policies, Resolutions and Legislative Objectives as well as proposed new business items shall be accompanied by a 175-word or less statement of rationale and shall include the name of the sponsoring delegate or group. In addition, each of the proposed amendments and new business items shall be accompanied by the name, Board District number, and local of the delegate.
- b. All motions which encumber the Association with expenditures shall include an estimate of the expenditures which shall be provided by OEA and presented to the delegates. If adopted, Representative Assembly actions which encumber the Association with expenses shall be sent to the OEA Program/Budget Committee to make the appropriate recommended budgetary adjustment to the OEA General Fund. The recommendation will be submitted to the Board of Directors as part of the final budget approval process.

Rule 2. **Resolutions**

- a. The Resolutions Committee shall present the Resolutions (as proposed by the Committee) to the RA and make a motion for approval. Delegates may request to pull individual Resolutions to which changes have been proposed to be considered separately. Resolutions not pulled will be voted on as a block.
- b. Debate and secondary amendments will be allowed only on the Resolutions to which changes are proposed by the Committee or by delegates. Any delegate who proposes an amendment to a Resolution by the required deadline, to the Resolutions Committee will be allowed to make a motion on that Resolution on the RA floor.
- c. After all debate, a vote will be taken to approve the entire list of Resolutions, including any changes.

Rule 3. **New Business**

- a. A minimum of 90 minutes will be scheduled Saturday morning for discussion and action on New Business Items that have been distributed to the delegation.
- b. The order in which NBIs are brought to the floor for discussion by the assembly is to be determined by a lottery of the full list of delegates who have submitted NBIs for consideration. A single NBI will then be considered for each maker in the order determined by the lottery, with the list repeating in order for delegates who have submitted multiple NBIs.
- c. NBIs will be ruled out of order if they conflict with OEA's guiding documents.

Rule 4. **Legislative Objectives**

After the chairperson of the Legislative Advisory Council makes a motion to approve the proposed Legislative Objectives, motions to amend will be accepted only if they have been properly submitted by the close of the final hearing.

Rule 5. **Floor Debate**

- a. Each speaker shall be limited to 1 minute for discussion on any topic, except that the maker of a motion shall have 2 minutes to present their motion and may not speak again until all others who wish to speak on the same motion have been heard. A delegate wishing to speak shall not proceed until the delegate goes to a microphone, is recognized by the chair, gives their name and name of local, and is directed to proceed.
- b. A delegate who has been granted the privilege of the floor may not yield any part of their time to another delegate.
- c. Prior to final vote on the motion, the chair shall read the full motion under consideration.
- d. Votes on motions shall be a predetermined method communicated to the delegates. On the request of any delegate, however, a standing division of the Assembly shall be taken. Any delegate may call for a roll call vote, provided that when this request is put to the Assembly, the request is supported by one-third of the delegates present. The roll call shall be by Board District, with the individual delegate votes counted and reported by the Board Director or designee. Voting by electronic means will be considered a roll call vote.
- e. Amendments to motions shall be presented in writing to the Recording Secretary prior to or simultaneously with presentation of the amendment.
- f. Any delegate may call for a caucus; a majority vote of the delegates present shall determine if the Assembly will be recessed for caucus.
- g. OEA Board Directors shall be Ex-Officio members of the Representative Assembly without voting rights unless they are also duly elected delegates; Directors have all other privileges of the Assembly including the rights to make motions, second motions, and take part in floor debate.
- h. On any motion, debate shall alternate between pro and con as follows:
 - i. In the event no speaker wishes to be recognized in opposition to the first speaker, debate shall be closed except as follows.
 - ii. If after the maker of the motion has been allowed to speak in favor of the motion, no speaker wishes to speak in opposition to the motion, one additional speaker in favor will be allowed.
 - iii. After this, if there are still no speakers wishing to speak in opposition, debate will be closed.
 - iv. If, however, after two delegates speak in favor, there is a speaker in opposition, debate will then continue, alternating between pro and con.
- i. A delegate who is unable to speak to the Assembly due to a disability may have someone speak for them.
 - i. In the event no speaker wishes to be recognized in opposition to the first speaker, debate shall be closed except as follows.
 - ii. 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.

Rule 6. Notices for announcement to the Assembly shall be in writing, signed by the person under whose authority the announcement is issued and shall be submitted to the President.

Rule 7. When a chairperson is not a delegate, they may not make motions on behalf of their committee or council and shall appoint another delegate to do so.

Rule 8. The OEA Board of Directors is empowered to approve proposed changes to these OEA RA Rules. The proposed Rules will be available at Pre-RA Meetings (PRAMS) and will be subject to approval by the RA.

2025 PROPOSED BYLAWS AMENDMENTS

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

BYLAWS AMENDMENT A

The Board of Directors forwards the Proposed Bylaw Amendment A with a DO PASS Recommendation.

ARTICLE IX. OEA CABINETS AND LEGISLATIVE ADVISORY COUNCIL

Section 3.

A. The OEA President, with the approval of the OEA Board of Directors, shall appoint to the Legislative Advisory Council one member from each ~~Oregon Senate district~~ UniServ Council. The President shall also appoint one OEA-Retired member to represent OEA retirees; one member to represent Community Colleges; one OCESP member who represents Oregon Council of Education Support Professionals; and one non-voting member of OEA Board of Directors to serve as Board Liaison. The members shall serve for a three-year term, terms not to be concurrent for all members. A member may be appointed to no more than two successive three-year terms. The OEA President shall annually appoint a chairperson and vice-chairperson for the Legislative Advisory Council from the members of that Council.

Rationale: The change to Senate district was an experiment that has not resulted in better organization on how we connected with legislators. This restores structure to UniServ councils.

Submitted By: OEA Legislative Advisory Council

Contact: David Morrocco

Bylaws and Policy Impact: Changes the way Legislative Advisory Council's members are delegated and possibly the number of total members.

Financial Impact: No significant additional cost. Increasing Legislative Advisory Council members would increase the amount of money set aside for travel costs to the one in-person meeting a year; decreasing the number of members would decrease the current cost for the one in-person meeting a year.

BYLAWS AMENDMENT B

The Board of Directors forwards the Proposed Bylaw Amendment B with a DO PASS Recommendation.

ARTICLE XX. AMENDMENTS

Section 1.

These Bylaws may be amended at a meeting of the OEA Representative Assembly by a two-thirds vote if the proposed change shall have been presented in writing to the members of the OEA Representative Assembly at least thirty days before its meeting and published in the official publication of the OEA before such meeting, or if unanimous consent of the OEA Representative Assembly members present is given for taking a vote without such advance notice. 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 ~~eighty~~ ninety days prior to the meeting of the OEA Representative Assembly.

Rationale: To align the submission deadline with the deadline set for OEA Policy amendment submissions.

Submitted By: OEA Bylaw and Policy Committee

Contact: Karl Olson

Bylaws and Policy Impact: Changes the submission deadline by ten days. Last year the Bylaws and policies committee submitted amendments to the RA to amend submission deadlines. However, the bylaw amendment was then amended on the floor, bringing it out of sync with the policy deadline. This has caused confusion already and will continue to cause confusion until it is rectified.

Financial Impact: No additional cost.

BYLAWS AMENDMENT C

The Board of Directors Forwards the Proposed Bylaw Amendment C with a DO PASS Recommendation.

ARTICLE XVI. ASSOCIATIONS AND UNISERV COUNCILS

Section 1.

Provided all their members are members of OEA/NEA, the following groups may affiliate with the OEA in accordance with standards and policies adopted by the OEA Representative Assembly.

- A. A local association composed of education employees in a single school district, combination of school districts, or state school.
- B. A local association composed of education employees at a public or private post-secondary school, public or private charter school, or other public or private education employees that serve Oregon students.

Rationale: After 5 months of research, expert interviews, executive board and OEA board feedback, and discussion, we have completed the initial phase of the work of our taskforce. Our Taskforce included K-12 educators, including OEA charter school employees, OEA staff, and OEA board liaisons.

Our Taskforce recommends the adoption of the above bylaw amendment to allow all education workers who serve Oregon students in institutions that use public funds to be able to associate and join our union.

The committee also wants to draw attention that this by law change brings us into alignment with policy 3400 (K).

Submitted By: Kathy Kufin, Chair of Considerations for Organizing Charter Schools Taskforce (COCS-TF)

Contact: Kathy Kufin

Bylaws and Policy Impact: Allows for the organizing of publicly funded charter schools as well as other educational employees - such as job corps teachers - by OEA. Currently OEA can not organize these groups.

Financial Impact: Near term impact would be an additional FTE for the Business and Finance team (\$175k). Membership growth could result in the need for additional ASO and PSO staff requirements based on membership counts (\$425K), which would be offset by increased dues collected.

BYLAWS AMENDMENT D

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

ARTICLE I. MEMBERSHIP AND DUES

Section 3. Active Members

E. Dues & Assessments

3) Assessments

- f. Every five years starting in 2020, an analysis will be made of the total cost that would result if the five largest OEA locals suffer a Relief Fund applicable need up to a 30-day work stoppage at the same time. Based on this number, the balance of the Relief Fund should be as follows: If the Relief Fund amount is less than the total cost plus 10% then there will be a \$10 assessment per member per year until that number is reached. If the Relief Fund amount is greater than the total cost plus 10% then no \$10 assessment per member will occur

Rationale: In order to know when these analyses should start there needs to be a year of origination.

Submitted By: OEA Board of Directors

Contact: Reed Scott-Schwalbach

Bylaws and Policy Impact: Sets a starting year for when the Relief fund Analyses should start. This was added last year and a starting date was omitted in the language, so without this language there is no year of origination and it would never start.

Financial Impact: No additional cost.

BYLAWS AMENDMENT E

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

ARTICLE I. MEMBERSHIP AND DUES

Section 3. Active Members

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

- a. \$2.00 per member annually to acquire, improve and maintain office facilities. ~~The assessment will be increased to \$5.00 annually, beginning with the 2021-2022 OEA fiscal year, for a period of **five ten** fiscal years, unless the OEA Representative Assembly acts to extend the increase. If the OEA Representative Assembly does not extend the increase after the **five ten**-year period, the assessment will revert to the \$2.00 annual assessment;~~
- b. \$20.00 per member annually for the OEA Legal Defense Program;
- c. \$10.00 per member annually for the Center for Great Public Schools;
- d. \$25.00 per member annually for OEA Collective Bargaining Fund, the fund established for ballot measure campaigns;
- e. \$5.00 per member annually shall be assessed in order to promote the interests of public education; and

Rationale The cost of maintaining buildings owned by OEA has not gone down. The \$5 assessment does not cover the full cost of maintaining OEA owned facilities, but small increase helps offset the cost and extending the time will allow OEA to continue the work assessing and taking action on owning vs. leasing of properties.

Submitted By: OEA Board of Directors

Contact: Reed Scott-Schwalbach

Bylaws and Policy Impact: Extends the amount of time that the assessment will be administered. Currently the additional \$5.00 assessment would end after the 25-26 year. This amendment extends that end date by five years.

Financial Impact: Increases assessment funds collected until 2031 to cover building maintenance costs.

BYLAWS AMENDMENT F

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

ARTICLE VIII. OEA BOARD OF DIRECTORS

Section 1.

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

Rationale: To achieve consistency with similar democratic processes in OEA Policies and Bylaws, and to be in alignment with requirements under the federal Labor Management Reporting and Disclosure Act (LMRDA).

Submitted By: OEA Board of Directors

Bylaws and Policy Impact: Specifies the way which the Aspiring Educators Committee must choose their Board Representative.

Financial Impact: No additional cost.

Submitted By: OEA Board of Directors

Contact: Reed Scott-Schwalbach

2025 PROPOSED POLICY AMENDMENTS

Revisions: New language is underlined, deleted language is ~~struck~~.

POLICY AMENDMENT A

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

Policy 3400

I. ACHIEVEMENT OF ORGANIZATIONAL EXCELLENCE

C. Association Services

3. Printing Services

The Oregon Education Association will provide printing services within the following constraints:

a. Written requests must indicate where in the budget the printing cost is to be charged and must be submitted to the OEA Executive Director ~~before May of each year.~~

Rationale: This creates language to match current practice.

Submitted By: Bylaws and Policies Committee

Contact: Karl Olson

Impact: Written requests for printing services may be submitted to the OEA Executive Director at any time of year. Members will be able to request printing services at any point during the year,

Financial Impact: No additional cost.

POLICY AMENDMENT B

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

Policy 6000 – RELIEF FUND POLICY

I. THE OREGON EDUCATION ASSOCIATION RELIEF FUND COMMITTEE

B. Composition of the Committee

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

Rationale: Expands the regional representation on the committee in order to ensure regional diversity. The current structure has meant at times that with even just two people absent, an entire region may not be represented.

Submitted By: OEA Relief Fund Committee

Contact: Zachary Melzer

Impact: This will add three additional non-Board members to the Relief Fund Committee, one from each of the three regions (Regions I, II, III). With an increase in committee members, it is possible that more funds need to be used for committee meetings. This language, including the amendment, is in-line with OEA Policy 2420 - 1. A, regarding appointment of members to OEA committees.

Financial Impact: Some additional cost to cover travel costs to the one in-person meeting a year the Committee can choose to hold.

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

Policy 6000 – RELIEF FUND POLICY

II. SITUATIONS FOR WHICH EXPENDITURES MAY BE AUTHORIZED

Outside of the relief fund using its own funds to logistically maintain itself and the financial maintenance of the fund, below are the situations where relief funds may be drawn.

A. Strike Action and Build-up

1. Requests for assistance needed as a result of a sanctioned strike or strike build- up shall be reviewed by the OEA Executive Committee and the OEA Relief Fund Committee. The OEA Executive Committee holds the authority to authorize such assistance. However, on a case-by-case basis, the OEA Executive Committee may delegate to the OEA Relief Fund Committee the authority to authorize assistance.

2. A financial assistance committee shall be established by the local association president. It shall monitor and authorize the disbursement of benefits according to the eligibility requirements of the policy.

Its membership shall be the local association president or designee, the local association treasurer, one other member appointed by the OEA President, the OEA Executive Director, and a UniServ Consultant who shall act as adviser. The local association president shall designate the chairperson who shall also serve on the Crisis Coordinating Committee.

3. The local financial assistance committee shall report in writing to the OEA Relief Fund Committee, within thirty days following the strike or closure, on use of the funds and provide recommendations for changes in operation of the Fund.

B. School Closure/Contract Lockout

1. Requests for assistance needed as a result of a school closure or contract lockout shall be reviewed by the OEA Executive Committee and the OEA Relief Fund Committee. The OEA Executive Committee holds the authority to authorize such assistance. The OEA Executive Committee shall direct implementation of the procedures. The OEA Executive Committee may, on a case-by-case basis, delegate to the OEA Relief Fund Committee the authority to authorize assistance and to direct implementation of the procedures. However, Relief Fund benefits, not including the interest-free loan benefits, are not authorized for payments to members subject to a reduction in the number of school days in their contract year.

2. A financial assistance committee shall be established by the local association president. It shall monitor and authorize the disbursement of benefits according to the eligibility requirements of the policy. Its membership shall be the local association president or designee, the local association treasurer, one other member appointed by the president, the OEA Executive Director or designee, and a UniServ Consultant who shall act as adviser. The local association president shall designate the chairperson who shall also serve on the Crisis Coordinating Committee.

C. Natural Disaster

1. In the event of a disaster, the OEA President may authorize implementation of the procedures.

2. The OEA President shall establish a financial assistance committee of local and state members to administer the relief program.

D. Emergency Transfer

The OEA Board of Directors may recommend emergency transfer or expenditure of money from the OEA Relief Fund. Such transfer or expenditure shall be subject to approval by the Representative Assembly.

E. Transfer for Strategic Action

The Board of Directors may authorize the transfer of funds from the OEA Relief Fund to the Strategic Action Fund for the purpose of implementing the strategic action plan adopted by the Board. Such transfers shall be limited so as not to allow the Relief Fund balance to fall below \$17,000,000. Total spending in support of the Strategic Action Plan will not exceed \$1,500,000 in the first year of implementation. Total spending from the Strategic Action Fund through August 31, 2017, will not exceed \$7,000,000.

Accountability measures will be adopted by the Board to monitor the use of these funds and such use will be reviewed by the Board on an annual basis.

The Board will give an annual report to the Representative Assembly. This authorization shall sunset on September 1, 2017.

- F. The 2015 RA authorizes the forgiveness of the unpaid balance (principal and interest) of the 1999 building/renovation loan from the OEA Relief Fund.
- G. The 2017 Representative Assembly approves the interim policy established by the Board of Directors during the September 2016 Board meeting authorizing the one-time transfer of up to \$750,000 from the Relief Fund to the Collective Bargaining Fund to support Ballot Measure 97.
- H. In order to preserve services to members, the OEA Board of Directors may authorize transfer from the Relief Fund to the General Fund should the General Fund revenues fall below the 2015-16 budgeted amount. Such transfer of funds may occur only twice between September 1, 2019 and August 31, 2023. The first transfer may be no more than four percent (4%) of the Relief Fund balance as of December 31 of the previous budget year, not to exceed one million dollars (\$1, 000, 000). The second transfer may be no more than three percent (3%) of the Relief Fund balance as of December 31 of the previous budget year, not to exceed seven hundred fifty thousand dollars (\$750, 000). Such transfer shall be limited so as not to allow the Relief Fund to fall below twenty million dollars (\$20, 000, 000). This authorization shall sunset on August 31, 2023.
- I. The 2019 Representative Assembly approves a one-time transfer of up to \$250,000 from the Relief Fund to the Collective Bargaining Fund to support statewide organizing.
- J. The Board of Directors may authorize the use of funds from the OEA Relief Fund to make regular monthly payments on the 2020 loan that was obtained to finance the replacement of the OEA headquarters failed heating, ventilation and air-conditioning (HVAC) system.

Rationale: This makes clear that the Relief Fund is managed by an outside financial institution and the fund itself pays for the service of that management, not OEA's general fund.

Submitted By: OEA Relief Fund Committee

Contact: Zachary Melzer

Impact: Clarifies the situations for which Relief Fund expenditures may be authorized. It explicitly allows the Relief Fund to be self-sustaining in order to maintain the fund by covering the required accounting procedures like audit costs.

Financial Impact: We currently pay approximately \$60k per year to RVK as our investment advisor for the relief fund's \$35 million of assets. These amounts are already paid from the Relief Fund, this is codifying current practice.

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

Policy 6000 – RELIEF FUND POLICY

II. SITUATIONS FOR WHICH EXPENDITURES MAY BE AUTHORIZED

A. Strike Action and Build-up

1. Requests for assistance needed as a result of a sanctioned strike or strike build- up shall be reviewed **first by** the **OEA Relief Fund Committee with final approval resting with the** OEA Executive Committee and the OEA Relief Fund Committee. The OEA Executive Committee holds the authority to authorize such assistance. However, on a case-by-case basis, the OEA Executive Committee may delegate to the OEA Relief Fund Committee the authority to authorize assistance.

2. A financial assistance committee shall be established by the local association president.

It shall monitor and authorize the disbursement of benefits according to the eligibility requirements of the policy. Its membership shall be the local association president or designee, the local association treasurer, one other member appointed by the OEA President, the OEA Executive Director, and a UniServ Consultant who shall act as adviser. The local association president shall designate the chairperson who shall also serve on the Crisis Coordinating Committee.

3. The local financial assistance committee shall report in writing to the OEA Relief Fund Committee, within thirty days following the strike or closure, on use of the funds and provide recommendations for changes in operation of the Fund.

B. School Closure/Contract Lockout

1. Requests for assistance needed as a result of a school closure or contract lockout shall be reviewed **first** by the **OEA Relief Fund Committee with final approval resting with the** OEA Executive Committee and the OEA Relief Fund Committee. The OEA Executive Committee holds the authority to authorize such assistance. The OEA Executive Committee shall direct implementation of the procedures. The OEA Executive Committee may, on a case-by-case basis, delegate to the OEA Relief Fund Committee the authority to authorize assistance and to direct implementation of the procedures.

Rationale: This clarifies the sequence of approvals, which the Relief Fund Committee found was not clear when the Committee was trying to implement the policy during the past year.

Submitted By: OEA Relief Fund Committee

Contact: Zachary Melzer

Impact: The OEA Relief Fund Committee will first review strike or strike build-up requests, and then the OEA Executive Committee will have final approval. The same will be true with requests for assistance needed as a result of a school closure or contract lockout. All requests will begin with the OEA Relief Fund Committee, so they will need to convene and hold meetings in order to act on this business. Then only when the Relief Fund Committee approves the requests will it move to the OEA Executive Committee.

Financial Impact: No additional cost.

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

2550 – ELECTION DISTRICTS AND REGIONS

A. Election Districts

The state shall be divided into the following districts:

- District #1 Ashland, Butte Falls, District 6, Eagle Point, Grants Pass, Grants Pass ACE, Medford, Phoenix-Talent, Prospect, Rogue River, Rogue River ACE, Southern Oregon ESD and Three Rivers
- District #2 Banks, Banks ACE, Forest Grove, Gaston, and Hillsboro District #3 Salem Keizer
- District #4 Bethel ACE, Creswell, Crow-Applegate-Lorane, Fern Ridge, Junction City, Junction City ACE, Lane County ESD, Lowell, Marcola, McKenzie, Oakridge, Pleasant Hill, South Lane, Springfield and Triangle Lake
- District #5 Eugene
- District #6 Bandon, Brookings-Harbor, Central Curry, Central Curry CEA, Coos Bay, Coquille, Mapleton, Mapleton ACE, Myrtle Point, North Bend, Port Orford-Langlois TA, Powers, Assoc of Reedsport, Assoc of Reedsport ESP, Siuslaw and South Coast ESD
- District #7 Bend, Black Butte (NCBL), Burns- Hines, Crane TA, Crook County, Culver, Dayville (NCBL), Frenchglen (NCBL), High Desert, Madras (Includes Jefferson Co. ESD), Mitchell, Mitchell ACE (NCBL), Redmond and Sisters
- District #8 Adrian (NCBL), Annex, Baker, Cove, Elgin, Enterprise, Imbler, John Day, Joseph, LaGrande, Long Creek, Long Creek ACE (NCBL), Monument, Monument ESP, North Powder, Nyssa, Ontario, Pine Eagle, Prairie City, Union, Vale, and Wallowa
- District #9 Canby, Colton, Colton ACE, Estacada, Molalla River, Oregon City, and West Linn-Wilsonville
- District #10 Portland Association of Teachers
- District #11 Alsea TA, Central, Corvallis, Dallas, Falls City, Lincoln County, Monroe TA, Perrydale TA, and Philomath
- District #12 Arlington, Athena-Weston TA, Condon, Echo, Fossil ACT, Helix AE, Helix ACE (NCBL), Hermiston AT, Intermountain ESD, Lone, Milton-Freewater, Morrow County, North Central ESD, Pendleton AT, Pilot Rock, Sherman County, Spray, Spray ACE (NCBL), Stanfield and Umatilla
- District #13 Astoria, Clatskanie, Jewell, Knappa #4, Neah-Kah-Nie TA, Nestucca Area, Northwest, Rainier, Scappoose, Seaside, St. Helens, Tillamook, Vernonia and Warrenton
- District #14 Centennial, Corbett, Corbett ACE, ~~David Douglas~~, Gresham-Barlow, Parkrose FA, and Reynolds
- District #15 Beaverton and Beaverton Subs
- District #16 Amity TA, Dayton, Gervais, Mt. Angel, Sheridan, Silver Falls, St. Paul, State Teachers, United North Marion Educators, Willamette Valley, Willamina, Woodburn and Yamhill-Carlton
- District #17 Cascade, Central Linn, Greater Albany, Greater Albany ACE, Harrisburg, Jefferson, Lebanon, Lebanon ESPA, Linn-Benton-Lincoln ESD, North Santiam, Santiam Canyon, Scio CTA, and Sweet Home
- District #18 Columbia Gorge ESD, District 21, Hood River, Mosier TA, Multnomah ESD, North Wasco ESP, South Wasco and South Wasco ACE
- District #19 Klamath County, Klamath County ACE, Klamath Falls, Klamath Falls ACE, Lakeview, North Lake, and Paisley
- District #20 Clackamas ESD, Clackamas ESD ESPA, ~~David Douglas~~, Gladstone TA, North Clackamas, and Wy'East
- District #21 Camas Valley TA, Days Creek, Days Creek ACE, Douglas ESDA, Elkton, Glendale, Glide, North Douglas, North Douglas ACE, Oakland TA, Oakland ACE, Riddle, Riddle ACE, Roseburg, South Umpqua, Sutherlin, Winston-Dillard, Yoncalla and Yoncalla ACE
- District #24 Association of Salem Keizer ESP
- District #26 Lake Oswego, McMinnville, Newberg, Riverdale TA, Sherwood and Tigard-Tualatin

District #27 OEA-Retired

District #30 Blue Mountain FA, Chemeketa FA, Clackamas CC ACE, Clackamas CC AF, Clackamas CC EA, Clatsop CC FA, Clatsop CC PTFA, Klamath CC FA, Lane CC, Linn-Benton CC PT FA, Mt. Hood CC CEA, Mt. Hood CC FA, Mt. Hood CC PT FA, Rogue CC, Treasure Valley, Umpqua CC FA, Umpqua CC PT, and ACE of Umpqua CC

Rationale: DDEA is located in east Multnomah County. The local is assigned to the Metro Southeast UniServ (district 20) which is composed of locals located in Clackamas County. Due to the local association's location, it has more in common with the districts assigned to District 14 (East Multnomah County) both in local district issues and political districts. Also, the UniServ Consultant assigned to work with this local is not the consultant for District 20, but District 18.

