

Education Focus

Oklahoma Education Association

Winter 2025



Murphy | Service Dog



**TEACHER
TLC**

Table of CONTENTS

- 1** **President's Letter**
Teacher TLC in this edition of the *Focus*
- 2** **OK Teacher Activism in the 1960s**
The OEA's fight for Oklahoma's future
- 6** **The Importance of Growing Your Own**
Veteran teacher helps new and up-and-coming educators

10 **Leave Room for Mental Health**
Teacher advocates for a mental health space for staff

14 **Murphy the Therapy Dog**
A heartwarming story of determination, teamwork, and a shared vision for mental health support in schools

16 **Educator Safety Under Threat**
Addressing the rising incidence of violence in schools through a Q&A



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The Education Focus

Volume 42, Issue 2

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PRESIDENT'S LETTER

As we head into these winter months, my favorite thing to do is to make sure there is a roaring fire in the fireplace, hot cocoa, and time with family and friends. My dad instilled in my sisters and I the importance of family. He truly knew the principles of investing in something to make sure it was meaningful and enduring. Dad knew that to invest in our family it meant time, resources, and nurturing. These same principles hold true when we talk about our public school systems and how to make sure that they are strong and sustainable. Investing in our students' future takes funding and resources so that they can accomplish their hopes and dreams. Making sure that all of our teachers and support professionals have competitive pay means that we will be able to attract and retain our professionals into the future. In this edition, you will see personal stories of educators and what true investments mean. Now more than ever, we need to make sure that those investments are focused on the well-being of our educators, students, and their families. And just as we have over the last 135 years, OEA will be leading the way to make sure this happens.

Katherine Bishop

OKLAHOMA TEACHER ACTIVISM IN THE MID 1960S

When leaders fail, communities rise: The OEA's fight for Oklahoma's Future

by Scout Anvar



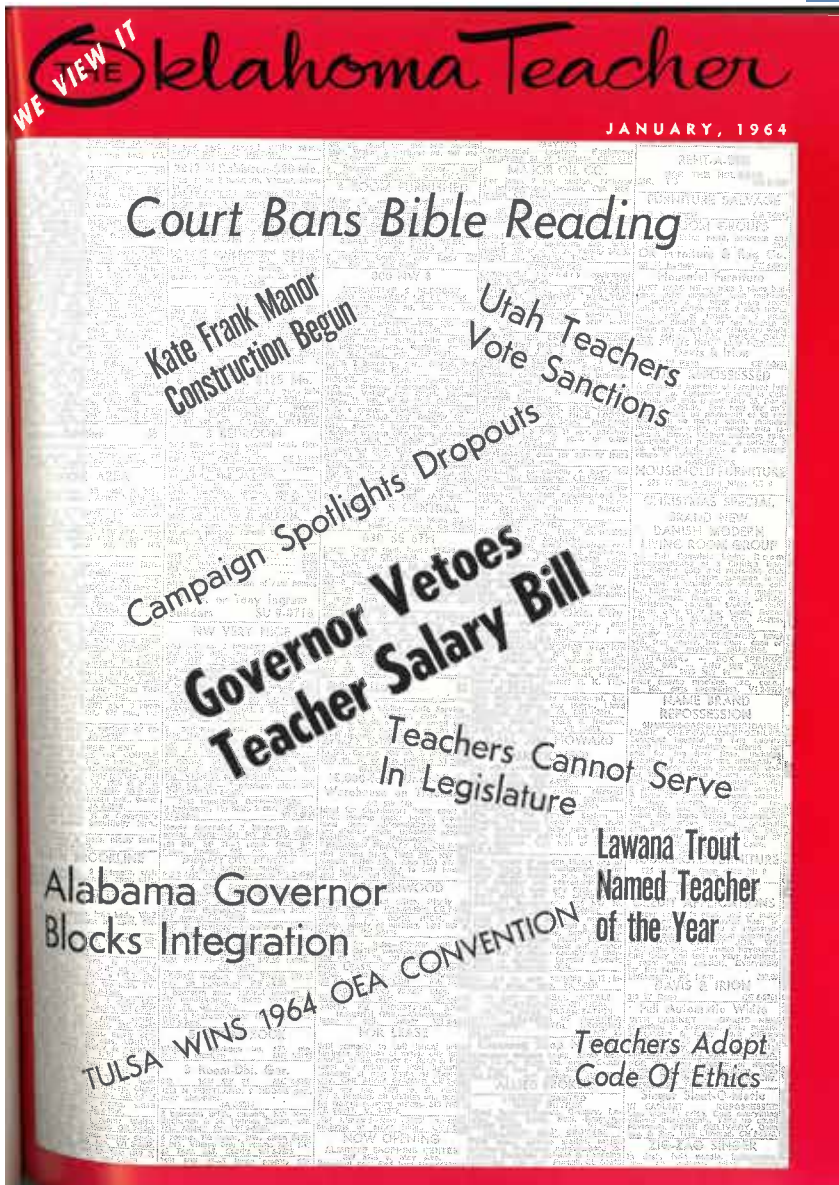
Newspaper article from Wed. May 12, 1965 The Daily Oklahoman

