



Representative Assembly

DELEGATE HANDBOOK AND OFFICIAL PROGRAM

YOUR VOICE.

OUR POWER.

THEIR FUTURE.

OEA Mission Statement

The OEA will lead the way for continuous improvement of public education while advocating for members and the learners they serve.

OEA Vision

The Ohio Education Association is the hallmark for excellence in education.

OEA Strategic Priorities

- Build locals' capacity to be more relevant to members.
- Educate and organize members to build support for quality public education.
- Build OEA as a member resource for professional issues.

Ohio Expo Center, Kasich Hall

Columbus, Ohio

December 7, 2019

TOP 10 THINGS

all delegates should know:

- 1. Delegates will receive periodic email notices with important information prior to the RA**—make sure OEA has your non-work email address and that you check it weekly before the RA.
- 2. Most handouts are being posted to the OEA website in advance of the RA**—check them out.
- 3. As a responsible delegate, you should plan to stay to the end of the RA** so that you can fully participate in the democratic proceedings as a representative of your local.
- 4. There is a break in the agenda.** (See OEA RA Standing Rule 2.03)
- 5. Delegates accept the agenda with flexibility.** The President will keep the delegates informed of changes as they are decided—and during the Spring RA, items can be changed from one day to another. Agenda changes often happen due to the timing of special events and the arrival of invited guests, etc.
- 6. If a delegate arrives after registration has closed,** go to the Credentials Committee table for assistance.
- 7. In order to vote you will need a photo ID and credential** (received at registration). If you lose your credential it will not be replaced under any circumstances.
- 8. A parliamentarian is available to the delegates to answer questions** on how to address items to be brought before the delegates. (The OEA President explains this at the beginning of each RA and the process is noted in the delegate handbook too!) Go to the Convention Planning Committee members for assistance.
- 9. A New Business Item** is defined as specific in nature and terminal in application that requires immediate action by the delegates and carries with it fiscal implications. Therefore, NBIs are brought to vote on the floor of the RA and not by secret ballot.
- 10. Secret Ballot Voting**—paper ballots are used for electing candidates (See OEA RA Standing Rule 6.03) as well as changes to the OEA Constitution and Bylaws (See Article 10, Section 4 – OEA C&B). Therefore, delegates cast their votes by secret ballot.

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The OEA will lead the way for continuous improvement of public education while advocating for members and the learners they serve.

December 2019

Dear Delegate:

Thank you for attending OEA's 2019 Fall Representative Assembly.

I am deeply appreciative of having the opportunity to serve as the President of OEA and I look forward to working with you to meet the challenges that we face as educators and as members of Ohio's largest public employee union.



We recently did a comprehensive survey of our members to see how they're feeling about their jobs and their union. On the latter, the news is very encouraging. Despite some efforts by our opponents to persuade people to drop their union membership, our members aren't buying it. An overwhelming majority – 90 percent – say they will remain. They understand and appreciate the value of being part of OEA and their local association.

On the job front, the news is mixed. Our members remain dedicated to their profession and the students they serve, but many of them also feel that things have gotten worse for them in recent years. And they cite two big reasons for this – non-educators and politicians making too many decisions that affect their lives and working conditions, and too much standardized testing.

We are taking on the testing problem and are working with lawmakers from both parties to pass legislation to reduce the required number of tests and fix Ohio's flawed school report card system. The other issue – too much decision-making by non-educators – is a long-standing problem. But that too can be addressed. One way to do that is to get more of our members engaged as advocates for public education. It's great to see more and more of our locals active in school board races and we want to encourage even more of them to do so.

I'm happy to report that this year's Fall RA will feature a panel of legislators – two from each party – who are champions of public education and will share with you their experiences. They represent the best in public servants and are a welcome contrast to the toxic atmosphere of Washington, DC where bipartisanship is ever more elusive. They are also a reminder of what we can achieve when we build relationships with elected officials of both political parties.

Thank you again for being part of this Representative Assembly. And thank you for all that you do for your students and your fellow members.

Sincerely,

A handwritten signature in black ink that reads "Scott W. DiMauro". The signature is written in a cursive, flowing style.

Scott DiMauro
President

The OEA will lead the way for continuous improvement of public education while advocating for members and the learners they serve.

December 2019



Dear Delegate:

Welcome to the Ohio Education Association's 2019 Fall Representative Assembly.

Thank you for being here on behalf of your fellow members. As OEA President Scott DiMauro noted in his letter to you, we are encouraged by the findings in a recent survey of our members that a strong majority remain committed to their union. As you know, there has been a concerted and well-funded effort in recent years to undermine public employee unions. That will continue and we must remain vigilant.

It requires that we demonstrate, at every opportunity, the value of being a union member – that we are there for our members not only at the bargaining table, but also in advocating for better working conditions and better learning conditions for the students they serve.

2019 has been another opportunity for our local associations to be involved in school board elections. This is the third cycle that we have conducted candidate trainings – instructing the candidates and their staffs on the ins and outs of what it takes to wage a winning campaign. A record number of candidates - 40 - participated this year in these trainings. Over the last 3 cycles, nearly 100 of our local associations have engaged in some level of activity in school board races. That includes endorsements and communications in support of the candidates.

Being involved in school board races demonstrates the power that we hold to shape educational policies. It shows our members the value of what can be accomplished when they are engaged and how we can make difference in the elevating the profession to which we are committed and enhancing the prospects of success for the students that we serve.

Thank you for participating in this Representative Assembly and for your commitment to our union.

Sincerely,

A handwritten signature in black ink that reads "Sheryl Mathis". The signature is written in a cursive, flowing style.