This staffing assignment has been in place for many years due to workload agreements with PSO, and would not change with the movement of UniServ Councils.

Submitted By: David Douglas Education Association

Contact: Stephanie Myhre, David Douglas

Impact: With this proposed amendment, the David Douglas Education Association would be moved from Board District 20 to Board District 14. This proposed change would impact any structure related to UniServ Council membership numbers, including seating on the floor of the OEA RA, the weighted vote count of UniServ Councils 420 and 414, and the number of Board Directors allocated to UniServ Council 420 (reduced from two to one) and to UniServ Council 414 (increase from one to two).

Financial Impact: No additional cost, no additional savings.

POLICY AMENDMENT F

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

Policy 2500 – ELECTIONS & CAMPAIGNING

IV. NEA RA DELEGATE ELECTION PROCEDURES

- A. Upon receipt of the annual membership figures from the NEA, the OEA President shall **consider strategic priorities, including budgetary needs,** determine the number of members by region and recommend to the OEA Executive Committee the allocation of the State Delegates by region. The OEA Executive committee shall declare such vacancies and provide for the election of NEA RA State Delegates to the vacant position(s).

Rationale: Addresses complications with existing language and practices. NEA sends numbers the week after January 15. OEA sets the budget in May of the year before.

Submitted By: OEA Executive Committee

Contact: Reed Scott-Schwalbach

Impact: The number of allocated State Delegates to the NEA RA may depend on the current OEA priorities and budget. There may be a change in the number of State Delegates elected within each region to attend the NEA RA based on current strategic priorities and budgetary needs.

Financial Impact: No additional cost.

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

Oregon Education Association plan for clustering of small locals for the NEA Representative Assembly

A. By the second week of February, a letter will be mailed to the presidents of each local association having a membership of 75 or fewer. Included with this letter will be:

1. Information on their right to cluster.
2. A list of locals with which they can cluster.
3. Information on the NEA Representative Assembly.
4. The procedure to follow if they wish to cluster.
5. How they can contact their Board Director.
6. Information on minority requirements for Oregon.
7. Information on funding delegates.

B. Procedure for clustering:

1. Upon request, OEA Board District Directors will be sent delegate election procedures.
2. Delegate nominations will be sent, in writing, to the OEA President's Office.
3. Ballots will be prepared by the OEA President's office and mailed through the OEA office to all NEA members in locals forming a cluster.
4. The OEA President's office will verify election results with the Credentials Committee Chair.
5. The election results will be published for the participants, the OEA, and the NEA.

Rationale: Puts existing practice into policy document.

Submitted by: Board of Directors

Contact: Reed Scott-Schwalbach

Impact: Adopts existing language for the clustering policy for NEA RA into OEA permanent policy.

Financial Impact: Depending on location, estimate is up to \$2500 per additional delegate (Travel of \$900, Meals and Ground Transportation of \$550, and Hotel).

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

Policy 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 meeting of the OEA Representative Assembly.
- B. Locals with one delegate allocated may cluster within a UniServ Council when an election results in no write-in or nominated candidates who accept the role. Local Association Presidents must inform the council in writing of their interest in clustering by February 20 and state that an election was held, and no one elected through nomination or write in accepted the role.
 - 1. The UniServ Council President will contact all eligible local affiliates that have one delegate informing them of the interest to cluster, announcing the number of clustered delegate positions, and calling for nominations for candidates for a cluster ballot.
 - 2. The UniServ Council shall conduct the election and file the name of the elected delegate(s) with the OEA President.
- C. ~~B.~~ Delegates shall be seated in the OEA Representative Assembly when the Credentials Committee has approved the certificate of election signed by an officer of the represented members.
- D. ~~C.~~ Delegates to the OEA Representative Assembly will be seated by the Board district.
- E. ~~D.~~ A person must be an active member as of January 15 to be eligible for election as a delegate to the OEA Representative Assembly.

~~F. PROXY DELEGATES FOR OEA RA~~

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

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

Rationale: Puts existing practice adopted by the Board in November into policy document. This language aligns OEA’s process with the NEA clustering process and requirements for union elections under the Labor Management Disclosure Act (LMRDA).

Submitted By: OEA Board of Directors

Contact: Reed Scott-Schwalbach

Impact: Locals who are allocated one delegate to the OEA Representative Assembly and do not fill that position through a local election, will be able to cluster with other locals within their UniServ Council. The

President of that UniServ Council will then conduct an election within that council to have clustered delegates attend the OEA RA.

Local Presidents will be notified by February 10 of their allocated number of delegates and then with this amendment, they would have until February 20 to hold a local election in order to tell their UniServ Council President by that date that they have not elected a delegate and that they are interested in clustering.

Locals impacted by this proposed amendment will have less than 10 days to conduct a local election for their one local delegate to the OEA RA. That timeline might conflict with current Bylaws in those locals regarding their election procedures for OEA RA delegates.

Financial Impact: Potentially up to \$650 per additional delegate (2 nights of hotel @ \$82.94, breakfast and award dinner - \$150, mileage \$225, dependent care - \$100)

POLICY AMENDMENT I

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

5000 - UNISERV

I. PROGRAM SUPPORT RESOURCES

UniServ Councils will be provided a copy of the proposed budget by field office before or at the budget hearings.

Each year the OEA Executive Director or ~~his/her~~ their designee shall notify each UniServ Council of its assigned budget. The assigned budget shall be by OEA field office rather than by individual Council. This provision of services and support is intended to cover normal operating costs within the Association's capability and administrative rules and includes the following:

A. Staff Assignment

The total cost includes salaries of assigned professional and associate staff whose terms and conditions of employment are defined under collectively bargained agreements and applicable laws.

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.

1. All councils that do not have a physical space to meet in will receive by October 1 an annual allotment to support their meetings.
2. **At least six months before a lease expires, the council will be asked to engage with the OEA President/designee in a Building Use Assessment to give feedback to the OEA Board to inform next steps.**

Rationale: Puts existing practice into policy document.

Submitted By: OEA Board of Directors

Contact: Reed Scott-Schwalbach

Impact: At least six months before a lease on an OEA office expires, OEA will use a Building Use Assessment with the council (or councils) that are based out of that office space. Staff time and resources will need to be dedicated to engaging in this Building Use Assessment and reporting the results to the OEA Board to inform next steps.

Financial Impact: No additional cost.

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

2400 - BOARD OF DIRECTORS

VII. PROGRAM BUDGET COMMITTEE DUTIES

- A. The Program Budget Committee is established by the Board of Directors as a committee acting on behalf of the Board and answerable to the Board relative to the construction of the subsequent year's budget. In addition to the members of the Program Budget Committee outlined elsewhere in OEA Bylaws and Policies, the senior ESP Director, the Equity Director, and the senior Community College Director shall be voting members of the Committee.
- B. The Program Budget Committee shall function as a committee on planning and organizational development for Oregon Education Association, receiving information from OEA Cabinets and the Legislative Advisory Council and other sources in long-range planning for the OEA.
- C. The Program Budget Committee is to monitor the current budget.
- D. The Program Budget Committee will create and manage the reserve and investment policies of OEA.

Rationale: It is becoming increasingly important to protect OEA's financial health. We must have clear policies that establish how we will create and manage our reserve fund to create a safety net.

Submitted By: OEA Board of Directors

Contact: Reed Scott-Schwalbach

Impact:

Financial Impact:

2025 PROPOSED RESOLUTION AMENDMENTS

What is a Resolution? A formal expression of opinion, intent, belief, or position of the Association adopted by the OEA Representative Assembly to provide the direction in which the Association should be moving. The OEA board of directors, OEA elected leaders, and staff use these resolutions as a guide to carry out the work of the Association.

The date in parenthesis indicates the year when the resolution was adopted. Subsequent dates indicate revision.

Revisions: *New language is underlined, deleted language is ~~struck~~.*

RESOLUTION AMENDMENT A

The Board of Directors forwards the Proposed Resolutions Amendment A with No Position Recommendation.

RATIONALE: The recommendation not to pass was due to grammatical and language clarity concerns. There was discussion to return it to the Resolutions Committee to reword the resolution and rationale.

I.7 Oppositions to Tax Credits and Vouchers

The Oregon Education Association believes public funds for education must be used only for public schools, and therefore opposes any legislation designed to provide tax credits or vouchers for tuition paid to any private elementary or secondary institution, home school programs, or ~~any~~ charter-public school. (1982, 89,91, 93, 94, 96, 97, 99, 2002, 03, 04, 05, 06, 08, 21)

Rationale: To ensure public charter members are reflected but ensure that vouchers and tax credits do not go to any (private) school.

RESOLUTION AMENDMENT B

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

I.8 Education Employees Should Not Fund Schools

The Oregon Education Association believes that the funding of education including supplies and materials should be paid for by the district and/or state. The association further believes that education employees must not be expected or forced to compensate the state or district for budget shortfalls through wage and/or benefit reductions/freezes, increased class sizes or workload. ~~Education employees should not be responsible for providing materials and supplies to be used at school.~~ The Oregon Education Association believes, when education employees have out-of-pocket expenses, they should be provided reimbursement or a tax credit. (2008)

Rationale: Keeping focus on state funded education and not balancing budget on backs of educators.

RESOLUTION AMENDMENT C

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

II.5 Academic Freedom

The Oregon Education Association believes that academic freedom is essential to learning. Academic freedom is the right of the learner and the educator to explore, present and discuss divergent points of view in the quest for knowledge and truth. Controversial issues should be a part of the instructional program when the judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. The Association recognizes that learning about historic and contemporary racial, social, gender and other inequities can produce discomfort for students and educators, but learning about these inequities in a developmentally appropriate way is essential to provide students with a full and honest education.

The Association further believes that sStudents should have the right to speak and write without restriction and censorship provided their actions are appropriate to the curriculum and ~~do not disrupt~~ the educational environment. (1989, 97, 2008)

Rationale: Parity with IV.8: Teacher Rights, has not been updated since 2008. Grammatical fix: the first sentence is missing the word "believes". Added language to bring parody with resolution iv.8 teacher rights.

RESOLUTION AMENDMENT D

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

II.7 Bullying

The Association encourages its affiliates to work with local school districts, institutions of higher education, the Association, and the community to develop comprehensive programs which include all stakeholders to address bullying. Such programs should: Establish strong policies prohibiting all kinds of bullying that include the definition, consequences, and procedures, for reporting, investigating, addressing the harm done, and the appeals process. Provide professional development materials and resources to education and association staff. Develop and implement educational programs designed to help students, members, and the community to recognize, understand, prevent, oppose, repair the harm from, and eliminate bullying in all its forms. Provide training for all school and Association employees in bullying prevention and intervention. These programs and materials should be reviewed, revised, and updated as needed to reflect changing needs. (2008)

Rationale: Resolution has not been updated since 2008. Committee noticed there was not much language for student supports for what happens after being bullied.

RESOLUTION AMENDMENT E

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

II.11 Student Access to Healthcare

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

Rationale: The committee felt the resolution was too heavily focused on illness rather than wellness and overall health and added families to be more inclusive, recognizing that family health and individual health are connected. The committee reviewed NEA Resolution C-1 “Health Care for All Children” for language guidance.

RESOLUTION AMENDMENT F

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

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 are shared with staff prior to the start of the school year 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 readily available to staff, practiced and updated on a regular and consistent basis. Plans must include stress management/counseling strategies as follow-up care for students and staff when appropriate. (2011, 24)

Rationale: Clarifying and demanding better access for clear communication about safety plans.

RESOLUTION AMENDMENT G

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

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

Group C II.22 Personal Electronic Devices (i.e., Cell Phones)

The Oregon Education Association acknowledges the prevalence of personal electronic devices (i.e., cell phones) among the general public, especially teenagers. The Association believes the restriction of personal electronic devices in school environments is valuable, especially to promote stronger academic focus and achievement, to foster positive interpersonal relationships, and to support the ongoing development of physical and mental health.

Rationale: ODE has put out guidance and many school districts around the state (rural, urban, suburban) are adopting policies regarding personal devices. It would be strange to not have a resolution of OEA's beliefs.

RESOLUTION AMENDMENT H

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

II.51 Democracy and Citizen Education

~~The Oregon Education Association believes that education about democracy, the workings of the government and the rights and responsibilities of citizens is essential for the survival of American democracy. The Association also believes that democratic ideals should be taught and practiced as part of the total education process.~~

The Oregon Education Association believes that education about collective rights and responsibilities is essential for the survival of US democracy. The cornerstone of such education should be the United States Constitution and the Bill of Rights.

The Association also believes that democratic ideals should be practiced as part of the total education process. The following concepts should be an integral part of the curriculum within public schools and other educational institutions:

1. The dignity and worth of the individual
2. Due process of law
3. Rule of the majority tempered by respect for minority rights
4. Individual responsibility
5. Equal justice under the law
6. Civil liberties as guarantors of individual rights
7. One-person—one-vote
8. Voting rights protections
9. Active citizen participation in all aspects of public affairs
10. Freedom of religion, speech, the press, petition, and assembly
11. Right to protest and address grievances with the government.
12. Separation of church and state.

The Association encourages educators, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (2007, 08)

Rationale: The committee felt the need to expand this resolution and clearly define democracy and citizen education so we looked to the NEA resolution and used that language.

RESOLUTION AMENDMENT I

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

II.72 Virtual Schools and Online Education

~~The Oregon Education Association believes online education can play an important role in the lives of students and educators. The Association supports virtual schools and online education sponsored by state public school entities.~~

~~Such virtual schools and online courses must meet the educational standards, staffing ratios, educator licensure and certification requirements, and professional staff criteria of traditional public schools. The proliferation of online programs should not:~~

- ~~1. — impair public school district finances.~~
- ~~2. — promote or fund private vendor 'education management' operations.~~
- ~~3. — disrupt the local collective bargaining agreement. (2013)~~

II.72 Digital Learning

The Oregon Education Association believes that quality digital learning can create or extend learning opportunities but cannot replace traditional education which allows for regular face-to-face interaction among students, peers, and instructors.

The Association also believes that students who participate in developmentally appropriate digital learning should receive the preparation and support necessary to enable them to function effectively in an online environment, which at a minimum should include—

- a. Supervision and instruction provided by fully qualified, certified, and/or Oregon licensed educators.
- b. Appropriate services, equipment, technical support, libraries, and laboratories.
- c. Accurate course descriptions and clear expectations prior to enrollment.
- d. Reasonable student to instructor ratios that allow for individualized interaction with instructors.
- e. Opportunities for appropriate student-to-student interaction.
- f. Curriculum approved courses comparable to similar courses delivered by traditional means and approved by the state education agency.
- g. Courses that are transferable from school to school or for graduation requirements.

The Association further believes that virtual learning should be a viable option for public school students and staff who thrive in that environment or are under extenuating circumstances. Virtual learning should be designed and utilized strategically and in the best interest of students and staff.

The Association believes that state and local education authorities should support virtual learning by providing appropriate funding, training, planning time, devices, infrastructure, and technology support for students and staff as defined by best practices. (2013)

Rationale: Updated to match NEA's language and really clarify what we want in Virtual options that enhance, not oppose public education.

RESOLUTION AMENDMENT J

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

III.9 State School Leadership

~~The Oregon Education Association believes that the State Superintendent of Public Instruction should be elected. (1975, 91, 97, 2001)~~

The Oregon Education Association believes it is essential to have competent State School leadership that ~~the Chief Education Officer of Oregon should~~ possess a background in the field of public education including classroom experience, extensive knowledge of evidence and research-based practices, and has demonstrated success in developing and implementing such practices collaboratively with school employees and their respective associations.

~~The Association further believes that those individuals appointed or elected to leadership positions within state educational entities should also possess these qualities and reflect the community and students they represent including our culturally and linguistically diverse populations. backgrounds in the field of public education, including classroom experience, extensive knowledge of evidence and research-based practices, and have demonstrated success in developing and implementing such practices collaboratively with school employees and their respective associations. (2013)/ (1975, 91, 97, 2001)~~

Rationale: Resolution has not been updated since 2013. The committee also noticed that the specific positions listed in this resolution currently do not exist. We felt that rather than call out specific positions we would look to Resolution III.10 (Language for School Board Members) and highlight similar ideals for those serving in State Leadership.

RESOLUTION AMENDMENT K

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

The Right to Organize: insert as IV.13 above collective bargaining.

The Oregon Education Association believes that all people have the right to organize in order to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that this right be advocated where it is now abused or denied and strengthened where it is now secured. The Association also believes that shared core values among and between unions strengthen the middle class. The Association deplores anti-union activities by business interests, school districts, and government agencies, including efforts that attempt to destroy and undermine labor unions and organizations, penalize members for union involvement, and deprive workers of their right to organize and bargain. The Association supports the rights of workers to unionize by signing cards and the establishment of penalties for violating the rights of workers to unionize. The Association also believes that members have the right to have payroll deduction of both Association membership dues and voluntary political contributions, and that this right be advocated where it is now abused or denied and strengthened where it is now secured. The Association also believes that shared core values among and between unions strengthen the middle class.

Rationale: Committee noticed that we have zero belief statements about being part of the labor union movement. An oversight that needs to be addressed. The committee agreed to copy NEA's Language and align it to OEA.

RESOLUTION AMENDMENT L

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

IV.20 Just Compensation Formula

The Oregon Education Association believes in ~~endorse~~ uniform and just compensation for student teacher supervisors and mentors. (1974, 89, 97, 2025)

Rationale: It is the only resolution that the Committee saw that uses the word 'Endorses.' The resolution has not been updated since 1997.

RESOLUTION AMENDMENT M

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

IV.24 Rest Breaks

The Oregon Education Association believes that the work day of all~~each~~ school employees should include time for basic wellness and restroom breaks in addition to adequate time to eat a healthy meal (at least a 45 min duty free lunch) as research shows well-regulated and healthy adults are necessary to support student learning. ~~for be given a rest break of at least ten minutes for each two continuous hours of work exclusive of the thirty-minute duty free lunch period.~~ (1977, 89, 97)

Rationale: Working with II.53: Instructional Time, we need to provide "adequate time to eat a healthy meal."

RESOLUTION AMENDMENT N

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

IV.43 Sick Leave Bank

The Oregon Education Association believes there should be a sick leave bank from which ~~school employees~~ association members can draw when personal sick leave benefits have been exhausted. (1991, 97)

Rationale: Has not been updated since 1997, this is a member benefit and union value we support.

RESOLUTION AMENDMENT O

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

VI. 15 Weapons of War (new resolution inset after VI.14 Development and Reduction of Nuclear Arms)

The Oregon Education Association opposes the use of weapons of war which target schools and children. Regardless of the location of a child around the world, a child has the right to their education and to their learning, free from fear, free from loss, and free from destruction. A child should be able to feel confident their educational opportunities are protected. (2025)

Rationale: OEA has an existing resolution regarding freezing the use of nuclear weapons. This leaves room for OEA to have belief-statements regarding other international matters. Furthermore, international law already exists protecting civilians during wartime. The United Nations Security Council has noted and condemned the increase in attacks and destruction of schools and hospitals during the armed conflicts of recent years.

2025 PROPOSED POLICY STATEMENT

The Board of Directors forwards the Proposed Policy Statement with a *Do Pass* Recommendation Oregon Education Association Policy Statement on Charter Schools and an Organized Education Workforce

In accordance with NEA's use of guiding documents, a policy statement may include expressions of opinion, intent, or belief. Policy statements are different from resolutions in that they explore issues in greater depth, while resolutions are intended to set forth general concepts on the Association's beliefs and positions. Additionally, policy statements may be action-oriented, and may also indicate support for or opposition to federal or state legislation. For reference, see this link for information about NEA's Policy Statements: <https://tinyurl.com/2kb6a2bv>

Introduction

Public charter schools in Oregon have been promoted since 1999 as an avenue for parents, educators, and community members to take responsible risks to create new, innovative, and flexible ways of educating students. The purpose of this policy statement is to declare OEA's support for organizing charter schools and other educational workers in institutions that use public dollars.

The Oregon Education Association (OEA) stands for our students wherever they are educated and supports communities organizing for quality public education. In addition, OEA champions educational workers' in their collective efforts to improve teaching and learning conditions for all Oregon students in learning environments supported with public funds.

OEA stands in opposition to large charter management organizations (CMOs) or other for-profit labor brokerage corporations which divert public funds from local budgets and negatively impact the education workforce. Instead, charter schools should be held accountable by local stakeholders and democratically elected school boards (or other boards accountable to the public.)

OEA believes that all educators deserve the right to a collective voice and representation, and that an organized education workforce is the best champion for quality standards for students and educators alike. OEA seeks to organize charter school educators and other educational workers in order to attain more equitable learning conditions for all Oregon students, as well as to improve representational and collective power for educators united by OEA.

OEA's Vision For Quality Public Education for All

The vision of OEA is to improve the future of all Oregonians through quality public education. As champions for quality public education we have a responsibility to help students and educational workers in all settings in which public funds are being spent. Organizing employees of charter schools and other education organizations funded with public dollars ensures high standards for effective oversight to maintain students' access to free, accessible, non-sectarian, quality education.

Charter schools best serve students and the public interest when they are authorized and held accountable by democratically elected local entities. For consistency in communities, it should be the same entity that authorizes other alternative school models in the public school district such as magnet, community, educator-led, or other specialized schools. Such charters should be authorized only if they meet the following standards of local control and democracy, professionalism, accountability, transparency, and equity.

Local Control and Democracy

OEA believes that a charter school must be rooted in a locally initiated effort to meet a need in the educational community that is not being met within the existing public school system. Charter schools should be nonprofit, pedagogically innovative, student-need centered, and community oriented. Authorizing bodies, or "sponsors", must develop plans and priorities with input from all stakeholders, including parents, students, educators and community members.

School boards accountable to the public are best equipped to make decisions regarding education programs in their jurisdiction. Only locally elected school boards or the State Board of Education should sponsor charter schools. Authorization or expansion of charter schools should be done only after an assessment of the impact of the proposed charter school on local public school resources, programs, and services, including the district's operating and capital expenses, facility availability, the likelihood that the charter will prompt cutbacks or closures in local public schools, and consideration of whether other changes in educational programs or school management (ranging from reduced class sizes

to community or magnet schools) would better serve a district's needs.

Authorizing sponsors must also consider the impact of the charter on the racial, ethnic, and socio-economic composition of schools and neighborhoods, as well as on equitable access to quality services for all district students, including students with special needs and English language learners. The impact analysis should be independent, developed with community input, and be written and publicly available.

Collective Action and Professionalism

Educators using their collective organized voice are the best champions for improvements to and maintenance of quality teaching and learning conditions for students and educators.

OEA believes that charter school educators must be highly qualified or otherwise specifically trained, accredited, and well-suited to teach in their specialty area. All administrators of the school should be licensed to administer by the Teacher Standards and Practices Commission (TSPC). Teachers who are licensed to teach by the TSPC should provide the instruction for at least 95 percent of the school's instructional hours.

Charter school educators should be afforded the same protections and privileges as employees of the sponsoring school district, including a plan for placement at another work site should the charter not be renewed.