In 1962, Oklahomans elected their first Republican Governor, Henry Bellmon, under his "Giant Stride," no new taxes platform. The OEA Fund for Children and Public Education (FCPE) had endorsed his opponent, Bill Atkinson, but remained optimistic that Bellmon would work with teachers and properly fund schools. Two legislative sessions into his term, he had not lived up to that expectation. After reaching his desk, Bellmon vetoed Senate Bill 146, a wildly popular and bipartisan bill that would have increased teacher pay and education funding across the board. This bill had passed by

an overwhelming majority vote in both chambers of the legislature, yet neither the House nor the Senate wanted to rock the boat by overriding the governor's veto. Their inaction and desire to stay on Bellmon's good side caused great strife for Oklahomans over the next year.

In response, the OEA Board of Directors proposed four initiative petitions that made it onto the ballot, but they all failed after a "NO" campaign ran by Bellmon and his supporters. Over 300,000 Oklahoma voters failed to vote on any of the initiative petitions. The OEA board then urged the governor to call a special session to address education shortfalls to prevent schools from falling behind any further. Citing the cost, Bellmon refused and proceeded to call a special session for oil and gas issues instead. The OEA and its members felt robbed — this was a huge punch to the gut.

So, the OEA called for NEA backup. NEA members had introduced what they call "sanctions" in 1962 during their Representative Assembly as a proactive measure to ensure accountability from education leaders when school conditions became "subminimal" or required immediate improvement. Sanctions were used successfully in Utah a year prior to Oklahoma, so the NEA was hopeful that they could help move the needle in the Sooner State too. The NEA then launched a full investigation into Oklahoma education conditions and published a scathing report on their findings. The report



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**Education, for
 the first time
 in Oklahoma,
 became
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 business.**
 ”

January, 1964, Edition of *The Oklahoma Teacher* featuring a statement in response to Bellmon’s “Giant Stride”

contained guidance not only for the OEA, but for local business leaders, legislators, state and local school boards, religious leaders, media outlets, and all citizens. On page 40 of the NEA report, they state, “...if in truth education is too important to be left to the educators, then industrial, civil, religious, political, and news media leaders should make improved education their business and take responsibility for informing the public.” The report made its way

to national media channels. This put a lot of pressure on Oklahoma leaders who, rightly, began to feel embarrassed at how poor school conditions had become. The nation was watching, and it wasn’t a pretty sight.

Once the NEA report trickled down to the general public, more and more citizens became concerned that Oklahoma was failing their children. The OEA knew how to capitalize on this momentum and

with NEA’s help, began helping teachers find work in different states and discouraged big businesses from expanding in Oklahoma. These tactics took the place of a strike due to the illegality of a true strike and were arguably more effective in initiating change.