Sheryl Mathis
Executive Director

OEA Board of Directors



Scott DiMauro
President
Worthington



Jeff Wensing
Vice President
Parma



Mark Hill
Secretary-Treasurer
Worthington



Samuel Adu-Poku
Youngstown State
University



Brenda Ames
Elida



Andrea Beeman
Maple Heights



Adrienne Bowden
Pickerington



Nola Brooks
Xenia



Herman "M.J." Burkett
Steubenville



Amy Butcher
Westlake



Sharron Callahan
Cardinal



Melinda Campbell
Bethel



Meaghan Coe
Warren



Joyce Coney-Lacy
Mad River



Kelly Durve
Sylvania



Amanda Dyer
Kenton



Angel Dyer-Sanchez
Columbus



Larry Ellis
Youngstown



Cindy Endres
Jackson



Rob Fetters
Mount Vernon



Amy Fugate
Huber Heights



Julie Garcia
Lorain



Jorge González
Kings



Dan Greenberg
Sylvania



Amy Griffani
South-Western



Denise Hermetz
Northwestern



Deborah Jackson
Princeton



Linna Jordan Hilliard



Marchell Josie East Cleveland



Mary Kennedy Hilliard



Carol Kinsey OEA-Retired



Tammy LaPlante Ashtabula



Arthur Lard Portsmouth



Karen Linch Wooster



Debra Lipnos Twinsburg



Kirsten Long Ohio State University



Teri Mackey Wadsworth



Dwayne Marshall Gahanna-Jefferson



Thomas McOwen Bethel-Tate



Tamika Moss Canton



Carol Nance Fairfield



Geneva Parker Canton



Stacy Recker West Clermont



Kim Richards Cardinal



Tammy Shelton SCOPE



Amy Shenefield Buckeye Valley



Alice Sneed Winton Woods



Erin Stevens Pickerington



Angela Stewart Reynoldsburg



Ty Tatman Zane Trace



William Van Pelt II Belpre



Cheryl Williams Dublin



HaSheen Wilson Youngstown State University



Steven Yeager Heath

The Ohio Education Association's Fall 2019 Representative Assembly

Tentative Schedule

Friday, December 6

9:30 a.m. – Conclusion	OEA Board of Directors	Media Center, OEA Headquarters
6:00 p.m.	Convention Planning Committee	Ohio AB, Marriott Columbus University Area
6:00 – 9:00 p.m.	Delegate Registration	Scioto A, Marriott Columbus University Area
6:45 p.m.	DLAMC Memorial Dinner*	Franklin Ballroom, Marriott Columbus University
8:30 – 11:00 p.m.	District Leaders Hospitality Reception	Franklin Ballroom, Marriott Columbus University
Immediately following DLAMC Dinner	Legislative Committee	Olentangy AB, Marriott Columbus University Area

Saturday, December 7

8:00 – 8:45 a.m.	Legislative Open Hearing	Ohio Expo, Cardinal Room/2 nd Floor
8:00 – 10:00 a.m.	Delegate Registration	Ohio Expo, Kasich Hall C
8:00 a.m. – Conclusion	Districts/Vendor Exhibits	Ohio Expo, Kasich Hall B

****9:00 a.m.****	First Assembly Session - RA	Ohio Expo, Kasich Hall A
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During 45-minute break	Lunch Break <i>(Complimentary Subway box lunches)</i>	Ohio Expo, Kasich Hall B/C
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Afternoon	Second Assembly Session - RA	Ohio Expo, Kasich Hall A
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* Separate registration required

CAUCUS MEETING INFORMATION

8:00 a.m.	OEA BAT Caucus	Cardinal Room, 2 nd Floor
During the 45-minute Voting/Lunch Break	OAESP OASNP CENTRAL OEA/NEA OEA Hispanic Caucus	Buckeye/Trillium Room, 2 nd Floor Cardinal Room, 2 nd Floor Stage Left – RA Floor Lady Bug, 2nd Floor

Delegate Information

SEATING OF LATE DELEGATES – In order to be seated as a delegate after registration closes at 10:00 a.m., you must go to the **OEA Credentials Committee** located in registration or the credentials table inside the hall.

IMPORTANT – *Delegates will need a photo identification card with a signature to be eligible to VOTE.*

DEADLINE FOR LEGISLATIVE ITEMS – Saturday – 10:00 a.m.

A Legislative Item is defined as an item implying either Association legislative policy or political action.

DEADLINE FOR EMERGENCY NEW BUSINESS ITEMS – Saturday – 10:00 a.m.

A New Business Item is defined as relating to substantive policies or programs for the Association and is specific in nature and has a designated time for application and/or implementation. At the Fall Representative Assembly, new business items of a necessary nature only will be accepted until the close of registration.

Venue Information

Marriott Columbus University Area, 3100 Olentangy River Road (OSU campus), Columbus, 43202, (614) 447-9777
Ohio Expo Center – Kasich Hall (Ohio State Fairgrounds), 717 East 17th Avenue, Columbus, 43211
In case of emergency, the Ohio State Highway Patrol Communication Center number is (614) 752-6007

The Ohio Education Association's Fall 2019 Representative Assembly

Order of Business

Saturday, December 7, 2019

Registration – 7:30 – 10:00 a.m.

Deadline for Submission of Legislative Items – 10:00 a.m.

Deadline for Submission of Emergency New Business Items – 10:00 a.m.

Pre-RA Entertainment Sponsored by ECOEA – PANomenon: The Rittman High School Steel Drum Band

First Assembly Session (9:00 a.m. to Conclusion)

President Scott DiMauro Presiding

Call to Order

Opening Ceremonies

Presentation of the Colors (West High School Junior ROTC)

Pledge of Allegiance (Kirsten Long, OEA Board Member)

National Anthem

Invocation (Deborah Jackson, OEA Board Member)

Introductions

Platform Guests (Board of Directors, Past Presidents, District Presidents, Convention Planning Committee)

Report of the Referral Committee (Angel Dyer-Sanchez, Constitution and Bylaws Committee Chair)

Preliminary Report – Committee on Credentials (Sandra Gavin, Credentials Committee Chair)

Adoption of Standing Rules (Kathy Abrahamson, Convention Planning Committee Co-Chair)

Adoption of the Agenda with Flexibility

*The agenda may be interrupted to recognize special guests and to announce other important items.

