CABINET FOR CENTER FOR ADVOCACY AND AFFILIATE SERVICES

CABINET MEMBERS:
Chair: Cori Swan
Forrest Cooper Sakura Hamada
Kelsy Dunlap Jessica Mashos
Stephanie Myhre Leslie Ormandy
Joe Shaw Geralyn Smith
Heather Wisner

Board Liaison: Forrest Cooper
Staff Liaison: Angela Dileo, Robert Young

CHARGES/ACTIVITIES:

Guiding Statements:

1. To work with other cabinets.
2. To ensure all members are represented through the work of the Center, to include ESP’s, ESD’s, Community College, and Licensed Employees.
3. Chair’s Work:
   a. Communicate with Chairs of the other two Cabinets prior to and after each meeting.
   b. Provide a copy of all meeting minutes to the President’s Office.
   c. Submit an annual written report for the RA handbook.
   d. Will communicate with OEA staff between meetings regarding progress

   The Cabinet has representation from the Education Support Professional membership group and the Community College membership group. Also represented on the cabinet are K-12 educators in the licensed membership group. This has helped to ensure that the cabinet has as many voices represented as possible. There is regular communication between the three cabinet chairs prior to and after each cabinet meeting. Agendas are shared and discussed, and all meeting minutes are submitted to the President at the conclusion of each meeting. Meetings with OEA staff to determine progress on charges and to discuss matters of the cabinet are progressing.

Charges:

1. Membership
   a. Monitor membership processes
   b. Evaluate and recommend programs for membership growth
   c. Review drops report and notes locals in need of support

   The cabinet receives a membership update at each meeting. The table below reflects the Membership Trends over the last three years.

<table>
<thead>
<tr>
<th>YEAR</th>
<th># ACTIVE MBRS</th>
<th># POTENTIAL MEMBERS</th>
<th># BARGAINING UNIT</th>
<th>% ACTIVE MBRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-20</td>
<td>41,784</td>
<td>6,990</td>
<td>48,774</td>
<td>85.6</td>
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<tr>
<td>2020-21</td>
<td>41,127</td>
<td>6,831</td>
<td>47,958</td>
<td>85.7</td>
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<tr>
<td>2021-22</td>
<td>40,634</td>
<td>9422</td>
<td>50,056</td>
<td>81.19</td>
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The organization has plans to revitalize its goal of engaging 50% of our members in one-to-one conversations annually. This took a significant downturn in recent years as the Coronavirus has made members less accessible to peers and leaders. The intent of this goal is to ensure that every member is engaging in one-to-one conversations in a two-year cycle and that trusted and respected OEA members are identified. The cabinet is looking forward to seeing data on the progress of this goal.

The cabinet is updated on locals that are experiencing downward trends in membership and locals that are in a membership crisis. We are made aware of plans to support those locals, plans of membership drives within those locals, and plans to connect with active members as well as potential members in local associations. In an effort to address membership concerns, OEA consultants and organizers across the state were directed to submit membership growth plans to the Center for Advocacy and Affiliate Services manager.
Angela Dileo in the fall of 2020. An example of one of those plans was shared with the cabinet during the January 2021 meeting and we continue to get updates on membership growth plans.

2. Advocacy
   a. Recommend focus and content for all Advocacy & Affiliates Center events.
   b. Assess all Advocacy & Affiliate Services Center training and events.
   c. Recommend to the OEA President possible recipients of the Dick Barss/Pat Wohlers Member Rights Award and the Robert G. Crumpton Organizational Excellence Award.

   After careful consideration it was determined that the 2021 Fall Conference would be held virtually. The cabinet decided on a series of mini training sessions that would be virtual and take place on specific days over 2 weeks. The conference included training in Bargaining, Organizing, Advocacy, Equity and Self Care. The conference experienced considerably lower participation than previous years. There is no data available on the participant’s experience with the Fall Conference as evaluations were not administered. An in person 2022 conference is being planned for the 2022 Fall Conference. That conference will be held in Bend, Oregon at the Riverhouse on October 21-22.

   Building Rep Trainings are widely offered at the UniServ and Local level and consultants and local leaders are providing that training. The cabinet continues to have discussions on how to ensure that our building reps are getting the necessary quality training to ensure members are appropriately represented. Bargaining training is offered at the local level and more specific bargaining training such as Bargaining for the Common Good and Coordinated Bargaining are offered at statewide conferences.

   The Cabinet discussed many potential candidates for both awards and moved forward one member name for the Robert G Crumpton Organizational Excellence Award and one member name for the Dick Barss/Pat Wohlers Member Rights Award.

3. Bargaining
   a. Review bargaining guidance documents, make recommendations on distributions and follow-up to assess effective distributions
   b. Give input on coordinated bargaining plans
   c. Review and evaluate crisis and strike assessment materials.
   d. Assess the quality of training on bargaining models

   Robert Young, OEA Bargaining Coordinator shared a bargaining file he created for local leaders to access during the bargaining process. All bargaining documents and information needed will be accessible to staff through a shared file that will allow bargaining teams access to information needed from the beginning of the bargaining process to the end up to and including strike if necessary.

   Training on the use of the bargaining file and access for all consultants has happened. At the time of this report 15 locals are still bargaining contracts from last year and no locals are in crisis. 40% of all locals will be bargaining this spring. Locals continue to incorporate COVID MOAs in addition to regular bargaining. The MOAs for COVID have been very time-consuming and difficult across the state.

4. Affiliate Services
   a. Review the UniServ Council Review document and make recommendations to improve the process during the Fall Cabinet meeting in odd numbered years.
   b. Review annual Advocacy Conference(s), including participant evaluations, and make recommendations for future conferences.

   A draft of a revised council review document was submitted to the OEA board of directors for review at the March 6-7, 2020, Board meeting. The Cascade UniServ Council used the draft at their annual planning meeting to help identify any issues that might occur with the document or process of using the document. After receiving feedback from the OEA board and the Cascade UniServ Council some minor adjustments were made. The document was resubmitted to the board with those changes and Approved at the September 2020 board meeting. The Cabinet followed up on use of the new document and received positive feedback by council presidents. There were no adjustments made to the document in the Fall of 2021.

   At the January 8th, 2022, cabinet meeting we reviewed the 2021 Fall Conference. Attendance was extremely low and evaluations were not completed.
CABINET FOR CENTER FOR GREAT PUBLIC SCHOOLS

Chair: Lindsay Ray
Valerie Schiller Kayla Thomas-Walker Brooke Bonanomi
Melissa Gauger Laura Warren Sherryl Bailey
Jodie Harnden Anna Montei

Staff Liaison: Susan Crumpton
Board Liaisons: Alejandra Saechao, Beth Yarborough

GENERAL CHARGES

1. Use the OEA Equity Filter to develop new programs and strategies and review existing programs and strategies to ensure that equity is centered in the work.

2. Gather input from appropriate committees, Union School, cabinets and staff around the Center’s current work and programs. (Including, but not limited to: policy implementation, educator support for licensing and evaluation, educator leadership programs, professional learning for members, supporting OEA committees and task forces, programs to advance equity in education, and grants for members).

3. Give input on aligning strategies across OEA to support educator leadership in professional practice and education policy with OEA programs and public policy.

4. Review existing strategies and work to develop new strategies for engaging new members in OEA at the local and state level.

5. Review and recommend new strategies to help members organize around existing and proposed legislation and policies that impact public education and our members.

6. Provide planning input for and review of the Symposium and Summer Conferences and provide input for and review alternative methods for program and training delivery, including online.

7. Recommend to the OEA President possible recipients of the Noel Connall IPD Award and the Robert G. Crumpton Organizational Excellence Award by January 31.

Chair:

1. Communicate and coordinate as needed with other Cabinet chairs and OEA staff

2. Provide copy of all meeting minutes to the President’s Office, along with an annual written report submitted by February 5 for the OEA RA handbook.

3. Use the OEA Equity Filter to help guide decision-making.

CENTER FOR GREAT PUBLIC SCHOOLS, FEBRUARY 12, 2022

GENERAL CHARGES

1. Use the OEA Equity Filter to develop new programs and strategies and review existing programs and strategies to ensure that equity is centered in the work.

The CGPS team and cabinet engage in conversations and analysis at every convening on how our programs advance anti-racist practices and supports. Some of our conversations center on questions elevated in our own OEA Equity Filter, and other conversations focus on how CGPS specifically supports the needs of our BIPOC members and BIPOC students. There is explicit programing such as Equity SPARKS and book studies for BIPOC members designed to create support through community building in affinity groups as well as professional learning designed for all members to understand and expand the use of anti-racist practices.

Additionally, the CGPS cabinet spent significant time in the fall reviewing the OEA’s Public Attacks Response Team processes and resources and will be continually checking in on progress and gaps that we may be able to fill.

2. Gather input from appropriate committees; Union School, Cabinets and staff around the Center’s current work and programs. Including, but not limited to: Policy Implementation, Educator Support for Licensing and evaluation, Educator Leadership Programs, Professional Learning for members, supporting OEA Committees and Task Forces, Programs to advance Equity in Education, and grants for members.

The CGPS Cabinet keeps tabs on both state agency work that impacts education and internal supports for educators. One agency directly linked to many of our members is the Teacher Standards and Practice Commission (TSPC). OEA continues to monitor TSPC initiatives such as the emergency substitute license changes, directly supports TSPC Teacher Commissioners, and participates directly in work groups such as the Professional Development Requirements Redesign Workgroup and the TSPC Alternate Pathways Workgroup. Additionally, we are maintaining virtual access for members to both our licensure trainings and individual consultations for license-related questions.

Professional Learning is at the heart of our programming as we are fast becoming a reputable provider of consistent, accessible, and high-quality Professional Development opportunities led by members. We are in our
final year of the NEA grant for our work on Scoping and Scaling Effective Professional Learning Programs. To date, we have exceeded our goals for broadening member engagement through professional learning designs, delivery methods and content (goal 1). At this point we have offered more than 80 different learning opportunities with over 5000 member engagements. This is a phenomenal response to union led professional learning. One of our superpowers in this success is our ability to modify quarterly to meet the everchanging needs of OEA members in both content and design. We are also finding success in developing programming for underserved members and underserved regions (goal 2). These include educators of color, community college members, education support professionals, members in rural areas, and new or aspiring educator members. Finally, OEA professional learning aims to increase member leadership within the organization, at the school and district levels, and in state-level opportunities (goal 3). As a result, we observe an increase in educator efficacy, connection, and leadership development, which has already increased OEA membership, persistence in the field of education and an increase in union activity and involvement.

This has been an ongoing conversation with the CGPS Cabinet over the past 2.5 years and will continue as we identify how we maintain relevance in content and accessibility in our learning designs. As an example, we offer multiple opportunities each quarter around trauma-informed education such as Becoming a Trauma Aware Educator, Becoming a Trauma Sensitive Educator, Becoming Trauma Responsive, and book studies on “The Boy Who Was Raised as a Dog” or “What Happened to You? Conversations on Trauma, Resilience and Healing” by Dr. Bruce Perry and Oprah Winfrey. Our courses have PDU’s available, and many have graduate credits available. OEA is offering a new learning design in our Trauma Informed Education series with film clubs for ESP members. Participants will watch three films: Resilience, Paper Tigers, and Broken Places. OEA has plans to add a film club for community college members and the broader membership later this year. Offerings can be found on the OEA website on our special GROW page: https://grow.oregoned.org/.

3. Give input on aligning strategies across OEA to support educator leadership in professional practice and education policy with OEA programs and public policy.

In addition to the leadership developed thanks to OEA professional learning opportunities mentioned above, CGPS offers a year-long learning opportunity - the Educator Empowerment Academy - where teams come together to tackle a specific problem of practice in their own context. They learn and utilize the OEA Empowerment Process that elevates human-centered design, continuous improvement, and community-based organizing. We have multiple teams from around the state engaging in both virtual and in person learning sessions with the full group and teams taking on work back in their context and with their “Empower-mentors.” “Empower-mentors” are trained OEA member empowerment facilitators that support the teams in their journey. They receive ongoing development in our Coaching for Empowerment Academy.

The CGPS Cabinet keeps up on education policy and outside agencies through discussion and updates at our meetings. This year the Educator Advancement Council (EAC) and Regional Educator Networks (RENS) have advanced work in racial justice and professional learning around the state. As an example, the EAC launched their Racial Justice Institute which “provides opportunities for educators to engage in a professional learning network and fellowship program designed to support and achieve culturally and racially affirming environments for educators....” Additionally, OEA members are represented around the state in the RENS which seek to improve systems of support for educators.

OEA continues to monitor the State Board of Education and work with the Oregon Department of Education (ODE) to support OEA members and Oregon’s students in the advancement of public education. As follow up from the 2021-22 legislative session the Center for Great Public Schools has been asked to participate in the following workgroups: Social and Emotional Learning Standards Development for ODE, a study of media programs in the state, the Menstrual Dignity Act advisory group, access to linguistic instruction, and Senate Bill 774 – a review of Oregon’s essential skills graduation requirements. Additionally, OEA continues to take part in ODE’s Rules Advisory Committee, a body consisting of representatives of community groups, culturally specific organizations, and education advocacy groups that advises ODE on implementing K-12 policy.

4. Review existing strategies and work to develop new strategies for engaging new members in OEA at the local and state level.

In addition to the OEA CGPS Learning Design Grant mentioned above, OEA is in the third year of the OEA Equity Grant. Due to the pandemic our hugely popular Equity SPARKS retreats were put on hold until now! In person Equity SPARKS retreats have been rescheduled for remainder of the 2021-2022 school year. We have identified and recruited six OEA members who are previous ESPARKS Retreat participants to help facilitate the following upcoming retreats: February 17-19, 2022, Oregon Garden Resort (Silverton, OR); April 14-16, 2022, Oregon Garden Resort; and May 12-14, 2022, Boulder Falls Inn Resort (Lebanon, OR). These retreats are invitation only to BIPOC members and we have started by inviting BIPOC members of the OEA Board of Directors, Local Association Presidents, and members of OEA committees and cabinets first. We will follow that list by inviting BIPOC members who have participated in the Equity SPARKS Living Room Zoom Gatherings
and then all identified BIPOC members in local associations with low BIPOC membership counts. A summer retreat/reunion is scheduled for July 25-28, 2022 at the Best Western Agate Beach in Newport for all Equity SPARKS retreat participants to attend.

Equity SPARKS Living Room Zoom Gatherings continued throughout this year and are facilitated and attended by past ESPARKS retreat participants and other BIPOC members and staff. These monthly gatherings are held primarily for member-to-member engagement and community building but are also used for updates from both OEA and the members themselves (who are highly engaged in equity work in their locals or districts). This BIPOC space continues to grow from month to month and provide a safe, brave space for BIPOC OEA members to support one another. They have inspired each other to lead and thrive in remarkable ways.

Another milestone in the OEA Equity Grant work is the launch in January of the Eye on Equity articles and webpage. Each month has a theme and highlights one of our member equity champions. You can find the site at [https://grow.oregoned.org/eye-on-equity](https://grow.oregoned.org/eye-on-equity). Look for our Equity calendar, lesson plans, featured children and youth literature, OEA member feature articles, and links to podcasts, TED Talks, videos, etc. all focused on equity. The Center for Great Public Schools is also working to provide an online protected space for BIPOC members to share resources, ask for support and catch up with community and OEA news. This will be an extension of the Equity SPARKS Facebook page ([https://www.facebook.com/diversityblooms](https://www.facebook.com/diversityblooms)) for any BIPOC members who are not using social media.

The CGPS cabinet also discusses and gets updates on the National Board Certified Teacher Program, which is in the final year of grant funding. As a part of the grant, OEA is holding a convening called the Oregon National Board Leadership Symposium on April 23, 2022. OEA supports 15 candidates with one-to-one coaching monthly and “cohort support.” That support includes Professional Learning Community (PLC) quarterly meetings where they can network with other candidates who are working to demonstrate accomplished teaching in similar areas. In addition, Springtime is when OEA National Board Certified (NBC) leaders start to “get the word out” via NBC Ambassadors who hold information sessions to educators interested in pursuing certification.

5. **Review and recommend new strategies to help members organize around existing and proposed legislation and policies that impact public education and our members.**

OEA and the CGPS Cabinet spent time this year and last spring reflecting on the state of the global pandemic and the implications for staff and students in Oregon. We specifically opened this year with a mask and then a vaccine mandate. CGPS continues to communicate and collaborate with ODE on how these and updated policies are rolled out, implemented, and communicated, and continues to support local leaders and OEA staff to advocate within local school districts. CGPS staff also regularly collaborates with OEA staff in the Government Relations Department during legislative sessions to give input on bills and proposed legislation.

6. **Provide planning input for, and review of the Symposium and Summer Conferences and provide input for and review alternative methods for program and training delivery, including online.**

Last May the CGPS cabinet began a discussion about how we engage on education policy issues and how we engage with our communities on public education issues. We have put on hold the OEA Symposium until we can redefine our outcomes and goals for this work and define activities fitting the work. The OEA Symposium is an activity we have used previously to work with constituency groups, community groups, policy makers and educators on topical issues or needs in education. The CGPS Cabinet will reconvene on this issue in their spring meeting. The guiding question for this discussion is: What role should OEA play in the Oregon and national conversations about educational policy? What does it look like when OEA fails or succeeds at playing a key role in shaping education policy?

Summer Conference planning is ongoing, and we have high hopes that we will have a full docket of Professional Learning opportunities available for Summer 2022.