Accountability and Transparency

OEA believes that charter schools must comply with all state accountability requirements. Additionally, charter schools must comply with laws promoting transparency and accountability to parents and the public in the operation of public schools and expenditure of public funds, including an ability to demonstrate financial stability and a sound financial management system.

Charter schools should demonstrate sustainable support for the charter school by teachers, parents, students and other community members at publicly held hearings.

Equity And Student Access

All children in Oregon are entitled to equal access to all public education opportunities, including charter schools. OEA believes that charter schools should provide equitable and non-discriminatory access to promotional information, application forms, and selection for admission. Charters should demonstrate the capability to provide comprehensive instructional programs to students that are identified as low achieving. A plan for the standards for behavior and the procedures for the discipline, suspension or expulsion of students must be outlined and equitable. All discipline policies, especially as relates to suspension and expulsion of pupils, must comply with Oregon law.

No charter school should discriminate against a student, whether in application, admission, instructional, or disciplinary practices, because of race, language, color, national origin, religion, gender/gender identification, sexual orientation, disability, marital, economic or immigration status, educational need, academic performance, or any other form of preferential selection.

Facilities

OEA believes that educational employees are entitled to work in safe, sanitary, and healthy environments. Public school buildings must meet all Occupational Safety and Health Administration (OSHA) requirements, modern earthquake standards and have adequate light, heat/air conditioning, and ventilation. Funding of charter school facilities should not negatively impact the education programs of the school district in which the charter school is located, including decreasing funding for maintenance of existing schools. OEA opposes using public funds to build or buy facilities for charter schools in neighborhoods that have no need for additional classroom space or which offer no improvement over the facilities already available.

Eliminating Profit Motives in Public Education

Charter schools should be hubs for innovation as identified by stakeholders including parents, students and educators. Charter management organizations (CMOs) or other for-profit labor brokerage companies, located far from school communities and with limited local oversight and accountability to the community they are meant to serve, are not the best models for improving learning across all educational settings in Oregon.

If charter schools contract with a for-profit entity to provide educational services, the for-profit entity should not be the employer of the employees.

OEA believes that the approval of and operation of charter schools must be free of conflicts of interest and profiteering. Charter school board members and their immediate families must not benefit financially from their schools. Public schools' conflict of interest laws and disclosure regulations should apply to charter schools that receive public funds.

FINANCIALS



**OREGON
EDUCATION
ASSOCIATION**

2025

REPRESENTATIVE ASSEMBLY

Oregon Education Association
Budget vs. Actual by Programs/Projects
September 2023 through August 2024
PRELIMINARY Unaudited Results

	Total GF		Difference	Comment
	Sep '23 - Aug 24	Budget		
Income				
Membership Dues				
4001 · Membership Dues-Certified	65.00			
4003 · Membership Dues-Other	22,104,042.90	21,670,308.00		
4003.1 · Legal Services Dues	3,431.32			
4005 · OEA Retiree Dues Income	11,563.00	13,600.00		
4006 · Lifetime Retiree Dues Amortized	2,750.00			
4099 · Dues Refunds	-16,230.48			
Total Membership Dues	22,105,621.74	21,683,908.00	421,714	Higher member count than budget
NEA Support				
4210 · NEA Member Benefits	77,878.60	30,000.00		
4211 · NEA Uniserv Agreement	1,472,095.25	1,561,876.00		
4218 · Grant Income	27,815.00	200,000.00		
NEA Support - Other	569.31			
Total NEA Support	1,578,358.16	1,791,876.00	-213,518	Certain grant income recorded in other "misc. income"
Assessments				
4020 · GPS Assessment	414,957.00	344,520.00		
Total Assessments	414,957.00	344,520.00		
4401 · Int, Div, & Inv Income				
4401.1 · Inv Inc - Op Surplus Acct				
4401.11 · Interest and Dividends	73,792.77	125,000.00		
4401.12 · Acct Fees & Other Expenses	-10,608.82			
4450.1 · Unrealized G/L Op Sur Acct	113,217.20			
Total 4401.1 · Inv Inc - Op Surplus Acct	176,401.15	125,000.00	51,401	We appropriately do not budget for non-cash unrealized gains
4401.2 · Inv Inc - Post Ret Medical Acct				
4401.21 · Interest & Dividends	28,495.35			
4401.22 · Acct Fees & Other Expenses	-5,800.57			
4450.2 · Unrealized G/L Post Ret Medical	107,157.81			
Total 4401.2 · Inv Inc - Post Ret Medical Acct	129,852.59		129,853	We appropriately do not budget for non-cash unrealized gains
Total 4401 · Int, Div, & Inv Income	306,253.74	125,000.00	181,254	We appropriately do not budget for non-cash unrealized gains
Other Income				
4800 · Attney Fee Awards/ULP Reim	105.00			
4451 · Gain / Loss on Real Property	653,203.60			
4502 · Registration Fees	9,370.00			
4601 · Miscellaneous Income	108,630.85	0.00		
4650 · Rental Income (Net)				
4652 · Rental Revenue	265,951.78			
4650 · Rental Income (Net) - Other	0.00	222,000.00		
Total 4650 · Rental Income (Net)	265,951.78	222,000.00		
4905 · Sponsorship	19,000.00	21,750.00		
Total Other Income	1,056,261.23	243,750.00	812,511	Pendelton and Albany building sales and unrealized gains, for which we appropriately do not budget
Total 4000 · INCOME	25,461,451.87	24,189,054.00		
Total Income	25,461,451.87	24,189,054.00		
Gross Profit	25,461,451.87	24,189,054.00		

Expense

SALARIES, TAXES & BENEFITS

5102 · Vacation	43,107.12	
5105 · Longevity Pay	30,270.00	25,600.00
5107 · WinterBreak	58,718.00	59,534.00
5108 · Wellness Stipend	3,996.00	4,476.00
5150 · Salary Political	4,984.42	
5180 · Salary	10,488,162.92	10,925,502.00
5115 · Overtime	84,151.31	91,900.00
5191 · Cadre - Member/ASO	134,578.61	130,000.00
5192 · PSO Temporary	119,888.01	40,000.00
5193 · Independent Contractors	14,315.98	2,000.00
5194 · Agency Temporary Staff	245,924.30	130,000.00
5195 · Stipends - Governance	37,400.00	37,000.00
5201.1 · Mobile Allowance & Reimburse	155.30	0.00
5201.2 · Employee Retention Plan	375,360.21	207,375.00
5204 · Medical & Other Ins Fringe Ben	150.00	
6702 · Pension Contribution	3,900,000.00	0.00
6702.1 · Actuary ADJ Pension Expense	-638,240.00	
5204.1 · 401k Contributions	511,878.55	547,124.00
5204.2 · Health Insurance	2,533,676.97	2,878,826.00
5204.3 · Life Insurance	18,636.53	18,370.00
5204.4 · ERP Section 457 Contribution	-245,743.18	0.00
5204.5 · Workers Comp Insurance	0.00	16,940.00
5204.6 · Flex Spending ER Contribution	78,471.54	0.00
5204.7 · Paid Leave Oregon-ER Contrib	107,024.37	
5205 · Payroll & Employment Taxes	1,078,448.54	1,028,331.00
5210 · Pension Expense	130,900.00	3,900,000.00
5315 · Auto Allowance	486,016.21	528,817.00
6555 · Dependent Care Expense	1,918.00	7,700.00
6830 · Staff Relocation	20,574.63	0.00
6840 · Retiree Medical Benefits	442,315.92	705,000.00
6840.1 · Actuary Adj for Retiree Med	207,590.00	
5202.1 · Actuary ADJ Post Retirement Med	842,332.00	
5202.2 · Actuary ADJ Pension-OCI PSC	-1,428,618.58	
5201 · Fringe Benefits	2,643.08	

Total SALARIES, TAXES & BENEFITS 19,690,986.76 21,284,495.00

Support Expense

6040 · Office Supplies	122,260.14	67,945.00
6042 · Office Furniture & Equipment	4,652.50	13,650.00
6045 · Paper, Print, Copy	81,845.90	121,365.00
6050 · Outside Printing Services	46,997.26	66,420.00
6060 · Postage, Couriers, Freight	16,835.87	76,845.00
6065 · Dues, Subscript. & Publications	54,230.28	33,400.00
6070 · Miscellaneous	12,597.12	2,700.00
6094 · License, Permits & Filing Fees	1,007.57	
6095 · 6095 Fines and Penalties	33,455.51	50,000.00
6140 · Tech Equipment Purchases	69,981.96	57,500.00
6550 · Release Time/Sub Reimbursement	36,027.15	12,500.00
6605 · Grants	385,775.31	739,500.00
6630 · Gifts & Awards - Employee	156.92	500.00
6632 · Gifts and Awards - Non-Emp	12,124.06	5,220.00

Actuarial adjustments of \$1M (non-cash temporary adjustments, which we appropriately we do not budget for), staff timing, -1,593,508

6850 · Contributions	77,312.65	173,200.00	
Total Support Expense	955,260.20	1,420,745.00	Support activity was impacted by PAT strike and may also be reflected in other accounts for actual -465,485 results
Facilities			
6005 · Rent Expense	413,884.73	418,500.00	
6010 · Repairs & Maintenance	217,408.09	150,000.00	
6015 · Grounds Services	82,188.40	102,720.00	
6020 · Utilities	229,254.54	210,750.00	
6026 · Kitchen Supplies	0.00	12,500.00	
6030 · Janitorial Services	130,087.20	122,020.00	
6035 · Security	38,776.40	24,265.00	
6075 · Telecomm	304,576.96	251,174.00	
6110 · Real Property Taxes	240,708.56	240,328.00	
6111 · Personal Property Taxes	9,871.38	14,100.00	
6130 · Equipment Leases	5,364.27	87,235.00	
6152 · Depreciation Exp - Buildings	431,290.05		
6153 · Depreciation Exp - FF&E	10,907.29		
6154 · Depreciation Exp - Comp Equip	36,532.92		
6155 · Depreciation Exp - Comp Softwre	9,900.00		
6156 · Depreciation Exp - TI	14,000.04		
6159 · Amortization Exp-Lease Acq Cost	7,117.31		
Total Facilities	2,181,868.14	1,633,592.00	We appropriately do not budget for depreciation 548,276 (non-cash expense)
Professional Services			
6080 · Social Media	8,186.91	87,650.00	
6115 · Insurance	123,921.08	46,500.00	
6120 · Computer Software	293,927.64	85,800.00	
6122 · IT Engineering Consulting	9,413.38	159,857.00	
6520 · Professional Dev & Training	47,898.26	17,600.00	
6785 · Legal Fees	15,011.47	51,000.00	
6792 · Mediation Services	38,103.61	17,500.00	
6795 · Arbitration Fees & Expenses	87,582.50	2,500.00	
6800 · Actuary Services	7,838.00	11,000.00	
6805 · Audit, Accounting, Tax	124,818.17	94,416.00	
6810 · Benefit Plan Administration	656.25	27,000.00	
6820 · Counseling Services Fees	79,638.42	11,500.00	
6825 · Consulting	458,125.44	292,440.00	
6835 · Recruiting	46,545.90	15,000.00	
6855 · Surveys & Polls	940.00		
8005 · Bank Charges & Admin Fees	46,673.07	40,500.00	
Total Professional Services	1,389,280.10	960,263.00	Increasing insurance costs, consulting expense 429,017 (legal), arbitration and counseling
Travel & Meeting Expenses			
5301 · Airfare	75,590.76	48,700.00	
Total 6143 · UniServ Meeting Support	15,000.00		
5302 · Lodging	272,860.46	260,150.00	
5305 · Meals	305,442.37	283,050.00	
5310 · Ground Transportation	195,557.76	149,700.00	
5311 · Audio Visual Equipment Rental	8,074.91	1,250.00	
5312 · Conference Fees	62,919.68	24,900.00	
5313 · Program Supplies & Materials	11,732.97		
Total Travel & Meeting Expenses	947,178.91	767,750.00	179,429 Increasing inflationary impact on travel expenses
Total OTHER EXPENSES	5,476,182.35	4,792,350.00	

OTHER			
8105 - Interest Expense	88,912.83		
Total OTHER	<u>88,912.83</u>		
Total Expense	<u>25,256,081.94</u>	<u>26,076,845.00</u>	
Net Ordinary Income	205,369.93	-1,887,791.00	
Adjustments for depreciation, actuarial adjustments, unrealized gains:			
Net Ordinary Income	205,369.93		
Unrealized Gains	-220,375.01		
Actuarial Adjustments	-1,014,293.50		
Depreciation Expense	509,747.61		
Building Gains	<u>-653,203.60</u>		
Adjusted Income	<u>(1,172,754.57)</u>	-1,887,791.00	-715,036

The table above reconciles between Net Ordinary Income financial information to the adjusted amounts necessary to compare to budget. These items include non-cash transactions, which are properly not included in the budget given their lack of predicability. These non-cash items include unrealized gains, actuarial adjustments and depreciation expense. Additionally, building gains reflect the proceeds of sales of Albany and Pendelton offices, less the cost basis of those buildings. Building gains are non-recurring transactions that are one-time in nature, which are appropriately not budgeted.



1



Thank you OEA Budget Committee and Board of Directors

OEA Budget Committee

- Chris Early
- Christopher Zimmerly-Beck
- Enrique Farrera, Chair, OEA Vice President
- John Hasegawa
- Kelsy Dunlap
- Laura Latham
- Monica Weathersby
- Reed Scott-Schwalbach, OEA President
- Rob Stackhouse, CFO
- Sarah Barclay
- Stephen Siegel
- Tracey-Ann Nelson, Executive Director

2

Historical Budgetary Information



	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget
Membership Dues	18,899,621	17,257,811	18,975,025	19,928,022	19,957,484	21,210,898	21,683,908	23,815,056
NEA Support	1,527,290	1,460,063	1,529,276	1,617,132	1,725,540	1,561,876	1,791,876	1,791,876
Other Revenues	442,000	419,000	419,000	419,000	386,000	271,000	368,750	368,750
Assessments	546,999	466,800	504,000	510,000	408,980	344,520	344,520	420,000
Total Revenues	21,415,910	19,603,674	21,427,301	22,474,154	22,478,004	23,388,294	24,189,054	26,395,682
Total Operating Expenses	21,000,974	20,403,217	21,810,802	23,321,296	24,700,413	25,454,326	26,076,844	26,890,630
Stabilization Reserve / Deficit	414,937	(799,542)	(383,502)	(847,142)	(1,705,309)	(2,066,032)	(1,887,790)	(494,948)
% age of budgeted expense	2.0%	-3.9%	-1.8%	-3.6%	-6.9%	-8.1%	-7.2%	-1.8%
Total Operating Expenses, Net of Stabilization Reserve	21,415,911	19,603,675	21,427,300	22,474,154	22,995,104	23,388,294	24,189,054	26,395,682
Info: Salaries and Benefits	16,103,614	16,179,334	18,742,496	18,759,454	19,612,844	21,376,630	21,284,495	21,628,863

- Budgets since 2018 have included a deficit presumption.
- Actual performance has historically outperformed budget, driven primary by unbudgeted investment returns.
- Salaries and benefits expenses increased \$5.2 million from 2018 to 2023, compared to revenue growth of \$3.8M.
- Staff changes were announced in May 2024. Change resulted in salaries and benefits increasing \$344K in 2024-2025, compared to initial projections of \$1.5M.

3

~~Proposed~~ Dues Formula Change Approved



Dues used to be calculated using certified member 5-year average salary multiplied by factor of 0.939% of average salaries.

Local bargaining success took 7 years before supporting OEA's budget under old model.

OEA Board and the RA approved a policy change to use a 2-year average and slight increase in factor to 0.960% for 2024-2025 and 0.980% for 2025-2026.

Dues change in 2024-25 helped to offset staff cost increases. Additional changes were needed to offset the deficit completely.

	Fiscal 2024-2025	Fiscal 2023-2024
2022-2023	\$ 72,476.00	
2021-2022	\$ 70,402.00	\$ 70,402.00
2020-2021		\$ 68,565.00
2019-2020		\$ 67,685.00
2018-2019		\$ 65,125.00
2017-2018		\$ 63,061.00
2016-2017		
2015-2016		
Average	\$ 71,439.00	\$ 66,967.60
Percentage	0.960%	0.939%
Calculated Dues	\$ 685.81	\$ 628.83
Rounded Dues	\$ 686.00	\$ 629.00

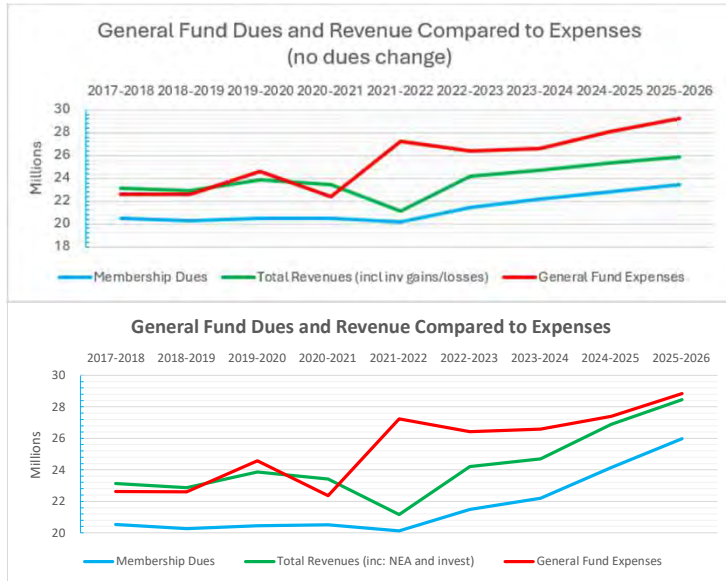
Above calculated dues are for full FTE Certified. Amounts reflect OEA dues and do not include assessments, NEA or local dues.

4

Dues, Revenue, Expense Trends

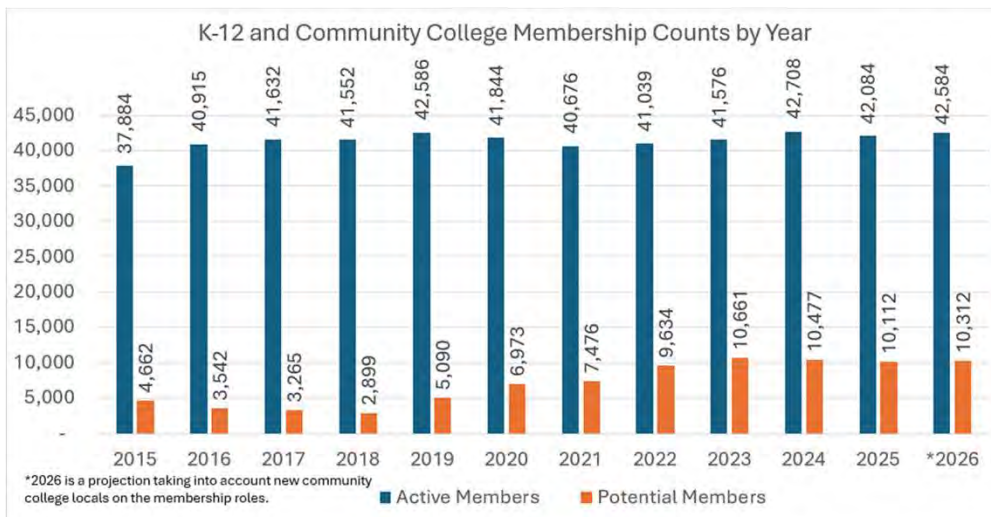
Expenses outpaced dues and other revenue over the past five years.

Lower graph reflects dues adjustment to 2-year average with increased multiplier and staffing changes announced in May 2024.



5

Membership Trends



6

Historical Budget Summary



(GENERAL FUND)	Budget	Budget	Approved
	2022-2023	2023-2024	Budget 2024-2025
Membership Dues	21,148,418	21,683,908	23,815,056
NEA Support	1,561,876	1,791,876	1,791,876
Other Revenue and Assessment	678,000	588,270	663,750
Total Revenue	23,388,294	24,064,054	26,270,682
Total salaries, wages, benefits	21,376,630	21,284,495	21,628,863
Support Expense	918,190	1,420,745	1,229,051
Facilities	1,500,521	1,633,591	1,670,917
Professional Services	1,109,086	960,263	1,345,739
Travel and Meetings	549,899	767,750	1,016,060
Other Expenses	-	-	-
Reserve Strengthening	-	-	-
Total Expenses	25,454,326	26,066,844	26,890,630
Net change in assets (before Gains/Losses)	(2,066,032)	(2,002,790)	(619,948)
Investment Return	-	125,000	125,000
Net change, including investment returns	(2,066,032)	(1,877,790)	(494,948)

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7

Drivers for Future Financial Health of OEA



- We have had budget deficits since fiscal year 2018-2019. To **improve the financial health of the organization**, we must work toward a balanced budget.
- We need to continue to build **improved revenue streams** in order to be sustainable.
- We need to continue to focus on **controlling expenses**, while **growing revenue** as we stabilize the financial health of the organization.
- Healthcare, pension, and benefit expenses are impacted by external factors such as interest rates, inflation, and investment returns.

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Needed Steps to Improve OEA’s Financial Health

OEA Financial Health

Balance Budget

Bylaws (Article VIII, Sec 4, E) require we maintain a balanced budget

Build Reserves

OEA should develop, in conjunction with the budget committee and board, a reserve policy focused on strengthening reserves

Fund Liabilities

As of August 2023, over 85% of OEA’s liabilities are long-term that relate to debt or benefits obligations.

Maintain Compliance with policies, regulations, and best practices

Continue strengthening our foundation and structure to ensure a sustainable future

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Dues Formula For 2025-2026

Dues formula is now more responsive to changes in education support salaries and local bargaining success compared to OEA’s formula under the previous model.

Above calculated dues are for full FTE Certified. Amounts reflect OEA dues and do not include assessments, NEA or local dues.

Classified member’s dues are adjusted, in accordance with the bylaws, to reflect an adjustment for salary bands and FTE status.

