

2026 OEA Passed New Business Items

New Business Item 1

That the RA renew financial support to continue the ongoing work of the Charter School / Substitute Teacher Organizing Task Force and that additional support for data gathering and organizing be extended to the task force.

For the coming year the task force will continue to meet and further existing work. Additionally, given the information deficits identified in regards to substitutes statewide, the task force will make additional efforts to rectify this lack of information.

Lawrence Abrams, PAT | Chris Schweizer, PAT

New Business Item 3

Increasing Transparency and Public Engagement Around Oregon's Special Education Funding Cap

OEA will provide public progress updates to members at least twice during the 2026–2027 year on efforts to increase Oregon's special education funding cap to 15 percent.

OEA will support efforts to increase public understanding of the gap between current special education funding and actual student need, including the impact of the funding cap on students, educators, and school systems.

OEA will explore and communicate potential pathways to sustainably fund an increase to the special education funding cap, including consideration of additional revenue options, and will share this information with members.

Niels Pasternak, Eugene EA | Maria Dias-Montano, Tigard EA

New Business Item 4

I move OEA to support The Very Wealthy Pay Their Fair Share Act (Ballot Initiative 2026-070) by educating OEA members through two online forums during September.

Asha Sandhu, Oregon City EA | Alex Stagner, PAT

New Business Item 5

The Oregon Education Association (OEA) will advocate for and collaborate with policymakers to convene a statewide Adapted Physical Education (APE) Guidance Task Force to revise and update Oregon's 1981 Adapted Physical Education guidance.

The task force will include adapted physical education specialists, general physical educators, and special education professionals.

The task force will publish updated statewide guidance suggestions by July 2027 that:

1. Clarifies Adapted Physical Education as a service, not a placement
2. Aligns terminology (“adapted” vs. “adaptive”) with current law and best practice
3. Supports equitable access to physical education instructional minutes for students with disabilities
4. Defines the role of physical education professionals within IEP teams PreK-age 21 (IDEA)

Promotes inclusive and legally compliant Adapted Physical Education service delivery models PreK-age 21 (IDEA)

OEA will support, promote, and advocate for this work in collaboration with policymakers and relevant stakeholders.

Michelle Dunn, Eugene EA | Dave Wines, Eugene EA

New Business Item 6

Creation of an ADA Statement to Enhance Accessibility

I move that OEA undertake the development of a comprehensive Americans with Disabilities Act statement for our conferences. This statement can be informed by the best practices of affiliate unions across the nation as well as the National Education Association.

Monica Weathersby, Centennial EA | Brian Zauber-Reed, ASK ESP

New Business Item 7

I move that OEA will advocate for increased education funding in Oregon and stand in solidarity with sibling workers in South and Southeast Asia by endorsing and supporting the Just Sign It campaign coordinated by Global Labor Justice by adding the OEA logo and support promoting the campaign via social media and OEA communications. This campaign demands Nike reimburse the state of Oregon for its \$2 billion tax break and is in solidarity with workers in South and Southeast Asia gaining collective bargaining rights.

Lauren McCartney, Beaverton EA | Catherine Tucker, PAT

New Business Item 8

I move that OEA establish a taskforce to explore the development of a OEA-led teacher apprenticeship residency program specifically for Special Education. This taskforce will

identify pathways for ESPs and other candidates to earn a SPED endorsement through a paid, mentor-supported model. The taskforce will report their findings back to the OEA board and Representative Assembly.

Katie Lukins, Beaverton EA | Lora Dee, Beaverton EA

New Business Item 9

That OEA establish a Universal Healthcare Task Force to advance member education, coalition-building, and advocacy in support of the Oregon Universal Health Plan.

The Task Force shall be charged with:

- collaborating with the OEA Board of Directors to develop OEA’s position and strategy on the Oregon Universal Health Plan
- building coalitions with Oregon labor unions, community organizations, and healthcare advocates;
- taking a leadership role in coordinating OEA member participation in the 2026 Health Care for All Workers Rally (currently scheduled for October 17, 2026) and other mobilization efforts;
- working with OEA-Legislative Advisory Council and OEA-PAC to support strategies that advance universal healthcare;
- collaborating with local associations to gather member stories and data on healthcare costs and experiences to inform advocacy efforts.

The Task Force shall reflect the diversity of OEA’s membership, including representation across licensed educators, education support professionals, and community college faculty, across geographic regions, and with intentional inclusion of members from communities most impacted by healthcare inequity.