7. **Recommend to the OEA President possible recipients of the Noel Connall IPD Award and the Robert G. Crumpton Organizational Excellence Award by January 31.**

Discussed.
CABINET FOR CENTER FOR PUBLIC AFFAIRS

CABINET MEMBERS:
Chair: Juliet Safier (Region II)
Michelle Menegas (Region I)    Kathryn Huerta (Region III)    Benjamin Iverson (Region III)
Emmy Erwin (Region II)        Amber Mcdonald (Region III)

Board Liaisons: Andrew Dennis, Charles Williams
Staff Liaison: Trent Lutz, Milana Grant

CHARGES/ACTIVITIES:

GENERAL CHARGES
1. Monitor implementation of grants relevant to the Cabinet and update the Board.
   OEA Communications is just beginning to implement an NEA Communications Grant to support lifting up conversations about America Recovery Plan (ARP) funds that provided Oregon schools with over $1.7 billion in pandemic relief.

2. Provide input on OEA website and social media tools to facilitate improvement in OEA electronic communications and advocacy.
   Cabinet received updates on social media efforts and discussed ways of growing OEA presence with members and the public.

3. Review existing strategies and work to develop new strategies for engaging new members in OEA at the local and state level.
   As the state went into lock-down because of the pandemic and schools were pushed into Comprehensive Distance Learning, the OEA communications team as never been more active in both responding to press inquiries and communicating with our members about what is happening with state policies.

4. The Cabinet chair(s) will communicate with the other Cabinet Chairs and the Union School Advisory Committee Chair prior to and after each meeting.
   This is done at regular times.

5. Provide copy of all meeting minutes to the President’s Office, along with an annual written report for the OEA RA Handbook.
   Completed.

GOVERNMENT RELATIONS
6. Work with the OEA PAC Board, the Legislative Advisory Council (LAC), and the Congressional Advocacy Team (CAT) to increase member engagement in politics and PAC contributions.
   This is the ongoing work of the Cabinet.

7. Provide input to the PAC Board around evaluating and improving current plan to increase PAC contributions.
   The cabinet receives updates with what is happening with our political work.

8. Cabinet members will actively participate on their UniServ Council Political Action Teams to support both local and statewide political goals.
   Cabinet continues to be included in actions in both the campaign and legislative arena.

9. Coordinate and advise on major Government Relations initiatives, including ballot measures, campaigns, and legislative efforts.
   Cabinet receives regular political updates with what is happening on the campaign and legislative areas.

COMMUNICATIONS
10. The Cabinet will work to build brand awareness, elevate and leverage the OEA brand.
    The Cabinet helped develop the OEA’s new logo and refreshing of the brand.

11. The Cabinet will continue to use the existing tools for sharing editorial ideas from locals and UniServs for OEA communications to support organization-wide information on all Centers. This should include story ideas for advocacy, union school, bargaining, politics, policy, technology, best practices and leadership, being intentional about communicating to meet the needs of all constituency groups.
    A regular part of each meeting is spent discussing what is happening out in our schools, classrooms, and worksites and how we can best use the tools of OEA communications to lift that narrative to both our members and the public.

12. Explore ways to support locals with their communications needs including social and digital platforms.
    The OEA communications team is actively involved and available to locals for support.
UNION SCHOOL ADVISORY COMMITTEE

COMMITTEE MEMBERS:
Chair: Melissa Grothe
Jeffrey Corso
Dawn English
Beatriz Harden
Cassie Jolley
Tammy Marino
Michael McQueen

Staff Liaisons: Susan Crampton, Peter Bauer
Board Liaisons: Stephen Siegel, Timothy Willett

CHARGES/ACTIVITIES:
1. Assist in identifying needs and strategies to support union training and capacity building activities.
2. Develop strategies to maximize training and educational opportunities for all member constituencies, including virtual training.
3. Recruit members of all constituency groups to participate in and facilitate Union School training.
4. Provide feedback and ideas for organizational manuals and resource needs.
5. Identify and give feedback on strategies for developing, supporting, and promoting the OEA Peer Mediation Network.
6. Give recommendations on opportunities to collaborate on leadership development with OSEA and AFT. Review and make recommendations for how the Powerful Locals Program can increase local engagement and strategic planning, such as leadership supports and networks.

Chair:
7. Provide a copy of all meeting minutes to the President’s Office.
8. Provide an annual report by February 5 to be included in the OEA RA Handbook.
9. Use the OEA Equity Filter to help guide decision-making.

Committee Activities Related to Charges:

1. Assist in identifying needs and strategies to support union training and capacity building activities.
   The Union School continues to respond to the Covid-19 pandemic by advising and supporting training, OEA events such as Winter Recharge Retreat for Early Career Educators and Aspiring Educators, and capacity building activities online as well as a slow return to in-person activities. Most of our work this year centered around refining online practices in order to increase accessibility for members and defining practices that are more effective in person. An example of this work includes the 2022 Summer Conference which will have a virtual day (July 14th) and an in-person component in Bend (July 19th- 21st). We will offer the full scope of OEA organizational offerings including wellness activities.

   The Union School is supporting the Leadership Task Force in creation of a Leadership Map, outlining the information, skills and tasks a president needs to know over the course of a year, and learning designs that support busy leaders in their growth and development. This work elevates the need for multiple ways for leaders to access both resources and training. We are deeply grateful for the input and work of the taskforce.

   The Union School supports other center work such as this year’s virtual Political Action Conference occurring in February. Below is a sample of the webinars/trainings/presentations facilitated by the Union School:
   - Identifying Organizing Issues
   - Collaborative Approach to Problem Solving
   - Conflict Styles and Conflict Resolution
   - Listening, Asking Big Questions, and the Collaborative Approach to Problem Solving
   - Becoming an Anti-Racist Educator
   - Union Values (NEON)
   - North Marion United Educators Executive Board Retreat
   - True Colors- Chief Joseph Elementary, 08.27.21 and Lebanon ESPA Mentors
   - Conflict Resolution Strategies- Chintimini New Educators Retreat
   - Conflict Style and Conflict Resolution-Chief Joseph Elementary
   - Mission/Vision Statement- LCC EA Executive Board
   - Full Day Training: OEA Mediation Network Cohort 1

2. Developed strategies to maximize training and educational opportunities for all member constituencies, including virtual training.
   One of the constituency groups we are focusing on this year are the OEA ESP members across the state. We continue to work with the Oregon Council for Educational Support Professionals (OCESP) to both identify training needs and to pinpoint new and different ways in which we can meet those unique needs. Due to the pandemic, the fall OCESP Conference was completely virtual. We centered the experience around adult
wellness strategies and partnered with OEA Choice Trust to bring in Francoise Mathieu from Tend Academy to delivery a highly engaging keynote on ESP Wellness. In addition to this one-day event, we are looking to pilot in-person regional learning opportunities and networking for ESP members in different locations later this spring.

Additionally, we are aiming to restart our in-person leadership academies this summer with the ESP Leaders for Tomorrow Program scheduled for June. We will bring together our next cohort of emerging ESP leaders for personal leadership development and networking to support them on their journeys. You can expect our Emerging Leaders program to return in 2023.

The Union School is actively engaged with our OEA Vice-President Enrique Ferrer to create a virtual space for Treasurers in OEA Learn to meet, ask questions, house forms and materials, and to access training information. The OEA Union School and the Center for Great Public Schools also combined efforts to launch the first every OEA Grow Podcast. Our first season debuts on Wednesday, February 16, and will focus on wellness and resilience strategies for educators. The podcast will be hosted by an OEA member, Jesse Bray and the guests will be either OEA members who are experts in a field, or community and coalition partners. Each episode will be about 15 minutes long, and will be available wherever you listen to podcasts. Our goal is to create 4 seasons a year, with timely and valuable topics such as: Behavior and Classroom Management, Social Emotional Learning, Conflict Resolution Strategies, and Special Education Issues to name a few.

3. **Recruit members of all constituency groups to participate in and facilitate Union School training.**

The impact of the pandemic on recruitment and attendance at OEA events is significant; specifically, we experienced lower turn out rates last spring into the fall due to the overwhelming and ever changing personal and professional pressures on our OEA members. The Union School Advisory Committee dialogs regularly about strategies locals are finding effective in both communicating resources and opportunities to members and in getting people to become involved. We are leaning into our collective creativity while at the same time modifying the opportunities, we provide so they are more accessible. Some examples include higher levels of customized communications, restructuring events to have the highest level of flexibility as possible for the attendee, and to eliminate barriers to attendance for all Union School events. The dialog will continue.

4. **Provide feedback and ideas for organizational manuals and resource needs.**


5. **Identify and give feedback on strategies for developing, supporting, and promoting the OEA Peer Mediation Network.**

The OEA Mediation Network is currently accepting cases to mediate peer to peer conflict at the building level. We generally see three areas of conflict: communication, decision making, and professionalism. Our OEA mediators will partner with a professional mediator to meet with each party individually and coordinate a time for mediation. During the mediation they will facilitate difficult conversations and help the parties find a solution that works for everyone. It is a collaborative, problem solving opportunity that builds union power. Please direct members to our website (https://oregoned.org/mediation) or have them connect with us directly at mediation@oregoned.org.

New this year we are offering Conflict Coaching as an additional service from the OEA Mediation Network. Conflict Coaching allows people to work one-on-one with a mediator to discuss and practice communication strategies. This is incredibly value when people are starting to experience conflict, and would like to resolve the issue in a less formal setting than mediation. This can also be helpful if all parties in a conflict are not willing to meet together. Direct all inquiries to mediation@oregoned.org.

The Program has worked with 75 members in small group, conflict coaching and traditional mediation. We will continuing promotion of the program this spring as we find cases come from locals in which the President and the Building Reps have a working understanding of this member support system.

6. **Give recommendations on opportunities to collaborate on leadership development with OSEA and AFT. Review and make recommendations for how the Powerful Locals Program can increase local engagement and strategic planning, such as leadership supports and networks.**

The Union School continues to offer local strategic planning supports to individual locals and networking opportunities. Additionally, we plan to create a space for Powerful Local teams and other local executive teams to...
come together for strategic planning work prior to the 2022 OEA Summer Conference in Bend. This partnership conversation is scheduled for our spring convening and not available for this report.

7. **Provide a copy of all meeting minutes to the President’s Office.**
   
   Completed

8. **Provide an annual report by February 18, 2022 to be included in the OEA RA Handbook.**
   
   Completed

9. **Use the OEA Equity Filter to help guide decision-making.**
   
   The Union School Advisory committee began last year to use the OEA Equity filter in planning processes. You will see this reflected in both event planning processes and in the detailed reflection and analysis of OEA Union School events. One of our goals is to accelerate union support for OEA members by increase access and offerings that meet member needs. This work is on-going.

**ASPIRING EDUCATORS COMMITTEE**

**COMMITTEE MEMBERS:**

Evan Walker  
Madeline Burk  
Rebecca Malalery  
Ray Johnson  
Abby Edmonds

**Staff Liaison:** Leah Starkovich  
**Board Liaisons:** Mikka Irusta, Reed Scott-Schwalbach

**CHARGES:**

1. **Monitor and assist with the formation of student member programs.**
   
   a. Site informational visits by OEA staff and governance
   
   b. Working with SOU to get connected with their existing “Holistic Education” club. Ongoing outreach with 3 leaders there, to officialize OEA affiliation.
      
      i. Initiative: make contact with younger SOU contact for longer-term investment.
   
   c. Working to continue a relationship with WOU advisors and students for the formation of a student chapter

2. **Create and implement a comprehensive plan to build relationships with teacher preparation programs and build quality relationships with each of these programs.**
   
   a. Virtual Classroom Visit Pacific (Carrie Larson)
      
      i. Leah and Hannah visited Carrie Larson’s education class at Pacific University virtually. We shared about the program and ended up getting a few new members from the class
   
   b. Classroom visitations at UO EDST classes
      
      i. Hannah visited ~6 EDST classes in-person to share about the chapter and emailed out to all UO EDST professors asking to share the information on their Canvas sites.
   
   c. Pacific invited to UO virtual meeting
      
      i. None ended up attending UO virtual meeting; invitations are always extended when meetings are virtual.
   
   d. Formed connections with Eastern Oregon (campus?)
      
      i. Hannah messaged with Chris Early, NEA Director from eastern side of Oregon about connecting with university on that side of the state
   
   e. Classroom visit to Lewis and Clark law class

3. **Work with the Cabinet for Great Public Schools and the communications department to develop and implement OEA Student Member materials to promote membership and student member engagement.**
   
   a. GPS facilitated workshops & provided resources at Aspiring Educator & ECE conference

4. **Write a plan for student participation at the OEA Summer Conference**
   
   a. Send out a hustle by the first week of March explaining the conference, and a reminder In April when registration opens.
   
   b. Underscore IN-PERSON nature of Bend Summer conference
   
   c. Develop plan to pay student lodging, to reduce roadblocks and increase registration
   
   d. Give information about sessions, recommend specific courses that might be beneficial
   
   e. Have OSU, UO, and SOU leaders advertise within chapters
   
   f. Session for AE engagement, support with clubs, leadership development
5. Write a plan for student participation at the OEA RA, NEA RA, and NEA Student Conference.
   a. Discussed preparatory measures for student attendance at NEA Student Conference such as sending out communication of event through chapters and University Education Advisors, as well as distributing attendance among Oregon Colleges and Universities.
   b. We have encouraged student members to obtain 10 member signatures or more for the opportunity to attend the NEA RA through the OEA Nomination process.
   c. Reached out to OEA Leadership with intent to develop an involvement plan (for student attendance at OEA RA).
6. Provide a copy of all meeting minutes to the President’s office.
   a. Completed each meeting.
7. Provide an annual report to the President’s office by February 18 to be included in the OEA RA Handbook.
   a. Done
8. Use the OEA Equity Filter to help guide decision-making.
   a. Shared equity filter at first meeting, maintained position on each quarterly agenda.

BYLAWS/POLICIES COMMITTEE

COMMITTEE MEMBERS:
Chair: Imelda Cortez
Samantha Alves         Erika Breton          Leandre Butler
Daniel Elash           Laura Farrelly        Peri Swetzof
Darnell Williams

Board Liaisons: Traci Hodgson and Matthew Reed
Staff Liaison: Adam Arms

CHARGES:
1. Prepare, by editing, Bylaws and Policies changes submitted to the committee for the 2022 OEA RA, and report to the OEA Board prior to the RA.
2. Fulfill duties as described in the OEA RA Standing Rules.
3. Work with the other committees and task forces to edit Bylaws/Policies for submission to the 2022 OEA RA.
4. Create and begin to implement a full-scale review of Bylaws and Policies to ensure there is no conflicting language in these documents.
5. Provide copy of meeting minutes to the President’s Office, along with an annual written report.

Committee Activities Related to Charges:
1. The committee met, virtually, in January and twice in February 2022, to review and edit Bylaw and Policy Amendment proposals submitted prior to this date.
2. Imelda Cortez is scheduled to attend the OEA Board of Director's last meeting before the 2022 RA to report on Bylaw and Policy Amendments proposals and to answer any Board questions on the committee's work.
3. The Committee ensured that all proposed changes to the Bylaws and Policies were accompanied by a statement of rationale and that each proposed Bylaw and Policy change had an identified contact person as provided by OEA RA Standing Rules. Committee members attended their Regional PRAMs.
4. The final report of our committee, the 2021-2022 Proposed Bylaws and Policy Amendments, was forwarded to the February meeting of the OEA Board of Directors for its recommendations.

CONGRESSIONAL ADVOCACY TEAM

COMMITTEE MEMBERS:
Chair: Deb Barnes
Maureen Barnhart         Elizabeth Nahl         Cat Crenshaw
Michelle Kennedy         Sarah Chivers          Eileen Wende
Julia Barto              Andrew Schaffer        Cybele Higgins
Thomas Kephart           Caryn Connolly         Jamie Zartler
Bob Bath                 Eric Vandeiples

NEA Directors: Jennifer Scurlock, Chris Early, Adolfo Garza Cano
Board Liaison: Matthew Oleson  
OEA Staff Liaisons: Trent Lutz, Jackie Judge

CHARGES

1. Conduct meets of all members of the Congressional Advocacy Team (CAT) at least twice a year.
2. CAT members will collaborate with Oregon’s NEA Board Directors in communicating NEA policies and positions to their appointed Congress member in order to influence congressional action for the improvement of education.
3. Coordinate with the NEA Directors to provide a report to the OEA Board on meetings between CAT members and Congressional members/staff.
4. Coordinate actions with the Cabinet for the Center for Public Affairs and the PAC Board to have a greater impact on congressional lobbying efforts, consider ways to promote member engagement through CAT for further the strategic priorities of OEA.
5. Provide a copy of all meeting minutes to the President’s Office, along with an annual written report to be included in the OEA RA Handbook and submitted by February 5.

Committee Activities Related to Charges:
The CAT team held one meeting on November 13th via Zoom and plans on holding an additional meeting prior to the PAC Convention. At the November meeting, members met with the OEA President to discuss the connection of our work with the OEA Mission Vision and Core Values. We discussed the proposed Congressional redistricting and the changes that may occur with the expansion of the seats in Oregon. We focused on recruiting new members and how to retain them on the team. There was preliminary discussion on a Congressional Meet and Greet where members of the CAT team (and possibly the PAC committee) would meet with our delegation for drinks and conversation. Our team has filled a number of open positions.

Team members met with their perspective member to discuss a number of issues ranging from Build Back Better to the Filibuster and several educational issues, in particular. Much focus was spent on informing Congressman Schrader about the importance of the issues that seemed challenging to him. The Chair has also had contact with at least one other candidate in the Fifth District race. Schrader did visit the Journalism program in North Clackamas School District. Candidate Jamie McCloud-Skinner is coordinating time to also visit the school in early February.

The CAT team lost staffer Jared Mason-Gere who left OEA in late 2021.

