

# FOCUS

FOR THE MEMBERSHIP OF THE OKLAHOMA EDUCATION ASSOCIATION - DECEMBER/JANUARY 2016-17



9 things that must  
improve because  
Oklahoma deserves better

# CONTENTS

2 OEA Award  
Nominations  
Due Jan. 13

4 9 Things That Must  
Change for Public  
Ed to Improve

6 State Funding  
Formula Seeks  
Equity for Schools

3  
**Get Connected**

Top 10 New Year's resolutions for teachers.

7  
**OSSBA Launches Library  
of Digital Resources**

A new online library contains free and low-cost, high-quality digital resources and tools teachers and families can use to cater to students' individual academic needs.

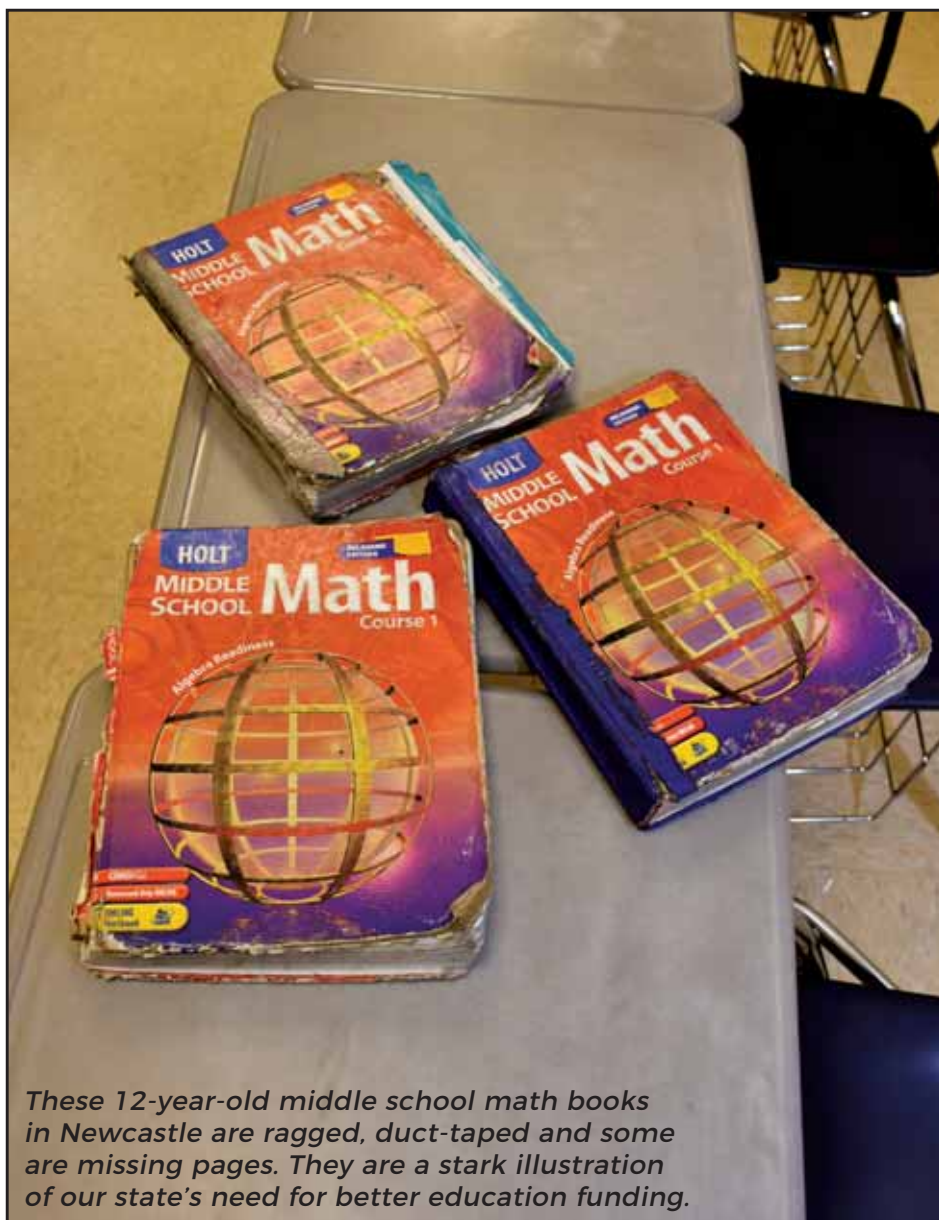
8  
**When does a fraction equal a  
whole?**

An Oklahoma Teachers Retirement System rule change allows for fewer days to count as a full year when calculating years of service for retirement.

9  
**Filing in OEA Elections Opens Feb. 1**  
Eight seats are up for election on OEA's Board of Directors this year.

11  
**Have you read any good movies  
lately?**

OEA's annual Read Across America poster contest is looking for a few good drawings.



