

2026-2027 Handbook

Working wonders for Public Education

MISSION, VISION, CORE VALUES AND GOALS

MISSION

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

VISION

The vision of the Oregon Education Association is to improve the future of all Oregonians through quality public education.

CORE VALUES

Collective action:

We believe in engaging and organizing our members to work for the common good. Collective action in bargaining, lobbying, and coalition building strengthens each individual voice.

Democracy:

We believe the foundation and strength of a democratic society is dependent on a strong public education.

Social justice:

We believe through quality public education the rights and worth of all individuals are respected and defended.

Professionalism:

We believe the expertise and judgment of education professionals are critical to student success. We maintain the highest professional standards, and we expect the status, compensation and respect due all professionals.

Integrity:

We believe our core values are reflected and reinforced through our words and actions

Respect for Diversity:

We believe our society is strengthened by public education's promotion of and respect for the vast diversity of our world.

Collaboration:

We believe our goals can be achieved by working with all interested groups to ensure a quality public education.

Lifelong learning:

We believe lifelong learning is essential in a constantly changing world.

GOALS

- OEA will be the lead advocate for a fully-funded public education system.
- OEA will develop and support leaders who advocate for education, social justice, community and labor issues.
- OEA will organize its members as advocates for professional compensation and benefits, improved working conditions and protection of member rights.
- OEA will be the voice and proponent for professional excellence in public education.
- OEA will be a primary resource for its members' professional development.

STRATEGIC INTENT

We will engage and empower OEA members to build a movement to transform public education in Oregon.

- Educator-driven innovation and public policy: leading the way to Great Public Schools.
- Building powerful, visionary, member-driven locals.
- Re-shaping politics in Oregon – from the grassroots.

Adopted by the 2010 OEA Representative Assembly

STRATEGIC METRICS

POWERFUL, VISIONARY MEMBER-LED LOCALS

OREGON EDUCATION ASSOCIATION

YEAR 1 2023-24	YEAR 2 2024-25 Long Session	YEAR 3 2025-26	YEAR 4 2026-27 Long Session	YEAR 5 2027-28
Density: 81%	**Density: 82%**	**Density: 83%**	**Density: 84%**	**Density: 85%**
25 new local leaders trained each year in Summer Institute	25 new local leaders trained	25 new local leaders trained	25 new local leaders trained	25 new local leaders trained
Increase the number of locals who have over **70% new hire sign-up rate**	Increase by **5 or more the number of locals** who have over 70% new hire sign-up rate			**20+ more locals** over 23-24 rate
Powerful Locals Bargaining Institute: Cohort 1: 3-4 locals	Barg. Cohort 2: 4-5 locals	Barg. Cohort 3: 5- 6 locals	Barg. Cohort 4: 6-8 locals	Barg. Cohort 5: 8-10 locals

RACIAL & SOCIAL JUSTICE

YEAR 1 2023-24	YEAR 2 2024-25 Long Session	YEAR 3 2025-26	YEAR 4 2026-27 Long Session	YEAR 5 2027-28
Increase BIPOC members in leadership (3-1g)	Improve pK-CC funding to build racially and culturally responsive schools that attract and retain historically marginalized students and educators	Increase of BIPOC members in leadership positions (3-1g)	Improve pK-CC funding to build racially and culturally responsive schools that attract and retain historically marginalized students and educators	Increase BIPOC members in leadership (3-1g)
Increase student voice on SEED survey participation and use		Increase student voice on SEED survey participation and use		Increase student voice on SEED survey participation and use

TRANSFORMING POLITICS: Creating a pro-public school environment

YEAR 1 2023-24	YEAR 2 2024-25 Long Session	YEAR 3 2025-26	YEAR 4 2026-27 Long Session	YEAR 5 2027-28
Increase engagement in and success of local bonds and levies	Increase engagement with and success of endorsed candidates	Increase engagement in and success of local bonds and levies	Increase engagement and success of endorsed candidates	Increase engagement with and success of endorsed candidates
Become the largest PAC in Oregon by Fall of 2026			Be the largest PAC in Oregon by Fall 2026	

INNOVATIVE POLICY: Support & Fix the Funding Gaps

YEAR 1 2023-24	YEAR 2 2024-25 Long Session	YEAR 3 2025-26	YEAR 4 2026-27 Long Session	YEAR 5 2027-28
Increase the SpEd 11% cap	Close the QEM funding gap	Defend & fund public education	Dedicated Funding for Higher Ed	Defend & fund public education
Fix Part-Time Faculty access to health care	Improve conditions for wages for preK-CC		Close the QEM funding gap	
Increase funding for summer school, universal meals	Pay Equity for Part Time Faculty			
Defend & fund public education				

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OEA BYLAWS

ARTICLE I. MEMBERSHIP AND DUES

Section 1. Affiliation and Qualifications

The Oregon Education Association is an affiliated organization of the National Education Association with all the rights, benefits, privileges and responsibilities which apply.

Any person who is actively engaged in the profession of teaching or other educational work, or any other person interested in advancing the cause of education shall be eligible for membership in the Oregon Education Association, hereinafter referred to as the OEA. Any person joining the OEA shall agree to subscribe to its purposes and objectives, to abide by the provisions of these Bylaws and to join the National Education Association, hereinafter referred to as the NEA, and, where available, a local association. All members shall abide by the rules of the Association including the Code of Ethics in all activities related to Education and the Association. An application for membership shall be subject to review, and may be rejected, by the OEA Board of Directors.

Section 2. Classifications

There shall be six classes of membership in OEA: active, aspiring educator, Substitute, retired, reserve, and Community Ally. The sixth category, Community Ally is for those who are not eligible for regular membership but wish to support the mission, vision and core values of OEA. A person who is eligible for more than one (1) category shall join the Association in the membership category that provides the greatest degree of participation in Association governance.

Section 3. Active Members

A. Requirements

Any person who is (1) actively engaged in professional education work; (2) who is on a leave of absence (less than six months within a membership year), either paid or unpaid; (3) laid off due to Reduction In Force (RIF'd) from professional educational work; (4) who is serving as a released officer of the OEA shall be eligible to become an active member of the OEA, with full privileges under standards prescribed by the OEA Board of Directors. Except as provided by these bylaws, persons qualifying for active membership must join in that category and pay the appropriate dues rates for their classification.

B. Continuation of Membership

1) Persons who were active members of the OEA for the previous membership year will be considered continuing active members of OEA as long as they meet the requirements for active membership (Article I, Section 3, A) A member may withdraw from membership at any time by notifying the OEA President of their withdrawal, in writing. To withdraw from a continuing dues-payment obligation, one must notify the OEA President, in writing, between September 1 and September 30 of the membership year for which the dues-payment authorization is to be cancelled.

2) Persons who were active aspiring educator members of OEA for the previous membership year shall be considered continuing active members of the Aspiring Educator OEA as long as they have not accepted employment with a district having employees represented by the OEA.

3) An OEA member who is a military reservist called to active duty will have dues suspended when their salary is terminated, and dues will remain suspended until the school salary is resumed.

C. Change in Membership

A member who is removed from the bargaining unit due to change of status to supervisor shall be allowed to terminate association membership effective the month of the actual change of status.

D. Rights

An active member shall be entitled to all rights and privileges of the OEA and the NEA, which shall include the OEA and NEA publications and the right to vote, serve as a delegate, and to hold elective or appointive office.

E. Dues & Assessments

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

1) Certified and Community College

a. Full-Time

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

In addition, full-time active members pay full assessments per 3) a-e. below.

b. For purposes of the OEA dues component the following shall apply:

Less Than Full-Time

1. Dues for part-time pre-K-12 active members in a certified bargaining unit, contracted community college faculty, or tutor active members who work less than full-time shall pay dues according to the following:

   50%-99% pay one-half dues

   Less than 50% but more than 25% pay one-fourth dues

   25% or less pay one-eighth dues.

2. Dues for part-time/adjunct community college faculty/tutors shall pay dues according to the following:

   a. part-time/adjunct community college faculty/tutors whose annual salary is equal to or greater than the teacher average salary shall pay one-quarter OEA dues;

   b. part-time/adjunct community college faculty/tutors who earn one-half, but less than the teacher average salary shall be assessed three-sixteenths OEA dues;

   c. part-time/adjunct community college faculty/tutors who earn one-fourth but less than one-half the teacher average salary shall be assessed one-eighth OEA dues;

   d. part-time/adjunct community college faculty/tutors less than one-fourth of the teacher average salary shall be assessed one-sixteenth OEA dues.

3. Dues for members who work five credit hours or less per week, or twelve contract hours or less per week, shall be considered one-quarter time or less and pay one-eighth dues.

4. Dues for certified intern teachers shall be one-half dues.

5. Dues for those who receive no contractual salary, or are substitute teachers not working full time, shall be one-fourth dues.

6. Dues for those who work less than a full school year shall be the annual OEA dues multiplied by the percentage of the membership year worked.

2) Education Support Professional

The annual dues for each active member in an education support professional bargaining unit or working in an education support position shall be based on their annual salary using the following formula:

a. education support professionals whose annual salary is equal to or greater than the teacher average salary shall pay full OEA dues;

b. education support professionals who earn one half the teacher average salary or greater, but less than the teacher average salary shall be assessed one-half OEA dues;

c. education support professionals who earn one-quarter, but less than one half the teacher average salary shall be assessed one-quarter OEA dues;

d. education support professionals who earn less than one-quarter of the teacher average salary shall be assessed one-sixteenth OEA dues;

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

a. $2.00 per member annually to acquire, improve and maintain office facilities. The assessment will be increased to $5.00 annually, beginning with the 2021-2022 OEA fiscal year, for a period of ten fiscal years, unless the OEA Representative Assembly acts to extend the increase. If the OEA Representative Assembly does not extend the increase after the ten-year period, the assessment will revert to the $2.00 annual assessment;

b. $20.00 per member annually for the OEA Legal Defense Program;

c. $10.00 per member annually for the Center for Great Public Schools;

d. $25.00 per member annually for OEA Collective Bargaining Fund, the fund established for ballot measure campaigns;

e. $5.00 per member annually shall be assessed in order to promote the interests of public education; and

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

4) Dues Adjustments

a. If a member has paid a full cash payment prior to terminating employment, the OEA shall, upon written request, return a pro-rata amount of the dues for each full month remaining in the contracted school year. However, no dues shall be returned if the member has worked the full school year.

b. Special membership projects for purposes of organizing may be approved by the OEA Board of Directors with dues prorated for specified periods of time. Reports of any such projects shall be made to the OEA Board of Directors.

c. Members who are laid off due to school budget failures, or who are locked out, may continue as members. Their dues shall be prorated at the number of days worked (rounded to the nearest multiple of ten) divided by 190 days. For members who strike, the policy will be implemented after the tenth working day of the strike.

d. Members who are Reduced In Force (RIF'd) may continue as members. Their dues will be waived, but they will continue to pay OEA assessments. Such eligibility shall continue as long as such persons are eligible to be recalled or for three years, whichever is longer.

e. Members who are on an unpaid leave of absence will have dues waived but will continue to pay OEA assessments. Such eligibility shall continue as long as the member is on unpaid leave of absence.

Section 4. Community Ally

A. Any person who is not eligible for active membership may join as a Community Ally.

B. Dues for Community Ally shall be determined by the OEA Board of Directors.

C. Community Ally membership shall be available to but not be limited to, the following:

1) Lay persons interested in the advancement of education in Oregon

2) Staff employees of the OEA

3) Non-certificated intern teachers compensated for their services

D. A Community Ally shall be entitled to receive OEA publications and other benefits authorized through the Board of Directors.

E. Community Ally membership does not include:

1) The right to vote or to hold elective or appointive office.

2) The right to be included in the count for determining the quota for association delegates to the OEA Representative Assembly.

3) The right to receive funds of OEA, LDP or OEARF for expenses arising out of an employment relations dispute.

4) Rights or privileges not specifically granted by the OEA Board of Directors.

Section 5. Aspiring Educator Members

A. Any undergraduate or full-time graduate student enrolled in, or preparing for, a teacher education program in a college or university may become an aspiring educator member of the OEA by joining an Aspiring Educator chapter. An OEA Aspiring Educator member may also join a local association of OEA and must also be an aspiring educator member of NEA. Anyone who has been an active member of any NEA state affiliate is ineligible for OEA Aspiring Educator membership. Membership shall include the right to vote, serve as a delegate and to receive OEA publications.

B. Dues for each aspiring educator member shall be set by OEA Aspiring Educator members at an annual business meeting, organized by the OEA Aspiring Educator Council, and shall include Aspiring Educator NEA dues. In the event no OEA Aspiring Educator annual business meeting is held, the dues will be set by the OEA Board of Directors. The dues shall be reviewed annually and reported in the Budget proposal: Programs and Services for Members.

Section 6. Retired Members

A. Any retired teacher, retired employee of a school district, college or university, or other institution devoted primarily to educational work may become a member of the OEA-Retired. Membership shall include the right to vote, serve as a delegate, hold elective or appointive positions, and receive the OEA and NEA publications.

B. Dues for OEA-Retired members shall be unified with the NEA-R and shall be set by NEA and OEA-Retired.

C. Any member retiring before September 1, 1986 may continue membership with no dues charge and receive the OEA magazine if current address information is maintained.

Section 7. Substitute

A. Education employees employed on a day-to-day basis shall have the option of joining the Association. Substitute members shall be eligible to receive membership benefits and services provided through the OEA and NEA as authorized by the Board of Directors.

Education employees employed on a day-to-day basis who are included in a bargaining unit shall be active members, provided they pay active dues.

Section 8. Reserve Members

Reserve membership is open to: 1) a part-time/adjunct community college faculty/tutor who has not worked in qualifying employment for a period of at least seven months; or 2) a member who is on a leave of absence for at least six (6) months from the employment that qualifies the member for active membership; or 3) a member whose employment in qualifying employment has ended by termination or resignation and is receiving or entitled to receive assistance through the OEA Legal Defense Program. Reserve membership does not include the right to vote or to hold elective or appointive office. Reserve Members will not be included in the yearly January 15 count for representation or election purposes, or for the purpose of determining weighted voting at the OEA Board of Directors. Reserve Members must pay full yearly OEA assessments and required NEA dues.

Section 9. Membership Year

The membership year shall be from September 1 through August 31. Members are classed as delinquent when they fail to pay or make arrangements to pay full dues for which they committed themselves in any given year. If these delinquencies are not taken care of within a grace period of 30 days beyond the due date of the last filing, the members will be notified by the OEA of cancellation of membership.

Section 10. Expulsion and Reinstatement of Members and Adherence to the Code of Ethics

After due notice and hearing, the OEA Board of Directors or Review Boards drawn from the Judicial Panel shall have power to censure, suspend, or expel any member for cause, including violation of the Code of Ethics of the Teaching Profession, and shall have the power to reinstate any suspended or expelled member.

Section 11. Cessation of Property Interest

All right, title, and interest, both legal and equitable, of a member in and to the property of the OEA shall cease and desist in the event of any of the following.

A. Suspension, expulsion, or dropping from membership.

B. Death or resignation.

Section 12. Special Assessments

Special assessments may be considered in regular or special session of the OEA Representative Assembly. Upon passage by two-thirds of those certified delegates voting at a regular or special session, such assessment shall be included in the OEA dues amount for the ensuing year.

ARTICLE II. FAIR SHARE FEE PAYERS

There shall be no fair-share fee payers in OEA bargaining units.

ARTICLE III. OEA REPRESENTATIVE ASSEMBLY

Section 1.

The authority to establish the policies of the OEA shall be vested in the OEA Representative Assembly. Interim policy may be established by the OEA Board of Directors, to be reviewed and voted upon at the next meeting of the OEA Representative Assembly.

Section 2.

A. Allocation of local association delegate credentials shall be based on the ratio of 1:40 active members or major fraction thereof with each local being guaranteed one delegate. For the purpose of allocation, members employed by more than one district shall be counted in the district utilizing the largest percentage of their time. Delegates shall be chosen from the active membership by a secret ballot distributed to all members within the local.

B. Allocation of ethnic representation shall be at least equal to the proportion of identified ethnic membership of the local association. Delegates from the local association to the OEA Representative Assembly shall be in proportion to the ethnic membership of the local association as long as the person of identifiable ethnic groups are available as delegates. To determine the number of ethnic representatives, the percentage of ethnic members in the local shall be multiplied by the number of delegates, and if the product is over .5 (rounded to the nearest whole), that mandates the number of ethnic delegates. All delegates will be elected by the total membership.

C. Allocation of the OEA-Retired delegate credentials shall be based on the ratio of 1:40 OEA-Retired members or major fraction thereof with the OEA-Retired being guaranteed one delegate. These delegates shall be chosen from the all-inclusive state membership by secret ballot distributed to all members of the OEA-Retired.

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

Section 3.

Active members within a Board district who are not members of an existing affiliate shall have representation. The district director shall call a meeting of those members to elect a delegate(s), from among those members, on the basis of a ratio of 1:40 active members or major fraction thereof, with all such unaffiliated members in a Board district being guaranteed one delegate.

Section 4.

The OEA Board of Directors shall be members of the OEA Representative Assembly without voting rights, unless a Director is an OEA Representative Assembly delegate elected by a local association.

Section 5.

There shall be no OEA election paraphernalia allowed to be worn by any member while at the dais (head table) during the Representative Assembly.

ARTICLE IV. MEETINGS OF THE OEA REPRESENTATIVE ASSEMBLY

Section 1.

The annual meeting of the OEA Representative Assembly shall be held at the time and place determined by the OEA Board of Directors.

Section 2.

Special meetings of the OEA Representative Assembly may be called by the OEA Board of Directors or by petition approved by a majority vote from two-thirds of the UniServ Councils.

Section 3.

A majority of the voting members who are registered at the OEA Representative Assembly as in attendance shall constitute a quorum for the transaction of business.

ARTICLE V. GENERAL MEETINGS OF THE ASSOCIATION

Section 1.

A convention of the OEA may be held at a time and place determined by the OEA Board of Directors.

Section 2.

The OEA Board of Directors shall have general supervision over the plans and programs for the convention.

ARTICLE VI. ELECTED OFFICERS

Section 1.

The elected officers of the OEA shall be a President, a Vice President, three Regional Vice Presidents, state-elected senior NEA Directors or designee, ESP Director, Equity Director, and Community College Director.

Section 2.

The duties of the officers shall be such as their titles imply and the OEA Bylaws and Policies state. They shall perform any other duties prescribed for them by the OEA Board of Directors or the OEA Representative Assembly.

Section 3.

The President shall be a full-time officer of the OEA. The OEA president shall serve as the first alternate NEA Director. The duties and compensation shall be established by the OEA Board of Directors.

Section 4.

The Vice President shall be a full-time officer of the OEA. The Vice President shall serve as the second alternate NEA Director. The Vice President shall serve as OEA's representative in the absence of the President. The Vice President shall serve as chair of the Program Budget Committee. In the absence of the President, the Vice President shall chair the Executive Committee. The Vice President shall perform other duties as assigned by the President. The compensation shall be established by the OEA Board of Directors.

Section 5.

The Equity Director shall be a full-time officer of the OEA. The duties and compensation shall be established by the OEA Board of Directors, with input from CORE (the Committee on Racial Equity) and HCRC (the Human and Civil Rights Committee).

Section 6.

Regional Vice Presidents shall serve as the OEA President's representative in the region from which elected, will assume equal responsibilities delegated by the OEA President, shall serve on the Program Budget Committee and the Executive Committee, and perform equal duties as established by the OEA Board of Directors and OEA Policies.

Section7.

A. All elected officers shall take office on July 10 of the year their term begins, with the exception of state-elected NEA Directors.

B. The term of office of the President shall be two years, or until a successor is inducted into office. A President may be elected to a maximum of one additional term.

C. The term of office of the Vice President shall be two years or until a successor is inducted into office. The election cycle of the Vice President will coincide with the election cycle of the president. A Vice President may be elected to a maximum of one additional term.

D. The term of office of the Equity Director shall be two years, or until a successor is inducted into office. An Equity Director may be elected to a maximum of one additional term.

E. The term of office of each Regional Vice President shall be for two years. The first year of that term shall coincide with the second year of the term of the office of the president. Regional Vice Presidents may be elected to a maximum of one additional term.

F. The terms of office and any limitations for NEA Directors shall be determined by the NEA. Terms of office for NEA Directors shall not be concurrent.

ARTICLE VII. ELECTION OF OFFICERS, DIRECTORS AND DELEGATES

Section 1. Notification

The OEA Executive Director shall notify the officers of each local association in the October issue of the official publication of the OEA each year as to the number of the various OEA officers and directors, NEA

Directors, and state NEA Representative Assembly State Delegates which may be nominated and elected from that area that year.

Section 2. Nominations

The filing deadline for the OEA Board of Directors, NEA State Delegates and Aspiring Educator Leadership Conference/NEA Delegates shall be January 15. If the nomination deadline for materials falls on a weekend or federal holiday, nomination materials must be postmarked or received by the next business day, including electronic (fax/email) submission. Persons nominated for officer, director, delegate, or Aspiring Educator delegate positions shall be active members as defined in Article I., Section 3. In nomination-by-petition scenarios, member signatures may be handwritten or electronic.

A. President

Nominations for the President shall be made by a direct vote of the members in a local association or UniServ Council Nominations may also be made by petition of 25 OEA members, or the number of OEA members which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less. A local association or UniServ Council may nominate only one member. An officer of a local association or UniServ Council shall report the name of the nominee in writing, along with a statement of qualifications, to the OEA President on or before sixty days (60) prior to the meeting of the OEA Representative Assembly that will elect the President. Nominations by petition need not be reported or signed by an officer of a local association or UniServ Council but should include a statement of qualifications. A statement of qualifications of each nominee, if available, shall be sent to all delegates, OEA local associations, and UniServ Councils two weeks prior to the meeting of the OEA Represent ative Assembly that will elect the President. The nominations shall be reported to the OEA Representative Assembly at its election meeting. In addition, nominations may be made from the floor of the OEA Representative Assembly meeting. The OEA President shall be simultaneously nominated to a concurrent term as the first alternate NEA Director.

B. Vice President

Nominations for the Vice President shall be made by a direct vote of the members in a local association or UniServ Council. Nominations may also be made by petition of 25 OEA members, or the number of OEA members which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less. A local association or UniServ Council may nominate only one member. An officer of a local association or UniServ Council shall report the name of the nominee in writing, along with a statement of qualifications, to the OEA President on or before sixty days (60) prior to the meeting of the OEA Representative Assembly that will elect the President. Nominations by petition need not be reported or signed by an officer of a local association or UniServ Council but should include a statement of qualifications. A statement of qualifications of each nominee, if available, shall be sent to all delegates, OEA local associations, and UniServ Councils two weeks prior to the meeting of the OEA Representative Assembly that will elect the Vice President. The nominations shall be reported to the OEA Representative Assembly at its election meeting. In addition, nominations may be made from the floor of the OEA Representative Assembly meeting. The Vice President shall be simultaneously nominated to a concurrent term as the second alternate NEA Director.

C. Regional Vice Presidents

Nominations for Regional Vice Presidents shall be made by a direct vote of the members in a local association or UniServ Council within the designated region. Nominations may also be made by petition of 25 OEA members within the designated region, or the number of OEA members within the designated region which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less**.** A local association or UniServ Council may nominate only one member. An officer of a local association or UniServ Council shall report the name of the nominee in writing along with a statement of qualifications, to the OEA President on or before sixty days (60) prior to the meeting of the OEA Representative Assembly that will elect the Regional Vice Presidents. Nominations by petition need not be reported or signed by an officer of a local association or UniServ Council but should include a statement of qualifications. A statement of qualifications of each nominee, if available, shall be sent to all delegates, OEA local associations, and UniServ Councils in the appropriate region prior to the meeting of the OEA Representative Assembly that elects Regional Vice Presidents. The nominations shall be

reported to the OEA Representative Assembly at its election meeting. In addition, nominations may be made from the floor, provided that any such nominee is from the region for which the office is designated to serve.

D. Board of Directors

Nominations for OEA district directors shall be made by direct vote of the members in a local association or UniServ Council. Nominations may also be made by petition of 25 OEA members within the designated district, or the number of OEA members within the designated district, which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less**.** A local association or UniServ Council may nominate only one member per position. An officer of a local association or UniServ Council shall report the name of the nominee in writing, along with a statement of qualifications to the OEA President, postmarked or received on or before January 15.

Nominations for the Equity Director and Education Support Director shall be made by direct vote of the members in a local association or UniServ Council. Nominations may also be made by petition of 25 OEA members, or the number of OEA members which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less**.** An officer of a local association or UniServ Council shall report the name of the nominee in writing, along with a statement of qualifications, to the OEA President on or before sixty days prior to the meeting of the OEA Representative Assembly.

Nominations by petition need not be reported or signed by an officer of a local association nor UniServ Council. A statement of qualifications of each nominee, if available, shall be published in an official publication of the OEA.

E. NEA Directors for Oregon

Nominations for NEA Director shall be made by a direct vote of the members in a local association or UniServ Council. Nominations may also be made by petition of 25 OEA members, or the number of OEA members which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less. A local association or UniServ Council may nominate only one member per position. An officer of a local association or UniServ Council shall report the name of the nominee in writing along with a statement of qualifications, to the OEA President on or before sixty days (60) prior to the meeting of the OEA Representative Assembly that will elect the NEA Director. Nominations by petition need not be reported or signed by an officer of a local association or UniServ Council but should include a statement of qualifications. A statement of qualifications of each nominee, if available, shall be sent to all delegates, OEA local associations, and UniServ Councils two weeks prior to the meeting of the OEA Representative Assembly that will elect the NEA Director. The nominations shall be reported to the OEA Representative Assembly at its election meeting. In addition, nominations may be made from the floor of the OEA Representative Assembly meeting.

F. NEA Representative Assembly State Delegates

Nominations for NEA Representative Assembly State Delegates shall be made by direct vote of the members in a local association or UniServ Council within the designated region. Nominations may also be made by petition of 25 OEA members within that region, or the number of OEA members within that region which constitutes the equivalent of 5% of the candidate's active local association membership, whichever is less**.** A local association or UniServ Council may nominate only one member per position. An officer of a local association or UniServ council shall report the name of the nominee in writing, along with a statement of qualifications, to the OEA President, postmarked or received on or before January 15. Nominations by petition need not be reported or signed by an officer of a local association or UniServ Council.

G. Nominations for NEA Aspiring Educator Conference/NEA RA Delegate

Nominations for NEA Aspiring Educator Conference/NEA RA Delegate shall be made by the direct vote of the Aspiring Educators of the Oregon Education Association at a state-wide or chapter level nominations meeting of the Oregon Education Association Aspiring Educators or by petition of 10 Aspiring Educator OEA/NEA members. The OEA Aspiring Educator Council shall oversee and assist in state and chapter level nomination processes and report the names of the nominees postmarked or received on or before

January 15. The report shall be in writing with a statement of qualifications to the OEA President. The term for NEA Aspiring Educator Conference/NEA RA Delegate shall be for (one) 1 year.

Section 3. Election Districts and Regions

The election districts and regions are outlined in OEA Policy 2550.

Section 4. Elections

A. Credentials Committee

A Credentials Committee member, appointed for a three-year term by the OEA President, may serve one additional appointment. The Credentials Committee shall act as an elections committee, construct election rules for approval by the OEA Board of Directors, make recommendations to the OEA Board of Directors prior to the OEA Representative Assembly and to the OEA Representative Assembly during its session on the enforcement of election rules wherein the penalty can be disqualifications; count ballots, certify election results and secure ballots for a period of one year.

B. President, Vice President, Regional Vice Presidents, and NEA Directors

During an annual meeting of the OEA Representative Assembly delegates shall elect, by secret ballot, the President, Vice President, Regional Vice Presidents, or state-elected NEA Directors. The NEA Directors shall be elected by active NEA members who are delegates to the OEA Representative Assembly. In odd numbered years the President and Vice President will be elected to concurrent two-year terms. In even numbered years the Regional Vice Presidents will be elected to concurrent two-year terms. The OEA President shall be elected to a concurrent term as the first alternate NEA Director. The OEA Vice President shall be elected to a concurrent term as the second alternate NEA Director. Delegates to the OEA Representative Assembly will elect the President, Vice President, and NEA Director on a statewide basis and will elect the Regional Vice Presidents on a regional basis with delegates voting for a candidate in their region. If no candidate for office receives a majority vote on the first ballot, runoff elections shall be held on all candidates except the candidate receiving the fewest votes, until a majority vote is shown.

C. Directors

1) Ballots and an election notice shall be distributed no later than February 20 from OEA headquarters to all members in districts having elections. To be valid, ballots shall be postmarked or received on or before March 10. If March 10 falls on a weekend or federal holiday, ballots must be postmarked or received by the next business day. Election results shall be filed with the Executive Director no later than the last day of March. Elections shall be determined by plurality vote.

2) During the annual meeting, the OEA Representative Assembly shall elect by secret ballot the Equity Director for the ensuing term. If no candidate for office receives a majority vote on the first ballot, runoff elections shall be held on all candidates except the candidate receiving the fewest votes, until a majority vote is shown.

3) During the annual meeting, the OEA Representative Assembly shall elect by secret ballot the Education Support Professional Director for the ensuing term. If no candidate for office receives a majority vote on the first ballot, runoff elections shall be held on all candidates except the candidate receiving the fewest votes, until a majority vote is shown.

4) Directors shall be elected on a rotating basis. The OEA Credentials Committee will review and update a rotation schedule in compliance with the terms stated in Bylaws, which will be published in OEA Policy 2500 as well as online and in the OEA calendar book. The purpose of rotation shall be to maximize continuity of representation and to minimize turnover of representation wherever equitable and in compliance with the Bylaws.

5) A district may elect the same individual for two successive three-year terms. Having served two terms, a Director shall not be eligible for reelection until at least one term has elapsed.

D. Proportional Representation Directors

1) Education Support Professional members shall be represented on the Board at least in proportion to their active membership in the Association as of January 15. If the percentage of Education Support

Professional members elected to the Board of Directors fails to achieve such proportional representation, the Representative Assembly shall elect the number of At-Large Directors required to assure such representation for three-year terms. An individual may be elected to one additional successive three-year term. Having served six successive years, a proportional At-Large Director shall not be eligible for re-election until at least one term has elapsed.

2) The licensed members shall be represented in proportion to their membership in the Association as of January 15. If the percentage of licensed members fails to achieve such proportion, the Representative Assembly shall elect the number of At-Large Directors required to assure such representation for three-year terms. An individual may be elected to one additional successive three-year term. Having served six successive years, a proportional At-Large Director shall not be eligible for re-election until at least one term has elapsed.

3) Candidates for these positions shall be nominated by the delegates at the Representative Assembly.

E. NEA Representative Assembly State and Aspiring Educator Delegates and Successor Delegates

1) NEA Representative Assembly State and Aspiring Educator Delegates and Successor Delegates as allocated by NEA shall be elected by secret ballot. Ballots must be distributed no later than February 20. To be valid, ballots shall be postmarked or received on or before March 10. If March 10 falls on a weekend or federal holiday, ballots must be postmarked or received by the next business day. Election results shall be filed with the Executive Director no later than the last day of March. Election results shall be determined by plurality vote.

2) The candidates not elected shall be declared Successor Delegates and listed in order of votes received. The number of Successor Delegates shall not exceed the State Delegates.

3) Terms of office for State Delegates shall be for three years and shall not all be concurrent. Terms may be less than three years for purposes of implementing a rotation schedule.

Section 5. Vacancies

A. The President shall declare a vacancy in the event of death, expulsion from membership, disability, resignation (when submitted in writing), chronic absenteeism, ineligibility by virtue of retirement or other change of membership category, or election to another office that overlaps the current office. If a current holder of one office has been elected to another office, the OEA president shall immediately declare the up-coming vacancy in the officer's current office. A vacancy in the office of President is to be determined by the OEA Board of Directors for the above reasons and declared by the presiding officer. The declaration of a vacancy in the case of resignation will become effective at the discretion of the President or presiding officer.

B. Vacancies shall be filled under the following rules and regulations:

1) When a vacancy is declared in the office of President the OEA Board of Directors shall appoint the Vice President to serve the remainder of the term of President. If this appointment is in the first nine months of a term the newly appointed President is eligible to run for one more term of office. If the appointment is after the first nine months in office the appointed President will be eligible to run for two more terms of office.

2) When a vacancy is declared in the office of Vice President before the Representative Assembly in the first year of a term, the OEA Board of Directors shall elect by secret ballot, not later than the second successive Board meeting, an interim Vice President to serve until the next meeting of the OEA Representative Assembly. The OEA Representative Assembly shall then elect a successor for the remainder of the term. The term of the successor shall begin on July 10 following the election.

When a vacancy is declared after the Representative Assembly in the first year of a term, the OEA Board of Directors shall elect by secret ballot, not later than the second successive Board meeting, an interim Vice President for the remainder of the term.

3) When a vacancy is declared in the office of a Regional Vice President before the Representative Assembly in the first year of a term, the district Directors from the region involved shall elect, within

thirty days, an interim Regional Vice President to serve until the next meeting of the OEA Representative Assembly. The delegates of the OEA Representative Assembly from the region involved shall then elect a successor for the remainder of the term. The term of the successor shall begin on July 10 following the election.

When a vacancy is declared after the Representative Assembly in the first year of a term, the district Directors from the region involved shall elect, within thirty days, an interim Regional Vice President for the remainder of the term.

4) When a vacancy is declared in the office of an NEA Director the President shall serve as the first alternate NEA Director. The Vice President shall serve as the second alternate NEA Director.

   An "alternate" director is intended to fill such a vacancy on a short-term temporary basis.

   When a vacancy is declared for the purpose of filling an "interim" NEA Director position, the OEA Board shall appoint an interim Director who will serve until a new NEA Director is elected by the OEA membership at the next regularly scheduled election. The term of the newly elected NEA Director shall begin immediately following the election or on the date consistent with NEA Bylaws and Policies.

5) When a vacancy is declared in the position of Equity Director before the Representative Assembly in the first or second year of a term, the OEA Board of Directors shall elect an interim Director to serve until the next meeting of the OEA Representative Assembly. The OEA Representative Assembly shall then elect a successor for the remainder of the term. The term of the successor shall begin on July 1 following the election.

   When a vacancy is declared after the Representative Assembly in the second year of a term, the OEA Board of Directors shall elect an interim Director for the remainder of the term.

6) When a vacancy is declared in the position of Education Support Professional Director before the Representative Assembly in the first or second year of a term, the OEA Board of Directors shall elect an interim Director to serve until the next meeting of the OEA Representative Assembly. The OEA Representative Assembly shall then elect a successor for the remainder of the term. The term of the successor shall begin on July 1 following the election.

   When a vacancy is declared after the Representative Assembly in the second year of a term, the OEA Board of Directors shall elect an interim Education Support Professional Director for the remainder of the term.

7) When a vacancy is declared in a district OEA Board of Directors position before the annual Board election in the first or second year of a term, the UniServ Council(s) members from that Board district shall elect, not later than the second successive Board meeting, an interim Director to serve until the next annual Board election. At that election, a successor shall be elected for the remainder of that term. The term of the successor shall begin on July 1 following the election.

   When a vacancy is declared after the annual Board election in the second year of a term, the UniServ Council(s) members from that Board district shall elect, not later than the second successive Board meeting, an interim Director for the remainder of the term effective immediately.

   The OEA-Retired Executive Board shall fulfill the duties of a UniServ Council for the purpose of filling vacancies in District 27.

8) When a vacancy is declared in the position of NEA Representative Assembly State Delegate, ranking Successor Delegate from the region involved shall serve as Delegate for the remainder of the term of the Delegate in whose place the Successor Delegate is serving.