CREDENTIALS COMMITTEE

COMMITTEE MEMBERS:
Chair: Jennifer Ball  
Colleen Bechtel  Jeanette Kmetic  Erica McNurlin  
Lynda Sanders  Rose Wilde  
Board Liaison: Jennifer DeForrest, Jeremy Taylor  
Staff Liaison: Annie Duncan

CHARGES:

1. Implement tasks as stated in OEA Bylaws Article VII, Section 4, and in Policies 2500.
2. Monitor the voting process and make recommendations to the OEA Board regarding ways to improve the process.
3. Review and update the Credentials Handbook and make necessary changes to the Credentials Chair Handbook.
4. Investigate and report to the Board potential improvements/cost-savings by holding electronic elections (Board Directors and NEA RA State Delegates) and provide a report by the January Board meeting.
5. Provide copy of all meeting minutes to the President’s Office, along with an annual written report to be included in the OEA RA Handbook and submitted by February 5.
6. Use the OEA Equity Filter to help guide decision-making.

Committee Activities Related to Charges:
Committee members facilitated and certified the elections of officers by mail after the 2021 OEA RA including the counting of ballots; there were no challenges to the elections process.

On January 24, 2022, the Credentials Committee Chair certified voter and candidate eligibility and approved ballots for the mail election.

The Committee Chair approved rotation of Board Districts through 2025.

The Credentials Committee Handbook will be updated and distributed at the March 19 meeting.
The Committee will meet again on March 19 to count the mail election ballots, and as needed to prepare for the Representative Assembly. Finally, the Committee will provide all credentialling needs at the 2022 OEA RA. Minutes from all meetings have been provided to the President’s Office.

EARLY CAREER EDUCATOR ORGANIZING COMMITTEE

COMMITTEE MEMBERS:
Chair: Katie Lukins
Committee Members: Marie Kempf, Kayla Potter, Helen Emory, Nicole Kahawai, Katie Kohler
Board Liaison: Amanda O’Sullivan
Staff Liaison: Sara Whelan

CHARGES/ACTIVITIES:
1. Recommend strategies to increase early career educator association involvement at the local, state, and national levels.
   a. Review new member enrollment numbers and make recommendations on how to increase membership numbers.
   b. Act as a steering committee for the NEON program and membership. Establish, promote, direct the work of NEON.
2. Review the New Hire Orientation manual and make recommendations.
   a. Review existing PD for ECE from OEA, NEA, etc. and make recommendations on topics to address in the future.
3. Review Early Career Educators Grant Program and make recommendations annually.
4. Recommend to the OEA president possible recipients of the Ruth E. Greiner Membership Award by January 31.
5. Provide a copy of all meeting minutes to the President’s Office.
6. Prepare a report by February 5 to be printed in the OEA RA handbook.
7. Use the OEA Equity Filter to help guide decision-making.

ACTIVITIES RELATED TO CHARGES:
1. Recommend strategies to increase early career educator association involvement at the local, state, and national levels.

   Our work with the New Educators of Oregon Network (NEON) has revitalized the way we view Early Career Educators (ECEs) in Oregon and provides valuable support to this population. NEON offers value to this population which makes the union relevant, connected, and responsive to ECEs which will create increases in membership as these highly sought after opportunities are only available to members.
   a. Review new member enrollment numbers and make recommendations on how to increase membership numbers.

   This charge asks about New Hires, which is a different population than Early Career Educators. The ECE committee strongly recommends that OEA add a required field to all membership forms that asks for the year the new member entered the profession. This field already exists in NEA360 we just need to gather and enter the data. This would allow the ECE committee to pull this data which is currently unavailable, analyze and reflect on this regularly. This is a different data point than hire date, or date of membership and is important to engaging Early Career Educators specifically.
   b. Act as a steering committee for the NEON program and membership. Establish, promote, direct the work of NEON.

   The committee has developed recruitment, tracking, communications, and outreach practices, which have established NEON cohorts 1, 2 and 3. The Committee is supporting NEON virtual convenings (due to COVID-19) three to four times per year where PDUs are offered for participation as appropriate. NEON also offers book study and webinar opportunities. We have partnered with CGPS to offer Graduate credits for book studies and to promote existing professional learning via the oregoned.org/grow site

   In the summer of 2021 NEON cohort 1 graduated from their 2 year participation in the program. Out of the 11 graduates from the program we know that at least seven of those NEON graduates stepped into union leadership positions by the end of the 2 year commitment. We recommend that the organization make NEON and ECE efforts larger budgetary commitments moving forward, at least doubling the budgetary commitment; which would in turn stabilize a maximum of 20 NEON cohort participants (2 cohorts running concurrently) moving forward.
2. Review the New Hire Orientation manual and make recommendations.
The committee recommends that the New Hire Orientation manual be edited to emphasize year round hiring, orientation, outreach, etc. The committee also recommends that the NEON program is specifically mentioned in the handbook so local leaders know what the program is, how to best access sign-ups and information. We would like to hear more directly from local leaders who used this manual this year and from ECEs about how the New Hire Orientation process can be improved in the future.

c. Review existing PD for ECE from OEA, NEA, etc. and make recommendations on topics to address in the future.

One missing category of content that has been addressed in NEON convenings but not elsewhere is the Union 101 type of content, including Union History and Union Values. Our goal in these trainings would be to decode and explain unionism, access points, union language, Robert’s Rules, etc. for those who are new to the culture of unionism.

This committee also recommends that OEA shift the tone of all self-care professional learning to be a stronger tone about setting limits and boundaries. Early Career Educators need to learn and practice saying no to people with power over them, they need to learn and practice setting healthy boundaries to keep work separate from home life and ECEs also need practice re-affirming those boundaries when they are violated.

The grow.oregoned site is a wonderful resource, the committee recommends that one of the categories of interest on the web page be on demand Professional Development geared toward ECEs. This can be trainings that are listed elsewhere but can be linked there as a quick list with these in one place instead of going into separate spots to find quick access PD. The committee is happy to partner with CGPS in order to fulfill this vision.

3. Review Early Career Educators Grant Program and make recommendations annually.

The Committee made recommendations to the Grant Report Form to ensure local leaders are going directly to their New Hires and ECEs to ask for feedback on the programs that were offered in order to make the best use of grant funds and to hear directly from participants.

4. Recommend to the OEA president possible recipients of the Ruth E. Greiner Membership Award by January 31. Our recommendation as a committee is that this award goes to an Early Career Educator from this point forward.

We know ECEs are central to the success of this work, publicly recognizing their engagement is an excellent way to show that the union values the work of ECEs.

EDUCATION SUPPORT PROFESSIONAL DIRECTOR'S REPORT

Samantha Piers-VanderPloeg, ESP Director

Hello all, I began my ESP Director journey in June of 2021 and it has been an eye opening experience. With our current COVID restrictions and protocols I have seen the need for ESP support and acknowledgement that has gone unseen and undiscussed at the school district level and has resulted in many vital staffing shortages. Portland for instance has a bus driver shortage and is talking about laying off more ESL aids and one on ones in the classroom due to budgeting and willing educators.

We have had some hard times this year in Oregon and will continue to have hard conversations and battles over equality in our schools for the LBGTQI+ community, teaching culturally relevant curriculum and overall equity for all student groups. Oregon may be a state divided in many ways however, we are a united front when it comes to our children and their futures.

I look forward to what the new school year will bring and am thankful that we as a national organization are here to support all our educational staff and I will continue to push for equality for ESP’s in decision making and budgeting needs.

2021 ESP Award Recipients

At the 2021 OEA RA the OCESP council awarded the Willie Juhola Award to Angie Leonetti, Milton Freewater EA.

The Kevin Forney Education Support Professional Award from the OEA was awarded to Rita Glass, ASKESP.

The NEA announced the 2021NEA ESP of the year, Kimberly Scott-Hayden, an inventory control clerk and President of the East Orange Maintenance Association

ESP Trainings Available since the 2021 OEA RA

- OEA Fall Conference- October 16, 19, 21, 2021
- OCESP Virtual Conference – November 20, 2021
- OEA Trauma Informed Educator Training- January 31, 2022, 8 week course
- NEA Higher Ed Conference – March 11-13, 2022
- NEA National Leadership Summit – March 11-13, 2022
COMMITTEE ON RACIAL EQUITY AND RACIAL EQUITY DIRECTOR REPORT

COMMITTEE MEMBERS:

**Chairs:** Lori Tapahonso

**Racial Equity Director:** Thuynga Barr

Diane Hicks  Paula Depass-Dennis  Carolina Nava
Gillian Murr  Olson Miller  Catherine Spratlen
Puilan Cheng  Norina Andina  Katherine Watkins
Tammy Moehlman-Hosaka  Edith Guitron  Kathleen Jonathan

**Staff Liaison:** Teresa Ferrer

**CHARGES:**

1. Work with OEA Centers to address:
   a. Issues faced as members seek to be successful educators in our diverse society.
   b. Issues of diversity to improve Association relationships and participation.
   c. Issues facing our members in meeting the needs of diverse students in schools.
   d. Develop communications tool to promote member engagement on these issues.

2. Provide assistance to locals that want to create a local Committee on Racial Equity.

3. Review data for the last three years regarding OEA Bylaws Article III. 2. B. for the OEA RA and NEA Bylaw 3-1 (g) for the NEA RA and review implementation of the plan to ensure we are in compliance with these Bylaws for the President.

4. Each member of CORE should visit at least two (2) Council meetings during the upcoming school year.

5. Promote racially and ethnically diverse membership involvement by recommending appointments to the OEA President for various OEA/NEA Committees, work groups and activities.

6. Encourage members to submit nominations for OEA and NEA Awards (particularly the OEA Ed Elliott Human Rights Award) by January 31.

7. Work with the Human and Civil Rights Committee and Union School to ensure ongoing training and workshops to increase involvement of racially and ethnically diverse members and meet the needs of our members as identified in Charge #1.

8. Create organizing and communication tools to build relationships and community support with BPOC (Bilingual Persons of Color) members.

9. Provide input, guidance, and support in OEA’s work addressing institutional racism and equity.

10. Support CGPS (Center for Great Public Schools) staff in their efforts to meet the needs of BPOC members and students, including work that addresses institutional racism and equity.

11. Provide a copy of all meeting minutes to the President’s Office, along with an annual written report for the OEA RA Handbook and submitted by February 5.

12. Use the OEA Equity Filter to help guide decision-making.

**ACTIVITY RELATED TO CHARGES:**

1. **Work with OEA Centers to address:**
   a. Issues faced as members seek to be successful educators in our diverse society.
   b. Issues of diversity to improve Association relationships and participation.
   c. Issues facing our members in meeting the needs of diverse students in schools.
   d. Develop communications tool to promote member engagement on these issues.

CORE routinely reviews, discusses and makes recommendations to OEA Centers in pursuit of BIPOC voice, inclusion, leadership and communication. This last year, CORE spent time reviewing and commenting about the Edu-Sage member survey results and recommendations. In future meetings, CORE will also help inform the work of the OEA Story Wall. It offers ideas and is a starting point for many OEA conferences and events, PD initiatives, GR, advocacy and organizing brainstorming. The Equity SPARKS Living Room ZOOM gatherings that occur monthly and center the CORE committee and BIPOC OEA members, is also a place for organization and program updates and feedback. These gatherings, along with the regular involvement of CORE members, assures a vibrant two-way feedback loop to and from BIPOC members and OEA.
2. Provide assistance to locals that want to create a local Committee on Racial Equity.

So far this year, CORE has been asked to assist a group of Woodburn Education Association members who are in pursuit of setting up their own local Equity Group. Lori Tapahonso, CORE Chair and Teresa Ferrer, OEA Staff Liaison to CORE, have both consulted with the group. Lori Tapahonso was instrumental in getting a local Equity Group started in her Lane Community College local association last year. CORE hopes that OEA can offer a session during the Summer Conference in Bend, where a few established local association equity or BIPOC groups from across the state and can share best practices and consult with one another. A local group in Hillsboro called ARABTC (Anti-Racist Anti-Bias Teacher Coalition) has also reached out to CORE and the OEA Equity Coordinator to assist them in their efforts to localize their anti-racist coalition and work. Currently one of their members, Olson Miller, was appointed to the OEA Committee on Racial Equity.

3. Review data for the last three years regarding OEA Bylaws Article III. 2. B. for the OEA RA and NEA Bylaw 3-1 (g) for the NEA RA and review implementation of the plan to ensure we are in compliance with these Bylaws for the President.

Thuynga Barr, Director of Racial Equity and CORE members, Lori Tapahanso, Lourdes Cruz and Paula Dennis met with OEA President Reed Scott-Schwalbach to develop and update the following OEA III.2B and the NEA 3-1G plan. It was approved by the OEA Board of Directors at their November Board meeting.

1. Endorsement of NEA Bylaw 3-1(g) and acceptance of this plan will be submitted to the Board of Directors for approval prior to the November board meeting. The implementation of the approved plan will be the responsibility of the OEA President.

2. Bylaw 3-1(g) Inclusion Plan: OEA believes creating a meaningful plan to increase ethnic inclusion throughout our Union is vital to our success. As the ethnic demographics of our state continue to change dramatically every year, our need to address the issues related to equity and diversity are a priority for not only OEA, but the education community.

   1. Our goals to achieve inclusion are as follows:
      • Contact all ethnic members to invite them to share their experience in our association and encourage them to get involved.
      • Increase awareness and responsibility at all levels of the Association - local, state and national regarding the importance of engaging all members in our union.
      • Build organizational support for the following inclusion charges: increased identification of ethnic leaders, increased training and support of identified ethnic leaders and increased participation of ethnic leaders in both the state and national representative assemblies.
      • Put systems in place to help members self-identify and help locals identify members.
      • Continue to involve the Committee on Racial Equity, Human Civil Rights Committee, the Center for Great Public Schools, Racial Equity Director, and CORE Board Liaison to assure that OEA meets the 3-1(g) goals.

3. Action for meeting goals:
   1. In January of each year, the following publications will print notification of the Association's commitment to ethnic involvement, the positions available, and the NEA election requirements, nomination procedures, and election procedures:
      A. OEA’s official publication
      B. Letters to local associations for potential clustering
      C. UniServ publications
      D. Posting on OEA website
      E. Space for biographical statements by candidates for state NEA delegate positions is provided by OEA in Today’s OEA and on candidate statement form sent out with ballots. Ethnic candidates may identify themselves as such if they choose to do so.
   2. OEA’s Committee on Racial Equity and Human Civil Rights Committee will continue to provide information and work with local associations who request additional information and assistance in forming local CORE/HCRC committees. Developing methods to meet the NEA Bylaw 3-1(g) requirements will be an ongoing charge for the committees.
3. OEA’s Committee on Racial Equity and Human Civil Rights Committee will continue to develop and identify avenues of contact and support for ethnic members to have greater involvement in the Association.

4. Ethnicity coding information will be included on the membership update forms used at the beginning of the year as a strategy to ensure all members have self-identified and that our rosters are correct. When circulating membership update forms, Local Associations will highlight the importance of these codes.

5. Rosters of self-identified Ethnic members shall be provided by the assigned Associate staff member to all UniServ Directors and local presidents by the November OEA Board meeting date. An updated roster may be requested at any time.

6. By the November Board meeting, Associate staff will enter ethnicity codes for those members who (1) hold office, (2) sit on local committees or (3) serve on the UniServ.

7. The Committee on Racial Equity and the Human and Civil Rights Committee will receive a report from the Office of the President on all Ethnic members as outlined in 6 above prior to December 1.

8. Additional methods to ensure greater ethnic participation are:
   A. Via mailings, email, and/or phone communications the Committee on Racial Equity will make personal contact with the Ethnic members encouraging participation. Contact will be made with our members as soon as the annual updated membership information is made available by OEA.
   B. Racial Equity Director will work with the Committee on Racial Equity and the Human and Civil Rights Committee and the Union School to plan and conduct a track for the Summer Leadership Conference and propose/develop workshops/sessions for other OEA events.
   C. The President’s office and CORE/HCR will write a joint communication requesting the support of all UniServ and Local presidents in recruiting Ethnic members to run for the position of local delegate to the NEA Representative Assembly. Ethnic members should also be recruited and encouraged to run for state and cluster NEA RA positions.
   D. The OEA event planning guide will be used for all OEA sponsored conferences and events to encourage conference organizers to consider including diverse speakers, presenters, vendors, and suppliers.

9. Evidence of Commitment
   A. The OEA Executive Committee shall be responsible for the annual monitoring and implementation of the OEA Compliance Plan for Bylaw 3-1(g).
   B. The Racial Equity Director, Committee on Racial Equity, and/or the Human and Civil Rights Committee Chair(s) will present the proposed compliance plan for NEA Bylaw 3-1(g) at the November OEA Board of Directors’ meeting. This presentation should include the rationale and history of the Bylaw.
   C. The OEA Board shall annually complete the 3-1(g) Compliance Form to inform the NEA Executive Committee of their actions in implementing this compliance plan for NEA Bylaw 3-1(g).
   D. Incorporate NEA Bylaw 3-1(g) training into the Summer Leadership Conference (SLC), President Training and/or as a SLC session. NEA Ethnic Minority Affairs and Human and Civil Rights has resources available for such training.
   E. A list of all duly elected NEA Representative Assembly delegates, local, cluster and state, will be obtained by the office of the President from the OEA Elections Committee so that this Committee can monitor OEA-NEA’s success or failure in reaching the 3-1(g) goal and can report to the OEA Board of Directors and local presidents.
   F. The Human and Civil Rights Committee will review participation of self-identified Ethnic involvement in each OEA event. This will include attendees, speakers, presenters, vendors, and suppliers.
As of this report, no data is available for 3-1G compliance for the 2020 OEA RA, which was our first virtual RA in history. Below is the data collected at the previous OEA RA in 2019:

ETHNIC MINORITY REPRESENTATION REPORT:

36 LOCALS THAT HAVE MET OEA BYLAW, ARTICLE III, SECTION 2.B.

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<thead>
<tr>
<th>LOCAL NAME</th>
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<tbody>
<tr>
<td>ASSOCIATION OF REEDSPORT EDUCATORS</td>
<td>ASSOCIATION OF SALEM-KEIZER ESP</td>
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<tr>
<td>BEAVERTON EA</td>
<td>BETHEL ACE</td>
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<tr>
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<td>CORVALLIS EA</td>
<td>DALLAS EA</td>
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<tr>
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<tr>
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<tr>
<td>HILLSBORO EA</td>
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<td>WILIAMETTE VALLEY EA</td>
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<td>WOODBURN EA</td>
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</tbody>
</table>

LOCALS THAT HAVE MET OEA BYLAW, ARTICLE III, SECTION 2.B.

