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

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

Revisions: New language is underlined, deleted language is struck.

RESOLUTION AMENDMENT A

The Board of Directors forwards the Proposed Resolutions Amendment A with a Do Pass Recommendation.

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

GROUP C: SAFETY

II.14 Promoting School Safety

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

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

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

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

Rationale: We know the mental health of educators is paramount to creating a safe and welcoming environment for students. When the mental health of educators is not prioritized, educators struggle to fully support student success. The current education system often does not provide adequate supports for educator mental health. The wording of bodily harm doesn’t fully address the physical harm sometimes done to educators. Physical is a more inclusive and proper term than the limiting wording of “bodily” and further matches the language in the first paragraph.

RESOLUTION AMENDMENT B

The Board of Directors forwards the Proposed Resolutions Amendment B with a Do Pass

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

GROUP C: SAFETY

II.19 Healthy Schools

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

The OEA believes that schools should be sited on land that has been tested and determined to be free of contamination. The Association further believes that adequate land should be provided to insure that students have a place to play and/or pursue athletic activities away from traffic and other dangers and that adequate parking for staff, students and parents/families be provided.
The Associations further believes that schools should be comfortable, attractive, safe and conducive to learning. Clean air and water must be provided. Schools and school property must be kept clean, well-maintained, well-ventilated according to the highest standards, free of molds, toxic substances, and harmful chemicals. Proper ventilation is necessary to reduce the spread of communicable diseases, improve indoor air quality, and reduce exposure to industrial and other man-made pollutants and intrusions.

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

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

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

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

**Rationale:** Vaccines are a scientifically proven disease prevention method. Strong rates of vaccination for diseases protect educators, students, and the community. OEA’s resolutions do not currently contain language about vaccines.

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**RESOLUTION AMENDMENT C**

The Board of Directors forwards the Proposed Resolutions Amendment C with a Do Pass Recommendation.

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

**GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS**

**II.23 Inclusion**

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

1. There should be a full continuum of placement options and services available to all students with disabilities.

2. Placement should be based on individual needs rather than on space availability or on funding. Student placement must be examined on a regular basis to ensure appropriateness whereby all needed services and support are available and should not be made disproportionately by ethnicity or gender. Necessary building staff modifications must be provided to facilitate such placement. If additional space or funds are necessary, they are provided.

3. Adequate time should be provided for all regular and special education teachers/specialists, educational assistants and other relevant ESP staff, and faculty to work cooperatively in the development of the Individual Family Service Plan (IFSP), Individual Educational Plan (IEP), and/or Section 504 plans prior to placement.

4. Students with physical disabilities or medical needs requiring nursing procedures should have their medical needs met by professional nurses or trained medical personnel as approved by the student's physician.

5. All affected staff members should have an appeal procedure regarding the implementation of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP), and/or Section 504 plans especially in terms of placement.
6. Adjustments should be made in class size and caseload using weighted formulas to accommodate the demands of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP), Section 504 Plans, and/or other documentation and the needs of the student.

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

8. If the IFSP/IEP team determines that inclusion is the appropriate placement, sufficient support must be available for the students, teacher(s), instructional assistant(s), and all related student instructional support personnel (SISP). The educational environment must match the learning needs of all students.

9. The success of inclusion should be evaluated considering the effect on all students. If placement revision is required, even if temporary, then it will happen in a timely manner.

10. All affected staff members should have the right to disagree with any provision of the Individual Family Service Plan/Individual Education Plan (IFSP/IEP) and/or Section 504 Plan without recrimination. (1994, 97, 2005, 08, 10, 16, 17, 21)

**Rationale:** Adding caseload to bullet #6 is inclusive of all instructional models that students may participate in. Adding guardians to bullet #7 is inclusive of all family arrangements.

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

**GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS**

**II.34 Equitable Opportunities for Students of Color**

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

Those practices should include but are not limited to:

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

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

**Rationale:** Equity is achieved when students have access to the resources they need to be successful in school and to be prepared for success when they leave public education. This amendment calls out specific actions that institutions should take to create equitable opportunities.
RESOLUTION AMENDMENT E

The Board of Directors forwards the Proposed Resolutions Amendment E with a Do Pass Recommendation.

