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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 ADEQUATE 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, equitable and quality 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)

I.3. School Funding Legislation
The Oregon Education Association believes that the Oregon Legislature fully fund the quality education model. (2006, 08)

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 before any 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)

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 elementary or secondary institution or any charter public school. (1982, 89, 91, 93, 94, 96, 97, 99, 2002, 03, 04, 05, 06, 08)

I.8. Education Employees Should Not Fund Schools
The Oregon Education Association believes that education employees must not be expected or forced to compensate the state for budget shortfalls through wage and/or benefit reductions/freezes. Education employees should not be responsible for providing materials and supplies to be used at school.

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

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. (2006, 08)

I.10. School Funding and Outside Organizations
In order to secure adequate, stable school funding, the Oregon Education Association believes that the Oregon Education Association should work with

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other organizations, parent and civic groups, students, unions, and the business community. (2006, 08)

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 racism, and generational inequity. Schools are where society’s problems become evident, not where they arise. The Association believes that our legislative agenda should be proactive with regards to issues around economic inequalities, healthcare for all, loss of living wage jobs, corporate tax giveaways, and a more progressive tax system. (2013)

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

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 teachers 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)

Group B: Student Rights

II.3. Dual and Concurrent Credit Programs

The Oregon Education Association believes dual credit and concurrent credit programs designed to give high school students an authentic college experience should be made available in Oregon schools. The Association also believes these programs should be high quality, properly funded, and support students; successful transition from high school to college. (2015)

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. (1982, 89, 97, 2008)

II.5. Academic Freedom

The Oregon Education Association 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. Students should have the right to speak and write without restriction and censorship provided their actions are appropriate to the curriculum and do not disrupt the educational environment. (1989, 97, 2008)

II.6. Racial Desegregation and Integration

The Oregon Education Association believes schools should be free of racial segregation. The responsibility for school desegregation and integration must be mutually shared by all members of the community. (1979, 89, 97, 2008)
II.7. Bullying

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

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

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

- Establish strong policies prohibiting all kinds of bullying that include the definition, consequences, and procedures for reporting, investigating 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 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, 13)

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 child 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)

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, 17Inclu)

II.11. Student Access to Healthcare

The Oregon Education Association believes that students who do not have access to healthcare are likely to bring illness to schools. They may suffer from stress, days lost and general malaise which impedes their learning and that of others. The Association further believes that affordable, quality, comprehensive healthcare should be provided to all students.
II.12. Community Based After-School Programs
The Oregon Education Association recognizes the need for quality after-school programs for school age children 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)

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. Youth Gangs
The Oregon Education Association believes that families, schools, communities, businesses, and law enforcement agencies have critical roles in reducing gang-related crime. The Association supports collaboration among these groups in an effort to thwart gang recruitment and to reduce gang membership.

The Association supports education programs that promote positive self-image and academic success -- such as dropout prevention/intervention, before-and-after school programs, and job training -- particularly for at-risk students in areas where there is a high degree of gang activity.

The Association also believes that the business community has an important role in reducing illegal activities by gangs. The Association supports programs that lead to meaningful job opportunities for youths.

The Association believes that law enforcement agencies should be active participants in education and employment programs to reduce gang involvement. (1996, 97, 2008)

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, and school transportation systems must have written plans that delineate procedures that include, but are not limited to, emergencies, lockdowns, violence, evacuations, and weather-related conditions. Plans must include rapid reaction criteria and procedures coordinated with on-campus, community and other appropriate first responders. Emergency plans for each school site must be developed by school personnel, including Association members, and parents/guardians in partnership with the community. The Association further believes that for these plans to be effective they must be practiced and updated on a regular and consistent basis. Plans must include stress management/counseling strategies as follow-up care for students and staff when appropriate. (2011)

II.16. Weapons In School
The Oregon Education Association believes anyone with unauthorized weapons or any object that could reasonably be considered a weapon should be treated with zero tolerance and immediately reported to civil authorities. In the case of minors, parents/guardians will be notified and the minors will be disciplined up to the fullest extent possible. (1995, 97, 2003, 08, 10)

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. 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)

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 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 children 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 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, free of molds, toxic substances, and harmful chemicals.