	Fiscal 2025-2026	Fiscal 2024-2025	Fiscal 2023-2024
2025-2026			
2024-2025			
2023-2024	77,130.00		
2022-2023	72,476.00	\$ 72,476.00	
2021-2022		\$ 70,402.00	\$ 70,402.00
2020-2021			\$ 68,565.00
2019-2020			\$ 67,685.00
2018-2019			\$ 65,125.00
2017-2018			\$ 63,061.00
2016-2017			
2015-2016			
Average	\$ 74,803.00	\$ 71,439.00	\$ 66,967.60
Percentage	0.980%	0.960%	0.939%
Calculated Dues	\$ 733.07	\$ 685.81	\$ 628.83
Rounded Dues	\$ 734.00	\$ 686.00	\$ 629.00

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Preliminary 2025-2026 Budget



(GENERAL FUND)	Budget	Budget	Approved	Preliminary
	2022-2023	2023-2024	Budget	Budget
Membership Dues	21,148,418	21,683,908	23,815,056	25,480,464
NEA Support	1,561,876	1,791,876	1,791,876	1,636,614
Other Revenue and Assessment	678,000	588,270	663,750	706,750
Total Revenue	23,388,294	24,064,054	26,270,682	27,823,828
Total salaries, wages, benefits	21,376,630	21,284,495	21,628,863	22,518,810
Support Expense	918,190	1,420,745	1,229,051	1,279,051
Facilities	1,500,521	1,633,591	1,670,917	1,730,917
Professional Services	1,109,086	960,263	1,345,739	1,452,739
Travel and Meetings	549,899	767,750	1,016,060	1,098,810
Other Expenses	-	-	-	-
Reserve Strengthening	-	-	-	254,805
Total Expenses	25,454,326	26,066,844	26,890,630	28,335,132
Net change in assets (before Gains/Losses)	(2,066,032)	(2,002,790)	(619,948)	(511,304)
Investment Return	-	125,000	125,000	125,000
Net change, including investment returns	(2,066,032)	(1,877,790)	(494,948)	(386,304)

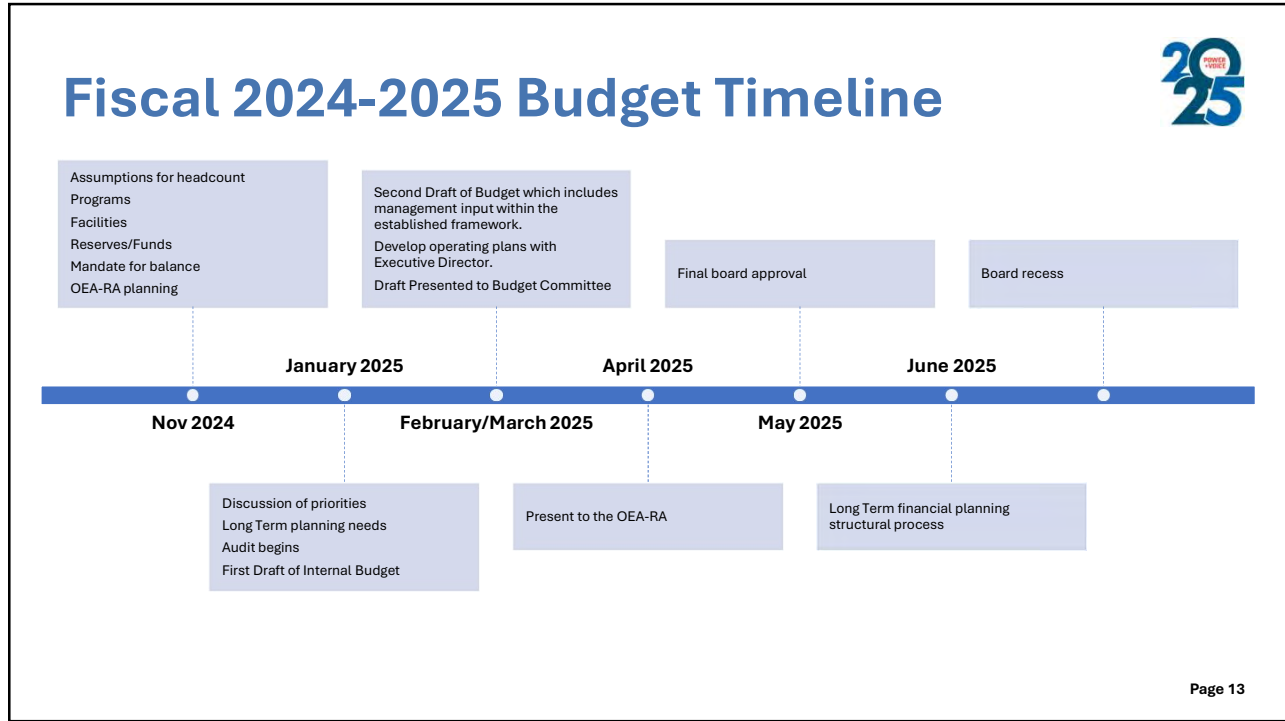
11

Past Actions to Balance the Budget



- **Delayed** filling positions
 - **Selling** of facilities
 - **Increase** dues (new formula)
 - **Cap** on RA spending of NBIs
 - Summer Conference “**pause**”
 - Budget cut of **20%** in all departments
 - **Decrease** OEA sponsored attendees for NEA conferences
- Governance Adjustments:**
- 2018 - President, VP, managers and salaried governance took a **salary freeze**
 - **Cut \$8k** in governance
 - **Virtual** meetings
 - Changed food to be **cost effective**

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RA FORMS



**OREGON
EDUCATION
ASSOCIATION**

2025

REPRESENTATIVE ASSEMBLY

REIMBURSEMENT FORMS

Links to electronic OEA RA reimbursement forms are below; click on the title of the form or scan the QR code.

Paper forms are available at the Information Table at the OEA RA.

Vouchers must be submitted by May 19, 2025

If you have questions about completing your voucher, please contact Kristine Klupenger at Kristine.Klupenger@oregoned.org

If you have questions regarding the status of your voucher, please contact OEA Accounting at ap@oregoned.org

[Expense Form Guidelines](#)



[Delegate Expense Voucher](#)



[Dependent Care Voucher](#)



[Local Association Expense Voucher](#)



2024

MINUTES



**OREGON
EDUCATION
ASSOCIATION**

2025

REPRESENTATIVE ASSEMBLY

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~~ eighty 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
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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 Khatter, 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 safety 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 MaLaren, 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 OEBB, 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 Khatter, 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

REPORTS/ OTHER REPORTS



**OREGON
EDUCATION
ASSOCIATION**

2025

REPRESENTATIVE ASSEMBLY

2025 REPORTS TO REPRESENTATIVE ASSEMBLY

CABINET FOR CENTER FOR ADVOCACY AND AFFILIATE SERVICES

CABINET MEMBERS:

Chair: Stephen Siegel

Donald Easton

Kathy Kuftin

Paul Sheprow

Alexander Wodzinski

Heather Wisener-South

Board Liaisons: Becky Crane, Marc Dana, Laura Latham

Staff Liaison: Evan Wickersham, Robert Young

Staff Support: Melody Parsons

Committee Charges and Related Activity:

CHARGES:

GENERAL CHARGES

1. To follow OEA Policy 1300 VI F 4c: OEA Cabinets recommend program adoption or modification to the OEA Board of Directors. Their charge is to provide input and advice to the locals, and to aid in explaining the OEA Centers to those locals.
2. Provide recommendations to the OEA Board of Directors that ensure alignment with OEA strategic priorities.
3. Use the OEA Equity Filter to ensure all members are represented through the work of the Center, including different job classifications, diverse racial and ethnic members, and diverse number of years in the profession
4. Monitor implementation of grants relevant to the Cabinet and provide updates to the Board.

5. Membership

- a. Monitor and give recommendations on the Early Enrollment program
- b. Monitor membership growth, including reviewing member drop data
- c. Evaluate and recommend programs for membership growth, especially for locals with low density

6. Advocacy

- d. Recommend focus and content for Advocacy & Affiliate Services events.
- e. Review evaluations of Advocacy & Affiliate Services trainings and events and make recommendations for improvements.
- f. Submit a nomination to the OEA President for possible recipient of the Dick Barss/Pat Wohlers Member Rights Award and the Robert G. Crumpton Organizational Excellence Award by January 31.

7. Bargaining

- g. Review bargaining guidance documents, including coordinated bargaining, and give recommendations for updates.
- h. Review and evaluate crisis and strike assessment materials.
- i. Review evaluations of training on bargaining models and make recommendations for improvements.

8. Affiliate Services

- j. Review the UniServ Council Review document and make recommendations to improve the process during the Fall Cabinet meeting in odd numbered years.

Chair:

1. Communicate and coordinate as needed with other Cabinet chairs and OEA staff.
2. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
3. Communicate with OEA staff between meetings regarding progress.
4. Use the OEA Equity Filter to help guide decision-making.

AAS Services 2024-2025 Highlights

1. To follow OEA Policy 1300 VI F 4c: OEA Cabinets recommend program adoption or modification to the OEA Board of Directors. Their charge is to provide input and advice to the locals, and to aid in explaining the OEA Centers to those locals.
2. Provide recommendations to the OEA Board of Directors that ensure alignment with OEA strategic priorities.

Last year, the AAS cabinet gave direct feedback regarding Strategic Intent Framework that was passed by the OEA board, after significant discussion by leaders at their UniServ Council meetings across the state. The cabinet felt that the framework sets out a strategic vision with clear benchmarks for our union to move forward and build our strength, local by local.

This year our goal is to work to integrate the strategic intent framework into our bargaining goals and model language. We also are working to integrate the bargaining tools more seamlessly into the community college and ESD districts so they receive similar support to our siblings in K-12 licensed and classified. OEA's Bargaining Coordinator, Robert Young, will be providing more active research support for ESD and Community College locals as part of this work.

3. Use the OEA Equity Filter to ensure all members are represented through the work of the Center, including different job classifications, diverse racial and ethnic members, and diverse number of years in the profession
4. Monitor implementation of grants relevant to the Cabinet and provide updates to the Board.
5. Membership

- Conference on Bargaining & Organizing

The theme for this year's conference was, "Democracy is Power." President Reed Scott-Schwalbach opened the conference with a rousing speech about the history of public sector unionism in Oregon with a focus on education. She highlighted the courage of the Hillsboro educators who were the first to strike, in violation of state law, to demand respect, pay and better working conditions. We were lucky enough to be joined by other NEA affiliate leaders from Massachusetts, Minnesota, and Arizona, alongside some of our own OEA members to share their stories of building dynamic bargains that are strike ready and ambitious. We had over 230 registrants for the conference and a waiting list of over 30 members.

- a. Monitor and give recommendations on the Early Enrollment program
- b. Monitor membership growth, including reviewing member drop data
- c. Evaluate and recommend programs for membership growth, especially for locals with low density

- Klamath Community College Classified Win Their Union! Statewide Organizer Alex Howe and UniServ Consultant Del Mallory assisted classified workers at the Klamath Community College organize and win their union. These 130 workers will begin negotiating their first contract this spring and will be included in our membership numbers at the conclusion of their first contract campaign.

- Central Oregon Community College Faculty Pledge Affiliation! The faculty at Central Oregon Community College executive board signed an affiliation agreement to join the OEA. These 166 faculty are working with Statewide Organizers Alex Howe, Ryan Olds and Yvie Johnson to sign their members to cards and schedule an official election ahead of their contract negotiations in 2026. Now retired UniServ Consultant Brett Nair helped shepherd this affiliation before his retirement in January of 2025.

- Chemeketa Community College Classified Pledge Affiliation! The Chemeketa CC Classified Educators Union executive board has pledged affiliation with OEA. UniServ Consultant Ken Volante is working with this group to finish their contract negotiation, while Statewide Organizer Matt Reed is supporting the field organizing and affiliation plan. The approximately 325 workers will be included in our membership numbers in the fall.

- Central Oregon Community College Classified Explore Affiliation. The COCC classified union, which represents 122 workers at the college, has expressed an interest in affiliating with OEA. Statewide Organizer Alex

Howe is working with their bargaining team while Statewide Organizers Yvie Johnson and Ryan Olds are running their field campaign.

All told, these organizing efforts across the union will add more than 700 potential members to our union in 2025-2026!!!

Membership Growth Generally

You can see below the February 2024 to January 2025 trends in membership. The union slightly decreased from a membership of 42,098 to 41,848 as of January 15, 2025.

K-12 Licensed decreased from 34,148 to 33,873 members. A **decrease** of .81%.

K-12 ESP decreased from 5056 to 4955 members. A **decrease** of 2.00%

K-12 Subs grew from 955 to 1006 members. An **increase** of 5.34%

CC LIC PT grew from 917 to 949 members. An **increase** of 3.49%

CC LIC FT grew from 706 to 726 members. A **decrease** of 2.83%

CC ESP grew from 316 to 339 members. An **increase** of 7.28%.

Overall membership February over January was down .59%. Our statewide density also decreased from 81.61% across all categories to 80.57%.

While there are certainly locals around different parts of the state that continue to need support to improve their recruitment of new members in their units, we believe much of the explanation for this decline is due to a series of layoffs that impacted our members and our OSEA classified union siblings. These layoffs had three main drivers: inadequate state funding, expiration of Federal, Covid-19 related ESSER funds, and general financial mismanagement by employers.

REPORT DATE: 02.02.2024 DATA DATE: 02.01.2024 MLP

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

REPORT DATE: 01.15.2025 DATA DATE: 01.14.2025 MLP

TYPE	AC COUNT	PM COUNT	TOTAL COUNT	AC %	PM %
K-12 LIC	33,873	4,596	38,468	88.06%	11.95%
K-12 ESP	4,955	2,514	7,468	66.35%	33.66%
K-12 SUB	1,006	1,399	2,405	41.83%	58.17%

CC LIC PT	949	1,339	2,288	41.48%	58.52%
CC LIC FT	726	90	816	88.97%	11.03%
CC ESP	339	154	493	68.76%	31.24%
Grand Total	41,848	10,092	51,938	80.57%	19.43%

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

The Cabinet discussed ongoing efforts to support locals in their efforts to increase membership, including the continued financial support for locals to participate in new employee orientations and to utilize a membership chair. This year we had each local receiving a grant fill out ACH (automatic clearing house aka automatic payments) paperwork allowing for quick transfers of grant funds at the appropriate times. A big thanks for Melody Parsons and our partners in the accounting department for securing the paperwork for over 98% of the participating locals. In the 2024-2025 grant cycle we were able to pay grants immediately in the pay period after approval. Look out for grant information in April of 2025 for the 2025-2026 school year.

Bringing New Workers into Our Union

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

Last year, a motion was passed at the OEA Board meeting to create a taskforce to investigate further private sector organizing and later affirmed by the 2024 Representative Assembly. Another motion removed the prohibition on organizing private sector education workers, like those employed at charter schools funded by public monies. Last year, we hoped the taskforce would answer the following questions:

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

The AAS Cabinet’s own Kathy Kufin was the chair of the Organizing Taskforce and was able to report out to us a copy of their findings and to share the recommendations of the committee.

Our cabinet applauds the work of the taskforce and believes that we are now ready to take the first steps in organizing all publicly funded education workers in Oregon.

CABINET RECOMMENDATIONS FOR OEA Board and 2025 Representative Assembly

The Cabinet recommends that the OEA Board approve the membership chair and NEO grants for the 2025-2026 cycle in the same amount as the previous year. OEA awarded grants to over 75 individual locals across the state. Despite that budgeted funds remain, the cabinet would encourage all locals to consider applying for grants in the 2025-2026 cycle.

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

The cabinet also recommends that the Board and RA move forward with a large statewide organizing action team that focuses on coordinating efforts around the state to win significant revenue increases and important legislation. It’s important that this team is led by members, not staff, with the idea of pressuring the legislature

and governor utilizing the same strategy and deep organizing methods that we use in winning contract campaigns, rather than relying exclusively on our government relations staff and lobbying. We recommend building a campaign that works in tandem with that vital political work being done at the capitol.

6. Advocacy

- d. Recommend focus and content for Advocacy & Affiliate Services events.

The cabinet worked extensively on the Conference for Bargaining and Organizing. We wanted to bring in a dynamic and diverse set of presenters who would help to capture the overall mood and objective of the conference, which was to encourage members to build a democratic, militant and strike-ready union. We wanted books available for participants to buy and take home. We wanted chants and a group solidarity photo with Greater Albany Educators, who were gearing up for a strike. We wanted time for discussion and questions. And we wanted participants to walk away with practical next steps for how to build powerful locals, and we wanted members to leave feeling inspired.

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

- e. Review evaluations of Advocacy & Affiliate Services trainings and events and make recommendations for improvements.

We reviewed the evaluations and identified areas for improvement, such as communication about rooms and registration for CFBO conference. We need a better way to encourage participants to commit to next steps. We need a better process for gathering evaluations .

- f. Submit a nomination to the OEA President for possible recipient of the Dick Barss/Pat Wohlers Member Rights Award and the Robert G. Crumpton Organizational Excellence Award by January 31.

The committee discussed potential awardees and was more interested in awarding an entire local (for their strike efforts) than individuals.

7. Bargaining

- g. Review bargaining guidance documents, including coordinated bargaining, and give recommendations for updates.
- h. Review and evaluate crisis and strike assessment materials.

One area we are recognizing that needs work is our support for locals post-strike. Even successful strikes that lead members to feeling an increased sense of empowerment can also be exhausting and result in damaged relationships, frustration and confusion. OEA should explore best practices in debriefing and supporting members after a strike has concluded.

- i. Review evaluations of training on bargaining models and make recommendations for improvements.

8. Affiliate Services

- a. Review the UniServ Council Review document and make recommendations to improve the process during the Fall Cabinet meeting in odd numbered years.

Chair:

- a. Communicate and coordinate as needed with other Cabinet chairs and OEA staff.

Completed as needed.

- b. Provide copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th

The RA handbook report was completed by February 15th. An updated AAS report will be furnished to the Board by June 30th.

- c. Communicate with OEA staff between meetings regarding progress.

Completed and ongoing.

- d. Use the OEA Equity Filter to help guide decision-making.

We made efforts to review the filter at each meeting and apply it. We were inconsistent at times and will continue to hold each other accountable to approve our use of the equity filter.

CABINET FOR CENTER FOR GREAT PUBLIC SCHOOLS

Chair: Sarah Barclay
Sonya Lyon Judy Christensen Jodie Harnden

Staff Liaison: Emily McLain

Board Liaisons: Laura Warren

GENERAL CHARGES

1. To follow OEA Policy 1300 VI F 4c: OEA Cabinets recommend program adoption or modification to the OEA Board of Directors. Their charge is to provide input and advice to the locals, and to aid in explaining the OEA Centers to those locals.
2. Use the OEA Equity Filter to ensure all members are represented through the work of the Center, including different job classifications, diverse racial and ethnic members, and diverse number of years in the profession.
3. Provide recommendations to the OEA Board of Directors on program adoption or modification on matters related to education policy and professional practice issues to ensure alignment with OEA strategic priorities.
4. Give input on aligning strategies across OEA to support educator leadership in professional practice and education policy with OEA programs and public policy.
5. Monitor implementation of grants relevant to the Cabinet and provide updates to the Board.
6. Review existing strategies and recommend any changes to engaging new members in OEA at the local and state level.
7. Review evaluations and provide planning input for member engagement activities to ensure alignment with OEA Board strategic priorities.
8. Submit nominations to the OEA President for possible recipients of the Noel Connall IPD Award and the Robert Crumpton Organizational Excellence Award by January 31.

CHAIR CHARGES

1. Communicate and coordinate as needed with other Cabinet chairs and OEA staff
2. Provide copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
3. Use the OEA Equity Filter to help guide decision-making.

ACTIVITIES & PROGRESS – 2024/2025 OVERVIEW

Since the last formal Cabinet meeting in early 2023, our team has experienced a transitional phase in anticipation of the merger between the Center for Great Public Schools and the Center for Public Affairs. With the strategic appointment of a new manager, Emily McLain, for the combined work—now operating as the Center for Public Affairs and Professional Excellence (CPAPE)—the Cabinet has been considering our role and future structure. It is highly likely that our guiding documents will need to be updated to reflect the current OEA initiatives and portfolio of work in this area. We are also in the beginning stages of exploring how the Cabinet and the work of the Public Affairs Cabinet intertwine and intersect in determining a recommended path forward.

Throughout the 2024–2025 period, the dedicated professional and associate staff have sustained a portfolio of work, including:

- (1) **Academy Programs:**

- (a) Successfully wrapping up previous cycles of the Educator Empowerment Academies and the Coaching for Empowerment Academy.
- (2) **Professional Learning Initiatives:**
 - (a) Hosted the Spring and Summer 2024 professional learning catalogues.
- (3) **Digital Outreach:**
 - (a) Continuing to provide access to the OEA Grow podcast through Fall of 2024, which has reached significant milestones in downloads and engagement, solidifying its reputation as a trusted resource among educators.
- (4) **Legislative Collaboration:**
 - (a) Partnering with Government Relations during the 2024 legislative session to advance key education bills—efforts that have been critical to shaping Oregon’s school accountability framework.
- (5) **State & National Representation:**
 - (a) Representing OEA on multiple state advisory committees and workgroups, with a major focus on the Governor’s 2024-2025 and Oregon Department of Education’s workgroup on accountability.
- (6) **Policy Monitoring & Advocacy:**
 - (a) Keeping a close watch on policy agencies—including the Oregon State Board of Education, the Educator Advancement Council, and the Teacher Standards and Practices Commission—and providing targeted testimony on emerging issues.
- (7) **Engagement Analytics:**
 - (a) Utilizing NEA360 to meticulously track member engagement at local, state, and individual levels, ensuring that our programs continue to meet the evolving needs of educators.
- (8) **Field Support:**
 - (a) Offering ongoing support to field staff and local leaders in addressing professional learning, policy challenges, and practice issues through fall of 2024.

CABINET FOR CENTER FOR PUBLIC AFFAIRS

CABINET MEMBERS:

Chair: Kelsy Dunlap

Adam Wickert	Dean Wright	PK Bunker
Ben Iverson	Kathryn Huerta	

Board Liaison: Christopher Schweizer

Staff Liaisons: Emily McLain, Louis DeSitter

CHARGES:

GENERAL CHARGES

1. To follow OEA Policy 1300 VI F 4c: OEA Cabinets recommend program adoption or modification to the OEA Board of Directors. Their charge is to provide input and advice to the locals, and to aid in explaining the OEA Centers to those locals.
2. Use the OEA Equity Filter to ensure all members are represented through the work of the Center, including different job classifications, diverse racial and ethnic members, and diverse number of years in the profession.
3. Provide recommendations to the OEA Board of Directors on program adoption or modification on matters related to OEA communications and political organizing to ensure alignment with OEA

strategic priorities.

4. Monitor implementation of grants relevant to the Cabinet and provide updates to the Board.
5. Review existing strategies in Public Affairs programs and recommend new strategies for engaging new members in OEA at the local and state level.
6. Review and recommend new strategies to help members organize around existing and proposed legislation and policies that impact public education and our members.

GOVERNMENT RELATIONS

- g. Work with the OEA PAC Board, the Legislative Advisory Council (LAC), and the Congressional Advocacy Team (CAT) to increase member engagement in politics and PAC contributions.
- h. Review and give recommendations to the PAC Board on the current plan to increase PAC contributions.
- i. Actively participate as individual cabinet members on local UniServ Council Political Action Teams to support local and statewide political goals.

COMMUNICATIONS

- f. Support efforts to build brand awareness, elevate and leverage the OEA brand.
- g. Help collect member stories to ensure OEA publications show the range of OEA member job classifications and demographics.
- h. Review existing supports for local excellence in communication and give recommendations on how locals can improve use of communications to strengthen union advocacy.
- i. Provide input on and recommendations for improvements of OEA electronic communication, including the website and social media tools.

Chair:

1. Communicate and coordinate as needed with other Cabinet chairs and OEA staff.
2. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
3. Use the OEA Equity Filter to help guide decision-making.

ACTIVITY RELATED TO CHARGES:

- The cabinet met virtually in December with an in person meeting planned for March and a virtual meeting in May.
- At our December meeting, we discussed prioritizing our charges and work for the year.
- The cabinet will define and advise OEA staff on legislative priorities
- At our March meeting we will evaluate the February 2025 Lobby Day event and provide feedback for future Lobby Days.
- The cabinet will also complete a comprehensive communication review to determine how information is reaching members, especially in rural areas. We will also discuss communications networks and efficiency.
- We provided feedback to OEA staff on the PAC donor form to simplify it and make it more accessible for members.
- The cabinet discussed communication strategy for statewide emails.

UNION SCHOOL ADVISORY COMMITTEE

COMMITTEE MEMBERS:

Chair: Michael McQueen

Cassie Jolley

Sonya Lyon

Heidi Casper

Melissa Funk

Staff Liaisons: Peter Brogan

Board Liaisons: Andrew Dennis, Patti Lawrence, Jen Schneider

CHARGES/ACTIVITIES:

- Assist in identifying needs and strategies to support union training and capacity building activities, specifically focusing on new member signups, engagement and retention.
- Develop strategies to maximize training and educational opportunities for all member constituencies, with a specific focus on new and BIPOC members.
- Recruit members of all constituency groups to participate in and facilitate Union School trainings.
- Provide feedback and ideas for organizational manuals and resource needs.
- Review and give recommendations for the OEA Peer Mediation Network.
- Give recommendations on opportunities to collaborate with OSEA and AFT. Review and make recommendations for how the Powerful Locals Program can increase local engagement and strategic planning, such as leadership supports and networks.
- Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
- Use the OEA Equity Filter to help guide decision-making.

ACTIVITY RELATED TO CHARGES:

Members met on October 12, 2024, at OEA headquarters. Those present discussed roles of OEA committees and reviewed our charges. Bargaining and Organizing training series of opportunities were discussed. A year-long learning calendar for local Leaders was discussed, along with clarifying the decision-making process. Monthly President meetings have been instrumental in process. Meeting dates for 2025 were presented. Additionally, we discussed the overlapping work of the work of our committee with the OEA Board's Local Leadership Development Committee. A large focus of the work of that group this year is to review and provide feedback on revisions and reorganization of the OEA Building Representative and manuals for local OEA presidents.

OEA Mediation Network:

The OEA Mediation Network is there to mediate peer to peer conflict at the building level. Our OEA mediators will partner with a professional mediator to meet with each party individually and coordinate a time for mediation. During the mediation they will facilitate difficult conversations and help the parties find a solution that works for everyone. It is a collaborative, problem solving opportunity that builds union power. Our goal is to help resolve issues at the lowest possible level while building union solidarity. OEA manager Peter Brogan is providing staff support to coordinate the ongoing work of the Mediation Network, which is recruiting and training a new cohort of OEA members as peer mediators in March 2025.