*These 12-year-old middle school math books in Newcastle are ragged, duct-taped and some are missing pages. They are a stark illustration of our state's need for better education funding.*



# Alicia's Grown-up Christmas List

By Alicia Priest  
OEA President

**A**s you may have noticed over the last year and a half of reading my columns in *The Education Focus* (I hope you are reading them), you've learned that I am intrigued by music, have some favorite movies, love my family and our traditions and am passionate about public education and OUR kids. These are often what inspire my articles.

However, this last election cycle pushed me to a place that was heavy and dark. Like many of you, I have had to take a break – from social media especially – and give myself a mental retreat. Not even my favorites were cathartic. Then, with the holidays coming and the deadline of this article looming, I began brainstorming about what kind of message to send.

As often happens, a song popped into my head – Dolly Parton's "Hard Candy

Christmas"! Sing with me now... "I'll be fine and dandy. Lord, it's like a hard candy Christmas. I'm barely getting through tomorrow. Still, I won't let sorrow bring me way down."

So, I began reflecting and letting Dolly pull me out of my funk. I am getting my groove back and looking at the work still in front of us. I choose to use my energy to be positive! I choose to use my energy for good. I choose to be the change that I want to see in this world!

In making those choices, I decided to write "Alicia's Grown-up Christmas List" and got some great ideas from Facebook friends. So here are my wishes for us all, and I'll need your help accomplishing it!

- A legislature that treats educators as professionals, that asks for, listens to and respects our opinions on all things related to education,
- A teacher and ESP pay raise bill that sails through both houses on the first day



*President Alicia Priest*

of the session that doesn't manipulate us or take away our current benefits,

- That every child has a certified and qualified teacher in the class,
- Class sizes and materials that are appropriate for the needs of the students,
- That education employees won't be drowning in student loan debt that takes their entire career to pay off,
- That children grow up in a world that loves and celebrates our diversity,
- That we look for the best in others and ourselves and take the time to discover good in all,
- That choosing a career in education would be a choice that was celebrated and promoted as a wonderful career path,
- And, of course, world peace!

Please join me in taking positive steps forward to mark each wish on this list as DONE. Read your OEA materials (magazines, emails, etc.), sign up for legislative updates and text messaging, volunteer, get engaged in the important work that must be done to make our public education system what you've dreamt it could be.

## *Delegate Assembly pushed back to May 5-6*

The Oklahoma Education Association's 2017 Delegate Assembly has been moved to May 5-6. Hotel and meeting space was not available in the Oklahoma City metro area during the traditional late April dates, forcing the move.

The Renaissance Oklahoma City Convention Center Hotel will serve as the host hotel, and meetings will take place across the street at the Cox Convention Center. Lodging details will be available in February, as will delegate credential forms.

For more information on Delegate Assembly, contact Rheta Kennedy at [rkennedy@okea.org](mailto:rkennedy@okea.org), 800/522-8091 or 405/528-7785.

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Oklahoma Education Association  
putting education first.

# Honoring education's finest

## Award nominations due Jan. 13

**M**ark your calendars! The deadline for submitting nominations for the Oklahoma Education Association's annual awards has been moved to January 13, 2017.

Each award is listed separately on the OEA website ([okea.org/oeeaaawards](http://okea.org/oeeaaawards)) and each nomination form can be filled out online before printing and mailing.

Each year, OEA honors those who promote and support public education, members who exemplify greatness in the classroom and local affiliates who excel for their members.

Nominations must be received at OEA Headquarters by 5 p.m. January 13. Send nominations so that they arrive by the deadline to OEA Awards, PO Box 18485, Okla. City, OK, 73154; or overnight or hand-deliver them to the OEA at 323 E. Madison, Okla. City, OK, 73105.

Following is an overview of OEA's many awards.

### Board of Directors Awards

Nominations for the following awards must come from a current member of the OEA Board of Directors.

**Friend of Education** – OEA's highest award, the Friend of Education, honors a person who has made significant contributions to the betterment of public education.

**Claude A. Dyer Memorial Award** – Given to an Oklahoma educator who has worked to bring about legislative action for equitable salaries and desirable working conditions, and has rendered leadership and direction in efforts to protect and advance the civil and human rights and responsibilities of educators.

**Political Activist Award** – Given to an individual or organization who exhibits a willingness and determination to promote the goals of the OEA through activities in the political arena.

**Outstanding Legislator** – Presented to legislators for outstanding support of public education and education employees.

**NEA Foundation Award for Teaching Excellence** – NEA's most prestigious award is designed to recognize, reward and promote excellence in teaching and advocacy for the profession. Five awardees are selected for The Horace Mann Awards for Teaching Excellence and receive \$10,000 each. One of the five will be selected to receive The NEA Member Benefits Award for Teaching Excellence, an additional \$25,000 cash prize, and a commemorative gift.

All current members of an NEA local affiliate or bargaining unit are eligible for nomination, including teachers, education support professionals and higher education faculty and staff.

### Human and Civil Rights Awards

**Kate Frank Award** – Presented to the OEA member and/or local association rendering outstanding and significant service to advancing the cause of member welfare, rights and professionalism.

**Tuskahoma Brown Miller Award** – Presented to a business or group that has contributed significantly to the improvement of education.

**F.D. Moon Educational Award** – Presented to the person who has contributed significantly to the advancement of education for students.