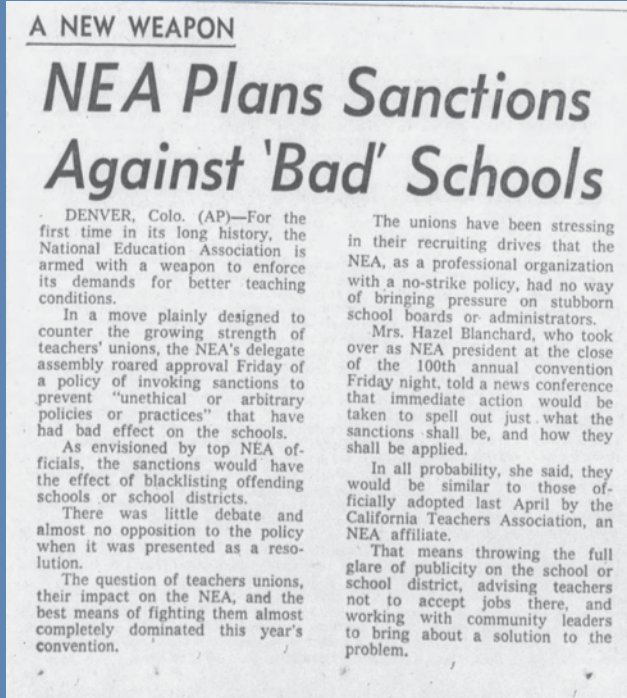
Once Oklahomans were thoroughly fired up, the association proposed a single constitutional amendment that bypassed the governor, this time with thorough and accurate

cont.

OKLAHOMA TEACHER ACTIVISM

media coverage. The act increased school funding by \$27 million and included a 10% teacher pay raise. Voters passed it with flying colors. The NEA sanctions were finally lifted in 1965, but the real work had just begun.

While there are numerous lessons to glean from this piece of Oklahoma history, it's most important for OEA members to remember what successes are in reach through teamwork and community organizing. During this struggle, educators in Oklahoma and across the nation came together with the general public to hold state leaders responsible for their actions — or rather their inaction. Education had, for the first time in Oklahoma, become everyone's business. With this history in mind, we must never forget to draw on our biggest asset as professionals: our collective power.



(Top) Article from *Associated Press* regarding NEA Sanctions

(Bottom) January, 1964, Edition of *The Oklahoma Teacher* featuring a statement in response to Bellmon's "Giant Stride".

To view more documents visit okea.org.

OEA's Statement Regarding 'Operation Giant Stride'

The following statement was issued after gaining approval from the OEA Board of Directors, meeting in an emergency session on December 11.

The Oklahoma Education Association expresses its appreciation to Governor Henry Bellmon for his action in presenting to teachers of Oklahoma certain of his 1965 finance proposals, particularly as they apply to education in Oklahoma.

The Oklahoma Education Association is pleased with the expressed concern of the Chief Executive in the present

educational crisis in Oklahoma and the plight of teachers as they strive to solve the economic problems with which teachers in the elementary and secondary schools, as well as colleges, are confronted.

The Oklahoma Education Association recognizes the fact that tremendous responsibilities rest upon the Governor of the State as he administers state government.

After reviewing the program known as "Operation Giant Stride" and discussing it with OEA members throughout Oklahoma, the Oklahoma Education Association expresses its regrets that

it cannot agree with the Governor of Oklahoma on some of his proposals. We are agreed that the Governor's proposed salary increase is inadequate and we believe that \$4,600 as a base minimum salary for a teacher with a Bachelor's degree is not unreasonable. The educational improvements as suggested by the Governor apparently are dependent in large measure on the enactment by the legislature and/or the people of all other items in the package.

The Oklahoma Education Association, speaking through its Board of Directors, is hopeful that the Governor and members of the Legislature will carefully and

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OEA caucuses serve to represent the interests and issues of their specific communities within the OEA. Caucuses are special interest network groups who promote association policy that benefits its members, take part in activities related to their cause, and work to improve the profession for all members. To be an official OEA Caucus, the group must establish itself with officers, bylaws and purpose. OEA members can join any caucus. Learn more and connect at okea.org/caucuses.



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Rural Caucus

“

Teachers like JoLynn Love prove that support, strong community, and love still exist in schools.

”



JoLynn Love, Woodward High School Teacher

THE IMPORTANCE OF GROWING YOUR OWN

Veteran teacher helps new and up-and-coming educators

by Monica Royer

It is no secret that educators are leaving the classroom in droves. There has been an on-going teacher shortage crisis in Oklahoma and across the nation for the last 10 years. Most new teachers no longer stay past five years in the classroom and education program enrollment has plummeted. The growing pressures, compensation battles, and lack of respect from leaders exacerbate the problem. Regardless of these troubling trends, hope persists through community support and the efforts of veteran teachers like JoLynn Love who continue to dig deep and support their colleagues and future educators within their schools.

In 28 years, Love has taught all high school levels of English and a gifted and talented humanities class. In recent years, the Woodward High School teacher pivoted her role to help those who have entered the classroom or plan to. Now, Love’s schedule is a mix of teaching the gifted and talented class, being an instructional coach, and leading a section of Teach Oklahoma, a teacher prep program for students.