The Association further believes that school districts must conduct periodic testing for harmful water,
airborne particulates/agents and other hazards. Such tests should be reported to the public and measures taken to remedy any problems immediately. (2000, 08)

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)

Group D: Special and Exceptional Children and Their Programs

II.22. 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 child is entitled to an 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)

II.23. 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 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 to work cooperatively in the development of the Individual Family Service Plan (IFSP) and Individual Educational Plan (IEP), 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), especially in terms of placement.

6. Adjustments should be made in class size using weighted formulas to accommodate the demands of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP), other documentation and the needs of the student.

7. All staff, parents, and community should be adequately prepared for their roles through fully-funded appropriate training.

8. If the IFSP/IEP team determines that inclusion is 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) without recrimination. (1994, 97, 2005, 08, 10, 16, 17)

II.24. Educational Programs for English Language Learners (ELL)

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

Programs for ELL 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. ELL 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 the needs of ELL students.

The Association also believes that ELL 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 ELL students, sufficient to maintain a program of high quality. School districts should provide release time or compensation for the training of teachers who instruct ELL students. Association members must be fully involved in the development and implementation of programs serving ELL students, including the assignment of teachers and the terms and conditions of their employment. (2003, 06, 08, 10)

II.25. 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.26. Visually and Hearing Impaired Students

The Oregon Education Association believes a continuum of programs and services should be available to all visually and hearing impaired students 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 hearing impaired students at their current site: Oregon State School for the Deaf, and for visually impaired students. (1987, 89, 94, 97, 2008, 13)

II.27. Video Programming for the Deaf

The Oregon Education Association believes all video programming should be closed captioned to make programs available to the deaf and hearing impaired. (1974, 97, 2005, 08, 10)

II.28. HIV Infected Students

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

II.29. Early Intervention for High Risk Students

The Oregon Education Association believes that students that are at high risk of dropping out of the educational system are a prevalent problem. OEA further believes sufficient state resources must be available to fund effective research-based intervention programs for potential high risk students at the Pre-K through third grade. (1992, 97, 2008, 16)

II.30. Troubled Youth

The Oregon Education Association believes that specialized treatment programs and secure facilities with adequate safeguards are essential to meet the needs of troubled youth. A continuum of programs should include residential facilities that supplement local and regional programs. Such facilities should be provided by the State of Oregon.

The Association also supports the continued operation of MacLaren at its current site. (1989, 97, 2008, 13, 16)
II.31. 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 that training programs in gifted and talented education must be provided for teachers. (1985, 89, 97, 2008)

II.32. Early Childhood Education

The Oregon Education Association believes that quality early childhood education creates the foundation for future school success. The Association supports early childhood programs that encourage the development of social skills, strengthen emotional growth, and provide a strong foundation in basic academic skills.

The Association believes that a full day kindergarten has proven to boost student achievement especially for low-income and minority students, 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, 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)

II.33. Children of Poverty

The Oregon Education Association believes there should be effective educational strategies for children of poverty.

The Association also believes that educational personnel should be aware and offered training to deal with the effects of poverty. (2005, 08)

II.34. Equal Opportunities for Ethnic Minority Children

The Oregon Education Association believes there should be equal educational opportunities for ethnic minority children. These opportunities should include the means to enhance the appreciation of their own history and culture while developing skills that will allow them to fully engage in society. (1974, 89, 94, 96, 97, 2008)

II.35. School Age Parents

The Oregon Education Association believes school districts should provide programs and services that encourage teenage parents to continue their education including post-secondary opportunities. The Association recommends that these programs emphasize training toward gainful employment, self-esteem, child care and child development, family planning, financial planning including budgeting, and healthy relationships. (1979, 89, 97, 2008, 16, 17)

II.36. 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)

Group E: General Education Programs/Classes

II.37. Multicultural Education

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 multicultural, global, and world language education. These programs should be fully funded for all Pre-K through higher education students.

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)

II.38. 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.39. Life Roles and Career Education

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

II.40. 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.41. 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 with appropriate intervention, especially in the early grades, is essential for learning in all content areas and for achieving high standards. Teachers at all levels should be provided adequate resources, including a fully funded and staffed library/media center, and encouraged to use their expertise to address the diverse needs of students.