Kickoff for OEA Fund for Children and Public Education

Report of the Nominations Committee (Jen Long, District Leaders Council Chair)

Nominations from the Floor

Candidate Speeches

Election and Voting Procedure (Tammy Segulin, Elections Committee Chair)

Report of Constitution and Bylaws Committee (Angel Dyer-Sanchez, Constitution and Bylaws Committee Chair)

President's Report

Address by NEA President Lily Eskelsen Garcia

OEA Financial Report (Mark Hill, OEA Secretary-Treasurer)

Interim Report – Committee on Credentials (Sandra Gavin, Credentials Committee Chair)

STRS Recommended Candidates (Jeff Wensing, Vice President)

Executive Director's Report

Legislative Panel

Recess for Break (and Voting, if necessary)

(IMMEDIATELY AFTER THE CLOSE OF THE MORNING SESSION FOR 45 MINUTES)

Polls open for voting: The opening time of the polls will be announced by the President from the stage and the polls will close at the time designated after the end of the morning session.

The Ohio Education Association's Fall 2019 Representative Assembly

Order of Business

Saturday, December 7, 2019

Second Assembly Session (Begins 45 minutes after closing of morning session)

President Scott DiMauro Presiding

Call to Order

OEA Fund for Children and Public Education Fund Awards Ceremony

Vice President Update and Report of Legislative Committee (Jeff Wensing, OEA Vice President)

Platform Guests (Legislative Committee)

Action on Legislative Committee Recommendations (Jeff Wensing, OEA Vice President)

Platform Guests (Legislative Committee)

NEA Directors' Report

Report of Elections Committee (Tammy Segulin, Elections Committee Chair)

(RUN-OFF ELECTION, IF NECESSARY)

Action on New Business

(FINAL REPORT OF ELECTIONS, IF NECESSARY)

Final Report – Committee on Credentials (Sandra Gavin, Credentials Committee Chair)

Introduction and Installation of New Officers and Board Members

OEA Fund for Children and Public Education Fund Raising Giveaway

Reading of Titles for Constitutional Amendments for Spring 2020 Representative Assembly

(Angel Dyer-Sanchez, Constitution and Bylaws Committee Chair)

(FINAL REPORT OF ELECTIONS, IF NECESSARY)

Adjournment

STATEWIDE CANDIDATES
OEA Fall 2019 Representative Assembly

NEA Director #1 (Vacancy)

Dwayne Marshall
Gahanna-Jefferson E.A.

NEA Director #2 (Vacancy)

Larry Ellis
Youngstown E.A.

(Should voting be necessary)

VOTING INSTRUCTION SHEET

OEA Fall 2019 Representative Assembly

To mark your ballot, simply fill in the circle next to the name of the candidate of your choice in each category. **OEA members who are delegates by virtue of office will have restricted voting privileges and are not authorized to vote for candidates. Delegates must present their credential and photo ID with signature when signing for a ballot. Delegates will also need to present their credential and photo ID at the actual voting station.**

A simulated ballot poster will be displayed in each voting booth to assist the delegates in the voting process. Please consult one of the Elections Committee members if you have any questions.

There are three important steps to remember in marking the ballot:

- 1) **Fill in the circle completely in the voting booth.** The ballot scanner will NOT read your vote unless it is completely marked. **DO NOT PLACE AN "X" THROUGH THE CIRCLE.**
- 2) **ERASE CLEANLY.** If you are unable to remove a voting mark you would like to change, please request a new ballot from an Elections Committee member upon surrendering the mismarked ballot.
- 3) **DO NOT FOLD THE MARKED BALLOT.** Folding the ballot can cause a smudge mark and possible misreading by the scanner. In conformity with the secret ballot principle, you must deposit your own marked ballot in the ballot box located outside the voting booth.

REPRESENTATIVE ASSEMBLY MICROPHONE USAGE

A network of microphones and color-coded cards provide a system of communication between the delegates and the presiding officer, enabling the delegates to participate directly in the Association's business.

Procedures – A system of three (3) microphones are strategically placed on the floor of the Representative Assembly. The numbered microphones are controlled from a table located on the stage. A member of the Convention Planning Committee (CPC) and color-coded cards are at each microphone.

As the business of the Association is conducted, delegates wishing to speak go to a microphone and inform the CPC member of their desire to speak. The CPC member will ensure the delegate has the correct color-coded card.

Motions and discussion by the Delegate Assembly on specific items of business (e.g., Constitution/Bylaws Amendments, Legislative, Resolutions, New Business Items) will be accepted at the Referral Committee/Communications table prior to the agenda item being officially introduced by the Chair. Refer to pages, 16, 17 and 28 for the handling of New Business Items.

RAISE A QUESTION OF PRIVILEGE/POINT OF PERSONAL PRIVILEGE

While it's not required, to help expedite the business of the Association, please complete the form below (available from the Referral Committee Table or Floor Assistants) to raise a question of privilege or make a point of personal privilege. These will be handled before the assembly adjourns for the day in the order they were received. The presiding officer will acknowledge each delegate whose messages have been received and desires to speak to the Representative Assembly. Individuals should stay in close proximity to the microphone from which they wish to speak. *(Please leave your completed form at the Referral Committee Table for delivery to the presiding officer.)*

Raise a Question of Privilege/Point of Personal Privilege	
Date _____	Time _____
Microphone # _____	Name _____
Unit of Representation _____	