WyEAST EA

TOTAL # OF LOCALS: 36

Congratulations to the Association of Reedsport Educators, McMinnville EA and Rogue CC EA for meeting 32B for the first time!

Locals that have met this requirement 10 years in a row:

<table>
<thead>
<tr>
<th>OEA-Retired</th>
<th>South Lane EA</th>
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</thead>
<tbody>
<tr>
<td>Salem Keizer EA</td>
<td>Woodburn EA</td>
</tr>
</tbody>
</table>

4. Each member of CORE should visit at least two (2) Council meetings during the upcoming school year.

CORE has not worked on this charge because of the amount of additional personal time it would take for the members to meet this goal. CORE currently meets every single month to address all the other charges, except for this and Charge #8. CORE proposes that Charges #4 and #8 be either removed or postponed until the committee can present a budget request for more funds for CORE members to tackle all existing charges. Although CORE believes that building relationships and familiarity with local UniServ Councils is important work, if CORE cannot receive additional funds for this charge or if the committee members are too over-committed to complete this task, even with additional compensation, CORE will strongly recommend elimination of this charge. It should also be noted that, in some cases, these meetings could bring up push-back from more conservative members and CORE wants to assure that a team of at least two CORE members be present at these meetings for additional support.

5. Promote racially and ethnically diverse membership involvement by recommending appointments to the OEA President for various OEA/NEA Committees, work groups and activities.

CORE has a rich and robust history of outreach to BIPOC members that has been made stronger since OEA has implemented the Equity SPARKS program. Regular and authentic connection and community building among BIPOC members, in addition to the Equity SPARKS Facebook page (https://www.facebook.com/diversity-blooms), Eye on Equity page (https://grow.oregoned.org/eye-on-equity) and an expanded CORE committee has resulted in our growing BIPOC engagement. Whenever there is an opening for any committee, cabinet, work...
group, leadership position, or any other OEA activity or event, this BIPOC member community springs into action to elevate, recruit and support BIPOC members to fill those slots.

6. Encourage members to submit nominations for OEA and NEA Awards (particularly the OEA Ed Elliott Human Rights Award) by January 31.

CORE has added this agenda item to three meetings in the fall and winter 2021 calendar. Possible member names were brought up in the whole group, but committee members were encouraged to submit their own nominations of candidates for this award. Past award winners spoke about this honor and so did the Director of Racial Equity to stimulate interest.

7. Work with the Human and Civil Rights Committee and Union School to ensure ongoing training and workshops to increase involvement of racially and ethnically diverse members and meet the needs of our members as identified in Charge #1.

Deliberations are beginning in earnest in the February 2022 CORE meeting to give suggestions to the CGPS and Union School teams about equity training for the 2022 Summer Conference. CORE has been a strong proponent of offering stipends to members who provide PD and have supported New Business Items that speak to this. However, because that is not the current practice, CORE has been reluctant to recruit within its ranks and to BIPOC members at large to submit a RFP for a PD session. CORE also works in tandem with HCRC to brainstorm and support recommendations on equity focused PD. CORE meets with HCRC periodically for joint meetings to work on their shared charges, this being the primary one. Both committees plan and facilitate the Equity, Diversity and Social Justice Hearing each year at the OEA Representative Assembly and coordinate to plan the Equity and Social Justice Raffle and Table and the CORE Breakfast when the OEA RA is scheduled as an in-person event.

8. Create organizing and communication tools to build relationships and community support with BPOC (Bilingual Persons of Color) members.

This charge, along with Charge # 4, is something that CORE did not list as a top priority for their work this year. It may be a charge that CORE recommends be removed or be included in a request for more committee funds for the committee members to commit extra personal time to work on this goal in addition to all the others. The Center for Great Public Schools has set up a new page on the grow.oregoned.org webpage. This page, called Eye on Equity, is dedicated to and built from our OEA members who are steeped in social justice, antiracist and equity work. That page features an Equity Champion every month, contains a historical calendar of events (that include PD opportunities, rallies, etc.), featured videos and articles, themed lesson plans organized by grade level and children/youth literature tied to the theme. All resources are vetted and with a click, members can get more resources and links. BIPOC members and affinity group opportunities are also featured.

https://grow.oregoned.org/eye-on-equity The Equity SPARKS Facebook page, https://www.facebook.com/diversityblooms, remains robust and popular. On a slow week, that page generates up to over 450 interactions. The Center for Great Public Schools will be looking into another online venue dedicated to BIPOC affinity as an interactive space to share resources, ask for help and build community.

9. Provide input, guidance, and support in OEA’s work addressing institutional racism and equity. And

10. Support CGPS (Center for Great Public Schools) staff in their efforts to meet the needs of BPOC members and students, including work that addresses institutional racism and equity.

CORE combines these two charges and may recommend revised language for them in the future. CORE strongly believes that in order to adequately address institutional racism, OEA must center the voice and needs of its BIPOC members. The EduSage report revealed many of the same concerns and actions that CORE has raised in the past and CORE is excited about the possibility of moving forward in confidence that our BIPOC members have powerful solutions and engagement that can dismantle institutional racism. CORE believes we need to center action and evidence of change. CORE identified some top priority recommendations from the EduSage report that speak to these two charges and align to what they believe are necessary actions moving forward:

- Assure Equity SPARKs fully funded and sustainable
- Equitable compensate OEA members for providing valuable PD and project planning
- Sustained support and mentoring for BIPOC educators, connecting to BIPOC mentors
- Match OEA Budget to Equity Work that is needed
- Strong, sustained leadership support/coaching for BIPOC members
• More deliberate, BIPOC informed expansion of our member work-place protections (specifically when it comes to racially charged issues)
• Sustain quarterly meetings between CORE, HCRC and OEA President/Vice President for full transparency

Members of CORE and their BIPOC colleagues have made recommendations and provided equity focused PD for OEA but, like many OEA members, are asking to be compensated for their time and expertise.

CORE applauds the development of the Public Attacks Response Team and the collection of outstanding tools and processes for offering tailored responses and remedies for members who are being targeted for leading social justice work. CORE also is happy with the work done to develop tools for Bargaining for the Common Good. However, CORE wants OEA to engage in a more comprehensive development of advocacy, building rep and leadership training and protections that meet the needs of BIPOC members who are still being marginalized or oppressed in their local associations. CORE wants to engage in that work and help to recruit BIPOC OEA members to help inform that work.

11. Provide a copy of all meeting minutes to the President’s Office, along with an annual written report for the OEA RA Handbook and submitted by February 5.

CORE routinely submits meeting announcements and minutes to both the OEA President and Vice President. CORE maintains racial affinity space at every meeting and invites others to attend after that space is closed. Our minutes capture our conversations, agreements, next steps and subsequent meeting dates and agenda items.

A very important part of CORE’s commitment to transparency and accountability is the following report completed for consideration at every OEA RA that outlines the racial demographics tracked within OEA in as many levels and operations of our organization as possible:

CORE Data:
• OEA Staff:
  • Associate Staff (ASO): (9% BIPOC)
    ▪ Black-2
    ▪ Caucasian-32
    ▪ Hispanic-1
  • Professional Staff (PSO): (24% BIPOC)
    ▪ American Indian/Alaskan Native-1
    ▪ Asian-3
    ▪ Caucasian-37
    ▪ Hispanic-6
    ▪ Native Hawaiian/Pacific Islander-2
  • Confidential: (0% BIPOC)
    ▪ Caucasian-3
  • Managers/Directors: (36% BIPOC)
    ▪ Black-2
    ▪ Caucasian-7
    ▪ Hispanic-2
• OEA Events:
  • Registration for Winter Retreat: (33% BIPOC Participation)
    ▪ American Indian/Alaskan Native-2
    ▪ Asian-6
    ▪ Black-4
    ▪ Caucasian-64
    ▪ Hispanic-12
    ▪ Multi-Ethnic-4
    ▪ Native Hawaiian/Pacific Islander-4
  • 2020 Summer Leadership Conference: (22% BIPOC Participation)
    ▪ American Indian/Alaskan Native: 4
    ▪ Asian-15
    ▪ Black-8
- Caucasian (not of Hispanic origin)-277
- Hispanic-26
- Multi-Racial-22
- Pacific Islander/Hawaiian-2

  o Mediation Program: (13% BIPOC Participation)
    - Asian-3
    - Black-2
    - Caucasian (not of Hispanic origin)-72
    - Hispanic-6
    - Multi-Racial-4
    - Native Hawaiian/Pacific Islander-1

  o 2020 OCESP Conference: (18% BIPOC Participation)
    - Asian-2
    - Black-1
    - Caucasian (not of Hispanic origin)-55
    - Hispanic-6
    - Multi-Racial-1
    - Native American/Alaskan Native-1
    - Pacific Islander/Hawaiian-1

  o Cumulative Data from all the following CGPS PD:
    - CGPS PD:
      - Safe & Welcoming Inclusive Schools
      - Racial Equity Affinity Groups
      - Aspiring Educators/Early Career Educators
      - Culturally Responsive Practices
      - Instruction
      - Member Leaders
      - Professional Practice Grants
      - Trauma Informed Practices
      - Special Education
      - Licensure
      - Policy
      - Educator Empowerment Academy
      - Equity Activism
      - Diversity, Equity & Inclusion
      - Micro-credentials
      - Community College PD
      - National Board Certification

    - Cumulative participation numbers and percentages for all CGPS PD: (24% BIPOC Participation)
      - American Indian/Alaska Native-18  1%
      - Asian-103  5%
      - Black-59  3%
      - Caucasian (not Hispanic origin)-1450 73.23%
      - Hispanic-169 9%
      - Multi-Ethnic-104  5%
      - Native Hawaiian/Pacific Islander-4 less than 1%
      - Grand Total #-1980

- OEA Cabinets & Committees: (Average BIPOC participation is 21%)
  - Aspiring Educator Committee: (13% BIPOC)
    - Caucasian (not Hispanic origin)-7
    - Hispanic-1
- Board Training Committee: (43% BIPOC)
  - Asian-2
  - Black-1
  - Caucasian (not Hispanic origin)-4
- Bylaws/Policy Committee: (60% BIPOC)
  - American Indian/Alaska Native-1
  - Black-1
  - Caucasian (not Hispanic origin)-4
  - Hispanic-2
  - Multi-Ethnic-2
- Cabinet for Center for Advocacy and Affiliate Services: (0% BIPOC)
  - Caucasian (not Hispanic origin)-7
- Cabinet for Center for Great Public Schools: (17% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-10
  - Hispanic-1
- Cabinet for Center for Public Affairs: (14% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-6
- Committee for Racial Equity (CORE): (100% BIPOC)
  - American Indian/Alaska Native-3
  - Asian-2
  - Black-2
  - Hispanic-3
  - Native Hawaiian/Pacific Islander-1
  - Multi-Ethnic-2
- Congressional Advocacy Team (CAT): (33% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-6
  - Hispanic-1
  - Multi-Ethnic-1
- Credentials Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-4
- Early Career Educator Organizing Committee: (33% BIPOC)
  - Caucasian-4
  - Hispanic-1
  - Native Hawaiian/Pacific Islander-1
- Executive Director Performance Expectations and Feedback Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-6
- Health & Safety Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-5
- Human & Civil Rights Committee: (33% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-6
  - Hispanic-2
- Judicial Panel Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-5
- Legacy Committee: (20% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-4
- Legal Defense Program Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-2
- Legislative Advisory Council (LAC): (24% BIPOC)
  - American Indian/Alaska Native-1
- Asian-2
- Caucasian (not Hispanic origin)-13
- Multi-Ethnic-1

- Local Leadership Development: (10% BIPOC)
  - Caucasian-9
  - Multi-Ethnic-1

- NBI 6 RA Procedures: (60% BIPOC)
  - American Indian/Alaska Native-1
  - Asian-1
  - Black-1
  - Caucasian-2

- NBI 8 Traumatic Event Response: (25% BIPOC)
  - Asian-1
  - Caucasian-3

- NBI 16 Land Back: (25% BIPOC)
  - American Indian/Alaska Native-1
  - Caucasian-3

- NEA RA Planning Committee: (30% BIPOC)
  - Black-1
  - Caucasian (not Hispanic origin)-7
  - Hispanic-2

- OEA Budget Committee: (36% BIPOC)
  - Asian-1
  - Black-1
  - Caucasian (not Hispanic origin)-7
  - Hispanic-2

- OEA Choice Trust Welfare Benefit Board: (20% BIPOC)
  - Asian-1
  - Caucasian (not Hispanic origin)-4

- OEA Foundation Board: (25% BIPOC)
  - Caucasian (not Hispanic origin)-6
  - Hispanic-2

- OEA Member Benefits Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-6

- OEA RA Planning Committee: (33% BIPOC)
  - Caucasian (not Hispanic origin)-4
  - Hispanic-2

- OEA-PAC Board: (7% BIPOC)
  - Caucasian (not Hispanic origin)-13
  - Hispanic-1

- Organizational Strategy Committee: (14% BIPOC)
  - Caucasian (not Hispanic origin)-6
  - Hispanic-1

- Relief Fund Committee: (25% BIPOC)
  - Caucasian (not Hispanic origin)-2
  - Hispanic-1

- Resolutions Committee: (27% BIPOC)
  - American Indian/Alaska Native-1
  - Caucasian (not Hispanic origin)-8
  - Multi-Ethnic-2

- Speech Language Pathology Committee: (0% BIPOC)
  - Caucasian (not Hispanic origin)-8

- Social Studies Task Force: (0% BIPOC)
  - Caucasian (not Hispanic origin)-5
o SPED Committee: (15% BIPOC)
  ▪ Caucasian (not Hispanic origin)-11
  ▪ Hispanic-1
  ▪ Multi-Ethnic-1

o Union School Advisory Cabinet: (11% BIPOC)
  ▪ Caucasian (not Hispanic origin)-8
  ▪ Hispanic-1

• OEA Leadership:
  o OEA Board of Directors: (15% BIPOC)
    ▪ Asian-2
    ▪ Black-2
    ▪ Caucasian (not Hispanic origin)-35
    ▪ Hispanic-4
  o Local Association Presidents: (7% BIPOC)
    ▪ American Indian/Alaskan Native-3
    ▪ Asian-1
    ▪ Black-1
    ▪ Caucasian (not Hispanic origin)-220
    ▪ Hispanic-9
    ▪ Multi-Ethnic-3
  o UniServ Council Presidents: (9% BIPOC)
    ▪ Caucasian (not Hispanic origin)-20
    ▪ Black-1
    ▪ Hispanic-1

12. Use the OEA Equity Filter to help guide decision-making.

The OEA Equity Filter that asks members to slow down and humanize, consider multiple perspectives, combat bias and decentralize power when making decisions is the modus operandi of BIPOC community-based decision making.

HEALTH PROFESSIONALS COMMITTEE

COMMITTEE MEMBERS:
Committee Members: Jessica Wade, Jennifer Calicott, Jennifer Bestevenn, Windy Sigler
Board Liaison: Jill Golay
Staff Liaison: Alan Moore, Kelli Williams

CHARGES/ACTIVITIES:
1. Recommend strategies to support OEA members who work in the health profession involvement at the local, state, and national levels.
2. Recommend best practices for health care policy, contract language, and legislation.
3. Provide a copy of all meeting minutes to the President’s Office.
4. Prepare a report by February 5 to be printed in the OEA RA handbook.
5. Use the OEA Equity Filter to help guide decision-making.

ACTIVITIES RELATED TO CHARGES:
The Health Professionals Committee is a new committee and is working on filling all the committee slots and putting together our communication resources (e.g. rosters of OEA members in each health profession). We’ve elected co-chairs (Wendy Niskanen and Jessica Wade). By this report is read we will have a full committee roster and will have begun our work in earnest. First priorities are 1) to create communication tools so that the Health Professionals committee can interact with the health professionals throughout the state and to do strategic planning to fulfill our top 2 charges: a) Recommend strategies to support OEA members who work in the health profession involvement at the local, state, and national levels; and b) Recommend best practices for health care policy, contract language, and legislation.

HUMAN AND CIVIL RIGHTS COMMITTEE

COMMITTEE MEMBERS:
**CHARGES:**

1. Work with the Committee on Racial Equity (CORE) and Union School to provide ongoing training and workshops to increase minority member involvement and leadership and address social justice and equity issues important to the mission of OEA.

2. Review resources, materials, tools and training currently available to OEA members that promote equity and access to great public schools and make recommendations to enhance OEA programs.

3. Recommend to the OEA President possible recipients of the Ed Elliot Human Rights Award by January 31.

4. Review OEA activities/strategies that reflect OEA and NEA commitment to human and civil rights; by March, recommend to OEA Board strategies to enhance member awareness of this commitment.

5. Provide input, guidance and support in OEA’s work in addressing institutional racism.

6. Review data for the last three years regarding OEA Bylaws Article III. 2. B. for the OEA RA and NEA Bylaw 3-1 (g) for the NEA RA and review implementation of the plan to ensure we are in compliance with these Bylaws for the President.

7. Provide copy of all meeting minutes to the President’s Office, along with an annual written report to be included in the OEA RA Handbook and submitted by February 5.

8. Use the OEA Equity Filter to help guide decision-making.

**ACTIVITY RELATED TO CHARGES:**

1. Work with the Committee on Racial Equity (CORE) and Union School to provide ongoing training and workshops to increase minority member involvement and leadership and address social justice and equity issues important to the mission of OEA.

