

RESOLUTIONS TABLE OF CONTENTS

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	1
I.1	Funding Accountability	1
I.2	School Funding	1
I.3	School Funding Legislation.....	1
I.4	School Funding Must Be Adequate.....	1
I.5	Funding of Mandated Programs	1
I.6	OEA on Parental Option Plans	1
I.7	Oppositions to Tax Credits and Vouchers	1
I.8	Education Employees Should Not Fund Schools	1
I.9	Political Action for School Funding	2
I.10	School Funding and Outside Organizations.....	2
I.11	Systemic Inequity	2
I.12	School Funding Must Be Equitable	2
I.13	Community Schools	2
II.	PROMOTE EDUCATIONAL EXCELLENCE FOR ALL STUDENTS, AND BE A LEADER IN ESTABLISHING AND EVALUATING DECISIONS ON EDUCATION ISSUES.....	3
II.1	Public Education Excellence	3
II.2	High Education Standards	3
II.3	Accelerated and Dual Credit Programs	3
II.4	Human and Civil Rights	3
II.5	Academic Freedom	4
II.6	Eliminating Institutional Racism in Public Education	4
II.7	Bullying.....	4
II.8	Sex Discrimination	4
II.9	Sexual Harassment	4
II.10	Student Access to School Counselors.....	5
II.11	Student Access to Healthcare	5
II.12	Community Based After-School Programs	5
II.13	Commercial Exploitation of Students.....	5
II.14	Promoting School Safety.....	5
II.15	Emergency/Contingency Plans.....	6
II.16	Weapons In School	6
II.17	Non-Violence in Schools.....	6
II.18	School Building Sites	6
II.19	Healthy Schools	6
II.20	Sustainable Schools.....	7
II.21	Toxic Substances	7

II.22	Personal Electronic Devices (i.e., Cell Phones).....	7
II.23	Special Education.....	8
II.24	Inclusion.....	8
II.25	Neurodiversity	8
II.26	Educational Programs for Emerging Bilingual and Multilingual Students	9
II.27	Alternative Programs.....	9
II.28	Students with Visual Impairments and D/deaf and Hard of Hearing.....	9
II.29	Closed Caption Video Programming.....	10
II.30	Students with HIV.....	10
II.31	Developmentally Appropriate Interventions for Students.....	10
II.32	Children and Youth who are Neglected, Delinquent, or At-Risk.....	10
II.33	Gifted, Talented, and Creative Students	10
II.34	Early Childhood Education	10
II.35	Students Navigating Poverty	10
II.36	Equitable Opportunities for Students of Color	11
II.37	Student Parents.....	11
II.38	Adult and Lifelong Learners	11
II.39	Equal Opportunities for Students Identifying as LGBTQ2SIA +	11
II.40	Ethnic Studies	12
II.41	Civil Rights Education	12
II.42	Display of Flags	12
II.43	Life Roles and Career Education.....	12
II.44	Fine Arts Education.....	12
II.45	Independent Reading Skill	12
II.46	Physical Education	13
II.47	Recess and Lunch.....	13
II.48	Career and Technical Education.....	13
II.49	Comprehensive Sexuality Education.....	13
II.50	HIV/AIDS Education	14
II.51	Metric System	14
II.52	Substance Abuse Education	14
II.53	Democracy and Citizenship Education.....	14
II.54	Climate Change Education	14
II.55	Non-Graded Primaries/Multi-Age Primaries	15
II.56	Instructional Time	15
II.57	Student Retention	16
II.58	Technology Integration	16
II.59	Artificial Intelligence.....	16
II.60	School Libraries	16
II.61	Conservation of Natural Resources and Recycling.....	16
II.62	Testing and Assessment	17

II.63	Common Core State Standards.....	18
II.64	Unification	18
II.65	Parental Leave Release Time.....	18
II.66	Educational Research	18
II.67	Site Committees/Decision-Making in Instructional Programs.....	18
II.68	Higher Education/Decision-Making in Instructional Programs and Governance.....	18
II.69	Student Discipline Procedures, Policies, and Interventions	18
II.70	School Employees Involved in Interviewing	19
II.71	Charter and Nontraditional Public School Options.....	19
II.72	School Climate.....	19
II.73	Accountability	20
II.74	Optimizing Student’s Time to Learn	20
II.75	Digital Learning.....	20
III.	BUILD SUPPORT FOR PUBLIC EDUCATION AND EDUCATION EMPLOYEES.....	21
III.1	Public Education	21
III.2	Higher Education	21
III.3	Leadership Role	21
III.4	Home Schooling.....	21
III.5	Partnership with Agencies.....	21
III.6	Attacks on Education	21
III.7	Accessibility of Facilities	21
III.8	Education Service District.....	21
III.9	State School Leadership	22
III.10	School Board Members	22
III.11	Build Community Coalitions.....	22
III.12	School Restructuring	22
IV.	SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES	22
IV.1	Civil Rights	22
IV.2	Equal Rights for Women	22
IV.3	Equal Rights Amendment	23
IV.4	Equal Rights for LGBTQ2SIA+.....	23
IV.5	Marital and Partnership Rights.....	23
IV.6	Cultural Diversity	23
IV.7	Professional Freedom of Speech	23
IV.8	Academic Freedom	23
IV.9	Educator Collaboration.....	24
IV.10	Development of the Curriculum	24
IV.11	Employees with HIV/AIDS.....	24
IV.12	Decision Making in School Budgeting	24
IV.13	The Right to Organize	24

IV.14	Collective Bargaining	25
IV.15	Oregon Employee Benefits Board	25
IV.16	Professional Compensation	25
IV.17	Extra Duty Compensation	25
IV.18	Education Support Professionals Assignment and Salary.....	25
IV.19	Early Retirement Bargaining Incentives.....	26
IV.20	Site Committees/Contract Exceptions (Waivers).....	26
IV.21	Just Compensation Formula/Supervising Teachers	26
IV.22	Credit for Professional Conferences	26
IV.23	Consulting Fees	26
IV.24	Protection of Education Employees.....	26
IV.25	Rest Breaks	26
IV.26	Hiring and Staffing Policies	26
IV.27	Innovative Programs	27
IV.28	Complaint Procedure.....	27
IV.29	Grievance Procedure	27
IV.30	Employee Rights Pending Court Action.....	27
IV.31	Support of Members Dismissed Unfairly	27
IV.32	Staff Reduction and Recall.....	27
IV.33	Fair Dismissal Amendments.....	27
IV.34	Fair Dismissals	28
IV.35	Employing Part-Time Employees.....	28
IV.36	Part-Time Faculty in Community Colleges	28
IV.37	Community College Pay Equity	28
IV.38	Educators Employed by State of Oregon.....	28
IV.39	Temporary Licensed Bargaining Unit Members	28
IV.40	Substitute Teachers	28
IV.41	Substitute Education Support Professionals	29
IV.42	Volunteers in Public Schools.....	29
IV.43	School Employee Disability Benefits	29
IV.44	Sick Leave Bank.....	29
IV.45	Transfer of Sick Leave from Other States	29
IV.46	Dismissal Due to Illness	29
IV.47	Employee Parental/Family Medical Leave With Pay	29
IV.48	Child Rearing Leave.....	30
IV.49	Religious Leave.....	30
IV.50	State Educational Leave	30
IV.51	Active Military Duty	30
IV.52	Retirement.....	30
IV.53	Retirement Planning.....	30
IV.54	Parity in Retirement	30

IV.55	Public Employees Retirement Pension System	30
IV.56	Social Security	31
IV.57	Medicare	31
IV.58	State Health Care Policy.....	31
IV.59	Retirement Investment Board	31
IV.60	Economic Relief.....	31
V.	HELP MEMBERS ACHIEVE PROFESSIONAL EXCELLENCE AND MEET THE DEMANDS AND STRESSES OF THEIR JOBS.....	31
V.1	Code of Ethics.....	31
V.2	Professional Excellence.....	31
V.3	Accreditation of Educator Preparation Programs	32
V.4	Licensed Educator in Every Professional Position	32
V.5	Teacher Standards and Practices Commission.....	32
V.6	School Employee Participation in Hearing Process of Government Agencies	32
V.7	Licensed Educator Preparation.....	32
V.8	Education Professors Teaching in Their Field.....	33
V.9	Education Support Professionals Training.....	33
V.10	Student Teachers/Interns	34
V.11	National Board Certification.....	34
V.12	Professional Licenses	34
V.13	Post Licensing Requirements	34
V.14	Professional Development.....	34
V.15	Educator Testing Requirements.....	35
V.16	Mentoring Programs.....	35
V.17	Peer Support & Peer Assistance Programs	35
V.18	Statewide In-Service Day	35
V.19	Time to Teach/Educator Workload	36
V.20	Class Size/Case Load	37
V.21	Instructional and Non-Instructional Personnel.....	37
V.22	Educator Exchange Program	37
V.23	School Employee Evaluation.....	37
V.24	Competency and Evaluation of Administrators	37
V.25	Plan of Assistance	37
V.26	School Counselors.....	37
V.27	Licensed Teacher Librarians	37
V.28	School Nurses	37
V.29	School Psychologists.....	38
V.30	School Social Workers.....	38
V.33	Education Support Professionals in Education Process	38
V.34	High School Completion Programs.....	38

VI.	PURSUE ORGANIZATIONAL EXCELLENCE INCLUDING SYSTEMATIC COMMUNICATIONS WITH MEMBERS AND INVOLVEMENT OF MEMBERS IN DECISION-MAKING	38
VI.1	Association Involvement	38
VI.2	Organization of Higher Education	38
VI.3	Organization of Substitute Teachers	38
VI.4	Organization of Aspiring Educators	39
VI.5	Special Services/Member Benefits	39
VI.6	Political Involvement	39
VI.7	Political Action Funds	39
VI.8	Implementing Affirmative Action	39
VI.9	Institutional Denial of Civil Rights	39
VI.10	Relationships With Other Organizations	39
VI.11	Right to Strike	39
VI.12	Recruitment or Hiring for Strikebreaking	39
VI.13	Organization of Retired Education Employees	40
VI.14	Development and Reduction of Nuclear Arms	40
VI.15	Weapons of War	40
VI.16	Opposition to Artificial Intelligence-Powered Weapons	40

RESOLUTIONS

Definition: A formal expression of opinion, intent, belief, or position of the Association adopted by the OEA Representative Assembly to provide the direction in which the Association should be moving.

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

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.1 Funding Accountability

The Oregon Education Association believes the achievement of a high-quality educational system for all students is contingent upon necessary funding, resources, and support. (2004, 08)

I.2 School Funding

The Oregon Education Association believes the State of Oregon is responsible for providing stable and adequate funding for public schools. The Association believes that local districts, in partnership with state and federal governments, must provide a free, appropriate, equitable and quality public education for every student by securing sufficient funding to maintain and to enhance excellence in each public school within every public school and community college district.