   However, if a State Delegate submits a statement to the NEA Credentials Committee (no later than January 15 immediately preceding the annual meeting at which the Delegate wishes to resume office) certifying that the Delegate was unable to attend by reason of uncontrollable circumstances and wishes to resume office, and the NEA Credentials Committee concurs, the Delegate may resume service for the remainder of the term of office to which the Delegate was elected.

9) When a vacancy is declared in a proportional representation Director position, the OEA Board of Directors shall elect an interim Director for the remainder of the term.

C. Notice of Vacancies

When a vacancy is declared (except a temporary vacancy in the office of President), written notice shall be made to all eligible members. The notice may be by UniServ newsletter, the official OEA publication, local association newsletter, or direct mailing.

D. Temporary Vacancies

When, in the judgment of the Executive Committee, the President is unable to fulfill the duties of the office due to an accident or illness of a temporary nature, it shall declare a temporary vacancy, appoint the Vice President to serve as acting President, and report to the Board. In the event of a temporary vacancy, the Executive Committee and the President will determine when there is no longer a need for a temporary vacancy and report to the Board. The Board, at its next regular or special meeting will confirm or change the Executive Committee's decisions.

Section 6. Recall

A. A recall election for President shall be held if a petition specifying charges and requesting such an election is signed by twenty percent of the OEA members within each of two of the Vice-Presidential Regions and is filed with the OEA Executive Director. Such an election shall be held within thirty days of the date the petition is filed. Eligible voters shall be OEA members. The Credentials Committee shall be convened to count the ballots.

If the President is recalled, the position shall be declared vacant, and the provisions of Article VII, Section 5, B.1), shall go into effect. The President recalled shall not be eligible to be returned to office during that term.

B. A recall election for the Vice President shall be held if a petition specifying charges and requesting such an election is signed by twenty percent of the OEA members within each of two of the Vice-Presidential Regions and is filed with the OEA executive director. Such an election shall be held within thirty days of the date the petition is filed. Eligible voters shall be OEA members. The Credentials Committee shall be convened to count the ballots.

If the Vice President is recalled, the position shall be declared vacant, and the provisions of Article VII, Section 5, B. 2), shall go into effect. The Vice President recalled shall not be eligible to be returned to office during that term.

C. A recall election for a Regional Vice President shall be held if a petition specifying the charges and requesting an election is signed by twenty percent of the OEA members within the Vice-Presidential Region and is filed with the OEA Executive Director. Such an election shall be held within thirty days of the date of the petition filing. Eligible voters shall be OEA members within the region involved. The Credentials Committee shall be convened to count the ballots. If a Regional Vice President is recalled, the position shall be declared vacant and the provisions of Article VII, Section 5, B 3, shall go into effect. A Regional Vice President who is recalled shall not be eligible to be returned to office during that term.

D. If a NEA Director is recalled according to the NEA bylaws, the position shall be declared vacant, and the provisions of Article VII, Section 5, B. 4), shall go into effect. The NEA Director recalled shall not be eligible to be returned to office during that term.

E. A recall election for a NEA Representative Assembly State Delegate shall be held if a petition specifying charges and requesting such an election is signed by twenty percent of the OEA members within the appropriate region and is filed with the Executive Director. The procedures for recall election for an NEA Representative Assembly State Delegate shall be the same as those specified for Regional Vice President. An NEA Representative Assembly State Delegate who is recalled shall not be eligible to be returned to office during that term.

F. A recall election for an OEA Board of Directors district Director shall be held if a petition requesting such an election is signed by twenty percent of the OEA members in that OEA Board of Directors district and filed with the Executive Director. Such an election shall be held within thirty days of the date the petition

is filed. Eligible voters shall be OEA members in that OEA Board of Directors District. If the OEA Board of Directors district Director is recalled, the position shall be declared vacant and filled in the manner prescribed under Article VII, Section 5, B. 7). The Director recalled shall not be eligible to be returned to office during that term.

Section 7. Compliance with State and Federal Law

All OEA and local association elections falling under the federal Labor Management Reporting and Disclosure Act shall comply with the requirements of the Act. The OEA Board of Directors may establish Interim OEA Policy, and the Credentials Committee may establish election rules and procedures, to conform election practices with state and federal law.

ARTICLE VIII. OEA BOARD OF DIRECTORS

Section 1.

A. The Board of Directors shall consist of the President, Vice President, Regional Vice Presidents (3), state elected NEA Directors (3), Equity Director (1), Education Support Professional Director(s), and district Directors.

   The Community College Council will elect one of the existing Community College District Directors to serve on the Executive Committee of the OEA Board of Directors.

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

B. Each elected officer and director shall be allowed weighted voting based upon the January 15 active membership.

Section 2.

A. The President, Vice President, Regional Vice Presidents, state-elected senior NEA Director or designee, ESP Director, Equity Director, and Community College Director shall function as an Executive Committee of the OEA Board of Directors. The Community College Council will elect one of the existing Community College District Directors to serve on the Executive Committee of the OEA Board of Directors.

B. Meetings of the OEA Executive Committee may be held at the call of the President. Upon receiving written request from at least three members of the Executive Committee stating the purpose of the meeting, the President shall call a special session of the OEA Executive Committee.

C. The duties of the Executive Committee shall be specified by the OEA Board of Directors.

Section 3.

Meetings of the OEA Board of Directors may be held at the call of the President. Upon receiving written request from at least five members of the Board stating the purpose of the meeting, the President shall call a special meeting of the Board. Meetings regularly scheduled by the Board shall not require a written request.

Section 4.

The OEA Board of Directors shall have general charge of the work of the OEA and shall do all that is necessary to fulfill the purposes of the OEA as authorized by the OEA Representative Assembly and/or provided by the OEA Bylaws.

It shall:

A. Appoint and enter into a contract with the Executive Director.

B. Approve the employment of management staff.

C. Advise and assist the President in the preparation of programs and in arranging for meetings of the OEA or its departments.

D. Cause to be prepared each year an updated copy of the Policies of the OEA which shall be submitted to each local and UniServ area in September.

E. Prepare and adopt an annual balanced budget for each fiscal year.

F. Make appropriations, authorize or delegate authority to make expenditures, and issue or delegate authority to issue contracts. Monitor the OEA budget and expenditures.

G. Review and forward an annual financial report to be presented to the OEA Representative Assembly.

H. Authorize an annual audit of the financial transactions of the OEA.

I. Approve all employee contracts.

J. Cause the official publications of the OEA (Article XIV) to be issued.

K. Provide information and services to aspiring educator OEA members.

L. Provide authorization of all petitions from OEA executive officers seeking review or action from any OEA Judicial Panel or other judicial body. Officers are still eligible to file petitions as individual members without prior approval.

M. Conduct performance review of the Executive Director to help set goals for the Executive Director's performance in carrying out their operational responsibilities.

Section 5.

The OEA Board Director(s) within each UniServ Council area shall, if possible, attend all UniServ Council meetings and:

A. Report actions of the OEA Board of Directors.

B. Seek local representatives' input through UniServ Council discussion and report the conclusions to the OEA Board of Directors.

C. Disseminate OEA Board of Directors' reports in addition to other regular communications to local association members.

Section 6.

The Directors shall represent the OEA and do all that is possible to further the purposes and carry on the work of the OEA in their respective districts.

ARTICLE IX. OEA CABINETS AND LEGISLATIVE ADVISORY COUNCIL

Section 1.

An OEA Cabinet shall be established for the Center for Affiliate Services, the Great Public Schools and the Center for Public Affairs.

Section 2.

A Legislative Advisory Council shall be established to propose, coordinate, and promote legislative and political action necessary for goal accomplishment. The Council shall present its proposal to the OEA Board of Directors for action.

The Legislative Advisory Council shall work with the OEA Cabinet for the Center for Public Affairs.

Section 3.

A. The OEA President, with approval of the OEA Board of Directors, shall appoint to each of the OEA Cabinets an equal number of representatives from each vice-presidential region. OEA-Retired members may be appointed to represent the vice-presidential regions in which they reside. The members appointed shall serve for a term of three years. Terms for the OEA Cabinets shall commence July 1, terms not to be concurrent for all members. A member may be appointed to no more than two successive three-year terms.

B. The OEA President shall annually appoint a chairperson for each OEA Cabinet from the members of that Cabinet.

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

Section 4.

An OEA Cabinets shall be terminated, or their numbers increased, whenever the OEA Representative Assembly shall decide conditions warrant such action.

ARTICLE X. JUDICIAL PANEL

Section 1.

The judicial powers of the OEA as described in this Article shall be vested in a Judicial Panel. The Judicial Panel shall be composed of nine persons, with equal numbers from each region, appointed by the OEA President from names submitted by the OEA Directors and/or the Vice President of that region. The terms of office of the Judicial Panel members shall be three years, not to be concurrent.

Section 2.

When a case arises, a review board of three persons shall be selected from the Judicial Panel by the OEA President according to OEA policy. [See Policy 2700 I.E.] The OEA Executive Director shall appoint such adviser(s) and provide assistance as may be needed. The review board shall be considered dissolved upon completion of its task. No person shall be selected who has a conflict of interest as determined by the OEA Conflict of Interest Officer or OEA General Counsel if the Conflict of Interest Officer is involved in the case.

Section 3.

The review board shall have original jurisdiction in alleged violations of the Code of Ethics of the Education Profession, and in reviewing, upon request, by an OEA member or local association, an action of the Executive Committee, Board of Directors or Representative Assembly, regarding consistent application of the Bylaws or Policies of the OEA. The OEA review board shall act as an appellate body in cases appealed from decision by subordinate judicial bodies including local boards of review/executive boards.

Section 4.

The review board shall have the following powers:

A. To censure, suspend, or expel a member for the reasons provided in Policy 2700 II.A.

B. To vacate a censure, lift suspension, or reinstate a member.

C. To affirm or recommend reversal of lower judicial body decisions.

Section 5.

In cases of censure, suspension or expulsion, the member shall have the right of appeal to the OEA Board of Directors on procedural grounds only.

Section 6.

The OEA Board of Directors shall establish such rules and procedures as to insure procedural and substantive due process and to further define the responsibilities of the Judicial Panel and review boards.

ARTICLE XI. OREGON EDUCATION ASSOCIATION LEGAL DEFENSE PROGRAM

Section 1. Purposes

A. To provide financial assistance toward:

1) Insuring fair and equitable treatment for individuals against persons and/or forces that threaten effectiveness in their work.

2) Protecting an individual's legal rights such as, but not limited to, retirement, certification, salary, leave, and fair dismissal.

3) Promoting academic freedom and responsibilities.

4) Assisting individuals in protecting their collective rights.

B. To collect and disburse funds for implementing the OEA Legal Defense Program.

C. To cooperate in protecting and strengthening member rights.

Section 2. Legal Defense Program Committee

The committee shall consist of one member appointed from each region plus a Board Liaison. The terms of appointments shall be three years staggered. No person shall serve more than two consecutive terms. The OEA President, with approval of the OEA Board of Directors, shall appoint a chairperson and vice chairperson from members of the committee. The OEA Executive Director shall appoint a staff member who will become the consultant.

Section 3. Funding

Funds shall be obtained according to Article I, Section 3, E, 3) b.

Section 4. Annual Report

The OEA Executive Director shall prepare an annual report of assistance given and received, and a financial statement, to be included in the regular Association financial reports and reported annually to the OEA Representative Assembly.

ARTICLE XII. OREGON EDUCATION ASSOCIATION RELIEF FUND

Section 1. Purposes

To provide financial assistance for members and local associations who suffer a loss of income due to a natural disaster which closes schools, budget deficit with school closure, work stoppage or strike build-up.

Section 2. Rules and Procedures

A. Funding

Funds shall be obtained according to Article I, Section 3, E, 3) f.

B. School Closures and Sanctions

1) The OEA Board of Directors shall establish rules and procedures for the investigation of and provision for assistance to bargaining unit members in need, where natural disaster prevents school operation, and therefore results in a loss of income, or where schools have been closed by budget deficit.

2) The OEA Board of Directors shall establish procedures for the investigation of anticipated work stoppage/strike build-up and shall determine whether a work stoppage/strike build-up shall be sanctioned and supported by the fund and the resources of the Association.

Section 3. Reports

The Executive Director shall prepare an annual report of assistance given and received, as well as financial statement. The fund shall be included in the regular Association financial reports and reported annually to the OEA Representative Assembly in the audit.

Section 4. Limitations

A uniform schedule of benefits shall be established to provide assistance to members. However, the OEA Board of Directors may enact such rules as it deems necessary to limit the availability of funds to any individual or local in order to provide assistance to others in similar or anticipated need.

ARTICLE XIII. ECONOMIC AND INSURANCE BENEFITS

The OEA Board of Directors shall establish such corporate entities as may be necessary to provide insurance and other economic benefit programs to members and other groups interested in such services.

ARTICLE XIV. PUBLICATIONS

Section 1.

Official publications shall be issued at the direction of the OEA Board of Directors.

Section 2.

The publications shall serve the program of education and specifically the educators of Oregon. They shall include summaries of the proceedings of the OEA Board of Directors, of the OEA Representative Assembly, or other meetings of interest to the OEA membership, and articles relating to curriculum development and instructional excellence. Such publications may be print, electronic or other new technological medium.

ARTICLE XV. EXECUTIVE DIRECTOR

Section 1.

A. The Executive Director shall perform all duties necessary to put into effect the plans and policies of the OEA.

B. The Executive Director shall serve as consultant to the OEA Board of Directors and the Executive Committee without vote.

Section 2.

With the approval of the OEA Board of Directors, the Executive Director shall employ management staff.

Section 3.

The Executive Director shall employ such non-management staff as may be necessary to carry on the work of OEA, and placement of a UniServ Consultant in a UniServ area shall have prior approval of the UniServ Council in which the UniServ Consultant will serve.

Section 4.

The Executive Director shall administer the finance of the OEA in accordance with established policies.

Section 5.

The Executive Director, or the Executive Director's designee, shall serve as secretary to the OEA Board of Directors and to the Executive Committee, keep permanent records of those proceedings, and prepare for the OEA Representative Assembly an annual report of the action and recommendations of the OEA Board of Directors.

ARTICLE XVI. ASSOCIATIONS AND UNISERV COUNCILS

Section 1.

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

A. A local association composed of education employees in a single school district, combination of school districts, or state school.

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

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

Section 2.

A. A UniServ Council shall be formed in each UniServ area authorized by the OEA Board of Directors. The UniServ Council shall develop a constitution and/or bylaws consistent with the OEA and NEA constitution and bylaws.

B. The membership of the Council shall consist of the president(s) of local(s) or the designated local representative(s), designated district OEA Director(s) who serve the UniServ area, and other members as authorized by the constitution and/or bylaws of the UniServ Council.

C. The UniServ Council shall assist in promoting and coordinating the communications, services, workshops, projects, and programs of local associations/OEA/NEA, within the UniServ area.

D. All local associations shall be fully participating members of their UniServ Councils. Membership will be determined on the payment of dues. The amount of dues will be determined by each UniServ Council. If the Council wishes not to assess annual dues, then the Council may operate on a pay as you go basis, as determined by the Council

ARTICLE XVII. NON-GOVERNANCE AFFILIATES

Non-governance affiliates may be established which must comply with the requirements of the OEA Board of Directors. Members of non-governance affiliates may receive benefits from the Oregon Education Association Relief Fund provided their association contributes to the fund as required by the OEA.

ARTICLE XVIII. TRUSTEESHIP

Section 1.

a. Purpose: OEA may establish a trusteeship over a local or affiliate organization for the purpose of:

Correcting corruption or financial malpractice.

b. Assuring administration of a collective bargaining agreement or performance of other duties of a collective bargaining representative.

c. Restoring democratic procedures.

Section 2.

Initiation of Proceedings: If the Executive Committee determines by a two-thirds (2/3) vote that there is adequate cause under Section 1 of this Article to establish a trusteeship, it will recommend to the OEA Board of Directors that a trusteeship be established. As soon as possible after said vote, the OEA President will send to the OEA Board of Directors, a copy of the recommendation of the Executive Committee and will include with said recommendation a written statement setting forth the basis for the Executive Committee's determination that there is adequate cause for the establishment of a trusteeship. The written statement will be sufficiently specific so as to enable a local or affiliate body to prepare a defense.

Section 3.

Recommendation by Executive Committee: A recommendation by the Executive Committee to establish a trusteeship will be acted upon by the OEA Board of Directors at its next regularly scheduled meeting or at a

special meeting called for that purpose, occurring at least forty (40) days after the OEA Board of Directors receives the recommendation.

Section 4.

Notice of Hearing: At least thirty (30) days prior to the meeting of the OEA Board of Directors at which the recommendation of the Executive Committee is to be acted upon, the OEA President will send to the subordinate body a notice advising it of the recommendation of the Executive Committee and setting forth the date, time, and place of the meeting of the OEA Board of Directors at which said recommendation will be acted upon. The OEA President will include with said notice a copy of the written statement that was submitted to the OEA Board of Directors pursuant to Section 2 of this Article, and a copy of the rules and procedures that will be followed by the OEA Board of Directors in acting upon the Executive Committee's recommendation.

Section 5.

Hearing: A hearing will be held before the OEA Board of Directors pursuant to rules and procedures adopted by the OEA Board of Directors for such purpose to determine whether to establish a trusteeship. The OEA Board of Directors may delegate to a committee consisting of not less than eleven (11) OEA Board of Directors members, none of whom may be members of the Executive Committee, the responsibility to receive evidence and hear arguments in the first instance, provided that the final decision regarding the establishment of a trusteeship will be made by the full OEA Board of Directors. Further, all interested parties will have an adequate opportunity to present their views on the matter to the full OEA Board of Directors before the final decision is made.

Section 6.

Vote of the Board: On the basis of the evidence and arguments presented at the hearing, the OEA Board of Directors will vote on the question of whether a trusteeship should be established. If more than one-third (1/3) of the members of the OEA Board of Directors who vote on the question vote "no," the recommendation of the Executive Committee will have been rejected. If two-thirds (2/3) or more of the members of the OEA Board of Directors who vote on the question vote "yes", the recommendation of the Executive Committee will have been accepted, in which event a trusteeship will be established over the local or affiliate body as of the announcement of the vote. As soon as possible after said vote, the Executive Committee will appoint a trustee.

Section 7.

Power of Trustee: Subject to the control and direction of the Executive Committee, a trustee will have the power to

a. Conduct the affairs of the local or affiliate body, including supervisory control over its officers, employees and other representatives.

b. Take possession of the books, records, funds and other assets of the local or affiliate body to be held in trust for and used only in the proper conduct of its affairs.

c. Remove officers of the local or affiliate body and replace them if deemed appropriate for the duration of the trusteeship.

d. Take such other actions as in a trustee's judgment are necessary for the preservation of the right and interests of OEA and the members of the local or affiliate body.

Section 8.

Replacing Trustee: The Executive Committee will have the right, with or without cause, to replace a trustee at any time.

Section 9.

Expenses Incurred: Reasonable expenses incurred by a trustee in the performance of his or her functions will be paid out of the funds of the local or affiliate body if available; otherwise, such expenses will be paid by OEA.

Section 10.

Termination of Trusteeship: The Executive Committee will terminate a trusteeship as soon as the cause for its establishment has been remedied. If the Executive Committee rejects a request from the local or affiliate body to terminate a trusteeship, the subordinate body will have the right to appeal to the OEA Board of Directors, provided that no such appeal may be taken within three (3) months after the decision of the OEA Board of Directors on a prior appeal.

a. Prior to the termination of a trusteeship, the trustee will conduct an election, in accordance with the applicable provisions of the governing documents and policies of the subordinate body and OEA, to fill, as of the date of such termination, officer positions vacated by removal or departure of former incumbents.

b. As of the date of termination of a trusteeship, the trustee will return control of the books, records, funds and other assets of the local or affiliate body to appropriate officers. The trustee will make a final accounting of a trusteeship, and submit copies to the OEA Board of Directors and local or affiliate.

Section 11.

Financial Responsibility: No financial obligation or liability of the local or affiliate which may exist at the time a trusteeship is established, or which may be incurred during a trusteeship, will be assumed by or become an obligation of OEA.

Section 12.

Emergency Power to Establish Trusteeship: Notwithstanding anything to the contrary in this Article, in case of emergency, where the best interests of the local or affiliate or OEA require, the Executive Committee may by a two-thirds (2/3) vote, establish an immediate trusteeship over the local or affiliate without action by the OEA Board of Directors. In such case, the matter will be submitted to the OEA Board of Directors, which may affirm or reverse the action of the Executive Committee pursuant to the procedure set forth in Section 3 of this Article, provided that if the OEA Board of Directors does not take action within sixty (60) days following establishment of a trusteeship by the Executive Committee, said trusteeship will automatically terminate

Section 13.

Appeal to the Representative Assembly: If the OEA Board of Directors establishes a trusteeship or refuses to terminate an established trusteeship, the local or affiliate shall have the right to appeal to the OEA Representative Assembly, provided that a written notice of such appeal is filed with the OEA President and signed by at least ten percent (10%) of the active members in good standing of the local or affiliate body within ten (10) days after the decision of the OEA Board of Directors is made known to the local or affiliate. The OEA Representative Assembly will rule on the appeal at its first annual or special meeting occurring at least thirty (30) days after the OEA President receives the written notice of appeal.

Section 14.

Pending an Appeal: Pending an appeal to the OEA Representative Assembly, the decision of the OEA Board of Directors will remain in full force and effect.

Section 15.

Implementation of Article: The OEA Board of Directors shall adopt such rules and procedures as may be necessary to implement this Article.

ARTICLE XIX. RULES OF ORDER

The current revision of Robert's Rules of Order shall be the parliamentary authority of the OEA subject to the Bylaws and special rules which have been adopted.

ARTICLE XX. AMENDMENTS

Section 1.

These Bylaws may be amended at a meeting of the OEA Representative Assembly by a two-thirds vote if the proposed change shall have been presented in writing to the members of the OEA Representative Assembly at least thirty days before its meeting and published in the official publication of the OEA before such

meeting, or if unanimous consent of the OEA Representative Assembly members present is given for taking a vote without such advance notice. All proposed bylaws amendments, except for those for which unanimous consent of the OEA Representative Assembly has been secured, shall be submitted to the OEA President for editing ninety days prior to the meeting of the OEA Representative Assembly.

Section 2.

No substantive alternations shall be made in the editing process.

Section 3.

Amendments may be presented by:

A. The OEA Board of Directors.

B. A majority vote of the OEA Representative Assembly at a preceding meeting of the OEA Representative Assembly.

C. A petition of any ten accredited delegates to the preceding OEA Representative Assembly.

D. A petition of any twenty OEA members.

E. An OEA department after formal action by its related cabinet, committee, or task force.

F. A majority vote at a local or UniServ Council.

Section 4.

Bylaws changes will take effect July 1 unless otherwise directed by the OEA Representative Assembly.

ARTICLE XXI. DEFINITION OF TERMS

As used in the Articles of Incorporation, OEA Bylaws and Standing Rules, the OEA adopts and adheres to the following definition of terms:

Ethnic

Ethnic shall mean those persons designated by statistics published by the U.S. Bureau of the Census. This designation shall specifically include African American, Mexican American (Chicano/Hispanic), other Spanish speaking groups, Asian American, Native Hawaiian or other Pacific Islander-NHOPI, and American Indian/Alaskan Native.

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OEA POLICIES

1000 OEA Mission, Goals and Purposes

1100 MISSION

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

1200 GOALS

- OEA will be the lead advocate for a fully-funded public education system. (2010)
- OEA will develop and support leaders who advocate for education, social justice, community and labor issues. (2010)
- OEA will organize its members as advocates for professional compensation and benefits, improved working conditions and protection of member rights. (2010)
- OEA will be the voice and proponent for professional excellence in public education. (2010)
- OEA will be a primary resource for its members' professional development. (2010)

1300 PURPOSES AND POLICY DEVELOPMENT

I. FUNDAMENTAL GUIDELINES FOR OEA

The fundamental guidelines for programs and governance of the Oregon Education Association originate with the Articles of Incorporation and the actions of the OEA Representative Assembly and of the OEA Board of Directors.

II. DIRECTION FOR OEA

(OEA Articles of Incorporation)

A. To promote the interests of public education.

B. To advance the standards of the teaching profession.

C. To publish educational magazines and other papers.

D. To secure the conditions necessary for the greatest efficiency of members and schools.

E. To represent its members in their employment relations with their public employers.

III. OEA BOARD OF DIRECTORS

The OEA Board of Directors is in general charge of the work of the OEA and must do all that is necessary to fulfill the purposes of the Association.

IV. POLICY DEVELOPMENT

A. An operating policy is a rule or regulation that prescribes a guide for action.

B. Policies of the Oregon Education Association are established by action of the delegates at the annual OEA Representative Assembly and/or by the OEA Board of Directors.

C. Interim policy may be established by the OEA Board of Directors, to be reviewed and voted upon at the next meeting of the OEA Representative Assembly. If the OEA Board adopts Interim Policy within 60 days of the OEA RA, the RA will vote on the Interim Policy; there would be no requirement of a 60-day notice.

D. One of the duties of the OEA Board of Directors is to cause to be prepared each year a statement of the policies of the Oregon Education Association which shall be submitted to the OEA Representative Assembly for approval, alteration or rejection.

1. If the Board of Directors votes to include a "do not pass" recommendation for a Bylaws or Policy to be submitted to the OEA Representative Assembly, the Board will include a written "rationale" for this recommendation. This rationale will be included in the printed action items as published in the OEA RA Handbook.

E. Policy for areas not covered by OEA Representative Assembly action is not established by staff, but staff may recommend interim policy to the Executive Director.

F. UniServ Councils operate under OEA established policies.

G. How to Amend Policies

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

The proposed amendment shall have been presented in writing to the OEA Representative Assembly delegates at least thirty days before its meeting and published in an official publication of the OEA before such meeting.

Policies amendments may be proposed by the OEA Board of Directors or by petition of 20 OEA members.

V. PREPARATION, CONTENT, AND USE OF THE OEA HANDBOOK

A. Since policy development is an ongoing process, this Handbook is updated continuously and issued annually.

B. Items will be deleted from the Handbook goals when they have been achieved through legislation or other action.

C. The governing documents in the OEA Handbook include the OEA Bylaws and Policies, New Business, Resolutions, and Standing Rules adopted at the previous Representative Assembly, the Code of Ethics for the Profession, the Constitution and Bylaws of PAC, Rules and Guidelines of the OEA Legal Defense Program, OEA Relief Fund, Judicial Panel, and Member Benefits Committee.

D. It is intended that the Handbook be used by all Association leaders.

VI. SUMMARY OF OEA TERMINOLOGY

A. Governance - anything which has to do with ruling or policy formulation, or position statements. This includes development and adoption of bylaws, policies, and rules; it includes those persons authorized by election or appointment for the purpose of governing or assisting in governing. Matters related to these issues are governance issues.

B. Program - the identification of components and priorities, funding and evaluation are the province of governance. The delivery and implementation of program is service.

C. Service - anything which has to do with the delivery of authorized program elements to identified segments of the membership: i.e., individual members, faculty representatives, local associations, or other entities.

D. Source of Public Position Statements - public position statements are made by the OEA President, local presidents or their designees.

E. Publications - Print, electronic or any new technological medium.

F. Governance Bodies

1. OEA Representative Assembly (elected) - the ultimate authority on Bylaws, Policies, Resolutions, officer elections, official position statements, dues, and program.

2. OEA Officers (elected)

a. President– spokesperson for the Association; overseer of governance structure, rules, Policies, and Bylaws.

b. State Vice President – assist the President, Chair the Program Budget Committee, and serve as representative of OEA in absence of the President.

c. Regional Vice Presidents – assist the President.

d. NEA Directors – represent the state at NEA and advocate the NEA program in the state.

e. Equity Director – Advise President and executive officers on diversity, equity, and affirmative action matters

3. NEA Representative Assembly Delegates (elected):

    a. State Delegates - bound by OEA Representative Assembly documents

    b. Local Delegates - bound by local association documents

4. The OEA Board of Directors (elected) - interim authority on policy, ultimate authority on budget allocation, and over the OEA Executive Director.

    a. Committees of the Board (appointed) recommend action to the Board (the OEA Executive Committee has power to act, but only when specifically authorized by the Board).

    b. Task Forces/Committees (appointed) fulfill specific charges adopted by the OEA Board of Directors.

    c. OEA Cabinets (appointed) recommend program adoption or modification to the OEA Board of Directors. Their charge is to provide input and advice to the locals, and to aid in explaining the OEA Centers to those locals.

5. The Judicial Panel/Review Board (appointed) - an internal judicial body to adjudicate disputes in governance activity.

6. The Legal Defense Program Committee (appointed) a body which administers the Legal Defense Program.

7. The PAC Board (appointed by the UniServ Council and subject to approval by the OEA Board) a body which oversees the administration of voluntary contributions for political candidates and/or issues. It is a separate corporate body.

8. The Relief Fund Committee (appointed) a committee which oversees the administration of relief funds in each specific crisis.

G. Non-Governance Bodies - within the assigned service area of each OEA UniServ Consultant, there is a UniServ Council comprised of representatives from each local association, the OEA Board Director(s), and other OEA members as determined by the Council (OEA Bylaws, Article XVII). The Councils are established to assist in the implementation of the adopted state program, and to adjust it to accommodate various specific local needs. They assist in the evaluation of the implementation of the service program on an annual basis. UniServ Councils operate under OEA established Policies (OEA Policy, UniServ 5000, describes the UniServ function.)

H. OEA Choice Trust (Trustees subject to approval by OEA Board) - a separate corporate entity which has charge of the statewide school employee Choice program.

I. "UEP" refers to Unified Education Profession.

2000 - GOVERNANCE

2100 - GENERAL REGULATIONS

I. ATTENDANCE AT MEETINGS

If any member of the OEA Board of Directors, an OEA Cabinet, the Legislative Advisory Council, a task force, or a committee is absent from two consecutive regularly scheduled meetings, the OEA President shall declare the position vacant after consultation with the OEA Board Director from the affected area unless attendance is prevented by illness or other justifiable cause as substantiated in writing to the appropriate chairperson or the OEA President. At the end of each year each continuing member should be evaluated by the OEA Board of Directors for irregular attendance (including excused absences), and a decision reached concerning continuance. The OEA President shall report any declared vacancy at the next OEA Board of Directors' meeting.

II. DUAL ROLES

No person may serve as a member of the OEA Board of Directors or the OEA Representative Assembly, or in any other governance position, and be a regular salaried UEP staff member at the same time.

III. LIMIT OF ONE STATE OFFICE

No member will be allowed to hold more than one elected state office at a time, except the OEA President who serves as the first alternate NEA Director (OEA Bylaws Article VII, Section 2A), and the OEA Vice President who

serves as the second alternate NEA Director (OEA Bylaws Article VII, Section 2B). A current officer elected to a new office will be able to complete their term in the event of an overlap of less than three months due to the initiation date of the new office.

IV. VACANCY DUE TO CHANGE IN MEMBERSHIP OR GEOGRAPHIC LOCATION

When any member of the OEA Board of Directors, an OEA Cabinet, Legislative Advisory Council or other OEA Board of Directors' committee or task force ceases to be a member of a local or is no longer in the Board district/unit from which elected/appointed, that person's position shall be declared vacant by the OEA President.

V. USE OF THE ORGANIZATIONAL NAME

Members of the OEA Board of Directors or other Association leaders and staff may use the organizational name OEA only when making statements that are consistent with OEA Bylaws and Policies.

VI. USE OF ASSOCIATION TITLES

All titles of appointed or elected OEA leaders and staff shall not be used in external political activities until the political endorsement procedure has been completed.

VII. USE OF MEMBERSHIP LISTS

Lists of OEA leaders/members are for Association use only, consistent with program and Policy requirements.

VIII. GOVERNANCE AGREEMENTS

All agreements for governance participation by OEA representatives in external activities shall be in writing and consistent with OEA Bylaws and Policies. Each such written agreement shall indicate by signature who wrote the agreement and what the resources and expectation of participation shall be.

2200 - REPRESENTATIVE ASSEMBLY

(OEA Bylaws Article III and IV)

I. DELEGATES

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

B. Delegates shall be seated in the OEA Representative Assembly when the Credentials Committee has approved the certificate of election signed by an officer of the represented members.

C. Delegates to the OEA Representative Assembly will be seated by Board district.

D. A person must be an active member as of January 15 to be eligible for election as a delegate to the OEA Representative Assembly.

E. PROXY DELEGATES FOR OEA RA

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

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

II. SPECIAL SESSIONS OF THE REPRESENTATIVE ASSEMBLY

A. Delegates will be those who were elected to attend the last OEA Representative Assembly. In cases of vacancies, special elections meeting election standards will be held. If a special election cannot be held, the local Executive Committee shall elect delegates.

B. Notice shall be mailed to the local association president at least thirty days prior to the special session. Notice shall include the issues(s), specific proposals, financial plan (budget and assessment), and action plan.

C. The agenda for any special session of the OEA Representative Assembly shall be determined by the OEA President in cooperation with the Board of Directors. Such agendas shall set out specific items for consideration, in priority order, and a specific time limit shall be set for adjournment. Any changes to the agendas must be adopted by a two-thirds majority of those delegates certified at the Representative Assembly in special session.

D. A person must be an active member as of January 15 to be eligible for election as a delegate to the OEA Representative Assembly.

III. SERVICES FOR SPECIAL INTEREST CAUCUSES (This Policy does not apply to the OCESP Caucus)

During the OEA Representative Assembly, services are available to caucuses as indicated.

A. Logistical Assistance

Matters relating to hotel accommodations, meeting room assignments, meeting announcements, and other support services in connection with the Representative Assembly shall be directed to the OEA RA Staff Coordinator.

B. Meeting Space

1. Arrangements for space for all caucus meetings at the convention center and hotels during the Representative Assembly will be made by the OEA RA Staff Coordinator at caucus expense if any additional cost is required for space. Caucus meetings cannot be scheduled at the same time as local or regional delegations are meeting or other official convention business is in progress.

2. Prior to the Representative Assembly, the caucus chairperson should contact the OEA RA Staff Coordinator for meeting room request forms.

3. The meeting room request forms should be signed by the caucus chairperson and submitted to the OEA RA Staff Coordinator as soon as the plans for the meeting have been made, accompanied with payment. Allocations will be made on a first-come, first-served basis for meeting room space.

4. Space will be assigned only for specific meetings at the convention center.

C. Copy Services

Limited copy services will be available to the caucuses at their own expense. All work to be reproduced should be camera ready when taken to the OEA RA Staff Coordinator by a caucus representative with a completed work order. Caucuses will be billed for printing costs.

D. Exhibit Space

1. Space will be provided based on availability at the Convention site. All costs will be incurred by the caucus.

2. Applications to exhibit may be secured from and must be approved by the OEA RA Staff Coordinator.

IV. DELEGATE REIMBURSEMENT

The OEA Board of Directors shall determine a reasonable schedule of expenses to be allowed delegates to the OEA Representative Assembly.

2300 - OFFICERS OF THE OEA

(OEA Bylaws, Article VI, Section 4)

I. PRESIDENT'S ROLE STATEMENT

(OEA Bylaws, Article VI, Sections 2 and 3; Article IX, Section 3; LDP Bylaws, and PAC Bylaws.)

A. The OEA President shall serve as the spokesperson for the Association, and therefore shall:

1. Be responsible for matters publicized from the state headquarters, with provision for delegation of this power.
2. Promote and explain the Policies established by the OEA Representative Assembly and the Board of Directors.
3. Approve all statements of Policy and reaction by staff unless the President approves an alternative method of release.

