



2021 OEA REPRESENTATIVE ASSEMBLY NEW BUSINESS ITEMS

1. **MOTION:** I move that OEA will arrange a meeting between the OEA SPED Committee and ODE to talk about the meaning of Least Restrictive Environment as it pertains to the field of special education and models of inclusion. Furthermore, OEA will advocate and promote the acceptance of the idea that the Least Restrictive Environment is the environment that supports students with Individualized Education Programs to make progress on their IEP goals and should be determined based on the students individual strengths, needs, preferences, and interests, and is often not the environment provided in a full inclusion model.

Maker & Local Assn: Niels Pasternak, Lane County ESD EA

Cost Implication: No cost implication

Rationale: The OEA Special Education Committee unanimously supports this NBI because we believe that the push for full inclusion for all students with disabilities is equivalent to a " One Size Fits All" model for Special Education and that this has the potential to harm a large number of students. We value and respect the need for consistent collaboration between general and special education teachers, and recognize the need for equitable access and inclusive opportunities for all students, however we do not think that a full inclusion model is best for every student or that general education environments are always inherently the least restrictive ones.

2. **MOTION:** I move that OEA will work with health professionals to advocate for the best health screening processes in schools in order to ensure safe and healthy working and learning conditions for students and educators during the pandemic. As a part of this collaborative work OEA will mention that visual screening only is being used as a model for health screening students attending hybrid instruction and that staff members with no medical expertise are often being asked to do this by school administration.

Maker & Local Assn: Niels Pasternak, Lane County ESD EA

Cost Implication: No cost implication

Rationale: It has been argued that temperature checks are not needed because only about half of people with Covid-19 have this symptom and that this is not mandated in the CDC guidelines, however temperature checks are recommended as a part of a comprehensive screening process and students with high temperatures are almost always sick regardless of whether or not they are sick with Covid-19. In addition to this we as teachers know that students are sent to school consistently with symptoms of being ill because parents are not always able to detect them. I once had an IEP where a parent was telling me about their student's athlete's foot and I mentioned I

used a vinegar and water solution to treat a similar problem for my own child and that it worked well. I was later told by an administrator that I should not have said that in the meeting because I am not a medical professional.

Now during a pandemic classified and licensed staff are being told to do visual screenings for signs of Covid when students enter our buildings and no one seems to care that we have no training in this area and are not qualified to do this. This is hypocritical. Meanwhile every dentist and doctor's office has staff checking patient temperatures at the door or is doing this with automated machines like IPADs on stands. Some school districts are temp checking and others are not. They should all be in my opinion and this would help to send a clear message to our communities that we are taking all the necessary steps to protect our kids during this pandemic. You don't need a trained medical staff person to read a temperature but I would think you would need one if you are doing visual screenings only so I feel like we have faulty logic being used by decision makers in our schools.

3. *MOTION:* I move that OEA will meet with ODE to address concerns about inadequate options for families that choose to remain in full time online distance learning programs. As a part of this discussion with ODE OEA will address the fact that many online programs do not offer needed accommodations and modifications for students and will advocate for all online learning programs to have options for meeting the accommodations and modifications to which our students are entitled.

Maker & Local Assn: Niels Pasternak, Lane County ESD EA

Cost Implication: No cost implication

Rationale: With the latest executive order the governor has opened a door for school districts to mandate that students attend hybrid models of instruction, homeschool, or attend online options that are not set up to meet their needs. Our families deserve better. This is particularly harmful to our BIPOC communities and our exceptional learners. A higher percentage of parents in these communities opted to keep their students online to finish out the year and students with disabilities have increased risk of harm from getting Covid-19 and often the full online options being offered by districts do not provide free and appropriate public education for students with exceptionalities and IEPs.

4. *MOTION:* I move that OEA will meet with the Oregon Department of Education and advocate using Extended Diplomas to count towards high school graduation rates in the state of Oregon.

Maker & Local Assn: Niels Pasternak, Lane County ESD EA

Cost Implication: No cost implication

Rationale: Extended Diplomas are the only possible graduation option for many students with exceptionalities, particularly for students with low incidence exceptionalities and moderate to severe impacts from them. If these types of diplomas counted towards graduation rates it would help with efforts to improve inclusion for students with exceptionalities and lead to better outcomes for our students and schools.