OEA further believes that state reliance upon competitive grants to fund schools undermines the collaborative nature of education. (1990, 97, 2004, 08, 11, 26)

I.3 School Funding Legislation

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

I.4 School Funding Must Be Adequate

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

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

I.5 Funding of Mandated Programs

OEA believes that all mandated educational programs be fully funded before they are implemented. (2007)

I.6 OEA on Parental Option Plans

The Oregon Education Association supports school choice programs within school districts; however, the OEA believes that federal or state-mandated parental option plans compromise the Association's commitment to free, equitable, universal, and quality public education for every student. (1990, 97, 2004, 08)

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 institution. (1982, 89, 91, 93, 94, 96, 97, 99, 2002, 03, 04, 05, 06, 08, 21, 25)

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.

The Oregon Education Association believes, when education employees have out-of-pocket expenses, they should be provided reimbursement or a tax credit. (2008,25)

I.9 Political Action for School Funding

The Oregon Education Association believes in member participation in the political process, including pursuit of appropriate ballot measures, to obtain necessary funding for public education.

The Oregon Education Association believes that political action is not only limited to legislative advocacy and ballot measures but includes coalition building and taking direct action. Education is a fundamental right and protection for our democracy and must not only be defended in the state house. (2006, 08, 25)

I.10 School Funding and Outside Organizations

In order to secure adequate, stable school funding, the Oregon Education Association believes that the OEA should work with other organizations, parent and civic groups, students, unions, and the business community. We believe in collective action to secure fair contracts for ourselves and for our communities. This includes coordinated efforts across the state and the country that build worker power and ensure quality working and learning environments for all. (2006, 08, 25)

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.

The Association further believes that in addition to a strong legislative agenda, direct collective action plays an important role in impacting positive change. The Oregon Education Association believes that the power that unions have derives from our unity and is committed to unwaveringly supporting affiliates and the broader labor movement in bargaining fair contracts, and in anticipated or active labor disputes. (2013, 21, 24, 25)

I.12 School Funding Must Be Equitable

OEA believes that all tax revenue changes must be equitable. We believe in more heavily taxing the ultra-wealthy (billionaires and corporate moguls) and the top 5 percent of income earners.

We oppose austerity measures and regressive taxes that place a disproportionate burden on low and middle income families. Credits, deductions, and exclusions should be structured to heavily favor the most marginalized and vulnerable members of our communities. (2026)

I.13 Community Schools

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

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

The Oregon Education Association believes community schools provide comprehensive programs and services that are carefully selected to meet the unique challenges of students and families—such as lack of stable housing, inadequate medical and dental care, hunger, trauma, and exposure to violence—so students can reach their full potential. According to the Community School Model advanced by the National Education Association, the six key pillars of an evidence-based community schools approach—strong, proven

curriculum, high-quality teaching, inclusive leadership, positive behavior practices, family and community partnerships, and community support services—promote conditions and practices found in high-quality schools, as well as address out of school barriers to learning.

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

GROUP A: EXCELLENCE

II.1 Public Education Excellence

The Oregon Education Association believes that it is an Association responsibility to promote educational excellence for all students. Excellence in public education is achieved when all students have equitable access to a comprehensive support system that fosters their development for full academic, physical, social and emotional potential, a well-designed culturally responsive and sustaining curriculum, makes connections across subject areas and relates learning to real-life situations.

All stakeholders should work in cooperation to ensure high academic standards, a commitment to students reaching their full potential, regular student attendance, and collaborative educational problem solving. Public education excellence requires full funding. (1974, 77, 89, 93, 94, 97, 99, 2004, 11, 17)

II.2 High Education Standards

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

Assessment for graduation should be grounded in knowledge of how students learn; connected to clear statements of what is important for students to learn; flexible enough to allow students to explore fields of interest and meet the needs of a diverse student body; and be able to provide students with the opportunity to actively produce work demonstrating their learning.

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

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

The OEA further believes that curriculum should be set by local school districts in partnership with education professionals. (2000, 08, 10, 11, 12, 21)

GROUP B: STUDENT RIGHTS

II.3 Accelerated and Dual Credit Programs

The Oregon Education Association believes accelerated and dual credit programs designed to give high school students an authentic and quality college experience should be made available in Oregon schools. The Association also believes these programs should adhere to the OEA Gold Standard for accelerated and dual credit programs in Oregon, which sets forth standards regarding program access, faculty and educator collaboration, class size, student supports and resources, measuring program success, workload, and credentialing. (2015, 19)

II.4 Human and Civil Rights

The Oregon Education Association believes that the governments of all nations, states and localities must respect and protect the basic human and civil rights of every individual. The OEA deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. The OEA believes the community of educators should lead in the effort to prevent any encroachment on basic civil and human rights.

Further, the OEA deplores any policy that separates the children of immigrants or asylum seekers from their parents/legal guardians or places these children or unaccompanied minor children seeking asylum or to immigrate into detention facilities. (1982, 89, 97, 2008, 19)

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 students should have the right to speak and write without restriction and censorship provided their actions are appropriate to the curriculum and the educational environment. (1989, 97, 2008, 25)

II.6 Eliminating Institutional Racism in Public Education

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

II.7 Bullying

The Oregon Education Association believes that school, work, and social environments must be free from all forms of bullying. Bullying is the systematic and chronic infliction of physical hurt and/or psychological distress on one or more individuals. The Association recognizes that bullying is not limited to students but can include members of the Association and community.

The Association recognizes that bullying can happen in a face to face setting, hand-delivered mail and electronic forms of communication such as computer-generated mail, websites, and cell phones. The Association also believes that cyber-bullying can be harmful to people, especially children and teens.

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 appeal 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, 25)

II.8 Sex Discrimination

The Oregon Education Association believes that sexism and sex discrimination must be eliminated from public schools. (1974, 89, 97, 2004, 08)

II.9 Sexual Harassment

The Oregon Education Association believes sexual harassment is illegal, harmful, and inappropriate to both employees and students. There are two forms of sexual harassment: 1) quid pro quo, in which a person of authority uses that authority to obtain sexual favors, and 2) hostile environment, in which a person or persons makes another person feel threatened, demeaned, embarrassed, uncomfortable or bullied. Hostile environment may be created by any person – adult or student – and may occur in any work or school

environment. In school settings the Association believes that when school staff is aware, it is their responsibility to prevent and/or stop student to student sexual harassment as it pertains to sexual identity, gender identity and/or sexual innuendos.

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

Establish strong policies prohibiting sexual harassment that include the definition, consequences, and procedures for reporting, investigating and appeals.

Provide professional development materials and resources to education and association staff.

Develop and implement educational programs designed to help students, members, and the community to recognize, understand, prevent, oppose and eliminate sexual harassment in all its forms.

Provide training for all school and Association employees in sexual harassment prevention and intervention.

These programs and materials should be reviewed, revised and updated as needed to reflect changing needs. (2008, 13, 21)

II.10 Student Access to School Counselors

The Oregon Education Association believes that students pre K-12 through higher education should have access to licensed, competent and confidential school counselors.

The OEA further believes that school counseling programs should be integrated into the entire education system, pre-K through higher education. Such programs should be provided through a maximum counselor/student ratio of 1:250 in K-12 by appropriately certified and/or licensed school counselors who have been trained to support students in realizing their full potential in all areas of growth and achievement. School counselors should spend at least 80 percent of their time providing direct services to students. (1989, 94, 97, 2008, 11, 17)

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. (2025)

II.12 Community Based After-School Programs

The Oregon Education Association recognizes the need for quality after-school programs for students and that school facilities are the logical site for such programs. After-school programs should not be dependent on school personnel for their operations. Participation by school personnel should be by choice, not by assignment. Public funds should not be allocated or redirected to private after school programs. (1985, 89, 97, 2001, 05, 08, 10, 21)

II.13 Commercial Exploitation of Students

The Oregon Education Association believes that basic students' rights include freedom from commercial exploitations. Public schools should continue to accept private sector support for school enrichment programs and projects, provided that support does not require student participation in marketing and/or product promotion; however, sponsors deserve appropriate recognition - such as credit lines - for their contributions to education. (1990, 97, 2008)

GROUP C: SAFETY

II.14 Promoting School Safety

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

Families, schools, mental health professionals, communities, businesses, and public safety agencies have critical roles in ensuring student safety. The Association supports collaboration among these groups in an effort to address school safety needs.

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

The OEA supports academic institutions that wish to create alternative solutions in conjunction with the local community to ensure our students’ safety without the dependency on law enforcement. (1996, 97, 2008, 21, 22)

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, 25)

II.16 Weapons In School

The Oregon Education Association believes that weapons, specifically firearms, represent a threat to school safety. Schools must develop policies and procedures that address weapons in schools that are designed to minimize threat and harm. Additionally, schools may work with law enforcement agencies to develop and implement these policies that reduce threats and ensure safe environments. (1995, 97, 2003, 08, 10, 21)

II.17 Non-Violence in Schools

The Oregon Education Association believes that both education employees and students have the right to work and learn in an environment free from violence, threats, or harassment as outlined in other Resolutions. This includes threats made against groups or individuals based on race, gender identity, national origin, or a person’s identity or perceived identity as a member of a protected class. The Association believes that education employees shall be kept informed in an expedient and timely fashion about students or other individuals who have made threats, or who have a potential for violence. (1989, 94, 97, 99, 2005, 08, 13, 21)

II.18 School Building Sites

The Oregon Education Association believes that schools should be located within their district boundaries. When it is necessary to site a school within the boundaries of another district it should be by mutual agreement of both districts. (2000, 08)

II.19 Healthy Schools

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

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

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

School staff and students must have access to necessary cleaning and hygiene supplies including but not limited to cleaning and disinfecting supplies, adequate soap in restrooms and handwashing stations, hand sanitizer, facial tissue, and when necessary, personal protective equipment such as gloves and face coverings.

The Association believes that vaccines are essential medical tools in preventing infectious disease. The Association acknowledges that vaccines must be pervasive to be effective. The Association also believes that vaccination guidelines from the American Academy of Pediatrics and the Centers for Disease Control and Prevention should be followed by educators, families/guardians, and students. The Association further believes that the Oregon state legislature should establish clear guidelines that minimize the numbers of unvaccinated students. Evidence-based vaccination campaigns are integral in maintaining student and community health.