**Glenn Snider Human Relations Award** – Presented to the school district, individual or organization best exemplifying the practice of effective human relations and concerns for human rights.

### Instructional Excellence in Education

#### Teachers Teaching Teachers and Teachers Teaching Students

To recognize individual OEA members for outstanding contributions in instructional excellence, both with students and colleagues. The awards acknowledge the fact that the quality of education in this country can rise no higher than the quality of teaching.

### Miscellaneous Awards

**Advocate For Academic Freedom** – Honors a person or organization whose contribution to the safeguarding of academic freedom has had a significant impact on the public schools in Oklahoma and the nation.

**OEA Collective Bargaining Award** – Presented to an individual or group making a significant contribution to the advancement of education through the collective bargaining process.

**Education Support Professional Award** – Honoring an individual ESP member whose activities reflect the contributions of an educational support professional to public education.

### Communications Awards

**Marshall Gregory Awards** – Recognizing Oklahoma reporters and broadcasters and their newspapers, radio and television stations for significant efforts to provide continuing and accurate coverage of public schools, current education issues and the OEA. Categories for professionals and for high school journalists are offered.

**Golden Apple Awards** – Recognizing OEA local associations for their consistent efforts to provide quality communications to all of their audiences, including members and other education personnel, local school administration, parents and the community in general.

### Local Affiliate Awards

**5 Star Local Awards** – The OEA 5 Star Local Program is intended to strengthen local association programs and to recognize locals who meet the criteria in each program area. Application deadline for recognition at Delegate Assembly is March 15. The application deadline is June 15 for recognition at a summer leadership event.

### Fellowship applications now open

Applications are now being accepted for the NEA Foundation Global Learning Fellowship. Fellows receive 12 months of professional development to support them as they build global competence skills and create lesson plans to share with educators around the world. They also receive travel to another country in the summer for a nine-day international field study.

The application, which is due by Feb. 28, 2017, can be found at [neafoundation.org/pages/global-learning-fellowship/](http://neafoundation.org/pages/global-learning-fellowship/).



# get connected

## Top 10 New Year's Resolutions for Teachers

### *Get the thinking caps on*

To get your students focused on the new year ahead, try and inspire them with different activities that they may not always get a chance to do. Play Live Math on the Smart Board and have each student compete with students around the world. You will notice that the class becomes very engaged and starts calling out the answers!

### *Inspire your students to try something new*

Have your students write down their top five resolutions that they would like to keep. Here are some ideas: share more, eat more vegetables, hug Mom and Dad every day and strive for an A in school!

### *Sing your heart out*

Mathletics Times Table Toons will build your students' confidence in singing while learning the times tables. This is a great way for your students to keep engaged after the holidays!

### *Build fitness into the classroom*

Get that blood flowing! Many studies have shown that stretching every hour has a huge benefit on your long-term health. So, after every lesson, stretch a little!

### *Get organized*

With a fresh start to the year now is a great opportunity to get organized. By color coding files, making an action folder in your email or having your students create a routine for putting away their books, you can create a smoother transition into the new year. The saying goes: "Work smarter, not harder."

### *Always be positive*

Smile! It's a new year! Emphasize the importance of happiness in your classroom.

### *Less me, more we*

Promote more inclusive group activities in the classroom and during recess. Being a part of a team is so fulfilling!

### *Set goals*

Set goals, work hard and you will achieve them! Whether it is simply getting through long division or fighting the Monday blues, you can do anything you set your mind to!

### *Assign more creative homework tasks*

Mathletics has hundreds of fun math homework tasks that your students will love! Try assigning sections of Rainforest Math or Live Math for an hour! Your students will never complain about homework again!

### *Use your network*

There are millions of teachers all around the world communicating on social media. Join the network and gain a plethora of new ideas and techniques for student success.

*Reprinted from a blog by Liz Coffey on 3plearning.com.*

**What are your New Year's resolutions? Share them with us on our Facebook and Twitter accounts!**



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Pinterest.com/OKEApins



# 9 Things That Must Change To Improve Public Education

## 1 Funding

The first and last word for improving public education is funding. Less money is the primary cause of all the things schools can't do. Recruiting and retaining teachers, keeping appropriate class sizes, providing up-to-date textbooks, offering a variety of courses, fine arts – the list goes on and on.

Oklahoma's cuts to public education are well documented. Our state has cut per pupil funding by 23.6 percent since 2008, according to the Oklahoma Policy Institute. Alabama is next at 17.8 percent in cuts.

So where is that money going? Well, since 2008 our public schools have welcomed nearly 44,000 more students, straining every district's ability to provide the same level of service. We've also added a number of unfunded mandates, like a more extensive (and costly) teacher and administrator evaluation system. An emphasis on testing took funds away, too, but thankfully we've made some good changes by eliminating all but one test above the federal minimum.

Quite simply, the pie is smaller. All state-funded agencies are hurting because the state brings in much less revenue. Cuts to the income tax rate and corporate welfare in the form of tax incentives, coupled with a downturn in the economy and the oil industry, created a \$1.3 billion revenue shortfall last year. The Legislature expects to start the 2017 session with a budget hole of at least \$600 million.