**DELEGATE PROCEDURE FOR SUBMISSION OF
ALL LEGISLATIVE ITEMS**
(Emergency New Business)

1. Referral Committee Table Procedure:

- (a) The function of the Referral Committee is to assist the delegates in bringing proposals before the Representative Assembly. The Referral Committee will be seated on the floor and will review all items submitted to it. The Committee will determine if these proposals need editorial assistance and assist the delegates in determining the proper category for their proposals.
- (b) A delegate presenting any item will be required to give it to the Referral Committee seated on the floor. These items are to be presented to the Referral Committee beginning at 8:00 a.m. on the day of the Representative Assembly or before the Representative Assembly by mail to the President. Please remember that the deadline on Saturday, December 7, 2019, for Legislative Items is 10:00 a.m. and the deadline for Emergency New Business Items is 10:00 a.m.
- (c) The delegates should approach the Referral Table with his/her item for submission, including new legislative items or amendments thereto, and receive an assigned number for the item from the staff working with the Referral Committee. The correct time will be indicated on the proposal when its number is recorded by the staff.
- (d) After receiving the item number, the proposal is reviewed by the Referral Committee to determine its relationship to other items before the Assembly.
- (e) After reviewing, the chairperson of the Referral Committee will give the proposal to the staff member to note a duplicating number by category for further processing.
- (f) The staff member, after assigning the proper time and number of the proposal, will then process and distribute the necessary copies. A copy will be available at the referral table for the maker of the proposal. Copies of the proposals will also be duplicated for distribution to the delegates.

2. Constitution/Bylaws: If an item is designated as Constitution and/or Bylaws, it cannot be acted on at this Assembly. You must have it read by title at the end of this Assembly; it will be voted on at the following Assembly. To do this you need a petition (available at the Referral Table) with the signatures of at least 50 delegates. This petition should then be given to the chairperson of the Constitution and Bylaws Committee.

3. Delegate Parliamentarian: A parliamentarian is seated on the main stage of the Convention Auditorium. Those duties consist of assisting the delegates in the preparation of written materials and/or in the utilization of proper parliamentary procedure when addressing the Representative Assembly.

LEGISLATIVE ITEM FORM*

Committee Use Only: Item # _____		
_____ Chp./C & B	_____ Leg.	_____ Res.
_____ Retired	_____ Staff Liaison	_____ AED B.S.

TITLE OF LEGISLATIVE ITEM: _____

SECTION _____ LINE _____ PAGE _____

PLEASE CHECK ONE:

OEA SUPPORTS

OEA OPPOSES

I. Statement of Legislative Item:

II. Rationale: (In paragraph form state the reason(s) for the Legislative Item and what is to occur as a result of it.)

Submitted by: _____ (Name) _____ (Local)

_____ (Cell Phone) _____ (Microphone Location on Floor)

Seconded by: _____ (Name) _____ (Local)

_____ (Cell Phone) _____ (Microphone Location on Floor)

***DEFINITION OF LEGISLATIVE ITEM:** A Legislative Item is an item that would add new language to OEA's Legislative Policies, change language in OEA's Legislative Policies, or delete language from OEA's Legislative Policies.

GUIDELINES: All legislative items can be submitted directly to the Legislative Committee for inclusion in the Representative Assembly addendum report or submitted to the Referral Committee for action at the Fall Representative Assembly. The deadline for submitting a legislative item will be 10:00 a.m. Saturday.

Fall

Emergency
NEW BUSINESS FORM*

Committee Use Only: Item # _____		
_____	_____	_____
Chp./C & B	Leg.	Res.
_____	_____	_____
Retired	Staff Liaison	AED B.S.

TITLE OF NEW BUSINESS: _____

Ongoing Activity

One Time Action

I. Statement of New Business Item:

II. Rationale: (In paragraph form state the reason(s) for the New Business Item and what is to occur as a result of it.)

III. Supplemental Information:

Staff Hours Needed _____ Projected Time for Accomplishment _____

Cost of Implementation _____ Budget Line Item _____

Submitted by: _____ (Name) _____ (Local)

_____ (Cell Phone) _____ (Microphone Location on Floor)

Seconded by: _____ (Name) _____ (Local)

_____ (Cell Phone) _____ (Microphone Location on Floor)

***DEFINITION OF NEW BUSINESS ITEM:** An item of new business is specific in nature and terminal in application. It requires action as soon as possible and carries with it fiscal implication. A new business item adopted by the Representative Assembly shall remain in effect (1) until a specified expiration date, or (2) until it is implemented, or (3) until it is rescinded by a subsequent Representative Assembly.

GUIDELINES: An emergency new business item is to be submitted to the Referral Committee as soon as possible before the Representative Assembly. The deadline for submitting a new business item will be 10:00 a.m. Saturday. The Referral Committee will receive all new business items. If clarification of a new business item seems necessary, the Referral Committee can make such changes. If several new business items are received which are related, the Referral Committee may call these persons back to the stage in an attempt to synthesize the new business items into a common item whenever possible.

Fall

STANDING RULES

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STANDING RULES OF THE REPRESENTATIVE ASSEMBLY

SECTION 1 **ORDER OF BUSINESS AND DEBATE**

ADOPTION

1.01 - The adoption of the Standing Rules of the Representative Assembly shall be the next item of business following the report of the Convention Planning Committee on Credentials at the opening session of the Assembly.

AGENDA

1.02 - The Agenda, as adopted by the delegates, constitutes the official order of business for the Representative Assembly.

RULES

1.03 - The meetings of the Representative Assembly shall be conducted in accordance with the provisions of the OEA Constitution and Bylaws, the Standing Rules, and special rules incorporated herewith. Cases not specifically covered otherwise shall be governed by the current edition of *Robert's Rules of Order Newly Revised*.

PARLIAMENTARIAN

1.04 - There shall be an official parliamentarian, to whom questions may be directed through the presiding officer only.

Members of the Convention Planning Committee will be made available on the main floor of the Convention to assist the delegates in the preparation of written materials and/or in the utilization of proper parliamentary procedures when addressing the Representative Assembly.

REFERRAL COMMITTEE

1.05 - A Referral Committee, composed of the Chairpersons of the Legislative and Resolutions Committees, Chairperson of the Constitution and Bylaws Subcommittee of the OEA Board of Directors and a Retirement Representative, shall be established to advise prospective makers of resolutions and motions prior to the presentation of such business to the Representative Assembly, and to assist the President with the handling of motions and resolutions during business sessions. The Chairperson of the Constitution and Bylaws Subcommittee shall serve as the Chairperson of the Referral Committee. If any committee member is not available, the Chair may appoint a substitute.