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

The Association further believes that school districts must conduct periodic testing for harmful water, airborne particulates/agents and other hazards. When necessary for public health, testing may also include testing students and school staff for communicable diseases. Such tests should be reported to the public, in accordance with health privacy laws, and measures taken to remedy any problems immediately. (2000, 08, 21, 22, 23)

II.20 Sustainable Schools

The Oregon Education Association supports the use of sustainable school practices. Sustainability means using, developing and protecting resources in a manner that enables people to meet current needs and provides that future generations can also meet future needs, from the joint perspective of environmental, economic and community objectives. We believe sustainability is about understanding the connections between, and achieving balance among, the economic, social and environmental aspects of a community. We believe sustainability requires assessing entire systems and recognizes how they must operate in order to preserve the natural systems that support our life on Earth. Furthermore, sustainability is related to the quality of life in a community – whether the economic, social and environmental systems that make up the community are providing the healthy, productive, meaningful life for all community residents, present and future. We believe establishing, tracking and managing sustainability goals will help ensure continuous progress toward sustainability. We believe sustainable practices save money, protect student and staff health, support academic success, protect our ecosystems, build stronger communities, provide a workforce that understands sustainability, and prepare today's students to be wise leaders tomorrow. (2007, 08)

II.21 Toxic Substances

The Oregon Education Association believes that school districts should minimize the use of toxic substances and implement proper use and disposal of toxic substances wherever feasible. The Association further believes that school personnel, students, and members of the public have the right to know what toxic substances are being used in all public school facilities. (1985, 97)

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.

GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS

II.23 Special Education

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

The Association believes that all children with disabilities should be educated in compliance with The Individuals with Disabilities Education Act, and also believes that appropriate programs for students with special needs and who are not covered under IDEA should be established. The Association believes this can best be accomplished in coordinated efforts with state social service agencies. (1983, 89, 91, 96, 97, 98, 2003, 04, 06, 08, 16, 21)

II.24 Inclusion

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

1. There should be a full continuum of placement options and services available to all students with disabilities.
2. Placement should be based on individual needs rather than on space availability or on funding. Student placement must be examined on a regular basis to ensure appropriateness whereby all needed services and support are available and should not be made disproportionately by ethnicity or gender. Necessary building staff modifications must be provided to facilitate such placement. If additional space or funds are necessary, they are provided.
3. Adequate time should be provided for all regular and special education teachers/specialists, educational assistants and other relevant ESP staff, and faculty to work cooperatively in the development of the Individual Family Service Plan (IFSP), Individual Educational Plan (IEP), and/or Section 504 plans prior to placement.
4. Students with physical disabilities or medical needs requiring nursing procedures should have their medical needs met by professional nurses or trained medical personnel as approved by the student's physician.
5. All affected staff members should have an appeal procedure regarding the implementation of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP), and/or Section 504 plans especially in terms of placement.
6. Adjustments should be made in class size and caseload using weighted formulas to accommodate the demands of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP), Section 504 Plans, and/or other documentation and the needs of the student.
7. All staff, parents/guardians, and community should be adequately prepared for their roles through fully funded appropriate training.
8. After the IFSP/IEP team determines the appropriate placement, sufficient support must be available for the students, teacher(s), instructional assistant(s), and all related student instructional support personnel (SISP). The educational environment must match the learning needs of all students.
9. The success of inclusion should be evaluated considering the effect on all students. If placement revision is required, even if temporary, then it will happen in a timely manner.
10. All affected staff members should have the right to disagree with any provision of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP) and/or Section 504 Plan without recrimination. (1994, 97, 2005, 08, 10, 16, 17, 21, 22, 26)

II.25 Neurodiversity

The Oregon Education Association believes in the concept of neurodiversity, and that neurodivergent students and educators should be honored and respected for their contributions to the education setting and the greater community.

OEA affirms that neurodivergent students and educators require varying supports and accommodations employed at different times to maximize their individual and unique abilities, needs, and circumstances.

The Association further believes that neurodiversity affirming practices are essential components to halting discrimination, improving access to the educational setting for all students and educators, and protecting the mental health of educators and students of all neurotypes. OEA believes that formalizing practices such as these reduces stigmas and discrimination towards neurodiverse persons.

The Association further believes that neurodivergent students and educators should have full and consistent access to necessary accommodations and support throughout the school/work day and during all school-related activities in order to improve participation and learning in the educational setting. Educational settings should avoid instructional techniques or policies that induce trauma or cause students or educators to lose a sense of autonomy and personal agency. Education and workplace policies should be inclusive of neurodiversity for all students and educators.

The Association further believes that all students and educators benefit from learning ways to interact with and support people of all neurotypes. Areas of skill development should include (but not be limited to): self-advocacy, problem solving, safety, autonomy, and observation skills. Instructional strategies should utilize and maximize an individual's strengths and interests and should avoid use of a deficits-based approach. (2026)

II.26 Educational Programs for Emerging Bilingual and Multilingual Students

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

Programs for emerging bilingual and multilingual students should offer instruction in English as a Second or Other Language (ESOL) while also providing core-content instruction in the student's native language or sheltered English. Emerging bilingual and multilingual students should receive specialized instruction and should be taught in classes that are limited in size, receive additional staffing and support, meet state standards, and use curriculum and materials designed to accommodate their needs.

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

The Association supports additional state funding to school districts for emerging bilingual and multilingual students, sufficient to maintain a program of high quality. School districts should provide release time or compensation for the training of teachers who instruct emerging bilingual and multilingual students. Association members must be fully involved in the development and implementation of programs serving emerging bilingual and multilingual students, including the assignment of teachers and the terms and conditions of their employment. (2003, 06, 08, 10, 21)

II.27 Alternative Programs

The Oregon Education Association believes all school districts in the State of Oregon should provide alternative programs with guidelines and trained personnel to assist students who best respond to non-traditional procedures and techniques. Programs that are preventative or prescriptive as well as innovative or experimental are to be included as alternative programs, classrooms or schools. (1975, 89, 97, 2008)

II.28 Students with Visual Impairments and D/deaf and Hard of Hearing

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

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

II.29 Closed Caption Video Programming

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

II.30 Students with HIV

The Oregon Education Association supports local school policy that ensures a free, appropriate public education for all students with HIV in a least restrictive environment. (1989, 90, 97, 2003, 08, 16, 19)

II.31 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 that are designed to help students succeed. 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. (1992, 97, 2008, 16, 19, 24)

II.32 Children and Youth who are Neglected, Delinquent, or At-Risk

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. (1989, 97, 2008, 13, 16, 19, 24)

II.33 Gifted, Talented, and Creative Students

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

The Association also believes that culturally responsive professional development programs in gifted, talented and creative student education must be provided for educators. (1985, 89, 97, 2008, 21)

II.34 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)

II.35 Students Navigating Poverty

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

The Association also believes that educational personnel should be aware and offered training to support students navigating poverty (2005, 08, 19, 21)

II.36 Equitable Opportunities for Students of Color

The Oregon Education Association believes there should be equitable educational opportunities for students of color. The Association also believes educational personnel should be aware of and receive professional learning in historic and current inequities for students of color within the school system; effective strategies and policies to provide equitable opportunities; and the benefits to students of color and society as a whole when all students have equitable opportunities for success. Equitable opportunities for students of color must further be based in anti-racism principles that value the lived experiences, history, and culture of students of color and hold those experiences as having equal importance to other racial or cultural groups. Educational institutions must be committed to deepening the practices of anti-racism so that race is no longer a predictor of student success.

Those practices should include but are not limited to:

- A focus on equity-centered and anti-racist strategies
- Eliminating barriers to developing and implementing equity-centered policies and procedures, including examining existing policies and procedures for explicit and implicit bias
- Creating equitable access to learning resources including digital resources and technology
- Supporting student affinity groups that focus on racial and social justice
- Implementing high-quality professional learning programs on diversity, equity and inclusion for school staff and leaders

Racial injustice impacts communities and students of color and is a barrier to equitable opportunities for students of color. (1974, 89, 94, 96, 97, 2008, 19, 21, 22)

II.37 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 programs and supports as needed to meet the needs of student parents and their children. 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)

II.38 Adult and Lifelong Learners

The Oregon Education Association believes that the learning process continues throughout life and that adults of all ages and socio-economic backgrounds should have equal access to educational opportunities through community colleges, 4-year, and other institutions of higher education. Adult learners attain excellence in education when they are engaged with quality learning experiences that help them achieve their goals in life, learning experiences which they can take responsibility for designing themselves, and which may not be dependent on time or place. (1999, 2003, 08)

II.39 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/non-binary, queer/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)

GROUP E: GENERAL EDUCATION PROGRAMS/CLASSES

II.40 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, 24)

II.41 Civil Rights Education

The Oregon Education Association believes students should be taught their rights and responsibilities at a personal and community level under state and federal law and have an understanding of issues in the areas of privilege and discrimination or denial of equal protection because of race, color, national origin, religion, age, size, gender, sexual orientation/gender identification or disabilities. (1983, 94, 97, 2003, 06, 08, 09, 13)

II.42 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.

II.43 Life Roles and Career Education

The Oregon Education Association believes that preparation of students for multiple life roles should be a basic policy of education. Educational programs should be developed for all students which will assure equal opportunity for career and occupational development as well as life skills. (1974, 89, 94, 97, 2008, 21)

II.44 Fine Arts Education

The Oregon Education Association believes that artistic expression and appreciation are basic to an individual's intellectual, emotional, cultural and creative development and therefore must be included as a component of all education.

The Association supports the requirement of a fine arts curriculum in the program of school districts and encourages its local affiliates to promote the fine arts at all levels of the school program. Arts curriculum should not be reduced or sacrificed because of the need to focus on standardized-test preparation. (1984, 89, 97, 2007, 08)

II.45 Independent Reading Skill

The Oregon Education Association believes that it is critical that students become independent readers to succeed in school and life. Reading instruction based on the science of reading with appropriate intervention, especially in the early grades, is essential for learning in all content areas and for achieving high standards. This instruction should include systematic instruction for both decoding skills and language comprehension. Educators at all levels should be provided with adequate resources, including a fully funded and staffed library and encouraged to use their expertise to address the diverse needs of students.

The Association also believes that educators' efforts to value and promote reading should be supported by parents/guardians, licensed teacher librarians, other education employees, and communities. (2006, 08, 21)

II.46 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)

II.47 Recess and Lunch

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

The Oregon Education Association believes that all students require unstructured playtime as a condition of normal development. All school programs should recognize this need and ensure that the time is built into every day. The Association further believes that in preK and Elementary programs students should have at least one block of unstructured time that is no less than 20 minutes and receive a total of no less than 30 minutes of unstructured playtime every day.