The bottom line is that the state must create one or more new revenue sources so we can fund schools and pay teachers and support professionals at regionally competitive levels.



## 2 Class Size

We know of high school chemistry teachers with 48 students in a class, high school math teachers grading 180 assignments twice a week and kindergarten teachers with 33 students and no paraprofessional to help. We need to fund schools at a level that allows them to hire enough teachers and enforce laws we already have in place that limit the number of students in a classroom.



## 3 Accountability

Teachers want and appreciate feedback, and they fully accept accountability. Evaluations should be tools administrators use to identify where improvement is needed, and then supply the resources they need to reach those goals.

The state's A-F Grading System has proven to be a great indicator of poverty, but not much of a gage of quality teaching and learning. Assigning a letter grade over-simplifies just what's going on in a school building. The system needs serious changes; or better yet, let's just scrap it.

## 4 Academic Opportunity

School districts around the state have dropped courses because of budget cuts the last two years, including AP classes, fine arts and even some sports. Just as man cannot live on bread alone, a well-rounded student needs access to a wide variety of course offerings. When asked what makes for a great school, no one ever says, "Just give my kids the three Rs." No, we want our children to have band and drama and a chance to play volleyball and golf.

## 5 Living Wage for ESPs

No school district can function without dedicated education support professionals. From getting kids to and from school safely, to feeding them (sometimes twice a day), to cleaning and maintaining school buildings, to the numerous other vital jobs ESPs hold, our schools depend on them. We must pay these hard-working employees a living wage.



## 6 Counselors, Nurses and Media Specialists

Students need access to counselors who have time to counsel, not just administer tests. School secretaries and home room teachers should not be asked to perform the duties of a school nurse. Our libraries need to be run by certificated media specialists. The list should include access to social workers when needed and the presence of trained security employees.

## 7 Trust and respect for the profession

Oklahoma teachers love their students and will go to great lengths to help them achieve. We must trust the professionals who work with our children every day to know what works best when it comes to learning and assessment. Our communities need to stand behind their teachers, and respect them for the professionals they are.

## 8 Consistency

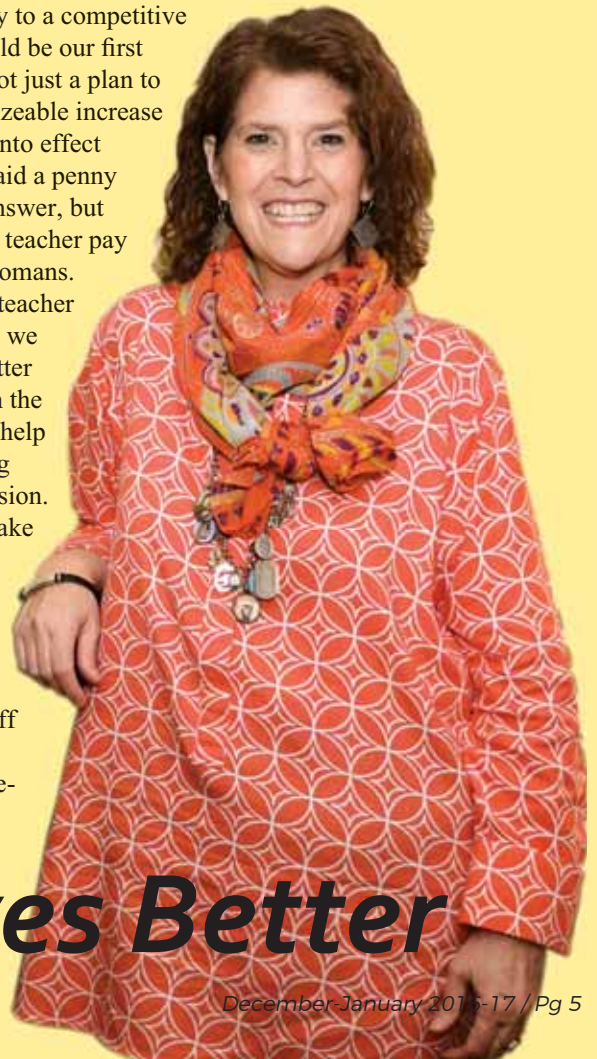
We've changed state standards several times in the last 10 years. Now, we need to allow teachers and school districts to become familiar with the new Oklahoma Academic Standards and then get out of their way during implementation. If the standards need tweaking, we need to listen to experts – the teachers and students who are immersed in these standards every day.

## 9 A Highly Qualified Teacher in Every Classroom

Our students deserve nothing less than a great teacher in every classroom. Oklahoma public schools eliminated more than 1,500 teaching positions to start this school year, and the State Department of Education has granted more than 900 emergency certificates to fill vacancies. As one reporter put it, schools can't afford the teachers they want to keep and can't find candidates for the positions they need to fill.

Raising teacher pay to a competitive regional average should be our first priority – this year. Not just a plan to do something, but a sizeable increase for all teachers to go into effect for 2017-18. Voters said a penny sales tax wasn't the answer, but we believe improving teacher pay is a priority for Oklahomans. Being last in average teacher pay just can't be what we want for our state. Better pay will help us retain the teachers we have and help us recruit bright young people into the profession.