The Association also believes that teachers’ efforts to value and promote reading should be supported by parents/guardians, librarians, media specialists, other education employees, and communities. (2006, 08)

II.42. 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, 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
Be taught with the same student/teacher ratio as other grade-level class sizes. (2006, 08, 17)

II.43. Recess
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. (2010)

The Oregon Education Association believes that all children 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.

II.44. 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.45. Sex Education
The Oregon Education Association believes sex education, including information about HIV/AIDS, provides children and youth with information, basic to healthy, well-adjusted mental attitudes. Such instruction must be age appropriate and developed by qualified educational and/or health care professionals.

The Association believes sex 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 formal sex education should include parent/guardian education and 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 sex education curriculum.

Sex education programs should include information on sexual abstinence, birth control and family planning, diversity of culture, diversity of sexual orientation/gender identification, parenting skills, prenatal care, sexually transmitted diseases, 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.
II.46. 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.47. 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.48. 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 life-styles. The Association recommends that these programs be developed in cooperation with the appropriate community agencies. (1989, 97, 2008)

II.49. Democracy and Citizenship Education
The Oregon Education Association believes that education about democracy, the workings of the government and the rights and responsibilities of citizens is essential for the survival of American democracy. The Association also believes that democratic ideals should be taught and practiced as part of the total education process. (2007, 08)

Group F: Instruction

II.50. 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.51. Instructional Time
The Oregon Education Association believes the instruction time of students in primary grades should be limited to no more than five hours per school day with the added recommendation that no consecutive two-hour period shall pass without a break from classroom instruction for those children. (1980, 89, 97, 2008)

II.52. 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 student’s performance on high stakes assessments. (1978, 89, 97, 2001, 08)

II.53. New Technology
The Oregon Education Association, recognizing the expansion and application of technology in our society, believes that students and staff of school districts and higher education institutions should be provided instruction in computers and the basic utilization of new technology. However, the Oregon Education Association further believes that new technologies should not be used to replace staff, interfere with the traditional exchange of ideas and reduce interpersonal contact that characterize sound education. (1983, 89, 97, 99, 2008)

II.54. School Libraries/Media Centers
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/media curricula should follow national standards as set forth by the appropriate professional organizations 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)

II.55. 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.56. 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 this 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.57. 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.58. 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.59. 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.60. 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.61. 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 teachers, 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, 93, 94, 97, 2004, 08)

II.62. 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.63. School Discipline

1. The Oregon Education Association believes that education employees must have the right to formulate and implement reasonable disciplinary procedures to create an environment conducive to learning. School boards in conjunction with local affiliates should develop policies and standards that provide the necessary support to education employees for the maintenance of a positive school environment. Such policies should include the right of an education employee to remove a disruptive student from the classroom. The OEA further believes that disruptive students should be provided an alternate environment with a licensed staff member for the purpose of de-escalation and problem solving.

2. Education employees should be trained in safely managing disruptive students. An education employee has the right to protect self and others from physical harm. The Association believes that corporal punishment should not be used as a means of disciplining students. (1976, 89, 95, 97, 2003, 06, 08, 17)
II.64. School Employees Involved in Interviewing
The Oregon Education Association believes that appropriate school employees should be involved in the interviewing and selection of all school personnel. (1974, 89, 91, 97, 2008)

II.65. 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

II.66. School Climate
The Oregon Education Association believes that a safe and effective school climate is necessary for promoting educational excellence in public schools. The Association believes that all education employees, parents/guardians, students, school governing boards, and community members and agencies must work cooperatively to establish and maintain safe and orderly school communities.

The Association also believes that it is in the best interest and safety of all students if education employees are immediately informed of students with known serious behavior problems or violence-related potential. Students and education employees must be safe from physical, verbal, and psychological violence, the threat thereof, and all forms of harassment. 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)

II.67. 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 children 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)

II.68. 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.69. Virtual Schools and Online Education
The Oregon Education Association believes online education can play an important role in the lives of students and educators. The Association supports virtual schools and online education sponsored by state public school entities.