Additionally, the Oregon Education Association believes that lifelong healthy habits are taught and reinforced in our schools during the entire day, including the lunch period. The Association believes that students need time to eat safely, at a pace that aligns with their physical needs and that they should not be made to choose between recess, bio breaks and eating lunch. Lastly, the Association recognizes and affirms that lunch time is also a time for peer socialization and connection, and no student should be forced to stay silent during lunch time. (2010, 21, 25)

II.48 Career and Technical Education

The Oregon Education Association supports career and technical education as a major component of education and advocates that every student have the opportunity to enroll in such classes without restrictions. (2006, 07, 08)

II.49 Comprehensive Sexuality Education

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

Comprehensive sexuality education programs should include information on issues concerning consent, sexual abstinence, birth control and family planning, diversity of culture, diversity of sexual orientation, gender identification, parenting skills, prenatal care, sexually transmitted infections, incest, sexual abuse,

sexual harassment, other legal issues, homophobia, the effects of substance abuse during pregnancy, and problems associated with and resulting from pre-teen and teenage pregnancies. Curriculum resources and training must be kept current. (1976, 1989, 94, 96, 97, 2003, 08, 19, 21)

II.50 HIV/AIDS Education

The Oregon Education Association believes that educational institutions should establish age appropriate comprehensive human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS), and sexually transmitted infections (STI) education programs as an integral part of the school curriculum. HIV/AIDS and STI education must emphasize education about all means of transmission, including unprotected sex and unsanitary methods of tattooing, body piercing, and intravenous drug use. Information on prevention options must emphasize medically reliable protective devices, medicines, and abstinence. Instructions in decision-making skills to assist students in correlating health information and personal behavior is essential.

The Association also believes that proper implementation of these programs requires education employee training and input. These programs should be presented by properly licensed/trained personnel and should be planned with the input of parents/guardians and other community representatives. (2003, 08, 16)

II.51 Metric System

The Oregon Education Association believes in the instruction of the metric system as an important system of measure. (1975, 89, 97, 2008)

II.52 Substance Abuse Education

The Oregon Education Association believes that substance abuse does have an extreme negative impact on students. The Association believes that substance abuse education, intervention and support should be an integral part of the educational program at every level in order to promote healthy lifestyles. The Association recommends that these programs be developed in cooperation with the appropriate community agencies. (1989, 97, 2008)

II.53 Democracy and Citizenship Education

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, 08,25)

II.54 Climate Change Education

The Oregon Education Association believes that a comprehensive, interdisciplinary understanding of climate change, encompassing its causes, multifaceted consequences, and diverse potential solutions, particularly

within the context of Oregon and the Pacific Northwest, is essential for preparing all students for a just, sustainable, and resilient future. Recognizing the profound interconnection of ecological, societal, and economic well-being, and the disproportionate impacts on disadvantaged populations, OEA further believes that:

- All pre-K through higher education students should engage with developmentally and content-appropriate climate change education that confronts current and expected impacts from diverse perspectives.
- This education should increase understanding about the interconnected Earth systems and the effects of societal choices regarding resource use, while also fostering an understanding of ecological, societal, and cultural relationships, tailored to the cognitive and emotional development of the learner.
- Sufficient state resources must be allocated for the co-creation, development, and dissemination of high-quality, age-appropriate, and locally relevant climate change education curricula and interdisciplinary standards, informed by diverse decision-making perspectives and Indigenous ecological knowledge.
- Comprehensive professional development opportunities, developed in collaboration with climate change education experts and Oregon educators, should be provided and funded to equip all educators with the knowledge, tools, and skills to effectively teach climate change, address associated mental health challenges, and facilitate civic engagement.
- School districts should be provided with dedicated resources and clear guidance to implement locally responsive climate change education initiatives that integrate natural resource management, economics, labor, and community resilience, while addressing the disproportionate impacts on disadvantaged populations.
- Climate change education should equip students with the tools to analyze human rights implications, legal considerations for environmental stewardship, the cycles of waste, and the economic and political factors driving climate change, while also informing them about social movements and fostering stewardship activities and civic participation.
- Educational opportunities should facilitate connections between humans and other species within local ecosystems, explore natural resource conservation and consumption, and promote understanding of historic and contemporary Indigenous sustainability practices.

GROUP F: INSTRUCTION

II.55 Non-Graded Primaries/Multi-Age Primaries

The Oregon Education Association recognizes that non graded/multi-age primaries can be an appropriate instructional approach providing that a school district has trained personnel and provides the necessary financial resources. OEA believes non graded/multi-age primaries should be optional. The State Department of Education should facilitate their effective implementation. (1993, 97, 2008)

II.56 Instructional Time

The Oregon Education Association believes that quality instructional time leads to student learning and growth. The OEA opposes overly prescriptive mandates at the state and local levels that dictate how to apportion time within the instructional day to various content areas. The OEA also opposes any definition of instructional time that narrowly defines this time as direct instruction from an educator. Overall instructional time for students, regardless of the delivery model, should be developmentally appropriate and differentiated by grade level. The instructional day should include ample time for students to access opportunities for physical movement and play and adequate time to eat a healthy meal as research shows these activities support learning. The instructional day must equally value traditional academic subjects such as reading and math and opportunities for students to have a well-rounded education, engage in high-leverage instructional delivery such as project-based learning, and engage in critical thinking. (1980, 89, 97, 2008, 21)

II.57 Student Retention

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

Retention should not be based solely on a single measure of student's performance or on the results of high stakes assessments and must take into account multiple measures that are collected over time and include measures of social and emotional readiness and impact as well as academic measures. (1978, 89, 97, 2001, 08, 21)

II.58 Technology Integration

The Oregon Education Association, recognizing the integration and application of technology in our society, believes that students and staff of school districts and higher education institutions should be provided instruction in technology integration. The use of technology in the classroom should be aligned with developmentally appropriate curriculum. Technology should support student success and equitable student outcomes, and not create further barriers for students or educators. The Association further believes that new technologies should not be used to replace staff, and be used to enhance the traditional exchange of ideas and increase interpersonal contact that characterizes sound education. (1983, 89, 97, 99, 2008, 22)

II.59 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. Administrators should not require educators to use AI tools as a mode to decrease workload.
- c. The implementation of AI must be equitable, accessible, and inclusive to ensure that no community is disadvantaged or excluded.
- d. 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.
- e. Educators should be involved in the development of best practices for pedagogical applications of AI.
- f. The use of AI in public education should be transparent, including its applications, what data is collected, and how that data is used. Explicit consent from AI users in public schools should be sought regarding collection, sharing and selling of user data with third parties.
- g. AI should not compromise the privacy of educators, students, or their families.
- h. Educators and students should be provided guidance and training on the ethical use of AI tools.
- i. Evaluation of AI implementation should be ongoing to ensure it supports the needs of students and educators, and aligns with ethical standards and practices.
- j. AI tools should not be used as a means to increase assigned workloads or decrease school staffing (2024, 26)

II.60 School Libraries

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

Library curricula should follow Oregon's state standards as adopted by the State Board of Education and should be developmentally appropriate, sequential, cooperative in nature and culturally sensitive. Classes should be taught with the same student/teacher ratio as other grade-level class sizes. Provisions should be made for students with physical disabilities and/or learning disabilities. (1974, 89, 94, 95, 97, 2007, 08, 21)

II.61 Conservation of Natural Resources and Recycling

The Oregon Education Association supports conservation of natural resources and believes that efforts should be made to use natural resources efficiently by reusing and recycling.

The Oregon Education Association believes that all schools should implement a recycling program. (1980, 89, 97, 2005, 08)

II.62 Testing and Assessment

The Oregon Education Association believes that student assessment practices should be grounded in the “Guiding Principles of Quality Assessment” and reflect a balanced system of assessment that includes formative, interim and summative assessments. Those guiding principles state:

1. All assessments must arise from and serve a clear and specific purpose.
2. They must be designed and developed to reflect developmentally and academically appropriate learning targets and be culturally responsive.
3. Each assessment must accurately reflect each student’s mastery of the learning target(s) assessed.
4. Results must be effectively communicated in a way that provides clear meaning for the intended user(s).
5. All assessment users must attend to assessment practices that encourage students to keep striving for learning success.

Assessment results should be used for their intended purpose and not for purposes for which the assessment was not designed. Inappropriate uses include among other uses, using statewide summative assessment results to evaluate educators, to place students into accelerated or intervention programs, or to compare individual students to each other. The state should only use assessment information for accountability purposes as one of multiple indicators within a holistic system that also takes into account indicators of school quality and student success.

OEA believes all assessment should directly align with what students have learned and what educators have taught. Assessments should allow for students to express their understanding of the content in a variety of ways.

Students have an important place in the assessment process and hold certain rights related to the collection and use of achievement information. These align with our guiding principles of quality assessment and also include:

1. Students are entitled to know the purpose of each assessment in which they participate; that is, they have a right to know specifically how the results will be used.
2. Students are entitled to know and understand the learning target(s) to be reflected in the exercised and scoring methods of the assessment.
3. Students are entitled to understand how they will be assessed and learn how to self-assess and track their progress toward mastery.
4. Students are entitled to dependable assessment of their learning using quality assessments.
5. Students are entitled to effective communication of their assessment results, whether to themselves, their families or others concerned with their academic success.
6. Students are entitled to equal access to learning opportunities, and to feel a sense of optimism about success being within their reach if they keep striving.

(Student Assessment Bill of Rights, “A New Path for Oregon: System of Assessment for Meaningful Student Learning”)

OEA further believes educators should be given clear guidelines for and have access to the process for notifying test authorities about the validity, reliability, accuracy, and fairness of assessments, especially assessments mandated by the school, school district, or state to make authorities aware of errors in the test or materials, accessibility issues for students, technical issues, and other problems that compromise the validity of the test results.

Students should be given the opportunity to be tested in the language in which they are instructed.

Oregon students deserve an assessment system whose costs in time, energy, and resources are in balance with the real benefits to students and educators: timely, useable feedback on learning. OEA believes all mandatory assessment should meet these criteria and provide these benefits.

Furthermore, the Association believes that high stakes test results should not be used to close schools, fail students, or measure educator effectiveness. (1974, 91, 92, 93, 96, 97, 2000, 02, 07, 08, 10, 14, 15, 17)

II.63 Common Core State Standards

The Oregon Education Association believes the purpose of education is to educate a populace of critical thinkers who are capable of shaping a just State and equitable society in order to lead good and purpose-filled lives. Curricular decision should be in the hands of classroom professionals who understand the context and interests of their students. Top down imposition of Common Core State Standards adversely impacts students of color, impoverished students, emerging multilingual students and students with disabilities. The education of children should be grounded in developmentally appropriate practices.