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

GROUP D: PROGRAMS SUPPORTING ALL STUDENT NEEDS

II.42 Independent Reading Skill

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

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

**Rationale:** We have seen the impacts of ineffective reading programs that focus solely on meaning making and teach students to guess words rather than to decode. There is ample research on the science of reading, brain research, and research on student learning and education programs should be grounded in the most recent science available to provide high-quality instructional programs.

RESOLUTION AMENDMENT F

The Board of Directors forwards the Proposed Resolutions Amendment F with a Do Pass Recommendation.

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

GROUP F: INSTRUCTION

II.54 New Technology Technology Integration

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

**Rationale:** The committee noted this resolution had not been updated in more than 10 years. Technology has expanded significantly in that time and during the pandemic, educators and students were tasked with integrating more technology into instruction. This language states the belief that technology should enhance and not detract from student learning and be used as a way to reduce inequities and not further them.

RESOLUTION AMENDMENT G

The Board of Directors forwards the Proposed Resolutions Amendment G with a Do Pass Recommendation.

IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES

IV.5 Cultural Diversity

The Oregon Education Association believes that a diverse society enriches all individuals. Similarities and differences of race, ethnicity, color, national origin, sexual orientation, gender identity, language, geographic location, religion, ability, size, occupation, and marital, parental, or economic status form the fabric of society and should be reflected in the staffs of our schools and workplaces.
The Association further believes in the importance of recognizing the roles, contributions, cultures, and history of these diverse groups and individuals.

The Association believes that its affiliates and members should support programs and observances that include cultural and heritage celebrations and/or history months.

The Association recognizes the importance of diverse identities among educators. Efforts should be made to expand our ability to attract and retain educators from diverse backgrounds. The Association recognizes that these efforts will often need to be targeted, intentional, and equitable rather than equal and universal. The Association recognizes that equitable representation of staff benefits all students, our education system, and society as a whole. (2006, 09, 16, 19)

Rationale: The value the Association places on cultural diversity should not be limited to valuing that diversity only among our students or our communities.

RESOLUTION AMENDMENT H

The Board of Directors forwards the Proposed Resolutions Amendment H with a Do Pass Recommendation.

IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES

IV.7 Academic Freedom

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

The Association recognizes that teaching about historic and contemporary racial, social, gender and other inequities can produce discomfort for students and educators, but teaching about these inequities is essential to provide students with a full and honest education. Educators should be provided essential learning opportunities to be able to lead instruction on a wide variety of historical topics from pre-K through higher education. Attacks on educators for this kind of instruction should be treated as attacks on the profession as whole. Those educators must be defended using the union’s full collective power. The Association will provide wrap-around support for educators who face attacks when engaging in this crucial component of education.

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

Rationale: Educators in Oregon and around the nation have recently faced more and more public attacks on them for teaching content some members of the community deem controversial ranging from history to comprehensive sexual education to specific books. The Association has responded with a public attack team that supports individual educators when this occurs.

RESOLUTION AMENDMENT I

The Board of Directors forwards the Proposed Resolutions Amendment I with a Do Pass Recommendation.

IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES

IV.11 Decision Making in School Budgeting

The Oregon Education Association believes all school employees should be represented in the school budget process in establishing priorities, determining of funds, and ensuring that adequate funding be available allocated in a timely manner to finance collective bargaining agreements. (1988, 89, 91, 97)

Rationale: Some district leaders have used stalling tactics in the past waiting to encumber funds allocated to the district as a way to stall collective bargaining. Adding this phrase emphasizes the Association’s belief that district leaders must act in good faith and as responsible financial stewards of public funds.
RESOLUTION AMENDMENT J

The Board of Directors forwards the Proposed Resolutions Amendment J with a Do Pass Recommendation.

IV. SECURE AND EXPAND PERSONAL, PROFESSIONAL, LEGAL AND HUMAN RIGHTS FOR ALL SCHOOL EMPLOYEES

IV.52 Parity in Retirement

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

Rationale: The pandemic brought into the spotlight the crucial role of education employees as members of the social safety net. This addition strengthens this resolution.

RESOLUTION AMENDMENT K

The Board of Directors forwards the Proposed Resolutions Amendment K with a Do Pass Recommendation.

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

V.21 Instructional and Non-Instructional Personnel

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

Rationale: This addition brings this resolution into alignment with other recent amendments recognizing the impact of high caseload numbers for students and educators.