5. *MOTION:* I move that prior to OEA publishing or communicating any material (or statement) regarding a lawmaker or legislation that material is given a review. The OEA review examines if that lawmaker and legislation falls short of OEA Legislative Objectives. If that lawmaker or legislation falls short we revise our material (or statement) to highlight where the law/legislator can be praised and give clear and strongly worded detail to remind the public of our disappointment of unmet legislative objectives.

Maker & Local Assn: Joe Rowe, Portland AT

Cost Implication: No cost implication

Rationale: This was passed with near unanimous support in 2019 and 2020. In the past OEA communications have been too kind to lawmakers and/or legislation that fell short of OEA objectives. OEA often neglected to include that OEA has clear legislative objectives. For example, our legislative objective is to lift the state ban that prohibits cities from protecting renters. If we praise statewide renter protection laws we must also note many urban areas are unable to enact real rent control due to the state gag order. We are in a pandemic and landlords are evicting renters with 10% yearly rent hikes.

6. *MOTION:* I move that OEA will set up and support a task force to examine the ways that White Supremacy Culture is embedded in Robert's Rules of Order and other common practices at the annual RA, and illustrate how that culture hinders both BIPOC and white members/delegates. The task force will consult with experts in anti-racism work and explore alternative large group decision-making models. The task force will be made up of 5-6 members who center anti-racist and other equity work in their lives, and will be majority BIPOC and recommended by CORE and/or HCRC. OEA will provide support for the task force by helping to coordinate communication, providing meeting space and other logistical support, paying for up to 2 release days plus 10 hours of each member's time doing this work, putting together a report that summarizes the task force's findings and recommendations, and providing a copy of the report to the maker by the end of January and additional copies to delegates at next year's RA. There will also be time allotted during the 2022 RA before the NBI deadline to present the task force's findings - a summary of the report - to the delegates. Recommendations may then be proposed as NBIs, resolutions, future standing rules, or other appropriate means following the presentation to delegates.

Maker & Local Assn: Stephen Siegel, Reynolds EA

Cost Implication: \$14,580.00

Rationale: White supremacy has been an issue for this country since the Europeans first arrived, and it continues to play a significant role in the way our systems work. White supremacy culture shows up in our organizations but is difficult to name or identify. Characteristics of white supremacy culture are not actively or consciously chosen, but can have a powerful negative influence nonetheless. OEA and our Representative Assembly is no exception. In our continued quest to raise consciousness and become a truly anti-racist organization, examining white supremacy culture within our organization fits with the stated values and goals of OEA.

7. *MOTION:* I move that when OEA collects contact information from members, it will provide a box that members can check to opt in for sharing their contact information with all members in a directory. OEA will then create and send out this directory to members so that they can connect and organize with each other around the state. The directory will separate members by their local and district as well as elementary/middle/high school/higher ed. To continue this practice after next year, it will be discussed in the appropriate place (OEA board; Bylaws committee?), so that it does not need to be brought up each year as an NBI. This would be an opt in program.

Maker & Local Assn: Ami Fox, Portland Association of Teachers

Cost Implication: \$3,900.00

Rationale: A strong union is one where member engagement is high and the members are able to easily communicate and organize with each other across the state without relying on gatekeepers. It's imperative that we transform OEA to a 50-50% advocacy/organizing model. I am new here and I was asking around, who else is an OEA RA, what are the issues that matter in different parts of the state? How can we work together? Right now, there was no means to communicate with other members. Having a directory would be a real change maker to empower members and build a community that organizes together as unions should. OEA has worked hard to build an organizing model with its red for ed movement, but this momentum needs to keep building. This directory seems small, but this would be a huge step towards empowering members.

8. *MOTION:* I move that OEA extends the task force for Traumatic Event Response by 1 year. This task force was created to collect and share best practices for how school communities can respond to traumatic events on or near campuses for members and students with local EAs, COSA, OSBA, NEA, and other stakeholders.