NEW BUSINESS ITEM-SUBMISSION

1.06 - Introduction of business shall be accomplished by presenting a copy of a New Business Item, a Resolution, or a Legislative Item on the appropriate form to the Referral Committee. The "maker" of the item must be properly identified along with the "second." Items will be numbered chronologically upon receipt. The President, through the Referral Committee, reserves the right (1) to group items chronologically according to category, i.e., resolutions, legislation, etc., and (2) to

urge makers of similar motions to caucus on the possibility of drafting a single proposal for Assembly action.

INTRODUCTION OF BUSINESS - BY MAIL

1.07 - Proposed legislative items, resolutions and items of new business may be submitted on the appropriate form by mail prior to the convening of the Representative Assembly and/or in person at the meetings prior to established deadlines.

INTRODUCTION OF BUSINESS - AT THE ASSEMBLY

1.08 - All legislative items, resolutions and items of new business proposed by delegates must be introduced in accordance with the adopted Agenda. The President may admit new business for action later in the session, if necessary.

At the Spring Representative Assembly, new business items not related to the proposed budget will be accepted until the close of registration on Saturday; new business items related to the proposed budget will be accepted until 10:30 on Friday. At the Fall Representative Assembly, new business items of a necessary nature only will be accepted until the close of registration.

BUSINESS ITEMS - DISTRIBUTION

1.09 - All items of business introduced for consideration of the Representative Assembly shall be printed for distribution to delegates.

OBTAINING THE FLOOR

1.10 - A delegate wishing to speak before the Assembly must first be recognized by the chair and then must provide the following information: full name, unit of representation and purpose of speaking.

RESOLUTION/NEW BUSINESS/LEGISLATIVE COMPOSITION AND ASSISTANCE

1.11 - Delegates wishing to offer resolutions, items of new business, and legislative items for Assembly action shall be required to present them to the appropriate committee prior to their presentation to the Referral Committee. The purpose is to edit, clarify, and prevent duplication. The committee will be available beginning at least one-half hour preceding each Assembly session. If an item is rejected by a committee, it may still be presented on the Assembly floor by presentation to the Referral Committee.

REPORTS OF COMMITTEES - AMENDMENTS

1.12 - Amendments to the reports of committees shall be distributed to the delegates present not later than the last session of the Representative Assembly.

DEBATE - LIMITATIONS

1.13 - No delegate shall speak in debate more than twice on any one motion or subsidiary motion unless permission is granted by a majority vote of the Representative Assembly. Each speaker shall be limited to three minutes on first presentation and one minute on any subsequent presentation. The timekeeper shall signal the presiding officer at the end of the allotted time.

DEBATE - YIELDING OF TIME

1.14 - A member may yield the microphone or speaking time to another delegate only for the unused portion of his allotted time.

REQUEST FOR INFORMATION

1.15 - A request for information shall be considered as an incidental motion. A person gaining the microphone under a Point of Information shall not debate the motion under consideration.

DEBATE - OBJECTION TO CONSIDERATION

1.16 - The Objection to the Consideration motion shall only be in order immediately after the maker of the motion has had the opportunity to speak to it. After an Objection to Consideration is called, the delegate making the request must go to the microphone designated by the Chair.

DEBATE - PURPOSE FOR RECOGNITION

1.17 - A person gaining recognition to speak to a motion may not immediately offer a motion to close debate.

PREVIOUS QUESTION – CLOSE DEBATE

1.18 - A motion to close debate (previous question) can be applied to the immediate pending motion or other pending motions on the floor, and shall not be accepted by the Chair until at least one representative of both sides of the issue shall have been given the opportunity to speak.

DEBATE - VOICE VOTE

1.19 - Voting, other than for elections, shall be viva voce except when a division is called for by the Chair or by at least twenty-five delegates.

DEBATE - DIVISION VOTE

1.20 - When a division of the house is called for, and the request has been sustained by 25 delegates or more, a rising vote will be taken. If the rising vote is inconclusive then a counted rising vote will be taken. The meeting area will be closed during the voting. To be counted, delegates must remain at their seats. The supervision and counting of rising votes shall be the responsibility of the Convention Planning Committee.

BUDGETARY CONSIDERATIONS

1.21 - A three (3) member committee shall be established to review new business items prior to and during the Representative Assembly. The committee shall consist of the Secretary-Treasurer, the Assistant Executive Director, Business Services, and a designee of the Business/Support/Administration Committee. The committee shall review each new business item submitted and, without changing or eliminating any item, shall make a preliminary estimate of the cost of each item for the current budget and subsequent budgets. Also, a determination will be made as to whether the item is covered in the current program and budget. The report of the committee will appear in writing with each new business item. If it is determined that the motion

requires and expenditure of funds which is not already budgeted, the makers of the motion must indicate the budget item or items to be amended in order to maintain a balanced budget.

MOTION - SUBSTITUTIONS

1.22 - When a substitute motion has been made and accepted as in order by the Chair, it shall take precedence over the pending motion and remains pending as amended. The substitute motion can only be amended by addition. The Chair will return to the original motion only if the substitute motion has not been enacted.

NEW BUSINESS - ADJOURNMENT LIMITATIONS

1.23 - A 2/3 vote of the delegates will be required for adjourning an Assembly prior to completion of all new business except in an emergency situation as determined by the presiding officer.

QUORUM

1.24 - A quorum of the Assembly shall be the number of accredited delegates present and voting.

SECTION 2 **ADOPTION, AMENDMENT, AND SUSPENSION OF STANDING RULES**

ADOPTION

2.01 - The Standing Rules of the Representative Assembly shall be adopted by a majority vote of the Representative Assembly.