Financial support shall be modest, consisting of staff liaison support and reasonable operating expenses. No funds are being requested.

Todd Farris, Beaverton EA | Adam Oyster-Sands, Beaverton EA

New Business Item 10

The Oregon Education Association will establish a statewide taskforce composed of members to compile research and data surrounding the current funding shortfalls for K-12 music and arts education across our state.

The taskforce will work to provide the Oregon Education Association Legislative Advisory Committee with the necessary data needed to support drafting legislation mandating Music and Arts into the common core curriculum at the state level.

The objectives of the task force are to:

- Review and research national examples of mandated arts education, such as the MAESTRO Act of 2025 (Mandating Arts Education Standards, Training, and Resources Overall) or the GAAME Act of 2026 (Guarantee Access to Arts and Music Education).
- Develop collaborative relationships with organizations already involved in this advocacy work, such as the Oregon Music Educator’s Association (OMEA).
- Gather data from educators across Oregon regarding arts and music education programs and funding across our state.
- Research states that have successfully implemented Music and Arts into mandated curriculum.

By or before the end of the year-long period allotted for this project, the taskforce shall draft their findings in a presentable format and transfer them to the OEA Legislative Advisory Committee for legislative action.

Katrina Allen, Eugene EA | Dave Wines, Eugene EA

New Business Item 11

I move that OEA form a task force to study the impact of artificial intelligence (AI) on hiring practices, employee discipline, employee privacy, employee evaluation, transparency in workplace AI use, intellectual property protections, biases in large language models, and educator workload.

The task force shall report its findings and recommendations to the membership at the 2027 OEA Representative Assembly.

Cheryl Johnson, Mt. Hood Full Time FA | John Hasegawa, Mt Hood FA

New Business Item 12

NBI: Establishment of a Member Task Force that reviews existing data of safety and behavioral needs currently facing schools in Oregon to advocate for clearer supports.

Motion: We move to establish a Member Task Force that reviews existing data that overviews staff and student injuries, discipline records, behavioral needs, threat and sexual incidence reports in schools. The task force will review the data from a systemic perspective to see effective interventions and tools that were used to come up with recommendations to address safety for members and students. The goal of the task force is to present key take aways at the next Oregon Rep Assembly to overview the rate of in school behavioral incidences resulting in staff and student injury, member satisfaction with safety response, and increased data to show a comparison of the data on the effectiveness of more mental health support and personnel trained in trauma informed practices, as well as highlight gaps in other areas for supports with safety for all students.

After the task force has compiled information and reviewed data, then we will move to present our findings at next year's Representative Assembly to share what steps helped improve safety and overall well being of students and staff, and propose recommendations for how members bargain and advocate for improvement at our sites and locals. Strategies that we will look for that have been implemented in the last 10 years are trauma informed care strategies in school, professional development and studying ACE's, supports like wellness centers, early behavioral support and intervention, quick behavioral intervention at the elementary level, and appropriate discipline and supports that are appropriate at each developmental level.

Samantha Minter, Beaverton EA | Michael Derheimer, North Clackamas EA

New Business Item 15

Advocating for a Comprehensive 10 Year Plan for Oregon Public Education

OEA Member Task Force will advocate for the development and adoption of a comprehensive 10 year statewide education plan that addresses long term systemic challenges in Oregon public education and establishes clear, measurable goals for improvement.

OEA President, in coordination with OEA leadership and Government Relations staff, will initiate this effort no later than September 2026.

OEA Member Task Force will engage members, educators, and stakeholders during the 2026 to 2027 year to develop a draft framework that directly addresses the following critical challenges and corresponding goals

- The gap between special education funding and the actual percentage of students served, with the goal of achieving full alignment between funding and student need
- Limited access to consistent instructional time and learning opportunities, with the goal of increasing meaningful instructional time and student access to learning
- High rates of student absenteeism impacting engagement and outcomes, with the goal of improving student attendance, engagement, and connection to school
- Inconsistent implementation and support for inclusive and equitable practices, with the goal of ensuring schools have the resources, training, and accountability systems needed to implement inclusive and equitable practices effectively

OEA will present a draft framework of the proposed plan to members and may share it with state leaders and the public by August 2027.

OEA will provide at least one progress update to members during the 2026 to 2027 year.

Venus (Alice) Reeve, Springfield EA | Niels Pasternak, Eugene EA