Assessment outcomes that accompany the Common Core State Standards (such as the Smarter Balanced Assessment) disrupt student learning. Tremendous amounts of time and resources are dedicated to test preparation and administration, and the decisions regarding assessment content are held in secrecy. We believe assessment practices that accompany Common Core State Standards are being used as justification to close schools, fail students, and evaluate educators. (2014, 15)

II.64 Unification

The Oregon Education Association believes that vertical unification of school districts provides coordinated comprehensive instructional programs for grades K-12. (1975, 89, 97, 2008)

GROUP G: DECISION-MAKING AND PARTICIPATION

II.65 Parental Leave Release Time

The OEA believes that working custodial parents/guardians should be allowed paid release time to participate in school-related activities. (1995, 97, 2008)

II.66 Educational Research

The Oregon Education Association believes research of education-related issues provides a valuable foundation for sound decision making. The collection of reliable data is a function of all levels of government; however, the major responsibility for the collection, analysis, evaluation and dissemination of data resides with the Oregon Department of Education and the United States Department of Education. (1976, 89, 94, 97, 2004, 08)

II.67 Site Committees/Decision-Making in Instructional Programs

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

OEA believes a district site committee should be required for every district. The purpose of the committee should be to provide communication among the site committees in the district; to monitor the activities of the various committees and provide assistance where necessary; and to coordinate the activities of the various committees. (1984, 88, 89, 93, 94, 97, 2004, 08, 21)

II.68 Higher Education/Decision-Making in Instructional Programs and Governance

The Oregon Education Association believes that community college and other higher education faculty are well positioned and well qualified to participate in institutional governance, and must have significant control over their academic programs, in order to ensure that institutions of higher education can serve the wide range of adult and lifelong learners. (1999, 2008)

II.69 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 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.

2. Education employees should be trained in de-escalation strategies and trauma-informed education for the purpose of ensuring physically and emotionally safe learning environments.
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)

II.70 School Employees Involved in Interviewing

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

II.71 Charter and Nontraditional Public School Options

The Oregon Education Association supports innovation in public education. The Association believes that proposals for public charter schools and other non-traditional public school options should satisfy the following requirements:

1. A positive impact on the overall public school program;
2. No diversion of current resources from public schools;
3. Voluntary staff and student assignment;
4. Direct involvement of all affected school employees in the design, implementation, and governance of the school;
5. Representation of charter school employees by the district(s)'s local bargaining units.
6. Instruction delivered by licensed education professionals;
7. Health and safety standards for students and employees;
8. Adequate and equitable funding, including start-up resources;
9. Equitable procedures on student admission and retention;
10. Appropriate safeguards to ensure against racial and ethnic segregation;
11. Nondiscrimination and equal educational opportunities;
12. Appropriate procedures for assessment and evaluation at pre-established periods;
13. Charter approval by local school boards, and
14. An organizational structure and processes that comply with state and federal requirements for classifying the school as a "public school; and
15. Compliance with state academic standards and assessment requirements. (1999, 2008, 17)

II.72 School Climate

The Oregon Education Association believes that a safe, welcoming and inclusive 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 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)

II.73 Accountability

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

The Association believes that school employees can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties share this responsibility - legislators, other governmental officials, school boards, administrators, parents, students, and taxpayers. (1993, 97, 2000, 04, 08, 17, 21)

II.74 Optimizing Student's Time to Learn

The Oregon Education Association believes regular attendance of students is vital to a quality education. School districts should make every effort to ensure the protection of instructional time.

The Oregon Education Association further believes school boards should not be required to allow non-school-related programs to remove students during classroom time. When these "pullout" programs are allowed, districts should have policies to ensure they happen during the least disruptive time of the school day; do not detract from the educational opportunities for students remaining in the classroom, and do not create additional work for members in terms of providing instructions for the lessons missed. (2010)

II.75 Digital Learning

The Oregon Education Association believes that quality digital learning can create or extend learning opportunities but should not replace regular face-to-face interaction among students, peers, and instructors.

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 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 and as successful community members, 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.

(2013, 26)

III. BUILD SUPPORT FOR PUBLIC EDUCATION AND EDUCATION EMPLOYEES

III.1 Public Education

The Oregon Education Association believes in a free and appropriate public early childhood through 12th grade education for all students. The Association believes access to higher education should be affordable and accessible to all, which could include programs that eliminate tuition and fees. It is the responsibility of state and local governments, and the community to provide for the education of its students. (1974, 77, 89, 93, 94, 97, 2005, 06, 21)

III.2 Higher Education

The Oregon Education Association supports higher education as an essential part of the education process. The Association believes that post-secondary education serves an invaluable function for intellectual development, research and scholarship, career preparation, and preparation for life. (2010)

III.3 Leadership Role

The Oregon Education Association believes the Association and its local affiliates must take a leadership role in advancing the quality of education and the standards of the profession – by promoting a positive, constructive, and accurate presentation of public education. (1989, 97, 2004, 11)

III.4 Home Schooling

The Oregon Education Association believes the developmental needs of students are best served by the public schools. However, if parents/guardians exercise their right to instruct their children at home, the OEA believes the educational program must meet or exceed the minimum state and local district standards. (87, 97, 21)

III.5 Partnership with Agencies

The Oregon Education Association can and should play a crucial role in helping articulate effective programs and directing resources for all youth in our state. The Association encourages collaboration efforts with youth service agencies; at the state, county, and local level; and involving educators in defining the needs for our students and strategies to meet those needs. (1989, 97, 21)

III.6 Attacks on Education

The Oregon Education Association condemns the tactics of lies, half-truths, and other forms of fallacious reasoning. When these actions are used to attack public education and educators, the Association will continue to respond in a positive manner with truth, integrity and rationality and urges the National Education Association and OEA locals and school employees to do so also. (1981, 89, 97, 17)

III.7 Accessibility of Facilities

The Oregon Education believes in the implementation of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

The Association believes that education should be provided to remove attitudinal, sensory, and architectural barriers that exist so that all Oregon residents can access local public school facilities and programs. (1996, 97)

III.8 Education Service District

The Oregon Education Association believes that Education Service Districts provide essential services, programs, and support personnel to schools.

The Oregon Education Association further believes that adequate support and equitable funding should be provided to Education Service Districts to maintain and expand these services. (1991, 97, 99)

III.9 State School Leadership

The Oregon Education Association believes it is essential to have competent State School leadership that possesses 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. (1975, 91, 97, 2001, 13, 25)

III.10 School Board Members

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

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

III.11 Build Community Coalitions

The Oregon Education Association believes that public education benefits from involvement in community organizing. We believe that ongoing alliances with local community groups and coalitions strengthen our influence, image, and support in the communities we serve and is integral to ensuring every student has access to great public schools. The Association must take steps to be in meaningful and authentic coalition with communities that are representative of the student population, including communities that speak languages other than English. (2002, 19, 21)

III.12 School Restructuring

The Oregon Education Association believes school restructuring efforts must employ a democratic process that meaningfully involves associations and other stake holders in all decision making. Such efforts must:

- Adhere to collectively bargained labor agreements

- Comply with all appropriate school board policies

- Provide the funding necessary to implement and sustain the restructuring

- Weigh the consequences of restructuring on all students, education employees, the entire school system, and the community. (2006)

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, 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)

IV.2 Equal Rights for Women

The Oregon Education Association believes governing boards and local associations should eliminate discriminatory practices against women in employment, promotion and compensation. The Association further encourages women 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 ensure women equal access to elective, appointive and staff positions. (1974, 89, 97)

IV.3 Equal Rights Amendment

The Oregon Education Association supports an Equal Rights Amendment to the U.S. Constitution that guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state based upon gender. (1974, 89, 94, 97, 2006)

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)

IV.5 Marital and Partnership Rights

The Oregon Education Association believes that all individuals, regardless of sexual orientation or gender identification, have equal legal rights and responsibilities with regard to marriage, civil unions and domestic partnerships, including medical decisions, taxes, inheritance, adoption and legal immigration. (1974, 89, 94, 96, 97, 2003, 06, 09, 11, 16)

IV.6 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, 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)

IV.7 Professional Freedom of Speech

The Oregon Education Association believes professional freedom includes the educator's rights to evaluate, to criticize and to advocate personal points of view concerning policies and programs of the school without unlawful recrimination. The educator also has the right to assist colleagues when their academic or professional freedom is violated. (2008)

IV.8 Academic Freedom

The Oregon Education Association believes that academic freedom is essential to the teaching profession. Controversial issues may be a part of instructional programs when the educator believes the issues are appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and the educator to explore, present and discuss divergent points of view in the quest for knowledge and truth. Challenged material should be addressed at a local level through due process and fair hearing procedures.

The Association recognizes that teaching about historic and contemporary racial, social, gender and other inequities can produce discomfort for students and educators, but teaching about these inequities is

essential to provide students with a full and honest education. Educators should be provided essential learning opportunities to be able to lead instruction on a wide variety of historical topics from pre-K through higher education. Attacks on educators for this kind of instruction should be treated as attacks on the profession as whole. Those educators must be defended using the union's full collective power. The Association will provide wrap-around support for educators who face attacks when engaging in this crucial component of education.

The Association further believes teaching about religions within the curriculum is appropriate. However, the Association believes promoting religious doctrines violates both student and educator rights. (1974, 97, 2005, 08, 16, 22)

IV.9 Educator Collaboration

The Oregon Education Association believes that in order to provide the highest quality education to all students, educators must collaborate with colleagues to determine and implement best practices for their students. This collegial collaboration should not be tied to evaluation. (2011)

IV.10 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 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)

IV.11 Employees with HIV/AIDS

The Oregon Education Association opposes mandatory/involuntary testing of school employees for AIDS. (1988, 97)

The Association further believes that education employees shall not be fired, non-renewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action solely because they have tested positive for the AIDS antibody or have been diagnosed as having AIDS, HIV or AIDS-related complex (ARC). (1988, 94, 97, 2009)

IV.12 Decision Making in School Budgeting

The Oregon Education Association believes all school employees should be represented in the school budget process in establishing priorities, determining of funds, and ensuring that adequate funding be allocated in a timely manner to finance collective bargaining agreements. The association also believes that state and federal governments, along with local districts, have a responsibility to report the details of their budgets with transparency. When considering changes to the budgets, local districts should prioritize the impact on the staff, students, and community. (1988, 89, 91, 97, 26)

IV.13 The Right to Organize

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. The Oregon Education Association also believes in the importance of demonstrating solidarity with workers around the world, including but not limited to other educators and union members.

IV.14 Collective Bargaining

The Oregon Education Association believes in Collective Bargaining and that salaries and compensation, benefits, 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. The right to enforce the contract through binding arbitration is integral to any collective bargaining 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. Furthermore, the OEA believes in open bargaining and that bargaining teams should be large and represent diverse backgrounds.

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. The Association further believes in the effectiveness of coordinated and pattern bargaining to leverage our demands. (1974, 75, 79, 88, 89, 91, 97, 2009, 11, 24, 25)

IV.15 Oregon Employee Benefits Board

The Oregon Education Association believes OEA representatives should continue to serve as official board members to the Oregon Employee Benefits Board. (2009)

IV.16 Professional Compensation

The Oregon Education Association believes that school employee salaries and other compensation need to be competitive with other professions. Salaries need to reflect the amount of time worked per day, days worked per year and the experience of the school employee. Compensation is not to be based on performance pay schedules, such as merit pay/pay for performance. (1987, 89, 93, 97, 2009)

IV.17 Extra Duty Compensation

The Oregon Education Association believes that all educational employee duties that extend beyond contracted work should be negotiated as part of the collective bargaining agreement. Compensation for extra duty should be equitable, nondiscriminatory, fairly applied, and open to all members of the bargaining unit and not less than the employee's rate for regular pay.