Many community members have stepped up to enter the classroom, but they are typically alternatively or emergency certified and lack some of the training needed to teach. As an instructional coach, Love is tasked with helping these individuals, typically in their first three years of teaching.

“I meet with them weekly to ask if they need anything or have any questions,” Love explained. “We record them teaching on video once every 9 weeks and review the footage so they can reflect on it.”

Although Love is dedicated to this new initiative, she was not immune to a common issue educators face—burn out.

“I only had one class period to do it, and I was burning out,” Love said. “I went to my principal, and I said, ‘I can’t do this. I’m doing three preps and instructional coaching.’”

Her advocacy led to a major shift in her schedule which now provides three hours a day for coaching alone. She became an instructional coach because of her experience as a Teach Oklahoma instructor.

“The Oklahoma Regents for Higher Education created the Teach Oklahoma as a ‘grow your own teacher’ program,” Love explained.

As she balanced both responsibilities, Love realized there were many similarities in what new educators needed, and what future educators needed. Both groups mostly needed help in one area—pedagogy.

“A lot of it is just teaching child psychology,” Love said. “I explain things like how student self-esteem and your





relationships with students can make or break them.”

Seeing new and future educators learn keeps Love going. The Teach Oklahoma program is especially exciting. Curriculum for the program, as well as grants, are provided, but each teacher and school can make it their own. At Woodward High School, juniors and seniors are allowed to take the class. They spend 9 weeks focused on learning pedagogy and classroom management skills, then they are placed in a 7-week internship at a nearby school. During that time, they still have one day a week

with Love to reflect on their experiences. “The internship is amazing, especially for those that go to the elementary sites,” Love gushed. “They just fall for those littles and don’t want to leave.” Similarly to Instructional Coaching, Love visits the students while they are at their sites, records them, and then helps them reflect on their own experiences.

“Sometimes they find that it’s not for them,” Love said. “But what better time to learn than in high school rather than spending the money on four years in college only to find out



that you hate this.”

Regardless, Love believes that all students gain something in the process. They learn the fundamentals of teaching and an appreciation for education.

“A lot of them take it because they either had a teacher that they really loved or because they love little kids,” Love started. “It’s definitely made a difference having those kids come in and learn how to be a teacher. There are a lot of ‘aha’ moments.”

Love does receive updates from students after they graduate, but one stands out most. This particular student was placed with a sixth grade English teacher during his time in Teach Oklahoma. He enjoyed his experience so much that he continued the education path.



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and future
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learn keeps
me going.
”



“He put himself through college, so I think he took a year off just to save money to pursue this,” Love explained.

Eventually, he made it to the upper-level courses that required observations.

“He was assigned to the high school and the principal walked him to the classroom to introduce him to his mentor,” Love began. “When she turned around, they both gasped. It was the same sixth grade teacher he interned with. She had gotten remarried and moved up to the high school and changed her name.”

This student spent the entire semester working with this teacher again and they were both thrilled. When it came time for him to do his student teaching for college, he of course wanted to be with this same teacher again. Typically, universities do not allow students to do their student teaching time at their alma mater, but in smaller towns with fewer options, exceptions can be made.

“He wrote a letter, she wrote a letter, and our principal wrote a letter to Northwestern Oklahoma State University to say, ‘Hey, it would be really advantageous if he could do his student teaching here,’” Love explained.

He was granted permission and was able to work with the same mentor teacher yet again. While telling the story, Love got goosebumps.

“He started Teach Oklahoma with her, then he got to observe her class again in college, then he got to student teach with her, and then we hired him at Woodward High School,” Love exclaimed. During his first year, that teacher remained his mentor and they were able to continue to work collaboratively together on the same team.

“It’s been great to watch that whole thing unfold,” Love said. “He’s fabulous.”

Although other students went on to become educators, few have a deep-set desire to stay in their small hometowns, but he was committed to this community because of the support and experience he had along the way. This student was truly the prime example of how grow-your-own programs work.

“Even though it is hard work, the teachers are always super positive and are good role models for the kids,” Love said.

Whether it is working with adults as an Instructional Coach or a mentor of the Teach Oklahoma Program, teachers like JoLynn Love prove that support, strong community, and love still exist in schools.