Maker & Local Assn: Tyler Bryton, Eugene EA

Cost Implication: \$4,000

Rationale: On 1/11, as my students called and still probably call it, I witnessed police tackle an armed parent to the ground right before they were fired at and subsequently shooting and killing this parent, while in the middle of teaching 36 7th graders about solving equations. That was a Friday, we had school as "normal" on Monday with the message of "business as usual is best for students." I did not and still do not agree with this thought from the district. So a few months later at the 2019 OEA RA I cried out and felt supported by members who voted on and passed an NBI and this Traumatic Response task force was created. Since, due to this trauma and the lack of appropriate response I took the following year leave of absence from the district and thus from the union. Unfortunately, the devastation of the pandemic and other factors, including help from amazing members, extended it by 1 year due to little or no activity of the Task Force. This NBI would give the task force 1 more year to fulfill the original NBI from 2019 to actually creating and making dutiful steps towards "collecting and sharing how school communities can respond to traumatic events."

9. *MOTION:* I move that OEA needs to have reserved funding solely used to pay union members who step up to do antiracist work, especially when OEA asks for assistance that is based on their lived experiences and years of studies.

Maker & Local Assn: Katherine Watkins, Beaverton EA

Cost Implication: \$141,000.00 - \$276,000.00

Rationale: OEA has acknowledged its support in many white supremacist practices and has called to rectify these wrongs. In an effort to show action, reparations will begin by no longer asking people of color to do any work for the union without monetary compensation.

10. *MOTION:* I move that OEA needs to create a data bank that will track racism in Oregon schools. This data bank will provide an area for racism by administration, teachers and other education staff to be reported and handled.

Maker & Local Assn: Katherine Watkins, Beaverton EA

Cost Implication: \$83,400.00

Rationale: Too many times, students and teachers experience racism over and over by the same people in power. The racists never have any accountability, nor are they relieved from their duties that have caused harm and trauma. As we move to show accountability, this data bank will be able to show where racism is taking place, how it is being taken care of and allow for follow-up to ensure that everyone involved is safe and protected.

11. *MOTION:* I move that OEA needs an experienced and knowledgeable anti-racist teacher who will be able to go to schools around the state to provide workshops, lessons or a racial lens to ensure that racist practices are being prevented. CORE and HCRC will vet and support this teacher.

Maker & Local Assn: Katherine Watkins, Beaverton EA

Cost Implication: \$14,620.00 - \$29,240.00

Rationale: Too many schools are relying on white educators who have read recent antiracist literature as if they completely understand. This could be worse than if there was no training done at all. BIPOC educators need to be placed in positions to model how antiracism education looks like.

12. *MOTION:* I move that OEA incorporates Land Acknowledgements and Labor Recognitions into their foundational practices and events, following the guidance of CORE. By doing this, they will also work with schools to incorporate these practices as they use the Pledge of Allegiance or other moments of observance.

Maker & Local Assn: Katherine Watkins, Beaverton EA

Cost Implication: No cost implication

Rationale: A moment of respect and acknowledgment helps everyone remember the true history of this country, its desire to rectify the wrongs and to never forget in order to never repeat. It will also normalize this action as the American Anthem and Pledge has been woven into the American traditions.

13. *MOTION:* I move that that the OEA provide links on their website to already available educational and reference materials which support the training and professional development of members regarding Lesbian, Gay, Bisexual, Transgender and Queer Plus (LGBTQ+) students/staff and their needs.

OEA will also advocate with the Department of Education for mandatory LGBTQ+ training in all school districts.

Maker & Local Assn: Tracy Johnson, Multnomah ESD

Cost Implication: No cost implication

Rationale: The school environment has the ability to support students, families and community members with educational and interpersonal needs. School staff need to be well versed in the language pertaining to LGBTQ+ individuals in order to provide inclusive and educated care.

LGBTQ+ youth are often misunderstood, bullied and ostracized from their peers, and even their own families. It is imperative that the OEA play an instrumental role in promoting equity and inclusion for all LGBTQ+ students, staff and community members.

14. *MOTION:* I move that OEA coordinate planning for and fund the placement of a permanent plaque or other permanently installed Land Acknowledgment memorial on the site of each OEA-owned property, stating the name(s) of the local tribe(s) of Indigenous people that are historically known to have

occupied and claimed the immediate vicinity as their own land. In the process of planning and implementation, OEA will consult with the various local Indigenous tribes, as available. On property sites which are leased by OEA, a plaque or memorial shall be prominently displayed in a visible and appropriate manner for the site.