No employee should be required to assume extra duties as a condition of employment. (1980, 89, 94, 97, 2005)

IV.18 Education Support Professionals Assignment and Salary

When an educational support professional is assigned to a professional licensed position, their status on the salary schedule should reflect their experience. All new and additional assignments should also be taken into account. This change in position/salary shall be effective at the start of service. (2009, 23)

IV.19 Early Retirement Bargaining Incentives

The Oregon Education Association believes its affiliates should bargain early retirement incentive provisions into collective bargaining agreements. During subsequent bargaining agreements, affiliates are encouraged to confer with retirees regarding proposed changes to health care coverage and other aspects that could adversely impact retirees. (2000, 08, 2009)

IV.20 Site Committees/Contract Exceptions (Waivers)

The Oregon Education Association believes its affiliates should negotiate site-based decision-making procedures into collective bargaining agreements including a procedure for employee-initiated contract exceptions with definite timelines. Employees serving on site committees shall be guaranteed full maintenance of bargaining unit rights. (1994, 97)

IV.21 Just Compensation Formula/Supervising Teachers

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

IV.22 Credit for Professional Conferences

The Oregon Education Association believes school districts should provide for professional development funds and credit for attendance at professional conferences, including those sponsored by the Association. (1976, 89, 97)

IV.23 Consulting Fees

The Oregon Education Association believes a school employee's expertise has value and should be paid an appropriate stipend and expense reimbursement when giving professional consultation or testimony. (1979, 89, 91, 97)

IV.24 Protection of Education Employees

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

The Oregon Education Association believes there should be support and protection for school employees whose charge is to carry out appropriate and specialized education services.

The Association believes that when education employees are the victims of physical attack, verbal abuse, theft, identity theft, vandalism, discrimination or harassment in the work place, including but not limited to incidents based on race, gender identity, national origin, or a person's identity or perceived identity as a member of a protected class, they should receive the full support of their employer in pursuing legal and other remedies, as well as receiving reimbursement for their personal and property loss. Time lost due to injuries from attacks should not be deducted from accumulated sick leave. (2005, 06, 13, 21, 23)

IV.25 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. (1977, 89, 97, 25)

IV.26 Hiring and Staffing Policies

The Oregon Education Association believes educational institutions should have hiring policies and procedures 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)

IV.27 Innovative Programs

The Oregon Education Association believes that local affiliates should negotiate in their contract provisions for a sum in the school district or college's yearly budget to fund new and/or innovative programs by the school employees. This fund should be open to applications by staffs at the college or department level, the building level or to individual school employees. (1976, 89, 91, 97, 99)

IV.28 Complaint Procedure

The Oregon Education Association believes local affiliates should negotiate complaint procedures that provide for non-recrimination against school employees to cover those areas not specifically covered in the contract. (1979, 89, 91, 97)

IV.29 Grievance Procedure

The Oregon Education Association believes grievance procedures are a valuable tool for the purpose of contract interpretation, clarification, and maintenance. Local affiliates should negotiate contracts which provide a grievance procedure which includes the right of the Association to carry grievances, a non-recrimination clause, and binding arbitration as the final step.

The Oregon Education Association believes that members should be familiar with the language of their contract and use the grievance process. Faculty representatives should receive training which will enable them to interpret, clarify and maintain the contract. (1974, 89, 97)

IV.30 Employee Rights Pending Court Action

The Oregon Education Association believes that when criminal charges or civil lawsuits are filed against a school employee, the right of due process must be guaranteed.

If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation, benefits and job security.

The Association believes local affiliates should negotiate contract provisions covering procedures to be followed until final disposition of the case. (1984, 89, 97, 2009)

IV.31 Support of Members Dismissed Unfairly

The Oregon Education Association endorses financial and moral support by OEA members for all members fired due to capricious actions of school boards. (1975, 89, 92, 97)

IV.32 Staff Reduction and Recall

The Oregon Education Association believes its affiliates should negotiate reduction in force (RIF) and recall procedures. Criteria should include seniority, licensure, nondiscrimination, and uniformity of application of criteria. Contracts should establish recall procedures in reverse order of reduction in force and maintain fringe benefits. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off school employees. The Association believes local affiliates should negotiate in contract language provisions requiring school staff and school administration to jointly re-evaluate programs and re-prioritize budget allocations whenever staff reduction is considered. It must be recognized that reduction of school employees and non-replacement of retiring and other resigning school employees are forms of reduction in force. (1979, 89, 91, 97, 2008, 09)

IV.33 Fair Dismissal Amendments

The Oregon Education Association recognizes the need for the following amendments to be added to the Fair Dismissal Law: establishment of hearing procedures for probationary licensed educators to cover just cause and due process; the probationary period for licensed educators should be reduced to two years of satisfactory performance; and the probationary status should be reduced to only one year for a licensed educator who has reached contract status from previous experience in the state of Oregon and who has moved to another school district. (1975, 89, 97, 2005, 09)

IV.34 Fair Dismissals

The Oregon Education Association believes the Fair Dismissals Appeals Board should be retained as an independent and unbiased avenue for dismissal hearings. The Association shall also encourage its affiliates to bargain binding arbitration for use at the option of the employee who is faced with dismissal.

The Oregon Education Association believes education employees should be entitled to just cause and due process before they can be dismissed. This includes building-wide dismissals such as “reconstitution,” “transformation,” “turn around” or other terms that would eliminate just cause or due process. (1980, 94, 97, 2010)

IV.35 Employing Part-Time Employees

The Oregon Education Association believes that employees should be compensated and provided benefits at the rate of full-time employees commensurate with their workload. Part-time employees should be employed part-time only in special circumstances: when a staff member voluntarily chooses job sharing, part-time employment; when a special program requires only part-time staffing; or when programs require special expertise not available among the full-time staff. Employees should not be employed part-time for purposes of reducing district budgets or for purposes of reducing the numbers of full-time staff. (1978, 89, 97, 2009)

IV.36 Part-Time Faculty in Community Colleges

The Oregon Education Association believes that the overuse of part-time faculty at Oregon’s community colleges should be curtailed through innovative approaches that balance program integrity and student learning needs with equitable compensation, job security and professional rights and responsibilities of part-time faculty. (2001, 08)

IV.37 Community College Pay Equity

The Oregon Education Association supports pay equity for full-time and part-time faculty and full-time and part-time staff in community colleges. Equal work should result in equal pay and benefits.

IV.38 Educators Employed by State of Oregon

The Oregon Education Association believes that all educators who are employed by the State of Oregon and are required to be licensed by the Teacher Standards and Practices Commission, are entitled to the same rights and benefits under Oregon Revised Statutes. (1980, 89, 97, 2005, 09)

IV.39 Temporary Licensed Bargaining Unit Members

The Oregon Education Association believes that a temporary licensed bargaining unit member who is rehired for a second year by a district shall be contracted as a second-year probationary educator in the bargaining unit. (1980, 97, 21)

IV.40 Substitute Teachers

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

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

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

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

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

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

The Association believes that school districts must provide equitable compensation consistent with current licensed contracted teachers for licensed teachers who substitute for personnel on extended leave. (1989, 97, 2006, 07, 08, 21)

IV.41 Substitute Education Support Professionals

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

IV.42 Volunteers in Public Schools

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

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

The Association also believes that education employees should be involved in the decision-making process regarding the appropriate utilization of volunteers within local school systems. (2008, 21)

IV.43 School Employee Disability Benefits

The Oregon Education Association believes a school employee with disability that impairs job performance who is eligible, should be given disability benefits under Social Security, Workers Compensation, and/or Public Employees Disability Retirement Benefits. (1975, 91, 97, 2009, 17)

IV.44 Sick Leave Bank

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

IV.45 Transfer of Sick Leave from Other States

The Oregon Education Association believes school employees coming from out of state should be credited with all sick leave they have accumulated. (1975, 89, 91, 97, 2008, 09)

IV.46 Dismissal Due to Illness

The Oregon Education Association supports legislation which guarantees the security of a school employee's position in the event of extended illness. (1975, 91, 97)

IV.47 Employee Parental/Family Medical Leave With Pay

The Oregon Education Association believes all employees should be granted leaves of absence without loss of rights or benefits for the purpose of childbearing or adoption, serious illness for self, spouse, domestic partner or dependent family member. (1974, 89, 97, 2003, 2009)

IV.48 Child Rearing Leave

The Oregon Education Association believes all employees should be granted unpaid leaves of absence for specific periods of time, with right of retention, and without loss of conditions of employment for the purpose of child rearing. (1976, 89, 97, 2009)

IV.49 Religious Leave

The Oregon Education Association believes in provisions to allow for school employees to observe, without loss of pay, mandatory holy days prescribed by their religious affiliation on contracted days. (1974, 89, 97, 2008, 09, 16)

IV.50 State Educational Leave

The Oregon Education Association believes that a school district should provide release time without loss of compensation to any school employee serving on a state education agency, committee, task force, or team. (1983, 91, 97)

IV.51 Active Military Duty

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

IV.52 Retirement

The Oregon Education Association endorses the concept of a fully funded retirement system for school employees after 25 years of service without actuarial reduction regardless of age. Employees may elect to retire and receive full retirement benefits accrued. The Association further supports a formula that increases benefits for those who retire after the age of 55. (1975, 94, 97, 2000, 05)

IV.53 Retirement Planning

The Oregon Education Association believes its members should seek ongoing financial benefit counseling in the early years of service for retirement. The Association believes its affiliates should bargain contract provisions which would provide paid leave opportunities for such counseling during the year prior to the retirement.

The Association further believes that members would benefit from pre-retirement non-financial counseling that deals with the transition from active work and association membership to retired status and retired membership. (1986, 89, 97, 2008, 17, 19)

IV.54 Parity in Retirement

The Oregon Education Association believes educators are essential frontline public service workers and therefore, the percentage of yearly basis of retirement for school employees should be brought into parity with fire fighters and police officers. (1975, 89, 97, 22)

IV.55 Public Employees Retirement Pension System

The Oregon Education Association believes that the financial integrity of the Public Employees Retirement System must be maintained, and that the system must remain fully funded.

The Oregon Education Association believes that retirement compensation should keep up with the cost of living increases.

The Oregon Education Association believes there should be ethical, moral, and transparent professional standards of conduct for how Members' retirement money is invested. These standards should not be overshadowed by a desire for a high return on investment. Funding businesses that routinely violate human rights should be avoided or rectified when discovered.

The Oregon Education Association supports the Public Employees Retirement System in offering medical insurance for retirees and eligible dependents. The Association further believes that medical insurance subsidies provided by the PERS are a significant benefit to retirees and should be continued and expanded.

The Oregon Education Association opposes a "tiered" retirement system and supports equal access to retirement benefits for all of its members.