B. The OEA President shall serve as the implementer of OEA Representative Assembly Resolutions, and actions by the OEA Representative Assembly and therefore shall:

1. Present a document showing the goal areas to which Resolutions approved by the Representative Assembly have been assigned. The document shall be presented at a Board of Directors' meeting. Resolutions not related to goal areas may be assigned to "Resolutions Miscellaneous."
2. Cause the OEA Cabinet and Legislative Advisory Council chairpersons, on request of the Board of Directors, to present a written or verbal report to the Board of progress made on action assigned to their Center.
3. Send to all local presidents and Representative Assembly delegates a copy of the document in "1" above.
4. Be responsible for reporting to the members through the recognized publications of the OEA on the implementation and progress of action passed at the Representative Assembly.

C. The OEA President shall present to the Board of Directors a report of committees/projects that the President and Vice President will be responsible for implementing. The report will be presented at the second Board of Directors meeting of the membership year.

D. Additionally, the OEA President shall:

1. Be available and visible to the membership.
2. Appoint each Regional Vice President to a significant role of leadership.
3. Serve as program facilitator.
4. Prepare the agenda and preside at OEA governance meetings.
5. Provide leadership in a positive manner.
6. Work cooperatively and in the best interests of the United Education Profession.
7. Be open, objective, and a good listener.
8. Be accountable to the Board of Directors.
9. Make, with Executive Committee approval, all OEA appointments from nominations submitted by Board members, and include a member from each region on each task force/committee.
10. Serve as the first alternate NEA Director.
11. To be a voting member of the Executive Committee.
12. To be a voting member of the Program Budget Committee.

II. VICE PRESIDENT'S ROLE STATEMENT

(OEA Bylaws Article VI, Section 4)

A. To assist the OEA President as requested by the OEA President.

B. To serve as chair of the OEA Program Budget Committee.

C. To serve as the chair of the OEA Foundation.

D. To assume the office of the OEA President in the event of a temporary vacancy determined by the Executive Committee (OEA Bylaws Article VII, Section 5D).

E. To be accountable to the OEA Board of Directors.

F. To be a voting member of the Executive Committee.

G. To be a voting member of the Program Budget Committee.

H. To serve as the OEA representative in meetings and at functions of an official nature as requested by the OEA President.

I. To meet with local leaders and members to gather feedback and explain, promote, and secure commitment to the OEA program.

J. To attend management and staff meetings.

K. To serve as the second alternate NEA Director.

L. Election to the vice presidency shall constitute election as a delegate to the NEA Representative Assembly for all purposes except voting in elections for NEA officers.

III. REGIONAL VICE PRESIDENTS' ROLE STATEMENT

(OEA Bylaws Article VI, Section 5)

A. To assist the OEA President as requested.

B. To serve as a Cabinet chair as appointed by the OEA President.

C. To chair regional caucus meetings.

D. To be accountable to the OEA Board of Directors.

E. To be a voting member of the Executive Committee.

F. To be a voting member of the Program Budget Committee.

G. To meet as necessary with local leaders and members to explain, promote, and secure commitment to the OEA program.

H. To serve as the President's representative in the region from which elected.

IV. NEA DIRECTORS' ROLE STATEMENT

A. To promote the program of the NEA within Oregon and develop and maintain cooperation of state and local associations affiliated with the NEA.

B. To represent the members of Oregon in the policymaking of the NEA Board of Directors.

C. To report and interpret to Oregon members those UEP policies and programs which most directly relate to the national level.

D. To actively participate in the policy-making aspect of Association work at the NEA Board, the OEA Board and the local levels.

E. To broaden the spheres of influence for OEA within the UEP, as directed by the OEA governance bodies.

F. To work cooperatively with other OEA officers in modifying the policies, goals, and objectives of OEA and NEA to provide the best service for Oregon members.

G. To work with state, national, and local staffs as requested in the capacity of a volunteer in effecting programs of the UEP.

H. To be accountable to the OEA Board of Directors.

I. The Senior NEA Director or designee shall be a voting member of the Executive Committee.

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

V. ESP DIRECTOR'S ROLE STATEMENT

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

VI. COMMUNITY COLLEGE DIRECTOR'S ROLE STATEMENT

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

VII. EQUITY DIRECTORS' ROLE STATEMENT

A. To work collaboratively with OEA members, elected leaders, and the OEA Board of Directors in implementing and improving the policies, goals, and objectives of OEA around issues of diversity, equity, and affirmative action.
B. To meet as necessary with local leaders and members to train, provide support, gather feedback, and promote OEA equity goals.
C. To create a work plan that would include items such as an equity committee that would then field and assess questions and concerns by Black, Indigenous and People of Color and other historically marginalized communities that are OEA members. The Equity Director could be a tie breaking vote for actions taken.
D. To be accountable to the OEA Board of Directors.
E. To be a voting member of the Executive Committee.
F. To be a voting member of the OEA Program Budget Committee.
G. To assist the OEA President as requested with respect to presidential cabinet roles, expectations, and responsibilities such as serving as the OEA representative in meetings and at functions of an official nature.
H. To attend Council meetings and committee meetings as necessary to fulfill the role.
I. To work with state, national, and local staffs as requested.

2400 - BOARD OF DIRECTORS

I. BOARD OF DIRECTORS' DUTIES

(OEA Bylaws, Article VIII, Section 4)

Standing Rules for Board of Directors' meetings shall be determined by the Board and made a part of the Board of Directors' handbook. Such handbook shall be available to any Association member upon request.

II. THE INDIVIDUAL OEA BOARD DIRECTOR

A. Represents the Oregon Education Association and carries on the work of the OEA in their respective districts.

B. Adheres to the responsibilities set forth in Article VIII of the OEA Bylaws.

C. Acts in the interest of OEA members.

D. Submits a written report (including electronically written) to the OEA Board to highlight UniServ Council news, issues and celebrations.

E. Has a dedicated time on UniServ Council agendas to provide reports and other communications from the OEA Board of Directors to Council members.

F. Attends UniServ Council meetings in their district(s). Community College and statewide ESP Directors will attend their respective UniServ Council meetings. The Equity Director will attend Council meetings as necessary to fulfill their role. In addition, ESP Directors attend OCESP Council meetings.

G. Takes the decision of the Board to members, local leaders and Councils and explains, if necessary, the rationale for the decisions; and listens to members, local leaders and Councils and advocates for them as their Board Director.

H. Seeks information and opinions from constituents on issues of specific concern to their respective area and conveys such to the OEA Board of Directors.

I. Alerts the OEA President to potentially volatile issues within their constituency.

J. Vacates positions on OEA committees, OEA Cabinets, Legislative Advisory Council, OEA-PAC Board and task forces unless requested by the OEA President to continue.

K. Serves as liaison on OEA committees, OEA Cabinets, Legislative Advisory Council, OEA-PAC Board and task forces when assigned by the OEA President.

L. Serves whenever possible on committees and task forces of the Board of Directors upon request of the OEA President.

M. Does not use their title as an OEA/NEA elected leader in partisan political activities unless there has been a prior recommendation by the PAC Board.

N. Fulfills other responsibilities as defined by the Representative Assembly.

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

P. Recruits volunteers for OEA committees, collects completed interest forms and sends them to the appropriate Regional Vice President for submission to the OEA President for appointments.

Q. Serves as chairperson for governance meetings of leadership from local associations of a multi-unit Board district when asked to do so.

R. May not cast ballots in the elections nor vote on any action on the floor of the OEA Representative Assembly unless they are a duly elected delegate.

III. PROPORTIONAL AT-LARGE DIRECTORS

A. A proportional At-Large Director represents the Oregon Education Association and carries on the work of the OEA within their constituency.

B. A proportional At-Large Director shall have the same rights and responsibilities as all other Directors of the Board, except as stated in Article VII, Section 5 B3.

C. When the annual Board of Directors election report is made to the Executive Director the President will determine if the number of proportional representation Directors positions needs to be increased or decreased.

The number of proportional At-Large Directors will be adjusted equal to the whole multiple resulting from comparing the ratio of the number of elected licensed Directors to the licensed membership and the number of elected ESP Directors to the ESP membership.

The number of proportional representation Directors will be adjusted if for any two consecutive years the membership numbers warrant a change. If the adjustment results in a group having an inappropriate number of Directors, an election (if required) will be held at the next annual Board election to determine which member(s) will represent the group.

IV. WEIGHTED VOTING RIGHTS OF OFFICERS AND DIRECTORS

A. The number of votes for each district 1-21, 24, 26 and 30 shall be equal to the number of active members in the district.

B. The number of votes for the OEA President, state Vice President, Regional Vice-Presidents, NEA Directors, Equity Director, Education Support Professional Director, Proportional At-Large Directors and District #27 will be the average of district Director votes 1-21, 24, 26, and 30.

C. The number of votes within districts having more than one Director will be divided equally between/among the directors.

D. A Director will not be permitted to divide their votes between pro, con, and/or abstain.

E. The number of votes will be adjusted on July 1, based upon January 15 active membership.

V. OEA BOARD OF DIRECTORS LIAISON SHALL:

A. Serve two functions as liaison between the OEA Board of Directors and various internal groups:

1. Represent the views of the OEA Board of Directors and advise the internal groups in a manner consistent with OEA governing Policies.

2. Interpret to the OEA Board of Directors recommendations made by the internal groups.

B. Not make or second motions or vote.

C. Be responsible for assuring that Board action is taken on all recommendations presented by their group to the OEA Board of Directors.

D. Notify the OEA President when unable to attend a meeting of the group to which assigned so the OEA President may designate another Board member to attend that meeting.

VI. THE OEA EXECUTIVE COMMITTEE SHALL:

A. Meet as needed to discuss current issues of concern to the UEP of Oregon, prepare information for Board of Directors' use and report information.

B. Act on any emergency policy matter on the Board of Directors' behalf. It shall be understood that any such action taken on an emergency basis shall be reported in full for Board information and appraisal at the next Board meeting. In no case may the Executive Committee act outside the implied or delegated powers held by the Board.

C. Perform other duties as may be assigned by the Board of Directors.

D. Generally advise the OEA President.

VII. PROGRAM BUDGET COMMITTEE DUTIES

A. The Program Budget Committee is established by the Board of Directors as a committee acting on behalf of the Board and answerable to the Board relative to the construction of the subsequent year's budget. In addition to the members of the Program Budget Committee outlined elsewhere in OEA Bylaws and Policies, the senior ESP Director, the Equity Director, and the senior Community College Director shall be voting members of the Committee.

B. The Program Budget Committee shall function as a committee on planning and organizational development for Oregon Education Association, receiving information from OEA Cabinets and the Legislative Advisory Council and other sources in long-range planning for the OEA.

C. The Program Budget Committee is to monitor the current budget.

VIII. ATTENDANCE AT MEETINGS

(OEA Policies 2100, General Regulations)

IX. POSITION ON ISSUES

The OEA Board of Directors shall take no position on issues which are not directly involved with education or covered by the subject of a Resolution.

2410 – OEA CABINETS & LEGISLATIVE ADVISORY COUNCIL

I. OEA CABINET STRUCTURE

(OEA Bylaws, Article IX)

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

II. OEA CABINET, ROLES AND RESPONSIBILITIES

Cabinets are established to assist the OEA Centers and the Board of Directors in a coordinating capacity to achieve our membership's goals. The Cabinets work to support the goals established by the OEA Representative Assembly and to assist in the creation of the subsequent year's program budget through recommendations made to the Board of Directors and resulting from charges given to the Cabinets by the Board.

Each Cabinet will report to the OEA Board of Directors prior to the OEA Representative Assembly if the Cabinet has a recommendation requiring Policy or Bylaws amendment by the Representative Assembly.

III. LEGISLATIVE ADVISORY COUNCIL, ROLES AND RESPONSIBILITIES

A. Criteria

1. The Oregon Education Association must have a continuing legislative program.
2. The legislative program shall be prepared by staff, with recommendations from leadership. The legislative program shall be based upon Policies of OEA, Representative Assembly directives, and Board of Directors' recommendations.
3. The legislative program of the Oregon Education Association is not geared to internal OEA time schedules. It must be approved and ready for introduction into the legislative process (either a regular session or a special session of the Legislature).
4. The Board of Directors shall establish the legislative priorities of the Association.

B. Tasks and Procedures - The OEA Board of Directors charges the Legislative Advisory Council with the following tasks:

1. The Legislative Advisory Council shall propose, coordinate, and promote legislative and political action necessary for goal accomplishment.
2. The Legislative Advisory Council shall present its recommendation(s), in writing, to the OEA Board of Directors for review, amendment, and approval.
3. After the legislative program is approved by the Board of Directors, it shall be implemented by OEA staff.

IV. OEA CABINET AND LEGISLATIVE ADVISORY COUNCIL CHAIRPERSONS' RESPONSIBILITIES

A. Participate in leadership meetings, involving chairpersons of OEA Cabinets and the Legislative Advisory Council.

B. Preside over meetings of the Cabinets and the Legislative Advisory Council.

C. Report to and advise the OEA Board of Directors and Program Budget Committee on behalf of the Cabinets and the Legislative Advisory Council.

D. Cause minutes to be recorded for each meeting.

E. Cause attendance records to be kept for each meeting and notify the OEA President of absences--excused and unexcused.

F. Identify future Cabinet and Legislative Advisory Council leaders.

G. Make requests ten days in advance.

V. CABINET AND THE LEGISLATIVE ADVISORY COUNCIL VICE CHAIRPERSONS' RESPONSIBILITIES

A. Participate in leadership meetings involving chairpersons and vice chairpersons of OEA Cabinets and the Legislative Advisory Council.

B. Preside over meetings of the Cabinets and the Legislative Advisory Council in the absence of the chairperson.

C. Work with the chairperson and prepare to assume the chairperson's responsibilities in the chairperson's absence.

VI. ATTENDANCE AT MEETINGS

(OEA Policies 2100, General Regulations)

2420 – CABINETS, COMMITTEES & TASK FORCES

I. GUIDELINES

A. The OEA President, with the Executive Committee approval, shall appoint the members of each cabinet, committee and task force from nominations submitted by the Board members and local presidents, and shall include a member from each region on each cabinet, committee and task force. Committee and cabinet members will be appointed to three-year terms and may be appointed to a maximum of one additional term unless otherwise stipulated.

B. All cabinet, committees and task forces must be given a charge and reporting date(s).

C. All chairpersons shall meet with the OEA President as soon as practical after their confirmation to receive a delineation of their duties in order to insure communication and coordination. Previous year's chairpersons may be asked to attend this meeting.

D. Each group shall be assisted by a liaison from the OEA Board of Directors who shall:

1. Represent the views of the OEA Board of Directors and advise the internal groups in a manner consistent with the OEA governing policies.
2. Interpret to the OEA Board of Directors recommendations made by the internal groups.
3. Not make or second motions or vote.
4. Be responsible for assuring that Board action is taken on all recommendations presented by their group to the OEA Board of Directors.

E. All groups shall meet as necessary, within budgetary limitations, to carry out their charges.

F. All groups may request a recording secretary (who will do the final typing) and to meet with them prior to Board presentation to clarify changed material and format.

G. The chairperson or OEA Board Liaison shall present recommendations to the OEA Board of Directors on a date designated by the OEA President, unless another date has been specified.

H. The chairperson of each group, or a person designated by that chairperson, shall review final typed material prior to publication.

I. The Bylaws, Policies, and Resolutions committees' functions related to OEA Representative Assembly are as follows:

1. These committees shall review their documents prior to the OEA Representative Assembly and make appropriate recommendations to the OEA Board of Directors for additions or amendments.
2. All committee members are to attend the OEA Representative Assembly. All members will be funded by the OEA, within budgetary limitations.
3. All committee members will have responsibilities for the OEA Representative Assembly open hearings and presentations to the OEA Representative Assembly.
4. The chairperson of each committee will meet with the OEA President prior to the OEA Representative Assembly to collaborate on the method or presentation to the OEA Representative Assembly.
5. Committee members may be asked to report to caucuses.

J. Chairpersons of the Resolutions, Bylaws and Policies committees will meet with the OEA Representative Assembly recording secretary after the close of the OEA Representative Assembly to prepare the OEA Handbook, which shall include all actions of the OEA Representative Assembly and the interim policies of the OEA Board of Directors through the OEA Board meeting after the OEA Representative Assembly.

K. The Committee on Racial Equity, composed of representatives of each of the ethnic groups, shall propose, coordinate, and promote a program of activities to implement the policies of OEA and NEA and provide for continuing ethnic involvement in the Association.

L. The Human and Civil Rights Committee advocates for social justice, equity and equal access for all. The Committee will be responsible for proposing policies and activities to attain equitable treatment for all and eliminate all forms of discrimination at all levels. The committee will provide OEA members access to resources, materials, tools and training to help create great public schools for all students.

Membership on the Committee will be inclusive of all, including but not limited to a representative from the GLBT Caucus, a representative from the Women's Caucus and ethnic representatives.

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

II. THE CONGRESSIONAL ADVOCACY TEAM

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

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

III. ATTENDANCE AT MEETINGS
(OEA Policies 2100, General Regulations)

2500 - ELECTIONS & CAMPAIGNING

I PROCEDURES FOR CANDIDATES RUNNING FOR ASSOCIATION OFFICE
(OEA Bylaws, Article VII)

The following shall apply uniformly to all state, regional or district elections:

A. Informational printing supplied by OEA - the editor of the OEA official publication will reformat all materials supplied by the candidate and establish space approximately equal to the space provided any other candidate for the same position. Provided the candidate has met all informational printing deadlines, the following information about the candidate shall be given in an OEA official publication:

1. A statement of qualification, 100 words or less, supplied by the candidate.
2. A position statement supplied by the candidate, not to exceed 150 words for presidential candidates, 150 words for state vice-presidential candidates, 150 words for regional vice-presidential candidates, 100 words for OEA Board Director candidates, 100 words for NEA Director candidates, and 100 words for NEA Representative Assembly Delegates.
3. OEA Bylaws, Article VII, Section 2, regarding distribution of information.

B. Filing information:

1. All nomination forms and support data must be in the office of the OEA President by the printing deadline in order to qualify for informational printing in OEA publication.
2. The Credentials Committee chairperson shall be sent the names of all candidates qualifying for informational printing on the day following the printing deadline.

3. Any candidate whose nomination form or petition is received, at any time, by the OEA President shall be sent a copy of the election rules as printed in OEA Bylaws, Policies, and Credential Rules.
4. Election-by-mail ballots shall include the names of all candidates whose nominations were received by the deadline published in Bylaws Article VII, Section 2.

C. Dues money for elections - there shall be no NEA, OEA, or local dues money, whether in cash, materials, postage, or service expended in the interest of any candidate for any Association office except as specified in paragraphs 1 and 2 below which apply to procedures for candidates voted upon at the OEA Representative Assembly.

This includes use of any staff person or extended use of any facility either during or after regular working hours, whether the time or materials are wholly reimbursed or not**.**

1. OEA will give each candidate one set of mailing labels, upon request, and a delegate list with most recent known address, phone numbers, and home e-mail address for the delegates who will vote in his or her race.
2. OEA will print and bind, as part of the OEA RA Delegate Handbook, a one-sided 8 ½" x 11" black and white flyer for candidates for OEA offices; OEA will post and publish timely notice of the deadline for candidates to submit this flyer to OEA for inclusion in the handbook.

D. Ballots and Voting:

1. For each office with more than one nominee, a drawing shall be held to determine order of the names on the ballot.
2. Acceptable marks shall include any mark that indicates the voter's preference.
3. Voting for more than the specified number of persons invalidates the ballot.
4. Ballots from all OEA elections shall be secured for a period of one year.
5. The Credentials Committee chairperson is responsible for:
    a. enforcing balloting regulations,
    b. securing ballots,
    c. securing voting areas,
    d. securing counting areas, and
    e. providing a location from which members may observe the vote counting area.
6. Voting at the OEA Representative Assembly
    a. Campaign material (anything that identifies a candidate) shall not be permitted in the balloting area.
    b. Each candidate may send one observer to watch the voting and counting of ballots. The observer would stay with the Committee until the totals are announced.
    c. No one other than the Credentials Committee, candidate observers and assigned staff will be allowed in the vote counting area.
    d. At the conclusion of counting the votes, the Elections Chairperson will immediately or as soon as possible:
        1. notify the OEA President of the results
        2. notify candidates of the results
        3. give the OEA-RA the results
    e. Run off candidates will be given three minutes to address the RA

7. Mail Elections

    a. Before each election, the Credentials Committee will approve a plan that prescribes how ballots will be handled when they are received by OEA. The plan will provide for specific staff members to receive, handle and secure the ballots. The plan will provide that OEA members (including OEA officers as well as others with a stake in the outcome of the election) shall be prohibited from contact with or influence over the ballots.

    b. A drawing shall be held to determine order of the names of the nominees on the ballot.

    c. No replacement ballots shall be sent without communication with the Credentials Committee chairperson.

E. General procedures for candidates voted upon at OEA Representative Assembly:

1. Notification of the candidate's meeting with the Credentials Committee will be sent two weeks prior to the date set for the March meeting of the Credentials Committee.

2. Candidates and/or their representatives will meet with the Credentials Committee in March to review election and balloting rules and determine the order of the names on the ballot and their speaking order.

3. Each known candidate will be assigned a display area outside the assembly room. The general display area will be divided equitably among the known candidates by a drawing at the meeting referred to in #1.

4. Campaign materials may be posted or distributed on the opening date of the Representative Assembly as specified by the Credentials Committee.

5. Campaign materials may be posted or distributed on the floor of the Assembly only at those times when the Assembly is not in session.

6. Display area materials must be removed by the conclusion of the Representative Assembly.

7. OEA will notify each candidate of OEA's official publications' deadlines.

II. BOARD DIRECTOR ELECTION PROCEDURES

In accordance with Bylaws Article VII. Section 4.C.4, and as approved by the OEA Credentials Committee:

Board Directors shall be elected in the following order of rotation:

(Terms ending 2025): Districts 01a, 06, 08, 10b, 12, 15a, 17b, 19, 20a, 21, and 30a;

(Terms ending 2026): Districts 01b, 02, 03a, 09, 10c, 11, 13, 15b, 16, 24, 26a, 27, and 30b;

(Terms ending 2027): Districts 03b, 04, 05, 07a, 10a, 14a, 17a, 18, 20b, 26b.

III. NEA DIRECTOR ELECTION PROCEDURES

A. NEA Directors shall be elected in accordance with NEA requirements.

B. Terms for the NEA Director(s) shall not be concurrent.

C. The NEA Directors shall be elected by active NEA members who are delegates to the OEA Representative Assembly.

D. Elections shall be determined by plurality vote.

IV. NEA RA DELEGATE ELECTION PROCEDURES

A. NEA Representative Assembly State Delegates and Successor Delegates, as allocated by NEA, shall be elected by secret ballot in accordance with the one-person-one-vote principle for a term not to exceed three years.

B. Persons not elected shall be listed in order of number of votes received and shall be designated Successor Delegates. The person receiving the greater number of votes shall be the first Successor Delegate, the person receiving the second greatest number of votes shall be second Successor Delegate, etc.

However, in any year in which the number of elected NEA Representative Assembly State Delegates currently serving exceeds the number of State Delegate positions allocated by NEA:

The most recently elected regional State Delegates with the least number of votes will become first regional Successor Delegates.

C. OEA is committed to the achievement of the national policy contained in NEA Bylaws that the Association "achieve ethnic delegate representation at least equal to the proportion of identified ethnic populations within the state." State, regional and local association leaders shall assist with publicity and promotion of proportional ethnic participation in the NEA Representative Assembly.

D. State Delegate election results shall be filed with the OEA Executive Director and published in the May issue of an OEA publication.

E. All candidates must comply with the NEA and OEA regulations concerning this office.

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

2550 – ELECTION DISTRICTS AND REGIONS

A. Election Districts

For the purpose of electing directors to the OEA Board of Directors, the state shall be divided into districts. The Director(s) shall be elected by the membership at large within each district. Districts will be allocated Director(s) equal to a ratio of 1 director per 1,000 members and whole multiples thereof; i.e., 1-1,999 members (1 Board Director), 2,000-2,999 members (2 Board Directors), 3,000-3,999 (3 Board Directors) based on the January 15 active membership. Every Board district will be guaranteed 1 Director. The number of Directors will be adjusted if for any two consecutive years the membership numbers warrant a change. If membership numbers warrant an additional director for a board district, an election will be held at the next annual Board election to determine which member(s) will represent the Board district for one full three-year term. Following this first full term, the length of the term for this newly added position may be staggered (1-year or 2-years) to accommodate the board rotation schedule. This language does not apply to OEA-Retired, District #27, which would always have only one Director.

In districts with multiple board director seats, seats will be tracked in the order they were added (ex.: 10a, 10b, 10c…) When membership numbers drop below the required ratio for two consecutive years, the last board director seat added in a district will be the first removed (ex: 10c) upon completion of the current term.

If any newly added board seat is up for election and has been out of compliance in membership numbers for 1 year, the election will be for a one-year term only.

- At the conclusion of that one-year term, if the membership numbers are still below the ratio, the board seat will not be renewed.
- At the conclusion of that one-year term, if the membership numbers are above the ratio, the election will be for a full, three-year term.

The state shall be divided into the following districts:

District #1	Ashland EA, Butte Falls EA, District 6 EA, Eagle Point EA, Grants Pass ACE, Grants Pass EA, Medford EA, Phoenix Talent EA, Prospect EA, Rogue River ACE, Rogue River EA, Southern Oregon ESD EA, Three Rivers EA
District #2	Banks ACE, Banks EA, Forest Grove EA, Gaston EA, Hillsboro EA
District #3	Salem Keizer EA
District #4	Bethel ACE, Creswell EA, Crow-Applegate-Lorane EA, Fern Ridge EA, Junction City EA, Junction City ESP, Lane County ESD EA, Lowell EA, Marcola EA, Mckenzie EA, Oakridge TA, Pleasant Hill EA, South Lane EA, Springfield EA, Triangle Lake EA
District #5	Eugene EA

District #6	Association Of Reedsport Educators, Association Of Reedsport ESP, Bandon EA, Brookings-Harbor EA, Central Curry CEA, Central Curry EA, Coos Bay EA, Coquille EA, Mapleton ACE, Mapleton EA, Myrtle Point EA, North Bend EA, Port, Orford-Langlois TA, Powers EA, Siuslaw EA, South Coast ESD EA
District #7	Bend EA, Burns Hines EA, Condon EA, Crane TA, Crook County EA, Culver EA, Fossil Act, Frenchglen, High Desert EA, Madras EA, Mitchell ACE, Mitchell EA, North Central ESD EA, Redmond EA, Sisters EA, Spray ACE - NCBL, Spray EA
District #8	Adrian EA - NCBL, Annex EA, Baker EA, Cove EA, Dayville EA, Elgin EA, Enterprise EA, Imbler EA, John Day EA, Joseph EA, LaGrande EA, Long Creek ACE, Long Creek EA, Monument EA, Monument ESP, North Powder EA, Nyssa EA, Ontario EA, Pine Eagle EA, Prairie City EA, Union EA, Vale EA, Wallowa EA
District #9	Canby EA, Colton ACE, Colton EA, Estacada EA, Molalla River EA, Oregon City EA, West Linn-Wilsonville EA
District #10	Portland Association of Teachers
District #11	Alsea EA, Assoc. Perrydale Teachers, Central EA, Corvallis EA, Dallas EA, Falls City TA, Lincoln County EA, Monroe TA, Philomath EA
District #12	Arlington EA, Athena-Weston TA, Echo EA, Helix AE, Helix CE, Hermiston AT, Intermountain ESD, Ione EA, Milton-Freewater EA Morrow County EA, Pendleton AT, Pilot Rock EA, Sherman County EA, Stanfield EA, Umatilla EA
District #13	Astoria EA, Clatskanie EA, Jewell EA, Knappa #4 EA, Neah-Kah-Nie TA, Nestucca Area EA, Northwest EA, Rainier EA Scappoose EA, Seaside EA, St Helens EA, Tillamook EA, Vernonia EA, Warrenton EA
District #14	Centennial EA, Corbett ACE, Corbett EA, David Douglas EA, Gresham-Barlow EA, Parkrose FA, Reynolds EA
District #15	Beaverton and Beaverton Subs
District #16	Amity TA, Dayton EA, Gervais EA, Mt Angel TA, Sheridan EA, Silver Falls EA, St Paul EA, State Teachers EA, United North Marion Educators, Willamette Valley EA, Willamina EA, Woodburn EA, Yamhill Carlton TA
District #17	Cascade EA, Central Linn EA, Greater Albany ACE, Greater Albany EA, Harrisburg EA, Jefferson EA, Lebanon EA, Lebanon ESPA, Linn-Benton-Lincoln ESD EA, North Santiam EA, Santiam Canyon EA-ACE, Scio CTA, Sweet Home EA
District #18	Columbia Gorge ESD EA, District 21 EA, Hood River EA, Mosier TA, Multnomah ESD EA, North Wasco ESP, South Wasco ACE, South Wasco EA
District #19	Klamath County ACE, Klamath County EA, Klamath Falls ACE, Klamath Falls EA, Lakeview EA, North Lake EA, Paisley EA
District #20	Clackamas ESD EA, Clackamas ESD ESPA, Gladstone TA, North Clackamas EA, Wy'East EA
District #21	Camas Valley ACE, Camas Valley TA, Days Creek ACE, Days Creek EA, Douglas ESDA, Elkton EA, Glendale EA, Glide EA, North Douglas ACE, North Douglas EA, Oakland ACE, Oakland TA, Riddle ACE, Riddle EA, Roseburg EA, South Umpqua EA, Sutherlin EA, Winston-Dillard EA, Yoncalla ACE, Yoncalla EA
District #24	Association of Salem Keizer ESP
District #26	Lake Oswego EA, McMinnville EA, Newberg EA, Riverdale TA, Sherwood EA, Tigard-Tualatin EA
District #27	OEA-Retired
District #30	Blue Mt CC FA, Central Oregon CC Faculty Forum, Chemeketa CC CEA, Chemeketa CC FA, Clackamas CC ACE, Clackamas CC Associate Faculty, Clackamas CC EA, Classified Association of Central Oregon CC, Clatsop CC FA, Clatsop CC PT FA, Klamath CC ACE, Klamath CC FA, Lane CC EA, Linn Benton CC PT FA, Mt Hood CC CEA, Mt Hood CC FA, Mt Hood CC PT FA, Rogue CC EA, Treasure Valley CC EA, Umpqua CC ACE, Umpqua CC FA, Umpqua CC PT FA

B. Regional Vice Presidents and NEA Representative Assembly State Delegate Regions.

1) a) For the purpose of electing Regional Vice Presidents, Board districts shall be combined into the following regions:

Region I-Districts #2, 9, 10, 14, 15, 20, 26, 30

Region II-Districts #3, 4, 5, 11, 13, 16, 17, 24

Region III-Districts #1, 6, 7, 8, 12, 18, 19, 21

b) OEA-Retired delegate(s) shall vote in the region in which they reside.

2) For the purpose of electing NEA Representative Assembly State Delegates, Board districts shall be combined into the regions as listed above as in paragraph 1.a.

3) For the purpose of representing the Oregon NEA members at the NEA Representative Assembly, there shall be elected one state delegate position per 1,000 members of the NEA.

The state delegate positions allocated by NEA shall be distributed proportionally among the three regions. Delegates for all positions shall be elected according to a schedule established by the Credentials Committee and approved by the OEA Board of Directors. Terms may be less than three years for purposes of implementing this schedule.

2560 - GENERAL RULES FOR ELECTIONS & CAMPAIGNING

A. In addition to the election and campaigning rules outlined in Policies 2500 and 2550, the following rules and practices shall apply to all elections for statewide and NEA-level positions:

1. The elections will be conducted by secret ballot either by mail or by in-person voting.
2. Candidates will be given the opportunity to have observers at each polling place and at each place where ballots are counted.
3. If the election is by mail ballot, candidate observers shall be permitted to observe the preparation, mailing, and collection of ballots.
4. Ballots and other election records are to be preserved for at least one year.
5. Persons barred from seeking and holding office under section 504(a) of the LMRDA or 29 CFR 458.36 may not run for or hold an OEA officer position.
6. No employer may either directly or indirectly contribute to or promote the candidacy of any individual on a state-provided ballot. No governing body of a local, intermediate organization or statewide affiliate of OEA may officially endorse or promote a candidate. Local or state officials may support or campaign for a candidate but not on union time.
7. Challenged Ballots:
   a. A ballot or ballots cast that result in questions arising over eligibility or legality shall be considered "challenged ballots." If a member's eligibility is questioned prior to voting, the member shall be allowed to cast a secret ballot that is held separately in a sealed envelope marked "Secret Ballot" and placed in a larger outer envelope marked "Challenged Ballot" until eligibility has been resolved.
   b. "Secret Ballot(s)" shall not be counted and final results not certified until the issue is resolved. Further, so as to not influence decisions regarding the challenged ballots, the results shall be known only to Elections Committee members and designated staff. In addition, no results shall be released until the challenge has been resolved.
8. No candidate may use the picture or name of current OEA staff members in any campaign materials. Such prohibition is not intended to apply to the use of pictures or names of current or former OEA Officers in campaign materials.
9. Representative Assembly Election Procedures Challenges
   a. Any member qualified to vote may challenge the election procedure employed by the Credentials Committee. The voting delegates to the Representative Assembly are empowered to process said challenge.

b. All challenges must be filed in writing with the Chair of the Credentials Committee. All challenges must be filed prior to the time the Credentials Committee announces the results of the voting.

c. The written challenge must identify the specific election procedures, rule or rules violated. No other basis for challenge shall be recognized as a valid challenge within the purview of these rules.

d. Every challenge shall clearly and concisely state the remedy to correct the alleged irregularity.

e. The voting delegates of the Representative Assembly may on their own initiative determine that the challenge is groundless and shall issue such decision. Alternatively, the voting delegates receiving such challenge may determine that one or more alleged violations have occurred, in which case an immediate correction of the irregularity and/or re-balloting shall occur. In the event of intervention, the voting delegates of the OEA Representative Assembly shall be the final authority as to the ultimate disposition of the challenge.

10. Representative Assembly Campaign Practice Challenges

a. Prior to the Representative Assembly:

Any challenge alleging a violation of the campaign practices shall be filed in writing with the Office of the Credentials Committee Chair. A challenge filed prior to the convening of the Representative Assembly shall be investigated by the Credentials Committee. Challenges to campaign practices occurring prior to the convening of the Representative Assembly must be filed prior to the convening of the Assembly.

Pursuant to its authority, the Credentials Committee shall meet and review every challenge to determine whether one of its rules has been violated.

Should the Credentials Committee find that a candidate is in violation of campaign practices, the Credentials Committee may recommend to the OEA Board of Directors disciplinary action, which shall include, but not be limited to, withdrawal of/billing for assistance, and/or disqualification of the candidate.

A candidate may appeal the decision of the Credentials Committee

regarding campaign practices occurring prior to the Representative Assembly. Any appeal must be taken within 48 hours of notice of the decision by filing a Notice of Appeal with the Executive Committee of the OEA Board of Directors. The Notice of Appeal must state with particularity the portion of the decision deemed to be incorrect and must contain evidence illustrating the basis for the appeal. Upon receipt, the Executive Committee shall meet and review the facts of the appeal. The Executive Committee shall have authority to uphold or to reverse the decision. Upon decision of the Executive Committee, there shall be no further right of appeal.

b. At the Representative Assembly:

Any challenge alleging a violation of the campaign practices at the Representative Assembly shall be filed in writing with the Chair of the Credentials Committee. A challenge must be filed no later than the completion of balloting. Challenges filed during the Representative Assembly shall be investigated by the Credentials Committee and reported to the Representative Assembly delegates for resolution. The Representative Assembly delegates shall be the final authority as to the disposition of the challenge.

Pursuant to its authority, the Credentials Committee shall meet and review every challenge to determine whether one of its rules has been violated, and whether such violation could have caused a different result.