Such virtual schools and online courses must meet the educational standards, staffing ratios, educator licensure and certification requirements, and professional staff criteria of traditional public schools. The proliferation of online programs should not:
1. impair public school district finances;
2. promote or fund private vendor "education management" operations;
3. disrupt the local collective bargaining agreement. (2013)

III. BUILD SUPPORT FOR PUBLIC EDUCATION AND EDUCATION EMPLOYEES

III.1. Public Education
The Oregon Education Association believes in free public early childhood, kindergarten, elementary and secondary education for all students and believes that post-secondary education through community college programs and institutions of higher education should be affordable and accessible to all students. It is the responsibility of state and local governments, and the community to provide for the education of its children. (1974, 77, 89, 93, 94, 97, 2005, 06)

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 children are best served by the public schools. However, if parents 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)

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 teachers in defining the needs for our children and strategies to meet those needs. (1989, 97)

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 Association 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 that the State Superintendent of Public Instruction should be elected. (1975, 91, 97, 2001)

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

The Association further believes that those individuals appointed to leadership positions within state educational entities should also possess backgrounds in the field of public education, including classroom experience, extensive knowledge of evidence and research-based practices, and have demonstrated success in developing and implementing such practices collaboratively with school employees and their respective associations. (2013)

III.10. School Board Members

The Oregon Education Association believes it is essential to have competent school board members committed to quality public education in Oregon districts.

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)

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. (2002)

III.12. School Restructuring

The Oregon Education Association believes school restructuring efforts must employ a democratic process that meaningfully involves associations and other stakeholders 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 integrated 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 ofrace, color, national origin, cultural diversity, religious beliefs, residence, disability, political activities, professional association activities, age, marital status, number of dependents, family relationship, size, 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)

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. 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.5. Cultural Diversity

The Oregon Education Association believes that a diverse society enriches all individuals. Similarities
and differences of race, ethnicity, color, national origin, language, geographic location, religion, ability, size, 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. (2006, 09, 16)

**IV.6. 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.7. 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 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)

**IV.8. 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.9. Development of the Curriculum**

The Oregon Education Association believes that the state and national standards should provide the basis for curriculum development. Educators at the local level must be the primary voice in the planning, development, implementation, monitoring, and refinement of curricula.

The Association also believes careful consideration must be given to the curriculum in regards to –

a. Student academic standards  
b. Alignment of curriculum with state and national standards  
c. Unwarranted duplication of content  
d. Prevention of content gaps  
e. Content overload  
f. Developmentally appropriate content  
g. Appropriate accommodations and modifications for students with special needs.

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.10. 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.11. 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 available to finance collective bargaining agreements. (1988, 89, 91, 97)

**IV.12. Collective Bargaining**

The Oregon Education Association believes in Collective Bargaining and that professional salaries, benefits, duty compensation, non-discrimination policies, grievance procedures, working conditions, and lay-off/recall procedures are necessary components of a comprehensive local contract. The Association also believes that local contracts be established through effective and good faith collective bargaining. Binding arbitration and the right to strike must be an integral part of any collective bargaining process.

The Association believes that all members should be united in support of the Association and/or its
affiliates when the situation demands a strong show of solidarity.

The Association further believes all school employees should be represented in the school budget process in establishing priorities, determining of funds and ensuring adequate funding be available to finance collective bargaining agreements.

The Oregon Education Association endorses single agent bargaining – a plan whereby a cluster of locals formally join together for the purpose of bargaining. The Oregon Education Association believes all local affiliates should work toward participation in single agent bargaining. (1974, 75, 79, 88, 89, 91, 97, 2009, 11)

IV.13. 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.14. 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.15. 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.16. Education Support Professionals Assignment and Salary

The Association condemns the practice of assigning education support professionals to professional licensed assignments and other new and additional assignments without changing their status on the salary schedule commensurate with the new assignment. The Association believes its local affiliates should negotiate for the payment of the appropriate professional salary to education support professionals during the time they may be assigned additional duties. (2009)

IV.17. 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.18. 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.19. Just Compensation Formula/Supervising Teachers

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

IV.20. 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.21. 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.22. Protection of Education Employees