In February, the HCR Committee met in collaboration with CORE to review the EduSage Report. The committee had a robust discussion with the OEA President and VP about the implementation of the recommendations of the report. HCRC subsequently plans to brainstorm ways to incorporate the feedback and findings into future CORE/HCR work.

The OEA Human and Civil Rights Committee continues to work collaboratively with the Committee on Racial Equity in review of current training and resource materials provided through the OEA Union School.

In the past the Committee has been deliberate about connecting with local organizations who work with marginalized communities in order to establish long-lasting relationships that we can utilize to better serve our members and their students. These community organizations include but are not limited to the Asian Pacific American Network of Oregon (APANO), the Oregon Safe Schools and Communities Coalition (OSSCC), Movimiento Estudiantil Chicano de Aztlan (MEChA), the Immigrant and Refugee Community Organization (IRCO), and the National Association for the Advancement of Colored People (NAACP). We are exploring how we can more actively invite participation from these groups in our meetings as general briefings or as a standing invite to deliver their interests. We are interested in doing this to encourage more of a “two way street.” We are also reviewing whether we should be communicating broader than our urban areas and how to invite newer groups of activists like Don’t Shoot Portland, Central Latino or others who can be invited into community with us.

The committee discussed ideas to be responsive to our communities who disrupt and dismantle ableism who don’t often receive as much attention as other forms of discrimination.

The Committee continues to seek out and share resources, articles, news of conferences/workshops/presentations statewide and nationally to local leaders to raise awareness and engage OEA members in social justice activism. We have noted the need for vigilance in all human and civil rights issues in the current political climate as people feel emboldened to speak out against immigrants, people of color and the LGBTQ+ community. We have held a focus on institutional racism, transgender issues, immigration concerns, homophobia, poverty, sexual harassment, and suicide prevention as we move forward in the Committee’s work.

2. Review resources, materials, tools and training currently available to OEA members that promote equity and access to great public schools and make recommendations to enhance OEA programs. [ongoing]

The OEA Union School has not provided the Committee with the catalog of trainings for review in 2021-2022. The committee also does not feel that issues related to its charges have been properly placed before the committee by our leadership and would call on OEA leadership to more actively engage the HCRC committee in 2022-2023.
We continue to reiterate the need for OEA to provide responsive and adaptable trainings to locals as new issues arise.

Additionally, the committee has spent time reviewing Hawaii Education Association’s program for member lead equity training and plans to introduce a proposal in late 2022 to adapt that work to OEA. See HEA’s work at: https://www.hsta.org/human-and-civil-rights-committee/hsta-cares/

The Committee has established a presence on social media and on the OEA website in order to disseminate information on resources, materials, tools and training more effectively to all members across the state. We have established Facebook and Twitter accounts under the Human and Civil Rights Committee and strive to keep information updated and relevant to members. In addition, we are working to create a space on the OEA website for locals to have access to a bank of resources, articles, stories of social justice champions, training, curricula, and more at their fingertips. We are working on publishing the social justice events calendar on our Facebook and Twitter accounts. Throughout this year, members of the HCRC and CORE will be present at OEA events and training (the Advocacy Conference, Education Symposium, OEA RA, and Summer Leadership Conference). Every effort will be made to ensure that there will be members of both committees present to provide information about the committees’ work, and that resources and materials increasing social justice and equity awareness were available for members.

3. **Recommend to the OEA President possible recipients of the Ed Elliot Human Rights Award by January 31.**

Completed.

4. **Review OEA activities/strategies that reflect OEA and NEA commitment to human and civil rights; by March, recommend to OEA Board strategies to enhance member awareness of this commitment.**

To reiterate, the committee does not feel that issues related to its charges have been properly placed before the committee by our leadership and would call on OEA leadership to more actively engage the HCRC committee in 2022-2023.

The HCR committee is in the process of reviewing the EduSage report and making recommendations to OEA. We are also in the process of discussing how to best disseminate the purpose and charge of our work to a broader swath of our membership.

5. **Provide input, guidance and support in OEA’s work in addressing institutional racism.**

The committee does not feel that issues related to its charges have been properly placed before the committee by our leadership and would call on OEA leadership to more actively engage the HCRC committee in 2022-2023.

The HCR committee is in the process of reviewing the EduSage report and making recommendations to OEA.

6. **Review data for the last three years regarding OEA Bylaws Article III. 2. B. for the OEA RA and NEA Bylaw 3-1 (g) for the NEA RA and review implementation of the plan to ensure we are in compliance with these Bylaws for the President.**

[In Process]

7. **Provide copy of all meeting minutes to the President’s Office, along with an annual written report to be included in the OEA RA Handbook and submitted by February 5.**

[Ongoing] - The committee continues to meet beyond the date of reporting.

8. Use the OEA Equity Filter to Help Guide Decision-Making

[Completed]

**Other Work of Note:**

*Created website on the OEA website. https://www.oregoned.org/about-kea/elected-leadership/human-civil-rights-committee

**Other Work On-Going:**

- Followed up with leadership concerning CORE and HCRC related NBI’s from 2021-2022 to ensure follow through and meaningful implementation in a timely manner both in this year and moving forward.

**JUDICIAL PANEL COMMITTEE**

**COMMITTEE MEMBERS:**

Shelli Comer  Laurie Edmonds  Alice Jagger
Dear (Tribal Chair, Tribal Co-Chair, Board of Trustees Chair) _________,

We are writing to you today as a committee of members from the Oregon Education Association. The Oregon Education Association (OEA) represents approximately 44,000 educators around the state working in both PK-12 (Pre-Kindergarten-12th Grade) and Community College settings. Our members engage in a representative assembly every year where members representing all areas of our state come together to vote on the work we want to center for the coming year. Several of the areas of interest to our membership had to do with allyship with Native communities and Tribes, specifically land acknowledgments, tribal education and other initiatives. We have been charged by our fellow OEA members to seek guidance from the nine federally recognized Tribes in Oregon, and in how we can best recognize and support work in areas of interest to the (TRIBE Name) both in the present and into the future.

We honor and respect the continued stewardship of the land, plants, animals and people indigenous to this state that Oregon tribes have been engaged in from time immemorial. We also acknowledge the historical legacy resulting from colonization on Native culture. We celebrate and acknowledge the rich resource embraced and advanced by the Oregon tribes in the Tribal History/Shared History Essential Understandings that teaches a curriculum true to our past and present.

What we are asking is, if you have any tribal efforts (educational, cultural, economic, including issues centering on natural resources, language, land back initiatives, etc.) that you are poised to share with the public (and specifically educators), we would love to make that information known broadly to our members. Also, if you have suggestions of ways the public, either individuals or organizations, can assist in any of these efforts, we welcome sharing and advocating for these efforts broadly.

As our organization seeks to acknowledge tribal peoples and lands – during all our large events, in our offices, and many of our meetings we also seek your guidance on the most respectful and relevant way to practice this. We seek to place Tribal Recognition plaques at all our regional offices around the state as a visual reminder of place and history. We have drafted the following statement for these plaques and hope to also include your official tribal emblems around the statement if appropriate. We welcome your
thoughts. We also seek to be respectful listeners regarding any issues where our allyship and support could be of service to an individual tribe or community or to all the tribes collectively.

We acknowledge the nine federally recognized Tribes and other native bands who have been here since time immemorial and continue to have ties to this place. We thank them for continuing to teach us how we might all be here together. We further honor and elevate the tribal approved curriculum for all schools across Oregon that centers the essential understandings of the rich culture and contributions of the Native people in our state and nation.

Our committees are made up teachers who volunteer their time on issues they truly believe will create positive social change for our students, schools and communities. We are happy to engage in conversation with you if you have any questions, concerns or want to share any information with us. Please contact Teresa Ferrer at Teresa.ferrer@oregoned.org.

With respect and gratitude,

OEA Tribal New Business Item Committees
Reed Scott-Schwalbach, OEA President
Enrique Farrera, OEA Vice President
Thuynga Barr, OEA Director of Racial Equity
OEA Committee on Racial Equity
Teresa Ferrer, OEA Staff Liaison

LEGAL DEFENSE PROGRAM COMMITTEE (LDP)

Committee Activities Related to Charges:

The LDP is committed to providing legal assistance and advocacy to OEA members and affiliates. The LDP and the Unified Legal Services Program (ULSP) help guarantee that members' rights are fully protected under: The Public Employees Collective Bargaining Act; Fair Dismissal law; PERS statutes; state and federal statutes, rules and constitutions; and, negotiated contracts.

The Legal Defense Program assists members by:

- Planning legal strategies to assist an aggrieved member in obtaining job-related legal advice. Timely consultation with the local and state association and/or UniServ Consultant will allow proper assistance or legal referral.
- Referring attorneys who are experts in the law of education employee rights. These attorneys stay well informed on recent decisions in employee rights law and are well prepared to assist our members.
- Paying attorney fees and costs for state or federal litigation when the facts of the case and relevant law indicate a reasonable likelihood of prevailing; and, the case will benefit the Association or a significant number of members.
- Paying attorney fees and costs for charges arising out of a direct job-related occurrence covered by the Legal Defense Program such as layoff and license matters.
- Paying attorney fees and costs for counsel in bargaining and strike situations and representation in unfair labor practice cases and other statewide litigation of Association matters, such as ballot measure cases.
- Sharing costs with local associations on arbitration and ULP complaint & answer filing fees.
- Providing legal information for local leaders and members. For example, during the COVID pandemic, many legal-guidance materials were produced to help address some of the myriad challenges facing educators in Oregon.
- Providing support for the Grievance and Legal Rights Training.
- Filing friend-of-the-court briefs or participating as a party plaintiff with a member. These actions are taken when LDP and ULSP recognize that a favorable decision in a particular suit will set significant precedent for educational employee rights.

LDP Activity in Fiscal Year 2020-21

During the 2020-21 year:
- 178 new cases were opened.
• 350 cases were still pending at the end of the year.
• 96% of the LDP cases were resolved favorably for the members or locals involved.

LDP Expenditures in Fiscal Year 2020-21
• LDP expenditures in Fiscal Year 2020-21 totaled $658,802.
• The NEA, through its Unified Legal Services Program, reimbursed OEA for $242,468 of that amount.
• There were attorney fee recoveries of $6,280 in awarded attorney fees and costs and liability insurance claim payments.

The OEA spent the largest amounts of LDP funds representing members in dismissal and TSPC licensure cases; and supporting locals in bargaining crises.

Arbitration and ULP Filing
LDP pays part of the local association’s share of arbitrators' fees and ULP complaint and answer filing fees (a percentage based on the size of the local association) and pays all legal expenses connected with arbitration. Usually, the LDP pays a share of arbitrators’ fees in association and individual cases combined, but none were requested this school year. Several small locals usually receive as much as 90-95% paid upon a showing that the local was unable to pay a higher percentage.
LDP also pays the premiums for association officers' liability insurance coverage ($4,935 in 2020-21). NEA pays members' liability insurance (EEL).

A MEMBER SHOULD CONTACT THE UNISERV CONSULTANT FOR IMMEDIATE ASSISTANCE WHEN QUESTIONS OR CONCERNS ABOUT THEIR WORK OR WORKING CONDITIONS OCCUR. Such assistance may solve the problem. In any event, if financial assistance is sought from the LDP, recommendation of the UniServ Consultant is a necessary part of the application.

The member signs an application form which is returned to the local UniServ Consultant for signature. It is then forwarded to the LDP office at Portland headquarters. The UniServ Consultant provides preliminary advice and help in selecting an attorney. Funding of requests will be considered after supporting information has been received and evaluated. LDP and the NEA ULSP supported cases represent cooperative local, state, and national efforts to secure and protect members' rights.

The LDP Committee is available to hear any member appeals when the member has been denied legal services or funding has been discontinued. The Committee Board Liaison reports to the OEA Board at Board meetings. The Committee also submits an annual report to the OEA President.
LEGISLATIVE ADVISORY COUNCIL

COMMITTEE MEMBERS:

Chair: David Morrocco
Nancy Alkouri  Edith Buchanan  Heidi Casper  Cindy Dougharty-Spencer
Rich Hobbins  Jacob Jonas-Closs  Sarai Lacy  Nancy Lewis
Jeff Matsumoto  Ed Nichols  Desi Nicodemus  Justin Potts
Rich Robbins  John Robinson  Kenneth Roundy  Cyndi Swaney
Betsy Thornewood

Louis DeSitter, Staff Contact
Jackie Judge, Staff Support

CHARGES:

LEGISLATIVE ADVISORY COUNCIL (LAC):

1. Fulfill the tasks and procedures as outlined in OEA Policies 2410, IV. B., and Bylaws Article IX. Section 2.
   a. The Legislative Advisory Council shall propose, coordinate, and promote legislative and political action necessary for goal accomplishment.
   b. The Legislative Advisory Council shall present its recommendation(s) for legislative objectives, in writing, to the OEA Board of Directors for review, amendment, and approval.

2. In accordance with Bylaws Article IX, Section 2, the LAC shall work with the Cabinet for the Center for Public Affairs and the OEA PAC Board to advance OEA’s political agenda and coordinate its efforts, both at the statewide level and as part of local political organizing teams.

3. Review Legislative Objectives and make recommendations for change – ensuring consistency with other OEA governing documents and ideas that promote OEA’s Strategic Intent.

4. Design and implement a communication tool to gather input from Councils and members to inform the work of the LAC and present to the OEA Board by the March Board meeting.

5. Provide a copy of all meeting minutes to the President’s Office and an annual written report to be included in the OEA RA Handbook and submitted by February 5.

6. Use the OEA Equity Filter to help guide decision-making.

Committee Activities Related to Charges:

1. Fulfill the tasks and procedures as outlined in OEA Policies 2410, IV. B., and Bylaws Article IX. Section 2.
   a. The Legislative Advisory Council shall propose, coordinate, and promote legislative and political action necessary for goal accomplishment.
      During the past year, members of the LAC participated in the Virtual Advocacy Conference and provided legislative testimony on a number of bills before both the house and the senate.
   b. The Legislative Advisory Council shall present its recommendation(s) for legislative objectives, in writing, to the OEA Board of Directors for review, amendment, and approval.
      This year, you will find that there are fifteen recommended updates and new items added to the Legislative Objectives. Most are from the Community College Council in their efforts to update the language in their section of the Legislative Objectives and create more equity and equality between full time and part time faculty. These were submitted for review for the OEA Board of Directors’ March meeting.

2. In accordance with Bylaws Article IX, Section 2, the LAC shall work with the Cabinet for the Center for Public Affairs and the OEA PAC Board to advance OEA’s political agenda and coordinate its efforts, both at the statewide level and as part of local political organizing teams.
   On December 4, 2021, both OEA-PAC and LAC combined part of their individual meetings to complete an overview and training on the process for interviewing and endorsing legislative candidates. The partnership between OEA-PAC and LAC on this biennial project are part of the foundational relationship that is formed between our elected legislators and the member/leaders on these committees.

3. Review Legislative Objectives and make recommendations for change – ensuring consistency with other OEA governing documents and ideas that promote OEA’s Strategic Intent.
   Community College Council performed a deep dive into their section of the Legislative Objectives this past year. The result included over two dozen proposed changes and updates to the Legislative Objectives. Some included expansion of pay and benefits availability to bring part time faculty more in step with full time faculty. These recommendations for change were forwarded to the OEA Board of Directors for their review and
included the results from the LAC meeting, where each proposal was given a DO or DO NOT pass vote by members of LAC.

4. Design and implement a communication tool to gather input from Councils and members to inform the work of the LAC and present to the OEA Board by the March Board meeting.

As our lead staff consultant headed to her retirement this January, a formal communication tool has not been fully designed nor implemented. It will be to the new staff consultant and the next LAC chair to work on this communication tool together to be used in the future.

5. Provide a copy of all meeting minutes to the President’s Office and an annual written report to be included in the OEA RA Handbook and submitted by February 5.

All minutes from each LAC meeting are automatically given to the President’s Office when they are distributed to the members of LAC. The report you are now reading is the annual written report that has been included in the OEA RA Handbook.

6. Use the OEA Equity Filter to help guide decision-making.

One of the proposed updates to the Legislative Objectives was provided by LAC member, Cyndi Swaney, which proposes to include Indigenous People’s Day as a recognized school holiday. Currently this state holiday is recognized by many state offices, yet it is left to the decision of each school district if this day is included in their list of school holidays. Making this holiday a student-free day at school opens the opportunity for students from indigenous populations to participate in local events rooted in the history of their group. The proposal also offers an option for schools to remain open but host an awareness event to allow the freedom of expression for indigenous groups to celebrate their culture.

Additional information:

Finally, the seats for LAC will adjust at the end of June when many current terms expire. The redistricting of Senate seats has had an impact on the assignments for each council on the LAC.

Here are the current vacancies:

<table>
<thead>
<tr>
<th>Region I:</th>
<th>Region II:</th>
<th>Region III:</th>
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<tbody>
<tr>
<td>OEA District 15 Senate 14</td>
<td>OEA District 04 Senate 04</td>
<td>OEA District 18 Senate 26</td>
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<tr>
<td>OEA District 13 Senate 16</td>
<td>OEA District 05 Senate 07</td>
<td>OEA District 19 Senate 28</td>
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<tr>
<td>OEA District 26 Senate 19</td>
<td>OEA District 11 Senate 08</td>
<td>OEA District 12 Senate 29</td>
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<td>OEA District 10 Senate 22</td>
<td>OEA District 16 Senate 12</td>
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<td>OEA District 20 Senate 24</td>
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<tr>
<td>Statewide: OCESP and CORE Liaisons.</td>
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</table>

LOCAL LEADERSHIP DEVELOPMENT TASK FORCE

COMMITTEE MEMBERS:

Alison Conner Toni Myers
Jana Giles Ryan Roach
Sabrina Gordon Natalie Wassom-Paul
Kathleen Kuftin

Staff Liaison: Susan Crumpton, Peter Bauer
Board Liaisons: Becky Crane, Jill Golay, Robin Troche, Sarah Barclay

CHARGES:

1. Support and make recommendations on the development of a training and support program for local leaders.

2. Provide a copy of all meeting minutes to the President’s Office and an annual written report to be included in the OEA RA Handbook and submitted by February 5.