Should the Credentials Committee find that a candidate is in violation of campaign practices, the Representative Assembly may initiate disciplinary action which may include, but not be limited to, withdrawal of/billing for assistance, and/or disqualification of the candidate.

11. Local-Level Challenge

Any member qualified to vote may challenge the election procedure employed by the local. The local's governing body, operating on behalf of its members, is empowered to process said challenge. All challenges must be in writing and filed with the President of the local, except where the challenger is the local President, in which case the challenge shall be filed with any non-challenging officer of the local. If any officer of the local is involved in the challenge, the challenge shall be submitted to the Chair of the OEA Credentials Committee.

The written challenge must specify the specific election procedures rule or rules violated. No other basis for challenge need be recognized by the local as a valid challenge within the purview of these rules. The challenge shall be filed within 24 hours of the time of closing of the local polls on the election dates. In no event shall the local recognize under these rules a challenge that has not been filed within that time period. Every challenge shall contain a clear concise statement as to the remedy the challenger would prefer the local to apply to correct the alleged irregularity in following the Election Rules.

The governing board of the local may on its own initiative determine that the challenge is groundless and shall issue such decision with its reasons stated within 24 hours of receipt of the challenge. Alternatively, the local receiving such challenge may determine that one or more alleged violations have occurred, in which case such local shall have the opportunity to correct the procedure if possible before the election.

Any challenger not satisfied with the local's disposition of the challenge shall have the right to appeal the same challenge in writing with the Credentials Committee within 48 hours of being notified of such disposition by the local. Every such appeal shall include a concise statement indicating how the results could have been different if it were not for the alleged violation, but failure to do so shall not in and of itself invalidate the appeal. The challenger shall notify the local at the same time the appeal is filed with the Credentials Committee.

The Credentials Committee shall meet and review every challenge appealed to that level including the response of the local to determine whether one of its rules has been violated, whether such violation caused a different result, or whether or not a new election could theoretically bring about a different result than would otherwise be the case if the election were allowed to stand.

The Credentials Committee may dismiss a challenge that does not conform to these rules.

The Credentials Committee may, at its own initiative, require the challenger and the local challenged to submit additional information or testify at a hearing before the Credentials Committee solely for the purpose of determining whether the challenge has foundation sufficient to warrant further inquiry and disposition by the Committee. The decision of the Committee shall be final, except that the OEA Board of Directors may on its own motion issue a decision in lieu of a Credentials Committee decision.

Prior to the issuance of any decision, the Credentials Committee shall notify the OEA President as to the nature of the challenge and the intended disposition. The President may cause the OEA Board of Directors to intervene, if the President determines that intervention is justified. In the event the President is involved in the challenge, the Credentials Committee shall notify the Executive Director, who shall refer the matter to the OEA Board of Directors. In the event of intervention, the Governing Board shall be the final authority as to the ultimate disposition of the challenge.

12. State-Level Challenge

Any member qualified to vote or any authorized observer may challenge the election procedures used or the rulings of the state Elections Committee. All challenges must be filed in writing with the OEA Board of Directors within forty-eight (48) hours of actual notice of the matter challenged. The challenge must specifically identify the violation alleged and contain a clear and concise statement identifying the remedy desired. The challenger shall concurrently notify the Credentials Committee of the challenge filed by filing an identical statement with the Committee.

The OEA Board of Directors shall meet and review every challenge raised by a member or an observer and shall respond to the challenger indicating whether one of its rules has been violated, or whether such violation caused a different result, or whether or not a new election could theoretically bring about a different result than would otherwise be the case if the election were allowed to stand.

The OEA Board of Directors may in its discretion dismiss a challenge that does not conform to its rules or may decide to investigate more fully using a subcommittee of its members or other identified investigators. The OEA Board of Directors may, at its own initiative, require the challenger and the Credentials Committee to submit additional information or testify at a hearing before the Board solely for the purpose of determining whether the challenge has foundation sufficient to warrant further inquiry and disposition by the Board.

In the event of intervention, the OEA Board of Directors shall be the final authority as to the ultimate disposition of the challenge.

2600 - NEA COMMITTEES

I. OEA MEMBERS ON NEA COMMITTEES

OEA members who serve on NEA committees, task forces, etc., shall be recognized as a valued resource to OEA. The OEA President shall request occasional reports from these members to the OEA Board of Directors and/or OEA Representative Assembly. Further, these members shall be invited to sit in an advisory capacity with OEA groups of similar interests as the NEA group on which the member serves.

II. GUIDELINES FOR OREGON'S NEA RESOLUTIONS COMMITTEE MEMBERS AND ALTERNATES

A. The duties, qualifications, terms of office and election are prescribed by NEA in Standing Rule10.

B. The members and alternates, and the OEA-Retired members, if any, shall serve as consultants to the OEA Resolutions Committee.

C. The process for resolutions to be presented to the spring meeting of the NEA Resolutions Committee shall be as follows:

1. Development by NEA Resolutions Committee members and alternates as a committee, seeking input from the OEA Cabinets and the Legislative Advisory Council.
2. Approval by OEA Resolutions Committee.
3. Approval by OEA Board of Directors.

D. For resolutions approved by the Board, their support at the NEA Representative Assembly will be dependent upon the action of the OEA Representative Assembly.

2700 - JUDICIAL PANEL & REVIEW BOARD

I. PROCEDURE FOR ESTABLISHING THE JUDICIAL PANEL AND REVIEW BOARDS (OEA Bylaws, Article X)

A. Purposes

The purposes of these Rules are to establish an OEA Judicial Panel from which shall be appointed OEA Review Boards to exercise the judicial powers of the OEA and to provide procedures for the exercise of those powers in relation to OEA members. The Credentials Committee, not the Judicial Panel, however, shall have jurisdiction over alleged violations of the Bylaws, Policies or rules that govern elections for OEA Board seats, including NEA Directors and officers. Both the establishment of Review Boards and their procedures shall be consistent with Article X of the OEA Bylaws as adopted by the 1977 Representative Assembly.

B. Definitions

1. Affiliate means any local affiliate of the OEA.
2. Board of Directors means the Board of Directors of the OEA.
3. Censure means an action taken by a Review Board which officially condemns the conduct of a member. A copy of this action shall be sent to the member and may be given such other circulation as the Review Board deems appropriate.
4. Certified Delegate to the Representative Assembly means a person who was a certified Delegate to the session of the OEA Representative Assembly that was convened immediately prior to the date on which a petition is filed under Section III of these Rules.
5. Challenged action means any action of the OEA Executive Committee, Board of Directors, or Representative Assembly which has been challenged pursuant to Section III of these Rules as inconsistent with the OEA Bylaws.
6. Charged member means a member of the OEA against whom proceedings are initiated pursuant to Section II of these Rules, or for purposes of the procedural rights afforded by these Rules the person designated by such member to act as his or her representative.
7. Charging party means the person initiating a proceeding or the person selected to act as representative for the person who has initiated proceedings pursuant to Section II of these Rules.

8. Code of Ethics of the Education Profession means the Code of Ethics adopted by the NEA Representative Assembly, as said Code may from time to time be amended.
9. Conflict of interest means a situation in which a person considered for a review board is a personal friend, a member of the same OEA Board district, a member of the same UniServ Council as a charging party or charged member or stands to gain personally from the decision.
10. Days mean calendar days.
11. Executive Committee means the Executive Committee of the OEA.
12. Executive Director means the Executive Director of the OEA.
13. Expel means terminate the membership of a member in the OEA.
14. Lift the suspension means restore to a suspended member, upon expiration of a period of suspension or compliance with conditions of suspension fixed by a review board, all rights and benefits of membership as provided in the OEA Bylaws and Policies.
15. Member means a member of the OEA.
16. Officer means an executive officer of the OEA, a member of the OEA Executive Committee, or a member of the OEA Board of Directors.
17. Petition for review means a written request for review filed pursuant to Section III of these rules.
18. Reinstate means restore to an expelled member all rights and benefits of membership as provided in the OEA Bylaws and Policies. Any person reinstated to OEA membership shall acquire only those rights, privileges, and benefits of a new member and shall not acquire any past benefits, offices, or accrued rights held at the time of expulsion.
19. Representative Assembly means the OEA Representative Assembly.
20. Representative of the challenged body means the presiding officer of the body whose action is being challenged, or their designee.
21. Representative of the challenging party means the person designated as such by the body or group initiating proceedings under Section III, B, of these Rules, provided the OEA President shall be ineligible for such designation.
22. Review Board means three persons appointed by the OEA President to investigate charge that has been filed under these Rules.
23. Suspend means deprive a member, for a period of time and on conditions fixed by a review board, of any or all rights and benefits of membership as provided in the OEA Bylaws and Policies.
24. Vacate censure means an action taken by a review board which officially lifts prior condemnation of a censured member. A copy of this action shall be sent to the member and given such other circulation by the review board as was given to the censure itself.

C. Appointment of the Panel

1. The OEA Judicial Panel shall be composed of nine persons with equal numbers from each region appointed by the OEA President. Recommendations will come to the OEA President from OEA Board Directors and/or the Vice President of that region.
2. Criteria--Judicial Panel members shall:
    a. Be members of the United Education Profession.
    b. Be recommended to the Board member by the UniServ Council(s) of the respective Board district.
    c. Be available to serve on a review board.
    d. Be available to receive training in:
        (1) procedural due process and grievance processing.
        (2) the OEA Bylaws and Policies and governance.

e. Be supportive of the Code of Ethics of the Education Profession.

f. Be willing to serve a three-year term.

3. All members of the OEA Judicial Panel shall be appointed for a three-year term, one-third being appointed every year. A panel member may be re-appointed to a second three-year term. If a vacancy occurs on the Panel, a new member may be appointed to serve the remainder of the term for the position left vacant. Every effort shall be made to fill a vacancy at least thirty days prior to the next training session.

D. Training

The OEA Board of Directors shall authorize a basic training program for new members of the OEA Judicial Panel, to be conducted each year. Persons who have not received the basic training may be appointed to the Panel but may not serve on a review board until the training has been received.

E. Three-person Review Board

When a charge or a petition for review is filed under the provisions of Article X, Section 3, of the OEA Bylaws, the OEA President shall select by lot one person from each region to form a review board. No person who has a conflict of interest as determined by the OEA Conflict of Interest Officer or OEA General Counsel if the Conflict of Interest Officer is involved in the case, may serve on a review board. If the OEA President is the charged or charging party, the OEA Vice President shall perform any duties assigned to the President for these proceedings. The review board shall select its chairperson and render a decision after conducting an investigation, hearing or other proceedings that it determines are necessary.

In the event the OEA President does not comply with a request for a judicial review, the complainant may take the request to the OEA Board of Directors and petition for action from the OEA President or an NEA Director.

F. Records

1. The OEA President shall cause to be assembled and shall have custody of a file containing profiles of OEA Judicial Panel members to aid the OEA President in making appointments to three-person review boards.

2. All records of hearings, decisions and other written materials pertaining to review board investigations or actions shall be kept in a central file at OEA.

II. PROCEDURE FOR ACTION AGAINST A MEMBER

A. Censure, Suspension or Expulsion for Cause -
a member may be censured, suspended, or expelled only for cause. The following shall constitute cause:

1. A willful and knowing violation of a provision of the OEA Bylaws or Policies, the Code of Ethics of the Education Profession, or other written Policy of the OEA.

2. Willful and knowing conduct which is intended to prevent the implementation of a provision of the OEA Bylaws or Policies of the OEA.

B. For purposes of this Policy, the Code of Ethics of the Education Profession shall apply to union officers who are on a leave of absence or who have resigned or retired from their school employment.

C. Initiation of Proceedings

1. Written charges must identify which provisions of OEA Bylaws, Policies, Code of Ethics, etc. are alleged to be violated.

2 A written charge against a member may be filed with the OEA President by:

a. a governing body of an affiliate of which the person charged is a member,

b. ten or more OEA members, or

c. the OEA Executive Director at the request of individual OEA members, or on their own behalf.

3. Only charges made in writing will be investigated by the review board. All decisions will be based upon evidence submitted by the parties.

4. The OEA Executive Director shall file a charge against a member when an officer of the OEA requests that a charge be filed and the Executive Committee of the Board of Directors approves such charge. In such event, the OEA Executive Director shall be considered the charging party for purposes of these Rules. If a charge is filed at the request of a member of the Board of Directors, the member shall not function as a member of the Board of Directors in processing any appeal filed under Section F of these Rules. Any charge filed by or against a nonmember shall be dismissed by the Executive Director following confirmation of membership status.
5. Where the OEA Executive Director is not the charging party, they may participate in the proceedings with all procedural rights afforded the parties by these Rules, including, without limitation, the right to receive copies of notices and other documents and to present written and oral arguments.
6. The OEA President shall make available a form to be used for initiating proceedings pursuant to this Section and all charges filed hereunder shall be on such form. The form is attached as Appendix A.
7. A copy of the charge shall be sent to the charged party, by certified mail, return receipt requested, or other verifiable actual notification, within ten days after the date of filing or before it is reviewed by a review board pursuant to the following paragraph, whichever is sooner.
8. Within 21 days of receipt of the charges, the charged party shall submit a written response to the review board. If the charged party fails to respond within 21 days from receipt of the charges, the review board may find the charged party in default or impose other penalties deemed fair and appropriate.
9. A review board shall review the charge filed and shall schedule a hearing under Section II, C, of these Rules at the request of a party. The review board shall not schedule a hearing upon a charge alleging a violation of the Code of Ethics of the Education Profession unless the charging party has made a good faith effort to exhaust any procedures for processing such violations which have been established by the local affiliate of which the person charged is a member. A statement of any action taken by the local affiliate shall accompany the charge. A charge shall be dismissed by a review board if:
    a. the charge is filed more than six months after the conduct in question occurred or the charging party reasonably should have known of its occurrence, whichever is later, or
    b. a prior charge based on essentially the same conduct was disposed of after a hearing or on the basis of written submissions under Section II, C, 9, of these Rules.

       If a charge is dismissed, the charged member and the charging party shall receive notification of the reasons for the dismissal within ten days.
    c. upon scheduling a hearing, the review board shall send to the charged member and the charging party, by certified mail, return receipt requested, or other verifiable actual notification, a copy of the charge, a notice of the date, time and place of the hearing to be held under Section II, C, of these Rules, and a copy of these Rules. The foregoing material shall be received by the charged member and by the charging party at least thirty days prior to the hearing, provided that their period may be shortened with written consent of the review board, the charged member and the charging party.

D. Hearing

1. The hearing shall take place before all members of the review board and shall be conducted in an informal manner. The case against the charged member shall be presented before the charged member presents their response, provided that the charging party and the charged member shall have opportunity for rebuttal.

   Witnesses may testify either in narrative form or through questions and answers. Notarized, written testimony may be accepted. All relevant non-repetitious information shall be admissible as evidence and given such weight as the review board deems appropriate. The proceedings shall be recorded. The parties to the proceeding are entitled to a copy of the transcript.

   Materials, including correspondence, evidence or argument, submitted to the review board by either party, at any stage of the proceeding, shall be provided to the other party at the same time and by the same method (for example, email, regular mail, etc.)
2. Evidence in support of the charge shall be presented by the charging party, who shall have all the rights afforded the charged member by the following paragraph of these Rules.

3. The charged member and/or their representative shall have the right to appear at the hearing, present witnesses and other evidence on their behalf, cross-examine witnesses, and make brief opening and closing arguments.

4. If, without good cause, the charging party or charged member does not appear at the hearing, the review board may proceed with the hearing and render its decision in their absence.

5. At the close of the hearing, the review board shall close the record and no further evidence (written, oral or other) will be received or reviewed by the review board.

6. Hearings, insofar as practicable, shall be open to all persons who conduct themselves in an orderly manner, provided that on the written request of the charged member, or for good cause on its own initiative, the review board may limit attendance to persons necessary to the hearing.

7. The review board may allow the charging party and the charged member a reasonable opportunity to submit post-hearing written arguments and establish a schedule for such briefs. Within thirty days after the date established for the submission of any post-hearing written arguments, or within thirty days after the conclusion of the hearing if no post-hearing written arguments are to be submitted, the review board shall render its decision.

8. The affirmative vote of all three members of the review board shall be required to censure, suspend, or expel a charged member. If this required number of votes is not achieved within the thirty-day period set forth in the preceding paragraph of these Rules, the charge shall be dismissed. The decision of the review board shall be in writing, shall be served by certified mail, return receipt requested, on the charging party and the charged member, and shall be postmarked within five days after the vote of the review board or the expiration of the aforesaid thirty day period, whichever is sooner.

9. If the hearing is conducted at a place more than fifty miles from the residence of the charged member or charging party, the OEA shall pay the cost of travel, room and/or meals reasonably necessary to their attendance at the hearing, at the rate of reimbursement for Representative Assembly Delegates.

10. With the written consent of the charging party and the charged member, the review board may render its decision on the written submissions of the parties without a hearing.

E. Decisions

1. If the charged member is suspended subject to conditions, the charged member, when they consider the conditions to be satisfied, may submit to the review board an affidavit demonstrating compliance. Within thirty days of the receipt of such affidavit, the review board shall:

   a. lift the suspension of the charged member,

   b. accepting the allegations of the affidavit as true, continue the suspension of the charged member and indicate in writing the specific respects in which they have failed to satisfy the conditions, or

   c. hold a hearing to determine whether to lift or continue the suspension of the charged member. Such a hearing shall be conducted according to the procedures set forth in Section II, C, of these Rules, except that the charged member shall present their case prior to the presentation of any evidence by the charging party.

2. The review board may vacate the censure, lift the suspension, or reinstate a member at any time on the affirmative vote of at least two members of the review board. Before taking any such action, the review board shall provide written notice to the charging party and afford him/her an opportunity to submit their views to the review board in writing within thirty days.

F. Consolidation of Hearings

Under these Rules, the OEA President may order the consolidation of two or more proceedings involving the same member(s) if they determine that:

1. The charges raise one or more common issues; or

2. The interests of efficiency would be served; or

3. The consolidation would not prejudice the interest of any charged member or charging party.

G. Appeal to the Board of Directors

1. If the review board votes to censure, suspend, or expel the charged member, they may, within thirty days of their receipt of the decision of the review board, file a notice of appeal with the Board of Directors, together with any written arguments that they may desire to submit. The only basis for appeal under this Section (F) shall be that the review board has failed to comply with the procedures set forth in these Rules. The charging party may file a written response within thirty days of receipt of the notice of appeal and arguments submitted by the charged member. The charged member may file a reply within ten days of receipt of any response by the charging party. At the same time that they file any material with the Board of Directors, the charged member and the charging party shall send a copy of all such material to the other party by certified mail, return receipt requested.
2. The Board of Directors may, at its sole discretion, decide the appeal on the written material or may schedule oral argument.
3. Within forty-five days after the date established for the submission of any written material or the conclusion of any oral argument, whichever is later, the Board of Directors shall render its decision.
4. The Board of Directors may remand the matter to the review board for such further proceedings as the Board of Directors deems appropriate, provided the affirmative vote of at least a majority of the full membership of the Board of Directors shall be necessary in order for it to do so. If this required number of votes is not achieved within the forty-five day period set forth in Section F, 3, of these Rules, the decision of the review board shall have been affirmed. The decision of the Board of Directors shall be in writing, served by certified mail, return receipt requested, on the charging party, the charged member, and the chairperson of the review board, and shall be postmarked within five days of the vote of the Board of Directors or the expiration of the aforesaid forty-five day period, whichever is sooner.

III. PROCEDURES FOR REVIEW OF CHALLENGED ACTIONS

A. Definition of Challenged Actions

An action of the OEA Executive Committee, Board of Directors, Representative Assembly, or the Credentials Committee may be reviewed by a review board for consistency with the OEA Bylaws and Policies. An action of the OEA Executive Committee, Board of Directors, or Representative Assembly shall be deemed inconsistent with the Bylaws or Policies only if a review board finds that said action is not consistent with any reasonable interpretation of the language or intent of the OEA Bylaws or Policies.

B. Initiation of Proceedings

Requests for review by a review board may be made by the filing of a petition for review by:

1. The OEA Executive Committee
2. The Board of Directors
3. The Representative Assembly
4. Official action of a local affiliate
5. Ten percent of the certified delegates to the Representative Assembly
6. The Credentials Committee
7. A member, or group of members

The OEA President shall prepare and make available a form to be used for initiating proceedings pursuant to this Section and all requests for review filed hereunder shall be on such form.

C. Decision of Review Board

1. A review board shall review each petition filed for review, and may schedule a hearing, receive written submissions, and/or take such other steps as it deems appropriate in order to determine whether the challenged action is consistent with the OEA Bylaws and Policies.

2. The affirmative vote of at least two members of the review board shall be necessary to find that an action of the OEA Executive Committee, Board of Directors, or Representative Assembly is inconsistent with the OEA Bylaws. If this required number of votes is not achieved within the forty-five day period set forth in Section III, C, 1, of these Rules, and the petition challenging the action shall be dismissed. The decision of the review board shall be in writing, shall be served by certified mail, return receipt requested, on the representatives of the challenged body and the challenging party and shall be postmarked within five days after the vote of the review board or the expiration of the aforesaid forty-five day period, whichever is sooner.
3. If the review board finds that the challenged action is inconsistent with the OEA Bylaws, it shall so report in writing to the appropriate OEA governing body, recommending remedial action if necessary. As used in this Section, the phrase "appropriate governing body" shall mean the governing body whose action is being challenged and any other OEA governing body that the review board believes should take remedial action.

2800 - LEGAL DEFENSE PROGRAM

I. PURPOSES

I. Individual

To provide funds for legal assistance to members of the OEA/NEA in matters that are considered employment related through the Legal Defense Program of the Oregon Education Association and the Unified Legal Services Program of the National Education Association ("ULSP").

II. Bargaining Unit

To provide financial aid, staff and legal assistance to local affiliates for bargaining a satisfactory agreement, factfinding, ERB matters, arbitrations, and related court actions, assuring equitable treatment for all unit members.

II. PROCEDURES

Before entering into any legal proceeding where funds are expected to be received from the Legal Defense Program, or the ULSP, the following procedures shall be followed:

I. The applicant(s) must be a member of the OEA, or an OEA bargaining unit, at the time of the occurrence that gives rise to the need for legal assistance. New member applicants shall be granted a one-month grace period after the beginning of the school year to join the Association.

Nonmember cases will be considered separately and individually on the basis of how they would affect the rights of OEA members.

II. The applicant(s) shall request authorization for legal assistance through the UniServ Consultant.

III. The UniServ Consultant shall request authorization for legal assistance from an OEA Manager before consulting an attorney.

IV. Decisions about authorization will be based upon an evaluation of:

1. The facts of the case;
2. Relevant statutes and case law;
3. The merits and likelihood of prevailing;
4. The potential impact on other members; and
5. The legal costs to support the case.

V. The applicant(s) shall fill out a Legal Defense Program/ ULSP assistance request and return it to the UniServ Consultant, who will sign and forward it to the Legal Defense Program Committee consultant. A copy of that form shall be provided to the local.

VI. An applicant's request for legal funding beyond the initial consultation with an attorney shall be reviewed in a timely manner and decision on further proceedings will be made by the Legal Defense Program consultant. The LDP Committee will review, at least annually, legal funding decisions made by the Legal Defense Program.

1. If the applicant's request is approved, the Legal Defense Program consultant will designate or approve the attorney to be used in the case. Applicants who use attorneys not authorized or who refuse to accept a satisfactory settlement offer may receive curtailed assistance.
2. If the applicant's request is denied, assistance may be appealed to the Legal Defense Program Committee, and, if still denied, to the OEA Board of Directors. Finally, a member has the right to appeal to the NEA on the sole ground that the OEA Legal Defense Program failed to process the application in accordance with the provisions of the Legal Defense Program. NEA shall process such an appeal only if the applicant has exhausted all appeals available to him/her under the provisions of the state affiliate's legal services program, and the appeal to the NEA shall be timely only if received by the NEA within 90 days of the date on which the decision of the state affiliate to reject the applicant's application for legal assistance has become final.
3. Legal Defense Program/ ULSP will be reimbursed:
    a. from any award of cost or attorneys' fees, in a share proportionate to the extent of the financial contribution to such cost or fees;
    b. from that portion of other monetary recovery by way of litigation, arbitration, compromise, or settlement which exceeds the member's out-of-pocket loss in a share proportionate to the extent of Legal Defense Program and ULSP contributions to the total expense incurred in such proceedings. In no event shall such reimbursement exceed the total amount of assistance extended by the Legal Defense Program/ ULSP.

VII. Attorneys representing OEA members in any federal court case shall consult with the NEA General Counsel's office in preparation of the briefs for the case. NEA will designate counsel to represent the member in any federal court appeal.

OEA GUIDELINES FOR LEGAL ASSISTANCE

I. Legal Assistance to Members

A. Purpose

The Legal Defense Program of the Oregon Education Association ("LDP") and the ULSP provide funds for legal assistance to members of the OEA//NEA in matters that are employment related.

B. Criteria for LDP Assistance

1. This program is intended primarily to protect the educational employment rights and privileges of program members in instances involving adverse job actions. Legal assistance under the program will be provided in individual cases which arise out of the member's employment by a school district or other educational institution.
2. LDP will provide legal assistance to its members when it is determined that:
    a. The action at issue resulted or will result in actual prejudice or injury to the member's employment rights and privileges;
    b. There is a substantial likelihood that the member will be granted relief under current policies, regulations and laws;
    c. The procedures and standards described in these Guidelines have been met;
    d. Such assistance is required by law for nonmembers where the bargaining unit is the exclusive representative.
    e. Legal assistance is conditioned on Unified membership at the time of the occurrence and must be maintained while receiving such assistance unless withdrawal of membership is approved by OEA and NEA for special circumstances.

3. LDP may decline to provide representation or continued assistance when:
    a. The case involves support of a position contrary to the policies of the OEA or the NEA;
    b. The member does not fully cooperate with LDP and its representatives;
    c. LDP determines that the facts of the case as alleged by the member are not true;
    d. The member rejects a settlement proposal or other disposition of the case as advised by LDP;
    e. The member retains an attorney without the knowledge and/or consent of LDP;
    f. Limited resources preclude pursuing every case to the ultimate level;
    g. The continuance of the case is based solely on the rejection of an acceptable settlement offer.
4. Ineligible Cases
    a. Individual matters that are excluded for reimbursement under the plan are:
        1) Matters in which one rank-and-file employee challenges another such employee or the Association;
        2) Criminal actions against a member except as stated in Appendix A: Policy on Criminal Charges;
        3) Matters for which payment is available through another NEA program (e.g. Educators Employment Liability, Association Professional Liability, etc.)
5. Workers Compensation Cases

    No authorization will be given for attorney fees in workers compensation cases except as follows:
    a. Funding may be authorized for representation in cases which will have precedential value for other school employees; and
    b. Funding may be authorized for representation in cases when the decision in the workers compensation proceeding could have an effect on a related Fair Dismissal Appeals Board ("FDAB") claim or other court claim in which attorney fees already have been authorized.

C. Procedures

It is important that attorneys, OEA staff members, and other persons connected with such legal service understand the appropriate procedures to be followed. All legal assistance should have the approval of the bargaining unit, where possible.

The UniServ Consultant will initiate the application for funding. Attorneys who are retained will proceed in cooperation with the bargaining unit, the UniServ Consultant, and the Executive Director of the Oregon Education Association or designee.

Before entering any legal proceedings where funds are expected to be received from LDP or the ULSP fund, these procedures should be followed:

1. Membership at the time of the occurrence.

    A person is considered a member for the purpose of determining eligibility if they were a member of the bargaining unit at the time the incident occurred. Nonmember cases will be considered separately and individually on the basis of how they would affect the rights of other education employees.
2. All requests received will be reviewed in a timely manner. Denial of legal assistance may be appealed to the LDP Committee, and, if still denied, to the Board of Directors. Finally, a member has the right to appeal to the NEA on the sole ground that the LDP failed to process their application in accordance with the provisions of the Legal Defense Program.
3. The UniServ Consultant shall request authorization for legal assistance from an OEA Manager before consulting an attorney.
4. Should an aggrieved member refuse to sign an OEA/NEA LDP Legal Assistance Authorization and Memorandum of Agreement form, the Association shall not be obligated to pursue the matter further.

5. Decisions about authorization will be based upon an evaluation of:
    a. The facts of the case;
    b. Relevant statutes and case law;
    c. The merits and likelihood of prevailing;
    d. The potential impact on other members; and,
    e. The legal costs to support the case.
6. The member shall fill out an OEA/NEA LDP Legal Assistance Authorization and Memorandum of Agreement form and return it to the UniServ Consultant, who will sign and forward it to the LDP consultant.

D. Implementation

1. The LDP shall not discriminate against applicants on the basis of race, color, national origin, creed, religion, gender, sexual orientation, age, sensory, physical or mental handicap, political affiliation, marital status or economic status.
2. The LDP consultant will designate or approve the attorney to be used in the case.
3. Attorneys representing members in any federal court case shall consult with the NEA General Counsel's office in preparation of the briefs for the case. NEA will designate counsel to represent the member in any federal court appeal.
4. A member's request for legal funding shall be reviewed in a timely manner and a decision will be made by the LDP consultant. Written notice will be sent to the member by certified mail within five working days from the date of the decision when funding is denied.
5. An applicant's request for legal funding beyond the initial consultation with an attorney shall be reviewed in a timely manner and a decision on further proceedings will be made by the LDP consultant. Written notice to the member, sent by certified mail, will follow any denial of further funding.
6. The LDP and NEA ULSP will be reimbursed:
    a. From any award of costs or attorney fees, in a share proportionate to the extent of their financial contribution to such costs or fees; and
    b. From that portion of other monetary recovery by way of litigation, arbitration, compromise, or settlement which exceeds the member's out-of-pocket loss, in a share proportionate to the extent of LDP and NEA ULSP contributions to the total expense incurred in such proceedings.

    In no event shall such reimbursement exceed the total amount of assistance extended by LDP and NEA ULSP.
7. Certain criminal allegations will be processed according to Appendix A, Policy Statement on Criminal Charges.

II. Legal Assistance to Bargaining Units

A. Purpose

It is important to provide financial aid, staff and legal assistance to bargaining units for factfinding, Employee Relations Board (“ERB”) matters, arbitrations, and related court actions, assuring equitable treatment for all members.

B. Criteria for LDP assistance are predicated on the following assumptions:

1. Assurance is guaranteed that the bargaining efforts result in minimally acceptable local contracts across the table;
2. The integrity of bargained contracts is protected;
3. The responsibility to advance organizational and class action grievances is guaranteed;
4. The right of our units to good faith bargaining is secured;

5. The right of education employees to defend themselves against reprisals is guaranteed;
6. Bargaining units needing legal assistance are expected to contribute financially in order to demonstrate their commitment;
7. The state association recognizes its obligation to assist units too small to fully fund their own costs;
8. Decisions to litigate shall be made jointly with the local leadership after careful study of each case;
9. Limited resources preclude pursuing every case to the ultimate level;
10. The foremost obligation of all bargaining units is to gain a satisfactory agreement at the local level and to implement the agreement properly. Assistance to bargaining units will be provided to protect their rights and privileges as collective bargaining unit representatives. The LDP will assist with legal aid where:
    a. Failure to challenge a deteriorating local situation could result in a poor contract or even lack of a contract at the local level;
    b. The presence of unfair labor practices prevents education employees from exercising their legal rights; and
    c. Failure to challenge a particular issue, practice, or position would have a negative statewide impact.
11. Ineligible cases

    Bargaining unit matters that are excluded for reimbursement are:
    a. Corporate matters of the state association or bargaining unit; and
    b. Cases arising from the activities of local and state political action committees (PACs.)

C. Procedures
1. The UniServ Consultant shall request authorization for legal assistance from an OEA Manager before consulting an attorney.
2. The bargaining unit president shall fill out an OEA/NEA LDP Legal Assistance Authorization and Memorandum of Agreement form and return it to the UniServ Consultant, who will sign and forward it to the LDP consultant.
3. Decisions about authorization will be based upon an evaluation of:
    a. The facts of the case;
    b. Relevant statutes and case law;
    c. The merits and likelihood of prevailing;
    d. The potential impact on other members; and,
    e. The legal costs to support the case.
4. The LDP consultant will designate or approve the attorney to be used in the case.
5. Attorneys representing bargaining units in any federal court case shall consult with the NEA General Counsel's office in preparation of the briefs for the case. NEA will designate counsel to represent the member or bargaining unit in any federal court appeal.
6. Further authorization will be secured from the LDP Committee for each additional stage of legal proceedings; i.e., court of appeals, etc.
7. A bargaining unit's request for legal funding shall be reviewed in a timely manner and a decision will be made by the LDP consultant. Written notice will be sent to the bargaining unit by certified mail within five working days from the date of the decision when funding is denied.
8. The Legal Defense Program and NEA ULSP fund will be reimbursed:
    a. From any award of costs or attorney fees, in a share proportionate to the extent of their financial contribution to such costs or fees; and

b. From that portion of other monetary recovery by way of litigation, arbitration, compromise, or settlement which exceeds the bargaining unit's out-of-pocket loss in a share proportionate to the extent of LDP and NEA ULSP contributions to the total expense incurred in such proceedings.

In no event shall such reimbursement exceed the total amount of assistance extended by LDP or ULSP.

D. Funding

1. The LDP and NEA ULSP shall pay all legal fees and costs incurred by bargaining units in approved cases. NEA has a cap on annual and lifetime funding for approved ULSP cases.

2. The following guidelines shall apply for LDP payment of arbitration fees, factfinding fees and unfair labor practice complaint and answer filing fees, as specified by the OEA Policies:

a. Units with 50 or fewer members,
65 percent;

b. Units with 51 through 99 members,
45 percent;

c. Units with 100 or more members,
35 percent; and

d. Special circumstances will be considered on a case-by-case basis.

OEA POLICY STATEMENT ON CRIMINAL CHARGES

I. Initial Attorney Fees

The OEA Legal Defense Program will reimburse up to $1,150.00 for attorney fees and costs incurred by an OEA member in defense of a criminal charge, subject to the limitations and conditions below:

A. The criminal charge must arise out of the member's contracted activities in an Oregon public school district or in a State school;

B. The member must submit an LDP Legal Assistance Authorization and Memorandum of Agreement form stating the alleged criminal charge, if known, and the name and address of the member's attorney; and

C. The member shall provide directly and through their attorney, to such attorneys as the LDP may designate, such information regarding the case as the LDP attorneys deem necessary to evaluate the member's application and to ensure compliance with this policy.

II. Investigation Costs

The LDP will reimburse up to $1,150.00 of attorney's fees and investigator's costs incurred by an OEA member subject to the conditions set forth in Paragraph I above, and further subject to the additional limitations and conditions stated below.

A. The costs are not reimbursed or paid by the Educators Employment Liability Insurance policy or any other insurance policy; and

B. The member and their attorney will provide the LDP-designated attorney a copy of the investigator's report, along with all other information discovered in preparation of the member's defense.

III. Additional Attorney Fees

The LDP will fund up to an additional $2,500.00 of attorney fees subject to the conditions and limitations set forth in Paragraphs I and II above, and further subject to the additional limitations and conditions stated below:

A. The LDP is given a detailed bill of the fees charged;

B. Any reimbursement will only be for attorney fees not reimbursed or paid by the Educators Employment Liability Insurance policy or any other insurance policy;

C. The LDP Committee reserves the right to decline to pay any fees it determines to be unreasonable; and

D. The LDP Committee determines that the merits of the case, the probability of success, and the nature of the precedents justify the additional reimbursement.

IV. The LDP will reimburse all attorney fees and costs in excess of the initial $1,150.00, and the $2,500.00 additional attorney fees in Paragraph III above, provided all of the limitations and conditions set forth in Paragraphs I, II, and III above are met, and provided further the member is found not guilty of the criminal charges.