The Oregon Education Association supports legislative revision of the Public Employees Retirement System so that the Public Employees Retirement System Board is made up of a proportionate percentage of representatives of employees contributing to the Public Employees Retirement System. (1978, 94, 97, 2009, 22)

IV.56 Social Security

The Oregon Education Association believes Social Security benefits should be guaranteed. The benefits should continue to guarantee inflation adjusted retirement income as well as continue to provide guaranteed inflation adjusted survivor benefits for the families of deceased workers and disabled workers and their families.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. The Association supports the goal of comprehensive health insurance for retirees.

The Association also supports the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. The Association opposes the privatization of the Social Security system and other reform measures that would weaken the system.

No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement. (2005)

IV.57 Medicare

The Oregon Education Association believes in comprehensive health insurance for retirees. The Association also believes that Medicare is an important part of access to health care. The Association further believes that Medicare must be available as a universal guaranteed benefit. (2005)

IV.58 State Health Care Policy

The Oregon Education Association believes in the establishment of universal health care designed to provide affordable, quality, comprehensive health care to all Oregonians. (1991, 97, 2008, 12)

IV.59 Retirement Investment Board

The Oregon Education Association believes an OEA member should continue to serve as an official board member to the Retirement Investment Board of the Public Employees Retirement System. (1978, 89, 91, 97, 2005)

IV.60 Economic Relief

The Oregon Education Association believes that local affiliates and OEA should provide economic relief and moral support for school employees in crisis situations. (1977, 91, 94, 97)

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

V.1 Code of Ethics

The Oregon Education Association believes that the Code of Ethics as adopted by the National Education Association provides appropriate principles for the education profession. (2011)

V.2 Professional Excellence

The Oregon Education Association believes all education employees must be professionally trained and maintain high standards of excellence.

The Association recognizes its responsibility to promote public understanding and support of education and educators. (1984, 89, 97, 2009)

V.3 Accreditation of Educator Preparation Programs

The Oregon Education Association supports a robust and quality accreditation program for the purpose of accrediting educator preparation programs in colleges and universities throughout the state and nation. All educator preparation programs should continue their work toward informing, setting, and meeting national standards (such as the Council for Accreditation of Educator Programs standards) in order to rigorously and thoughtfully prepare educators to successfully meet the needs of students and grow as reflective practitioners. Quality accreditation standards must be informed by professionals working in the field. (1974, 97, 17, 21)

V.4 Licensed Educator in Every Professional Position

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

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

The Association further believes in resisting any attempt to diminish the quality of learning or service through elimination of licensed positions or through revision of school staff management under the guise of improving educational opportunity when the effect diminishes the quality of learning. (1974, 89, 97, 2009, 21)

V.5 Teacher Standards and Practices Commission

The Oregon Education Association believes that the Teacher Standards and Practices Commission should be of a workable size and should be representative of all areas of education with the largest, single representation being TSPC licensed educators (except administrators). TSPC licensed educators (except administrators) appointed to the commission shall be selected from a list of nominees submitted by the OEA and be accountable to the Association.

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

The Association believes the Teacher Standards and Practices Commission should critically assess current college and university educator preparation programs and make specific recommendations for changes, including standards for remaining in the program, to meet the approval of Oregon standards for certification. The Association believes that alternatives to current college and university educator preparation programs are counter-productive to effective education. (1982, 89, 95, 97, 2005, 09, 11, 21)

V.6 School Employee Participation in Hearing Process of Government Agencies

The Oregon Education Association believes that the State Board of Education, the Teacher Standards and Practices Commission, and the Educational Coordinating Commission must hold hearings at times and places convenient for school employees to attend. Timely notice to all school employees shall be provided.

The Association further believes that changes made in mandated education programs from government agencies must have school employee input during planning and drafting stages. When changes have been mandated, a three-year review and hearing process should be established to allow school employees to report directly to the appropriate agency as to the impact of these changes. (1978, 89, 92, 97, 2009)

V.7 Licensed Educator Preparation

The Oregon Education Association believes that educator preparation programs must:

- a. involve licensed educators and students in design, implementation, changes, evaluation and improvement of the standards for educator preparation and licensure; (2021)
- b. include pre-professional practicum experience as an essential phase of educator preparation. The responsibility for the practicum experience must be shared by the public schools, educator preparation programs the institutions that prepare educators, and professional associations; (2021)
- c. include an actual work experience in public schools prior to completion of an education program

including exposure to or experience with special education programs, individual education plans (IEPs), individual family support plans (IFSPs), 504 plans, accommodations, and modification of curriculum; (2017, 19, 21)

- d. include learning about the Model Core Teaching Standards and educator evaluation laws and processes; (2021)
- e. use educators currently employed in elementary and secondary schools to augment the instruction of methods courses by the college or university staff; (2021)
- f. take steps to improve the selection of persons entering educator preparation programs through more effective screening of applicants; (2021)
- g. take steps to improve the diversity of the education workforce by conducting outreach to racially, linguistically, and ethnically diverse candidates and eliminating culturally-biased and institutionally-biased barriers to entering educator preparation programs; (2021)
- h. take steps to prepare licensed educators in numbers consistent with projected need for licensed educator positions; (2021)
- i. require for first licensure that all students pass a course or workshop instructing them in their legal rights and responsibilities as educators and in interpreting collective bargaining agreements. United Education Profession (UEP) approved personnel should instruct these courses/workshops; (1974, 89, 97. 2006, 09, 21)
- j. include sensitivity and awareness training for school employees in the area of child abuse.
This training should be provided by local school districts and be current with state and federal laws regarding the rights and responsibilities of school employees, students, and adults/parents.
School employees are encouraged to increase student awareness and understanding of child abuse. (1982, 89, 91, 97, 2004, 09, 17)
- k. include personal interaction and involvement and not be exclusively replaced with on-line and long-distance training. (2009)
- l. include a broad range of diversity, equity and inclusion training for school employees that includes awareness of implicit bias and institutional racism. (2013, 19)
- m. include training around differentiated, culturally responsive and trauma informed strategies for supporting students. (2017, 19)
- n. include a basic knowledge of a Functional Behavioral Assessment (FBA) and a Behavior Support Plan (BSP) (2017)

V.8 Education Professors Teaching in Their Field

The Oregon Education Association believes that education professors should be required to teach in their field in a public elementary, middle, or secondary school one semester of every five years. (1974, 89, 97)

V.9 Education Support Professionals Training

The Oregon Education Association believes that education support professionals must:

- a. have appropriate training, experience and, where appropriate, a license/certificate in order to obtain employment in Oregon public schools;
- b. as a part of on-the-job training provided by the school district have training in:
 - 1) working within a professional community; (2021)
 - 2) the positive and supportive treatment of students; (2021)
 - 3) sensitivity and awareness in the area of child abuse and what to do when child abuse/neglect is suspected;
 - 4) legal rights and responsibilities as a school employee;

- 5) the appropriate role of the contract, grievance procedures, and the Association in representing employees. (2009)
- 6) differentiated, culturally responsive and trauma informed strategies for supporting students. (2019)
- 7) Oregon's restraint and seclusion laws that could include approved restraint training; (2021)
- 8) Medically necessary training required for the position such as CPR, glucagon, epinephrine, and others; (2021)
- 9) Necessary training to support students with disabilities. (2021)

V.10 Student Teachers/Interns

The Oregon Education Association believes student teachers and interns should be placed under the tutelage of a supervising teacher with no fewer than three years' experience.

The Association believes paid, voluntary internship programs may be one of many options for entering the profession. (1974, 97, 2011)

V.11 National Board Certification

The Oregon Education Association supports voluntary national board certification. The Association recognizes the National Board for Professional Teaching Standards, composed of a majority of public school teachers, as the sole authority for granting such certification. The Association further encourages the TSPC to honor NBPTS certification with reciprocity. (1999, 2005, 21)

V.12 Professional Licenses

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

The Association believes that requirements for licensure maintain professional fidelity and be set by educators in the field, not the public. The Association also believes that licensing should not be based on student outcomes.

The Association further believes that the TSPC and BSLPA conduct all investigations through a peer review process that includes practitioners in the field. The Association opposes any action by the TSPC that would discredit or cause loss of credential to any teacher accused in an ethics or morals case but who has been acquitted by a court of law.

The Oregon Education Association believes that haste in making license rule changes is detrimental to the profession. The Association believes that the timeline for license rule changes should not be less than two years and that at least two separate hearings be held with adequate notification to the entire education community so interested members can attend. TSPC and BSLPA staff proposals must reflect the testimony and findings of the hearings. The Association further believes that all TSPC rule changes must go through at least two public readings and public notice before final adoption. (1982, 89, 95, 97, 2009, 11, 19, 21)

V.13 Post Licensing Requirements

The Oregon Education Association opposes any efforts to legislate or mandate statewide post licensing requirements. New licenses/endorsements must hold harmless educators who are already practicing in these areas. (1987, 89, 96, 97, 2021)

V.14 Professional Development

The Oregon Education Association believes in professional development. Employees of school districts and higher education institutions and OEA affiliates must have a decisive voice at every stage of planning, implementation, and evaluation to assure that programs will provide opportunities to gain knowledge and skills they believe are important to their positions and to improve school programs.

The Oregon Education Association believes school systems and institutions of higher education have a responsibility to provide funds and release time for professional development programs. The Association believes education employees should govern the funded programs. (1974, 87, 89, 91, 97, 99)

V.15 Educator Testing Requirements

The Oregon Education Association believes the testing of experienced educators who are already practicing in classrooms, schools and school districts is unnecessary. The Association advocates the active assessment of all educators through regular, comprehensive, authentic, and meaningful evaluation procedures. Testing of applicants to the education profession by university and college educator preparation programs is appropriate as long as instruments are bias free and performance oriented. (1985, 89, 95, 96, 97, 21)

V.16 Mentoring Programs

The Oregon Education Association believes that mentor programs as a means of enhancing the professional expertise of education employees should be funded by the district and jointly developed and delivered by the district and the Association.

The Oregon Education Association encourages affiliates to formulate and support mentoring programs for education students and new employees with the goals of recruiting new members into Association activity, retaining successful employees and developing Association leaders. (2005, 06, 08, 09)

V.17 Peer Support & Peer Assistance Programs

The Oregon Education Association believes that peer support and assistance programs provide support by sharing constructive ideas in order to improve instruction and believes that high standards within the education profession and continuous improvement in professional practices are cornerstones of the profession. Some local associations may conclude that a peer assistance program is an appropriate mechanism for achieving these objectives.