Maker & Local Assn: Forrest Cooper, Fern Ridge EA

Cost Implication: \$8,000

Rationale: First impressions are important, and just as a front yard is a person's introduction to a home, often the local OEA office is a new or potential member's first introduction to OEA beyond their local. OEA and NEA recognize the contributions and native lands of indigenous people in all our large convenings, and should honor the same people on a local level at our properties. This NBI is not intended to overly burden the finances of OEA. In mind is something like a metal plaque, maybe 45 cm long by a smaller height, bolted to a building. Credit to Jon Gault, Springfield EA, who came up with the original proposal.

15. *MOTION:* I move that OEA take the necessary steps, including adding the bylaw and policy, to create the position of Equity Director, which will be held by an elected member as a full-time release position with dedicated staff support. A description of this new position will be developed using OEA's equity lens and shared with members in time for them to submit nomination forms and run for election at the 2023 Representative Assembly.

Maker & Local Assn: Stephen Siegel, Reynolds EA

Cost Implication: \$4,000.00

Rationale: We need sustainable systems that support member-driven equity solutions. Making the equity director a position held by an elected member rather than staff ensures an increased level of transparency and accountability, as members would have a clear process for providing feedback to that person or removing them through the election process. Currently there is a plan to reshuffle staff in order to create a position in charge of coordinating equity work. Most members are unaware of this shuffling of staff. There has been little input into the creation of this new position. We currently have a racial equity director, but this position has no release time, no compensation, and is largely a token position without the support that is necessary to do important work. Rather than create a staff position, we need an elected member, and they need full-time release plus staff support, just as our president and vice president are provided.

16. *MOTION:* I move that OEA will go beyond Land Acknowledgement to explore the concept of "Land Back". OEA will recruit a committee of Indigenous members and reach out to Oregon tribes for their recommendations. OEA will report the findings and recommendations of the committee to the

maker by the end of December, and give an oral report at the beginning of the 2022 RA right after the Land Acknowledgement.

Maker & Local Assn: Thuynga Barr, Eugene EA

Cost Implication: \$4,000.00

Rationale: Land Acknowledgement is a good starting point. Now it is time for OEA to go beyond this performative gesture.

17. *MOTION:* I move that OEA will gather and publish data on the demographics and retention of educators of color for ALL Oregon School Districts. OEA will use this data to expand Equity Sparks and provide existing supports that will include all BIPOC educators who are in isolation or in districts that have low rates of retention.

Maker & Local Assn: Alisha Chavez, Portland AT

Cost Implication: No cost implication

Rationale: Being a predominantly white membership, gathering this data will be helpful in providing support for districts where BIPOC educators are leaving frequently and/or in isolation. To look at data throughout Oregon on how each district BIPOC education force is supported and which districts are able to retain and recruit educators of color. This would provide public data for educators and OEA to see which districts would need targeted support for BIPOC educators.

18. *MOTION:* I move that OEA use coalition connections to advocate for creating and maintaining mentor programs for early career educators, which would include individuals new to the profession as well as individuals who have some experience but have transitioned into the classroom. Additionally, OEA will reach out and collaborate with Regional Educator Networks (REN) and the Educator Advancement Council (EAC) to help reinforce and support their current work on recruitment and retainment of educators of color and providing them the opportunity to be matched with a mentor of color during their early years in education.

Maker & Local Assn: Alejandra Guerrero, Salem-Keizer EA

Cost Implication: No cost implication

Rationale: Teachers of color comprise just 17% of the teaching profession in the United States, and of even more concern half of all U.S. schools do not employ a single teacher of color. With students of color comprising over 50% of the K-12 student population, schools have been increasingly concerned with developing and enacting strategies to not only recruit more minority teacher candidates but to support these candidates through the teacher certification and hiring processes (Gasman, Castro Samayoa & Ginsberg, 2016). Retention and Recruitment of Educators of Color has been a problem in Oregon, having a mentor of color could be one way to support educators

of color. Educators of Color are often isolated in their schools and school districts. Feelings of isolation leave many teachers of color questioning whether the teaching profession is personally and professionally sustainable for them, on top of historically having a larger emotional and physical workload than their white counterparts. Thus causing educators of color to leave the profession more often. Even though most new teachers in Oregon school districts are assigned a formal “mentor” or “supervising” teacher to work with by their school or school district, these relationships are very limited. While there are different kinds of mentoring programs for new teachers, very few of them are centered specifically on issues of racial equity and social justice. Many Regional Educator Network Coordinating Bodies have centered their problem of practice around this issue and along with the Educator Advancement Council are dedicated to making systemic changes to help improve the rates of retention and recruitment of educators of color in the state of Oregon.