The intent of this policy is that the LDP will not be responsible, except as provided in Paragraphs I, II, and III above, for payment of legal fees or costs related to the defense of criminal charges, including "up-front" fee deposits (retainer), until the member is found not guilty of all charges or all charges are withdrawn or dismissed. The LDP will not be responsible, except as provided in Paragraphs I, II, and III above, if a member is found guilty or pleads guilty or no contest to another criminal charge arising out of the same circumstances.

V. The LDP Committee may make individual exceptions to this policy based upon the merits of a case, advice of counsel, and the member's financial inability to pay, as determined by the LDP Committee. If an exception is made, the LDP Committee and the member shall enter into a written agreement setting forth the amount of all reimbursement and the terms of repayment.

3000

3100

I. PROMOTION OF EDUCATION EXCELLENCE

A. Research that will enhance the excellence of student learning will continue to be reported by the OEA through its publications.

B. OEA shall take steps to monitor, make recommendations and take action on proposed educational issues.

C. In conjunction with NEA, OEA will promote American Education Week and will provide information to locals.

D. Local affiliates will promote a positive, constructive, and accurate presentation of public education.

3200

I. MEMBERS' PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS

A. Grievance Processors in Local Buildings - there should be a trained grievance processor in each building.

B. Follow-up Grievance Training - OEA staff is directed to attempt to implement follow-up grievance processing training within budgetary constraints and membership requests.

C. Collective Bargaining by All Locals - all local affiliates should negotiate comprehensive local contracts as defined by the terms and conditions recommended in the OEA prototype agreement.

D. Guidelines for Legal Assistance for OEA/NEA Members from the OEA Legal Defense Program or the NEA ULSP.

The ULSP of the National Education Association, and the Legal Defense Program of the Oregon Education Association provide funds for assisting members of the NEA/OEA in court cases that are job-connected. It is important that attorneys, OEA staff members, and other persons connected with such litigation understand the appropriate procedure for such proceedings. All such proceedings should have the approval of the local association, where possible. The UniServ Consultant should help process the application for funding. Attorneys who are retained should proceed in cooperation with the local association, the UniServ Consultant, and the Executive Director (or their designee) of the Oregon Education Association.

Before entering any litigation where funds are expected to be received from the NEA ULSP or the OEA Legal Defense Program, the following information should be provided:

1. A short summary of all actions prior to making request for funds.
2. A summary of the legal proceedings or legal basis on which any proceedings will be based.
3. A statement of the purpose of the suit, or what is expected to be gained by court litigation.
4. A statement confirming discussions with parties concerning the recovery of court costs and attorney fees.
5. A statement of the possibilities of success in the litigation.

6. A statement of the chances of appeal.
7. An estimate of the probable court costs and attorney fees for the first level of litigation.
8. A statement confirming contact with the NEA regarding this case.
9. Any member who has been dismissed but whose case is yet in litigation or on appeal shall continue to be considered an active member of the Association until the legal questions relating to their employment status are resolved.

E. Procedures for Legal Assistance to the OEA Bargaining Units

1. Rationale - it is important that OEA provide financial aid, staff and legal assistance to local affiliates for factfinding, ERB matters, arbitrations, and related court actions, assuring equitable treatment for all members.

   The procedures are predicated on the following assumptions:

   a. We must assure that the bargaining efforts result in minimally acceptable local contracts across the table.
   b. We must protect the integrity of bargained contracts.
   c. We must advance organizational and class action grievances.
   d. We must secure the right of our units to good faith bargaining.
   e. We must help our members to defend themselves against reprisals.
   f. Locals needing legal assistance are expected to contribute financially in order to demonstrate their commitment.
   g. The state association recognizes its obligation to assist units too small to fund fully their own costs.
   h. Decisions to litigate shall be made jointly with the local leadership after careful study of each case.
   i. Limited resources preclude pursuing every case to the ultimate level.
   j. In OEA affiliates having achieved exclusive recognition, nonmembers shall be accorded such assistance as is required by law.

2. Criteria for State Participation

   a. The foremost obligation of all OEA affiliates is to gain a satisfactory agreement at the local level and to implement the agreement properly. The OEA will assist with legal aid where:
      (1) Failure to challenge a deteriorating local situation could result in a poor contract or even lack of a contract at the local level.
      (2) The presence of unfair labor practices prevents members from exercising their legal rights.
      (3) Failure to challenge a particular issue, practice, or position would have a negative statewide impact.
      (4) One or more members would suffer significant professional, personal, or economic disadvantage.

   b. Priority will be assigned to:
      (1) Cases involving broad statewide application.
      (2) Strike-related matters if the pre-strike assistance procedures have been adhered to.

3. Funding by OEA - the following guidelines shall apply for OEA payment for grievance arbitration, contract arbitration, factfinding, and unfair labor practices:

   a. Locals with 50 or fewer members – 65 percent
   b. Locals with 51 through 99 members – 45 percent
   c. Locals with 100 or more members – 35 percent

d. Special circumstances will be considered on a case-by-case basis.

4. Authorization for Legal Assistance

a. Legal assistance shall be authorized by the OEA Executive Director or their designee. Authorization may be given verbally, followed in each case by written authorization with a copy to the attorney.

b. Prior to payment of a subsidy for contract/grievance arbitration or factfinding, a copy of the following must be transmitted to the OEA General Counsel:

(1) Copy of the arbitrator's award or factfinder's report.

(2) Arbitrator's (factfinder's) bill.

(3) Other applicable bills.

c. The OEA will seek aid from the NEA ULSP in meeting the expenses of special cases covered by NEA ULSP policy.

F. OEA Position on Strikes and Strikebreakers

1. Members may refuse to provide services in situations where conditions make providing quality education impossible.

The decision to strike is a professional action by a majority of the members in a bargaining unit. To initiate a work stoppage is a right specifically granted by the Oregon Public Employee Collective Bargaining law when all other attempts at reaching a satisfactory agreement have failed. Members reporting for work during a legitimate work stoppage are strikebreakers and undermine the collective efforts of their colleagues.

The Oregon Education Association urges all members of the bargaining unit to act as one when the situation demands a strong show of member solidarity.

2. When deplorable conditions in education exist in a school district that has brought about a crisis, after all peaceful resolutions fail to resolve an impasse occurring therein, members may have no choice but to resort to a withdrawal of services as the only means of attracting public attention. The OEA recommends that its affiliates seek aid in time of a crisis and involve the Association at the earliest possible time. Administrative and supervisory personnel may remain with the schools or take other precautions to provide for the safety of students and protection of property. During such withdrawal of services by a recognized professional organization, schools should be closed for the duration of the withdrawal of services.

3. All members have a duty to honor any primary picket line authorized by the local association. Any member who crosses an authorized picket line, or knowingly accepts work in a district whose employees are on strike, may be subject to discipline according to OEA Bylaws, Article XI and OEA Policies 2700.

G. Qualifying for OEA Bargaining Crisis Assistance

1. The OEA Bargaining Campaign Manual and the OEA Crisis Campaign Manual shall provide assistance and direction in preparing for crisis.

2. Before mediation is likely to be called, the local association, in consultation with the local UniServ Consultant, shall:

a. Complete and submit the Mediation Readiness Survey, along with supporting documentation, to the OEA Associate Executive Director for the Center for Advocacy & Affiliate Services, who will provide a copy to the OEA Executive Committee and to the OEA Relief Fund Committee.

3. Prior to the first mediation session, the local association will:

a. Complete and submit the Mediation Readiness Survey, along with supporting documentation, to the OEA Associate Executive Director for the Center for Advocacy & Affiliate Services, who will provide a copy to the OEA Executive Committee and to the OEA Relief Fund Committee.

b. Execute OEA Crisis Organizing Agreement;

4. After the declaration of impasse, but before the 30 day cooling-off period begins, the local association, in consultation with the local UniServ Consultant, shall complete the OEA Strike Readiness Survey and submit it, along with supporting documentation, to the OEA Associate Executive Director for the Center for Advocacy & Affiliate Services, who will provide a copy to the OEA Executive Committee and to the OEA Relief Fund Committee.

5. Before the 30-day cooling-off period ends, the local association, in consultation with the local UniServ Consultant, shall:

   a. Participate in an initial pre-strike evaluation by OEA administered by a Strike Evaluation Team. The Team will be composed of UniServ Consultants and local leaders from other local OEA associations. In consultation with the local UniServ Consultant, the Associate Executive Director for the Center for Advocacy & Affiliate Services shall appoint the Consultants to the team, and the OEA President shall appoint the local leaders. The local association may request changes in the Strike Evaluation Team.

      A report from this Team will be forwarded to the local association, the local UniServ Consultant, the OEA Executive Committee and the OEA Associate Executive Director for the Center for Advocacy & Affiliate Services or designee.

   b. Approximately two weeks following the initial strike evaluation, after having addressed any organizational weaknesses identified in the initial report, the local association will: participate in a follow-up pre-strike evaluation by the same OEA team. A final report from this Team will be forwarded to the local association, the local UniServ Consultant, the OEA Associate Executive Director for the Center for Advocacy & Affiliate Services or designee, the OEA Executive Committee, and the OEA Relief Fund Committee.

   c. The Strike Evaluation Team is advisory to local associations. The Team shall conduct its evaluation and make its confidential recommendations to the local leadership but does not decide if a local is to strike.

6. The OEA Executive Committee and Board Director(s) from the involved OEA district(s) may sanction a strike based on the pre-strike evaluation reports.

7. The release of resources will be based upon the readiness surveys and supporting documentation provided by the local association and upon the pre-strike evaluation reports. Procedures for administering the Relief Fund are described in Policy 6000.

H. Local Association Strike Assessment

Before a strike is called, the local association governing body shall:

1. Notify its members, in writing, of the OEA Policy: that all members have a duty to honor any primary picket line authorized by the local association, and that the local association may initiate charges against any member strikebreaker through the judicial review process.

2. Conduct a one-on-one strike assessment (as per OEA Strike Assessment Guidelines) with all members prior to an actual strike vote.

I. Cadre Assistance

Cadre assistance may be provided to locals for grievance, bargaining, political action, professional development and community outreach.

II. CONTRACT REOPENER PROCEDURES

A. Obligation of Fair Representation

The Association has a duty and legal responsibility to represent everyone in the unit fairly when bargaining and maintaining the contract. The Association must continue to exercise its duty of fair representation and assure that its actions are not arbitrary, discriminatory or in bad faith to any member of the bargaining unit. Failure to follow established procedures may subject the Association to substantial liability.

This procedure will be followed to avoid future legal problems:

1. A local which has received a written management request to reopen a contract shall immediately notify the UniServ Consultant who shall notify the Associate Executive Director for the Center for Advocacy & Affiliate Services.
2. The local, in consultation with the UniServ Consultant, shall establish a procedure to evaluate the need to reopen the contract. OEA will provide assistance as requested and appropriate.
3. After consideration of the request through the procedure established in A.2 above, the Single Agent Bargaining Council or the local membership (for those not participating in a Single Agent Bargaining Council) shall determine an appropriate course of action.

B. Circumstances to be Considered by an Association before Re-Opening a Contract

DISTRICT BUDGET:

____All program cuts outside the regular school day have been made.

____Administrative costs have been cut.

____Status of district budget shows money is/isn't available.

____Tax rates are comparable to the average of surrounding districts.

____The allowable amount of taxes is being assessed.

____Funds have been appropriately allocated or transferred to operating budget.

____Enrollment numbers show a downward trend over time.

____Financial information has been considered. At least the following documents have been supplied and considered:

Preceding year's audit (December)

Current adopted budget (June)

Resolutions-Adopting the budget, appropriating the budget, declaring a tax levy

Recent monthly financial statements

District's current carryover/contingency

____Available grant funds have been used to address budget concerns

____Over-budgeting and/or under-spending issues have been addressed.

INTERNAL

____Possibility of an MOU addressing the issue has been considered.

____Appropriate local decision-making responsibility has been addressed.

____Assessment of member support for re-opening has been conducted.

COMMUNITY

____Local unemployment rate has been considered.

____Local business closures have been considered.

3300

I. PROFESSIONAL DEVELOPMENT

A. Teacher Standards and Practices Commission

The Oregon Education Association will inform its membership concerning the work and activities of the Teacher Standards and Practices Commission.

3400

I. ACHIEVEMENT OF ORGANIZATIONAL EXCELLENCE

A. Membership, Dues, and Contributions Payments (OEA Bylaws, Articles, I and II)

1. The OEA shall continue every enrolled member of the OEA as an active member until such time as the member withdraws membership, and as long as they meet the requirements for membership: thus members need not re-enroll annually in order to maintain membership.
2. It shall be the policy of the OEA to charge dues for those who work less than a full year, the percentage of the annual OEA dues (including assessments), equal to the months worked during the membership year divided by the number of months in the membership year.
3. When an individual pays OEA/NEA dues but not local dues, OEA shall take steps to ensure compliance with unification agreements.
4. It is essential that the NEA Fund for Children & Public Education be adequately funded, and staff shall have the appropriate plan for the NEA Fund promotion each year.
5. Community College adjunct faculty dues shall be collected as one-ninth of the annual amount for each month worked for this category.

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

1. An association shall affiliate with both OEA and NEA. Application is required only for newly formed chapters.
2. A local association must have bylaws consistent with those of OEA and NEA. This document must be on file with the OEA and must state that membership is unified, with each member belonging to the local association, OEA and NEA.
3. The local association must have an approved budget, which will promote the activities of the association and meet leadership commitments.
4. The local association shall vest all policy-making power in either the membership or an elected representative body.
5. The local association has the responsibility to represent, in good faith, its members before employment related bodies and boards.
6. The association, either directly or through a bargaining council, will gain recognition as the exclusive negotiating representative of the members and negotiate a comprehensive contract.
7. The local association shall maintain a level of dues that allows for the operation of a full program of services to the membership and the ability to fund an organizational structure without the financial sacrifice of one leader or a small group of leaders. The local association must have an approved budget, which will promote the activities of the association and meet leadership commitments.
8. The local association, wherever possible, supports state and national program priorities in political action, legislative support, professional development, and affirmative action.
9. The local association shall maintain financial records which shall record the income and disbursement of its funds. The local association shall maintain adequate, permanent files in a location reasonably assessable to the membership.
10. The local association program shall include an effective communication system.
11. The local association program shall promote membership growth and maintenance.
12. The local association shall provide assurance that the local association membership categories shall not compete with those of another affiliated local within the same employing jurisdiction.
13. Local associations shall transmit all NEA/OEA dues on hand on a regular basis to be determined by the OEA Board of Directors.
14. Names of local officers shall be submitted annually to OEA.

15. A form indicating to a newly-formed local that it has been accepted for continuing membership in OEA shall be delivered to the officers of the new local by the OEA Board District Director.

16. A local may be declared by the OEA President to be disaffiliated with OEA when no local officers can be found who will declare that an affiliation with OEA exists.

17. Except as provided for elsewhere in OEA Policies and Bylaws, the Board has the authority to initiate disaffiliation proceedings and to disaffiliate from local associations.

C. Association Services

1. Eligibility for member services

a. Members are eligible for assistance under Categories A and B (below) providing the membership application form was received at least fifteen calendar days before the occurrence of the incident for which the assistance is requested.

b. Members must conform to the following categories:

Category A - previous year members will continue to receive all program service and assistance until November 30 of the current year. Previous year members who are not members as of November 30 of the current year become eligible for program, services and assistance 15 calendar days following receipt of the membership application form.

Category B - previous year nonmembers who were eligible for membership become eligible for program, services and assistance 15 calendar days following receipt of the membership application form.

Category C - previous year nonmembers who were not eligible for membership shall become eligible for program services and assistance on receipt of the membership application form.

2. Aspiring Educator chapters Oregon Education Association

a. Where possible the local associations should invite the local Aspiring Educator OEA chapter to have a member on their different committees and task forces on the local level.

b. UniServ Council officers are charged with the responsibility of communicating with, guiding and advising the SOEA units in their districts.

c. Cadre assistance may be provided for Aspiring Educator chapters.

3. Printing Services

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

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

b. Copy must be submitted on time, in "press-ready" condition, and conform to the OEA print shop requirements.

4. Program Funding

The OEA Program Budget Committee will consider funding programs which fit within the OEA adopted goals and objectives. OEA will provide flat-grant funding only under extraordinary circumstances.

D. Unit Incentive Subsidy for Statewide Conferences/Training

The budget provides that the financial parameters within any statewide conference/training should be confined. To the extent that one element of a conference/training reduces the budget, other items must be adjusted. Such adjustment will normally be in the cost of room and the provision of meals, if any, and decisions regarding the duration of the conference/training. Provision for room and meals will be announced in advance, along with other anticipated expenses.

1. Lodging will be reimbursed at one-half the double occupancy rate, including tax, of OEA approved accommodations.

a. Participants traveling100 miles or more (one way) will be reimbursed for one night's lodging.

b. Participants traveling 200 miles or more (one way) will be reimbursed for two night's lodging.

c. Participants traveling 50 miles or more (one way) to attend a two (2) day conference/training will be reimbursed for one night's lodging.

2. Meals, except for those provided to the group at the conference, will not be reimbursed.

3. A mileage incentive subsidy, not necessarily intended to cover the full cost of the travel, will be allowed.

Units with 100 or fewer members - 1/2 the IRS rate rounded to the nearest cent per mile for the driver, plus 2 cents per mile for each additional participant riding in the car.

Units with more than 100 members - 1/2 the IRS rate rounded to the nearest cent per mile for the driver, plus 2 cents per mile for each additional participant riding in the car, traveling 50 miles (one way) or more to the conference/training site.

4. Exceptions may be made in the case of hardship in a local which has exhausted its funds for other purposes providing the local has a minimum of $10 local dues or has been identified as a unit needing special organizing assistance.

E. School Closures

During school closures caused by financial constraints, local affiliates or individual members of the Oregon Education Association shall not become involved in activities or programs that:

1. Involve members in areas for which they have no liability protection.

2. Economically discriminate against students or limit their opportunities because of family economic status.

3. Shift an unequal burden of educational costs to any particular group in the community.

4. Eliminate or reduce incentives for citizens to pass adequate long-term funding measures.

F. Statewide Meeting Sites

Whenever possible, facilities which are not on the union unfair list will be selected for OEA statewide meetings. Priority consideration, however, will be given to facilities with union affiliation.

G. Corporate Relationships

1. The OEA-PAC Constitution and Bylaws shall be included in the OEA Handbook.

2. Minutes of all meetings shall be exchanged between the members of the OEA Board of Directors and the OEA-PAC Board of Directors.

3. The basic relationship is between the NEA Fund for Children & Public Education and the OEA Board of Directors; therefore, any expenses for OEA participation in NEA Fund activities must be carried by the OEA, the OEA President, or the President's designee, representing the OEA at all the NEA Fund functions.

4. All staff assistance to OEA-PAC shall be provided by OEA.

5. OEA-PAC shall be continued as a voluntary, non-profit, unincorporated association and is not affiliated with any political party.

H. United Education Profession Membership

All NEA/OEA members should be members of a local in their area. If no local is available, the UniServ Council shall assist in formation of a local for that area.

I. Fair Share Agreements

There shall be no fair-share fee-payers in OEA bargaining units.

J. Local Officers and Chairpersons

Local officers and Representative Assembly Delegates should be elected by April of each year.

K. OEA Position on Merger with Other Organizations

OEA acknowledges the value of having all education employees covered under a single national organization.

The OEA Representative Assembly reaffirms a desire to unite all education employees into a single national organization. The OEA Representative Assembly further recognizes that a merger with the AFT, the AAUP, and other appropriate organizations could contribute to that end.

OEA can pursue discussions regarding potential merger with other organizations. At a time and on terms it deems appropriate, the Board of Directors may initiate discussions with other organizations on merger or combination.

4000 - AFFIRMATIVE ACTION FOR EMPLOYEES

I. POLICY OF NONDISCRIMINATION

It shall be the policy of the Oregon Education Association not to discriminate because of race, color, religion, national origin, gender, age, disability, political affiliation, sexual orientation, marital status or residence.

II. POLICY OF AFFIRMATIVE ACTION

The OEA Board of Directors shall adopt an affirmative action plan and procedures for OEA staff. An affirmative action progress report shall be presented annually to the OEA Representative Assembly by the OEA President.

5000 - UNISERV

The purpose of UniServ is to provide a coordinated program of services to members on an equitable basis throughout Oregon. These services are provided through local, state and national staff whose responsibilities include a wide variety of professional and representational assistance to individuals and affiliates. While assignments are specific, the availability of staff to assist in emergency situations throughout the state and nation assure members that even in unusual circumstances they will receive appropriate assistance.

In order to assure local member involvement, OEA established UniServ Councils as an administrative agency to assist in program coordination. All locals shall be fully participating members of their assigned UniServ Councils. Except in single units where the UniServ Council and Executive Committee serve the same purposes, Councils are not intended to set local programs. The role of the UniServ Council is to identify the main priorities of all units in the Council and with the help of assigned staff implement strategic priorities. These priorities should include the fulfillment of the legal responsibility of member representation and assistance in developing long-range goals for representational and professional needs. Priorities are further detailed in the state and national UniServ policies and local UniServ Council programs. All services must fit within the framework of the policies and programs of the unified local-UniServ unit-OEA-NEA and the NEA UniServ Guidelines.

I. PROGRAM SUPPORT RESOURCES

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

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

A. Staff Assignment

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

B. Office Rent, Utilities and Maintenance

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

1) All councils that do not have a physical space to meet in will receive by October 1 an annual allotment to support their meetings.

C. Travel and Expenses

The estimated cost of travel and expenses associated with the assignments of UniServ Consultants and Associate Staff will be budgeted. Reimbursement shall be at the rate allocated per OEA administrative rules and applicable Collective Bargaining Agreements.

D. Telephone and Internet Service

Local and long distance telephone service costs and the cost of providing internet service to each office will be budgeted. In addition, the cost of actual business-related cell phone expenses for UniServ Consultants shall be included.

E. Capital Outlay

Equipment shall be provided based on the OEA minimum standards for UniServ offices.

F. Supplies

Adequate supplies shall be provided for each office as per minimum standards for OEA offices.

G. Exceptions

Exceptions to support resources listed above will be made only if the UniServ Council can demonstrate that without such resources the UniServ Council(s) would be unable to provide necessary services.

UniServ Councils will be provided with a copy of the proposed budget for their unit before or at the budget hearings.

II. ADMINISTRATIVE RULES FOR NEA-OEA PARTICIPATION IN UNISERV PROGRAMS

A. Each UniServ Council or a committee thereof shall annually review and evaluate the constitution, budget and program as related to the UniServ Council functions. Upon request, the NEA-OEA will assist in this process.

B. Within one hundred twenty (120) days following the close of the Council's fiscal year, the UniServ Council shall provide the OEA Executive Director with evidence that a review of expenses during the past twelve (12) months has been completed. The review shall be done by a licensed auditor or other competent person(s) or committee agreed to by the Council. The reviewers shall be independent from Council governance or committee structures. The review shall include a written report to the Council which may be used as evidence required by this rule.

C. The UniServ Council will support and implement the objectives and the program of action of the unified local-UniServ Council-OEA-NEA.

D. Expenses incurred through the program support listed in Section I shall be the responsibility of OEA. Expenses incurred at the Council's direction and not otherwise covered by OEA shall be paid by the Council. Payment of dues for such additional expenses may determine participation in those additional activities, but may not form the basis for depriving any member of governance rights, such as voting for interim Director or voting for PAC Director, and may not exclude the local from OEA-funded UniServ activities.

Clarification of privileges provided to all:

1. Benefits of participating in activities funded by UniServ Council dues may be based on payment of UniServ Council dues;
2. Voting on state-level issues and candidates is dependent on payment of state dues;
3. Benefits of participating in OEA-NEA funded services is dependent on payment of OEA-NEA dues.

E. Annually a review and evaluation of the UniServ program shall be completed no later than the May OEA Board meeting.

1. The purpose of this review is to provide the UniServ Council and the Board of Directors with an assessment of the Council program. The review shall take place among the local UniServ Council, or its designee(s), UniServ Consultant(s), and the OEA Executive Director or their designee.
2. The review instrument will be completed by the Council or its designee(s) in advance of the meeting. A written summary of this review will be prepared by the OEA Executive Director or their designee with copies provided to the UniServ Council, the OEA Board of Directors, Executive Director and the UniServ Consultant(s) no later than the May OEA Board of Directors meeting.
3. At least biennially, the UniServ Council and the OEA Executive Director or their designee shall meet jointly to discuss the review results. However, if at any time concerns arise either the Council or the OEA Executive Director or their designee may request a joint conference.

F. Normally, special assignments of a Consultant outside their UniServ area will only be made with the approval of the UniServ Council or its designee(s). However, in unusual circumstances (strikes, organizing efforts, etc.) the OEA Executive Director may assign UniServ staff to another UniServ Council within the OEA and/or NEA for the purpose of assisting members. Provisions will be made for staff assistance to the affected Council and local associations during these assignments. The following procedure will be used when staff are to be assigned outside their UniServ area:

1. UniServ staff will not be assigned to work outside their assigned UniServ unit without first seeking volunteers. If no appropriate volunteer(s) is forthcoming, then the OEA Executive Director or their designee may assign staff to work outside of their UniServ unit. In any case, the Council President shall be notified of the assignment. Said notification shall include the start date as well as an anticipated date for the outside assignment to end. The notification shall also indicate what provisions will be made for staff assistance to the affected Council and local associations.
2. Should the affected Council object to the assignment, said objection shall be made to the Executive Director or their designee and will include the basis for the objection. If the basis for the objection cannot be resolved, then the Executive Director shall review the proposed assignment and make a determination.
3. When possible, at least two weeks prior notice will be given to affected Councils.

III. THE UNISERV CONSULTANT AND OTHER UNISERV STAFF

A. UniServ Consultant Responsibilities

The main purpose of the UniServ structure is to provide competent professional field service to the local membership of the unified local-UniServ Council-OEA-NEA. Detailing the responsibilities of the UniServ Consultant is left to the respective UniServ Councils who are charged with the responsibility of determining the priorities of services needed in their service units.

The UniServ Consultant shall carry out the policies and programs of the local associations within the UniServ Council.

1. The UniServ Consultant's primary responsibilities are to:
    a. Represent member interests in employment- related and professional matters, primarily through collective bargaining and contract maintenance.
    b. Develop programs for political action and legislation in coordination with the OEA Center for Public Affairs.
    c. Provide training in public relations and internal communications.
    d. Be aware of and utilize NEA-OEA resources.
    e. Coordinate UniServ, state and national resources into local association's activities, including professional development, instructional improvement and human relations.
    f. Help identify and train local leaders to become actively involved.
    g. Assist locals to develop creative programs and identify long-range goals.
    h. Assist with NEA Member Benefits special services to members.
    i. Assist in the employment and management of associate staff assigned to their office in accordance with UniServ Council policy, OEA personnel policies and applicable collective bargaining agreements.
    j. Coordinate and advocate national and state association programs and priorities with local associations and members.
    k. Maintain files as per OEA Records Retention List.
    l. Fulfill other duties connected with the UniServ office.
2. The OEA Consultant job description and evaluation criteria further clarify these responsibilities.
3. The UniServ Consultant shall attend all OEA field staff meetings. OEA shall provide adequate notice of such staff meetings. The scheduling of such meetings will allow the UniServ Consultant the flexibility necessary in their work with individuals or locals.

4. The OEA Executive Director or their designee will assist the UniServ Consultant in the establishment of added responsibilities consistent with state and national guidelines or staff contracts which may be necessary to implement the Council program. All services must fit within the framework of the policies and programs of the unified local UniServ Council-OEA-NEA.

5. The UniServ Consultant will be evaluated at least biennially by the OEA Executive Director or their designee(s) in accordance with OEA Policy.

B. Employment procedures of UniServ professional personnel

1. Notification of opening

   a. All current Oregon professional staff shall be notified in advance of general notification.

   b. General notification shall be made by the OEA Executive Director or their designee.

2. Preliminary screening

   a. Current professional staff who apply will be excused from the preliminary screening.

   b. All external applicants shall be screened by the OEA Executive Director or their designee(s). The UniServ Council or its designee(s) may participate in the screening process.

   c. The Associate Executive Director for Advocacy & Affiliate Services and the UniServ Council will meet prior to the Council interview to define program emphasis and desired skills and experiences sought by the interviewing Council.

3. The following is a suggested list of the minimum qualifications for the position of UniServ Consultant:

   a. Have an earned bachelor's degree, or equivalent.

   b. Have five years experience in public education.

   c. Have demonstrated leadership ability.

   d. Have familiarity with professional organization work, especially with the work of a local education association.

4. Final interviews and approval of appointments.

   a. Interviews shall be held within the UniServ unit if possible. The Council shall interview candidates recommended by the OEA Executive Director or their designee.

   b. The interviews shall be conducted by the Council's interview committee or Executive Committee and shall be assisted by the OEA Executive Director or their designee and the OEA Board Director(s) of the affected OEA district(s).

   c. The final recommendation shall be made to the UniServ Council by the Council's Executive Committee or the designated representatives and the OEA Board Director(s) with the advice of other members of the interview committee.

   d. Ratification of the appointment of the UniServ Consultant shall be according to the UniServ Council Bylaws or if Council Bylaws do not exist, procedures established by the affected locals. Notification of acceptance or rejection of the candidates shall be made by the OEA Executive Director or their designee as decided by the UniServ Council.

   e. The successful candidate must be approved by the UniServ Council and the OEA Executive Director. If either disagree, the position shall be posted again, if necessary, and further interviews will be scheduled.

      If budgetary limitations preclude the addition of staff not previously anticipated in the budget, or if such an allocation were to leave current staff unassigned, in the interest of maintaining a balanced budget, a UniServ Consultant may be assigned for a limited time not to exceed three months to a Council where they were not approved.

      This appointment will be submitted for action to the OEA Board of Directors if the affected UniServ Council is dissatisfied with the proposed assignment. It is understood that prior consultation with the UniServ Council will occur before an appointment, as outlined above.

f. UniServ professional personnel are employees of the OEA and are covered by the provisions of the Collective Bargaining Agreement between the Professional Staff Organization and OEA.

C. Employment of UniServ Associate Personnel

1. UniServ Assistants are employees of the OEA and are covered by the provisions of the Collective Bargaining Agreement between the Associate Staff Organization and OEA.

2. Applicants who are determined by the Executive Director or designee to be qualified for the UniServ Assistant position are eligible to be interviewed by OEA. The interviews shall be conducted by a designee from OEA and the UniServ Consultant and a joint recommendation of employment shall be made to the Executive Director. If a joint recommendation cannot be made, then the Executive Director will determine how to proceed.

3. The UniServ Assistant shall support members, and be accountable to the UniServ Consultant and, ultimately, to OEA.

4. The UniServ Consultant shall have the authority to recommend dismissal of the UniServ Assistant consistent with OEA policies, directives, relevant laws and the ASO Collective Bargaining Agreement.

D. Selection procedures for employment of staff shall comply with the fair employment practices established by the NEA-OEA.

IV. LOCAL AFFILIATE INVOLVEMENT PLAN

The Oregon Education Association (OEA) believes that an effective working relationship between UniServ staff members and the leaders of local affiliates is essential to providing members with the highest quality service. For this reason, presidents of local affiliates are afforded appropriate, meaningful input into the decision-making processes regarding employment, establishment of performance expectations and work priorities, and evaluation of UniServ staff members. Therefore, in order to ensure the continued success of the field service program, and to comply fully with the requirements of the Guidelines for the NEA UniServ Program adopted by the NEA Board of Directors on May 2, 2008, an Oregon Education Association Local Affiliate Involvement Plan (LAIP) was developed with input from the Cabinet for Advocacy and Affiliate Services. The OEA LAIP has been duly approved and is now established as the official policy of the organization.

Nothing in this plan shall in any way supersede, modify or nullify the terms of the Collective Bargaining Agreement between the OEA and its bargaining units. In accordance with the NEA UniServ Guidelines, any conflict between the Guidelines or this Plan and the Collective Bargaining Agreement(s) between the OEA and its staff organization(s) will be decided in favor of Collective Bargaining Agreement.

A. The OEA LAIP provides the following:

1. Local affiliate involvement in the employment of UniServ professional staff members is covered under Article III.B of this policy.

2. Local affiliate involvement in the establishment of performance expectations and annual work priorities for UniServ staff members.

a. In order to properly align services with local affiliate needs, OEA will conduct a program review of each UniServ Council at least biennially to determine which services provided by the UniServ Council and staff are of the greatest value to members and local leaders, what level of priority should be assigned by OEA to each category of service, and the level of satisfaction local leaders have with the delivery of each service.

b. In addition, the OEA will periodically conduct a statewide survey of all local association presidents to augment information gathered through program reviews.

c. The results of statewide survey will be carefully analyzed to determine if the work priorities of the statewide UniServ should be adjusted in order to conform to the changing needs of local affiliates. The OEA training for UniServ staff will be revised on an ongoing basis in response to the changing service needs of local affiliates.

d. The Cabinet for Advocacy and Affiliate Services shall make recommendations concerning the types of programs developed and conducted by UniServ professional staff in order to meet the needs and priorities of local leaders at the state and UniServ Council level.

e. Resolutions adopted by the OEA Representative Assembly establish policy directions and organizational priorities which OEA staff, including UniServ staff, has responsibility to implement.

f. When UniServ professional staff members provide training or workshops at regional or statewide leadership conferences, written evaluations completed by those in attendance and feedback received by members of the Board of Directors will continue to be reviewed and given consideration by the Associate Executive Director for future conference plans.

g. Input concerning UniServ Council needs will be solicited from members of the Board of Directors as part of the process of determining organizational priorities and work priorities.

3. Local affiliate involvement in the UniServ staff evaluation process.

a. UniServ staff members are formally evaluated by Associate Executive Director for Advocacy & Affiliate Services during their twelve-month probationary period. Formal evaluations of probationary UniServ staff are required prior to the end of the fourth month of employment.

b. Local affiliate presidents who have compliments or concerns are encouraged to share their feedback directly with the UniServ staff member. Local affiliate presidents may also share compliments or concerns directly with the Associate Executive Director. Input from local affiliate presidents is essential to an accurate assessment of the performance of probationary UniServ staff members. Any concerns that rise to the level of complaint shall be addressed through the complaint procedures outlined in the Collective Bargaining Agreement between OEA and PSO.

c. Additional evaluations may be done as needed. UniServ staff members who successfully complete their probationary period are subject to a formal evaluation process every other year thereafter as per the Collective Bargaining Agreement between OEA and PSO.

d. Local affiliate presidents who have compliments or concerns are encouraged to share their feedback directly to the UniServ Staff member who has gained permanent status. Local affiliate presidents may also share compliments or concerns directly with the Associate Executive Director. Any concerns that rise to the level of complaint shall be addressed through the complaint procedures outlined in the Collective Bargaining Agreement between OEA and PSO.

V. STATUS AND REVIEW OF UNISERV POLICIES

Sections II and III are administrative policies for NEA-OEA participation in UniServ programs and shall be reviewed periodically by representatives of the NEA-OEA and UniServ Councils.