OEA Manuals:

Most OEA manuals and guides have been updated, with a collaboration of support from other committees and cabinets. A fully revised Building Representative Manual and President's Manual is in process, with the aim of being ready to have in the hands of local leaders before the start of the 2025-2026 school year.

ASPIRING EDUCATORS COUNCIL

COMMITTEE MEMBERS:

Maddy Wilson	Danny Adzima	Hannah St. Clair
Julissa Taitano	Mindy Welsh	Elizabeth White
Anna-Sophia York	Ray Johnson	

Staff Liaison: Rebekah Whittaker

Board Liaisons: Christa Schmeder, Reed Scott-Schwalbach

COMMITTEE CHARGES:

- a. Monitor and assist in increasing the number of aspiring educator chapters.
- b. Review and give recommendations on OEA's work to build and maintain quality relationships with teacher preparation programs.
- c. Annually review and make updates as needed to the OEA Aspiring Educator materials. Give input on the inclusion of Aspiring Education members in OEA events, including conferences, delegate assemblies, and the NEA Aspiring Educator Conference, including Policy related to such.
- d. Review AE election process and give recommendations if changes are needed.
- e. Virtually convene at least once chapter presidents for coordination and communication across the state.
- f. Submit nominations by January for any relevant OEA major awards.
- g. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
- h. Use the OEA Equity Filter to help guide decision-making.

ACTIVITY RELATED TO CHARGES:

1. Monitor and assist in increasing the number of aspiring educator programs.
 - a. We review numbers at each local during each committee meeting
 - b. We are looking at getting a contact person for each school, so far we have UO, SOU, WOU
 - c. Outreach to: Pacific, OSU, PSU
2. Monitor and assist with OEA's plan to build and maintain quality relationships with teacher preparation programs.
 - a. We have advisor representatives from Pacific and OSU, just need to get the chapters going
 - b. Plans to visit classes either virtually or in person to talk about OEA and member benefits
3. Annually review and make updates as needed to the OEA Aspiring Educator materials. Give input on the inclusion of Aspiring Education members in OEA events, including conferences, delegate assemblies, and the NEA Aspiring Educator Conference, including Policy related to such.
 - a. We have drafted a plan for how RA elections will go this year. Christa has started the conversation at the board level to start integrating the AE program into the work at the state level.
 - b. Continue to build relationships with board members and AE members so that they start to understand and trust each other. Initial conversations about how to further include AEs in leadership roles have been started with the board.
 - c. Usually we take 2 members from each chapter to the NEA conference.
4. Review the election process and give recommendations to the Credentials Committee or Bylaws and Policy Committee.
 - a. AEs have created a structure for elections for OEA RA
 - b. [Rules for Election](#)
5. Virtually convene at least once chapter presidents for coordination and communication across the state.
 - a. We have had a meeting with leaders from UO, WOU, and SOU and they discussed how to support onboarding new chapters.
 - b. Leader emails monthly or as needed to get big messages out to chapter leaders.
6. Submit nominations by January for any relevant OEA major awards.

- a. We are not clear on awards for AEs, we will look into this for next year.
- 7. Provide a copy of all meeting minutes to the President’s Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
 - a. This is being done after each of our committee meetings
- 8. Use the OEA Equity Filter to help guide decision-making

BYLAWS/POLICIES COMMITTEE

COMMITTEE MEMBERS:

Chair: Karl Olson

Erika Breton

Leandre Butler

Jason Haggard

Nazia Ahmad-Swartz

Rebekah Tucker

Board Liaisons: Kimberley Reed Zauber

Staff Liaison: Adam Arms

COMMITTEE CHARGES:

1. Prepare, by editing, Bylaws and Policies changes submitted to the committee for the OEA RA, and report to the OEA Board in March.
2. Create by the November Board meeting a review plan of existing Bylaws and/or Policies to ensure alignment with best practices for NEA affiliates and bring amendment proposals to the Board of Directors at the January Board meeting.
3. Fulfill duties as described in the OEA RA Standing Rules.
4. Work with the other committees and task forces to edit Bylaws/Policies for submission to the OEA RA.
5. Provide copy of all meeting minutes to the President’s Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
6. Use the OEA Equity Filter to help guide decision-making.

Committee Activities Related to Charges:

1. The committee met in the months of September, November, December, January, and February. The committee continues to have meetings scheduled if necessary to review and edit Bylaw and Policy Amendment proposals submitted to the RA.
2. The chair of the Bylaws and Policies Committee attended the OEA Board of Directors meetings in January and February before the 2025 RA to report on Bylaw and Policy Amendments proposals and to answer any Board questions on the committee’s work.
3. The committee ensured that all proposed changes to the Bylaws and Policies were accompanied by a statement of rationale and that each proposed Bylaw and Policy change had an identified contact person as provided by OEA RA Standing Rules.
4. The committee provided, newly requested, statements of impact for each amendment. The final report of our committee, the 2024-2025 Proposed Bylaws and Policy Amendments, was sent to the President.
5. Minutes taken and submitted.
6. The OEA Equity Filter was used to discover a needed change in language, to match the current understanding of the word “ethnic.”

COMMITTEE ON RACIAL EQUITY AND EQUITY DIRECTOR REPORT

COMMITTEE MEMBERS:

Chair: Kellen Akiyama
Ojibway Whitebird Tammy Hosaka Catherine Spratlen
Angela Bonilla Vanessa Hernandez Angelica Mendoza
Niels Pasternak Danielle Ranallo

STAFF LIAISON: Lesly Munoz

OCESP LIAISON: Lenin Espitia

EQUITY DIRECTOR/BOARD LIAISON: Monica Weathersby

COMMITTEE ON RACIAL EQUITY (CORE) CHARGES:

1. Review work being done and give recommendations on ways to further OEA's work to:
 - Support the priority focus areas adopted by the OEA Board.
 - Address issues faced as members seek to be successful educators in our diverse society.
 - Address issues of diversity to improve Association relationships and participation.
 - Address issues facing our members in meeting the needs of diverse students in schools.
 - Promoting member engagement on these issues.
 - Organizing and communication to build member of color engagement and leadership.
2. Do outreach to identify and support locals interested in creating a local Committee on Racial Equity
3. Review with the OEA Equity Director OEA's Bylaw 3-1 (g) plan give recommendations to ensure compliance with the NEA Bylaw 3-1(g)..
4. Promote racially and ethnically diverse membership involvement by recommending appointments to the OEA President for various OEA/NEA Committees, work groups and activities.
5. Recommend to the OEA President possible recipients of OEA or NEA awards for work on racial justice by December 15. If in mutual agreement, submit award nominations by January 31.
6. Coordinate with the Human and Civil Rights Committee, OEA Cabinets to ensure ongoing training and workshops to increase involvement of racially and ethnically diverse members and meet the needs of our members as identified in Charge #1.
7. Provide input, guidance, and support in OEA's work addressing institutional racism and equity.
8. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
9. Use the OEA Equity Filter to help guide decision-making.

Activity Related to Charges

The Committee on Racial Equity (CORE) has been diligently collaborating with the Human and Civil Rights Committee (HCRC) and OEA to effectively address the priority focus areas set forth by the OEA Board. Our initiatives have concentrated on empowering members as they navigate the complexities of being successful educators within a diverse society, enhancing relationships and participation through focused diversity efforts, and addressing the multifaceted needs of diverse students in educational settings. Furthermore, we have been actively developing communication strategies to engage members on these crucial issues.

1.

Members are currently grappling with a myriad of challenges, including:

- **Resource Limitations:** A significant shortage of materials available in various languages or culturally relevant teaching resources.
- **Experiences of Bias and Discrimination:** Instances of bias and discrimination within educational environments that hinder members' ability to effectively support and advocate for their diverse student populations, resulting in mental stress that contributes to educator attrition. An increase in discrimination and hate speech, this year, has been mentioned by many members throughout the state.

- Student Support Needs: A pressing need for resources and support for students with disabilities, English language learners, Migrants, LGBTQ2SIA+, and those from differing marginalized communities amidst ongoing disruptions to their learning experiences.

To effectively address the issues outlined in Charge 1 of the Committee on Racial Equity (CORE), the following strategies have been considered and many implemented by committee members and educators across the state :

Resource Development and Accessibility:

Create a Repository of Resources: This repository can be shared with all members to ensure access to diverse educational materials. Some of the spaces that have resources: Indigenous Tribal Websites, The I HEAR google classroom has a collection of educators and material, the OEA & NEA websites and the NEA micro credential site, community partners- Oregon's Kitchen Table, Regional Education Networks, and the state educator unions around the country.

Professional Development Workshops- The I HEAR Summit, OEA Webinar Series, Organizer Trainings, Mediation and Bargaining cohorts. How to Grow BIPOC Leadership in OEA has been developed and distributed to the community by the Equity Director.

Workshops on Implicit Bias- 4 of these trainings have been given by the Equity Director.

Support Networks- Developing peer support groups where educators can share experiences and strategies for dealing with bias and discrimination in the educational environment. This has been an ongoing initiative of CORE and HCRC. Sparks had a planning meeting and NBI 11 meetings have occurred. I HEAR has had increased involvement and connections, the Public Attack Response Team (PART) is being broadened to support members more effectively. The Equity Director is the Vice Chair of the Educator Advancement Council (EAC) and connecting with ODE and EAC members and staff.

Mental Health and Well-being Support: Plans for increasing support in connection with other partners

- Counseling Services-Provide access to mental health resources for educators facing stress and burnout. This can include counseling services or workshops that focus on self-care and resilience.
- Mentorship Programs - Establish mentorship initiatives that pair less experienced educators with seasoned professionals who can offer guidance and emotional support.

Support for Diverse Student Needs

1. Tailored Support Programs - Create specialized programs that address the unique needs of students with disabilities, English language learners, Migrants, LGBTQ2SIA+, and students from additional marginalized communities. Many committee members and members around the state have specialized groups they run or support for students. Many new support groups have been added in the last few years with the help of committee members.
2. Inclusive Curriculum Development - Work with educators to design a curriculum that reflects the diversity of the student body and includes the voices and perspectives of various cultural groups. Committee members and educators around the state have created lots of curriculum lessons. Gathering them and disbursing them is an ongoing priority.

Advocacy and Policy Change

1. Engage with Policymakers: Advocate for policies that support equitable funding and resources for schools serving diverse populations. This has included the board, conferences and trainings and more. Including affinity space and equity education gender equality in presentations at all levels within OEA and more. Collaborate with Community Organizations: Build partnerships with local organizations that focus on racial equity and education. This collaboration can lead to shared resources and community-driven solutions. This year some of the partners we have worked with are the EAC, ODE, PCUN, East County Rising, Community Colleges, Meyer Memorial, REN's +

2. Outreach to Support Local Committees

CORE, in partnership with Governance, has been proactive in outreach efforts to identify and support local chapters interested in forming Committees on Racial Equity, DEI Committees, and Affinity Spaces. This initiative is crucial in offering essential support to marginalized educators and creating safe spaces for connection and dialogue. Additionally, the Equity Director, OEA CEO, President and Vice President are exploring various funding avenues to bolster equity initiatives, ensuring that local diversity issues are addressed effectively.

3. Review of 3-1 (g) Oregon State plan

Understanding and championing the adopted 3-1G plan is vital for our commitment to equity and inclusion. This includes a focus on retaining diverse educators and providing support for mental health challenges, which will culminate in the upcoming IHEAR Summit and the OEA Representative Assembly and various related initiatives throughout the year.

OEA is dedicated to creating equitable, inclusive public schools and unions where students and members thrive. The purpose of the plan to accomplish NEA Bylaw 3-1(g) is to lay out the framework for how we are doing our part to accomplish this goal.

The OEA Board is currently working together to update the Oregon 3-1 (g) for the 2026-27 year. The updates are sent to the NEA every two years.

Our Current Plan:

STRATEGIC PRIORITIES

- **Inclusion**

OEA will intentionally work towards building an equitable, inclusive public education union.

- **Communication**

OEA will develop a diverse, multimodal approach to communication that intentionally engages all members.

- **Attracting and retaining BIPOC members**

OEA will act as a lead advocate for the recruitment and retention of Black, Indigenous, People of Color (BIPOC) members in an effort to transform the State educator workforce to better align with Oregon's growing diversity.

GOALS

- Goal A: Have 75% of participating locals meet their equity representation goal for the OEA and NEA RA
- Goal B: Strengthen organizational support, including financial support, for training and support for ethnic members and increased participation in state and national engagement in order to recruit and retain BIPOC educators.
- Goal C: Increase member awareness of the importance of creating just and equitable inclusive schools and unions.
- Goal D: Increase member awareness of the importance of ethnic membership, participation and engagement through an intersectional lens.
- Goal E: Decrease to only 7% of active membership data the number of blank/unknown ethnicity fields on OEA membership forms.

ACTIONS & IMPLEMENTATION

• Annual Monitoring • Surveying concerns of BIPOC Members • Listening Sessions • Equity Sparks continuation and support • Build staff cultural competencies • Coordinate with CORE, HCRC, Rural, & LGBTQIA+ Councils • Increased training- NEA's Women & Minority Leader's Training, NEA Leadership Summit, & Leaders for Just Schools • Communicate & plan with NEON, Aspiring Educators, Early Career Educators Organizing Committee, Local Leaders, & Uniserv Consultants the Educator Equity Reports •

4. Promoting Diverse Membership Involvement

CORE has taken significant strides to promote the engagement of racially and ethnically diverse members by recommending appointments to the OEA President for various committee positions. Encouragement is extended to members to join committees, participate in conferences, and engage in community events such as the MLK Keep Alive The Dream Event, East County Rising, and Teaching with Purpose conferences. State and National events like the Minority and Women's Leadership Conference, the NEA Leadership The OEA Presidents and VP training, Winter Recharge, I HEAR Summit, and OEA Board meetings among others are spaces where promotion of equity actions are being recommended and implemented by CORE and HCRC members.

5. Encouraging Nominations for Awards

The committee has successfully facilitated the process for members to submit nominations for OEA and NEA Awards, thereby recognizing and celebrating the impactful contributions made by members working toward advancing diversity and equity within the organization.

6. Training and Workshops

CORE is collaborating closely with HCRC to ensure the provision of ongoing training and workshops aimed at fostering the involvement of racially and ethnically diverse members. The I HEAR Summit stands out as a significant event, with plans for statewide discussions and webinars already scheduled this year, centered around mental health and addressing the needs of marginalized members.

7. Building Community Support with BIPOC Members

The establishment of the I HEAR Summit aims to enhance regional connections and support networks. CORE and HCRC members have actively participated in various events:

- CORE & HCRC members attended and led MLK events -marches, rallies, black student leaders events, and networking conferences
- Defending students from harm and helping families through crises.
- CORE & HCRC are hosting the next I HEAR Summit on February 23rd from 9-1:30- online- members will work together on current issues to start networks and plan a solution
- Multiple food bank and giving volunteer hours for the winter break
- Creation of resources to use for Justice and Inclusion education

These and additional actions reinforce our commitment to defending educator and student rights and supporting our families and communities during crises.

8. Addressing Institutional Racism

CORE and HCRC have initiated discussions regarding the establishment of a white co-conspirator space, illustrating our dedication to addressing institutional racism. Participation in conferences like the Teaching with Purpose series has facilitated networking opportunities and collaborative discussions on specific issues affecting our members.

9. Documentation and Reporting

The committee has consistently ensured that meeting minutes are provided to the OEA and has organized monthly meetings with HCRC to advance our collective initiatives.

10. Utilizing the OEA Equity Filter

The OEA Equity Filter is actively employed in our decision-making processes to maintain a focus on supporting marginalized members and creating equitable opportunities for all.

2025 INITIATIVES

Looking ahead, CORE and HCRC will place a strong emphasis on enhancing connections statewide by hosting another Summit in May, gathering and disseminating resources, and planning an equity summit that includes diverse stakeholders from various sectors. We will also support community initiatives, such as volunteer opportunities. The hiring of a new Equity Coordinator in January 2025, and working closely to build up the equity strength and strategy implementation of OEA and our Education system.

CORE remains steadfast in its commitment to promoting diversity and equity within the organization and is eager to continue supporting all members in their efforts to cultivate inclusive and equitable environments for everyone.

CONGRESSIONAL ADVOCACY TEAM

COMMITTEE MEMBERS:

Chair: Caryn Connolly

Elizabeth Nahl	Sandra Tringolo	Jeff Matsumoto
Jamie Zartler	Jacque Dixon	Thomas Kephart
Jessica Louis	Natalie Shevlin	Michael Sugar
Paul Zastrow	Robert Glasgow	Pam Woljck

NEA Directors: Chris Early, Adolfo Garza-Cano, Brinda Narayan-Wold

OEA Staff Liaisons: Louis DeSitter, Emily McLain

CHARGES

1. Conduct meetings of all members of the Congressional Advocacy Team (CAT) at least twice a year.
2. Collaborate with Oregon's NEA Board Directors in communicating NEA policies and positions to Oregon's Congress members to influence congressional action for the improvement of education.
3. Coordinate with the NEA Directors to provide a report to the OEA Board on meetings between CAT members and Congressional members/staff.
4. Coordinate actions with the Cabinet for the Center for Public Affairs and the PAC Board to have a greater impact on congressional lobbying efforts; consider ways to promote member engagement through CAT to further the strategic priorities of OEA.
5. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
6. Use the OEA Equity Filter to help guide decision-making.

Committee Activities Related to Charges:

The Congressional Advocacy Team last met in person on March 8, 2024. At the meeting the members spent time discussing how to be an effective member, our role at the PAC Convention that weekend, and how to recruit members to fill vacancies. We were able to meet via Zoom over the summer and then again in early October. At these meetings members gave updates on lobbying efforts in the district and our NEA Board Directors updated the team about their lobbying efforts in D.C.

During this last year we have struggled to find and retain members. Additionally, we have had three different chairs. Moving forward the team plans to schedule our meetings to coincide with NEA Board meetings so that we can better work with our NEA Board Directors. Our meetings will be held shortly after the NEA Board Directors have met in D.C. so that we can better coordinate our lobbying efforts.

Moving forward the team will be looking to strengthen our training, including onboarding new members. We will be creating tools that will better help us lobby our members of Congress and their staff here in Oregon. We will have one in-person meeting after the February NEA Board meeting and then a Zoom meeting in May.

At the time this report was written we have openings for CD2, CD6, and Senators Merkley (2), and Wyden. Please reach out if you are interested in lobbying on the federal level.

CONSIDERATIONS FOR ORGANIZING CHARTER SCHOOLS TASK FORCE

COMMITTEE MEMBERS:

CHAIR: Kathy Kuftin, Chair

Stacy Ball Angela Bonilla Ruth Ames Denise Edwards-Hall

Staff Liaison: Evan Wickersham

OEA Board Liaisons: Gwen Sullivan, Bobbie Willis

OEA Governance: Reed Scott-Schwalbach

1. **Review internal policies and procedures, legal considerations, including additions or changes to OEA by-laws, policies, legislative objectives and resolutions associated with the potential for organizing charter schools.**

The Considerations for Organizing Charter Schools Task Force (COCS-TF) met six times between September 16 and October 28, 2024. Sessions involved discussions with both internal and external legal and finance experts with respect to current and potential financial and legal requirements and considerations for organizing charter schools. The COCS-TF presented its preliminary findings to the OEA Board of Directors on Nov. 2, 2024. Based on the Preliminary Report, the Board charged the Task Force with drafting an OEA Policy in time for submission on January 8, 2025. A Policy Writing Sub-Group was formed, which reviewed relevant Oregon ORS and OAR statutes, OEA mission and vision statements, as well as NEA and California Teachers' Association (CTA) charter school policies and legislative initiatives, and submitted a timely first draft. On January 25, 2025 OEA Board members had an opportunity to review the draft, address questions to the TF Chair, discuss, and provide input for the Writing Group's further work on Feb. 1 and 8, 2025.

2. **Present 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.**

One of the COCS Task Force findings in their Nov. 2, 2024 Preliminary Report to the OEA Board was that OEA doesn't currently have an internal policy on charter schools or the potential for organizing them. Since then, the Task Force work has focused on the OEA Board's direction to the COCS-TF to create a policy draft.

Another Task Force finding was that many Oregon educators and students are working and learning in specialized learning environments that **use public funds** but that don't have access to collective bargaining and other Union support under Oregon's Public Employee's Collective Bargaining (PECBA) laws. In order for these employees to organize and join OEA, OEA would have to do what OSEA and many other unions in California and Kentucky and numerous states have already done, namely adopt forms and procedures that would make OEA's financial and other reporting compatible with national LMRDA requirements.

Task Force Background/Inquiry Method:

Reed, Evan, and Kathy met together and separately in August 2024 and agreed to a series of Task Force meetings in which a line of internal/external experts would be invited to present on the legal and financial requirements that characterize worker unionization in the public versus the private sector, as well as a list of essential factors that would come into play if OEA transitions into a union that would undertake expanding its organizing reach to accommodate both. The COCS-TF met six times between September 16 and October 28, 2024.

Experts who addressed the Task Force were Evan Wickersham, (OEA Advocacy and Affiliate Services Director), Rob Stackhouse (OEA Chief Financial Officer), Jason Weyand (Labor Lawyer at Tedesco Law, Former ERB Member), Steven Martinez, (NEA Affiliate CFO).

Summary: Link to COCS Task Force [Preliminary Findings/Recommendations Slides](#)

Task Force Findings/Considerations:

It's important to note that the COCS Task Force's inquiry into the feasibility of organizing Oregon charter schools is taking place against a current positive backdrop of OEA's most robust increase in the organizing of additional *public* sector locals that has taken place in recent years. This includes nearly 600 potential new members in new locals like Klamath Community College Classified (New Organizing - 100+), Chemeketa Community College Classified (Affiliation (pending) - 315+) and Central Oregon Community College Faculty (Affiliation (pending) 120+).

The Task Force views the opportunity to organize *private* sector educational workers (such as charter school educators) as a tandem effort (along with continued *public* sector organizing) to improve working conditions for ALL Oregon educators, attain more equitable educational outcomes for ALL Oregon students, as well as to contribute to improved financial, representational and collective power of our Union. This view is supported by the number of private sector educational organizations who have expressed interest in joining OEA, but who currently cannot join us due to their structure and status.

The Task Force's cumulative findings to date are presented in this table of [Pros/Cons/Considerations as of Oct. 28, 2024](#). The most notable considerations, which came up repeatedly in different discussions and are reflected in the Task Force notes include:

- OEA advocates on behalf of Oregon educators exclusively under the Public Employees' Collective Bargaining Agreement (PECBA) and cannot advocate for educators in *private* sector entities.
- Private vs. Public school status is not determined by funding source, but by the presence or absence of an elected governing board.
- Several states, including Kentucky and California specifically, have successfully transitioned (with NEA support) into representing educational workers in both the private and public sectors. Oregon's OSEA has also already made this transition.
- According to ODE, in Oregon there are 148 public charter schools; 80% of charter school educators are certified
- At the time of the creation of the COCS-TF, four public charter schools were interested in joining OEA; of these, two are in the Portland metro area, one near Eugene and one in Eastern Oregon. These schools represent approximately 150 potential new members. Two Portland area charter schools would be ready to join OEA in Spring 2025.
- Job Corp (alternative CTE-oriented training centers) employees in different locations have also requested to join OEA. These are federal employee educators and would be considered *private* sector for organizing. Of these centers, one representing 100+ potential new members would be ready to join OEA in early 2025.
- OEA Finance Department has a new advanced SAGE accounting system with full capacity to track/report expenses in compliance with LMRDA requirements;
- OEA's Finance Department would need to hire an additional 1.0 FTE in order to implement monthly tracking of LM-2 documentation and ensure LMRDA compliance
- Depending on dues structures, 250-400 new members would provide OEA with income to cover the cost of this additional 1.0 FTE
- Proactive and robust training on LMRDA compliant finance reporting would be needed for OEA staff and local charter school treasurers/leaders.
- Currently OEA does not have a written policy on charter schools.
- A review and revision of OEA Bylaws would likely be necessary to accommodate inclusion of private sector employees such as charter school educators.