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

The Association believes that when education employees are the victims of physical attack, verbal abuse, theft, identity theft, vandalism, discrimination or harassment in the work place 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)

IV.23. Rest Breaks
The Oregon Education Association believes that each school employee should be given a rest break of at least ten minutes for each two continuous hours of work exclusive of the thirty-minute duty free lunch period. (1977, 89, 97)

IV.24. Hiring and Staffing Policies
The Oregon Education Association believes school districts should incorporate in their hiring policies those procedures which will ensure acquiring experienced professionals as well as those who are new to the profession. Further, the hiring procedures should provide an equal opportunity to applicants with advanced degrees or specialized credentials. 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)

IV.25. 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.26. 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.27. 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.28. 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.29. 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.30. 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.31. 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.32. 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.33. 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.34. 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.35. 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.36. Temporary Teachers
The Oregon Education Association believes that a temporary teacher who is rehired for a second year by a district shall be contracted as a second year probationary teacher. (1980, 97)

IV.37. 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 special needs of the students
e. Be entitled to representation and/or support by state and national affiliates in collective bargaining.

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.

The Associations 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)

IV.38. 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 children. 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)

IV.39. 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.40. Sick Leave Bank
The Oregon Education Association believes there should be a sick leave bank from which school employees can draw when personal sick leave benefits have been exhausted. (1991, 97)

IV.41. 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.42. 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.43. 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.44. 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.45. 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.46. 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.47. 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 his/her 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)

IV.48. 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.49. Retirement Planning
The Oregon Education Association believes its members should seek ongoing financial benefit counseling in the early years of teaching 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)

IV.50. Parity in Retirement
The Oregon Education Association believes the percentage of yearly basis of retirement for school
employees should be brought into parity with fire fighters and police officers. (1975, 89, 97)

IV.51. 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 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, 89, 97, 2005)

IV.52. 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.53. 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.54. 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.55. 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.56. 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. Council for Accreditation of Educator Programs

The Oregon Education Association supports the Council for Accreditation of Educator Programs (CAEP) in its program of accrediting teacher education institutions throughout the state and nation. All teacher education institutions should continue their work toward upgrading their programs of teacher education so that the goal of all institutions
which prepare teachers receiving CAEP accreditation would be reached. (1974, 97, 17)

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 teaching position 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 teaching positions or through revision of school staff management under the guise of improving educational opportunity when the effect diminishes the quality of learning. (1978, 89, 92, 97, 2009)

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 teachers. Teachers appointed 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 teachers, 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 programs of teacher education 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 licensing programs of teacher preparation are counter-productive to effective education. (1982, 89, 95, 97, 2005, 09, 11)


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 Training

The Oregon Education Association believes that teacher preparation programs must:

a. involve teachers and students in design, implementation, changes, evaluation and improvement of the standards for teacher preparation and licensure.

b. include pre-professional practicum experience as an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

c. include an actual work experience in public schools prior to completion of their education program including exposure to or experience with special education programs, individual education plans (IEPs), accommodations, and modification of curriculum. (2017)

d. include training in the dynamics of inter-group communication and human relations as a requirement for licensure and in professional development workshops in these areas for experienced teachers and administrators.

e. use teachers currently employed in elementary and secondary schools to augment the instruction of methods courses by the college or university staff.

f. take steps to improve the selection of persons entering teacher preparation programs through more effective screening of applicants and conduct outreach to underrepresented groups.

g. offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.
h. require for first licensure that all students pass a course or workshop instructing them in their legal rights and responsibilities as teachers and in interpreting teacher contracts. United Education Profession (UEP) approved personnel should instruct these courses/workshops. (1974, 89, 97, 2006, 09)

i. 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, children, and adults/parents. School employees are encouraged to increase student awareness and understanding of child abuse. (1982, 89, 91, 97, 2004, 09, 17)

j. include personal interaction and involvement and not be exclusively replaced with on-line and long distance training. (2009)

k. include a broad range of diversity and equity training for school employees. (2013)

l. include training around differentiated, culturally responsive and trauma informed behavior management. (2017)

m. 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) the dynamics of inter-group communication and human relations;

2) the treatment of children in a nurturing and positive way;

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)

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 Certification
The Oregon Education Association supports voluntary national 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)

V.12. Teacher License
The Oregon Education Association believes that the profession must govern licensing of teachers, counselors, specialists, and administrators through the Teacher Standards and Practices Commission. The TSPC must set and enforce standards of licensure in conjunction with the college teacher training programs. The Association further believes that out-of-state applicants meet Oregon licensing requirements.