VI. OEA /NEA UNSERV PROGRAM DISPUTE RESOLUTION PROCEDURE

A. Purpose

The Guidelines for the National Education Association UniServ Program require, in Articles III-B and XVIII-A-1 that each state develop a dispute resolution procedure to provide a process for resolving allegations that the Oregon Education Association has erred in the interpretation or implementation of the state or national UniServ Program as defined below. The purpose of this procedure is to secure, at the lowest possible administrative level, an equitable resolution to such complaints or disputes. All parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

B. Definitions

1. Complaint**:** An allegation by a local association affiliate affected by the dispute, that:

a. The OEA has improperly interpreted a Grant Application. (NEA III-B).

b. The OEA has improperly implemented a Grant Application. (NEA III-B).

c. The state has improperly interpreted the state's Local Affiliate Involvement Plan. (NEA III-B)

d. The state has improperly implemented the state's Local Affiliate Involvement Plan. (NEA III-B)

e. The state has improperly interpreted a provision of the "Guidelines for the National Education Association UniServ Program." (NEA XVIII-A-1-a)

f. The state has improperly implemented a provision of the "Guidelines for the National Education Association UniServ Program." (NEA XVIII-A-1-a)

2. Complainant: A complaint may be filed by a majority vote of the Executive Committee or Representative Council of a local association affiliate or UniServ unit through its President or a designated representative of the Committee/Council.

C. Timeline for Filing

A complaint must be initiated as per D.1 within 20 calendar days from the time of the event leading to the complaint or from the time the complainant should reasonably have known of the event. Should a complainant not receive a response within the timelines listed it may appeal to the next step. Should a complainant fail to appeal to the next step within the listed appeal period, the complaint shall be considered withdrawn. Timelines during the process may be modified for a reasonable period of time by mutual agreement of the parties to allow for scheduling of any necessary meetings or calls.

D. Procedure

1. Informal Stage.

The representative of the complainant will contact the Associate Executive Director and discuss the complaint with the object of resolving the matter informally. The Associate Executive Director shall have ten days to respond.

2. Formal Stage.

Step 1. Lowest Level of Authority.

If the complaint is not satisfactorily resolved within ten calendar days of the discussion at the informal stage listed above in D.1., the representative of the complainant may, within ten calendar days of the informal response, file a formal complaint in writing with the Associate Executive Director for the Center for Advocacy & Affiliate Services.

A written formal complaint must:

a. List the specific provision(s) of the UniServ Guidelines, Grant Application, or State UniServ Program that is being contested, and

b. Contain a detailed description of the complaint, including facts and rationale for the complaint.

The Associate Executive Director shall respond in writing within ten days of receiving the written formal complaint.

Step 2. Next Level of Authority.

If the complaint is not satisfactorily resolved at Step 1, the representative of the complainant may, within ten calendar days of receipt of the Step 1 response, appeal the complaint in writing to the OEA Executive Director who shall respond in writing within ten days of receiving the written appeal.

Step 3. Next Level of Authority (Last State Appeal Step).

If the complaint is not satisfactorily resolved at Step 2, the representative of the complainant may, within ten calendar days of receipt of the Step 2 response, appeal the complaint in writing to the OEA Executive Committee who shall respond in writing within ten days after its next scheduled meeting subsequent to receiving the written appeal. The response shall include a statement that the OEA's Dispute Resolution Procedure has been exhausted.

Step 4. NEA Regional Director

If the complaint is not satisfactorily resolved at Step 3, the representative of the complainant may, within ten calendar days of receipt of the Step 3 response, appeal the complaint in writing to the NEA Pacific Regional Director who shall respond in writing within twenty days of receiving the written appeal.

Step 5. NEA Executive Committee.

If the complaint is not satisfactorily resolved at Step 4, the representative of the complainant may, within ten calendar days of receipt of the Step 4 response, appeal the complaint in writing to the NEA Executive Committee which will attempt to resolve the dispute in accordance with the provisions NEA Article XVIII-A-1-b of the UniServ Guidelines. The decision of the Executive Committee will be final.

Appeals should be mailed to:

NEA CR UniServ Program
1201 16th Street N.W.
Suite 410
Washington, D.C. 20036

6000 - RELIEF FUND POLICY

(OEA Bylaws Article XII)

I. THE OREGON EDUCATION ASSOCIATION RELIEF FUND COMMITTEE

A. Purpose

The Committee shall oversee and review the administration of funds and monitor the disbursement of benefits. The Committee shall review the fund annually to maintain a balance of $10 million or higher, recommend changes and improvements for the future, ensure availability of the funds to affiliates and members, and set limits per each situation or local association consistent with wise management of the resources.

B. Composition of the Committee

1. The Committee shall be composed of six people: two OEA Board members, and one non-Board member from each vice-presidential region of the State, and one OEA Retired member. These shall be appointed by the OEA President with the consent of the Board of Directors, following the consultation with the Vice-President and Board members from the region and receipt of their recommendation. The OEA Executive Director or designee shall advise.
2. The terms of office shall be three years staggered. No person shall hold more than two consecutive terms. The OEA Executive Director or designee shall be the secretary-treasurer.

C. Filling Vacancies

1. The vacancies shall be filled as provided above. A person appointed to a vacancy shall serve for the unexpired term.
2. In accordance with OEA Policy, an individual who misses two consecutive meetings without cause shall be removed from the Committee.

II. SITUATIONS FOR WHICH EXPENDITURES MAY BE AUTHORIZED

A. Strike Action and Build-up

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

   It shall monitor and authorize the disbursement of benefits according to the eligibility requirements of the policy.

   Its membership shall be the local association president or designee, the local association treasurer, one other member appointed by the OEA President, the OEA Executive Director, and a UniServ Consultant who shall act as adviser. The local association president shall designate the chairperson who shall also serve on the Crisis Coordinating Committee.
3. The local financial assistance committee shall report in writing to the OEA Relief Fund Committee, within thirty days following the strike or closure, on use of the funds and provide recommendations for changes in operation of the Fund.

B. School Closure/Contract Lockout

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

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

C. Natural Disaster

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

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

D. Emergency Transfer

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

E. Transfer for Strategic Action

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

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

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

F. The 2015 RA authorizes the forgiveness of the unpaid balance (principal and interest) of the 1999 building/renovation loan from the OEA Relief Fund.

G. The 2017 Representative Assembly approves the interim policy established by the Board of Directors during the September 2016 Board meeting authorizing the one-time transfer of up to $750,000 from the Relief Fund to the Collective Bargaining Fund to support Ballot Measure 97.

H. In order to preserve services to members, the OEA Board of Directors may authorize transfer from the Relief Fund to the General Fund should the General Fund revenues fall below the 2015-16 budgeted amount. Such transfer of funds may occur only twice between September 1, 2019 and August 31, 2023. The first transfer may be no more than four percent (4%) of the Relief Fund balance as of December 31 of the previous budget year, not to exceed one million dollars ($1, 000, 000). The second transfer may be no more than three percent (3%) of the Relief Fund balance as of December 31 of the previous budget year, not to exceed seven hundred fifty thousand dollars ($750, 000). Such transfer shall be limited so as not to allow the Relief Fund to fall below twenty million dollars ($20, 000, 000). This authorization shall sunset on August 31, 2023.

I. The 2019 Representative Assembly approves a one-time transfer of up to $250,000 from the Relief Fund to the Collective Bargaining Fund to support statewide organizing.

J. The Board of Directors may authorize the use of funds from the OEA Relief Fund to make regular monthly payments on the 2020 loan that was obtained to finance the replacement of the OEA headquarters failed heating, ventilation and air-conditioning (HVAC) system.

III. ELIGIBILITY FOR BENEFITS

A. For Receipt of Benefits in All Cases

1. In the event of a school closure other than a strike, money will be distributed only to OEA members.
2. Relief Fund benefits are integrated with unemployment compensation the second week of the school closure/lockout. OEA members will receive the full benefit for the first week of the closure. The OEA Relief Fund benefit plus the unemployment benefits shall not exceed the weekly take home salary of the employee unless or except for specific circumstances established by the Relief Fund Committee pursuant to OEA Policy 6000.
3. Bargaining unit members will be eligible for benefits beginning with the first day lost as a result of a sanctioned strike or because of a lockout.
4. Benefits will not be available for those who violate policy established by the local association to address the current situation.
5. Approval by the local financial assistance committee (LFAC) is required before assistance is granted.

B. For Strike Benefits

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

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

IV. BENEFITS

A. Schedule of Benefits

The Oregon Education Association Relief Fund Committee shall establish an equitable schedule of benefits to individuals and local associations consistent with relevant policies and with the amount of money available in the fund and anticipate statewide needs.

B. Types of Benefits

1. Direct subsistence grants are paid to all eligible bargaining unit members affected by the emergency.
2. Emergency grants from the fund should be preserved to meet the needs of individual members. Emergency individual grants are direct grants to individuals, for which no repayment is anticipated, to cover immediate living costs or unexpected personal costs arising out of the situation. Direct money grants may be made to those eligible for benefits for an amount that will be determined by the LFAC based on need and the availability of funds.

   a. Grants are intended for those with acute financial need such as food or medical treatment. Guidelines and limits for emergency grants shall be determined by the Relief Fund Committee.

   b. The local financial assistance committee must treat each situation separately and in a confidential manner. A primary consideration is the individual's capability to continue supporting the strike or exist without welfare in a closure situation.

3. However, in emergency situations when local association resources are exhausted and as much assistance as possible has been given from the OEA general fund allocation, then the Relief Fund may provide grants or interest free loans to local associations (not individuals) for financial assistance to help the local association meet unusual expenses resulting from the strike organizing or execution, school closure or disaster.
4. Subject to the authority of the OEA Board to manage and preserve the Relief Fund under Article XII, Section 4 of OEA Bylaws and, in addition to the grants otherwise authorized on a per diem (workday) basis, the OEA Relief Fund Committee will authorize payment of individual members' school district paid basic group health insurance package limited to: major medical, hospitalization, dental, vision and group life under the following conditions:
    a. The individual and the local must meet eligibility requirements.
    b. The school district must have refused to make a periodic premium payment.
    c. The amount of the grant or payment shall not exceed the dollar amount of premium payments which the school district has failed to pay on behalf of the individual making the loan application or the payment.
    d. If payments of health insurance premiums is approved for a strike, the Relief Fund will pay the full amount of the premium, subject to the discretion of the Board under Bylaw XII, even if employees in the local in question already pay a share of the premium because of a cap on insurance.
    e. If a health insurance premium is paid from the Relief Fund, then that payment will be made in addition to the weekly stipend that is paid during that week.
5. The OEA Relief Fund Committee may consider additional assistance or the provision of other benefits such as mass food purchase, special provisions for medical treatment, or other assistance.
6. Grants to local associations for strike build-up activities approved by the OEA Executive Committee.

V. APPEAL FROM A FINANCIAL ASSISTANCE COMMITTEE DECISION

In the event that a bargaining unit member disagrees with a decision relating to benefits, the bargaining unit member may appeal that decision to the Oregon Education Association Relief Fund Committee. Appeals will be handled according to the following guidelines.

A. Appeal to Local Assistance Committee for Reconsideration of Decision

A bargaining unit member(s) may appeal local assistance committee decisions to that committee for reconsideration and to the Oregon Education Association Relief Fund Committee. Appeals must be submitted in writing stating the basis for the appeal. Decision of the Oregon Education Association Relief Fund Committee will be final.

B. Timelines for Hearings

1. The bargaining unit member(s) must request a hearing before the local assistance committee within five days of notification of an adverse decision.
2. The local assistance committee will meet within five days of a request to hear appeals and respond.
3. If an appeal is rejected by the local assistance committee, or not heard within five days, the bargaining unit member(s) must appeal to the Oregon Education Association Relief Fund Committee within five days.
4. The Oregon Education Association Relief Fund Committee will hear the appeal within ten days of a request and respond in writing within five days of the hearing.

C. Representation

The appellant may be represented by another member of the bargaining unit. The local assistance committee chairperson may have similar representation at the Oregon Education Association Relief Fund level.

7000 - AFFILIATED ORGANIZATIONS

I. LOCAL ASSOCIATIONS

A. Affiliation

1. A request for affiliation shall be submitted to the OEA President by the potential local association in the form of a completed charter application form adopted by the OEA Board of Directors. The OEA President shall inform the local association of OEA's disposition of its application within 90 days of receipt of the application form.
2. Associations may receive a status of affiliation by fulfilling requirements of the OEA Bylaws (see OEA Bylaws, Article XVI and XVII.)
3. Each affiliated local association is required to have a realistic dues structure to assure adequate support for the organization.
4. Each affiliated local association shall require its officers to support and belong to OEA.
5. The affiliated local association shall maintain the standards as adopted by the OEA Board of Directors, in order to retain its charter.

B. Disaffiliation

1. An affiliated local association may request disaffiliation from the OEA by submitting, to the OEA President, a written statement of assurance by the local association president that a majority of the local members wish to dissolve the local association's affiliation. The OEA shall investigate the request.
2. The OEA President shall inform the local association of OEA's disposition of its disaffiliation request within 90 days of receipt of the statement of assurance.

II. ASPIRING EDUCATORS CHAPTERS

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

III. SPECIAL INTEREST CAUCUSES

(This Policy Does Not Apply to the OCESP Caucus)

A. Any member of the Association may initiate the formation of a recognized caucus and invite support of other members. A request for recognition shall be submitted to the OEA President by the potential caucus in the form of a completed application. The OEA President shall inform the caucus of OEA's disposition of its application within 90 days of receipt of the application.

B. OEA governing bodies and OEA management and administrative staff shall not be involved in the organization or operation of any caucus.

C. The use of the acronym "OEA" in connection with a caucus only indicates that the group is made up of OEA members.

D. OEA Board of Directors may regulate caucuses and take appropriate action to assure that no caucus brings discredit to OEA.

8000 - NEW BUSINESS

NEW BUSINESS ITEMS:

NBI 1

President Farrera recognized the maker of NBI 1, Lawrence Abrams, Portland AT, to speak to their motion. Greg Burrill, Portland AT, second. Debate ensued. Seeing no further debate, President Farrera called for a vote. **NBI 1 CARRIED.**

> "That the RA renew financial support to continue the ongoing work of the Charter School / Substitute Teacher Organizing Task Force and that additional support for data gathering and organizing be extended to the task force.
>
> For the coming year the task force will continue to meet and further existing work. Additionally, given the information deficits identified in regards to substitutes statewide, the task force will make additional efforts to rectify this lack of information."

NBI 2

President Enrique Farrera recognized the maker of NBI 2, Stephen Tokarski, Oregon City Education Association, to speak to their motion. Paul Sheprow, North Clackamas Education Association, second. Debate ensued.

> "That the OEA Representative Assembly will establish a Task Force on Election Transparency and Democratic Participation, open to any active OEA member in good standing who wishes to participate. The task force shall examine and develop specific proposed bylaw and policy language addressing...: (1) transparency of OEA election processes and results; (2) independence of OEA electoral and judicial oversight bodies from the executive; (3) direct member participation in officer elections; (4) rules around campaigning for elected positions (5) accountability mechanisms for elected officers; (6) proactive candidate recruitment and reduction of barriers to running for office; and (7) measures to increase member participation in OEA elections. The task force shall present its findings and recommendations for proposed bylaws and policy amendments to the OEA Board of Directors by the January Board Meeting."

MOTION: Michael Derhezmer, NCEA, and Alisha Chavez, Portland Association of Teachers, moved to close debate. **CARRIED.** President Enrique Farrera called the question. **NBI 2 FAILED.**

NBI 3

President Enrique Farrera recognized the maker of NBI 3, Niels Pasternak, Eugene Education Association, to speak to their motion. Angela Adzima, Hillsboro Education Association, second. Debate ensued. Seeing no further debate, President Farrera called for a vote. **NBI 3 CARRIED.**

> "Increasing Transparency and Public Engagement Around Oregon's Special Education Funding Cap
>
> OEA will provide public progress updates to members at least twice during the 2026–2027 year on efforts to increase Oregon's special education funding cap to 15 percent.
>
> OEA will support efforts to increase public understanding of the gap between current special education funding and actual student need, including the impact of the funding cap on students, educators, and school systems.
>
> OEA will explore and communicate potential pathways to sustainably fund an increase to the special education funding cap, including consideration of additional revenue options, and will share this information with members."

NBI 4

President Enrique Farrera recognized the maker of NBI 4, Asha Sandhu, Oregon City Education Association, to speak to their motion. Alex Stagner, Portland AT, second. Debate ensued. Seeing no further debate, President Farrera called for a vote. **NBI 4 CARRIED.**

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

NBI 5

President Enrique Farrera recognized the maker of NBI 5, Michelle Dunn, Eugene Education Association, to speak to their motion. Dave Wines, Eugene Education Association, second. Debate ensued. Seeing no further debate, President Farrera called for a vote. **NBI 5 CARRIED.**

> "The Oregon Education Association (OEA) will advocate for and collaborate with policymakers to convene a statewide Adapted Physical Education (APE) Guidance Task Force to revise and update Oregon's 1981 Adapted Physical Education guidance.
>
> The task force will include adapted physical education specialists, general physical educators, and special education professionals.
>
> The task force will publish updated statewide guidance suggestions
>
> by July 2027 that:
>
> 1. Clarifies Adapted Physical Education as a service, not a placement
>
> 2. Aligns terminology ("adapted" vs. "adaptive") with current law and best practice
>
> 3. Supports equitable access to physical education instructional minutes for students with disabilities
>
> 4. Defines the role of physical education professionals within IEP teams PreK-age 21 (IDEA)
>
> Promotes inclusive and legally compliant Adapted Physical Education service delivery models PreK-age 21 (IDEA)
>
> OEA will support, promote, and advocate for this work in collaboration with policymakers and relevant stakeholders."

NBI 6

President Enrique Farrera recognized the maker of NBI 6, Monica Weathersby, Centennial Education Association, to speak to their motion. Brian Zauber-Reed, ASK ESP, second. Debate ensued. Seeing no further debate, President Farrera called for a vote. **NBI 6 CARRIED.**

> "Creation of an ADA Statement to Enhance Accessibility
>
> I move that OEA undertake the development of a comprehensive Americans with Disabilities Act statement for our conferences. This statement can be informed by the best practices of affiliate unions across the nation as well as the National Education Association."

NBI 7

President Enrique Farrera recognized the maker of NBI 7, Lauren McCartney, Beaverton Education Association, to speak to their motion. Catherine Tucker, Portland Association or Teachers, second. Debate ensued. Seeing no further debate, President Farrera called for a vote. **NBI 7 CARRIED.**

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

NBI 8

President Enrique Farrera recognized the maker of NBI 8, Katie Lukins, Beaverton Education Association, to speak to their motion. Lora Dee, Beaverton Education Association, second. Debate ensued. Seeing no further debate, President Farrera called for a vote. **NBI 8 CARRIED.**

> "I move that OEA establish a taskforce to explore the development of a OEA-led teacher apprenticeship residency program specifically for Special Education. This taskforce will identify pathways for ESPs and other candidates to earn a SPED endorsement through a paid, mentor-supported model. The taskforce will report their findings back to the OEA board and Representative Assembly."

NBI 9

President Enrique Farrera recognized the maker of NBI 9, Todd Farris, Beaverton Education Association, to speak to their motion. Lauren McCartney, Beaverton Education Association, second. Debate ensued. Seeing no further debate, President Farrera called for a vote. **NBI 9 CARRIED.**

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

The Task Force shall be charged with:

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

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

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

NBI 10

President Enrique Farrera recognized the maker of NBI 10, Katrina Allen, Eugene Education Association, to speak to their motion. Dave Wines, Eugene Education Association, second. Debate ensued.

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

The taskforce will work to provide the Oregon Education Association Legislative Advisory

Committee with the necessary data needed to put forth legislation mandating Music and Arts into the common core curriculum at the state level.

The objectives of the task force are to:

Review and research national examples of mandated arts education, such as the MAESTRO Act of 2025 (Mandating Arts Education Standards, Training, and Resources Overall) or the GAAME Act of 2026 (Guarantee Access to Arts and Music Education).

Develop collaborative relationships with organizations already involved in this advocacy work, such as the Oregon Music Educator's Association (OMEA).

Gather data from educators across Oregon regarding arts and music education programs and funding across our state.

Research states that have successfully implemented Music and Arts into mandated curriculum.

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

MOTION TO AMENDED NBI 10: To amend NBI 10 to strike "put forth" and replace with "support drafting." Moved by Katie Gillard, Beaverton, seconded by David Morrocco, Roseburg Education Association. Debate ensued. Seeing no further debate, President Farrera called for a vote. Amendment to NBI 10 **CARRIED.**

Debate resumed on NBI 10 as amended.

Seeing no further debate, President Farrera called for a vote. NBI 10 as amended **CARRIED.**

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

The taskforce will work to provide the Oregon Education Association Legislative Advisory

Committee with the necessary data needed to ~~put forth~~ **support drafting** legislation mandating Music and Arts into the common core curriculum at the state level.

The objectives of the task force are to:

Review and research national examples of mandated arts education, such as the MAESTRO Act of 2025 (Mandating Arts Education Standards, Training, and Resources Overall) or the GAAME Act of 2026 (Guarantee Access to Arts and Music Education).

Develop collaborative relationships with organizations already involved in this advocacy work, such as the Oregon Music Educator's Association (OMEA).

Gather data from educators across Oregon regarding arts and music education programs and funding across our state.

Research states that have successfully implemented Music and Arts into mandated curriculum.

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

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

Motion: We move to establish a Member Task Force that reviews existing data that overviews staff and student injuries, discipline records, behavioral needs, threat and sexual incidence reports in schools. **The task force will review the data from a systemic perspective to see effective interventions and tools that were used to come up with recommendations to address safety for members and students**. ~~The OEA Executive Board will request the data listed from school districts in Oregon for the taskforce to review and analyze with the goal of advocating for students and OEA members. If the locals cannot provide this information, we move to request the collaboration from ODE to gather the data. This new information from districts~~ **The goal of the task force is to present key take aways** ~~to present~~ at the next Oregon Rep Assembly~~. and research regarding the increase~~ **to overview the rate of** in school behavioral incidences resulting in staff and student injury, member satisfaction with safety response, and increased data to show a comparison of the data on the effectiveness of more mental health support and personnel trained in trauma informed practices, as well as highlight gaps in other areas for supports with safety for all students.

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

MOTION TO AMEND NBI 12 (AS AMENDED): To change the following language, "…propose recommendations ~~that~~ for ~~what~~ how members…" Motion by Samantha Minter, Beaverton EA, seconded by Michael Derheimer, North Clackamas EA, to amend NBI 12 (as amended). Debate resumed.

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

Motion: We move to establish a Member Task Force that reviews existing data that overviews staff and student injuries, discipline records, behavioral needs, threat and sexual incidence reports in schools. **The task force will review the data from a systemic perspective to see effective interventions and tools that were**

used to come up with recommendations to address safety for members and students. ~~The OEA Executive Board will request the data listed from school districts in Oregon for the taskforce to review and analyze with the goal of advocating for students and OEA members. If the locals cannot provide this information, we move to request the collaboration from ODE to gather the data. This new information from districts~~ **The goal of the task force is to present key take aways** ~~to present~~ at the next Oregon Rep Assembly~~. and research regarding the increase~~ **to overview the rate of** in school behavioral incidences resulting in staff and student injury, member satisfaction with safety response, and increased data to show a comparison of the data on the effectiveness of more mental health support and personnel trained in trauma informed practices, as well as highlight gaps in other areas for supports with safety for all students.

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

Seeing no further debate, President Farrera called the question. MOTION to Amend NBI 12 (AS AMENDED) **CARRIED.**

Debate resumed on NBI 12 as amended.

Seeing no further debate, President Farrera called for a vote. NBI 12 as amended **CARRIED**.

NBI 11

President Enrique Farrera recognized the maker of NBI 11, Cheryl Johnson, Mt. Hood Faculty Association, to speak to their motion. John Hasegawa, Mt. Hood Faculty Association, second. Debate ensued.

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

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

MOTION TO AMEND NBI 11: To add "energy use" to language. Moved by Bob Fonlham, Eugene EA, seconded by Jamie Myers, Eugene EA, to append the language.

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

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

Debate ensued. Seeing no further debate, President Farrera called for a vote. **Amendment to NBI 11 FAILED.**

Debate resumed on NBI 11.

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

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

Seeing no further debate, President Farrera called for a vote. NBI 11 **CARRIED.**

NBI 12

President Enrique Farrera recognized the maker of NBI 12, Samantha Minter, Beaverton EA, to speak to their motion. Michael Derheimer, North Clackamas EA, second. Debate ensued.

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

Motion: We move to establish a I Member Task Force that reviews existing data that overviews staff and student injuries, discipline records, behavioral needs, threat and sexual incidence reports in schools.

The OEA Executive Board will request the data listed from school districts in Oregon for the taskforce to review and analyze with the goal of advocating for students and OEA members. If the locals cannot provide this information, we move to request the collaboration from ODE to gather the data. This new information from districts to present at the next Oregon Rep Assembly. and research regarding the increase in school behavioral incidences resulting in staff and student injury, member satisfaction with safety response, and increased data to show a comparison of the data on the effectiveness of more mental health support and personnel trained in trauma informed practices, as well as highlight gaps in other areas for supports with safety for all students.

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

MOTION TO AMEND NBI 12: To adjust the NBI language. Moved by Michael Derheimer, North Clackamas EA, and seconded by Samantha Minter, Beaverton EA, to amend the NBI language. Debate ensued. Seeing no further debate, President Farrera called for a vote. Amendment to NBI 12 **CARRIED.**

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

Motion: We move to establish a Member Task Force that reviews existing data that overviews staff and student injuries, discipline records, behavioral needs, threat and sexual incidence reports in schools. **The task force will review the data from a systemic perspective to see effective interventions and tools that were used to come up with recommendations to address safety for members and students**. ~~The OEA Executive Board will request the data listed from school districts in Oregon for the taskforce to review and analyze with the goal of advocating for students and OEA members. If the locals cannot provide this information, we move to request the collaboration from ODE to gather the data. This new information from districts~~ **The goal of the task force is to present key take aways** ~~to present~~ at the next Oregon Rep Assembly~~. and research regarding the increase~~ **to overview the rate of** in school behavioral incidences resulting in staff and student injury, member satisfaction with safety response, and increased data to show a comparison of the data on the effectiveness of more mental health support and personnel trained in trauma informed practices, as well as highlight gaps in other areas for supports with safety for all students.

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

MOTION TO AMEND NBI 12 (AS AMENDED): To change the following language, "…propose recommendations ~~that~~ for ~~what~~ how members…" Motion by Samantha Minter, Beaverton EA, seconded by Michael Derheimer, to amend NBI 12 (as amended). Debate resumed.

The body allowed the postponement of NBI 12 until the afternoon session to allow for correct amended language to be submitted and typed for display for delegates.

NBI 13

President Enrique Farrera recognized the maker of NBI 13, Niels Pasternak, Eugene Education Association, to speak to their motion. Venus Reeve, Springfield Education Association, second. Debate ensued.

> "Elevating Public Perception of Educators Through Classroom-Based Storytelling
>
> OEA will strengthen public perception of public education and public educators by highlighting effective and innovative instructional practices occurring in Oregon classrooms.
>
> Beginning in the 2026–2027 year, OEA leadership will engage in classroom visits across diverse regions of the state in conjunction with existing activities to observe and amplify effective instructional practices.
>
> OEA will highlight these practices through statewide communications and will support the development and submission of educator-focused stories to local and state media outlets without paid media advertisements.
>
> These efforts will include representation across grade levels, geographic regions, and student populations, including special education settings and inclusive classrooms.
>
> OEA will report to members by August 2027 on implementation and impact."

Debate resumed.

MOTION: To refer NBI #13 to the Public Affairs or other appropriate committee as determined by the Board. Corey Hedger, Scappoose EA, moved with David Morrocco, Roseburg EA, as second. Debate ensued.

Seeing no further debate, President Farrera called for a vote. Motion to refer to committee **FAILED.**

Debate resumed for NBI 13.

MOTION: To close debate. Heidi Casper, Madras EA, moved with Joshua Fritz, Madras EA, as second. **CARRIED.**

President Farrera called the question. Motion for NBI 13 **FAILED**. Division vote was called. NBI 13 **FAILED.**

NBI 14

President Farrera recognized the maker of NBI 14, Joe Rowe, Portland Association of Teachers, to speak to their motion. Enrique Farrera, OEA President, second. Debate ensued.

> "OEA will create and maintain a running Google Doc or Microsoft One Drive document of the NBI items passed at the OEA RA. The link will be posted under the existing "Delegate Resources" section of the RA page on the OEA website This will start with NBI items passed in the April 2026 RA.
>
> Staff will note each item, and which items they consider one of these categories, and provide a progress narrative of 30 or more words. Categories are: Completed, Not yet underway, and underway.
>
> Staff who are assigned will be listed by name along with an extension. A completed date will be listed or a date of estimated completion will be listed. If this NBI is renewed in years that follow, the data from prior years will not be purged but rather moved lower in the document. Authors of each NBI will be given edit access, edit only their section assigned, and be given the option to add their own narrative of 30 or fewer words and one link."

MOTION TO AMEND: To strike company names. Janice Venture, Lincoln County EA, moved with Carisa Ketchen, Lincoln County EA, as second. Debate ensued.

> "OEA will create and maintain a running ~~Google Doc or Microsoft One Drive~~ document of the NBI items passed at the OEA RA. The link will be posted under the existing "Delegate Resources" section of the RA page on the OEA website This will start with NBI items passed in the April 2026 RA.
>
> Staff will note each item, and which items they consider one of these categories, and provide a progress narrative of 30 or more words. Categories are: Completed, Not yet underway, and underway.
>
> Staff who are assigned will be listed by name along with an extension. A completed date will be listed or a date of estimated completion will be listed. If this NBI is renewed in years that follow, the data from prior years will not be purged but rather moved lower in the document. Authors of each NBI will be given edit access, edit only their section assigned, and be given the option to add their own narrative of 30 or fewer

words and one link."

Seeing no further debate, President Farrera called for a vote. Motion to amend NBI 14 **CARRIED.**

Debate resumed on NBI 14 as amended.

MOTION TO AMEND: Add "…as well as the actual money spent on the NBI." Lauren McCartney, Beaverton, moved with Nicholas Bruns, Beaverton EA, as second. Debate ensued.

"OEA will create and maintain a running ~~Google Doc or Microsoft One Drive~~ document of the NBI items passed at the OEA RA. The link will be posted under the existing "Delegate Resources" section of the RA page on the OEA website This will start with NBI items passed in the April 2026 RA.

Staff will note each item, and which items they consider one of these categories, and provide a progress narrative of 30 or more words. Categories are: Completed, Not yet underway, and underway.

Staff who are assigned will be listed by name along with an extension**, as well as the actual money spent on the NBI**. A completed date will be listed or a date of estimated completion will be listed. If this NBI is renewed in years that follow, the data from prior years will not be purged but rather moved lower in the document. Authors of each NBI will be given edit access, edit only their section assigned, and be given the option to add their own narrative of 30 or fewer words and one link."

Seeing no further debate, President Farrera called for a vote. Motion to amend NBI 14 as Amended **CARRIED.**

Debate resumed on NBI 14 as amended.

MOTION TO AMEND: To strike "authors of each NBI will be given edit access, edit only their section..." Brooke Schilling, Medford EA, moved with Nicholas Rowan, Medford EA, as second. Debate ensued.

"OEA will create and maintain a running ~~Google Doc or Microsoft One Drive~~ document of the NBI items passed at the OEA RA. The link will be posted under the existing "Delegate Resources" section of the RA page on the OEA website This will start with NBI items passed in the April 2026 RA.

Staff will note each item, and which items they consider one of these categories, and provide a progress narrative of 30 or more words. Categories are: Completed, Not yet underway, and underway.

Staff who are assigned will be listed by name along with an extension**, as well as the actual money spent on the NBI**. A completed date will be listed or a date of estimated completion will be listed. If this NBI is renewed in years that follow, the data from prior years will not be purged but rather moved lower in the document. ~~Authors of each NBI will be given edit access, edit only their section assigned, and be given the option to add their own narrative of 30 or fewer words and one link.~~"

MOTION: To close debate. Kristin Wheeler, Ontario EA, moved with Sidranio Rangel, Ontario EA, as second. **CARRIED.**

President Farrera called the question. Motion to amend NBI 14 as Amended **CARRIED.**

Debate resumed on NBI 14 as amended.

MOTION: To forward NBI 14 to Bylaw & Policy Committee. Maddy Wilson, Aspiring Ed, moved with Gigi Whisler, Aspiring Ed, as second. Debate ensued.

MOTION: To close debate. Sidronio Rangel, Ontario EA, moved with Troy Soles, Canby EA, as second. **CARRIED.**

President Farrera called the question to move NBI 14 to committee. Vote result unclear. President Farrera called for a divisional vote. 217 yes, 242 no. Motion to move NBI 14 to committee **FAILED.**

Debate resumed on NBI 14 as amended.

MOTION: To close debate. Sidronio Rangel, Ontario EA, moved with Kristin Wheeler, Ontario EA, as second. **CARRIED.**

President Farrera called the question. NBI 14 as amended **FAILED.**

MOTION: To revote with ballots handed out on the RA floor for NEA Director. Toni Myers, Baker EA, moved, with Meghan Dixon, Union EA, as second. Debate ensued. **Motion withdrawn by maker.**

MOTION: To recount the NEA Director votes with one observer from each candidate. Toni Myers, Baker EA, moved, with Meghan Dixon, Union EA, as second. Debate ensued.

Seeing no further debate, President Farrera called for a vote. **FAILED.**

NBI 15

President Farrera recognized the maker of NBI 15, Venus (Alice) Reeve, Springfield Education Association, Niels Pasternak, Eugene EA, as second.

"Advocating for a Comprehensive 10 Year Plan for Oregon Public Education

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

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

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

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

OEA will present a draft framework of the proposed plan to members and share it with the Governor, legislature, and the public by August 2027.

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

MOTION TO AMEND: to add "Member Task Force..." by Venus (Alice) Reeve, Springfield Education Association, Niels Pasternak, as Second.

"Advocating for a Comprehensive 10 Year Plan for Oregon Public Education

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

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

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

- The gap between special education funding and the actual percentage of students served, with the goal of achieving full alignment between funding and student need
- Limited access to consistent instructional time and learning opportunities, with the goal of increasing meaningful instructional time and student access to learning
- High rates of student absenteeism impacting engagement and outcomes, with the goal of improving student attendance, engagement, and connection to school

- Inconsistent implementation and support for inclusive and equitable practices, with the goal of ensuring schools have the resources, training, and accountability systems needed to implement inclusive and equitable practices effectively

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

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

Debate ensued.

Seeing no further debate, President Farrera called for a vote. Motion to amend NBI 15 **CARRIED.**

Debate resumed on NBI 15 as amended.

Seeing no further debate, President Farrera called for a vote. NBI 15 as amended **CARRIED.**

NBI 16

President Enrique Farrera recognized the maker of NBI 16, Limor Geisler, Beaverton EA, second David Goldstein, Portland AT. Debate ensued.

"I move that the Oregon Education Association, through the Board of Directors and appropriate OEA staff shall, by December 1, 2026, develop, adopt, and distribute guidance to OEA leaders, staff, and local associations affirming OEA's commitment to inclusive engagement and establishing that identity-based civil rights organizations representing ethnic, racial, or religious communities shall not be targeted, singled out, attacked, excluded, or isolated in OEA or local association actions or communications."

MOTION TO AMEND: To add "Identity-based civil rights…." Moved by Zachary Melzer, Parkrose Faculty Association, with second Amanda Kassab, Centennial. Debate ensued.

"I move that the Oregon Education Association, through the Board of Directors and appropriate OEA staff shall, by December 1, 2026, develop, adopt, and distribute guidance to OEA leaders, staff, and local associations affirming OEA's commitment to inclusive engagement and establishing that identity-based civil rights organizations representing ethnic, racial, or religious communities shall not be targeted, singled out, attacked, excluded, or isolated in OEA or local association actions or communications.

Identity-based civil rights organizations who engage, promote the vilification of other groups on the basis of ethnic, racial, or religious grounds will not be afforded the same protections and OEA and local associations should be free to call out clear and calculated civil rights abuses from said organizations."