- An analysis of California Teachers’ Association’s (CTA) charter school policy, multi-year organizing experience, and 2019 legislative initiatives to change charter school laws provide a strong model for a two-pronged approach (organizing and lobbying) to eliminating the profit motive in education, assuring equity and a high level of quality instruction. (CTA is providing a Charter School webinar on Nov. 14, 2024 that highlights their success.)

The considerations above constitute the Task Force’s rationale for the following recommendations set forth below. Because Charge No. 2 requires that the Task Force make recommendations that may affect OEA by-laws or OEA policies to the OEA Board in time for the Board to take action at the 2025 Representative Assembly, the following are our timely recommendations as of October 28, 2024.

Number	Recommendation
1.	Consider this list of potential units with number of members to ready organize ASAP <ul style="list-style-type: none"> - Job Corps - 110+ members - Astoria - 2 Portland charter schools - 70+ members
2.	Move a motion to develop an OEA Policy on Charter Schools
3.	Develop a checklist for bylaw compliance with LMRDA requirements for locals to use.
4.	Review and rewrite OEA bylaws based on checklist; Locals will need to be provided a checklist and guidance on updating bylaws relative to local election of Union officers.
5.	COCS-Task Force present a summary of its work and findings at the 2025 RA to democratize the learning and inform the RA of the rationale for the recommendations that are coming before them.
6.	Continue COCS-Task Force for 2025-2026 to ensure collective memory for continued learning.

7.	<p><u>Consider this sample potential timeline:</u></p> <p><u>Jan 2025 to June 2025:</u></p> <ul style="list-style-type: none"> - Plan and hire additional 1.0 FTE in finance department to handle LM-2 filing - Create an OEA policy on charter schools Submit recommended changes to Bylaw & Policy Committee by Jan. 8, 2025 - Operationalize checklist to help locals assure bylaws are in compliance with LMRDA - Develop robust training for new non-public sector units and the UniServ councils and their staff who are welcoming them (including the differences between public and private sector bargaining) - Develop onboarding toolkit for new non-public sector units, (including description of OEA's structure and resources for the new unit, engagement with Council on how to welcome in a brand new unionized group) - Pilot the onboarding toolkit and training(s) - Continue Task Force Work beyond Nov. 2, 2024 to continue learning and to collaborate if necessary with bylaws and/or policy writers and present at RA - Soft launch with initial locals such as the 100+ potential Job Corps members - Consider assigning a number of these tasks to the Taskforce if it is continued into 2025-2026 <p><u>June 2025 to Jan. 2026:</u></p> <ul style="list-style-type: none"> - Continue COCS Task Force into 2025-2026 school year - Refine the onboarding toolkit and training(s) - Develop a process and or sequence for organizing non-public locals
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Materials which the Task Force has referenced as part of our work:

- [Basic Guide to the National Labor Relations Act](#)
- [NEA Policy on Charter Schools](#)
- [CTA's Full Policy on Charter Schools](#)
- [Oregon Charter School ORS](#)
- [Oregon Charter School OAR](#)
- [ODE Charter School Website](#)
- AFCME (has private sector locals) [handbook for leaders](#)
- [Guide to Relevant Acronyms](#)

3. **Provide a copy of all meeting minutes (<https://bit.ly/OEAminutes>) to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.**

The COCS Task Force has complied with all reporting requirements and deadlines.

4. **Use the OEA Equity Filter to help guide decision-making.**

The COCS Task Force has endeavored to use the Equity Filter, particularly in regards to methods of communication. Internally, discussions were constructed to assure that all those present were heard and members felt comfortable asking clarifying questions of each other and invited guest speakers. Task Force members with experience working in charter schools were valued as experts. A glossary of new terms and acronyms was developed to assist in communication.

CREDENTIALS COMMITTEE

COMMITTEE MEMBERS:

Chair: Rose Wilde
Colleen Bechtel
Jo Cooper
Morgan Bishop
Shannon Fye
Katelyn Hamilton

Board Liaison: TBD

Staff Liaison: Annie Duncan

COMMITTEE CHARGES:

3. Implement tasks as stated in OEA Bylaws Article VII, Section 4, and in Policies 2500.
4. Monitor the voting process and make recommendations to the OEA Board regarding ways to improve the process.
5. Review and update the Credentials Handbook and make necessary changes to the Credentials Chair Handbook by December.
6. Monitor and provide recommendations to support the use of electronic elections.
7. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
8. Use the OEA Equity Filter to help guide decision-making.

Committee Activities Related to Charges:

1. On January 22, 2025, the Credentials Committee Chair certified voter and candidate eligibility.
2. On November 4, 2024, the Credentials Committee met to discuss issues from the 2024 RA and review and discuss procedures and guidelines
3. The Credentials Committee Handbook will be updated and distributed prior to the 2025 OEA R.A
4. The Credentials Chair will develop templates to ensure accuracy in the reporting of election results.
5. The Credential Chair will work with the RA technical director to create seamless transitions during the annual meeting.
6. The Committee will continue to meet as needed to prepare for the Representative Assembly.
7. The Committee will provide all credentialing needs at the 2025 OEA RA.
8. The Committee Chair approved rotation of Board Districts through 2028.

EARLY CAREER EDUCATOR ORGANIZING COMMITTEE

COMMITTEE MEMBERS:

Chair: Katie Kohler

Vice Chair: Kayla Potter

Committee Members: Blake Auler-Murphy, Clarissa Buchholz, Evan Williams, Carolyn Breedlove, Sarah Buswell

Board Liaison: Scott Perkins

Staff Liaison: Yvie Johnson

CHARGES/ACTIVITIES:

1. Recommend strategies to increase early career educator association involvement at the local, state, and national levels.
 - Review new member enrollment numbers and demographic information and make recommendations on how to increase membership numbers across the diversity of our membership.
 - Review member involvement in new hire engagement activities to determine progress meeting ethnic and demographic diversity goals. Make recommendations for improving goal progress.
 - Act as a steering committee for the New Educators of Oregon Network (NEON) program.
2. Review the New Hire Orientation guidance and make recommendations.
3. Review existing PD for Early Career Educators from OEA and NEA and make recommendations on topics to address in the future.
4. Participate as interested and available in new hire outreach activities.
5. Recommend to the OEA president possible recipients for relevant OEA major awards by December 15. If in mutual agreement, submit award nominations by January 31.
6. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
7. Use the OEA Equity Filter to help guide decision-making.

ACTIVITIES RELATED TO CHARGES:

NEON retreat at 2024 RA, Created a new cohort structure based on proximity to targeted "hubs" to be implemented at Winter Recharge, virtual meetings of ECE committee to manage organizing and engagement opportunities and outreach, Winter Recharge Retreat planned and led in collaboration with Aspiring Educators: Registration is full and there is a waitlist of just under a dozen potential participants. Content includes affinity spaces, organizing tools and best practices, diversity in leadership, engaging in OEA leadership structures, and case studies of effective organizing and mobilizing. Content will be facilitated by member leaders, invited speakers, and OEA staff. Member leaders in Aspiring Educators and NEON/Early Career Educators have been identified and confirmed. A final meeting has been scheduled for all presenters and facilitators to meet and prepare together before the in person event. Preparing for planned statewide NEON events for RA and end of year celebration based on feedback from ECEs at WRR to include ECE needs and affinity spaces.

HEALTH PROFESSIONALS COMMITTEE

COMMITTEE MEMBERS:

Co-Chairs: Jessica Wade, Wendy Niskanen

Committee Members:

Elisa Thurman	Erin O'Holloran	Windy Sigler
Angela McAllister	Renee Heib	

Board Liaison: Valerie Schiller

Staff Liaison: Amber Cooper

COMMITTEE CHARGES:

2. Recommend strategies to support OEA members who work in the health profession involvement at the local, state, and national levels.
3. Review Medicaid billing in the school setting and make recommendations for how to improve the process.
4. Review licensing requirements in the school setting and make recommendations on how to improve the process in order to support increases in school health professional staffing levels.
5. Recommend best practices for health care policy, contract language, and legislation.
6. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
7. Use the OEA Equity Filter to help guide decision-making.

ACTIVITY RELATED TO CHARGES:

The OEA Health Professionals Committee has continued to engage in the work of fulfilling our charge. We do still have vacancies on the Committee and as of now, the only licensed school health professional not represented on our committee is physical therapy (PT). We look forward to welcoming additional members.

We have had a second in person meeting since our last annual report. In that meeting, we successfully designed a survey tool, which we intend to use to engage with our members. Our plan is to distribute this before spring break assuming OEA can help with distribution. In addition to the survey, we will be developing open-ended questions for listening sessions later this spring to give voice to some of the significant findings from the written survey. We have begun to submit an OEA health professionals newsletter through OEA's newsletter, to increase our reach and invite other OEA health professionals into this work.

We continue to work on our bargaining guide to support union negotiations relative to the unique needs of health professionals working in educational settings, to ensure that contracts support licensed health professionals in the school setting can practice according to their licensure requirements. Amber Cooper will guide continued work on this tool over the next several months.

In previous years, we gathered information about the needs of OEA health professionals, and incorporated that into a bill which has been pre-session filed this 2025 long legislative session. The fine-tuned version of the bill would form a task force to look at the licensure requirements of each of the health professionals alongside standard education policy and practice to determine where the two are not aligned. The task force will submit legislative and regulatory recommendations, including and especially related to documentation and electronic health records. HB2423 is being sponsored by representative Lisa Fragola. Members of the committee are tracking the bill on OLIS and establishing relationships with their colleagues to facilitate the submission of testimony when this bill gets into committee.

In addition, the OEA Health Professional committee hopes to engage in conversation about bills impacting all educators, so that we can share how that legislation may impact health professionals, specifically. We appreciate Government Affairs support and engagement to ensure the voice of health professionals is heard.

Our ongoing work will also include continued monitoring of discussions at the state level around school Medicaid billing. We intend to articulate the unique needs of health professionals as systems are designed for

Medicaid billing such that their workload is not negatively affected. This will include articulating the need for electronic documentation systems that not only include data needed for Medicaid billing, but also meet the licensure requirements for documentation of each type of licensure.

It is the opinion of the Chairpersons of the OEA Health Professionals Committee that our charges remain relevant, so we recommend keeping them the same. Continuing to efficiently connect with OEA health professionals and collaborating with our OEA partners, our Board Liaison, UniServ Consultant, and Government Affairs personnel, will move our work forward.

HUMAN AND CIVIL RIGHTS COMMITTEE

COMMITTEE MEMBERS:

Chair: Patricia Jolly

Equity Director: Monica Weathersby

Members: Erika Lincango Cortney Clendening Fawn Gundersen

Board Liaison: Martin Kwon

Staff Liaison: Cynthia Branger Munoz

COMMITTEE CHARGES:

1. Work with the Committee on Racial Equity (CORE) and Advocacy and Affiliate Services to provide ongoing training and workshops to address social justice and equity issues, including increasing historically marginalized member involvement and leadership in order to meet the mission of OEA.
2. Review resources, materials, tools and training currently available to OEA members that promote equity and access to great public schools and make recommendations to enhance OEA programs.
3. Recommend to the OEA President possible recipients of the Ed Elliot Human Rights Award by December 15. If in mutual agreement, submit award nomination by January 31.
4. Review OEA activities/strategies that reflect OEA and NEA commitment to human and civil rights; recommend to OEA Board strategies to enhance member awareness and engagement.
5. Provide input, guidance and support in OEA's work in addressing institutional racism.
6. Review with the OEA Equity Director OEA's Bylaw 3-1 (g) plan and give recommendations to ensure compliance with the NEA Bylaw 3-1(g).
7. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
8. Use the OEA Equity Filter to help guide decision-making.

ACTIVITY RELATED TO CHARGES:

This year the Human Civil Rights Committee (HCRC) held joint meetings with CORE, especially where there is overlap in the charges of both committees, to review current work, and plan the work on the tasks that may further our outcomes. Both committees were also working on recruitment of new members, to increase and sustain the valuable work to be done.

We work together with CORE (Committee on Racial Equity) to help create an interview panel, resulting in the hire of OEA's Equity Coordinator to help further our OEA's mission on equity.

Collaborated with CORE to continue the IHEAR Summits for community's needs, focusing on mental health and wellness, and the retaining of diverse educators.

1. Work with the Committee on Racial Equity (CORE) and Advocacy and Affiliate Services to provide ongoing training and workshops to address social justice and equity issues, including increasing historically marginalized member involvement and leadership in order to meet the mission of OEA.

The I HEAR Summit continues to be an important, well attended, and growing event that supports the committee's commitment to equity and inclusion for marginalized members.

Plans continue for group watch parties around the state at 7 different locations and the inclusion of panels and presentations supporting BIPOC, LGBTQ, and people with disabilities and other underrepresented groups, demonstrate the committee's dedication to creating a more inclusive environment. Additionally, discussion needs to continue on mental health, specific needs of marginalized members, and health on addressing the diverse needs of members.

2. Review resources, materials, tools and training currently available to OEA members that promote equity and access to great public schools and make recommendations to enhance OEA programs.

Workplace Environment for Marginalized Staff

Addressing issues of the workplace environment for BIPOC staff, marginalized educators, and all stressed and fatigued educators is a priority. Specific training and supports are needed to address these issues and create a more supportive and inclusive work environment for all staff members. The conversation around creating a hot-line for educators staffed by educators which, last year made its way to the state and ODE levels continues to be an issue and needs to be implemented.

Charges of the HCRC continue emphasize the importance of promoting a workplace environment that values diversity and ensures equal opportunities for all employees.

3. Recommend to the OEA President possible recipients of the Ed Elliot/Teresa Ferrar Human Rights Award by January 31.

Completed

4. Review OEA activities/strategies that reflect OEA and NEA commitment to human and civil rights; recommend to OEA Board strategies to enhance member awareness and engagement.

The OEA Equity Director is responsible to present the 3-1g plan and any possibly necessary improvements that may need to be initiated, was just hired the year.

5. Provide input, guidance and support in OEA's work in addressing institutional racism.

Last year recommendations were created to help with the need for inclusive language in all new job postings and our contracts to assist in creating a more welcoming and diverse workplace environment, to attract a wider range of qualified candidates and promote a more inclusive workplace culture. HCRC will continue to monitor this initiative, assuring that it aligns with the HCRC charges and the organization's commitment to diversity and inclusion.

6. Review with OEA Equity Director OEA's Bylaw 3-1 (g) plan and give recommendations to ensure compliance with the NEA Bylaw 3-1 (g).

Now that the Equity Coordinator position has been filled, the HCRC committee stands ready to continue reviewing and monitoring compliance.

7. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.

Minutes will continue to be submitted as meetings occur.

8. Use the OEA Equity Filter to help guide decision-making.

This OEA Equity filter will continue to be viewed in decision-making and the committee stands ready to help make any necessary suggestions for possible updates that might be needed with the CORE and OEA leadership.

Related collaboration on work pertaining to HCRC charges:

Content-

1. Assistance for members who are being attacked with hate speech and discrimination
2. Flagging needs for legal assistance
3. Help with morale
4. Member to member support

5. Network & resources
6. Regional specific issues

Outreach-

1. CORE & HCRC members helped in the Albany strike supporting members.
2. CORE & HCRC members attended and led MLK events -marches, rallies, black student leaders events, and networking conferences
3. Defending students from harm and helping families through crises.
4. CORE & HCRC are hosting the next I HEAR Summit on February 23rd from 9-1:30- online- members will work together on current issues to start networks and plan a solution

Goals- to increase connectedness around the state

- CORE & HCRC will host another Summit in May
- CORE & HCRC will gather and share resources through multiple outlets

CORE & HCRC recommend planning of an equity summit that invites all levels of equity leaders around the state. To include businesses, colleges, hospitals, non-profits, etc.

JUDICIAL PANEL COMMITTEE

COMMITTEE MEMBERS: Colin Lyons, Karen Laurence

Board Liaison: Sarah Barclay

Staff Liaison: Adam Arms

COMMITTEE CHARGES:

1. Review all Policies related to the Judicial Panel. Check them for clarity and conformity to actual practices and make recommendations to the Board of Directors by January.
2. Perform the duties of the Panel as outlined in Bylaws and Policies.
3. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
4. Use the OEA Equity Filter to help guide decision-making.

Committee Activities Related to Charges:

The committee was not called into service in 2023-24.

LEGAL DEFENSE PROGRAM COMMITTEE (LDP)

COMMITTEE MEMBERS: Michelle Arko

Board Liaison: Al Rabchuk

Staff Liaison: Adam Arms

COMMITTEE CHARGES:

1. Perform the duties of the Legal Defense Program Committee as outlined in Bylaws and Policies.
2. Hear appeals of members who were denied legal services.
3. Review OEA's governing documents which relate to the committee's subject and recommend changes to the OEA Board.
4. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
5. Use the OEA Equity Filter to help guide decision-making.

Committee Activities Related to Charges:

The LDP is committed to providing legal assistance and advocacy to OEA members and affiliates. The LDP and the Unified Legal Services Program (ULSP) help guarantee that members' rights are fully protected under: The Public Employees Collective Bargaining Act; Fair Dismissal law; PERS statutes; state and federal statutes, rules and constitutions; and, negotiated contracts.



The Legal Defense Program assists members by:

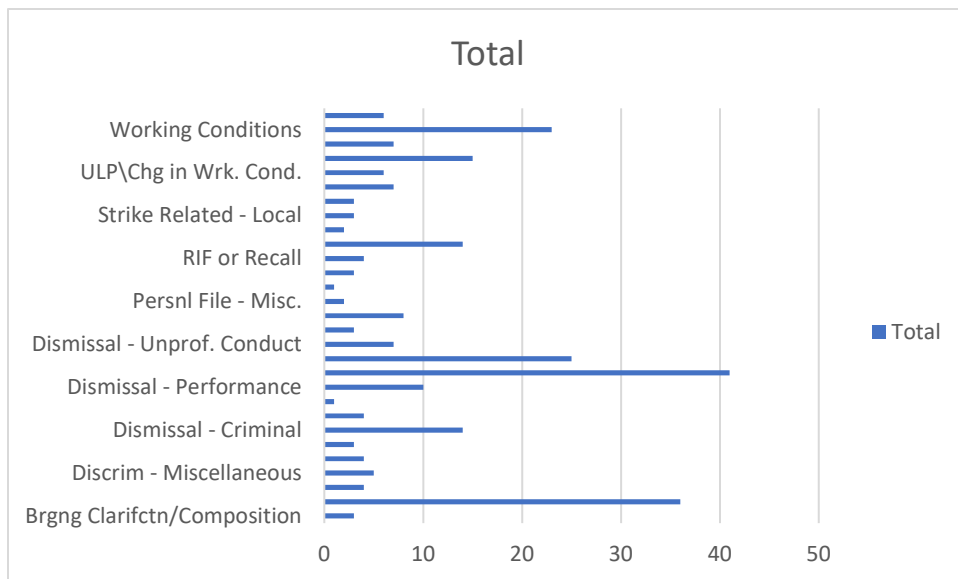
- Planning legal strategies to assist an aggrieved member in obtaining job-related legal advice. Timely consultation with the local and state association and/or UniServ Consultant will allow proper assistance or legal referral.
- Referring attorneys who are experts in the law of education employee rights. These attorneys stay well informed on recent decisions in employee rights law and are well prepared to assist our members.
- Paying attorney fees and costs for state or federal litigation when the facts of the case and relevant law indicate a reasonable likelihood of prevailing; and, the case will benefit the Association or a significant number of members.
- Paying attorney fees and costs for charges arising out of a direct job-related occurrence covered by the Legal Defense Program such as layoff and license matters.
- Paying attorney fees and costs for counsel in bargaining and strike situations and representation in unfair labor practice cases and other statewide litigation of Association matters, such as ballot measure cases.
- Sharing costs with local associations on arbitration and ULP complaint & answer filing fees.
- Providing legal information for local leaders and members. For example, during the COVID pandemic, many legal-guidance materials were produced to help address some of the myriad challenges facing educators in Oregon.
- Providing support for the Grievance and Legal Rights Training.
- Filing friend-of-the-court briefs or participating as a party plaintiff with a member. These actions are taken when LDP and ULSP recognize that a favorable decision in a particular suit will set significant precedent for educational employee rights

LDP Activity in Fiscal Year 2023-24

This report focuses on the fiscal year that has closed.

During the 2023-24 year:

- 264 new cases were opened.
- 804 cases were still pending at the end of the year.
- Most of the LDP cases were resolved favorably for the members or locals involved.



LDP Expenditures in Fiscal Year 2023-2024

- LDP expenditures in Fiscal Year 2023-24 totaled \$1,063,820.
- The NEA, through its Unified Legal Services Program, reimbursed OEA for \$439,361 of that amount.
- There were attorney fee recoveries of \$67,751 in awarded attorney fees and costs and liability insurance claim payments.

The OEA spent the largest amounts of LDP funds representing members in dismissal and TSPC licensure cases; and supporting locals in bargaining crises.

Arbitration and ULP Filing

LDP pays part of the local association's share of arbitrators' fees and ULP complaint and answer filing fees (a percentage based on the size of the local association) and pays all legal expenses connected with arbitration. Usually, the LDP pays a share of arbitrators' fees in association and individual cases combined, but none were requested this school year. Several small locals usually receive as much as 90-95% paid upon showing that the local was unable to pay a higher percentage.

LDP also pays the premiums for association officers' liability insurance coverage (\$4,325 for 2023-24). NEA pays members' liability insurance (EEL).

A MEMBER SHOULD CONTACT THE UNISERV CONSULTANT FOR IMMEDIATE ASSISTANCE WHEN QUESTIONS OR CONCERNS ABOUT THEIR WORK OR WORKING CONDITIONS OCCUR. Such assistance may solve the problem. In any event, if financial assistance is sought from the LDP, recommendation of the UniServ Consultant is a necessary part of the application.

The member signs an application form which is returned to the local UniServ Consultant for signature. It is then forwarded to the LDP office at Portland headquarters. The UniServ Consultant provides preliminary advice and help in selecting an attorney. Funding of requests will be considered after supporting information has been received and evaluated. LDP and the NEA ULSP supported cases represent cooperative local, state, and national efforts to secure and protect members' rights.

The LDP Committee is available to hear any member appeals when the member has been denied legal services or funding has been discontinued. The Committee Board Liaison reports to the OEA Board at Board meetings.

LEGISLATIVE ADVISORY COUNCIL

COMMITTEE MEMBERS:

Chair: David Morrocco

Baljit Johl	Andrew Smith	Megan Phillips
Susan Caisse	Brandon Ferguson	Justin Potts
Christine Lodal	Wendy Rogers	Maureen Loomis
Heidi Casper	Annette Delehanty	C. John Larson
JenMarie Frangopoulos		

OEA Board Liaisons: Jessica Colburn, Elizabeth Thiel

Staff Liaisons: Louis DeSitter, Cynthia Branger-Munoz and Jackie Judge

COMMITTEE CHARGES:

1. Conduct meetings of all members of the Congressional Advocacy Team (CAT) at least twice a year.
2. Collaborate with Oregon's NEA Board Directors in communicating NEA policies and positions to Oregon's Congress members to influence congressional action for the improvement of education.
3. Coordinate with the NEA Directors to provide a report to the OEA Board on meetings between CAT members and Congressional members/staff.
4. Coordinate actions with the Cabinet for the Center for Public Affairs and the PAC Board to have a greater impact on congressional lobbying efforts; consider ways to promote member engagement through CAT to further the strategic priorities of OEA.
5. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
6. Use the OEA Equity Filter to help guide decision-making.

Committee Activities Related to Charges:

1. **Refining Legislative Objectives** – LAC members continued efforts to refine the Legislative Objectives, aiming to make them more concise and aligned with a broad, values-based framework. The focus remained on removing tactics and strategies to ensure clarity and consistency with the Resolutions Committee's work. The committee also worked closely with Resolutions to ensure that Legislative Objectives align with each section of OEA's Resolutions.
2. **Realigning LAC Seats** – A proposal to realign LAC seats back to UniServ Councils was submitted for consideration at the Representative Assembly (RA), as the previous model of expanding LAC membership proved ineffective due to persistent vacancies.
3. **Hybrid Meetings** – This year, LAC transitioned to a hybrid meeting model, allowing both in-person and virtual participation to increase accessibility and engagement.
4. **Centralized Resource Hub (Padlet)** – A one-stop-shop Padlet was created to house all LAC actions, documents, and information, making it easy for members to access materials in a single location.
5. **Member Engagement & Office Hours** – Monthly office hours with the staff liaison were established to provide members with a dedicated time to ask questions, voice concerns, and receive updates on committee activities.
6. **Onboarding & Process Review** – A key focus this year was onboarding new members and reviewing the Legislative Objectives editing process. Given the number of new members on the committee, additional time was spent ensuring they understood the purpose and structure of the objectives.
7. **Decision to Pause Major Rewrites** – LAC decided to pause any major section rewrites this year. This decision also meant that there was no presentation by LAC Chair David Morrocco at the March OEA Board meeting.
8. **Legislator Engagement at Lobby Day** – LAC members participated and lead groups in the February Lobby Day in Salem, where they engaged directly with legislators to advocate for OEA's priorities. This event also helped recruit new members and introduce them to OEA's legislative advocacy work.