We also need to make a commitment to provide quality professional development for our teachers. That costs money, too, but the investment pays off in higher graduation rates and more college-bound students.



# Oklahoma Deserves Better



# State funding formula seeks equity for schools

By Dr. Pam Deering  
Interim Executive Director,  
Cooperative Council for Oklahoma  
School Administration

What could be more interesting – watching paint dry, grass grow or reading about the Oklahoma State Aid Formula? If you will take a chance and read this short article, I believe you will find a “pearl of wisdom” in the information that will help your school district financially when you know what drives the formula money to your district.

Simple facts:

1. Student “counts” drive the money to the school district.

2. Legislative funding determines how much goes to each student.

What do you control? Student counts. (Some

*students count more than others when determining a school district's appropriation, as explained below).*

The Oklahoma State Aid Formula was adopted in 1981 and has been amended a few times since then. It has stood the test of time for equity. In more simple terms, it means that the formula recognizes the costs of providing educational services and programs for various kinds of students who may cost more to educate and in districts of various sizes. This would include students identified for special education, bilingual, gifted and in poverty (economically disadvantaged-free/reduced status).

How does the state recognize these costs? The State Aid Formula provides a guarantee for every student. This amount

of money is commonly called the State Aid Factor and changes with legislative appropriations. To recognize the varying costs of education, a “weight” is assigned for all students and a “weight” is assigned for those students who cost more to educate. Additionally, the formula includes a weight for districts of a certain size or for those districts that are geographically isolated in the state where services are more costly.

For example, a regular sixth grade student cost is equal to a weight of 1.

If that same student is also a special education student, let's say learning disabled, the student receives an additional weight of .40.

“ At the end of 2009, the state aid factor was \$3,275.60 per weighted student. Today, as I write, the factor has dropped to \$3,050.00. This drop in the factor represents millions of dollars lost to schools for teachers, teacher salaries and operational expenses. ”

If this same student is also bilingual, the student receives an additional weight of .25.

Lastly, if the student is also identified as economically disadvantaged, the student then receives an additional weight of .25. For funding purposes, the student will be considered receiving a total weight of 1.90 for funding.

The district reports these numbers to the State Department of Education in October of each year and at the end of the year. These student counts “drive” money to the district. I trust that this explanation provides clarification of the way every student in your district is counted for enrollment and also counted for the various programs in which they are served.



Dr. Pam Deering

It takes the entire district team to ensure that students are counted legally and accurately for funding. The school superintendent is responsible for all the district information, principals are responsible for site data and teachers are responsible for classroom data.

To ensure all data is reported accurately, the district should

- Review policies and procedures for taking attendance,
- Train all staff about their responsibilities and the importance of accuracy, and
- Compare current data with previous years' numbers.

As you can see, the process requires a total team approach.

What would we like to control? Legislative funding, of course, for the purpose of increasing our per student support for public schools.

The state aid formula is grossly underfunded. When you hear the words “budget cuts” as we did this past year, for most schools, the cuts were a result of reductions in state appropriations that fund the state aid formula. While districts vary in the sources of income that impact budget stability, state aid formula funding is the most critical. We must remain vigilant in our efforts to ensure that this source of funding grows on a weighted student basis. At the end of 2009, the state aid factor was \$3,275.60 per weighted student.

Today, the factor has dropped to \$3,050.00. This drop in the factor repre-

*(Continued on next page)*



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sents millions of dollars lost to schools for teachers, teacher salaries and operational expenses.

We have a lot of work to do as educators. Hopefully, this brief description of a complex school funding formula provides insight for what we can and must do within the district for counting students and with legislators, insisting that they increase state aid funding.

If you would like to “dig deeper” into the state aid formula and state funding, please feel free to contact me at [deering@ccosa.org](mailto:deering@ccosa.org). We are happy to provide training for a greater understanding of funding and the importance of your role at the district level in ensuring that all students are counted.

*Dr. Pam Deering is the interim Executive Director for the Cooperative Council for Oklahoma School Administration and the Oklahoma Association of School Administrators Executive Director. She previously served as Superintendent of Mid-Del Public Schools and was Director of Finance at the State Department of Education.*