3. Use the OEA Equity Filter to help guide decision-making.

Committee Activities Related to Charges:

1. Support and make recommendations on the development of a training and support program for local leaders.

The OEA Union School worked with Governance and local leaders to create a comprehensive leadership development continuum for supporting newly elected presidents and emerging leaders within OEA. The task force met three times and gave feedback on leader needs, the timing and delivery of learning opportunities, and various learning designs. The intention of this team is to create multiple pathways for newly elected leaders to
engage with a cohort of peers from across the state. The learning designs are intended to be flexible to meet the individual’s schedule while taking advantage of already scheduled OEA events. Deliverables will include a map of the year, a revised President’s manual, and protected online space in our learning management system OEA Learn, and clearly defined conference offerings across OEA events.

**Learning Design Examples**

**Anytime Learning**
- Map of the Year
- President’s Manual
- OEA Learn Space- videos, discussion board, shared documents
- Self-paced module

**Local or Regional Learning**
- UniServ Meetings
- Bargaining Council Meetings
- 1:1 with UniServ Consultant

**President’s Meetings**
- 5-10 minute skill presentations (record and post to OEA Learn)
- Office Hours- drop in for specific help, more video recording
- Release Time President’s meetings

**In-Person Conference Opportunities**
- Summer and Fall Conference
- Winter Leadership Retreat (new event)
- PAC Convention
- OEA RA
- NEA Conferences

Next steps include sharing the learning designs with leaders to seek additional feedback and good ideas, development of the leadership map aligned with our calendar year and identifying some high leverage learning designs to begin next year.

2. Provide a copy of all meeting minutes to the President’s Office and an annual written report to be included in the OEA RA Handbook and submitted by February 5.

   Completed

3. Use the OEA Equity Filter to help guide decision-making.

   On going

**NEA DIRECTORS ANNUAL REPORT**

**Directors:**
Jennifer Scurlock, Senior NEA Director, Eugene EA (jennifer.scurlock@gmail.com)
Adolfo Garza-Cano, NEA Director, Portland TA (Agcano.oea@gmail.com)
Chris Early, NEA Director Interim, Umatilla EA (Chris.Early.OEA@gmail.com)

**Highlights from Individual NEA Directors:**
As a proud public school teacher and union activist, Jennifer also serves on various boards and committees—NEA Board of Directors, Chair of NEA’s Human and Civil Rights (HCR) Awards Committee, NEA Black Caucus, OEA Executive Committee, OEA Budget Committee, Governor’s Education Recovery Committee (ERC), and Oregon’s State Board of Education. As an NEA Director, and as part of OEA’s Congressional Action Team (CAT), Jennifer and her fellow NEA Directors—Chris Early and Adolfo Garza-Cano—meet with members of Congress and their legislative assistants to advocate for public education. She enjoys advocating for those in need, and is grateful for the love and support she has received throughout her years as a public school teacher.

Adolfo Garza-Cano is a passionate kindergarten educator and dedicated single father of three. He currently serves as an NEA Board Director and has lobbied in both Salem and Washington D.C. He is part of the OEA Budget Committee and the OEA RA Planning Committee/Standing Rules. He also serves on NEA’s Professional Standards and Practices Committee. He was a former Co-chair of; Portland AT Racial Equity Committee, OEA’s Human and Civil Rights Committee, and OEA/NEA Resolutions Committees. He lives by the motto “Listen, learn and serve.”
Chris Early is finishing his first year as NEA Director. He has been President of the Columbia River UniServ Council, serving 14 Lower Columbia Basin locals, for three of the past four years; and is a past president of the Umatilla Education Association. In his NEA Director role, he is part of NEA’s Think Tank for Reimagining the Future of Public Education, which is working to develop a framework by which public schools can become more student-centered, performance-oriented, and collaboratively directed; and less hierarchical and punitively driven. Early also serves on the OEA Board of Directors, the OEA Foundation Board, and the OEA Budget Committee.

Lobby Efforts with Members of Congress (2021/2022)

In addition to serving on the NEA Board, NEA Directors meet with members of Congress and their legislative assistants to advocate for public education at the national level. As part of our NEA Legislative Priorities (as stated in the 2021 Annual Report: 117th Congress of the United States), NEA Directors focused on the following legislative priorities:

I) Building Learning Communities for the Future

II) Fight for Racial, Social, and Economic Justice

III) Protect and Strengthen Democracy

I. Build Learning Communities for the Future

COVID-19 relief and stimulus. Provide hundreds of billions in emergency funding to address immediate needs: equipping students and educators for remote teaching and learning via the E-Rate program; broad-based debt cancellation for student loan borrowers; paid sick leave; ameliorating hunger and homelessness; and state and local aid to avoid laying off educators, firefighters, and other essential public servants.

Funding for students most in need. Target resources to the students most in need—for example, through Title I of the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA).

Community schools. Expand, enhance, and substantially increase funding for the Full-Service Community Schools (FSCS) program to help public schools provide culturally relevant instruction and integrate medical, mental, and nutrition services; mentoring and youth development programs; technical assistance; and continuing education courses.

School modernization. The American Society of Civil Engineers gives the condition of America’s public school buildings an overall grade of D+. In addition to needing renovation and repairs, many have poor indoor air quality—a critical concern, especially during the pandemic. Pass a comprehensive infrastructure bill that includes a historic investment in making public school buildings energy efficient and sustainable.

Higher education. Reauthorize the Higher Education Act that governs student-aid programs, federal aid to colleges, and oversight of teacher preparation programs. Focus on making higher education more affordable and accessible, expanding public service loan forgiveness, and enacting broad based student loan debt cancellation to invigorate the economy and narrow the racial wealth gap.

II. Fight for Racial, Social, and Economic Justice

Diversify the educator recruitment pipeline. Research shows that qualified educators of color advance the academic achievement of diverse students, bringing benefits to classrooms and culturally responsive pedagogy. As role models, parent figures, and advocates, they can build and deepen relationships that help Black, Brown, and Indigenous students feel connected to their schools. They also enhance cultural understanding and appreciation among white colleagues, teachers, and students.

Comprehensive immigration reform. Provide legal status and pathways to citizenship for Dreamers—people brought to the United States as minors who know no other country as home—and others allowed to remain here for humanitarian reasons.

Child nutrition. Ensure all students have access to healthy school meals. Maximize access to food aid like the Supplemental Food Assistance Program (SNAP) for families and individuals experiencing food insecurity.

Retirement security. Protect Medicare, preserve Social Security, and repeal the Government Pension Offset (GPO) and Windfall Elimination Provision (WEP) that deprive public employees of Social Security benefits they have earned.

Tax fairness. Reform the tax code to ensure sufficient revenue to expand critical public services, modernize schools, and invest in a vibrant and equitable economy. Rollback egregious corporate tax breaks and giveaways to wealthy individuals while increasing support for working families. Expand and make permanent the educator tax deduction.
Health care. Improve the Affordable Care Act by focusing on comprehensive coverage that reduces out-of-pocket costs for individuals and families, including prescription drugs. Maintain protections for people with pre-existing conditions.

III. Protect and Strengthen Democracy

Workers’ rights. Ensure that our nation’s 20 million public employees have the right to organize and bargain collectively bypassing the Public Service Freedom to Negotiate Act.

Democracy reform. Ensure access to the ballot box—our most fundamental right as citizens—by making it easier, safer, and more secure to vote, restoring protections eliminated by the Supreme Court’s decision in Shelby v. Holder, and making the District of Columbia a state.

Judicial nominations and court reform. Build and expand the federal bench to reflect the diversity of our nation and legal experience within it.

OEA CHOICE TRUST

BOARD OF TRUSTEES:
Trust Board President: Debbie Brudevold
Board Secretary: Mari Jones
Board Member / OEA President: Reed Scott-Schwalbach
Board Member: Chuck Albright
Board Member: Jordan Ng

Trust Executive Director: Lauren D. Booth

Mission: We provide expertise and resources to help Oregon public education employees create comprehensive and flexible well-being programs to build a culture of wellness that becomes the norm. We prioritize quality service and partnerships that support a journey to wellness.

Vision: All Oregon public school employees are healthy, resilient and engaged as champions for healthy school environments and vital communities. As a result, they are fulfilled in their work, model well-being for students and are better equipped to foster student success.

Education Employee Well-Being Grant Program

OEA Choice Trust is dedicated to workplace health, well-being and resilience for all Oregon public school employees.

OEA Choice Trust’s approach acknowledges the dynamic interaction between individuals and the places where they live, work and play. Individuals are better able to put health promoting behaviors and resilience skills into action when their workplace practices and social norms collectively create the opportunities to be healthy, safe, supported, engaged and challenging. Creating a workplace culture and environment that values and prioritizes employee health, well-being and resilience is essential to the overall success of school employee wellness initiatives and, ultimately, education.

Since 2009, the Trust has partnered with school districts, education service districts, and community colleges across the state and has observed what works. The Trust’s staff works with all education employees, such as administrators, education support professionals, teachers, and faculty of Oregon’s pre-K-12 school districts, educational service districts and community colleges. The Trust provides grants, resources, gatherings, an annual statewide school employee wellness conference (with no registration fee), technical assistance and coaching. All are focused on nurturing a culture of health, well-being and resilience. No matter where someone is in their journey to well-being, the goal is that their workplace will provide the encouragement, permission and resources they need.

Principles that guide OEA Choice Trust’s employee wellness program grants:

• A comprehensive employee wellness program can positively affect employee health, well-being, morale, job satisfaction, and engagement, as well as reduce absenteeism.
• Education employee wellness programs are evidence-informed and use promising practices to achieve desired goals and results.
• Comprehensive employee wellness programs are integrated into the organization/district programs, practices, and policies to create the conditions that support staff health and well-being.
• Programs are tailored to the local needs and priorities of all employees and the organization (district/ESD/community college).
• Employee wellness programs can start small and build a strong foundation for success and sustainability.
• Successful programs are actively supported across the entire school community and the organization (district/ESD/community college).
• Staff model healthy, resilient behaviors and skills that support healthy student development and academic success.

Currently there are 25 active grantee groups receiving annual grant awards and technical assistance through the School Employee Wellness (SEW) Grant Program (now referred to as the Education Employee Well-being (EEW) Grant Program). In the most recent fiscal year, there 13,903 eligible to participate in wellness programs funded by SEW grant program, and the well-being impact extends out to the employees’ families, students, and community. There is a current EEW grant opportunity, with applications due April 29, 2022. Please check https://oeachoice.com/grants/program/ for the most up-to-date information.

Resources and Support

**Mini Grant Program:** The purpose of the Mini Grant Award is to support established school employee wellness programs with funding up to $5,000 to be used to promote school employee health, well-being and resilience using the OEA Choice Trust Framework of Proven Strategies and Best Practices as a guide. As of July 2021, the Trust has awarded 22 awards totaling $129,376. There are two Mini Grant application opportunities per year. Details can be found at https://oeachoice.com/grants/mini/

**Website:** OEA Choice Trust website offers a variety of tools and resources to support the planning and implementation of work-site wellness programs that support Oregon public school employees’ health, well-being and resilience. Learn about The School Employee Health & Well-being Model which reflects the Trust’s holistic approach to well-being. By understanding and supporting different aspects of employee well-being, your organization can develop a plan that fits the unique needs of your school employees and district priorities. Visit the resource library for a multitude of ideas and links to credible, promising practices that are categorized by the employee well-being elements of physical, social, emotional, purpose and financial needs www.oeachoice.com

**Educator Health & Well-being Support Funding:** Beginning in the fall of 2021, OEA Choice Trust made available up to three million dollars in special one-time support funding for school districts, education service districts and community colleges to support the health and well-being of Oregon public education employees.

This funding is in response to the emotional toll caused by the unprecedented challenges of COVID-19 and rising racial and political tensions, so that employees can feel valued, appreciated, and supported. As of February 1, 2022, OEA Choice Trust had awarded $865,000 in support funding to 75 districts/organizations.

**Success Stories:** OEA Choice Trust partners with grantees to highlight their success in a guided interview and writing process that produces a tool for communication for both the grantee and OEA Choice Trust. The latest success stories were released in January 2022 which included Ashland School District and Portland Public Schools’ Nutrition Services.

**Technical assistance and support** are provided to current and past grantees based on local needs and requests and can include site visits and individual conference calls with OEA Choice Trust staff. Trust staff also provides support to non-grantees to answer questions about school employee wellness and applying for a grant. The State-wide School Employee Wellness Conference listed below is open to all Oregon Public School Employees.

The 13th Annual Journey to Wellness Meeting (JTW) was held in October 2021 using a virtual format. OEA Choice Trust grantee groups are required to have at least one representative participate in this annual meeting. The Trust is happy to report that 90% of active grantees and Walker Tracker recipients attended the JTW meeting held in October 2021. A total of 118 participants attended, representing 38 education entities, 11 partner organizations, and 7 OEA Choice Trust staff.

The Blueprint for Wellness is a resource guide that was developed for use in implementing and sustaining effective school employee wellness programs for and the organization (district/ESD/community college). The guide is tailored to the school environment and can be found at www.oeachoice.com.
The **School Employee Wellness Program Survey tool** was developed in collaboration with Gladstone School District to collect key information to evaluate the effectiveness of wellness programs. This tool is customizable to meet local needs and provides information for the grantee and the Trust.

**Walker Tracker** is an online wellness activity tracking tool, customized to meet local needs and motivate participants through virtual map challenges and social engagement. OEA Choice Trust pays to make this available to all current and past grantees free of charge, as long as their school employee wellness program continues to meet specific eligibility criteria. OEA Choice Trust hosts an annual challenge between all participating districts/ESDs/community colleges each fall.

**The 9th Annual Oregon School Employee Wellness Conference 2021:** “**Rejuvenate - Come Join Us!**” Due to COVID-19 and health and safety concerns around large group gatherings, the decision was made to hold the annual state-wide School Employee Wellness (SEW) Conference virtually in 2021. An advisory committee was formed with 15 members including: Lisa Collins, Education through Engagement; Kay Zimmerli, Emmie Hiersche, Kaiser Permanente; Amy Kearns, Moda Health; Julie Mack, Centennial School District; Grace Clark-Hibbs, Portland Public Schools Nutrition Services; Leah Starkovich, OEA; Jennifer Chandler, Oregon Public Health Division; Valerie Franklin, Klamath Community College; Cynthia Harber, Astoria School District; Glen Baly, Oregon Educators Benefit Board; Melinda Fitz-Henry, Gervais School District Nutrition Services; Katelyn McGill, Melissa Ojeda-Hernandez, Willamette ESD; and Mari Jones, Fern Ridge School District. Committee members are vital to the success of the conference and represent diverse health and education organizations.

- The conference was held on April 8, 2021 3-6 PM and on April 9, 2021 2-5 PM
- The conference theme was: “Rejuvenate – Come Join Us!” with a focus on promoting emotional, mental, and social well-being.
- On April 8th and 9th, 253 of the 470 registrants virtually attended the 2021 Oregon School Employee Wellness (SEW) Conference. Of the 253 participants, 89% represented school employees from 77 education entities (districts, ESDs and community colleges).

**Mindfulness Initiative:** Recognizing the important links between mindfulness-informed practices, stress resilience, and enhanced physical and mental health, the Trust has committed to expanding its service to Oregon public school employees by funding a collaborative partnership with psychologists Drs. Grace Bullock and Lori Allen to develop, deliver and evaluate a model for creating a mindful approach to employee well-being. The intention of this model is to provide a flexible, modular framework for schools and districts to build internal capacity to use evidence-based, mindfulness-informed practices to support individual and school-wide well-being and enhance stress resilience. Currently the Trust is working with Rainier School District, Fern Ridge School Districts, Salem Keizer School District’s Transportation Department, and Lane ESD as pilots to learn what works best in collaboration with school employees. The Trust continues this journey with Oregon Mind Body Institute as the principal partner (Dr. Lori Allen and Dr. Shin Shin Tang).

**Pilot work:** It is part of the Trust’s vision that ALL Oregon public school employees are healthy, resilient, and engaged as champions for healthy school environments and vital communities. Through our experience and communication with grantees, we recognize not all school employees are given the opportunity to be involved and engaged in SEW programs, either because they are not eligible for health benefits, or the planning of the program does not consider the diverse needs, interests, cultures or work schedules and conditions. These employees can be found in nutrition services, maintenance and transportation to name a few and are critical to the education system. The Trust is in the midst of conducting a 5-year pilot study to better understand how to design and plan an employee wellness program that is tailored to meet the specific and diverse needs of support staff.

**The Tooth Taxi:**

In a unique partnership between OEA Choice Trust, Moda Health and the DFO (Dental Foundation of Oregon), the Tooth Taxi promotes and improves dental health for children and dental hygiene education for children and school employees. Since September 2008 the Tooth Taxi has traveled all corners of the State of Oregon visiting close to 500 schools/community sites.

The TT team has continued to find ways to provide services to those in need during the COVID-19 pandemic. For more information about the Tooth Taxi or to request a Tooth Taxi visit and to read stories from the road visit the Dental Foundation of Oregon’s website: [www.SmileOnOregon.org](http://www.SmileOnOregon.org).
A HUGE thank you to the OEA Choice Trust Board, staff and partners that contribute their expertise, time, and talents in making all the accomplishments in this report a reality!!

Please visit www.oeachoice.com for more information.

OEA FOUNDATION

Helping students succeed since 1995.

OEA FOUNDATION BOARD MEMBERS:

Foundation Chair: Enrique Farrera
Vice Chair: Lindsay Jansen-Hostetler
Secretary-Treasurer: Tracey-Ann Nelson/Designee

Board:
Judy Christensen
Jennifer Dorsey
Chris Early
Ayla Olson
Amanda O'Sullivan

Honorary Member: Bruce Adams

Administrative Support: Amanda Traut

The OEA Foundation is an amazing organization within the Oregon Education Association where all members can participate in helping students meet their needs.