9. **Governance Compliance** – Governance is automatically included in the distribution of meeting minutes, as required.

MEETINGS HELD

- **October 12, 2023** – Initial meeting to set the framework for the year’s work, including discussions on the Legislative Objectives editing process and committee structure.
- **December 6, 2023** – Discussion on alignment of Legislative Objectives with Resolutions and planning for engagement in legislative advocacy.
- **February 7, 2024** – Review of Legislative Objectives updates and discussion of strategies for legislator outreach.
- **April 3, 2024** – Preparation for the Legislative Objectives Virtual Hearing and discussion of legislative engagement efforts.

ONGOING CHALLENGES & VACANCIES

Filling committee vacancies remains an ongoing challenge. The following councils currently have open seats: Washington County, Salem-Keizer, PAT, NORC, Mid-Valley, Mt. Hood, Klamath-Lake, Metro SE, ASK-ESP, and Three Valley.

If you have a member interested in representing your council, please ensure they are nominated and elected during a Council meeting. Meeting minutes should be shared with Public Affairs, and the online Committee Interest Form must be completed. All nominations are finalized by the Executive Committee upon meeting the necessary requirements.

RELIEF FUND COMMITTEE

COMMITTEE MEMBERS:

Chair: Zach Melzer

Erika Breton Marty Bronstein

Board Liaison: Cynthia Vaughan

Staff Liaison: Adam Arms

COMMITTEE CHARGES:

- Perform the duties of the Relief Fund Committee as outlined in Policy 6000.
- Examine OEA’s governing documents, including Board strategic priorities, and consider them in relationship to the Relief Fund stated purpose and recommend changes as necessary.
- Review the investment policies of the Relief Fund and make recommendations to the Board of Directors.
- Review the analysis as described in Bylaw Article I E Dues & Assessments 3.f every fifth year starting 2020.
- Annually review the OEA Relief Fund handbook and make recommendations to the Board of Directors for updates as needed.
- Provide a copy of all meeting minutes to the President’s Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
- Use the OEA Equity Filter to help guide decision-making.

THE FIGURES BELOW ARE ESTIMATED AND SUBJECT TO CHANGE THROUGH INTERNAL REVIEW AND AUDIT PROCEDURES

Expenditures November 1, 2024, to January 31, 2025, are below:

Greater Albany strike expenditures

1. Support expense = TBD
2. Staff support (internal labor costs) = TBD
3. Strike support = \$693,660 (551 Members)

4. Emergency grants = \$34,800 (117 Members)

As of January 31, 2025, the Estimated Market Value of the Relief Fund was \$35.9 million.

The Committee held Teams meetings in 2023-24. The Committee discussed, among other matters, potential strikes as well as working on a handbook that will be a helpful guide for Locals.

RESOLUTIONS COMMITTEE

COMMITTEE MEMBERS:

Chair: Angela Adzima

Jeanna Hunt

Bobbie Hankins

Sheryl Linnell

Board Liaison: Martin Kwon

NEA Resolutions Committee Members:

Valerie Schiller

Angela Adzima

Niels Pasternak

Staff Liaison: John Shaban

COMMITTEE CHARGES:

1. Review existing OEA Resolutions and propose changes as necessary. Amendment proposals to be voted on at the RA should be submitted to the Board no later than the January meeting.
2. Edit all submitted resolutions and report to the OEA Board of Directors by the March meeting.
3. Prepare and conduct a Hearing on OEA Resolutions at the OEA RA.
4. Fulfill duties as outlined in the OEA RA Standing Rules.
5. Coordinate with Oregon's representatives to the NEA Resolutions Committee and NEA Directors on NEA resolutions.
6. Evaluate the process in place to monitor other Committee and Cabinet work that may warrant changes to Resolutions and update as needed.
7. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.
8. Use the OEA Equity Filter to help guide decision-making.

Committee Activities Related to Charges:

The Resolutions Committee chose to meet more this year than we have in the past in order to try and recruit and ensure all members understood the scope of the work.

We held meetings reviewing the charges, reviewed and revised systems for tracking our work. We met on Oct 21st, Nov, 18th and December 2nd for one hour sessions.

Then in January we had work sessions virtually on Jan. 11th and Jan. 18th. Where we really dug into the language and proposed amendments to prepare the amendments we brought to the board.

The committee uses the OEA equity filter as a part of its norms and review process. All meetings and hearings have been scheduled and the committee will meet all the deadlines in the charges.

SPECIAL EDUCATION COMMITTEE

COMMITTEE MEMBERS:

Chair: Venus Reeve

Billy Ray

Sandra Walk

Maggie Zamora

Kate Aly-Brady

Jenny Scheafer

Malory Turner

Trish Cehrs

Cindy Sapp

Krystal Schadwald Smith

Board Liaisons: Charlene Baker, Emily Quindry

Staff Liaison: Kristine Mayle

Special Education Committee CHARGES & ACTIVITIES 2024-25:

1. **Review and recommend updates to professional learning opportunities that emphasize connection over compliance, recognize trauma and its impacts, center cultural responsiveness, and help professionals gain skills to address equity disparities, ableism, and disproportional impacts on students of color, low socio-economic status, and/or who have a trauma history.**

Activity Related to Charge A:

Created a newsletter to share on the OEA Website with links to resources. Collaborative support with other OEA staff, with ODE staff and with our State representatives

Accessing our "shared resources" folder

2. **Recommend actions, to include legislative, policy and district level actions that members can take to improve the educational environment for our students and our members.**

Activity Related to Charge B:

Connecting members to their local Regional Technical Assistance Provider (in partnership with the Oregon Department of Education) to obtain assistance in accessing professional development and technical assistance on special education topics. Plan in place to continue to share this information to a larger audience through a future monthly email.

Getting the word out about the RTAP is important to help us respond to this charge.

3. **Review and assist in increasing coordination with partner organizations on opportunities for members to attain professional development and advocate jointly on mutual issues.**

Activity Related to Charge C:

The committee utilized the newsletter to identify upcoming legislation that specifically impacts members assigned to positions serving students with disabilities. The team is using this upcoming legislation as opportunities to educate members on resources and support heading to the Oregon senate and house floor. The committee identified (10) upcoming bills for the legislative season that related to the special education community. Coordination with the OEA legislative and outreach team pending. The team recommends continued education and coordination with committees assigned to grassroots campaigning and legislative action to focus on bills/statutes of greatest priority.

Providing responses to questions/comments via SpEd Connect.

Reviewed the SPED Connect responses to address community concerns between districts and facilitate/ support the language used in bargaining to protect special education case manager's time.

4. **Review current practices and recommend additional steps OEA can take to address the needs of creating an inclusive general education environment that supports students with special needs and emphasizes connection over compliance, recognizes trauma and its impacts, centers cultural responsiveness, and makes progress to address disparities, ableism, and disproportionate impacts on students of color, low socio-economic status, and/or have a trauma history.**

Activity Related to Charge D:

Through SpEdConnect Survey, the Special Ed Committee reviews current needs and concerns from OEA membership regarding their experiences in their classrooms and school districts. Each member submission is reviewed by the committee, responded to by the committee, and shared with OEA board liaisons and OEA staff liaisons. In this way, we are informed of member needs and current practices, and the OEA board hears from the membership through their liaisons, as well. The Special Ed committee is also then able to inform the OEA membership of additional steps they can take on current issues and resources they can access

through the monthly OEA newsletter submission.

Resources shared with membership include links to upcoming legislation in Oregon, ways to contact ODE with questions or concerns regarding special education in general and SB819 in particular, along with other useful links such as the Oregon Transition Network website.

5. **Evaluate and provide modifications to prior year recommendations for best practices to support students in Special Education.**

Activity Related to Charge E:

Inclusion has been a big topic in our membership and in our committee. In our February meeting, current research on best practices in inclusion was shared for us to review and discuss at an upcoming meeting. We may be sharing this information with our membership once we have evaluated it.

6. **Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th**

Activity Related to Charge F:

Board Report for OEA RA handbook completed at February Meeting & submitted 2/1/25

7. **Use the OEA Equity Filter to help guide decision-making**

Activity Related to Charge G

Reviewed at the beginning of each meeting.

Adjusted the duration of committee meetings to support a more equitable model of engagement for members.

Exploring ways to open the committee meetings to non-voting participants to have more voices at the table. All voices are heard and accepted during discussion. Clarifying questions are asked with respect for all members.

Discussed how we can bring in more types of members that work in special education including classified staff.

STATE K-12 (ODE) CURRICULUM STANDARDS TASK FORCE

COMMITTEE MEMBERS:

Chair: Katie Gillard (The Arts)

Adam Howell (Physical Ed)

Laura Arthur (The Arts)

Ronda Johnson (English Language Arts)

Mary Sperling (Social & Emotional Learning)

Julia Cuppy (The Arts)

Jenoge Khatter (Social Sciences)

Julie McMillan (Library & Media Education)

Board Liaison: Julia Barto, Christopher Zimmerly Beck

Staff Liaison: Rebecca Marz

This new task force began with many of the openings unfilled so adding additional members was one of our first actions. The task force has met a total of four times since 12/18/24. In the first two meetings the task force members discussed the charges in depth. The committee agreed that the scope of the charges were broad and, with the allocated time frame, it was in the committee's best interest to prioritize the first two charges. It is the recommendation of the committee that this task force continue as it supports our membership in both equity and professional development.

A summary of the work accomplished is stated below the charges and in the meeting notes.

CHARGES:

- **Identify and recommend a plan to connect with Oregon organizations currently providing quality professional development that aligns with OEA's priorities and equity filter.**

- The committee reviewed a list of organizations that was shared by the President to the committee and is continually adding to the list.
- The committee decided to create an initial survey to send to professional education organizations around the state. The initial survey would gather some demographic data on the organization along with what professional development the organization offered. The OEA President would send out the survey.
- As a follow up to the survey, the individual committee members will reach out to 5-10 state organizations to establish personal connections and ask some more in-depth questions regarding the professional offerings.
- **Identify opportunities such organizations provide for professional development and make recommendations for how OEA members can access it.**
 - This information will be gathered from the Google Form and narrative data that task force members receive in the outreach efforts to the organizations.
 - The committee will then work with OEA to disseminate the professional development opportunities to members, possibly through a calendar or newsletter.
- **Assist in monitoring ODE work on curriculum standards and make recommendations as needed for engagement to ensure standards are high quality and equity based.**
 - This charge was tabled so work could focus on Charges 1 and 2.
- **Review and assist in increasing coordination with partner organizations on opportunities for members to attain professional development and advocate jointly on mutual issues.**
 - This charge will be addressed after Charges 1 and 2 are completed.
- **Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a year-end report to the OEA Board submitted by June 30th.**
 - Completed
- **Use the OEA Equity Filter to help guide decision-making.**
 - The group will create a plan that allows them to apply the OEA Equity Filter to an organization's practices, including the using an equity lens to evaluate the professional development offered.

2025 OTHER REPORTS

ADVISORY COUNCIL TO THE OEA PRESIDENT: LGBTQSIA+ ISSUES

COMMITTEE MEMBERS:

Silas Hassrick Socorro Hernandez Amanda Kassab
Lindsay Ray Amy Cole Natalie Eberhard
Angelee Kenyon

Board Liaisons: Danny Adzima, Ivana Turner
Monica Weathersby, Equity Director

COMMITTEE CHARGES:

- d. Assist in identifying needs and strategies to address those needs of members and students in the LGBTQ2SIA+ community.
- e. Provide a copy of all meeting minutes to the President's Office, along with a year-end report to the OEA Board submitted by June 30th.
- f. Use the OEA Equity Filter to help guide decision-making.

Activities Related to Charges:

The Advisory Council has met once formally in addition to written communications, with the goal of meeting three times in the academic year. Topics discussed have included LGBTQ+ member safety, LGBTQ+ visibility, participation in Oregon Pride parades, and support for LGBTQ+ students.

ADVISORY COUNCIL TO THE OEA PRESIDENT: SMALL RURAL LOCALS

COMMITTEE MEMBERS:

Stephanie McEwen Kimberly Jo Dowell Jessianne Miller Toni Myers

Board Liaisons: Cindy Dougharity-Spencer, Brian Zauber Reed, Monica Weathersby, Equity Director

COMMITTEE CHARGES:

1. Assist in identifying needs and strategies to address those needs of members and students in small (under 100 members), rural locals. Rural is defined using the US Census definition.
2. Provide a copy of all meeting minutes to the President's Office, along with a year-end report to the OEA Board submitted by June 30th.
3. Use the OEA Equity Filter to help guide decision-making.

Activities Related to Charges:

The Advisory Council, which this year is enjoying having more members than last year, has met once formally in addition to written communications, with the goal of meeting three times in the academic year. Topics discussed have included reflection of small rural locals in OEA communications, what makes small rural locals unique, engagement challenges, and supports that are currently in place and how to identify what else would be helpful. As a result of the input from members, four-day school weeks was added to the Bargaining Cohort application as a unique type of structure to organize around.

EDUCATION SUPPORT PROFESSIONAL DIRECTOR'S REPORT

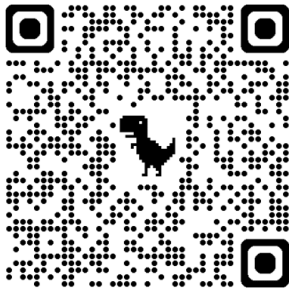
Becky Torres, ESP Director

Hello, as I began my ESP Director journey in June of 2024, it has been an eye-opening experience.

My year started with our Oregon Council Educational Support Professional (OCESP) retreat, where we discussed our plans for the year by planning future meetings and OEA/ESP Conference. We also talked about timelines for upcoming events like the ESP conference, RA, bylaws and the Living Wage Campaign.

ESP Hardship Grant via the link:

https://docs.google.com/forms/d/e/1FAIpQLSesz9pTmO_9ofSlmhK8IAfv-sVWoxSfs69o7cdZrvGYabTGAw/view-form



2024 ESP Award Recipients

At the 2024 OEA RA the OCESP council awarded the **Willie Juhola Award** to **Patti Lawrence**

The **Kevin Forney Education Support Professional Award** from the OEA was awarded to **Patti Lawrence**

OCESP Meeting October 27th, 2024 in Salem, OR

OEA/ESP Conference Fall Conference- November 15-16, 2025 in Eugene, OR

OCESP Virtual Meeting January 11th, 2025

OEA ESP Dues Virtual Meeting 2-25-2025

NEA Higher Ed Conference – March 14-16, 2025

NEA National Leadership Summit – March 7-9th, 2025

NEA ESP Conference – March 21-22, 2025

OCESP Pram April 5th, 2025 Albany, OR

NEA RA June 2-6, 2025 Portland OR

OCESP Retreat July 17-18th, 2025 Medford, OR

Online Opportunities for more info on the ESP Professional Growth Continuum here

<https://www.nea.org/professional-excellence/professional-learning/esps/continuum>

NEA DIRECTORS' ANNUAL REPORT

Directors:

Chris Early, Senior NEA Director, Umatilla EA (Chris.Early.OEA@gmail.com)

Adolfo Garza-Cano, NEA Director, Portland AT (Agcano.oea@gmail.com)

Brinda Narayan-Wold, NEA Director, (brindaban@comcast.net)

Lobbying

NEA Directors from all 51 affiliates* visited their respective Congressional delegations in person three times this year, in May and September of 2024 and February of 2025. Carrying on from the previous year, the 118th Congress proved to be difficult for education and labor advocates and allies. Victories were few, but significant.

Chief among these victories was the repeal of the Government Pension Offset/Windfall Elimination Provision (GPO/WEP), which since the 1980s has prevented public employees - educators, first responders, law enforcement, etc. - in 15 states from receiving Social Security benefits despite many of those affected having paid into

the system during previous private sector employment. Directors lobbied for this change on several occasions; Oregon's Directors went above and beyond what was asked, developing relationships with and engaging the Senate Finance Committee for information and to emphasize the unfairness of this provision. The Social Security Fairness Act (H.R. 82) repealing the provision was finally brought to a vote and passed both houses of Congress in late 2024, and President Joe Biden signed it into law as one of his last acts in office.

Other victories involved "playing defense," lobbying against proposals unfriendly to education. These included a proposed 80 percent cut to Title I funding and other potentially-catastrophic reductions.

Among ongoing efforts is convincing Congress to honor its commitment under IDEA to fund special education grants to the states at 40 percent of costs - those grants currently cover 13 percent - and to reauthorize the Secure Rural Schools Act, which was removed from the continuing resolution passed at the very end of the last Congress.

The following issues were also brought to our Congressional Delegation this year:

- Child Tax Credit provision in the Tax Relief For American Families and Workers Act (HR. 7024)
- Paraprofessionals and education Support Staff:
 - ESP Bill of Rights. (S Res. 450/H. Res. 990).
 - School Support Family Leave Act. (SB 226)
 - Improved Training For School Food Service Workers Act- (SB 2460/HR 4844).
 - Retain and Prepare Para Educators Act (SB 3681 HR 4550)
- Secure Rural Schools Reauthorization Act (S. 2581, H.R. 5030) (see above).
- Ethan's Law (S. 173/H.R. 660), safe gun storage legislation.
- Education Appropriations, including IDEA (S. 2217/H.R. 4519) and Title 1 funding. (see above)
- Support and push for nominations of federal judges
- Support for President Biden's nomination of Suzanne Summerlin as general counsel of the Federal Labor Relations Authority.
- Expressing thanks to every returning member who voted YES on the Social Security Fairness Act (see above).
- Budget reconciliation bills in both the House and the Senate, encouraging a focus on fairness and opposition to the voucher-inspired scheme known as "tuition tax credits"—unlimited, dollar-for-dollar reductions in federal taxes for "charitable" contributions ultimately used to pay tuition at private and religious schools. (119th Congress)
- Opposition to the proposed inhumane approach to immigration enforcement. (119th Congress)
- Disaster Relief: Financial aid after major natural disasters, including the recent southern California fires and hurricane damage in North Carolina/Appalachia. (119th Congress)

The good news for Oregon is that your NEA Directors continue to enjoy a positive relationship with members and staff from our Congressional Delegation on both sides of the aisle and, with few exceptions, received receptive reactions to the issues we brought to discuss.

The 2024 NEA Representative Assembly

More than 6,000 delegates from all NEA affiliates convened in Philadelphia in July for the 2024 NEA Representative Assembly. Arriving as well was a brewing dispute between NEA and one of its staff unions. This prompted NEA President Becky Pringle to front-load the agenda with items requiring action: Legislative Objectives, Policy and Bylaw Amendments, and Resolutions, and a motion referring all unaddressed New Business Items (NBIs) to the NEA Board of Directors, which delegates approved.

Before the opening of the second day, one of NEA's staff unions declared a strike. With delegates justifiably not wanting to cross picket lines, the RA was effectively over. The NEA Board of Directors met in September to address the bulk of the remaining NBIs. The disposition of these was reported in the October 2024 report to the OEA Board of Directors.

ESP, CLASSIFIED AND COMMUNITY COLLEGE DUES TASK FORCE: (Committee of the Board)

MEMBERS:

Becky Torres	Patti Lawrence	Brian Zauber Reed	Lorena Maciel Ochoa
Charles Williams	Lisa Danskin	Nicki Belnap	

CHARGES:

The OEA Budget Committee will develop a task force to evaluate and recommend potential updates to the current dues structure and calculations. The task force will gain an understanding of the current process of collecting dues for ESP, Classified, and Community College members. The task force will consider the following in developing a recommendation of a new ESP, Classified, and Community College dues structure:

1. Current dues structure
2. Dues structures of other similar size member organizations
3. Maintaining the financial health of OEA
4. Utilize OEA's equity filter to help guide decision making processes
5. Understanding challenges with administration of current dues structure
6. Understanding how proposed changes could impact operational efficiencies
7. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a yearbook and year-end report to the OEA Board submitted by June 30

The Oregon Education Association (OEA) Budget Committee has proposed the formation of two task forces to evaluate and recommend potential updates to the current dues structure and calculations. The dues structures for ESP/Classified members and Part-Time Faculty have not undergone a formal review in recent history. Given the evolving needs of our membership and the critical role of dues in funding OEA's advocacy efforts, this initiative represents an essential and strategic undertaking.

Revising union dues ensures that OEA maintains the necessary resources to advocate effectively for its members. Union dues support essential activities such as contract negotiations, legal representation, and organizing efforts—all of which contribute to securing better wages, benefits, and working conditions for our members while advancing workers' rights.

Both task forces will conduct a comprehensive review of the dues collection process for ESP/Classified members and Community Colleges Part-Time Faculty. The charges adopted by the OEA Board of Directors guide this work:

The task force will consider the charges adopted by the OEA board of directors.

Task Force Charges

1. Current dues structure
2. Dues structures of other similar size member organizations
3. Maintaining the financial health of OEA
4. Utilize OEA's equity filter to help guide decision making processes
5. Understanding challenges with administration of current dues structure
6. Understanding how proposed changes could impact operational efficiencies
7. Provide a copy of all meeting minutes to the President's Office, along with an annual written report submitted by February 5 for the OEA RA handbook and a yearbook and year-end report to the OEA Board submitted by June 30

The following are the names of the ESP/Classified members of the task force and governance. All the members have different levels of experience across the union and represent various components of the ESP/Classified units and regions of the state.

- Becky Torres, ESP Director
- Brian Zauber Reed, ASKESP and OEA Board
- Charles Williams Albany Classified

- Enrique Farrera OEA Vice President, and Chair
- Lorena Ochoa ASK ESP
- Lisa Danskin Klamath Classified, Local President KFACE
- Nicki Belnap Mt Hood Classified Community College former OEA Board member, and ESP Director
- Patti Lawrence Grant Pass Classified and OEA Board
- Reed Scott-Schwalbach OEA, President

This report includes two presentations delivered to both ESP/Classified members and Community College members.

The ESP/Classified members of the task force received a presentation reviewing the process of collecting ESP/Classified dues. The presentation included detailed charts on Classified/ESP dues and key principles to consider when designing the dues structure.

The OEA Community College Council received a presentation detailing the process of collecting dues for Part-Time Faculty members and providing a financial overview of how these dues impact membership under the current salary bands. This presentation was shared with all Full-Time Faculty, Part-Time Faculty, and Classified Leaders of the College Council. The Part-Time Faculty members will meet to explore the next steps further.

The task force is supported by Rob Stackhouse- OEA Chief Financial Officer, Macy Ray- OEA Controller & Membership Director, Stacy Redfern- OEA Membership Specialist, Anne Huynh- UniServ Assistant for Community Colleges, and Nathan Breitenfeldt- OEA Membership Specialist. Additionally, the National Education Association (NEA) has provided support and will continue to do so.

The next steps include continuing the financial analysis of OEA, evaluating the dues structure for ESP/Classified and Community College Part-Time Faculty, reviewing similar sized member organizations, and assessing how proposed changes may impact operational efficiencies. The Budget Committee will continue collaborating with the accounting department, membership department, and both task forces composed of members to provide a comprehensive report of findings to the Office of the President by June 30.

Finally, the review of OEA's dues structure is a proactive step toward ensuring the organization's long term-term financial stability while enhancing the value of union membership. By undertaking this critical work, we are reaffirming our commitment to supporting and advocating for all members in a fair and sustainable manner

OEA FOUNDATION



Helping students succeed since 1995.