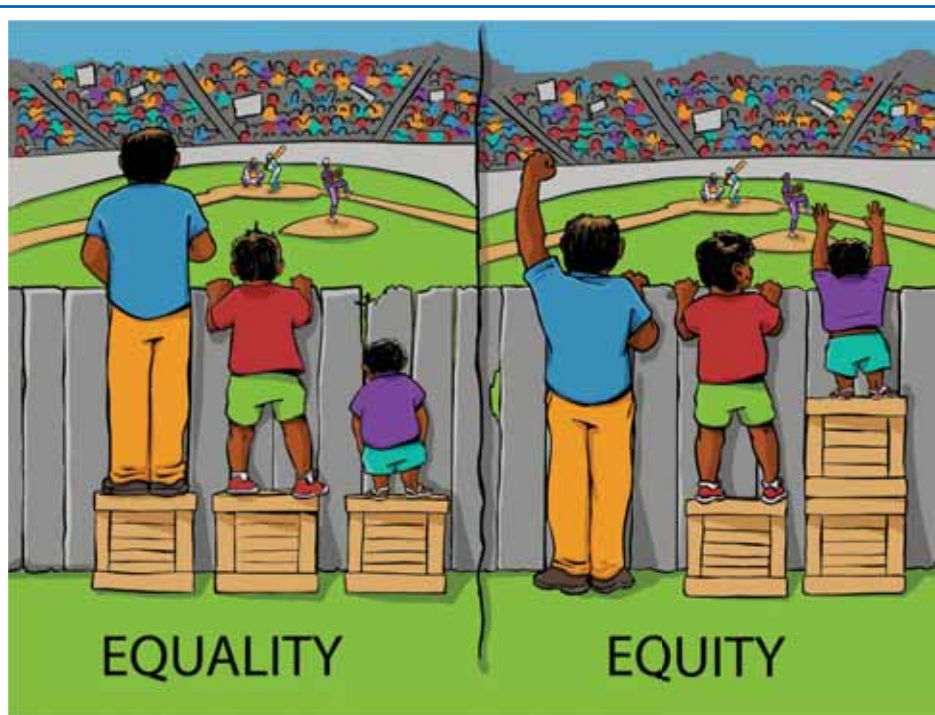


Image courtesy of Interaction Institute for Social Change; Artist: Angus Maguire

### **Equality = Sameness**

*Giving everyone the same thing only works if everyone starts from the same place.*

### **Equity = Fairness**

*Access to the same opportunities – we must first ensure equity before we can enjoy equality.*

## **OSSBA launches Library of Digital Resources**

The Oklahoma State School Boards Association has launched the Oklahoma Library of Digital Resources, an innovative, collaborative and cost-saving effort to help schools improve student achievement.

The new online library contains free and low-cost, high-quality digital resources and tools teachers and families can use to cater to students' individual academic needs and take technology use in the classroom to the next level. The resources range from audio interviews with Oklahoma historical figures to apps that contain virtual science lab experiments to online tools, including a Pythagorean Theorem calculator and a variety of digital textbooks.

“Our classrooms are filled with digital natives who thrive on interactive learning experiences guided by an outstanding educator,” said Shawn Hime, OSSBA’s executive director. “We want to help our schools embrace true integration of technology in our classrooms and ensure our students are ready for a digitally-driven workplace.”

The library includes resources for algebra, algebra 2, geometry, English, English 2, biology, chemistry, personal finance, Oklahoma history and United States history. Resources for middle and elementary schools will be added early next year, and then additional high school resources will be added. Future plans include allowing students and teachers to create digital textbooks and house them in iTunes U.

Outstanding Oklahoma teachers vet and select digital re-

sources in their respective grades and subject areas. They choose resources and tools that are high-quality and aligned to Oklahoma’s new academic standards.

Through a collaboration with Apple, the library is housed in iTunes U and can also be accessed at [www.okdigitalresources.com](http://www.okdigitalresources.com). All of the resources are accessible on any internet-connected device, including non-Apple devices. Express Personnel and American Fidelity are supporting the project as corporate partners.

Oklahoma schools are quickly moving to technology to replace textbooks. A survey from the State Department of Education found only 47 districts are happy with textbooks, but many schools are uncertain about how to proceed when it comes to digital resources. The Oklahoma Library of Digital Resources helps educators easily locate other resources they can use in their classrooms.

More than 100 Oklahoma school districts already have one-to-one technology initiatives to make sure every student has a device, according to the education department survey. That number is expected to double over the next two years.

“Curriculum will come alive when teachers access the dynamic tools and lesson resources and infuse them in their practice,” said Heather Sparks, math and business coordinator for Midwest City-Del City Public Schools and a former Oklahoma Teacher of the Year who helped vet high school math resources.

More information about the Oklahoma Library of Digital Resources is available at [www.okdigitalresources.com](http://www.okdigitalresources.com).

# When does a fraction equal a whole?

## *TRS rule change allows for fewer days to count as a full year of service*

By Richard Wilkinson  
OEA General Counsel

**R**ule changes adopted by the Oklahoma Teachers Retirement System (TRS) in 2013 created some unintended – and unfair – consequences for people who didn't work a full school year as defined by the system. Fortunately, an amendment to the rules earlier this year has put some logic back into the calculation and education employees are benefiting when it comes to retirement.

The TRS adopted new rules in 2013 dealing with how service credit would be calculated when determining years of service for retirement purposes. Prior to the 2013 rule change, TRS members who worked a minimum of 120 days during a school year would qualify for a full year of service for retirement purposes. The 2013 rule amendments changed the way service credit was calculated by dividing the actual number of days actually worked or on paid leave by the number of days in the school year and awarding

service credit based on that mathematical calculation. So, under the 2013 rule amendment, if you worked less than a full school year, you received only a fractional year of service credit.