SUSPENSION

2.02 - A Standing Rule of the Representative Assembly may be suspended, rescinded, or amended after adoption, by a two-thirds vote of the Representative Assembly.

REPRESENTATIVE ASSEMBLY BREAK PERIOD

2.03 – In consideration of those delegates with physical and/or medical needs, the R.A. shall adopt an agenda that includes a lunch period or break of an appropriate length. The agenda shall not be modified to eliminate the lunch period/break except by suspension, rescission or amendment of this Standing Rule as contemplated at Standing Rule 2.02.

SECTION 3 **CREDENTIALS COMMITTEE CERTIFICATION AND REGISTRATION OF** **DELEGATES AND ALTERNATES**

PURPOSE

3.01 - A subcommittee of the Convention Planning Committee is responsible for examining the credentials of all delegates and recommending to the Assembly for approval, the seating of all eligible delegates.

REPORT

3.02 - The decisions of the Credentials Committee shall be final unless overruled by the Representative Assembly. The chairperson of the Committee shall give a preliminary report at the first session of the Representative Assembly and a final report when the registration is complete.

CERTIFICATION

3.03 - The certification of delegates and alternates is governed by Bylaws 4-9, a-i.

The Representative Assembly may only vote on the seating of a delegate(s) after having heard a report from the Credentials Committee with respect to the seating of such person(s).

REGISTRATION

3.04 - Registration procedures at the meeting shall be under the immediate direction of a subcommittee of the Convention Planning Committee.

BADGES - ISSUANCE

3.05 - Delegate badges shall be issued only after presentation of proper credentials.

LOST VOTING CARD

~~**3.06** - Lost voting credentials will not be replaced.~~

LOST CREDENTIALS

3.06 – DELEGATES WHO FORGET OR LOSE THEIR CREDENTIALS SHOULD CONTACT THE CREDENTIALS COMMITTEE. DELEGATES MUST PRESENT A GOVERNMENT ISSUED PICTURED IDENTIFICATION TO HAVE THEIR LOST CREDENTIALS REPLACED.

SECTION 4 **ELECTION REQUIREMENTS AND RESTRICTIONS**

DELEGATES' ELECTIONS

4.01 - All Delegates to the OEA Representative Assembly shall be elected by secret written ballot by their respective constituent members in good standing.

FILING OF FORMS

4.02 - All Delegates to the OEA Representative Assembly shall be seated only after all proper forms have been filed with the OEA Secretary-Treasurer.

OFFICERS' ELECTIONS

4.03 - In all elections where OEA officers are elected whether conducted at an OEA Representative Assembly, district representative assemblies, other annual meetings of divisions, or by mail balloting of all members of a division, the person or persons in charge of conducting said elections of OEA

officers shall preserve the credentials of the delegates, and all Minutes and other records, including in the case of mail balloting, all ballots returned whether marked, unmarked or voided, pertaining to the election of OEA officers for a period of not less than one year from the election and shall make such credentials, Minutes and other records, including ballots, available to the officers of the Ohio Education Association for inspection and examination.

SECTION 5 **SEATING ARRANGEMENTS**

ADMISSION TO ASSEMBLY

5.01 - Delegates must wear the official OEA Delegate Badge to be admitted to the designated delegate area.

GUESTS

5.02 - Members of the Association who are not delegates, invited guests and OEA employees without specific assembly assignment shall be seated in a designated area. Meetings of the Representative Assembly shall be open to members of the Association insofar as seating arrangements permit. With the consent of a majority of the Representative Assembly, a member or guest may address the Assembly.

PRESS

5.03 - Members of the press may be given an officially designated badge and admitted to the Representative Assembly floor.

STAFF/COMMITTEE

5.04 - Committee members who need access to the floor of the Assembly shall wear an officially designated badge for identification.

OEA staff with specific assembly assignments and district executive secretaries shall have floor privileges and shall wear proper identification.

OEA DEPARTMENTS

5.05 - The official Representatives of OEA Departments shall be admitted to the floor by an officially designated badge for identification and may be recognized by the Chair to address the Assembly on items affecting their group.

SECTION 6 **ELECTION PROCEDURES**

NOMINATION AND ELECTION

6.01 - Nomination and election procedures for all elective offices of the Ohio Education Association shall be in accordance with the OEA Constitution and Bylaws.

ELECTIONS COMMITTEE

6.02 - A subcommittee of the Convention Planning Committee shall be responsible for the conduct of the annual election of officers and/or any other items on which votes are taken by ballot.

SECRET BALLOT

6.03 - All elections authorized by the Representative Assembly shall be by secret ballot. In the event that after nominations are closed there is only one candidate on the ballot for a position, the secret ballot election shall be dispensed with and the unopposed candidate shall be declared elected to the position. Write-in voting shall be prohibited in all elections subject to Article V, section 3(C) of the OEA Constitution & Bylaws.

NOMINATIONS - OFFICERS

6.04 - Nominations for all officers shall take place at the first session of the Representative Assembly.

CANDIDATES SPEAKING TIME

6.05 – Each declared candidate for President, Vice-President, and Secretary-Treasurer shall be given the opportunity to make a ten-minute speech on behalf of his/her candidacy to the Assembly. Presidential candidates shall be given a total of twenty minutes and the Vice-President and Secretary-Treasurer candidates shall be given a total of ten minutes during the first session to answer questions by the delegates in the Assembly. Each candidate's response shall not exceed one minute. Candidates in a run off election shall be given the opportunity to appear before the delegates again for five minutes prior to a run off election.

Each declared candidate for Board of Directors and NEA Directors shall be given the opportunity to appear before the Assembly for a three-minute speech in his/her behalf. Audio visual and electronic presentations are prohibited as a part of all candidate speeches.

A person nominated from the floor becomes a declared candidate upon acceptance of the nomination.

BALLOT LANGUAGE

6.06 - A simulated ballot shall be posted in each voting booth to instruct delegates on the procedure for casting their ballots. The simulated ballot shall list the candidate names for each office and give the title and clear intent of the proposed amendments to the Constitution and Bylaws.