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LEAVE ROOM FOR MENTAL HEALTH

Teacher advocates for a mental health space for staff

by Monica Royer

Although years have passed since the COVID-19 pandemic, there are still lasting effects throughout communities and schools. Many things have gone back to normal, but Derrick Miller and other educators realized a difference, not only with their students, but with themselves when they returned to school. Unfortunately, mental health continues to decline for many, and Miller recognized that his school was missing something that could help — a safe space that focused on staff members' mental wellbeing.

Miller has been at Ducan Middle School for 11 years and teaches journalism, newspaper and yearbook classes. During this time, he has been an active member of the Association of Duncan Educators (ADE) and is currently an OEA Board Member and a building representative for his school. Miller also works closely with Sonia Norton, ADE President, and Cathy Barker, ADE Vice President. Given his experience, Miller recognized the importance of advocacy in this profession.

"This project has been discussed for the past four years," Miller explained. "Sonia, Cathy and I noticed that we were struggling in our own ways with our mental health, and we knew we needed some kind of outlet."

Over the years, they each attended various conferences where they recognized that there was a lot of focus on teachers' mental health. They decided as a group that they needed to do something to help, and Miller began doing extensive research on the topic.

"Most of it talked about 'teacher burn out' of course," Miller started. "Teachers don't stay in the profession longer than five years anymore."

There also seems to be an increasing amount of social and political discussions surrounding public education.

"Of course, when you have people in certain leadership positions that should be pro-public education and they have not been, it makes it really

hard to do the job because you feel like you're being persecuted," Miller shared.

Miller believed that focusing on mental health would not just help teachers and staff stay but also have a ripple effect in improving student outcomes.

"I hoped that if we focused on teacher mental health then maybe retention would be higher and test scores would improve," Miller said. "When you take care of teachers, they're able to better take care of students."

From then on, Miller made it his goal to establish a mental health room in his building. He recognized the importance of having a separate space in the school for this specific purpose.

"A teacher's lounge is where people go to eat and chit-chat," he began. "This is something that when I'm having a hard day, I'm able to go there and I can hang out in a nice quiet space with a serene atmosphere."

Instead of the usual bright overhead lights, the room utilizes lamps, includes various seating options — like a massage chair, and puzzles to relax the mind. None of this came together easily in a profession that already is short on funding and resources.

"It took a while for us to even get the room," Miller explained. "We had things set aside because we knew we wanted to do it, but we would ask every year, 'Hey, can we have a space for this?' and we were told, 'We don't really have an extra room for it.'"





“

When you take care of teachers, they're able to better take care of students. ”

Miller and his peers did not give up hope. After four years, they got a new administrator who felt just as passionate about the project.

“The first thing I asked her in the summer that she started was if we could create this room,” he said.

“She coincidentally had wanted to do this at her previous school, so the stars aligned.”

With admin support, Miller immediately set out to source donations for the room from his peers and community members. He went on Facebook asking people for any type of donation to help make this project come to life.

“I got an overwhelming amount of support from all sorts of people,” he shared.

From his request he was able to obtain everything he was looking for and more. The school librarian even had her student aides go in to help remove the excess items from the room. The biggest and most popular donation was a massage chair. Miller's position as co-sponsor of The National Junior Honor Society (NJHS) helped secure it.

“NJHS and Student Council trade off on who will provide the

teacher appreciation meal and who will provide the teacher gifts,” Miller explained. “This time, NHJS was in charge of the gift and I said, ‘Instead of small gifts for every teacher, how about just a massage chair that they can all use?’”

With the support of ADE leadership, community members, peers, admin and students, the mental health room officially opened in September with only a few expectations.

“All staff members and administrators are welcome to go in, but they must be respectful to the people around them and their space,” Miller said. “We have to keep the focus of this room on mental health.”

Since its opening, Miller has witnessed several people use it and received a tremendous amount of positive feedback. He himself has used it to take a break and refocus his mind. He finds that the distance gives him more time to reflect and draw boundaries for himself.

“Going there is a completely different vibe than being in my classroom,” Miller reflected. “If I stayed in my classroom, I'd just find something to do—papers I need to grade, prep I need to do for tomorrow, etc. If I go into a different room, I get to focus

on what I need.”