OEA FOUNDATION BOARD MEMBERS:

Foundation Chair: Enrique Farrera

Vice Chair: Jennifer Underhill

Secretary: Alexander Rabchuk

Board:

Jodi Ketchum

Christa Schmeder

Charlene Baker

Jodi Ketchum

Jennifer Dorsey

Leah Kyle

Laura Warren

The OEA Foundation acknowledges the assistance of OEA President Reed Scott-Schwalbach and OEA Executive Director Tracey-Ann Nelson. The Foundation also acknowledges the vital assistance of various OEA support staff including Suzie Lyda, Tori Kasik, Macy Ray, and Rob Stackhouse. Thank you.

Established in 1995, the OEA Foundation provides educators with grants of up to \$100 to assist students with basic and immediate needs. These cash grants fulfill needs unmet by any other source. One hundred percent of all member donations directly support public school students in Oregon. Foundation grants can be used to purchase essential items such as warm coats, shoes, clothing, doctor appointments, eyeglasses, or medication. These \$100 grants from the OEA Foundation make a significant impact!

Since its inception, the primary funding source for these critical grants has been donations from OEA members and OEA staff. The OEA community continues to show generosity through payroll deductions, cash, and online donations. The Oregon Education Association covers nearly all administrative costs of the Foundation through member dues, ensuring that all donations go directly to assisting students.

Our retired union members are strong supporters of the Foundation as well, hosting year-round fundraising events to help sustain this essential work. During the OEA Representative Assembly (OEA-RA), they lead the Foundation table and live auctions to benefit the program.

While OEA members and staff provide the bulk of contributions to the Foundation, several corporate sponsors have played a significant role too. California Casualty has been an especially generous donor. This year they donated \$15,000 to the Foundation and they are in the process of donating another \$15,000 next year. California Casualty is also a Premium sponsor of the 2025 OEA Representative Assembly. Additionally, they initiated the Athletic Grant process and announced that four Oregon districts received a \$250 music/arts grant. The recipients were the Mountainside High School Marching Band, Talmadge Middle School Mariachi Program, Aloha High School Band Program, and Cedar Park Middle School Band Program. Another corporate sponsor, MODA, has also been a valuable partner, contributing items for our live auctions.

This year (2024-2025), the Foundation already has directly assisted with 370 requests, providing \$37,000 in direct student support. At the same time, the OEA Foundation received \$42,887 in donations. During the 2023-2024 fiscal year, the Foundation directly assisted 745 students. These 745 applications came from 271 members and granted a total of \$71,237. Clearly, the Foundation has made a significant difference in many students' lives.

The Foundation has recently made significant improvements to its accounting systems, application process, and guidelines. The Foundation continues to modernize its operations to more efficiently meet the needs of the donors and the students of the state of Oregon.

This year we will have Foundation pins that resemble our new logo, and we will be attempting a new and expanded fund raising effort at the OEA-RA.

Your continued support helps ensure that Oregon students receive the essential resources they need to thrive. Thank you for being a part of this vital mission!

OREGON EDUCATION ASSOCIATION-POLITICAL ACTION COMMITTEE (OEA-PAC)

BOARD MEMBERS:

Chair: Christina Geierman (South Coast)

Vice Chair: Colin Lyons (TREC)

Board Liaison: Brian Zauber-Reed

LAC Chair: David Morocco

List of Board Members & Regions: Rosario Medina, Southern Oregon; Andy Bunting, Washington County; Julie Swinehart, Eugene; James Prizzia, Cascade; Tamara Quandt, Willamette Falls; Ginger Huizar, PAT; Delta Colbray, CRUC; Gabrielle Pargett, NORC; Jody Folkedahl-Eppolito, East Multnomah; Nick Hauser, Beaverton; Lindsay Hadder, Santiam; Jessica McElfresh, Mt Hood; Jonathan Chenjeri, Klamath-Lake; Jennifer Anderson, Douglas County; John Wasielewski, 3 Valley; Wendy Simmons, Community College; Heather Wisener, OCESP; Reed Scott-Schwabach, OEA President; Enrique Farrera, OEA Vice President; TracyAnn Nelson, Executive Director; Emily McLain, Director PAPE

Open Seats: Salem-Keizer, Eastern Oregon, Chintimini, Mid-Valley, Metro SE, ASK ESP, OEA-Retired, CORE

Staff:

Lobbyists: Louis DeSitter, Cynthia Branger-Munoz, Kevin Sullivan

Political Strategist: Elvyss Argueta

Administrative Coordinator: Jackie Judge

Teachers and the state legislature are bound together. The legislature sets our budget. Even the best bargaining team cannot make our wages keep up with inflation or provide us with all the supplies we need to do our jobs well without adequate state funding. The legislature passes laws to regulate the terms of our employment, what we can and cannot teach, and sets initiatives to evaluate us. The OEA-PAC prevents this relationship from becoming completely one-sided. We work with locals to identify quality, pro-education candidates who will listen to teachers and prioritize public education. OEA-PAC members get to vote on which candidates we endorse for state and local races. We help politicians run their campaigns and support those campaigns with funding and man hours. Once they are elected, we work with the Legislative Advisory Council (LAC) to advocate for issues important to educators.

This is precisely what we did during the 2024-2025 year. The primary focus of the OEA-PAC board and staff was the November 2024 state elections. We were busy canvassing (18 canvasses with 117 shifts), phone banking (10,385 calls made), and text banking (52,000 texts sent) across the state of Oregon. We assisted with the campaigns of eight OEA Members and Staff running for state offices. Who better to advocate for teachers and students than fellow educators?

We are currently gearing up for our first Lobby Day since the pandemic. On February 17th, educators from around the state will travel to Salem to give testimony and inform our elected officials about the issues facing educators today. Fully funding education will be a major push. We invited as many Special Education teachers as possible so that they can tell legislators what is making them and their colleagues leave teaching and what changes can make them stay. We will also be advocating for stricter regulations regarding class size caps so that we can adequately meet the needs of all the students in our classroom.

A relatively new initiative of the OEA-PAC has been to offer support to school board candidates endorsed by locals. We have expertise, resources, and funding to help your local campaign for quality candidates. Please see your regional OEA-PAC board director or come by our table for more information.

As educators, we cannot afford to avoid politics. Our students deserve politicians that will put their needs above all the rhetoric. Their learning conditions are our working conditions. We cannot sit idly by and hope that our state politicians will get it right. We must seize our power and advocate for them. I urge you to join the OEA-PAC today. If you are already a member, I challenge you to serve a term on the OEA-PAC board.

OEA Choice Welfare Benefit Plan (doing business as Oregon Well-Being Trust)

Board of Trustees:

Trust Board President: Jordan Ng, David Douglas, Elementary PE

Board Trustee/Secretary: Jamie Myers, Eugene, Licensed Benefits Coordinator

Board Trustee / OEA President: Reed Scott-Schwalbach, Spanish

Board Trustee: Stephanie McEwen, Falls Creek, Special Education

Board Trustee: Kyle Pfaffenbach, Eastern Oregon University, Health and Human Performance Professor

Executive Director (Staff): Lauren D. Booth

Mission, Vision, and Values.

Mission: Our mission is to empower each public education community in Oregon to build and nurture a culture of well-being for all their employees.

Vision: Every public education community embodies a culture of respect, belonging, safety, and well-being for all.

Values:

1. *People are paramount.* Education employees should be able to do their work without sacrifice to their health and well-being.
2. *True well-being is holistic and collective.* Employees' individual and collective well-being are interconnected and influenced by workplace practices, policies, and culture.
3. *Without equity, well-being cannot exist.* Greater diversity, access, belonging, and justice benefit us all.
4. *Relationships are at the heart of our work.* We collaborate to learn and advance the culture of employee well-being in education.
5. *Communities are wise.* The lived experience of individuals and collective wisdom of communities are valued.
6. *Innovation comes from everywhere.* We are open to new ideas and putting them into action.

Our mission, vision, and values guide every aspect of our work, from the grant funding we provide, the partnerships we form, the initiatives we create, and the internal learning and growth we do as an organization.

NEW in 2024: As part of the mission and values alignment work, the Trust has adopted a new name, the Oregon Well-Being Trust. This name change was accompanied by a new website, with a section that specifically highlights the history and connection between the Trust and OEA. Find out more at oregonwellbeing.org

Also NEW in 2024 was the Trust's first Regional Convening event and the development of two additional benefit programs: contracted well-being services and community event support.

None of the above changes have altered the Trust's IRS status as a registered 501 (c) 9 VEBA Trust.

Summary of Benefits. More information about each provided below.

Benefit Program	Investment by the Trust	Who Benefited
Grant Awards Approved* 2023-2024 Grant Cycles <ul style="list-style-type: none"> ○ Capacity Building Grants ○ Education Employee Well-Being Grants ○ Sustainability Grants 	\$1,079,161	54 Oregon Education Organizations and their 25,974 Employees
Mindfulness Initiative 2023-2024	\$163,099	4 Oregon Education Organizations and their Employees
Walker Tracker, 2023-2024	\$46,900	54 Participating Education Organizations and 7,000 of their employees enrolled. 79 challenges were offered through the platform.
Journey to Wellness October, 2024	\$42,716	105 Employees representing 49 Current or Former Grantee Organizations.
Employee Well-Being Support at Partner Conferences 2022-2023	\$7,975	12 Conferences and their education employee attendees
Regional Convening	\$26,284	89 Attendees, with 33 organizations represented from the NE Oregon Region.
Community Event Support	TBD	24-25 Pilot year
Contracted Well-Being Services	TBD	24-25 Pilot year with The Teaching Well, School Crisis Recovery & Renewal, OMBI, Pause

**Grant Award amounts approved during the two 2023-2024 EEW and Sustainability grant cycles.*

Grant Funding

Oregon Well-Being Trust provides grant funding to public K-12 school districts, education service districts, and community colleges throughout Oregon to benefit the well-being of their public education employees. The grants help to create, enhance, and sustain education employee well-being programs that:

- Meet the needs, and value the input, of all employees;
- Reflect the needs and strengths of their communities; and
- Shift an organization’s policies, systems, environment and culture toward well-being, resilience and belonging

Oregon Well-Being Trust offered three streams of grant funding in 2023-2024 - EEW Grants, new Capacity Building Grants, and Sustainability Grants. Funding data for each award type are below.

Education Employee Well-Being (EEW) Grants

Education Employee Well-Being (EEW) Grants provide multi-year funding to implement employee well-being programs that are staff-led and meet the unique needs of each organization. There were two opportunities to apply in the 23-24 fiscal year - the last Friday in April and the last Friday in October.

In the July 1, 2023, through June 30, 2024 fiscal year, Oregon Well-Being Trust awarded \$1,313,051 to 27 EEW grantees:

- **New Grantees:** Bethel SD, Gladstone SD, Central Linn SD, Astoria SD, Dallas SD, Glide SD, Harrisburg SD, McMinnville SD
- **Continued Funding Grantees:** Gervais SD, NW Regional ESD, North Bend SD, Clackamas ESD, Days Creek SD, Jordan Valley SD, La Grande SD, Marcola SD, Scappoose SD, Vernonia SD, Columbia Gorge ESD, Dayton SD, Elgin SD, Eugene 4J, Gresham-Barlow SD, Parkrose SD, Salem-Keizer SD, Treasure Valley CC, Woodburn SD.
- **Examples of Work Funded:**
 - Events to build staff connection and belonging
 - Monthly Wellness challenges with prizes
 - Shared staff well-being spaces that promote personal and collective care

Visit oregonwellbeing.org for the most up-to-date information about the next grant cycle.

Sustainability Grants

Sustainability Grants (formerly called Mini Grants) provide funding to organizations with existing employee well-being programs. There were two opportunities to apply in the 23-24 fiscal year— February and October.

In the July 1, 2023 through June 30, 2024 fiscal year, Oregon Well-Being Trust awarded \$81,471 to 12 Sustainability Grantees:

- Sustainability Grantees: Canby SD, Centennial SD, Central SD, David Douglas SD, Douglas ESD, Klamath CC, Lake County SD, Lebanon SD, Rainier SD, Tigard-Tualatin SD, Tillamook SD, and Village School.

Capacity Building Grants

Capacity Building Grants (CBG) were a new grant stream. In the July 1, 2023 – June 30, 2024 fiscal year, Oregon Well-Being Trust awarded \$80,000 to 8 CBG Grantees.

- CBG Grantees: Dufur SD, Hood River County SD, Malheur ESD, Mt Hood CC, Oregon City SD, Pilot Rock SD, Sherman County SD, Wallowa County SD.

Grantee Technical Assistance

Oregon Well-Being Trust Grantee Liaisons provided technical assistance to grantees based on staff-informed needs and requests. Technical assistance and support help districts, ESDs and community colleges achieve overall employee well-being goals, design effective and sustainable education employee well-being programs, and fulfill the Trust’s grant requirements.

Technical assistance provided includes:

- Scheduled conversations every six months to ensure funds are being spent effectively and to address any programmatic challenges.
- Menu of ideas for providing well-being supports, such as specific ideas to reach itinerant staff (i.e. – transportation and nutrition services).
- Conversations on engaging leadership to support well-being funding and programming, and to address barriers or challenges in their program implementation.
- Quarterly grantee gatherings to share successes and challenges to well-being program success.

Special Initiatives

Mindfulness Initiative

Recognizing the important links between mindfulness-informed practices, stress resilience, and mental health, the Trust continues its collaborative service delivery partnership with the Oregon Mind Body Institute to deliver and evaluate a model for creating a mindfulness-informed approach to employee well-being. The intention of this model is to provide a flexible, modular framework for education communities to build capacity to use evidence-based, mindfulness-informed practices to support individual and collective well-being and enhance stress resilience. Rainier School District, Salem-Keizer School District's Transportation Department, and Lane ESD have been engaged in the Mindfulness Initiative, receiving training and support facilitated by the Oregon Mind Body Institute.

Convenings and Collaborations

Journey to Wellness Grantee Convening

Each year, Oregon Well-Being Trust convenes an annual meeting for current and past grantees. The purpose of this meeting is to create an engaging environment where attendees can learn effective education employee well-being strategies, exchange ideas, brainstorm solutions to challenges, celebrate successes and build a network of colleagues for inspiration and support.

The Trust hosted Journey to Wellness at Chemeketa Community College in October. 105 participants attended representing 49 education entities, 3 partner organizations, and 7 OEA Choice Trust staff. **Participant attendance was up 48% compared to the prior year.** Salina Mae Espinosa-Setchko, Lead Facilitator from the Teaching Well, was highly rated by participants for her keynote and facilitated activities on connection and belonging. 100% of participants surveyed agreed that the event provided them with "valuable knowledge, tools and/or skills related to my work."

Quotes from 2024 participants:

- *Thank you so much for everything. The Journey to Wellness Conference was a fantastic experience, and I truly enjoyed the day. The venue was beautiful, the food was excellent, and the staff provided outstanding service. I had a great time connecting with everyone and am grateful for all the hard work that went into making the event a success. (Clackamas ESD)*
- *Thank you! What an amazing event. I appreciate you all so much. (Marcola)*
- *It was a very energizing experience. The team is excited to grow (Parkrose)*

Partner Collaboration and Conferences

The Trust is addressing accessibility, responsiveness, and impact through the launch of a new regional convening model. First launched in April 2024, the second convening will be hosted on the coast on April 19, 2025. Unfortunately, the host district's availability and the OEA RA date were in conflict this year, but the Trust's staff will be able to cover both events. Tailored regional convenings allow the Trust to continue to provide quality professional learning and networking while being flexible and responsive to the unique needs and gifts of specific communities.

Other events that the Trust has participated in in order to raise awareness about our resources, benefits and grants include:

- OEA I Hear Summit, OEA Headquarters, Portland
- OEA Local Presidents' Meeting February 2025 presentation
- OEA Representative Assembly
- COSA equity, winter, seaside, multilingual, special education

- OALA
- OAESD
- OSNA
- OASBO

Equity and Belonging

Oregon Well-Being Trust continues to work closely with The Teaching Well (TTW), a BIPOC and Educator-led organization founded by former educators to foster thriving educator workforces where employees are healthy, connected, and sustained throughout their careers in education. This partnership provides internal training and coaching for the Trust’s board, leadership and staff, as well as resources for Oregon education employees.

PRESIDENT’S REPORT

OEA President, Reed Scott-Schwalbach

Local Leader Grants:

Local Leader Grants have been awarded to the following locals/councils this year

- Bend EA – Send mbrs to NEA Leadership Summit: \$2,500

2024-25 REPORT ON IMPLEMENTATION OF NEW BUSINESS ITEMS ADOPTED BY THE 2024 REPRESENTATIVE ASSEMBLY

NBIs passed at the Spring RA are implemented during the following fiscal year. OEA’s fiscal year runs September 1 - August 31.

NBI A: 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.

ACTION: Task Force worked on charter school policy statement per direction from OEA Board of Directors and brought to the Board for review and action in January and February.

NBI 1: 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.

ACTION: Staff in Public Affairs are reviewing bills drafted related to TSPC for the 2025 legislative session to determine next steps and feasibility.

NBI 3: I move 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. ***Referred to OEA Board of Directors***

ACTION: Board action: No action at this time, not able to accomplish with current budget and/or alignment with Strategic Intent key metrics.

NBI 5: 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. ***Referred to OEA Board of Directors***

ACTION: Board action: No action at this time, not able to accomplish with current budget and/or alignment with Strategic Intent key metrics.

NBI 7: That OEA makes every effort to hold OEA RA at an event space where the employees are unionized.

ACTION: Discussed in planning meetings Fall 2024. New event coordinator reviewing statewide spaces and working with Board committee on forecasting budget impact of moving.

NBI 8: For OEA to share what the research shows about the current spike in absenteeism and the most effective remedies for this widespread problem.

ACTION: Cynthia Branger-Munoz on GR team is working on this and tracking 2025 HB 3199 and in touch with Representative Neron on this. This work will be assigned to the future strategist staff position in public affairs. Public Affairs team discussed current work group and legislative action with OEA Member Representative Nguyen. Also looking into research at ODE.

NBI 11: That OEA 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. 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.

ACTION: Task force has met and designed survey. NEA facilitated in-person conversation with members who attended Sparks Oct. 20. Survey sent out week of Oct. 21, closed November 12. RA Hearing scheduled for April.

NBI 12: That OEA provide language on how an individual school district could voluntarily opt out of receiving federal funding if they choose. ***Referred to OEA Board of Directors***

ACTION: Board action: No action at this time, not able to accomplish with current budget and/or alignment with Strategic Intent key metrics.

NBI 13: That OEA take the necessary steps, including adding the bylaw and policy, to create the position of Education Service District (ESD) Director, which will be held by an elected member. A description of this new position will be developed using OEA's equity lens and shared with members in time for them to submit nomination forms and run for election at the 2025 Representative Assembly. ***Referred to OEA Board of Directors***

ACTION: Discussed at the February OEA Executive Committee meeting. Committee reviewed feedback from ESD leaders on where they wanted support. Data collected from ESD leaders indicated highest interest in getting support from OEA on organizing members and getting members to engage with policymakers, with the largest challenges identified as distance between members and issues related to members' sense of connection.

Executive Committee did individual outreach to maker and OEA President is convening ESD leaders to support organizing efforts.

NBI 15: The 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."

ACTION: Paused with vacancy of Strategist position. Will be assigned when filled. Government Relations and Communications staff will likely be assigned as well.

NBI 16: *Board of Directors will consider this at their May 2024 Board Meeting.*

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.

ACTION: Board took action to modify existing Choice Trust Partnership Committee charges at May 2024 meeting. Maker is also a Board Director and was asked to serve on the committee for the 24-25 year; she accepted.

NBI 23: 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, By-laws, Policies, Resolutions, Legislative amendments, and New Business Items. ***Referred to OEA Board of Directors***

ACTION: Discussed by the OEA RA Planning committee. Referred to OEA President for consideration in final agenda. Due to limitations on staffing, timing and location, the 2025 OEA RA will have virtual and in-person hearings.

NBI 24: 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.

Referred to OEA Board of Directors

ACTION: Board action: No new action needed, outreach regarding funding and stance against non-funded mandates already part of push for full CSL funding in 2025 Legislative Session. Monitoring of future unfunded curriculum mandates will be assisted by the OEA lobby team and the Curriculum Task Force.

NBI 25: 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. **Referred to OEA Board of Directors**

ACTION: Passed at May OEA Board meeting: That OEA 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 with the work to be capped at \$5,000.

NBI 26: 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. **Referred to OEA Board of Directors**

ACTION: Passed at May 2024 Board meeting: That OEA will develop a communications strategy for effectively sharing important business with members that is passed by the OEA Board. No later than June 15, OEA will share out the ceasefire motion that the board passed in November and include the actions OEA took as a result.

NBI 27: That OEA lobby the legislature to have all schools in the state of Oregon go phone-free at all schools. **Referred to OEA Board of Directors**

ACTION: Board action: No new action needed, general concept can already or is already being accomplished under existing Budget and Priority Metrics. Advocacy on phones can already be accomplished through existing legislative objectives and ongoing work. Governor has directed ODE to create guidance for school districts; OEA members & staff attended input session in September and gave feedback.

NBI 29: 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. **Referred to OEA Board of Directors**

ACTION: Board action: No action at this time, not able to accomplish with current budget and/or alignment with Strategic Intent key metrics.

NBI 30: 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. **Referred to OEA Board of Directors**

ACTION: Board action: No new action needed; general concept can already or is already being accomplished under existing Budget and Priority Metrics. Work on Disrupted Learning is part of existing legislative objectives and ongoing work implementing the recommendations in the Disrupted Learning report.

NBI 31: That OEA research the origins of educational research and provide a document that details their findings. **Referred to OEA Board of Directors**

ACTION: Board action: No action at this time, not able to accomplish with current budget and/or alignment with Strategic Intent key metrics.

NBI 32: 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. **Referred to OEA Board of Directors**

ACTION: Board action: General idea (not NBI) referred to CORE for discussion.

NBI 33: 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. *Referred to OEA Board of Directors*

ACTION: Board action: No new action needed; general concept can already or is already being accomplished under existing Budget and Priority Metrics. Referred for further discussion to Aspiring Educator Council. TSPC has alternatives explained on their website.

**2025 OEA
AFFIRMATIVE ACTION REPORT**

Goals By Gender	Current Total Empls.	Current Male Empls.	Current Female Empls.	Current Other Empls.	Goals For Women Staff
Mgmt Staff*	5	3	2	0	40-50%
					(met)
Directors	4	1	3	0	50% (met)
Confidential	3	0	3	0	40-50%
					(met)
Prof Staff **	47	26	20	1	40-50%
					(met)
Assoc Staff	31	5	26	0	40-50%
					(met)
Goals By Ethnic Minority	Current Total Empls.	Current Ethnic Minority Male Empls.	Current Ethnic Minority Female Empls.	Current Ethnic Minority Other Empls.	Goals for Ethnic Minority Staff
Mgmt Staff*	5	0	1	0	5-15%
					(met)
Directors	4	1	0	0	5-15%
					(met)
Confidential	3	0	0	0	5-15%
Prof Staff	47	6	5	1	5-15%
					(met)
Assoc Staff	31	2	3	0	5-15%
					(met)

*General Counsel position is vacant and not included.

**One Professional Staff employee is non-binary and multi-racial.

March 3, 2025



Oregon Well-Being Trust

Shifting culture to benefit
public education employees through:



Community Event Support

Providing holistic well-being resources for your next staff event



Contracted Well-being Services

Connecting your organization with trusted partners who offer a variety of well-being services



Grants

Providing funds and support to build and sustain staff-led well-being programs



Visit oregonwellbeing.org for more information!



+



Oregon Well-Being Trust

Give what you can. Ask for what you need. Help Students Thrive.

Through the generous contributions of OEA members, the OEA Foundation provides grants to educators to help meet students' basic and often urgent needs - **ensuring they arrive at school ready to learn.**

How Funds are Utilized



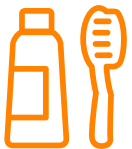
76%
CLOTHING ITEMS



4%
SENSORY TOOLS



5%
BASIC SCHOOL
SUPPLIES



10%
PERSONAL
HYGIENE SUPPLIES



3%
EYEGASSES



2%
MEDICAL NEEDS

DONATE TODAY!

Since its beginning, the key source for these critical grants has been donations from OEA members and staff. The Oregon Education Association funds all administrative costs of the Foundation, which allows all donations to be used to provide direct assistance to students.



To date, the Foundation has given
\$2 million to help students succeed.
Become a part of our story today.



OEA
FOUNDATION



OEA REPRESENTATIVE ASSEMBLY
2025
POWER + VOICE