ELECTIONS - RUN OFF

6.07 - A run off election shall be conducted in accordance with OEA Constitution Article V, §3-d.

VOTING RESULTS - REPORTING

6.08 - The results of the voting shall be announced as soon as possible following the close of the polls. The Chairperson or a representative from the Elections Committee shall make an official report to the Representative Assembly at its final session. The names of those elected and/or the results of any other balloting shall be posted on the convention bulletin board.

VOTE RECOUNT

6.09 - An automatic recount will be held if the difference in number of votes between candidates is two percent or less of the voting delegates. If there is no automatic recount but a candidate desires a recount anyway, then the candidate must seek the assembly's permission before the final election report is adopted.

VOIDED BALLOTS

6.10 - Whenever paper ballots are used in the election procedure, a ballot will be voided if the intent is not clear. If a mistake is made marking a ballot, a new ballot must be obtained from an Election Committee member.

RESTRICTED BALLOTS

6.11 - Restricted ballots will be provided for those persons not meeting delegate certification requirements.

VOTING PROCEDURES

6.12 - The voting procedures will include the following steps:

- a) The delegate's credentials and voting card are pre-numbered with the same delegate's name and identification number.
- b) The delegate will present the voting card and a picture photo identification card with signature (such as a driver's license) at the ballot distribution table.
- c) The delegate will then sign the polling sheet on the proper numbered space (the delegate's pre-numbered credentials number) at the appropriately numbered ballot table before receiving the voting ballot.
- d) The delegate will then enter the voting booth where he/she will mark his/her ballot before placing the ballot into the ballot box.

SECTION 7

DISTRIBUTION OF NON-CAMPAIGN RELATED MATERIALS

DISTRIBUTION OF NON-CAMPAIGN RELATED MATERIALS

7.01 - Identification as to the source and sponsor must appear on materials other than those directly related to the function of the convention and authorized by OEA officers, staff, or officially designated groups responsible for preparing Representative Assembly materials. All such materials must have prior approval of the OEA President or his/her designee of the Assembly before being distributed on the floor of the Representative Assembly.

1. All such materials must be presented to the OEA President or his/her designee at least three days before the start of the first session of the Representative Assembly.

2. Use of the OEA, NEA, or UEP logo on such materials is prohibited.

USE OF EXHIBIT AND FUNDRAISING AREAS AT OEA REPRESENTATIVE ASSEMBLY

7.02 - The following rules shall apply to the use of exhibit and fundraising areas at the OEA Representative Assembly:

1. **INTERNAL GROUPS**

“Internal Groups” shall be defined as OEA Representative Assembly Delegates, OEA Local Associations, OEA District Associations, OEA Affiliated Caucuses, OEA Divisions, OEA Departments, declared candidates and OEA/NEA Associate Organizations. Internal Groups shall be permitted to use space reserved for exhibitions and fundraising, to distribute materials or disseminate information related to the agenda of the Representative Assembly, including materials or information that is contrary to, challenges or advocates a change in OEA policy. Such material or information may be prepared by the affiliates, delegates or caucuses themselves, or prepared by others external to the Association.

2. **EXTERNAL GROUPS**

“External Groups” shall be defined as any group, individual corporation, or entity other than those detailed in “Internal Groups” (7.02.1). External Groups may be permitted space reserved for exhibitions and fundraising for the distribution of materials and information related to the Association's agenda, provided that such material or information is not contrary to, does not challenge or does not advocate a change in OEA policy. External groups shall be limited to OEA/NEA partners, non-profit, and non-commercial exhibitors.

3. **PROCEDURE FOR REQUESTING SPACE**

- a. Requests for space must be in writing and received by the OEA Secretary-Treasurer not less than thirty calendar days prior to the beginning of the Representative Assembly. The written request shall include: an identification of the group requesting the space; the name, address and telephone number of the contact person for the group; the number of OEA members holding membership in the group; a description or sample of the materials or information intended to be distributed; and the number of table(s) desired.
- b. A request for space may be rejected if the requirements set forth in this section have not been met.
- c. The Association may prohibit the distribution of any materials or information it determines to be offensive or obscene.

4. **ASSIGNMENT OF SPACE**

- a. If the total amount of space requested exceeds the amount of space available, Internal Groups shall have priority over External Groups.
- b. If the total amount of space requested by Internal Groups exceeds the amount of available space, the available space shall be allocated on a first-come-first-served basis determined by the date and time the application is received by the OEA Secretary-Treasurer.

- c. If the total amount of space requested by External Groups exceeds the amount of available space, the available space shall be allocated on a first-come-first-served basis determined by the date and time the application is received by the OEA Secretary-Treasurer.
- d. No group shall be granted more than one table until all requests for space have been filled.
- e. No exhibit or fundraising space will be assigned within the polling area as defined in Standing Rule 8.08.

5. **DEFINITIONS**

For purposes of this section:

- a. "OEA Policy" means any policy or action by the Representative Assembly, the OEA Board of Directors, the President, Vice President or Secretary-Treasurer, Executive Director or other employees, agents or subcontractors of the Association; and
- b. "Space" in exhibition and fundraising areas shall mean table space.

SECTION 8
CAMPAIGNING

CAMPAIGN COMMITTEE

8.01 - The Convention Planning Committee and one person designated by each of the candidates for the office of President, Vice-President, Secretary-Treasurer, NEA Director and Board of Directors At-Large, shall be responsible for compliance with the Standing Rules for campaigns set forth in 8.02 - 8.10. The vice-chairperson of the Convention Planning Committee shall serve as chairperson of the Campaign Committee.

All candidates must complete the declaration of candidacy form before campaigning. Forms may be picked up and submitted to the RA registration table prior to the announcement of any candidacy.

NO DUES MONEY MAY BE USED

8.02 - No portion of dues money collected at the local, district, state or national level shall be used to promote the candidacy of any individual for an OEA office.