Through his hard work and dedication, Miller's actions show that any investment in teachers' well-being can have a positive impact on all. He encourages anyone who feels they need a change in their building to advocate for themselves and never give up. Most importantly, he believes that no matter what pressures come and how big your to-do list is, you must leave room for mental health.



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Murphy, the Therapy Dog: Glenpool Middle School's Diamond in the Ruff

A heartwarming story of determination, teamwork, and a shared vision for mental health support in schools

By Joe DuVall



While wading through the bustling halls of Glenpool Middle School, if you are lucky, you may just meet the short, blonde, curly-haired ball of joy that has been voted the most popular member of the staff—a two-year-old labradoodle named Murphy.

OEA staff member, Tina Townsend, recalled her fortunate moment when Murphy's charm took her and colleague Kim Littrell by surprise while visiting Glenpool Middle School.

"Kim and I were working at the middle school when this fluffy Labradoodle strolled into the room," Townsend recounts. "He inspected everything, made himself at home, and instantly melted our hearts. It wasn't long before Tina McGuire, Murphy's handler, walked in and formally introduced him as (Glenpool Middle School's) Resident Therapy Companion."

As the school's resident therapy dog, Murphy has brought a new sense of calm, comfort, and joy to students and staff alike.

The magic of Murphy begins with his presence.

Murphy's ability to connect with students and adults alike is innate. "A student or two would walk by the room, and Murphy would jump into action with tail wagging and a skip in his step to greet

each student as they went by," Townsend explained. "It was obvious that Murphy and Tina were a beloved fixture at Glenpool Middle School.

Murphy's arrival at Glenpool Middle School was the culmination of years of perseverance by school counselor Michelle Cole and teacher Tina McGuire. Cole had dreamed of having a therapy dog on campus since 2010, "I went to a breakout session at a conference and they had a therapy dog program and I was very inspired."

"I presented it to our principal who was very open to the idea," Cole shared. Cole and McGuire teamed up with another teacher, Stacey Thomas, and made sure all of the necessary hoops were jumped through.

Murphy, sourced from a breeder specializing in therapy and police dog training, underwent extensive preparation. "He completed 12 weeks of rigorous training with a program known for working with service animals," Cole explained. "The training was funded by a local business, Okie Logistics, whose generosity really helped."

Parents were notified of Murphy's addition to the school and were given an option to opt their student out of being in the classroom with Murphy. However, Cole said that there have been no major issues.

"We had one student one time that was afraid of dogs, and she just opted out of being in that class where Murphy hangs out during the day. And that was fine." McGuire and Cole also stated that they have been very fortunate to not have any hyper



allergic students.

Since joining Glenpool in 2022, Murphy has become an integral part of daily life at the school. His presence in classrooms and hallways provides more than just a morale boost.

“Murphy helps reduce anxiety and stress for students and staff,” McGuire has noticed. “For instance, during a tense meeting with a parent and student, Murphy’s entrance immediately eased the atmosphere. He brings a sense of calm that words often can’t achieve.”

Students, particularly those in special education, form unique bonds with Murphy. “He’s incredibly gentle with our special ed kids,” McGuire added. “He knows to be patient and calm, even when they’re tugging on his ears or needing extra attention.”