The 2013 rule change created significant problems for employees who may be hired a couple of days into a school year, or who were forced to take a few days of unpaid leave because of various circumstances. Those employees were only credited with a fractional year of service and would be required to begin a new school year and work the days missed the prior year in order to qualify for a complete year of service credit.

These issues, among others, were identified in the comments filed with the TRS by the OEA and local school districts during the 2013 rule making process when these changes were initially proposed by TRS. The 2013 rule change – while logically sound (i.e., “you get what you earn”) – was not pragmatic or workable and created serious record keeping and other problems for local school districts, as well

as hardships in some instances for employees trying to retire.

Fortunately, the TRS adopted amended rules in 2016. One of the amendments dealt with how TRS calculates partial year service credits – particularly when someone is on unpaid leave for a day or two during a school year, or begins employ-



*Richard Wilkinson*

ment with a district a few days after the official start of the school year. The 2016 rule amendment is a much easier and pragmatic system for calculating partial year service credits.

Pursuant to TRS Administrative Rule 715:10-3-1, TRS will now round hundredths up or down to the nearest tenth when calculating service credit that is less than 1.0. Section (d) of Rule 715:10-3-1 specifically states that: For service credit of less than 1.0, all service credit shall be rounded to the nearest tenths (.04 and lower will round down, and .05 and higher will round up).

This is good news because it will effectively allow folks who have been docked a day or two of pay for various reasons to still be credited with a full year of service; something that was not the case when they initially enacted the new rule in 2013 requiring actual days worked, or on approved and paid leave, to be used in calculating service credits.

For example:

School employee A is on unpaid leave for 1 day and only works 179 days of a 180-day school year contract. The service credit is calculated by dividing 179 into 180, resulting in a service credit of .99 ( $179/180 = .99$ ). The hundredths will round up to the nearest tenth, meaning that .99 is rounded up to 1.0 and school em-

*(Continued on next page)*



*A TRS rule change helps education employees when it comes time to counting years for retirement calculations.*



# Filing opens February 1 for OEA elections

**M**arch's OEA elections will feature eight open positions on the Board of Directors as well as at-large seats at Delegate Assembly and next summer's NEA Representative Assembly.

Filing will be open Feb. 1-17, and voting will take place in March.

OEA Board seats are designed to represent members at the grassroots level. Each zone is made up of at least 1,000 association members who elect their representative on the board. The newly elected Zone Directors will take office on July 6, 2017.

At-large delegates to the Delegate Assembly and NEA RA will serve at this year's meetings. The OEA annual meeting is May 5-6 at the Renaissance Oklahoma City Convention Center Hotel and the RA is set for June 30 – July 5 in Boston.

Filing forms are available at [okea.org](http://okea.org), OEA Headquarters in Oklahoma City or at the OEA regional office in Tulsa beginning Feb. 1. For more information on the elections or filing forms, contact Maureen Peters at 800/522-8091, 405/528-7785 or [mpeters@okea.org](mailto:mpeters@okea.org).

## Zone Director Positions

Active members will have the opportunity to run for open OEA Board positions in eight zones. The three-year terms expire in 2020 and include serving as NEA Delegates in 2018 and 2019.

**Northwest B**, representing Kay, Logan, Noble and Payne Counties.

**OKC Metro B**, representing Bethany, Oklahoma City University, Putnam City, Southern Nazarene University and Western Heights.

**OKC Metro D**, representing Choctaw/Nicoma Park, Crutcho, Deer Creek, Jones, Luther, Midwest City-Del City, Millwood and Rose State College.

**Southeast B**, representing Haskell, Hughes, McIntosh, Okfuskee, Okmulgee and Sequoyah Counties.

**Southeast C**, representing Atoka, Choctaw, Coal, Johnston, Latimer, LeFlore, McCurtain, Pittsburg and Pushmataha Counties.

**Southwest B**, representing Cleveland and McLain Counties.

**Tulsa Metro B**, representing Tulsa CTA and Tulsa ESP.

**Tulsa Metro D**, representing Oral Roberts University, Oklahoma State University/Tulsa Langston University, Sand Springs, Tulsa Community College, Tulsa Tech, Union and University of Tulsa.

## Statewide Openings

**OEA Delegate Assembly Positions**

**OEA Administrator Delegate(s)-at-Large to OEA/DA**

**OEA Ethnic Minority Delegate(s)-at-Large to OEA/DA**

*Should the Bylaws requirement in this election category be met by local Associations, no OEA Ethnic Minority Delegates-at-Large will be seated.*

**OEA/NEA Retired Delegate(s)-at-Large to OEA/DA**

## NEA Representative Assembly

**NEA Retired Delegate(s)-at-Large to the NEA/RA** (successor delegates only)

## Regional Positions

**Category I Delegates-at-Large, 2017 NEA Representative Assembly**

*The zones and exact number of delegates involved in this election will not be determined until just before filing opens. This information will be posted in the Election Filing Forms section of the Local Association Forms page on [okea.org](http://okea.org) by Feb. 1.*

### *(Continued from previous page)*

employee A receives a full year service credit from TRS, as opposed to the partial .99 year credit under the initial 2013 rule.