Seeing no further debate, President Farrera called for a vote. Motion to amend NBI 16 **CARRIED.**

Debate resumed on NBI 16 as amended.

MOTION TO AMEND: To insert language "political." Stacy Shown, La Grande EA, moved, with second by Kim Dowell, La Grande EA. Debate ensued.

"I move that the Oregon Education Association, through the Board of Directors and appropriate OEA staff shall, by December 1, 2026, develop, adopt, and distribute guidance to OEA leaders, staff, and local associations affirming OEA's commitment to inclusive engagement and establishing that identity-based civil rights organizations representing ethnic, **political**, racial, or religious communities shall not be targeted, singled out, attacked, excluded, or isolated in OEA or local association actions or communications.

Identity-based civil rights organizations who engage, promote the vilification of other groups on the basis of ethnic, racial, or religious grounds will not be afforded the same protections and OEA and local associations should be free to call out clear and calculated civil rights abuses from said organizations."

Seeing no further debate, President Farrera called for a vote. Motion to amend NBI 16 **FAILED.**

Debate resumed on NBI 16.

MOTION: That NBI 16 be referred to the Human and Civil Rights Committee and the Committee on Racial Equity jointly. Martin Kwon, North Clackamas EA, moved with a second by John Hasegawa, Mt. Hood Faculty Association. Debate ensued.

Seeing no further debate, President Farrera called for a vote. Motion to move NBI 16 to committee **CARRIED**.

NBI 17

Per the 2026 OEA RA Operating Procedures, NBI 17 was referred to the Executive Committee for review.

End of New Business Items

Judicial Panel Complaint Form

(OEA Policy 2700 II.C.6.)

I. Statement of Complaint, including date event occurred:

_____

_____

_____

_____

_____

_____

II. If the Complaint is based upon an alleged violation of the OEA Bylaws or Policies, the Code of Ethics of the Education Profession, or other written policy of the OEA please cite the policy or code you believe is violated:

_____

_____

_____

III. What are the facts supporting this Complaint?

_____

_____

_____

_____

IV. If there are witnesses to the action about this Complaint, please identify them.

_____

_____

V. What is the remedy you are seeking?

_____

_____

_____

VI. Party or parties initiating the Complaint under OEA Policy 2700 II. Complaint may be initiated by **one** of the following:

A. Signature by or on behalf of governing body of the affiliate making the Complaint; (must be affiliate of which the person charged is a member)

_____

---OR---

B. Signatures of ten or more OEA members; or, (At least ten (10) of the individuals signing must be members for complaint to be valid)

Name of Member	Signature	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

---OR---

C. Signature of OEA Executive Director:

_____

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

Introduction

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

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

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

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

OEA's Vision For Quality Public Education for All

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

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

Local Control and Democracy

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

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

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

Collective Action and Professionalism

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

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

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

Accountability and Transparency

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

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

Equity And Student Access

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

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

Facilities

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

Eliminating Profit Motives in Public Education

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

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

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

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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-bulling 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~~ly~~ 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. ~~T~~he 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, discriminationor 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 that 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)

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ARTICLES OF INCORPORATION

(The first three articles as filed with the Oregon Corporation Commission originally in 1927 and subsequently successively amended.)

I.

The name assumed by the corporation and by which it shall be known is the OREGON EDUCATION ASSOCIATION and the duration of said corporation shall be unlimited.

II.

The object, business or pursuit of the corporation is to promote the interests of public education; to advance the standards of the teaching profession; to publish educational magazines and other papers; to secure the conditions necessary for the greatest efficiency of members and schools; and to represent its members in their employment relations with their public employers. No part of the net earnings of the corporation shall inure to the benefit of any member of the corporation.

III.

The estimated value of the property and money possessed by the Association is the sum of $413,000.00, and the source of revenue or income shall be from the dues from the members thereof, from advertising carried in the educational publications of the Association, and from placement fees.

2026 APPROVED OEA RA STANDING RULES

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

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

Rule 1. **Language Requirements For Motions**

a. All amendments to OEA Bylaws, Policies, Resolutions and Legislative Objectives as well as proposed new business items shall be accompanied by a 175-word or less statement of rationale and shall include the name of the sponsoring delegate or group. In addition, each of the proposed amendments and new business items shall be accompanied by the name, Board District number, and local of the delegate.

b. All motions which encumber the Association with expenditures shall include an estimate of the expenditures which shall be provided by OEA and presented to the delegates. If adopted, Representative Assembly actions which encumber the Association with expenses shall be sent to the OEA Program/Budget Committee to make the appropriate recommended budgetary adjustment to the OEA General Fund. The recommendation will be submitted to the Board of Directors as part of the final budget approval process.

Rule 2. **Resolutions**

a. The Resolutions Committee shall present the Resolutions (as proposed by the Committee) to the RA and make a motion for approval. Delegates may request to pull individual Resolutions to which changes have been proposed to be considered separately. Resolutions not pulled will be voted on as a block.

b. Debate and secondary amendments will be allowed only on the Resolutions to which changes are proposed by the Committee or by delegates. Any delegate who proposes an amendment to a Resolution by the required deadline, to the Resolutions Committee will be allowed to make a motion on that Resolution on the RA floor.

Rule 3. **New Business**

a. A minimum of 90 minutes will be scheduled Saturday morning and additionally in the afternoon for discussion and action on New Business Items that have been distributed to the delegation.

b. NBIs brought to the floor for discussion will be presented in two groups: NBIs costed at $0-$7,500 maximum will be presented first in random order, followed by the remaining higher-cost NBIs, also in random order. Within each randomized group, single NBIs will be considered for each maker in the order of presentation. After all individual makers have presented an NBI in the respective cost group, the randomized list will repeat for makers who have submitted multiple NBIs.

c. NBIs will be ruled out of order if they conflict with OEA's guiding documents.

d. All passed NBIs at the OEA RA will be compiled and presented to delegates in a digital rank choice vote. The top voted NBIs will be funded by the allotted amount listed in Operating Procedure 11 until that allotted amount is met.

Rule 4. **Legislative Objectives**

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

Rule 5. **Floor Debate**

a. Each speaker shall be limited to 1 minute for discussion on any topic**,** except that the maker of a motion shall have 2 minutes to present their motion and may not speak again until all others who wish to speak on the same motion have been heard. A delegate wishing to speak shall not proceed until the delegate goes to a microphone, is recognized by the chair, gives their name and name of local, and is directed to proceed.

b. A delegate who has been granted the privilege of the floor may not yield any part of their time to another delegate.

c. Prior to final vote on the motion, the chair shall read the full motion under consideration.

d. Votes on motions shall be a predetermined method communicated to the delegates. On the request of any delegate, however, a standing division of the Assembly shall be taken. Any delegate may call for a roll call vote, provided that when this request is put to the Assembly, the request is supported by one-third of the delegates present. The roll call shall be by Board District, with the individual delegate votes counted and reported by the Board Director or designee. Voting by electronic means will be considered a roll call vote.

e. Amendments to motions shall be presented in writing to the Recording Secretary prior to or simultaneously with presentation of the amendment.

f. Any delegate may call for a caucus; a majority vote of the delegates present shall determine if the Assembly will be recessed for caucus.

g. OEA Board Directors shall be Ex-Officio members of the Representative Assembly without voting rights unless they are also duly elected delegates; Directors have all other privileges of the Assembly including the rights to make motions, second motions, and take part in floor debate.

h. On any motion, debate shall alternate between pro and con as follows:

   i. In the event no speaker wishes to be recognized in opposition to the first speaker, debate shall be closed except as follows.

   ii. If after the maker of the motion has been allowed to speak in favor of the motion, no speaker wishes to speak in opposition to the motion, one additional speaker in favor will be allowed.

   iii. After this, if there are still no speakers wishing to speak in opposition, debate will be closed.

   iv. If, however, after two delegates speak in favor, there is a speaker in opposition, debate will then continue, alternating between pro and con.

i. A delegate who is unable to speak to the Assembly due to a disability may have someone speak for them.

   i. In the event no speaker wishes to be recognized in opposition to the first speaker, debate shall be closed except as follows.

   ii. Delegates who have a speaker or interpreter speak for them will be granted 90 seconds to speak rather than the one minute for debate participants speaking for themselves.

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

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

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

OEA-PAC CONSTITUTION

CONSTITUTION

ARTICLE I. NAME AND DEFINITION

The name of this association is Oregon Education Association-Political Action Committee (hereinafter referred to as OEA-PAC). It is a voluntary, nonprofit, unincorporated association of individual OEA members and others, and is not affiliated with any political party.

ARTICLE II. OBJECTIVES OF OEA-PAC

OEA-PAC shall have as its primary purpose the improvement of public education and educational standards in the state of Oregon.

OEA-PAC's purpose shall be to encourage all OEA members to participate in political activities necessary to recommend candidates and to elect to office persons who are interested in the development of a better public education system in the state of Oregon.

ARTICLE III. POWERS

OEA-PAC may take no action which is inconsistent with the policies of OEA as established by the Representative Assembly or by the OEA Board of Directors, but may otherwise take such action as required to fulfill its purpose.

ARTICLE IV. MEMBERSHIP AND CONTRIBUTIONS

Membership shall not be limited in number. The OEA-PAC Bylaws provide for one or more classes of members, the designation of such class or classes, the qualifications and rights of the members of each class, provisions for termination or forfeiture of membership, and the contributions such members may make for its financial support.

ARTICLE V. GOVERNING BOARD

The affairs of OEA-PAC shall be managed by a Board of Directors who shall be members of the Oregon Education Association or OEA-Retired; NEA; and OEA-PAC during their terms of office.

A. The governing board shall be comprised of:

1. The president of OEA or the president's designee;

2. The OEA Board of Directors member elected by the OEA Board of Directors;

3. The chairperson of the Legislative Advisory Council or the chairperson's designee from that council;

4. A representative from each UniServ council;

5. A representative from the Oregon Council of Education Support Professionals (OCESP);

6. A representative from OEA-Retired; and

7. A secretary-treasurer who shall be a staff member of the OEA designated by the OEA Executive Director. Such person shall be a nonvoting member of the board.

B. Members of the Board of Directors shall be reimbursed at the OEA Governance rate for expenses incurred in performance of their official duties; however, they shall receive no salary or other compensation.

C. The NEA Fund for Children and Public Education Director shall be a member of the OEA-PAC Board of Directors with all rights and responsibilities.

D. The position of any member of the OEA-PAC Board of Directors who files for any political office which OEA-PAC has traditionally provided support shall be declared vacant on the day of filing.

ARTICLE VI. AMENDMENT OF THE CONSTITUTION

This constitution may be amended by a two-thirds vote of the members of the OEA-PAC Board of Directors subject to a concurring two-thirds vote of the OEA Board of Directors. Amendments to the constitution may be initiated by either board.

OEA-PAC BYLAWS

ARTICLE I. FORM AND METHOD OF OPERATION

OEA-PAC shall be an independent autonomous body, not a branch of any other political action committee. It exists under the authority of the Representative Assembly of the OEA and shall operate according to guidelines developed by OEA-PAC. OEA-PAC shall fulfill its duties and responsibilities as set forth in Article II of the Constitution of OEA-PAC in accordance with state and federal statutes. OEA-PAC shall not affiliate with any political party or any political faction.

ARTICLE II. MEMBERSHIP

Section 1. Classification of Members

(a) OEA members who are affiliated with a local and contribute to OEA-PAC.
(b) OEA members who are not affiliated with a local and contribute to OEA-PAC.
(c) Fair share fee-payers who contribute to OEA-PAC.
(d) OEA-Retired members who contribute to OEA-PAC.

Section 2. Rejection of Membership Application

The OEA-PAC Board of Directors reserves the right to reject any person or organization from membership.

Section 3. Non-Member Contributions

Members of the public and staff of the Oregon Education Association may make contributions to OEA-PAC, but are not considered members of OEA-PAC and their contributions do not count for purposes of voting.

Section 4. Contributions

The term of membership in OEA-PAC shall be for one year commencing July 1 of any year and shall continue to the 30th day of June of the following year. Members shall contribute a minimum of $5 per year.

ARTICLE III. MEETINGS

Section 1. Meetings

Meetings of the members may be called by the chairperson at the direction of the OEA-PAC Board of Directors designating the time and place of the meeting.

Section 2. Membership Participation

Any OEA-PAC member in good standing shall have the right to meet with and make recommendations to the OEA-PAC Board of Directors at any meeting.

Section 3. Board of Directors

The OEA-PAC Board of Directors shall meet at least once every six months at a time and place agreeable to a majority of the board. Meetings may be called by the chairperson or at the request of five members of the board.

Section 4. Visitors
Visitors who wish to speak at meetings will be allotted five minutes by the chair, who is authorized to extend the limit to ten minutes for those who have asked in advance for time to speak.

ARTICLE IV. QUORUM AND VOTING

Section 1. Quorum for the OEA-PAC Board of Directors
A majority of those members serving shall be a quorum for the OEA-PAC Board of Directors.

Section 2. Weighted Voting
At the request of three members of the OEA-PAC Board of Directors, a weighted vote shall be taken on any issue. In such event, each UniServ council representative and OEA-Retired representative shall cast the number of votes equal to the actual OEA-PAC participation in that UniServ council and OEA-Retired as of January 1 or June 30 most immediately preceding. The OCESP representative shall cast a weighted vote figure derived from a total of all ACE local OEA-PAC contributions (excluding ASK ESP). Those members not representing UniServ councils, OCESP or OEA-Retired (LAC representative, OEA president, and OEA Board representative) shall cast votes equal to the average of the sum of the total votes of UniServ councils, OCESP and OEA-Retired.

ARTICLE V. RIGHTS OF MEMBERS

Section 1. Candidate Contribution
Upon demonstration that a majority of OEA-PAC members in an electoral district oppose contributions to a particular candidate, the OEA-PAC Board shall be prohibited from making such a contribution.

Section 2. Meeting Participation
Any OEA-PAC member in good standing shall have the right to meet with and make recommendations to the OEA-PAC Board of Directors at any meeting.

ARTICLE VI. BOARD OF DIRECTORS

Section 1. Number of Board Members
The number of directors constituting the OEA-PAC Board of Directors shall be as enumerated in the constitution.

Section 2. Notification of Election
At least 90 days prior to a scheduled election, the OEA president shall notify the president of each local association in the UniServ council in which an OEA-PAC position is open for election, the OCESP chair, and the Executive Board of OEA-Retired. Notification shall be through an official publication of OEA and/or official communication of the OEA president.

Section 3. Qualifications of Nominees
A nominee for election to the OEA-PAC Board of Directors shall have been an active member of OEA and OEA-PAC for one year prior to nomination, and shall be employed in the UniServ council for which there is a position open for election.

Nominees for election to the OEA-PAC Board of Directors for the OCESP OEA-PAC Board seat shall have been active members of OCESP and OEA-PAC for one year prior to nomination.

Nominees for election to the OEA-PAC Board of Directors for the OEA-Retired OEA-PAC Board seat shall have been members of OEA-Retired and OEA-PAC for one year prior to nomination.

The above shall be sensitive to minority input.

This section shall not apply to any nominee to the OEA-PAC Board who was not represented by an OEA UniServ council during the previous fiscal year.

Section 4. Nominations and Elections

Any OEA-PAC member or local association shall have the right to nominate individuals to the OEA-PAC Board. Nomination shall be made by a petition of 50 OEA-PAC members in a UniServ council or 20 percent of the OEA-PAC members in a local association, whichever is less. The OEA-Retired OEA-PAC director shall be nominated by OEA-Retired. The OCESP OEA-PAC Director shall be nominated by the Oregon Council of Education Support Professionals. A resume of the nominee's qualifications shall be sent to the UniServ council, the OEA-Retired Executive Board or the OCESP for each nominee submitted. The UniServ council, OEA-Retired Executive Board, or the OCESP shall select its nominee from the candidates qualified in this manner and submit the candidate's petition and resume to the OEA Board of Directors consistent with the time requirements as determined by the OEA Board.

Election of the nominee shall be done by weighted voting with each local association casting a number of votes which is equal to the number of OEA-PAC contributors as determined by the last membership report of the fiscal year or the membership report closest to January 1. Each local shall be credited with one member for every $5 contributed by members of the local.

Section 5. Approvals

Final approval of directors to the OEA-PAC Board will be by the OEA Board of Directors consistent with rules as established by the OEA Board of Directors. Should the OEA Board not confirm the nominee, the UniServ council involved, the OEA-Retired Executive Board or the OCESP shall be notified of such action and an additional nominee requested.

Section 6. Term of Office

The term of office of each director elected from a UniServ council, OEA-Retired and OCESP shall be three years. The term will begin on July 1. Directors will be limited to serving two consecutive terms in office.

The term of office of the president of OEA or the president's designee on the OEA-PAC Board of Directors shall coincide with his/her term of office as president of OEA.

The term of office of the OEA Board of Directors member on the OEA-PAC Board of Directors shall coincide with his/her term of office on the OEA Board of Directors.

The term of appointment of the chairperson of the Legislative Advisory Council or the chairperson's designee on the OEA-PAC Board of Directors shall coincide with his/her term of office on the Legislative Advisory Council of OEA.

Any OEA-PAC Board member who is elected and seated to fill a vacancy shall not have that remaining term counted as part of his/her two consecutive three-year terms.

Section 7. Vacancies

If a director is absent from a meeting of the OEA-PAC Board of Directors without proper excuse more than two times during any term of office, or if a board member

ceases to be employed in the UniServ area, or becomes an OEA-NEA staff member, the chairperson shall declare a vacancy to exist. Any vacancy on the OEA-PAC Board of Directors shall be filled in the same manner described in this Article and the person elected to fill the vacancy shall serve for the remainder of the term of his/her predecessor.

Section 8. Interim Appointments

In the event an OEA-PAC director position for a UniServ council, OCESP or OEA-Retired becomes vacant, the respective UniServ council, the OEA-Retired Executive Board, or the OCESP shall be empowered to appoint an interim director in accordance with the procedures of the UniServ council, the OEA-Retired Executive Board or the OCESP until the procedures outlined in this Article can be followed.

Section 9. Recall

An OEA-PAC Board of Directors member can be recalled by a two-thirds vote of the OEA-PAC Board of Directors subject to a concurring two-thirds vote of the OEA Board of Directors. A recall may be initiated by either board. In the event of a recall, that position will be declared vacant.

ARTICLE VII. OFFICERS

Section 1. Officers

The officers of OEA-PAC shall elect a chairperson and a vice-chairperson, each of whom shall be elected annually by the OEA-PAC Board of Directors from among members of the board at the first board meeting following July 1st. Officers will be limited to serving three consecutive terms in office.

Section 2. Chairperson

The chairperson shall be the executive officer of the OEA-PAC Board of Directors and subject to the direction of the board, and shall supervise the business and affairs of OEA-PAC. The chairperson shall have the authority to delegate responsibilities in order to properly perform the function of the office. The chairperson shall be the presiding officer at all meetings of the members and of the OEA-PAC Board of Directors.

Section 3. Vice-chairperson

In the absence of the chairperson, the vice-chairperson shall perform the duties of the chairperson, and when so acting, shall have the powers of and be subject to all the restrictions upon the chairperson. This person shall perform such other duties as may from time to time be assigned him/her by the chairperson or by the OEA-PAC Board of Directors.

Section 4. Secretary-Treasurer

The Secretary-Treasurer, appointed by the OEA Executive Director, shall be bonded and shall have the following duties:

a. Be responsible for all funds and securities of OEA-PAC;
b. Maintain financial records for OEA-PAC;
c. Keep the minutes of the meetings of members and of the OEA-PAC Board of Directors;
d. See that all notices are duly given in accordance with the provisions of these bylaws or as required by law;
e. Be custodian of OEA-PAC records;
f. Keep a register of the address of each member; and

g. Perform all duties incident to the office of secretary-treasurer and such other duties as may be assigned by the OEA-PAC Board chairperson or the OEA-PAC Board of Directors.

ARTICLE VIII. GENERAL PROCEDURES

Section 1. Operations

OEA-PAC contributions from local associations shall be collected by OEA and transmitted to OEA-PAC at the earliest possible date. OEA-PAC shall maintain independent accounts and follow fiscal policies consistent with those developed by the Secretary of State. The secretary-treasurer shall administer the funds consistent with the policies of the OEA-PAC Board.

The OEA-PAC Board shall prepare an annual budget for approval at its first board meeting following July 1st. The budget will be provided to the OEA Board of Directors at its next scheduled meeting following adoption by the OEA-PAC Board.

OEA-PAC may raise funds in any manner consistent with law and shall disburse funds to candidates or other projects approved by OEA-PAC in a manner consistent with the regulations and policies adopted by the OEA-PAC Board.

Section 2. Accountability

The OEA-PAC Board of Directors shall make an annual written report to the meeting of the OEA Representative Assembly and shall, upon request, make reports to the OEA Board of Directors.

The OEA Board of Directors will make an annual certified audit of the financial condition of the OEA-PAC fund.

Section 3. Minority Representation

a. An agenda and minutes will be distributed directly to the OEA Minority Affairs Committee chairperson for distribution where necessary.
b. On each meeting agenda there will be a separate time set aside for minority input.

ARTICLE IX. RULES OF PROCEDURES

Section 1. Amendment of Bylaws

a. These OEA-PAC bylaws may be amended at a meeting of the OEA-PAC Board of Directors.
b. Revisions to the bylaws may not in any instance be in conflict with the OEA-PAC constitution.

Section 2. Parliamentary Procedure

Except where otherwise provided by the OEA-PAC constitution and bylaws, OEA-PAC will function under the current edition of Robert's Rules of Order, Newly Revised.

LEGISLATIVE OBJECTIVES

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PREAMBLE

The Oregon Education Association supports public policy decisions that protect students and public education. Because OEA represents all categories of school district, ESD, and community college employees, the interests of the membership are varied. OEA focuses its legislative objectives on areas of common interest to its members, ever mindful of the need to protect and advocate for students and education.

OEA's public policy positions are based on five criteria:

- Ensuring children's health and safety by support of safe schools and healthy learning environments;
- Strengthening public education through support of adequate and stable school funding;
- Maximizing student learning by providing for professional development, classroom technology, and support of Oregon's community college system;
- Respecting school employees, including collective bargaining rights, ensuring an adequate retirement system, and involving educators in decision-making processes.
- Maintaining a strong educator voice in public policy.

All legislative and electoral proposals must "measure up" to these criteria in order to be supported by the Association. On the following pages are the primary policy concerns of OEA as they relate to these criteria.

PROTECTING STUDENTS' HEALTH AND SAFETY

SPECIAL PROGRAMS

BACKGROUND:

Many special education programs have become victims of the cost-cutting process or have been included in the regular school curriculum. Funding for federally designated special programs has historically been provided at a fraction of the actual cost to states of running these programs. Special Programs under this section include special education, migrant education, Englishlanguage acquisition,state-run institutions (i.e. Juvenile Detention Education Programs, Youth Corrections Education Program, Oregon Schoolfor the Deaf, etc.), early childhood, and unhoused students.

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

RECOMMENDATIONS:

1. Equitable Funding Prioritize equitable fundingdistributionfor special programs within the funding formula and adequately support mandated state or federally required programs including special staff and service providers. Advocate for robust student access to special programs that address their unique needs due to disability, home language, or other recognized support needs.

2. Program Advocacy Promote the hiring of qualified, licensed staff serving students in special programs. Provide adequate support for the unique needs of these programs including staffing, professional development, program facilities, and access to medical professionals.

3. Comprehensive supports Advocate for robust student access to special programs that address their unique needs due to disability, home language, or other recognized support needs. Promote guidelines using multiple measures of student proficiency for entry and exit of Federal programs, such as English language proficiency or Special Education.

COMBATING INSTITUTIONALIZED RACISM, DISCRIMINATION, AND OPPRESSION

BACKGROUND:

Racism, sexism, homophobia, ableism, heterosexism, and all other forms of oppression and discrimination are harmful to the health and safety of children. OEA is committed to dismantling these harms to our students, staff, and communities. Advancing social justice and equity in Oregon schools is one of OEA's highest priorities.

Means to end these practices are varied and include coalescing with allies, pursuing legislative remedies, carefully monitoring executive agencies, using the collective bargaining process, engaging in litigation, and ensuring that our education system features high quality, culturally competent, and inclusive, intersectional representation. Recent legislative efforts have worked to curb and respond to bullying of students by their peers. Additionally, OEA has supported efforts toenhance the educational opportunities

of Oregon's increasingly diverse student populations with the successful pushto add Ethnic Studies to the Social Studies Standards and to create and implement a Native American curriculum.

RECOMMENDATIONS:

1. Support development of non-discriminatory curriculum—curriculum offerings that present fair, accurate, and unbiased information about the characteristics and accomplishments of all underrepresented communities including the seven federally recognized classes, which are race, color, religion, differing ability, sexual orientation, gender identity, national origin, and age.

   Additionally, curriculum should recognize the presence and influence of women throughout history and correct the marginalization of women and girls in the curriculum. Educate all students in full equality and opportunity, embracing underrepresented communities.

2. Support Oregon'sguidelines for eliminating discriminatory materials in textbooks. Also advocate for replacing textbooks or other teaching materials not consistent with such guidelines.

3. Support programs and services that will eliminate the opportunity gap for students of color.

4. Support policy that seeks to create a safe, affirming, and welcoming environment for LGBTQ+ students, staff, faculty and community members in our schools and in our communities.

5. Support efforts to ensure safe, fair, and free access to legal representation and proper state identification for all our immigrant students, families, and their community.

6. OEA supports efforts to honor indigenous people in meaningful ways, which may include closure of schools on the state Indigenous Peoples Day holiday in October of each year.

ENSURING SAFE AND PRODUCTIVE LEARNING ENVIRONMENTS

BACKGROUND:

Effective teaching and student learning can take place only in an environment free of physical danger and fear. Schools should be safe havens for both students and employees. The presence of chronically disruptive students, weapons, drugs, and gangs jeopardizes the quality of learning environments. OEA's school safety legislation of 2008 and 2009 were enacted to ensure that staff are made aware of the presence of students who have been charged or adjudicated for commission of violent crimes. This confidential notice requirement is designed to enable staff to ensure the safety of the subject student, his or her peers, and the general school community.

RECOMMENDATIONS:

Support laws, rules and policies that:

1. Address the underlying causes of violence and extreme behavior problems seen in schools.

2. Ensuresafe working conditions for all students and school personnel, including protection from physical and psychological harm.

3. Support comprehensive plans and funding for school safety, behavioral health resources, and violence prevention activities

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

MISCELLANEOUS

RECOMMENDATIONS:

1. Increase the alternatives available to judges and probation officers who are responsible for supervising juvenile offenders.

2. Review the required steps prior to adjudication with an emphasis on taking into account the public's need to be protected, as well as the due process rights of the juvenile.

3. Increase state financial support for providing a greater range of post-conviction alternatives for early-stage serious offenders.

4. Oppose any initiative petition or legislation that attempts to institute an English-only law in Oregon.

5. Oppose any legislation restricting services to undocumented residents. (OEA supports providing high-quality public educational opportunities for all students in Oregon.)

6. Advocate for other safety-related efforts to protect the school community from such phenomena as poor indoor air quality, school-zone traffic dangers, disease contagion, structural safety, impacts of climate change, and other health and safety concerns.

7. Advocate for legislation that would require employers to allow employees to use sick leave, vacation time, compensatory time, or other time for parent/guardian school involvement activities or caregiver responsibilities.

8. Support legislation that provides all employees paid leave for all family-leave purposes.

9. Support improvements in school nurse staffing and funding.

10. Support an amendment to state law regarding pupil transportation. The amendment should state that a school district is required to provide transportation for elementary students who attend a Title I school and who reside more than .5 miles from school. The funding shall be the same for all school transportation, 70% - 90% depending on the district.

STRENGTHENING PUBLIC EDUCATION THROUGH STABLE & ADEQUATE FUNDING

SCHOOL FINANCE

BACKGROUND:

Since 1990, due to voter-passed property tax limitations, the major responsibility for funding Oregon's schools has shifted from the local level to the state. The state's share of funding for schools has increased markedly, from less than 30 percent in the early 1980s to approximately 68 percent in the 2019-2021 biennium.

Once public education became a primarily state-funded system, the Deschutes Co. Circuit Court ruled that the distribution of funds had to be done equitably, so that students across the state would have a roughly equal educational opportunity, controlling for differences in cost and revenue capacity from district to district. The funding formula, nationally regarded for its emphasis on calculating the uncontrollable cost factors through its system of mathematical "weights", has confronted biennial challenges from legislators seeking to direct a larger share to their own districts, from those who see the formula as a means of rewarding or punishing districts, and from groups seeking to convert the distribution method into a categorical spending mandate. OEA and its education allies have systematically opposed all efforts to distort the formula for these ends.

Legislative attention to school funding has focused on investment adequacy through the Quality Education Model, on system stability as measured by a no-cuts-level "current service level" calculation, and of programs to assist districts with their capital expenditures. Meanwhile, unfunded educational policy mandates from both federal and state levels as well as ballot measure enactments put new cost pressures on public education – all without new resources to support them. In 2009, the Oregon Supreme Court found that the state had systematically failed in its constitutional obligation to fund schools adequately.

In 2019, OEA led a coalition of groups that wrote and fought for passage of a game-changing additional resource for pre-K and K-12 funding: the Student Success Act (SSA). New resources based on commercial activity (the "Corporate Activities Tax") are dedicated to a K-12 grant program and two other education accounts. When fully funded (after 2021), the CAT tax should yield about $1 billion a year. Fifty percent of that sum will be dispersed to districts through the Student Investment Account; up to 30 percent will go to statewide initiatives particularly focused on Oregon's most marginalized students; and the final 20 percent will be distributed to a variety of early learning programs, such as Oregon PreK, relief nurseries, and a new culturally specific preschool program. Depending on how much the state invests in the more flexible, operational dollars of the State School Fund, the SSA could bring state funding to approximately 94 percent of the level the Quality Education Commission deems as adequate.

RECOMMENDATIONS:

1. Pursue legislative appropriations in an amount sufficient to allow full implementation of the Quality Education Model (QEM) and that accounts for the cost-of-living adjustments for all school districts and ESDs. OEA believes that the appropriations should meet this current service level calculation first (see #5, below), and then, as resources permit, add back programs/services/staffing lost in periods of budget reductions. Additional available resources should enhance budgets according to the Quality Education Model's recommendations and the priorities established in these Legislative Objectives. Funding for public education should be sufficient to fully underwrite state and federal education mandates and goals, pursuant to Oregon's Constitution Article VIII, Section 8. This includes maintenance of class sizes and caseloads appropriate to meet academic standards and student needs without fiscally undermining other school programs to achieve class-size goals.

2. Protect the distribution formula weighting components to ensure that they continue to reflect the number of students included in the following categories:

    a. students eligible for an English Language Learner (ELL) program—money received for these students must be used for those students and criteria for what constitutes an adequate ELL program must be established;

    b. students identified as neglected and/or delinquent;

    c. students involved in special education programs;

    d. students from economically deprived families.

3. Protect elements in the distribution formula that reflect teacher experience and necessary small schools (per ORS 327.013).

4. Maintain transportation as a priority in the distribution formula.

5. Pursue K-12 budgets that provide cost-of-living increases and additional funding to reflect enrollment increases as a top priority.

6. Support changes in the Oregon tax structure to make it fair to all taxpayers, provided that the result is adequate to fund the general positions contained therein

7. Support legislation regarding corporate tax transparency, including complete reporting.

8. Support repeal or substantial modification of the 2 percent kicker.

    Explanation: At the conclusion of each Legislative Assembly, the state economists predict how much revenue may be anticipated from both personal and corporate income taxes. If the income from either source exceeds these projections by more than 2 percent, then the difference between projected and actual revenues was, for many years, refunded to the category of taxpayer (individual or corporate) whose taxes came in over projections. OEA

worked to reserve corporate "kickers" for education, which voters approved in 2014, and in 2015, the personal kicker became a tax credit, rather than a refund. But because the kicker law was placed in Oregon's Constitution in 2000, it is politically difficult to end it. Even when state resources are inadequate to fund vital programs, legislators are reluctant to suspend a credit in any given biennium in which it kicks, though the Constitution provides for the possibility with a two-thirds vote of each chamber.

9. Support funding of infrastructure and technology needs that are financed over and above the K-12 General Fund appropriation.

10. Support the ability of local school districts to raise revenues over and above an equitable state appropriation that has adequately met the needs of the district to provide a strong, basic education, reflecting all previously mentioned considerations with respect to enrollment growth, inflation, and special circumstances.

    Explanation: In 1999, the Legislature granted a local-option right to school districts, and in 2000, voters approved an OEA-backed initiative to help districts with lower property wealth succeed in passing such levies by offering a state match. Despite these efforts, poorly resourced areas of the state have had difficulty getting these proposals passed. In recent years, Oregon's housing market crash narrowed the opportunity of districts in most areas to seek or collect significant revenues from local option levies.

11. Support regional service delivery to students served by education service districts (ESDs). If ESDs consolidate, merge, or change boundaries for any reason that results in the formation of new entities, OEA supports these transformations only if the impacts and results are favorable to staff, students, and educational quality and prioritize these considerations against demonstrated economic efficiencies and governance efficacy. In assessing any proposed ESD change, the following factors shall be considered:

    a. Impacts to students, including access to services, educational quality, and resource sufficiency.

    b. Impacts to employees, including travel time and distances, workplace hardships, isolation, and compensation.

    c. Overall cost implications in the short and long terms.

    d. Transparency and accountability of new governance structure compared to that which it will replace.

12. Support repeal of all or part of Measure 5.

13. Support efforts to improve state budget efficiency by ending the "use it or lose it" rule for biennial expenditures. Agencies should be able to retain unused resources for one-time expenditures or for priority policy actions that were not adopted in the biennial base budget.

14. Advocate for increased funding for students in Juvenile Detention Education Programs (JDEP) to the same level as funding currently allocated for Youth Corrections Education Programs (YCEP).

15. Explore and advocate for a legislative fix to the constitutional amendment calling for adequate and equitable funding for public education.

MISCELLANEOUS

RECOMMENDATIONS:

1. Support legislation that requires public school districts to build K-12 schools within their own school district boundary. Exceptions should occur only with concurrence of the receiving district.

2. Support legislation to finance capital construction through such methods as school impact fees or systems development charges, which enable growth to pay for itself.

3. Support the passage of legislation to create a state bank.

4. Support a 28th Amendment to the U.S. Constitution asserting that corporations are not people and work with the "Move to Amend" Coalition to accomplish this. The goal would be to get the Oregon Legislature to support this amendment to the U.S. Constitution.

5. Pursue legislation to align public school kindergarten programs with licensed childcare programs for five-year-olds with respect to staff-to-student ratios.

MAXIMIZING STUDENT LEARNING

COMMUNITY COLLEGES

BACKGROUND:

The Legislature initially envisioned a comprehensive but unique role for community colleges. They were developed to provide comprehensive college transfer programs, professional-technical education, and adult continuing education offerings for the acquisition of new skills to keep pace with a changing economy. Priority was also placed on location – it was stated that facilities should be located within commuting distance of a substantial majority of students. Community colleges create access to higher education for all Oregonians, especially for non-traditional students.

OEA believes community colleges responded well to the original charges of the Legislature. In recent years, however, demands for expansion of lower-division offerings, extension of retraining opportunities for displaced workers, and the need for increased coordination of programs with elementary and secondary school districts (including education reform programs) have expanded their original mission.

Furthermore, as budget allocations have eroded in recent years, campuses have been forced to cancel class offerings, amass long waiting lists of prospective students, reduce staff, delay capital improvements, eliminate services, and raise tuition. These actions undermine the fundamental goal of widespread access to post-secondary education. New initiatives to tie community college funding to students' achievement of degrees also may have lasting implications to the original mission of these institutions.