The Oregon Education Association Foundation board members are Foundation Chair Enrique Farrera, OEA Vice President, Vice Chair Lindsay Jansen-Hostetler (Region II), Foundation Board Secretary Chris Early (Region III), At-Large Board Members Ayla Olson (Region III) Jennifer Dorsey (Region I), Amanda O’Sullivan (Region III), Judy Christensen (OEA Retired), Reed Scott-Schwalbach, OEA President. Honorary Members are Bruce Adams, Robert Crumpton. Staff Support are Amanda Traut, Monique Porter, Annie Duncan.

Established in 1995, the OEA Foundation provides educators with up to $100 grants to help students meet basic, urgent and immediate needs so they can succeed in school. Cash grants from the Foundation fill needs unmet by any other source.

Since the beginning, the key source for these critical grants has been donations from OEA members and staff. The OEA family continues to be generous in their support through payroll deductions and cash and online donations. The Oregon Education Association funds all of the administrative costs of the Foundation, which allows all donations to be used to provide direct assistance to students.

One hundred percent of all donations go directly to assist public school students in Oregon. OEA pays for all the administrative costs of the Foundation through member dues. Foundation grants can be used to buy a warm coat, a pair of shoes, clothes, a doctor's appointment, a pair of eyeglasses or to purchase medication, to name just a few of the needs. Your support of the OEA Foundation will make a difference!

During the OEA-PAC we had a live auction and raised $405 to the foundation. Also, our retired members were able to raise an additional $162 in cash during the OEA-PAC. Our retired union siblings are strong supporters of the Foundation, and they have year round fundraising events to support this important work. During the OEA-RA they are leading the Foundation table and live auctions to benefit this program. The Professional and Associate staff of OEA also contribute to the Foundation. 61 staff have an OEA-Foundation deduction from their biweekly paychecks with $8.08 as the average donation per paycheck. A special thank you to the Betty Tumlin family. Betty was a longtime OEA member and strong supporter of the Foundation within the retired group. The family estate donated $91,517.48 to the Oregon Education Association Foundation. This year, the foundation has directly assisted 982 requests and helped students with $109,798.16 of direct support.

California Casualty is a generous supporter of the OEA Foundation and is a Premium Sponsor of the 2022 OEA Representative Assembly. This year they have donate $22,500 to the foundation. MODA has also been a great partner to the foundation and has donated items for our live auctions.

Thank you to all our donors and supporters.

OEA Foundation Payroll Deduction Link Form
OREGON EDUCATION ASSOCIATION-POLITICAL ACTION COMMITTEE (OEA-PAC)

BOARD MEMBERS:
Chair: Caryn Connolly
Vice Chair: Matt Bell
Board Liaison: Matthew Reed
LAC Chair: David Morrocco
Reed Scott-Schwalbach, OEA President

Celine Buczek  Elizabeth Hunt  Charlotte Riester
Jessica Colburn  Cybele Higgins  Joanne Shepard
Lisa Foggia  Michelle Johnson  Darleen Wallingford
Jody Eppolito Folkedahl  Elizabeth Nahl  Darnell Williams
Christina Geierman  Mark Nevala

Non-voting Liaisons:
Juliet Safier, Cabinet for Public Affairs
Diane Hicks, CORE
Nicki Belnap, OCESP

Staff: Elvyss Argueta and Jackie Judge

Secretary-Treasurer: Trent Lutz

The OEA-PAC does not have charges as other committees do because they are governed by their own constitution, bylaws, and operating policies.

During the last few months of 2021, we saw the legislature redistrict the state, based on the population numbers of the 2020 US Census Report. The Supreme Court got involved when the state republicans disagreed with the districting created for all six of the state’s congressional districts. The Supreme Court upheld the decisions made by the legislative team, so the date for implementation remained on January 1, 2022. Legislatively, our new districts are very changed along the I-5 corridor and in central Oregon where the greatest population changes during the past decade have taken place. Statewide, Governor Kate Brown is in her final year, as she terms out of eligibility for her office. The OEA-PAC Board has been very busy with Convention preparations and legislative interviews, on top of their regular activities.

Currently we are in our most active candidate endorsement cycle in recent memory. Last weekend, February 18-19, 2022, our OEA-PAC Convention happened and was live streamed to 214 delegates from around the state. A few delegates also watched from California, and as far away as Guatemala! OEA-Retired had a lively group that used the OEA HQ Boardroom as a gathering place. With our newly gained seat in the US House of Representatives and Peter DeFazio having decided to retire from public service at the end of his term, we saw a great number of candidates speak at the OEA-PAC Convention this past weekend. At the end of the weekend, our delegates chose the following candidates for OEA-PAC endorsement:

Governor: Tina Kotek
BOLI Commissioner: Christina Stephenson
US Senate: Ron Wyden
US House CD1: Suzanne Bonamici
US House CD2: No candidates = no endorsement
US House CD3: Earl Blumenauer
US House CD4: Val Hoyle
US House CD5: Jamie McLeod-Skinner

A total of nineteen candidates participated in the endorsement convention for the above nine contests. Lively discussions took place throughout the convention. At its peak, 187 out of 214 delegates who were registered for the event were engaged in full participation by watching speeches, asking candidates questions, debating over candidates, and in the end, voting for the candidates of their choice. All candidates for federal office will have their endorsement heard before the next NEA Fund Board Meeting where OEA president, Reed Scott-Schwalbach, will present each candidate and make the case for endorsement by the NEA Fund for Children and Education.

Current vacancies on OEA-PAC are in the following councils: TREC, Eugene, CRUC, Beaverton, MidValley, Mt. Hood, Douglas County, ASK-ESP, and ThreeValley. The meeting schedule for the OEA-PAC Board has

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traditionally been mid- to late-July on the Monday prior to the start of Summer Conference, early in October, early in December, and again in March. Chair Caryn Connolly has added bi-monthly conference calls for updates and decisions; which have been very well attended during this past year.

We will publish the endorsed candidates on the OEA website and it will continue to get updated as legislative endorsements move forward. The next election’s ballots must be postmarked by Tuesday, May 17th. This is the first time Oregonians need to only have their ballot postmarked by the election day.

**RELIEF FUND COMMITTEE**

**COMMITTEE MEMBERS:**

**Chair:** Alejandra Barragán
Lucius Jones

**Board Liaisons:** Ayla Olson, Jeremy Taylor

**Staff Liaison:** Adam Arms

**CHARGES:**

1. Perform the duties of the Relief Fund Committee as outlined in Policy 7000.
2. Examine OEA’s governing documents, including OEA’s Strategic Action Plan and consider them in relationship to the committees stated purpose and recommend changes as necessary.
3. Provide copy of meeting minutes to the President’s Office, along with an annual written report.

**Committee Activities Related to Charges:**

**THE FIGURES BELOW ARE UNAUDITED AND SUBJECT TO CHANGE**

For 2020-21, $159,526 was expended from the account:

Expenses that have been expended September 1, 2021 to January 31, 2022 are below:

- COVID Individual Relief Grants to members $12,746
- Administrative Fees $6,830

As of January 31, 2022, the Market Value of the Relief Fund is $38 million.

The Committee held a conference call meeting in October 2021 and November 2021. The Committee discussed, among other matters, requests for bargaining-crises assistance from Hood River EA.

**RESOLUTIONS COMMITTEE**

**COMMITTEE MEMBERS:**

**Chair:** Angela Adzima

Ellen Dyer Mary Watkins Darlene Andrus
Erika Ingraham Kristina Pico Bobbie Hankins
Cindy Landrum

**Board Liaisons:** Juliet Safier

**NEA Resolutions Committee Members:**

Juliet Safier, Lindsay Jansen-Hostetler, Ben Gorman

**Staff Liaison:** Andrea Shunk

In 2022 the Committee began the work of reviewing and updating our Resolutions. The Committee met originally on Nov. 2, 2021. The committee worked both virtually and electronically to complete its work. We began reviewing Resolutions on Jan. 29, 2022. The committee finalized recommendations to the Board on Feb. 18, 2022.

The Committee was focused on ensuring our resolutions included case load in discussions of class size, promoted equity, and sought to protect educators in addition to students. The committee also continues to review impacts of the global COVID-19 pandemic and how our resolutions should respond.
SOCIAL STUDIES TASK FORCE

COMMITTEE MEMBERS:
Chair: Caryn Connolly
Jeffrey Fuller
Rose Janusz
James Moran
Katelyn Hamilton

Board Liaisons: Russ Peterson

CHARGES:
1. Work in collaboration with OEA staff on ways to promote the increase of Social Studies instructional time
2. Provide input on ways to support robust social studies instruction in public education
3. Provide input on bills being proposed in the Legislature connected to Social Studies
4. Give and seek input on K-12 Social Studies standards
5. Provide a copy of all meeting minutes to the President’s Office, along with an annual written report for the OEA RA Handbook to be submitted by February 5
6. Use the OEA Equity Filter to help guide decision-making

Task Force Activities Related to Charges:
Since the 2021 OEA RA we transitioned from being a task force to a committee. Shortly after the RA we held a professional development opportunity via Zoom with the author of Vanport. During the 2021 Legislative session we worked with and gave input to OEA GR Staff around the required Civics graduation requirement. The committee lost several members this year due to a lack of capacity and workload. We additionally did not have a OEA staff liaison for several months which made meeting and getting work accomplished a challenge. The committee has lacked the capacity to meet this year more than once. We are deeply concerned about what we are seeing nationally around efforts to control and censor what is taught in social studies classes and would like to see supports put in place to support educators dealing with parents and community members who can be very confrontational about what is being taught. We would like to recruit more members and hope that in the 2022-23 school year we can become more active as a committee.

SPEECH LANGUAGE PATHOLOGIST TASK FORCE

COMMITTEE MEMBERS:
Chair: Sara Starlin
Megan Postelwait  Melissa Link-Cole  Kristina Schmalzer
Jeff Gierer  Jody Korepta  Rhonda Tyler

Board Liaison: Gwen Sullivan
Staff Liaison: Bob Sconce

ACTIVITY RELATED TO CHARGES:

COMMITTEE CHARGES:
1. Examine issues impacting Speech Language Pathologists in Oregon and make recommendations for how to improve working and learning conditions.
2. Make recommendations for how to best support and engage Speech Language Pathologist members.
3. Submit a report by February 5 for publication in the OEA RA Handbook
4. Provide copy of all meeting minutes to the President’s Office
5. Use the OEA Equity Filter to help guide decision-making

ACTIVITY RELATED TO CHARGES:
1. SLPs licensed through the Oregon Board of Examiners for Speech Pathology & Audiology (BSPA) need to have professional development hours pre-approved if they are not from an ASHA approved provider or their employer. Last spring the SLP Committee worked with OEA to identify sessions at OEA Summer Conference that are applicable to SLPs practicing in the field. After submitting the request to BSPA, 11 courses were approved for continuing education hours.
2. The SLP Committee began making plans to educate members about the range of services that SLPs provide and the settings they work in.
SPECIAL EDUCATION COMMITTEE

COMMITTEE MEMBERS:

Chair: Neils Pasternak
Alisha Chavez  Vicki Korpi  Sandra Walk
Kate Aly-Brady  Erika Ingraham  Venus Reeve
Malory Turner  Lisa Davis  Jenny Scheafer
Casey Townsend

Board Liaisons: Lise Lee, Angie Spracher
Staff Liaison: Erin Whitlock

CHARGES & ACTIVITIES OF COMMITTEE:

1. Continue the work of the Task Force to build action plans to address: caseload, “one-size-fits-all” education, and safety, and create an additional action plan on mental health issues in our schools.

   Activity Related to Charge #1: We have worked extensively on building our best practices around inclusion models & Least Restrictive Environment. The Vision we are working towards is to create a presentation titled "Best Practices for Inclusion: Promoting positive inclusion experiences for students with exceptionalities", which we will present to ODE to get their feedback in order to improve it further. After that we want to share it with school districts across the state and country. In order to accomplish this goal we have:
   ● elevated a problem of practice statement (Best practices regarding advocating for the “Least Restrictive Environment” and positive inclusion experiences for students, and especially those receiving SPED services, are not widely known, discussed, or shared.)
   ● completed a root cause analysis of why this problem exists;
   ● completed independent study and shared with one another best practices we learned and already use;
   ● conducted multiple empathy interviews with various groups of stakeholders to gather their perspectives and lived experiences on this topic and connect with their needs in a meaningful way;
   ● collaborated with NEA delegates who were also members of the Caucus for Educators of Exceptional Children and have created multiple Jamboards about Inclusion and the Least Restrictive environment;
   ● and started building an outline of a presentation/resources curated for our upcoming meeting with ODE.

2. Engage other OEA workgroups and members in this work to obtain feedback and move work forward.

   Activity Related to Charge #2: We have reached out to our locals and districts to inform them about our work and how we can help as a committee this year.
   ● We have connected with the Caucus for Educators of Exceptional Children and worked collaboratively with their members.
   ● We have initiated a partnership with the Trauma Response Task Force to learn from one another, and our chair attended one of the Task Force meetings and invited the Task Force to join our Special Education Committee meeting as well.
   ● Members of our Special Education committee also are a part of Equity SPARKS and have brought forward perspectives to and from both groups to inform the work.
   ● We completed empathy interviews (see #1 above) to gain broader perspectives on our best practices in inclusion models work.
   ● We also created an ongoing process to address Special Education issues that arise in the field, called the SpEd Connect Process. Anyone can use this form to reach out to us with Special Education questions and support needs you have, and we will do our best to respond with helpful (non-legally binding) advice.

3. Recommend actions, to include legislative, policy and district level actions that will improve the educational environment for our students and our members.

   Activity Related to Charge #3: We have worked collaboratively with the Educational Equity Now non-profit to help design and implement several community service projects including providing free online peer tutoring and free family memberships and opportunities for individual pool and locker room access for adapted PE services through the YMCA.
Created a Shared Resources For Students, Teachers, and Families Folder and shared multiple resources including but not limited to; Empathy Interview Templates, Exceptional Children Reading Room, Brain Break Classroom, Native American Children’s Stories, and Little Spot SEL Books Presentation.

See Charge #1 as it relates to a scheduled conversation with ODE on best practices in inclusion & Least Restrictive Environment. As part of this conversation, committee members will also discuss how online programming does not always meet the needs of students in special education and advocate for this as a primary consideration in future iterations of guidances issued and/or recommendations made on this topic.

4. Recommend steps we can take to address the needs of both our special education and general education students and staff.

Activity Related to Charge #4:
- We wrote a statement on the record to the State Board of Education regarding the Oregon Administrative Rules around Special Education Recovery Services and personal protective equipment.
- Our work related to charge #1 (see above) is vital in accomplishing charge #4.
- We shared educational resources that we added to the www.educationalequitynow.com website with members who were early career special educators and who had requested materials that they could use.
- We shared a Student Needs Assessment document with members who wanted to know how student support needs are evaluated. Life Skills Student Needs Assessment (word).docx
- We presented as a panel on February 12th for the OEA Winter Retreat (for Aspiring Educators and Early Career Educators) on what it is like to be a Special Educator, how to work with your colleagues to best support students in special education, how to partner with parents/families, etc.

5. Ongoing process to address issues that arise.

Activity Related to Charge #5: We created an ongoing process to address Special Education issues that arise in the field, called the SpEd Connect Process! You can use this form to reach out to us with Special Education questions and support needs you have, and we will do our best to get back to you with helpful (non-legally binding) advice.

6. Examine and develop recommendations for best practices in Special Education regarding disproportionality of both discipline practices and referrals for special education for students of color, low socio-economic status, and/or with a trauma-history.

Activity Related to Charge #6:
- In partnership with Oregon Educators United, we sent a video message in solidarity to the Newberg Educators Association and students, as well as recruited and volunteered for phone banking and organizing campaigns to support the Newberg Recall election.
- Completed an activity on Identity Markers to help each Committee member understand and see what identities were important and why to each other, helping us to better understand and work together as a diverse community.

We discussed a legislative concept related to banning the use of exclusionary discipline for unexcused absences and tardies and agreed that as a committee we are in favor of this idea.

REPORT ON NBI 2 (2021)

NBI 2: 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.”

It is recognized that at the point this NBI was introduced, school visual screenings were being done by a variety of school staff. At this time school wide visual screenings are not the recommendation of the CDC (1).

Educators and those working closely with students have the ability and knowledge to passively notice many aspects of student health and behavior. A passive observation may include noticing a persistent cough, observing a flushed face, noting a change in how the student typically looks, observing a student with a painful facial expression, and other observations that may indicate illness or injury. Prior to COVID, it was second nature for educators to make
passive observations about students' illness and injury. Indeed, school nurse referral forms, utilized to document referrals by teachers and school staff to the nurse, speak to a well established practice of passive screening by teachers and staff. To make this system work effectively, schools need both access to school nurses/health room staff and school staff need training.

It would be ideal to have a nurse in every building, however, according to the Nursing Services in Oregon Schools 2020-2021 Legislative Report, (2) 30% of school districts in Oregon have no access to school nursing, and “out of the 137 districts who did report nurse FTE, 44 were hired for less than half time, meaning that a nurse was available less than 20 hours a week for the entire district.” Those districts lack consistent nursing support. Ultimately, only 7.6% of districts meet the recommended ratio of one nurse to every 750 students who do not require dedicated nurse staffing.