19. *MOTION:*

I move that OEA will proactively reach out to communicate with all of its members through local association leaders and other channels and give them an easy option to request to have physical mail from OEA converted into paperless formats of communication. In addition to this OEA will respect members choices to not receive any physical mail from OEA and stop sending it to the greatest extent possible as allowed by OEA bylaws and policies and they will ask new members if they would like all communication to be digital only to the greatest extent possible as allowed by OEA bylaws and policies when they join.

The paperless option would also include the option to request to stop OEA and NEA sponsored offers we get through the mail to the greatest extent possible according to our bylaws and policies, and the communication about options may include tiered options for members such as: 1. request not to receive paper sponsored mail, 2. request all informational mail that does not require member action/response to be sent in digital-formats only, 3. request all physical mail to be converted to digital formats to the greatest extent allowed by OEA bylaws and regulations. To continue this practice after next year, it will be discussed in the appropriate place (OEA board; Bylaws committee, etc.), so that it does not need to be brought up each year as an NBI.

Maker & Local Assn: Niels Pasternak , Lane County ESD EA

Cost Implication: No cost implication

Rationale: Going green is good for the planet. Some people do not join OEA because they don't want the junk mail. We can be the most environmentally friendly state education association in the country if we want to be. This would save OEA money also. Let's make it happen!

20. *MOTION:*

I move that that OEA will collaborate with coalition partners such as Unite Oregon & Don't Shoot PDX to educate its members about 1) the connection between police in schools and the school to-prison pipeline, 2) the failure of

police housed in school buildings to stop school shootings, and 3) the history of policing as it relates to the oppression of BIPOC (Slave patrols, the “War on Drugs”, racial profiling, disproportionate police brutality, etc.) which continues today, as well as 4) alternatives to policing and 5) the differences between the police union and other unions. This collaborative educational effort will include an article in Today’s OEA and a virtual webinar (recorded) using the OEA equity lens.

Maker & Local Assn: Dixon Jacqueline, Portland AT

Cost Implication: \$3,000.00 - \$8,000.00

Rationale: Our membership is predominantly white and that plays a significant role in the ways we perceive police. White people generally feel safer when a police officer is around. Many white people also believe that police make our schools and communities safer, that the problem is a few individual police officers rather than the criminal justice system, and that these issues can be solved with a few reforms. These feelings and beliefs conflict with those of many BIPOC. It’s time to stop centering white perspectives and to instead highlight the perspectives of those who have been oppressed by police brutality and mass incarceration for decades. This is a perfect example for how we can move as an organization from performative antiracism to the real deal, by first recognizing the ways that police prop up white supremacy, and then by actively working to take away their power and placing more responsibility for safety into the hands of social workers, mental health workers, restorative justice practitioners, and other nonviolent means.

21. *MOTION:* I move that OEA fund an additional Lobbyist for one year

Maker & Local Assn: Joe Rowe, Portland AT

Cost Implication: Cost estimated at \$200,000.00 - \$300,000.00

Rationale: Trent Lutz and staff work very hard but we expect too much of them; Many of our well crafted OEA objectives lack the budget to be crafted into our air time and material used to communicate with the 90 lawmakers and their office staff. Not to mention we often lack bandwidth to win the hearts and minds of the public who can be enlisted to pressure lawmakers and their staff.

22. *MOTION:* I move that OEA pushes for a statewide tuition remission program for BIPOC educators, where after 5 years in the public school system as an educator (or substitute teacher) the entire tuition regardless of educational institution is paid for in full. This would be retroactive back 5 years for current BIPOC educators.