The community college governance landscape has changed markedly with the creation of the Higher Education Coordinating Commission (HECC) in 2011. Additionally, the passage of 2015's "Oregon Promise," a last-dollar funding model to pay community college tuition for more students, has the potential to expand access to higher education.

RECOMMENDATIONS:

1. Ensure that the appropriation for community colleges be sufficient to maintain existing programs including growth and additional programs mandated by the Legislative Assembly and funding that allows for pay parity for part-time faculty and a substantially full-time faculty without relying on tuition or fee increases that impact student costs.

2. Reduce the overuse and exploitation of part-time faculty and education support professionals. The state's investment in post-secondary education must not come at the expense of part-time faculty or of education support professionals through the loss of benefits and wages.

3. Ensure that the distribution of community college funding is equiable.

4. Retain locally elected community college boards as the primary decision-makers for community college districts.

5. Ensure that discretionary funding sources be available for each community college.

6. Pursue state funding for capital expenditures.

7. Ensure that community college employees are appointed to all state and local post-secondary governing bodies with full voting rights so that education policy reflects their voices and views.

8. Ensure that state-adopted initiatives are faculty- and student-driven, involving the input of full-time faculty, part-time faculty, and education support professionals.

9. Ensure that legislation acknowledges the integral role that education support professionals play on community college campuses.

10. Ensure that a comprehensive community college includes developmental education as part of the core curriculum to promote open-access and equitable outcomes.

11. Maintain accessibility to community colleges by decreasing debt load and ensuring an affordable pathway to a higher education for all who choose higher education.

12. Ensure transparency in developing audits and budgets at the state and local levels by developing and enforcing a standardized method for public reporting of each college's Comprehensive Annual Financial Report and other financial statements.

13. Ensure that financial aid program or legislation related to tuition rates prioritize access for low-income and middle-class students.

14. Ensure that community colleges can hire an adequate number of counselors, full-time faculty, and other staff to support student success.

15. Ensure that community colleges maintain an instructional workforce of at least 60 percent full-time faculty achieved through a commensurate increase in state funding.

16. Ensure that part-time faculty and part-time staff receive health care benefits.

17. Ensure that part-time faculty are paid at the same rate as full-time faculty at the same institution for teaching duties, and at rates no less than 85 percent of full-time faculty equivalent rates for the purpose of pay equity, achieved through a commensurate increase in state funding and requiring inflation-indexed salary increases for all faculty.

18. Ensure that community college funding does not depend on so-called performance or outcome measures and does not encourage policies that limit the open-access mission of community colleges.

19. Promote policies and systems that address student and part-time faculty housing and food insecurity.

20. Establish oversight for community college expenditures to ensure adequate funding of the instructional mission at each college.

21. Ensure that part-time faculty are eligible for unemployment benefits during summer and all breaks between terms by enacting legislation that codifies that part-time faculty lack "reasonable assurance" of a return to work due to the contingent nature of their employment, regardless of offers of assignments for subsequent terms.

22. Ensure that faculty members maintain academic freedom rights. Prohibit any bans or limitations on curriculum.

23. Ensure robust support for curriculum that promotes understanding of systemic oppression and furthers social justice.

24. Establish a statewide system for generating student performance and outcomes data as students move through the higher education system (e.g. majors after transfer).

25. Ensure that dual credit meets high quality standards.

26. Ensure that PERS and other benefit eligibility is determined by a standardized method at all colleges that represents a fair estimation of the work performed by adopting the 3.35 factor per instructional hour calculation utilized for the purpose of public service loan forgiveness.

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

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

EDUCATION REFORM

BACKGROUND:

Public education in Oregon has undergone massive changes since the 1991 passage of the Education Reform Act of the Twenty-first Century and because of subsequent changes resulting from 1995 legislation. Other legislation relating to governance, testing, early childhood education, school district reorganization, charter schools, and virtual schools is also having an impact. OEA is supportive of teacher-led education transformation; however, most members believe that caution must be exercised in making changes to be certain that they will actually be advantageous to the involved students. The 2015 passage of The Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act (ESEA), has created many opportunities in education policy (especially with respect to Common Core and testing), but it will require great vigilance. Increased flexibility for states will mean that educators' involvement in state-level policymaking is more important than ever in order to ensure that Oregon continues to move forward on an assessment system that works and on curriculum policy that makes sense. OEA is working to ensure that educators have the flexibility they need to return the love of learning to Oregon's classrooms.

RECOMMENDATIONS:

Support laws, rules, and policies that:

1. Focus on making assessments and assessment results usable by teachers in guiding instruction and focus on student growth rather than normative standards.

2. Provide full funding and implementation supports for required programs.

3. Promote the use of evidence-based, age appropriate, and culturally responsive curriculum, and that all such curricula have associated standards.

4. Protect public education from the damaging effects of for-profit programs.

5. Support and provide adequate funding for educator-driven recruitment and retention programs in schools that focus on peer-to-peer assistance.

6. Ensure that graduation requirements are equitable for all students and all students are provided with the resources needed to meet those requirements.

7. Maximize classroom instructional time and accessibility by eliminating unnecessary assessments.

MISCELLANEOUS

Support laws, rules, and policies that:

1. Protect the free speech rights of staff and students in school settings.

2. Promote and fund the adoption and implementation of culturally responsive programs in public schools.

3. Create learning environments that maximize student accessibility and outcomes by limiting both class sizes and caseloads to levels supportive of student needs.

4. Would mandate a statewide minimum requirement of unstructured playtime for all preK-12 students in Oregon public schools each school day.

RESPECTING THE RIGHTS OF SCHOOL EMPLOYEES

COLLECTIVE BARGAINING

BACKGROUND:

The Oregon Education Association has long recognized collective bargaining as the most effective process for maintaining good employee-employer relations. The Oregon Public Employee Collective Bargaining Act, which passed in 1973, has worked well and is credited as being the most significant contributor to the relative labor peace that has existed in Oregon over the past four decades.

In spite of the outstanding record of the statute, there are continued attempts to modify the scope of coverage and the procedures for bargaining, with the objective of tipping the statutory balance in favor of management. Working Oregonians face renewed threats to their collective bargaining rights with perennial ballot initiatives. OEA will have to work harder to maintain the organization's voice for Oregon students and their families should these attacks be successful. Collective bargaining has, especially prior to changes made in the mid-1990s, worked well in Oregon. It is a demonstrated procedure for resolving the problems of labor relations in the most orderly manner possible. OEA holds the following principles of bargaining to be among the most important advocated by the Association.

RECOMMENDATIONS:

1. Ensure that the scope of bargaining be sufficient to include employment concerns and problems of both employees and employers. All items relating to wages, hours, terms, and conditions of employment should be included.

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

3. Ensure that employee be allowed to determine their own units as long as they can demonstrate a common interest.

4. Ensure that support groups such as the Employment Relations Board and the Mediation and Conciliation Service be properly funded so that they may maintain reasonable service levels.

5. Maintain the employee right to strike or to impose other sanctions during periods of disagreement.

6. Maintain the practice of recognizing that employee organizations are the most effective entities for serving employee needs and representing them in the bargaining process. Protect the right to implement fair share or other union security agreements.

7. Ensure that the general philosophy of bargaining in the state is to establish a balanced process between employees and employers.

8. Ensure that the authority to bargain employment contracts remain at the local and bargaining council levels.

9. Support an amendment to the Oregon Revised Statutes to enable part-time, adjunct, and other education employees who would not otherwise be eligible for unemployment benefits to receive them.

10. Oppose the enactment of any statewide policy with the intent of allowing or directing school districts, education service districts, or community college districts to establish compensation programs for educational employees that eliminate the consideration of years of service or that replace seniority with a merit-based pay scale.

11. Ensure that school employee salaries and other compensation, and compensation for student teachers, are adequate and competitive with other professions. Salaries need to reflect the amount of time worked per day and days worked per year and the experience of the school employee, and are not to be based on performance pay schedules, such as merit pay.
12. Support legislation to ensure that adjunct community college faculty receive a paid health insurance benefit.

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

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

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

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

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

PUBLIC EMPLOYEES RETIREMENT SYSTEM

BACKGROUND:

Establishing and maintaining an excellent retirement program has long been a top priority of the Oregon Education Association. A defined-benefit retirement system was first enacted during the 1967 Legislature, and it has gradually improved through the years into the Public Employees Retirement System (PERS) in place through 2003. The PERS system enjoyed good public support until 1989. At that time, the U.S. Supreme Court ruled that tax policy on benefits earned by federal retirees must be the

same as that imposed on state and local government employees. This decision was prompted by the fact that, at the time, federal retirement income was subject to state income tax, but state and local retirement income was not. The Legislature made several attempts to correct the situation.

Attacks on the basic system began in 1994, when benefits were reduced by an initiative on the ballot. The measure was subsequently found unconstitutional by the courts. PERS remained a target of anti-public employee forces who, in the 1995 Legislative Assembly, enacted a reduced tier of benefits for new employees (Tier 2). In each subsequent legislative session - with a few exceptions - changes to PERS were contemplated that would have had a negative impact on public employees. OEA, with the help of labor coalition partners, was able to defeat most proposals until 2003.

After an intense election cycle with heightened political debate around the cost of PERS to employers and taxpayers, the 2003 Legislature approved a reduction in benefits for Tier 1 and Tier 2 PERS members and created the Oregon Public Service Retirement Plan (OPSRP) to provide retirement benefits for all employees hired on or after August 28, 2003. The Oregon Supreme Court overturned the most egregious changes, including legislation that would have frozen earnings on Tier 1 member accounts and frozen the cost of living adjustments for retirees. Changes that were maintained include diverting the six percent employee contribution into an individual account outside of PERS; disallowing further contributions into the variable fund (slowing the use of money match as a retirement calculation); and updating the mortality tables used to calculate retirement benefits.

The Oregon Public Service Retirement Plan (OPSRP) is a hybrid plan providing a defined benefit for the life of the employee, paid by employers, and a defined contribution funded by employee contributions. Normal retirement age is higher (age 65 or age 58 with 30 years of service) and the defined-benefit formula is not as generous as PERS. In the initial legislation, part-time school employees were disadvantaged because their service-credit time was prorated. This made it virtually impossible to achieve certain benefits such as retirement at age 58 with 30 years of service or disability with 10 years of service. OEA was successful in 2005 in changing the OPSRP plan to allow part-time school employees to receive benefits based on actual years served.

In the 2013 Legislature, additional changes were made to PERS, capping the cost of living adjustment (COLA) increase for retirees and ending the out-of-state tax remedy for PERS retirees living beyond Oregon's borders. In response to a court challenge from OEA and partner labor groups, the Oregon Supreme Court deemed the bulk of these changes unconstitutional. In the wake of the court case, the business elite and other opponents of defined-benefit retirement plans have and will continue to ramp up their attacks on the benefits earned by teachers, firefighters, nurses, and other public servants.

In the 2017 session, several policymakers responded to the Oregon Supreme Court ruling by introducing legislation that included a number of extreme attacks on PERS. These included moving workers into a 401-k style, defined contribution plan; requiring PERS members to pay for their own retirement, regardless of local contract language; and capping benefits. This legislation was introduced again in subsequent sessions.

In 2019, the Legislature passed SB 1049, a far-reaching PERS bill which redirected a portion of PERS members' Individual Account Plan (IAP) contributions into a new "Employee Pension Stability Account" which will be used to buy down the PERS unfunded actuarial liability instead of going into members'

retirement savings. This occurs regardless of whether an employee or employer makes the 6% IAP contribution. For Tier 1 and 2 PERS members, the redirected amount is 2.5% of salary, leaving a 3.5% contribution to the IAP. For OPSRP members, the redirected amount is .75%, leaving 5.25% contributed to the employee's IAP. Employees earning $2,500 or less each month were exempted from the redirect.

RECOMMENDATIONS:

1. Recognize that a defined-benefit approach is the most effective method of establishing a high-quality retirement system, in both the public and private sectors.
2. Ensure that Oregon's retirement system provide a benefit level that will allow retirement with dignity after 30 years of service.
3. Ensure that retirement with less than 30 years of service be available in special situations.
4. Include adequate procedures and benefits to accommodate the problems of injured and disabled workers in Oregon's retirement system.
5. Include cost-of-living increases in Oregon's retirement system.
6. Ensure that increased funding for a supplemental medical program be available to retired employees.
7. Oppose any legislation that will jeopardize the integrity of PERS and OPSRP.
8. Support ad hoc retirement benefit increasesfor all retirees whose PERS retirement income has decreased below an 85 percent COLA level equivalency.
9. Ensure that actuarial and investment policies produce sound financing.
10. Ensure that assets of the retirement system be used for the sole benefit of the beneficiaries of the system.
11. Advocate for a benefit that will maintain real replacement income levels of at least 75 percent of the highest single year's rate of salary after 30 years of service (and at least 50 percent after 20 years of creditable service), not including Social Security benefits.
12. Ensure that provisions be in place that permit the purchase of credit earned while a member of another retirement system.
13. Ensure that provisions be in place that permit the purchase of credit for sabbatical leaves, maternity/paternity/adoption leaves, and any other approved leaves of absence.
14. Make certain that retirement credit for unused sick leave is available.
15. All compensation, including extra-duty pay, should be included in computing retirement benefits.
16. Pre-retirement counseling should be available to all covered members.
17. Ensure that a current annual financial statement is distributed to all members.

18. Ensure that all retirement benefits for spouses be equally available for domestic partners.

19. Ensure that benefit formulas provide full-year credit for each school year worked and provide that credit regardless of the number of hours worked per day.

20. Support PERS agency funding, including a sound budget that enables the agency to upgrade technology to support member records maintenance.

21. Work to ensure that PERS retiree health insurance benefits are available for all retirees.

22. Support legislation that increases the transparency of PERS investments.

LICENSURE

BACKGROUND:

Licensure has long been recognized as the best method for guaranteeing that only qualified individuals will be involved in the professional functions relating to education, and that children will be protected from unfair treatment and abuse.

In Oregon, the Teacher Standards and Practices Commission (TSPC) has responsibility for determination of certification standards, approval of training programs for teachers and other educational professionals, reviewing complaints against teachers and determining penalties, and administering a comprehensive and efficient certification program. The Commission took over the responsibility from the State Board of Education in 1973 and is lauded as one of the few autonomous certification boards in the country. TSPC's composition includes representatives of all educator groups. Attacks on teacher involvement in the system have surfaced in recent legislative sessions.

RECOMMENDATIONS:

1. Support the authority of TSPC as the licensing board of all K-12 education professionals in the state, assuming the structure of the commission remains the same and that it remains a body independent of the State Board of Education.

2. Advocate for TSPC support for educator candidate licensure that is free from cultural, linguistic, and socio-economic bias. Start by eliminating ED-TPA and any licensure requirement that inappropriately or unfairly assesses/judges teacher candidates, especially those who are placed in non-traditional classroom settings.

3. Advocate for recruitment and retention of new educators, particularly those from underrepresented and rural communities, by supporting efforts to provide educator development pathways and financial assistance.

4. Advocate that either the State of Oregon or the local school districts fund those training requirements for teachers that are imposed after full licensure has been achieved. In the absence of such funding, licenses should be renewed upon demonstration of satisfactory experience and completion of requisite continuing professional development requirements.

5. Ensure that all individuals working in an unsupervised manner with students (per TSPC rule) be required to hold either a Department of Education certificate of authorization or TSPC license

6. Support TSPC funding, including a sound budget and fee authorization proposals designed to implement association-supported reforms.

7. OEA support legislation improving education unions' access to students in educator licensure programs.

FAIR DISMISSAL

BACKGROUND:

Protection of school employees from arbitrary and capricious dismissal has long been a priority of the Oregon Education Association. OEA believes that every employee whose performance is in question is entitled to a reasonable dismissal procedure, and that these dismissal standards should be clearly delineated. Current law provides that during the probationary period (first three years of employment), a teacher may be dismissed for any cause deemed sufficient by the school district board. In some instances, additional procedures are provided through the bargaining process at the local level. After this probationary period, a teacher who is threatened with dismissal may appeal his or her case according to the Fair Dismissal law as modified by the 1997 Legislative Assembly or may submit the dispute to binding arbitration.

RECOMMENDATION:

Support stronger statutory dismissal procedures for educational support personnel.

MISCELLANEOUS

RECOMMENDATIONS:

1. Support legislation guaranteeing that equality of rights under the law shall not be denied or abridged by the state based on sexual orientation/gender identity.

2. Pursue the establishment of a statewide insurance pool for school employees that includes an opt- out provision and that does not force reductions in health-care benefits.

3. Support legislation establishing a private right of action against public officials who knowingly fail to implement government policy.

4. Allow teachers and education support professionals to be listed on substitute lists without disqualifying them for unemployment benefits.

5. Support legislation amending ORS 244.040 to allow school board members to vote on all issues after stating conflicts of interest.

6. Support professional growth and evaluation systems for education employees that are collaboratively developed by the school district, community college district, or other education entity, and the exclusive bargaining representative of the teachers, faculty, and school employees employed by the entity.

    a. Standardized test scores should not be used to support evaluate or support employment action against an educator.

    b. Professional growth and evaluation systems for education employees should be

collaborative, fair and equitable.

7. The Legislature should consider these facts prior to the time legislation affecting an educational practice is considered on the floor:
    a. research to support the practice;
    b. evidence to indicate that an amended practice would be manageable by educational support personnel, teachers, parents, and/or students;
    c. estimated cost of the implementation to the state and also to school districts and ESDs. This analysis should include the identification of a source of revenue to cover the fiscal impact.
8. Support the elimination of duplicate background checks of prospective school employees in any single calendar year in which they apply to multiple districts. Enable all school districts and education service districts to access the candidate's background check results in a centralized location.
9. Amend current law regarding harassment of education employees to include bullying,
    a. menacing, and intimidation as actions creating or expanding the definition of hostile work
    b. environment, and as conditions to be included as mandatory subjects of bargaining.
10. Support the wearing of religious dress by teachers in Oregon's public schools.
11. Support the development of a state health care policy designed to provide affordable, quality, comprehensive health care to all Oregonians.
12. Support efforts to hold down the cost of employee health benefits by working to address factors that drive costs, such as pharmaceutical and hospital pricing.
13. Ensure that educators' personal contact information is protected from sharing outside of the employer and employee union to the greatest extent possible.
14. Strengthen collective bargaining protections and information access to ensure the ability of the Association to effectively organize and represent education support professionals.
15. Advocate for programs and strategies to diversify the public education workforce so that it more closely resembles the racial/ethnic demographics of Oregon's students. This includes such programs as a BIPOC educator statewide tuition remission program.
16. Support efforts by the state of Oregon to recognize, fund trainings for, and create financial incentives for completion of national advancement certifications, such as National Board Certification.

MAINTAINING A STRONG EDUCATOR VOICE IN PUBLIC POLICY

GOVERNANCE OF EDUCATION

BACKGROUND:

Funding has shifted from the local level to the state, and many in state government are advocating for increases in the state's decision-making authority. The State Board of Education has imposed additional restrictions and increased testing requirements on local school districts. The Oregon Department of Education is also assuming a greater role in evaluating districts. Because of decentralization and the assumption of greater power by the state, local school boards' authority and responsibility has been diminished. In 2011, the Oregon Legislature changed the position of Superintendent of Public Instruction from an independent elected office to an appointed deputy, answerable to the governor, who serves a dual role as superintendent and governor.

RECOMMENDATIONS:

1. OEA shall recognize local district boards as the major decision-making bodies of local school districts in the state. OEA opposes legislative interference in local school district decision - making that is based on a rationale that state government's power t o allocate citizen tax revenues justifies the intrusion.
2. State entities that have responsibility for determining or evaluating education policies must have teacher representation.
3. OEA should have the legislative goal that state governing boards be composed of at least 30 percent non-administrative educators, including ESPs, employed by a public school district or Oregon community college.
4. Revise Oregon's 40-40-20 statute to reflect more student-centered objectives and a more supportive, comprehensive educational experience for every student.
5. Support the re-establishment of an elected Superintendent of Public Instruction.
6. Support legislation requiring school districts to provide leave time for education employees serving state agency or board appointments.

CAMPAIGNS AND ELECTIONS

RECOMMENDATIONS:

1. Oppose legislation and other initiatives that would dilute OEA members' and OEA-PAC's ability to actively participate in the electoral process, such as an open primary system or fusion voting.
2. Support legislation that would eliminate fraud and forgery in the initiative process.
3. Support legislation that limits the role of corporate money in campaigns and elections.

CODE OF ETHICS

CODE OF ETHICS
OF THE EDUCATION PROFESSION

Adopted at the 1975 NEA Representative Assembly. Revised at 2010 NEA Representative Assembly (addition of 1st paragraph of Preamble).

PREAMBLE

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive, and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I
Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator --

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--

   a. Exclude any student from participation in any program

   b. Deny benefits to any student

   c. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPAL II
Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

AFFIRMATIVE ACTION

I. POLICY OF NONDISCRIMINATION

The Oregon Education Association does not discriminate against any qualified employee or applicant for employment, retention on the job, or promotion because of race, color, religion, national origin, sex, age, sexual orientation, disability, marital status, political affiliation, or residence.

II. AFFIRMATIVE ACTION PLAN PURPOSES

A. To insure that recruiting and selection provides an equal opportunity to staff and prospective employees.

B. To increase, through appropriate hiring practices the number of qualified persons from under-represented groups, as identified in the Affirmative Action Goals.

C. To provide for an orderly recruitment and selection process.

D. To insure that communication policy serves the requirements and needs of the Plan by informing staff and potential applicants of employment opportunities.

E. To establish responsibility with the Association management and the OEA Executive Director for the policy's implementation.

F. To provide that an OEA Board Committee review biennially the progress in achieving the Plan's goals.

III. GOALS

A. To achieve parity in staff employment for groups identified in the Affirmative Action Goals while recognizing the Association's responsibility to honor staff contracts.

B. It is the goal of the OEA that when criteria for a position have been met by more than one person, preference shall be given to applicants who qualify under the Affirmative Action Goals until such time as the goals are attained.

IV. RECRUITMENT AND SELECTION

A. Management will apply the recruitment and selection procedures from the Affirmative Action Plan when a vacancy exists for any permanent or temporary position that will have a duration of twelve months or more.

B. Management will seek Oregon candidates through internal postings, internal and external publications and aggressive recruitment.

C. Failing to find qualified Oregon candidates, regional or national postings of all positions will follow.

D. Every effort will be made to enlarge the pool of candidates by maintaining a prospective applicants' file established from previous interviews, private inquiry, the cadre and intern programs, referrals and other similar sources.

E. Selection interviews by UniServ councils will be preceded by an orientation in this policy and proper interviewing considerations and techniques. An interview handbook is provided.

F. Review all job descriptions carefully to seek out and eliminate requirements that are not essential or job-related, to reduce any inflated educational requirements, and any discriminatory physical, social or language requirements that are unrealistic statements of job qualifications.

G. Assure that any employment test be solely job related, relevant only to the duties performed by employees in like assignments, the level of difficulty at which the duties are performed, the circumstances and conditions under which the duties are performed, and those duties which are critical.

H. As part of our goal to maintain a diverse workforce, OEA will continue to assure employment opportunities for disabled persons who can perform the essential functions of the job with reasonable accommodation.

V. TRAINING

A. OEA may offer training programs for cadre for the purpose of increasing the pool of potential under-represented candidates for Association positions.

B. An intern program may be established or continued by the OEA Board of Directors consistent with its budgetary limits for the purpose of increasing the pool of potential candidates for Association positions.

C. Diversity sensitivity training should be offered to OEA staff.

VI. COMMUNICATIONS

A. The Association shall publicize this policy to staff, members, and employment sources.

B. All applicable employment publications will contain a statement referring to OEA as an equal opportunity employer.

C. Posting of vacancies shall be made through publications to the leadership and staff, and to membership whenever possible.

VII. PROGRAM REVIEW

A. The Association's Executive Director shall be designated the Affirmative Action Officer and shall implement this Plan.

B. The OEA Executive Director shall report annually to the Board of Directors through a statistical report of the program's status.

C. Recruitment efforts regarding each new hire shall be reported to the Board of Directors. Reports to the Board shall include information regarding:

1. Recruiting - selection
2. Training - intern
3. Communicating policy
4. Compiling data

AFFIRMATIVE ACTION GOALS

I. INTRODUCTION

The following goals should not be construed as quotas which should be met, but as reasonable aspirations in creating a diverse workforce. In making employment decisions under this Affirmative Action Plan, OEA shall consider the candidates' education, training, experience, recommendations, familiarity with the Association, and other criteria outlined in the job description.

II. GOALS FOR WOMEN/MEN

A. Statement of Goals

1. MANAGEMENT STAFF: 40-50% WOMEN.
2. PROFESSIONAL STAFF: 40-50% WOMEN.
3. CONFIDENTIAL/SUPERVISORY STAFF: 40-50% WOMEN
4. ASSOCIATE STAFF: 40-50% WOMEN
5. THE OEA BOARD EXPRESSES ITS CONTINUED INTEREST IN THE OEA CHOICE TRUST HAVING A DIVERSE WORKFORCE.

B. Explanation of Goals for Women/Men

1. The above categories appear to be the areas where under-represented men or women are desirous of entry into a particular level of work.
2. Other categories operate under OEA Nondiscrimination Policy.

III. GOALS FOR ETHNIC MINORITIES

A. Statement of Goals

1. MANAGEMENT STAFF: 5-15% MINORITY.
2. PROFESSIONAL STAFF: 5-15% MINORITY.
3. CONFIDENTIAL/SUPERVISORY STAFF: 5-15% MINORITY.
4. ASSOCIATE STAFF: 5-15% MINORITY.
5. THE OEA BOARD EXPRESSES ITS CONTINUED INTEREST IN THE OEA CHOICE TRUST HAVING A DIVERSE WORKFORCE.

B. Explanation of the Goals

- The percentage range of goals, adopted by the OEA Board in March 1996, takes into consideration factors such as Oregon's population census, skilled and available workforce, and OEA's aspiration to have a diverse workforce.

- The OEA Board of Directors expresses its continued interest in the OEA CHOICE Trust having a diverse workforce.

2026 OEA
AFFIRMATIVE ACTION REPORT

Goals By Gender	**Current Total Empls.**	**Current Male Empls.**	**Current Female Empls.**	**Current Other Empls.**	**Goals For Women Staff**
Mgmt Staff*	5	3	2	0	40-50%
					(met)
Directors	4	1	3	0	40-50%
					(met)
Confidential	3	0	3	0	40-50%
					(met)
Prof Staff **	44	23	19	2	40-50%
					(met)
Assoc Staff***	31	6	25	0	40-50%
					(met)
Goals By Ethnic Minority	**Current Total Empls.**	**Current Ethnic Minority Male Empls.**	**Current Ethnic Minority Female Empls.**	**Current Ethnic Minority Other Empls.**	**Goals for Ethnic Minority Staff**
Mgmt Staff*	5	0	1	0	5-15%
					(met)
Directors	4	1	0	0	5-15%
					(met)
Confidential	3	0	0	0	5-15%
					(not met)
Prof Staff**	44	7	6	1	5-15%
					(met)
Assoc Staff***	31	3	3	0	5-15%
					(met)

*Does not include 1 vacancy.
**Does not include 3 vacancies.
***Does not include 2 vacancies.

Data as of July 24, 2026

Oregon 3-1(g) plan 25-26 Adopted by the OEA Board of Directors May 2025

Purpose of plan: OEA is dedicated to creating equitable, inclusive public schools and unions where students and members thrive. The purpose of the plan to accomplish NEA Bylaw 3-1(g) is to lay out the framework for how we are doing our part to accomplish this goal. The U.S. Census data is a required method by NEA for measuring our success.

OEA believes that a meaningful plan to increase racial and ethnic inclusion throughout our union is vital for all of us to thrive. Equitable and inclusive unions are built with the efforts of members, leaders, and staff. As the demographics and issues of our state and nation change, our need to address the issues related to equity and inclusion, support and attention to the needs of students and educators are a priority not only for OEA, but the entire education community. OEA recognizes that the current racial categories used by NEA and the U.S. Census are insufficient as a means of showing the true diversity of our membership and is dedicated to increasing the visibility of our diverse member ethnicity. We recognize that our Indigenous, Black, Latino, Chicano, Middle Eastern North African, Asiatic, Islander, or any other individual identifying as a BIPOC member need our support and resolve to improve the world in which we teach, and our students learn.

The OEA Board has adopted Strategic Metrics to cover priority work from 2024-2028 which include:

- *Racial & Social Justice:*
- ► *Increase BIPOC members in leadership (3-1g)*
- ► *Increase student voice on SEED survey participation and use*
- ► *Improve pK-CC funding to better create racially and culturally responsive schools that attract and retain historically marginalized students and educators*

Annual Review of Plan
The annual review and update of the plan is an important part of tracking our progress and adjusting our strategies.

Annual Review Goal A: Endorsement of NEA 3-1(g) and acceptance of this plan will be submitted to the OEA Board of Directors for annual approval. CORE, HCRC and other relevant committees will be a part of the annual review and update process.

Action plan:

Action (Lead)	Timeline	Budget connection
Submit 3-1(g) Draft plan (to include NEA and OEA BIPOC members participation percentages) for the board to adopt in May and review in August (OEA Equity Director)	March - Submit draft to Human and Civil Rights Committee, Committee on Racial Equity, OEA Exec Cmte April - Review draft with OEA Executive Committee May - Submit to Board	Covered under OEA Budget

Monitor annual implementation (OEA Executive Committee, Committee on Racial Equity & Human Civil Rights Committee)	Review plan 2x a year	Covered under OEA Budget
Final draft to be presented by one of the following leaders: Equity Director, Chair and/or Vice Chairs of the Committee on Racial Equity (CORE) or the Human and Civil Rights Committee (HCRC) and will include the rationale and history of the Bylaw. (OEA Equity Director)	On or before May - finalize who is presenting final draft	Covered under OEA Budget

Annual Review Goal B: Engage with members of color on an annual basis to determine success of local, state and national outreach efforts to increase involvement and create supportive and inclusive environments.

Action plan:

Action (Lead)	Timeline	Budget connection
Minimum 3 exit surveys per year at BIPOC member gatherings. Can include but not limited to- I HEAR Summits, SPARKS, Affinity Spaces at OEA conferences, and OEA RA. (OEA Equity Coordinator and Director)	Date to be determined each year based on events.	Supported by existing OEA Budget

3

Board priorities: Inclusive, Welcoming Unions that Increase BIPOC Leadership & Communication

Our goals to achieve inclusion and communication are as follows:

Board Priorities Goal A: Increase BIPOC members in leadership
Action plan:

Action (Lead)	Timeline	Budget connection
Create a BIOPC program or cohort to train and build affinity, that is geared toward action and promotion of BIPOC Leadership growth. (Equity Director & Coordinator, Committee on Racial Equity & Human Civil Rights Committee)	Minimum 2 X year	Covered under OEA Budget (est. $18,000 annually)
Continue I HEAR Summit to educate and build connections and be responsive to the needs and gaps that educators experience.	Minimum 2 X year	Covered under OEA Budget
Create or connect, monitor, and actively seek to increase OEA BIPOC involvement in education opportunities & mentorships. Provide training for leadership. Monitor participation each year in OEA and NEA conferences, education offered by OEA and NEA, and networking opportunities. Examples: I HEAR Summit, NEA MLT/WLT & Leadership, Leaders for Just School and OEA President's+ Summer Training, Know Your Rights, Organizing and Bargaining (Equity Director & Coordinator)	Annually	Supported by existing OEA Budget
Create and Manage Equity Chair Grant to foster BIPOC leadership at the local and Uniserv Level (Equity Director & Coordinator)	Released yearly in September and awarded by November	Covered under OEA Budget
Create & build staff cultural competencies through the OEA Staff Equity Committee. Examples: Anti-Bias training, building inclusive locals, historical inequities (OEA Equity Coordinator with collaboration with Equity Director and OEA Executive Director)	Monthly meetings	Supported by existing OEA Budget
Arrange Equity coordinating meetings to plan what priorities and actions to focus on for the year to create Racially and Culturally responsive schools and to support increased BIPOC Inclusion in OEA and our education system. Include OEA Governance, chairs of Committee on Racial Equity and Human Civil Rights Committee, Equity Director & Coordinator and coordinate with OEA Executive Director, Public Affairs, and Communications Dept.	Schedule quarterly meetings for the year in July	Embedded into existing OEA Budget – (approx $150 for Zoom account)

Board Priorities Goal B: Increase student voice on SEED survey participation and use *Action plan:*

Action (Lead)	Timeline	Budget connection
Disseminate information about the Student Educational Equity Development (SEED) survey and its timeline to educators and community members 3x year. Include important guidelines for educators. Include the information in OEA communications, the CORE & HCRC table at the OEA RA and share at 3 board meetings for Board members to share out with locals and Uniservs (Communications)	Various dates	Embedded into existing OEA Budget

Board Priorities Goal C: Improve pK-CC funding to better create racially and culturally responsive schools *Action plan:*

Action (Lead)	Timeline	Budget connection
Meet once a year to review strategies and plan for member engagement in the work to increase funding for pK-CC. (OEA Governance, chairs of Committee on Racial Equity and Human Civil Rights Committee, Equity Director & Coordinator and coordinate with OEA Executive Director, Public Affairs, and Communications)	Minimum 1 x each year	Embedded into existing OEA Budget
Board and relevant committees to meet and discuss to offer additional input on actions that will be focused on for the year (members of the Equity coordinating meetings to assign committees and report at each Equity coordinating meeting) (OEA Governance, chairs of Committee on Racial Equity and Human Civil Rights Committee, Equity Director & Coordinator and coordinate with OEA Executive Director, Public Affairs, and Communications)	Minimum 1 x each year	Embedded into existing OEA Budget

Board Priorities Goal D: Attract and retain historically marginalized students and educators *Action plan:*

Action (Lead)	Timeline	Budget connection
Share the student demographic information through the state report card, Educator Equity report or other relevant source and the 3-1 (g) plan with local leaders and Uniserv consultants and facilitate conversation to inform and create an equity plan. (OEA Equity Director & Coordinator, OEA Governance, and OEA Executive Director)	Varied dates during beginning of the year.	Embedded into existing OEA Budget. (Communications)

Aspiring Educators and Early Career Educators Organizing Committee and CORE & HCRC, with discussion on state student & educator demographic data using the ODE Educator Equity Report or similar source in order to inform and help support marginalized educators to support marginalized students. (OEA Equity Director)	At least once per year -Winter Retreat can be an option	Embedded into existing OEA Budget
Create a newsletter to report on efforts of our marginalized members, current issues and resources, events that are happening, and coalition efforts that are being done, ways to build our community partnerships, and opportunities to engage in networking (OEA Equity Director & Coordinator & Communications)	At least 4 x year.	Embedded into existing OEA Budget
Evaluate existing resources and create a list of newly curated resources that are housed on the OEA website that are responsive to marginalized member and student issues. (Equity Director & Coordinator, Governance, in coordination with Public Affairs, Communications & OEA Executive Director)	Update quarterly.	Embedded into existing OEA Budget

Board Priorities Goal E: Decrease to only 7% of active membership data the number of blank/unknown ethnicity fields on OEA membership forms.

Action plan:

Action (Lead)	Timeline	Budget connection
Share with local leaders the importance of identifying & local data (OEA Governance)	Annually Fall	Embedded into existing OEA Budget (approx. $150 for Zoom account, 100k for staffing support)
Survey those who have left the form blank to find out why (OEA Comms)	Annually Winter	Embedded into existing OEA Budget (Communications)

OEA HANDBOOK INDEX

2026–2027 Edition Legend:

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(P) = Policies (Yellow paper)
(R) = Resolutions (Tan paper)
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