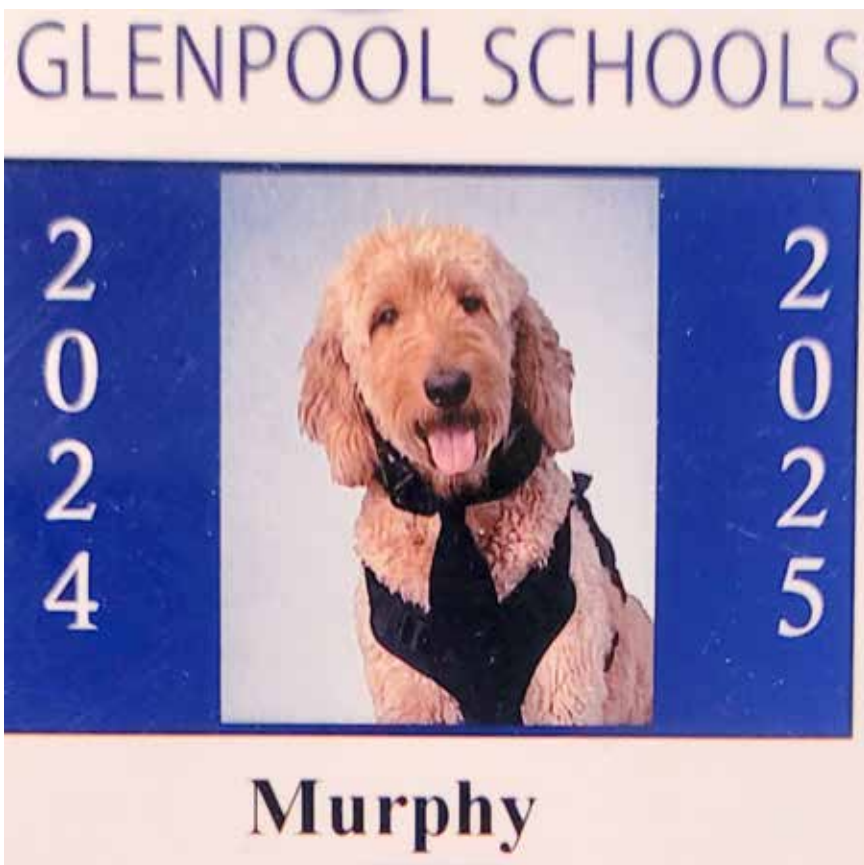
Murphy’s contributions extend beyond the classroom. He participates in assemblies, joins in dress-up days, and even poses for the yearbook. “He’s truly a part of the school family,” said McGuire.

For schools considering a therapy dog program, Glenpool Middle School’s experience offers valuable insights.

“Training is the foundation,” McGuire emphasized. “You need a well-trained dog and a dedicated handler who can maintain that training.”

The effort is well worth it. As Cole put it, “Murphy’s impact on mental health is immeasurable. He not only brings down stress levels but also gives students something to look forward to every day.”

Murphy’s story is a testament to the transformative power of therapy animals in education. From easing daily anxieties to fostering a sense of community, Murphy has proven that sometimes an impactful counselor can even come with four paws and a wagging tail.



EDUCATOR SAFETY UNDER THREAT: ADDRESSING THE RISING INCIDENCE OF VIOLENCE IN SCHOOLS

Jon Piguet, an Advocate for the Oklahoma Education Association in the Tulsa Metro Area, works closely with educators and support staff. In this Q&A, Jon shares insights into the increasing incidents of workplace violence, the impact on educators, and the steps OEA is taking to promote safer environments in schools.

APA reports 4/5 teachers report being victimized in school. Does that sound accurate to you?

I don't have those numbers, but I do have some recent data from NEA, and it states that "teachers report about ¼ of all reports for violence in the workplace." It also stated that, in 2015 workplace violence was at 5.8 % and in 2019 it had increased to 8.3%. I am also aware that more and more educators and support employees are concerned with the injuries and the possible liabilities that come with the job.

Do these altercations seem to be increasing?

It is definitely on the rise and brings many concerns to the education industry. I would say it is one of the top 3 concerns when talking to teachers. It also seems to be a driving force for educators and support employees leaving education. We all want to help these students, and we understand that they are most times not intentionally wanting to injure their teachers, but when educators weigh their own health and safety it causes many to reconsider their employment.

What are some prevalent reports/ anecdotes (without names) that you've encountered?

I had one incident where a single student sent 3 adults to the emergency room within one hour of being at school. We are seeing an increase in violent assaults.

I have heard of one district telling the already underpaid support employees, that they "would have to buy their own bite sleeves to protect themselves" because the district didn't have the money. I feel this

is a workplace condition and the safety of the employee is at risk. It puts employees at a higher risk of injury and that is another negative factor when trying to recruit people to education.

Have you had any cases that OEA has helped resolve?

Yes, the OEA has helped work through some of these incidents. We are currently working to get some "best practices" in place for individuals and districts.

How did that happen?

We have worked with the districts to always have 2 people with the students. We have worked to get additional support in place.

What resources/tactics do you see that help reduce violence towards educators?

I think we need to work on getting additional supports and trainings in place for these employees. Teachers and support employees are not trained behavior specialists or interventionists, they are not trained to counsel students. There is a huge and growing problem with students having violent behavior as well as mental health concerns.