The Association believes it is not the role of the TSPC to test teachers or applicants for licensure. The Association also believes that licensing should not be based on student outcomes.

The Association further believes that the TSPC should not be a judicial body. 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 time line 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.
Teacher Standards and Practices Commission staff proposals must reflect the testimony and findings of the hearings. The Association further believes that all TSPC rule changes must go through three readings and publication before final adoption. (1982, 89, 97, 2009, 11)

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 teachers who are already practicing in these areas. (1987, 89, 96, 97)

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. Teacher Testing
The Oregon Education Association believes the testing of experienced teachers who are already practicing in the classroom is unnecessary. The Association advocates the active assessment of all teachers through regular and comprehensive evaluation procedures. Testing of applicants to the teaching profession by university and college preparatory programs is appropriate as long as instruments are bias free and performance oriented. (1985, 89, 95, 96, 97)

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 teachers provide support by sharing constructive ideas in order to improve instruction and believes that high standards within the teaching 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 teachers, 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 teachers who are deemed by their peers to be highly skilled practitioners are selected for the role of consulting teacher, that the consulting teacher’s areas of expertise is the same as or closely related to that of the participating teacher, and that the consulting teacher is chosen by the program governing bodies with the approval of the participating teacher involved;

d. Seek consulting teachers who reflect the diverse population of the teaching staff;

e. Provide that consulting teachers are properly compensated and provided adequate time to fulfill their responsibilities;

f. Provide that consulting teachers receive extensive and ongoing training in mentoring/coaching skills, district initiatives and resources, and current education instructional methods;

g. Establish guidelines for the referral of teachers as well as safeguards to prevent unwarranted referrals;

h. Establish and convey to all consulting and participating teachers 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 teacher evaluation procedure. (1986, 97, 98)

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 federal, state and local requirements
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.
(1974, 89, 97)

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 pupil. The Association believes class size/case load maximums must be established based upon the type of students, subject area content, physical facilities, best practices and other criteria. When exceptional children are included in a class, a weighted formula should be applied. (1974, 89, 97, 2007)

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. 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)

V.22. Teacher Exchange Program
The Oregon Education Association believes local school districts should participate in a teacher 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)

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;
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 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 teacher displaced by an administrator as indicated should be placed in a meaningful, appropriate and paid position (1976, 89, 95, 97, 2004, 09)

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. Substitute Assignments

The Oregon Education Association believes that substitutes should be assigned in the areas and levels of licensure required of the assignment. (1977, 89, 97, 2007)

Substitute teachers should be requested and assigned in the areas for which they are licensed. Education Support Professional substitutes should be requested and assigned in the areas they are qualified or trained. (2007)

V.27. 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 licensed counselors with licensed teaching experience. (1984, 89, 97, 2017)

V.28. School Librarian/Media Specialists

The Oregon Education Association believes that literacy and media skills are an integral part of the learning process. Personnel instructing and/or managing the media center/library shall be licensed school librarians. Licensed library/media educators are essential at all levels of instruction, they provide unique literacy and media education.

The Association further believes when Education Support Professionals are used in media centers, they should be provided the appropriate staff development and be under the supervision of licensed/certified media specialist/teacher librarian in the building. (1984, 89, 97, 2003, 04, 08, 09, 11)

V.29. 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 nurse-to-student ratio of no greater than 1:750 as outlined by the federal government’s Healthy People 2010 objectives. (1991, 92, 97, 2008, 11)

V.30. 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. (1992, 97)

V.31. 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. (1993, 97)

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. (1976, 89, 97, 2013, 17)

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 Student OEA
The Oregon Education Association believes that students preparing for a career in education should be members of Student OEA. The Association should provide assistance to establish and maintain student OEA chapters. (1982, 89, 97, 98)

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-PIE (People for the Improvement of Education,) 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)

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, size 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)

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)