It is recommended that

1) Schools have adequate access to school nursing and health aide services and
2) Educators and staff working in classrooms receive health office referral training in the following areas:
   a) Passive observation of signs of illness and injury which require referral
   b) Avoiding implicit bias in referrals
   c) Avoiding unnecessary referrals which cause missed instruction time

Considerations for how to respond to COVID in Oregon schools has been a collaborative effort which included, ODE, OHA, public health guidance, educators, administrators and nurse leaders. There have been executive orders that directed school leadership to develop and submit their plans for operationalizing their school’s COVID response. The first plan was Ready Schools, Safe Learners Operational Blueprint and the current guide is the Operational Plan/Safe Return to In-Person Instruction and Continuity of Services Plan. Each of these plans have had many updates as the body of scientific knowledge has grown during the pandemic these plans are available at https://www.oregon.gov/ode/schools-and-districts/grants/Pages/ESSER-Fund-III.aspx. In addition, the Oregon School Nurses’ Association created and updated a tool kit of COVID-19 resources which included tools to teach staff about passive screening by non-health staff (when that was the recommendation of the CDC). OEA will continue to work with local health professionals to advocate for the best health screening processes in schools in order to provide safe and healthy working and learning conditions for students and educators during the pandemic.

As was mentioned at the start of this response, the CDC does not recommend population based screening for COVID symptoms, rather, the CDC recommends adults screen their students prior to sending the student to school.

It is important to note that there is a significant difference and a legal difference between a passive observation made by an educator and a formal nursing assessment made by a licensed nurse. Those staff who do not feel that they have the skills to make passive observations should reach out to their building administrator to arrange for the additional training outlined above.

References:

1) Centers for Disease Control and Prevention (2021, March, 17)


PRESIDENT’S REPORT

OEA President, Reed Scott-Schwalbach

Local Leader Grants:

Local Leader Grants have been awarded to the following locals/councils this year

- Baker EA – encourage local union involvement: $2,500
- Grants Pass ACE – to support member outreach efforts: $2,500
- Lane Community College EA – to support Connect with Colleagues events: $2,500
- Lebanon ESPA – to support member outreach efforts: $2,000
- Phoenix Talent EA – to support new hire outreach and member retention effort: $2,500

Early Career Educator Outreach Grants – to support local organizing around the three critical strategies for successful union engagement: pre-orientation outreach to new hires, high quality new hire orientation experience, and providing support and contact in first 90 days of employment.
• Lebanon EA: $1,500  
• Newberg EA: $1,500  
• North Bend EA: $1,500  
• Scappoose EA: $1,465  
• Springfield EA: $1,500  
• Sutherlin EA: $1,000  

2021-22 REPORT ON IMPLEMENTATION OF NEW BUSINESS ITEMS ADOPTED BY THE 2021 REPRESENTATIVE ASSEMBLY

NBI 1: 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.

ACTION:
• The OEA Special Education Committee completed the pre-work for the meeting in the Fall of 2021 and will be meeting with ODE in the Spring of 2022. Pre-work included conducting empathy interview with OEA members to share stories with ODE, researching best practices for Least Restrictive Environments, identifying possible barriers to LRE, and selecting success stories to share with ODE. See Committee report for more details.

NBI 2: 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.

ACTION:
• The OEA Health Professionals Committee was given this task and is working on it. See Committee report for more details.

NBI 3: 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.

ACTION:
• Conversation with ODE in progress, lead by OEA Special Education committee. Topic has been included in conversations with ODE on Least Restrictive Learning Environment.

NBI 4: 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.

ACTION:
• OEA supported SB 744, passed during the 2021 session, which requires ODE to undertake a review of all of Oregon’s diplomas. ODE and OEA met Fall 2021 to discuss how the department will proceed with community engagement around this endeavor in order to ensure discussion about all diploma options. ODE Status report on SB 744: https://www.oregon.gov/ode/rules-and-policies/Documents/Public_SB_744_Status_Report_01_2022.pdf

NBI 5: 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.

ACTION:
• Public Affairs department is monitoring legislation and lawmakers for where OEA communications are needing to be revised.

NBI 6: 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.

**ACTION:**

- Task force, chaired by Jeff Matsumoto, met several times between September 2021-January 2022 to complete its task. The task force worked with OEA Equity Coordinator Teresa Ferr to research White Supremacist bias in Roberts’ Rules. Task force also met with the former president of the National Association of Parliamentarians to learn more about the history of parliamentary process and alternatives. CORE was asked to give feedback on the task force’s work. Task Force worked with OEA President and Vice President to identify issues caused by parliamentary procedure during 2021 OEA RA and put in place solutions. Task Force members agreed to serve as problem-solving supports for OEA RA delegates during 2022 OEA RA. See Task Force report for more details.

**NBI 7:** 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.

**ACTION:**

- Check box added to Fall 2022 new member forms. Members who volunteered to have their information shared out have had their information collected and shared in the members-only NEA 360 site in a group named Oregon EA Connections. Local leaders informed of the site and asked to share with members February 2022.

**NBI 8:** 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.

**ACTION:**

- Task force extended for 21-22 year. See task force report for more details.

**NBI 9:** 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.

**ACTION:**

- Voucher created and shared with OEA staff, governance.

**NBI 11:** 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.

**ACTION:**

- NBI was referred to the OEA Board. Discussion is ongoing on this concept and other concepts to increase OEA member engagement statewide on anti-racist work at the OEA Board, which includes the OEA Executive Committee and the OEA Budget Committee. OEA is in the third year of an NEA-funded grant to increase member-lead professional development, with focus that includes anti-racist topics and content specifically for underserved populations including our Black, Indigenous and People of Color members. The January grant report shared with the Board of Directors highlighted the over 78 member-led trainings that have engaged over 5,000 members and potential members. In surveying members engaged in the learning opportunities, 67% identified quality professional learning as a valuable aspect of their membership. 95% of participants over the past 2 years of data have been members, 3% of potential members post event have said they would join or joined OEA. Given the situation in Newberg, Medford, and other communities in the Fall of 2021, OEA governance has had ongoing conversations with the Oregon Confederation of Oregon Administrators and the Oregon School Board Association on how to increase school district commitment to creating safe and equitable schools rooted in social and racial justice. We enthusiastically support COSA and OSBA’s work to increase racial equity awareness and action in Oregon administrators and school board members. OEA’s ongoing member-lead programs to increase member awareness and engagement around racial equity include training on Restorative Practices, Grading for
Equity, and OEA is also funding 20 positions in June 2022 to train members on how to facilitate anti-racist trainings.

**NBI 12:** 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.

**ACTION:**
- The OEA Executive Committee is leading the OEA Board’s work on this issue and has implemented the land and labor acknowledgement as part of the regular Board practice. OEA events, including online trainings, have also been implementing the practice and raising awareness in members of the importance.

**NBI 13:** 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.

**ACTION:**
- Website scheduled for update with links Winter 2022. Prior to the 2021 OEA RA Oregon law had already been updated in 2009 with required training for K-12 employees to address bullying including due to race, sex, sexual orientation and gender identity, and in 2020 ODE released the 2020 LBGTQ2SIA Student Success Plan for students to give guidance to districts on how to support students. In February of 2021 OEA then-Vice President Reed Scott-Schwalbach was already collaborating with other unions to host a “Know Your Rights” for Queer workers. The event, June 10, 2021, was advertised on OEA’s website and social media.

**NBI 14:** 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.

**ACTION:**
- Pricing of plaques completed. Ongoing engagement with ODE and Oregon Indian Services on how to engage with the tribes in culturally responsive ways and support in outreach to tribal governments. OEA HR department working to incorporate feedback from the member NBI committees and Committee on Racial Equity on a draft Land Acknowledgement.

**NBI 15:** 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.

**ACTION:**
- Proposed edits slated for Bylaws and Policies Committee’s final consideration, and submission to OEA Board for review in time for consideration for submission to 2022 OEA Representative Assembly.

**NBI 16:** 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.

**ACTION:**
- Member task force created and drafted a letter that passed muster with both the Oregon Department of Education and Oregon Indian Services, who have both been assisting task force to be culturally responsible in our approach with the tribes. Letter was sent to tribal representatives in January and the committee awaits replies before moving forward any recommendations.

**NBI 17:** 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.

**ACTION:**
- OEA was already using demographic data about members to expand Equity Sparks, and used the data in the 2021 Oregon Equity Report to prioritize locals and create local BIPOC database. OEA has ongoing work with the Educator Advancement Council to cross-check data on BIPOC staff percentages in all Oregon schools in order to create action plans for key goals in supporting and retaining BIPOC educators. The planned 21-22
expansion of Equity Sparks retreats to three in 21-22 have been able to be planned despite COVID interruptions. Database work has been used to identify priority areas for mentoring, and improving database quality and staff and member use is an ongoing project.

NBI 18: 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.

ACTION:
• Incorporated into Early Career Organizing Committee charges. Initial pilots through NEA grant funds and Equity Sparks work connected to mentoring have been successful, and a mentoring component is planned for new hire outreach Summer/Fall 2022. OEA staff and governance have ongoing relationship with the Educator Advancement Council, monitoring monthly EAC meetings and monthly EAC-REN meetings, incorporating REN opportunities in Great Public School monthly updates and updates to the OEA board and OEA presidents.

NBI 19: 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.

ACTION:
• Checkbox has been added to our electronic membership form. Information gathered is added to NEA 360 Member database for mailing exclusion.

NBI 20: 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.

ACTION:
• 21-22 budget increased by $5k for webinar costs. Government relations department scheduling meetings with coalition partners with new staff members and new OEA Executive Director post-Legislative session.

NBI 22: 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.

ACTION:
• OEA Government Relations Team has met with legislative leaders to examine current opportunities and advocate that this be included in the workforce crisis work under consideration in the 2023 Legislative session. Advocated for scrutiny on tuition remission and particularly how legislators focus on BIPOC educators in plans for supporting, recruiting, and retaining. Legal flags raised regarding Constitutional issues on using race as a standard for benefit.
## 2022 OEA
### AFFIRMATIVE ACTION REPORT

#### Goals By Gender:

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#### Goals By Ethnic Minority

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<td>0</td>
<td>3</td>
<td>5-15% (met)</td>
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</tbody>
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As of March 1, 2022
Committee Members:
Chair: Jeff Matsumoto
Ty Brack
Gretchen Mollers
Board Liaisons: Jennifer DeForrest, Jennifer Scurlock
Staff Liaison: Teresa Ferrer

CHARGES
1. Examine Roberts Rules of Order and other common practices at the annual Representative Assembly (RA) to determine whether they are rooted in White supremacist culture
2. Make any subsequent recommendations to the OEA RA planning committees.
3. Hold a hearing to present findings and recommendations at the 2022 OEA RA.
4. Provide copy of all meeting minutes to the President’s Office.
5. Use the OEA Equity Filter to help guide decision-making

Committee Activities Related to Charges:

OVERVIEW
NBI 6 charged the committee to examine Robert’s Rules of Order and other common practices at the annual Representative Assembly (RA) to determine whether they are rooted in White supremacist culture and make any subsequent recommendations to the OEA RA planning committees. While the committee did examine common practices of the RA and made specific recommendations to address the barriers, it focused its work on the parliamentary authority of the OEA (OEA BYLAWS Article XIX), Robert's Rules of Order. Critical analysis of Roberts was considered through reviewed articles, meeting with a national parliamentarian and responding to feedback from the Committee on Racial Equity (CORE). The committee came to the conclusion that it wished to extend its work gathering specific feedback from members to fully address the impacts of Robert’s Rules on the decision making process within the OEA.

WHITE SUPREMACY CULTURE
This committee is focusing on the following tenets of White Supremacy Culture, articulated by Kenneth Jones and Tema Okun (2001), to assess the barriers created by the use of Robert’s Rules protocol during the OEA RA.

- Perfectionism
- Sense of urgency
- Defensiveness
- Quantity over quality
- Worship of the written word
- Only one right way
- Paternalism
- Either-Or thinking
- Power-hoarding
- Fear of open conflict
- Individualism/I’m the only expert
- Progress is bigger/more
- Illusion of objectivity
- Right to comfort

These tenets often intersect when forming barriers. Once one barrier is formed, the tenets of White Supremacy Culture interact with each other to create more barriers. Therefore, it is difficult to ever say one tenet is responsible for one specific barrier. As such, the committee identified several tenets present in the OEA RA’s use of Robert’s Rules that are driving inequity.
### White Supremacy Culture Tenets

<table>
<thead>
<tr>
<th>Tenets</th>
<th>Where They Show Up at the OEA RA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfectionism</td>
<td>Time constraints on speakers;</td>
</tr>
<tr>
<td>Sense of urgency</td>
<td>Time constraints from end of NBI presentation to beginning of debate;</td>
</tr>
<tr>
<td>Quantity over quality</td>
<td>Priority given to questions and points of order over debate;</td>
</tr>
<tr>
<td>Either-Or thinking</td>
<td>Process for and access to information distribution prior to RA</td>
</tr>
<tr>
<td>Progress is bigger/more</td>
<td></td>
</tr>
<tr>
<td>Illusion of objectivity</td>
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</tbody>
</table>

Complexity and nuance is required in analyzing these tenets. The committee knows this and hopes to continue this work by adding data from lived experiences of delegates. This will require more time to further this analysis, engage delegate voices, and, hopefully, offer antidotes to the White Supremacy Culture characteristics at work in the OEA RA’s use of Robert’s Rules.

### ARTICLES

**“Robert’s Rules Suck: Why We Can’t Make Change Until We Change the System”** *An Injustice!* 12/04/20

Matt Webber

- Some of the main points:
  - One idea needs to dominate/get majority vote versus a consensus idea
  - Order and time is more important than collective process
  - Individualism over collective values; not culturally responsive
  - Robert’s Rules of Order is foundational to dominant white culture - the system has not changed for hundreds of years
  - RR stays in place because “this is how we’ve always done it”

**“Five Pitfalls of Putting Robert’s Rules of Order In Your Non-Profit’s Bylaws”**

*Tax-Exempt Organizations Alert* 07/30/18

Norah L. Jones, Jodi P. Patt, Jacob L. Zerkle

- Some of the main points:
  - The rules may conflict with organizations governing documents or state law
  - Small groups may get overwhelmed with the rules and procedures of Robert’s Rules. It is better to use a consensus model
  - To properly understand and apply the rules, an organization needs to consult and use a parliamentarian
  - Organizations may not always apply the rules in every decision or meeting
  - There are five editions to Robert’s Rules of Order; therefore a question can be had to what edition is in use

**“Comparison of Robert’s Rules of Order. Consensus Process and Dynamic Facilitation”** *Co-Intelligence Institute*

Tom Atlee and Rosa Zubizarreta

- Some of the main points:
  - Robert’s Rules is all about procedure, standards, majority rule, and efficiency, heavily reliant upon participants doing pre-work and conforming to time and agenda
  - Consensus Process is focused on thoughtfulness, care, individual voice to reach collective agreement, and group facilitation, however, CP can be derailed by group think or trivial concerns of individuals not invested in the process
Dynamic Facilitation eliminates time and procedure constraints to center community and transformation through harnessing creative energy of participants and the group, however, it is heavily dependent upon the facilitator (a weak facilitator could derail the whole process it seems).

Andrea Kinlstedt, Andy Robinson

- Some of the main points:
  - Some believe using Robert’s Rules makes discussion and decisions more valid
  - People who know the rules often abuse it to gain power over the group
  - Consensus works as a group discussion sifting through the pros and cons until a consensus is agreed upon
  - Consensus allows for a continuous response
  - Consensus decision making is time consuming and requires patience and persistence

Fred Francis, Peg Francis

- Some of the main points:
  - Democratic Rules includes 27 pages of rules, motions have similar properties, uses plain language, allows informal decision making, no advantage over others who use it, less complex, a motion may be reworded during the discussion, an amendment cannot be amended
  - Robert’s Rules includes up to 700 pages of rules, various kinds of motions, contains special phrases, formal, members who are familiar with rules may use it to their advantage

**GUEST SPEAKER - MR. JAMES JONES**
The committee met with parliamentarian and past president of the National Association of Parliamentarians, Mr. James (Jim) Jones. During our discussion, Mr. Jones referenced Robert’s Rules as a decision making tool, a process which attempts to hear arguments for and against while keeping order during the debate. While Mr. Jones recognized that the rules may be problematic based on when they were developed, he did not adhere to the view that they are rooted in a White supremacist culture. His organization nor, to his knowledge, any other were examining the impacts of White supremacy culture as described by Okuna to Robert’s Rules. Being more familiar with the procedural workings of Robert’s Rule can prove helpful to delegates, but it does little to quell the committee’s concern that critical voices are going unheard at the Representative Assembly.

**COMMITTEE ON RACE EQUITY FEEDBACK**
The committee received valuable feedback from the December 2021 Committee on Race Equity (CORE) meeting. Below are highlights of the questions and concerns:

- Marginalization of BIPOC and other members during the OEA RA is real and persistent during OEA RA
- Referring to Robert’s Rules as “a tool” is not helpful, as tools have historically been used to perpetuate who holds and who does not hold privilege and voice
- Changes should be more substantive than providing education and training in Robert’s Rules protocols
- How can the specific stories of members who have experienced marginalization be a part of the NBI committee review?
- The NBI Committee should focus on alternatives to Robert’s Rules or articulate more substantive changes in Robert’s Rules
- If more time is needed to get member feedback to do this right, the committee should request it
The NBI 6 Committee used this feedback to help develop a survey to capture the stories and experiences of OEA RA Delegates. It has also requested a continuation of its work to be allowed so it may further explore how and where alternatives to the decision making process of Robert’s Rules can be proposed within the OEA.

EXTENDING THE WORK

The committee has requested an extension of its work to develop, gather and analyze the feedback from a Representative Assembly Delegate Survey. The survey responses will help the committee better understand the experiences of RA delegates and demographic make-up of the OEA RA delegation. Based on the results, the committee hopes to create opportunities for delegates to have greater input, voice and engagement. While our work continues to evolve, it has also resulted in proposed changes brought forth by OEA’s leadership. These include a specific time to conclude RA on the last day and an ability for New Business Items to be amended. The committee looks forward to continuing its work towards improving the Representative Assembly experience.