School employee B begins work on day 9 of a 180-day school year contract, resulting in a service credit calculation of .95 ( $171/180 = .95$ ). In this case, .05 and higher will round up – meaning that the service credit will round up to 1.0 and school employee B receives a full year service credit from TRS, as opposed to the partial .95 year credit under the initial 2013 rule.

School employee C begins work on day 7 of a 180-day school year and is also absent 5 days on leave without pay, resulting in a service credit calculation of .93 ( $168/180 = .93$ ). So, .04 and lower will be rounded down to the nearest tenth, resulting in a partial year service credit of .90 for school employee C instead of the partial .93 year credit under the initial 2013 rule.

The new rule became effective Aug. 25, 2016, and applies to service performed on or after July 1, 2016. The service credit calculation for service performed on or after July 1, 2013, and before July 1, 2016, will be calculated by TRS using the prior method.

This is obviously a very welcome change in how TRS calculates service

credits in these circumstances and is a much fairer approach to dealing with the service credit problems initially caused by the 2013 change in the TRS Rules.

If you have any questions about the new rule calculating partial years of service for TRS purposes, contact your Regional Advocacy UniServ Specialist for additional information.

**Save the Date!**

**OEA Organizing Conference**

**March 3-4, 2017**

**Reed Conference Center, Midwest City, OK**

**Reserve your lodging and see a tentative agenda at [okea.org/orgconference17](http://okea.org/orgconference17).**

# HAVE YOU READ ANY GOOD MOVIES LATELY?



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Draw a scene from a movie based on a great book,  
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### Contest rules

Entries must be hand-drawn on a 8 1/2" x 11" sheet of white paper  
Deadline: Delivered by 5 p.m., Jan. 31, 2017, to OEA Headquarters,  
323 E. Madison, OKC, OK 73105

Winners will be chosen in the  
following categories

Kindergarten – 2nd grade  
3rd grade – 5th grade  
6th grade – 8th grade  
9th grade – 12th grade

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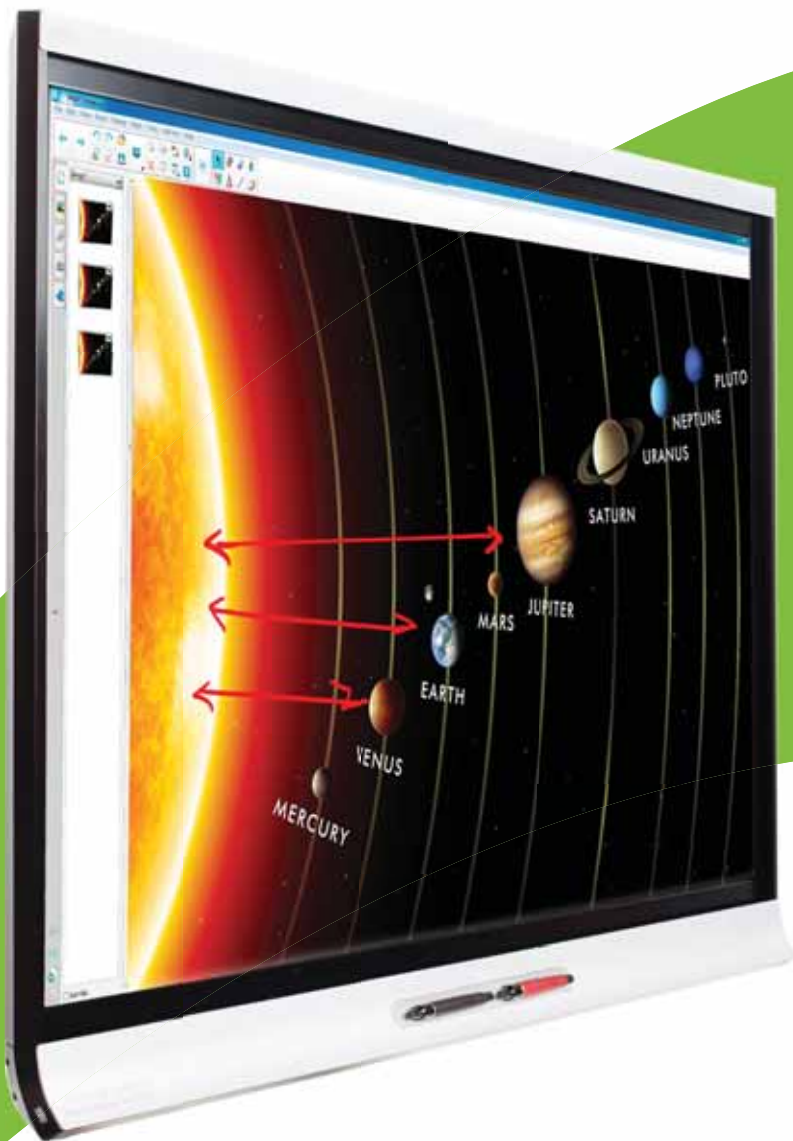
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88 papers passed out



17 minutes for assembly



5 parent drop ins



3 tutoring sessions



1 standardized test given



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