The primary purpose of any such program should be to provide “assistance” — to improve professional practice, retain promising educators, and build professional knowledge to improve student success. The program should:

- a. Be developed through collective bargaining;
- b. Be governed by a board composed of an equal number or a majority of representatives appointed by the local association;
- c. Ensure that only educators who are deemed by their peers to be highly skilled practitioners are selected to provide peer support and assistance as a consulting educator, that the consulting educator’s areas of expertise are the same as or closely related to that of the participating educator, and that the consulting educator is chosen by the program governing bodies with the approval of the participating educator involved;
- d. Seek consulting educators who reflect the diverse population of the staff and student body;
- e. Provide that consulting educators are properly compensated and provided adequate time to fulfill their responsibilities;
- f. Provide that consulting educators receive extensive and ongoing support in mentoring/coaching skills, district initiatives and resources, and current education instructional methods;
- g. Establish guidelines for the referral of educators as well as safeguards to prevent unwarranted referrals;
- h. Establish and convey to all consulting and participating educators clear rules on allowable uses of documents, products, and communications arising from the program.

However, the OEA objects to the formalization of peer assistance as a part of the regular educator evaluation procedure. (1986, 97, 98, 2021)

V.18 Statewide In-Service Day

The Oregon Education Association urges local affiliates to negotiate contracts which provide for Statewide Inservice Day as a regular paid contract day in the school year and that district funds be provided to defray

the cost of attendance at these meetings. The Association further urges school employees to participate in Statewide Inservice Day. (1974, 91, 97, 2009)

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)

V.20 Class Size/Case Load

The Oregon Education Association believes class size/case load and daily student-educator contacts must allow for individual attention to each student. The Association believes reasonable class size/case load maximums must be established based upon the type of students, student needs, subject area content, physical facilities, best practices and other criteria. When exceptional students are included in a class, a weighted formula should be applied. (1974, 89, 97, 2007, 21)

V.21 Instructional and Non-Instructional Personnel

The Oregon Education Association believes local school systems should provide classroom teachers with support staff to free the teachers from non-teaching duties. Employment of instructional and non-instructional personnel should not serve as rationale to increase class size and caseload. The Association believes teachers should become involved in orientation and training of instructional and non-instructional personnel. The Association believes volunteers should be used to supplement, not replace, school personnel. (1974, 89, 97, 2009, 22)

V.22 Educator Exchange Program

The Oregon Education Association believes local school districts should participate in an educator and administrator exchange program that would allow for exchanges in or out of state, and in other countries. Local associations should be an equal partner in the development of the program. Educators who participate in exchange programs should not suffer undue economic hardships. (1975, 89, 97, 2009, 21)

V.23 School Employee Evaluation

The Oregon Education Association believes the purpose of evaluation is to improve the quality of instruction. The Association further believes that evaluations should be fair and objective for all school employees. Evaluations must be fair, conducted by highly trained and objective supervisors or other evaluators as agreed to by the local affiliate. The evaluators' work should be regularly reviewed to ensure the validity and reliability of evaluation results. Evaluations should be based upon written criteria, and following procedures mutually developed by, and acceptable to, the association and the governing board in compliance with state law. Standardized tests should not be used to support employment action against an educator and may be used only to provide non-evaluative formative feedback. Local associations should secure contract language covering aspects of evaluation. School employees should be informed in writing of the evaluation procedure prior to employment and re-informed prior to each evaluation.

Comprehensive assessment, evaluation and professional development systems should be designed in tandem with the goal of improving the knowledge, skills, and effectiveness of the educator workforce. This requires a sustained social, political and financial commitment. (1974, 89, 92, 97, 2004, 11, 12, 14)

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)

V.25 Plan of Assistance

The Oregon Education Association believes that if a member is charged with deficiencies after established procedures of evaluation have been followed, a plan of assistance needs to be established. The plan should be mutually agreed upon by the member, a representative of the Association and the evaluator. The plan of assistance should:

- a. focus on a limited range of reasonable improvements
- b. be specific and in measurable terms
- c. include sufficient time for successful completion
- d. provide strategies and support to correct stated deficiencies.

The UniServ Consultant should receive notification of each plan of assistance prior to implementation. (1985, 90, 97, 2011)

V.26 School Counselors

The Oregon Education Association believes school counseling is a necessary part of the educational process at all levels. School counseling positions must be filled by TSPC licensed counselors. Further, the Association endorses a student-to-school counselor ratio of no greater than 250:1 as recommended by the National Association of School Psychologists. (1984, 89, 97, 2017, 19, 21)

V.27 Licensed Teacher Librarians

The Oregon Education Association believes that literacy and library skills are an integral part of the learning process. Personnel instructing and/or managing the library shall be TSPC licensed teacher librarians. TSPC licensed teacher librarians are essential at all levels of instruction and provide unique information literacy, reading engagement, and social responsibility education.

The Association further believes when Education Support Professionals are used in libraries, they should be provided the appropriate staff development and be under the supervision of a TSPC licensed teacher librarian in the building. The Association believes ESPs working in partnership with TSPC licensed librarians provide for the strongest library programs. (1984, 89, 97, 2003, 04, 08, 09, 11, 21)

V.28 School Nurses

The Oregon Education Association supports mandatory school nurse services for students from birth through age 21. Nurses should only perform medical procedures for which they are trained. Further, the Association

endorses a student-to-nurse ratio of no greater than 750:1 (in a healthy student population; higher for more complex needs) as recommended by the National Association of School Nurses. (1991, 92, 97, 2008, 11, 19)

V.29 School Psychologists

The Oregon Education Association believes that school psychological services are an integral part of the educational process. The full range of school psychological services should be available to all students and provided by licensed school psychologists. Further, the Association endorses a student-to-school psychologist ratio of no greater than 500-700:1 as recommended by the National Association of School Psychologists. (1992, 97, 2019)

V.30 School Social Workers

The Oregon Education Association believes that social work services in schools are an integral part of the total school program and the educational process. The full range of social work services in schools should be available to all students and provided by professional social workers. Further, the Association endorses a student-to-school social worker ratio of no greater than 400:1 as recommended by the National Association of School Psychologists. (1993, 97, 2019)

V.31 Speech Language Pathologists

The Oregon Education Association believes that special language pathology services are an integral part of the educational process. The full range of speech language services should be available to all students, provided by state licensed speech language pathologists. Further, the association endorses a speech language pathologist ratio of no greater than 40-55:1 in all educational settings, in accordance with average caseloads as referenced by the American Speech Language Hearing Association.

V.32 Education Support Professionals in Education Process

The Oregon Education Association believes that all Education Support Professional (ESP) employees are essential to the learning environment. The Association recognizes that ESPs promote positive role models that enhance the education process.

The Association also believes that the retention of ESPs must be encouraged and is vital to keeping strong and effective public schools. (2011)

V.33 High School Completion Programs

The Oregon Education Association believes a program for regular communication and program review should exist between high school completion programs in community colleges and local secondary schools. The Association recognizes that all instructors used in high school completion programs are vetted by the local community college. (1977, 89, 97, 2011)

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

VI.1 Association Involvement

The Oregon Education Association believes that involvement in professional association activities is a responsibility as well as a right. The Association further believes all members should be treated equitably, communicated with, and encouraged to participate in association boards, committees, conferences and activities in accordance with Resolution IV.I. Civil Rights.

OEA should make every effort to include all local association leaders and members in OEA events, which may include financial, release time, and/or travel support for members. (1976, 89, 97, 2013, 17, 21)

VI.2 Organization of Higher Education

The Oregon Education Association supports the organization of post-secondary school personnel in Oregon as a part of the United Education Profession. (1978, 91, 97, 2003)

VI.3 Organization of Substitute Teachers

The Oregon Education Association believes that substitute teachers are professionals and should be entitled to all personal, professional, legal and human rights. The Association believes all OEA Bylaws, Policies, and programs shall apply equally to substitute teachers. (1982, 89, 97)

VI.4 Organization of Aspiring Educators

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

VI.5 Special Services/Member Benefits

The Oregon Education Association believes that special services/member benefits should be provided for its members. (1977, 95, 97)

VI.6 Political Involvement

The Oregon Education Association believes that every school employee has the right and obligation to be an informed and politically active citizen. The Association supports voter education to alert new voters of voting laws and procedures and key political issues. The Association urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, including advocating and promoting collective bargaining rights, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups and running for and serving in public office. Provisions should be made to encourage school employees to serve in public office without personal loss and without curtailment of annual increments, permanent status, retirement, or seniority rights.

The Association believes it is the duty and responsibility of Association members to involve themselves in the selection, election and reelection of qualified, committed candidates for public office who support the established goals of the Association. (1974, 91, 97, 2005, 08)

VI.7 Political Action Funds

The Oregon Education Association endorses NEA FCAPE, (the NEA Fund for Children and Public Education,) OEA-PAC (Political Action Committee) and Local PACs (where applicable) and believes school employees and friends of education should support them through individual involvement and contributions. (1974, 89, 91, 97, 2019)

VI.8 Implementing Affirmative Action

The Oregon Education Association supports special leadership training open to all members for the purpose of implementing affirmative action. (1979, 97)

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, 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)

VI.10 Relationships With Other Organizations

The Oregon Education Association acknowledges and concurs with the National Education Association's desire to unite all school employees in a single national organization. (1976, 91, 97)

VI.11 Right to Strike

The Oregon Education Association believes in the right to strike by employee groups and believes picket lines must be respected and the strike should encompass all school related activities. (1989, 97, 2005)

VI.12 Recruitment or Hiring for Strikebreaking

The Oregon Education Association opposes Oregon school districts recruiting or hiring for the purpose of breaking an Association sanctioned strike. (1976, 89, 97)

VI.13 Organization of Retired Education Employees

The Oregon Education Association believes education retirees are a valuable resource for the Association and should be encouraged to maintain their involvement through membership in NEA-Retired and OEA-Retired. Local associations also are encouraged to support such membership. (1998)

VI.14 Development and Reduction of Nuclear Arms

The Oregon Education Association believes in a universal freeze on nuclear arms development and in universal efforts to reduce nuclear arms. The Association further believes that funds designated for nuclear arms be transferred into social service programs. (1982, 89, 96, 97, 2008)

VI.15 Weapons of War

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.

VI.16 Opposition to Artificial Intelligence–Powered Weapons

The use of artificial intelligence in weapons systems raises profound ethical, humanitarian, and democratic concerns, including the delegation of life-and-death decisions to machines rather than human judgment.

AI-powered weapons concentrate extraordinary destructive power in the hands of a small number of governments, corporations, billionaires, and technology oligarchs, creating dangerous imbalances of power that threaten human rights, global stability, and democratic accountability.

The development and deployment of autonomous or AI-enabled weapons increases the risk of error, escalation, and unintended harm, while reducing transparency and the ability to hold decision-makers accountable.

The use of AI in warfare undermines the principles of human dignity, civilian protection, and the rule of law that educators and public institutions are responsible for upholding.

Therefore, the Oregon Education Association opposes the development, deployment, and use of artificial intelligence–powered weapons and supports international, national, and ethical efforts to prohibit or strictly regulate such systems. (2026)