Maker & Local Assn: Ami Fox, Portland AT

Cost Implication: No cost implication

Rationale: About 38% of Oregon students identify as a race or ethnicity other than white. Meanwhile, almost 90% of Oregon's teachers identify as white. And while about 23% of students identify as Hispanic, only 5.4% of teachers do.

Do you understand the soul crushing violence that is done to our students of color in our current education system? Do you know what it does to the spirit of a child to never have their face, their identity reflected back to them from their administrators or classroom teachers? Have you ever wanted to be part of the change to create a more equitable world where race will not be the predictor of success or failure? This is your opportunity to be the hero in this story as you can look back 10 years from now on today and know that you were the agent of change to bring this program into existence.

23. *MOTION:* I move that when the OEA RA next meets in person, that there be an additional ribbon offered (meaning in addition to the one offered to members who will be first time representatives that year) to members who were first-time representatives during the 2021 virtual RA. The text of this ribbon can be determined by the OEA board but should celebrate the fortitude and engagement of first time attendees under these unusual circumstances.

Maker & Local Assn: Heather Rutkowski, Salem-Keizer EA

Cost Implication: \$500

Rationale: Virtual RA is less fun than in-person RA (like so many other aspects of this COVID-19 experience) but the attention and engagement of our members remains ever-important. We should honor those who served as representatives to the virtual RA without having the prior experience of the fun whirlwind weekend that is the in-person RA, and give them a chance to be honored for that first-time experience.

24. *MOTION:* I move that OEA will lobby legislature to mandate all standardized testing required at the state level be opt in only. This would require that districts across the state do a better job communicating and explaining the rationale behind standardized testing to families if it means to gain participation that can often uphold white supremacy culture. All students by default would be opted out of standardized testing unless their parents select to opt-in.

Maker & Local Assn: Beyoung Yu, Portland AT

Cost Implication: No cost implication

Rationale: Opt Out testing assumes that families understand how to opt out and what they are opting out of. It prevents families with language barriers from being able to have equitable access to remove their children out of state and district wide testing. Switching to opt in forces schools across the state to communicate better with families on the reasons behind standardized

summative tests. Switching to opt in provides us more opportunities to communicate with families the rationale or lack of behind standardized testing.

25. *MOTION:* OEA will lobby legislature to mandate all standardized testing administered at the district level be opt in only. This would require that districts across the state do a better job communicating and explaining the rationale behind standardized testing to families if it means to gain participation that can often uphold white supremacy culture. All students by default would be opted out of standardized testing unless their parents select to opt-in.

Maker & Local Assn: Beyoung Yu, Portland AT

Cost Implication: No cost implication

Rationale: Opt Out testing assumes that families understand how to opt out and what they are opting out of. It prevents families with language barriers from being able to have equitable access to remove their children out of state and district wide testing. Switching to opt in forces schools across the state to communicate better with families on the reasons behind standardized summative tests. Switching to opt in provides us more opportunities to communicate with families the rationale or lack of behind standardized testing.

26. *MOTION:* I move that OEA work with the Oregon TSPC to expand its data collection efforts relating to the initiation and outcome of complaints against TSPC-licensed educators. Specifically, TSPC should be urged to track, when possible, race/ethnicity, gender/gender identity, and sexual orientation information for the subjects of TSPC complaints. The goal of this expanded data collection would be to allow for the investigation of whether disparities exist in the TSPC complaint, investigation, and/or discipline processes for educators of color and/or LGBTQ+ educators. This general information (without identifying information regarding individuals) should regularly be made available to the public.

Maker & Local Assn: April Rose Castillo, Hillsboro EA

Cost Implication: No cost implication

Rationale: OEA's Commitment to Equity Statement 1.7.21 indicates that OEA is "committed to ending both our internal racist practices, as well as the systemic racism that continues to perpetuate inequalities in our perspectives, attitudes and actions." This investigation will help OEA to see if disparities exist in the TSPC Professional Practices process, which will help advance OEA's Commitment to Equity goals by taking "responsibility and accountability for creating an equitable system for Oregon's diverse students, educators, and communities."

All New Business Items were submitted on April 10th. Amendments were submitted by April 16th. If all NBI's were approved, the total cost would be somewhere between \$481,000.00 - \$735,620.00.