We need legislation to protect all education employees from being assaulted at the workplace. We need the same or added protections for PreK – 5th educators/ support employees as the 6th – 12th grade educators currently have in place. I think we need to recognize that the problem is getting worse and has long been in the elementary classrooms. The shortage of teachers and support employees along with the larger class sizes has done nothing to improve the situation. Larger class sizes

have given rise to the incidents to be honest. This is not an urban or suburban issue, it has shown itself in every district, big and small and every classroom whether it is a veteran teacher or a new educator. We are failing our students that are in need, and we are failing our teachers that don't feel safe or supported in the classrooms.

What should a member do when faced with a situation of a student acting violently towards them?

To be honest, there is not one solution. Many times, it depends on the student, the environment, the escalation. However, I think there are a few things to keep in mind.

1. Document every situation. I know it is time consuming, but for protection, DOCUMENT.
2. Fill out an incident report on each injury no matter if it's mild or severe.
3. File a police report when the incident has caused harm or left marks.
4. Have a safety plan, evacuation plan in place.
5. When an incident occurs, evacuate other students to safety.
6. Always have a witness to the event and never be left alone with a student that is exhibiting violent behaviors.
7. Call administration immediately for assistance.
8. When possible, try to keep space or object (desk) between you and the student behaving violently.



OEA

Legislative Dashboard



Scan for Dashboard

What?

The OEA Legislative Directory was created to serve as a guide for members to browse a list of Oklahoma legislators, their districts, their contact information and to stay updated on key education issues during legislative session.

Where?

You can find the dashboard in the members area of OKEA.ORG -- When session begins this will be where to find all the latest up-to-date news coming from the capitol. www.okea.org/stay-informed/legislative-dashboard

Why?

This guide contains the stances of the OEA Fund for Children and Public Education (FCPE) on all current Oklahoma education issues and each legislator's recommendation status. All legislators previously recommended by the OEA FCPE are indicated on this guide. The OEA FCPE is a member driven political action committee that runs on voluntary donations from OEA members.

Statement of Ownership, Management, and Circulation (Required by 39 USC 3685)

The publication's title is The Education Focus (Publication No. 1542-1678). The filing date of the statement is September 5, 2024. It is published quarterly. The annual subscription price is \$5.00. The complete mailing address of the known office of the publication and of the General Business Office of the Publisher is: Oklahoma Education Association, 323 E. Madison, Oklahoma City, OK 73105-3190. AJ Stegall (405/523-4350) is the contact person. The publisher is the Oklahoma Education Association, 323 E. Madison, Oklahoma City, OK 73105-3190. AJ Stegall is the Editor and Ivy Riggs is the Managing Editor. Owner of the publication is the Oklahoma Education Association, 323 E. Madison, Oklahoma City, OK 73105-3190. There are no bondholders, mortgagees, or other security holders owning or holding one percent or more of total amount of bonds, mortgages or other securities. The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax have not changed during the preceding 12 months. The name of the publication is The Education Focus. The issue date for the circulation data which follows is June 22, 2024. The data is classified as follows: a. the average number of copies of each issue during preceding 12 months, and b. the actual number copies of the single issue published nearest the filing date. Total number of copies: a. 16,790; b. 16,937. Paid or requested circulation through (1) outside-county mail subscriptions stated on Form 3541: a. 17,078; b. 17,219; (2) in-county subscriptions: a. none; and b. none; (3) through dealers and carriers, street vendors, counter sales, and other non-USPS paid distribution: a. 159; b. 101; (4) other classes mailed through the USPS: a. none; b. none. Total paid distribution: a. 16,790; b. 16,937. Free or nominal rate copies for (1) outside-county: a. 78; b. 78; (2) in-county: a. none; b. none; (3) other classes mailed through the USPS: a. none; b. none. Free distribution outside the mail: a. none; b. none. Total free distribution: a. 78; b. 78. Total distribution: a. 17,078, b. 17,219. Copies not distributed (office use, leftovers, spoiled): a. 25; b. 25. Total printed: a. 15,929 b. 15,850. Percentage of paid and or requested circulation is: a. 99% and b. 99%. Electronic copy circulation is (1) Paid electronic copies: a. 0; b. 0; (2) Total paid print copies plus paid electronic copies is: a. 16,363; b. 16,935; (3) total print distribution plus paid electronic copies is: a. 16,363; b. 16,960; (4) Percent paid (both print and electronic copies): a. 99%; b. 99%. The statement of ownership will be published in the Dec. 13, 2024, issue of the publication. I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions. AJ Stegall, Editor.



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