FILING REQUIREMENTS

8.03 - Candidates for President, Vice-President, Secretary-Treasurer, NEA Director and Board of Directors Member At-Large shall file a form at least 10 days prior to the opening of the Assembly with the Chairperson of the OEA Campaign Committee, setting forth the candidate's budget and total contributions to date. The appropriate reporting forms will be provided to each candidate by OEA. Final report of contributions and expenditures shall be made by each candidate to the OEA Campaign Committee Chairperson prior to the opening of the polls at the Assembly. Candidates for Unit OEA Board of Directors member shall file a form at least 10 days prior to the opening of the District Assembly with the Chairperson of the OEA Campaign Committee setting forth the candidate's budget and total contributions to date. The appropriate reporting forms will be provided

to each candidate by OEA. Final report of contributions and expenditures shall be mailed by each candidate to the OEA Campaign Committee Chairperson and postmarked no later than the day of that District Assembly.

Candidates shall designate their appointees, to the Campaign Committee and their Elections Observer, 30 days prior to the Assembly. If a candidate announces after the 30 day limitation, the candidate may appoint a designee at that time. Preliminary tentative rulings shall be made, if necessary, by the members of the Campaign Committee of the Convention Planning Committee.

Candidates will report expenses for all mail-out and pass-out material, hospitality suite expenses and anything identified primarily as a campaign activity. A report of expenditures shall begin from the time the candidate announces his/her candidacy. Travel expenses will not be included.

CAMPAIGN MATERIALS

8.04 - Materialistic gifts may not be distributed. Badges, buttons and ribbons may be distributed. Information relative to the candidate, the candidate's platform or statements on issues before the Assembly shall be printed on single sheets of paper, no larger than 8 1/2 by 11 inches and shall contain a clearly visible name of the source and sponsor. Pictures and slogans may be included in such information.

Campaign posters/materials shall contain a clearly visible name of the source/sponsor, including caucuses and other special interest groups. Use of the OEA, NEA, or UEP logo on material used to promote the candidacy of any individual or individuals for an OEA office is prohibited. Maximum size for campaign materials shall be limited to 17 x 22 inches.

Candidates may submit materials for prior approval to the Campaign Committee prior to distribution to ensure that all compliance has been met.

CAMPAIGN LIMITATIONS AT ASSOCIATION FUNCTIONS

8.05 – Campaign restrictions apply to all events or activities sponsored by OEA, NEA or any of their affiliates. Campaign activities at a local, state, district or NEA function (meeting, conference, social event, etc.) must be incidental to the function and must not interfere with or intrude on the planned program. Campaigning may take place before or after the function and between sessions of the function (e.g., at meal breaks). For example, a candidate's campaign workers may place campaign materials at the places of participants or observers prior to the opening of the meeting or may distribute campaign material to participants outside the entrance to the meeting room. a campaign worker may not, however, distribute campaign material once the meeting has begun or announce a campaign-related activity during the meeting.

An individual may not campaign for any OEA office more than one year prior to the election for an open position or begin earlier than the end of the last session of the Spring Representative Assembly.

Campaigning for elective office during the Representative Assembly shall be limited to the hotels and Convention Center. There shall be no posting of materials at the Convention Center other than at a sanctioned exhibit area at the Representative Assembly.

Posting of campaign material at all hotels will be restricted to areas governed by hotel regulations. Any bills for damage done to hotel facilities shall be charged to the campaign committee responsible for that material.

Unacceptable campaign materials and practices include posters and/or placards carried by individuals in the assembly hall, distribution of campaign materials within the assembly hall, use of electronic signs within the assembly hall, and campaigning while business of the assembly is being conducted. The assembly hall includes the floor of the Representative Assembly, guest seating area, stage, and any space visible to where the business of the Representative Assembly is being conducted.

Campaign materials may not be worn while seated or addressing the body of from the stage during the representative assembly.

CAMPAIGNING BY ASSOCIATION OFFICIALS

8.06 – If an individual is traveling at OEA or affiliate expense to Association events, campaigning is allowed but must be incidental to the assignment and must not interfere with the performance of duties. For example, an OEA official who is a candidate for office and is assigned to represent the Association at a meeting is permitted to meet with supporters or campaign committee members during off-duty hours. All expenses incurred in connection with such a campaign meeting are campaign expenses and are not chargeable to OEA.

CAMPAIGN LIMITATIONS DURING VOTING

8.07 - While the polls are open, no campaign materials may be displayed or worn in the polling area.

The polling area is defined as the room or area designated as where voting is taking place (the polling place) and all areas within 50 feet of the polling place.

The polling area will be prominently marked during all times that the polls are open.

RULE INTERPRETATIONS

8.08 - All decisions of the committee in interpreting the Standing Rules shall be subject to appeal to the Representative Assembly or the OEA Appeals Board.

HOSPITALITY ROOMS

8.09 - Hospitality rooms shall close by 2:00 a.m.

VIOLATIONS

8.10 - Any delegate questioning violations of the Standing Rules, Section 8 on Campaigning, should report this to any member of the Convention Planning Committee immediately.

The committee on campaigns may remove candidates from the ballot for flagrant, willful attempts to circumvent the Standing Rules. The committee shall report all infractions of the Standing Rules to the delegates prior to the opening of the polls.

As proposed to the 2019 OEA Fall RA

Guide to Parliamentary Procedure

For business to be properly transacted, rules of parliamentary procedure must be followed. The following guide provides some basic parliamentary procedure rules needed by delegates to carry out their wishes in an orderly and efficient manner. Consult *Robert's Rules of Order Newly Revised* (11th ed., 2011) for a more complete description of parliamentary procedure rules.

I. Obtaining the Floor

- A. Recognition must be gained before a delegate may address the assembly.
- B. To obtain the floor, a delegate must rise, move to a microphone, and select the appropriate colored card (Green, Red, White, Yellow) for the action they wish to present.
- C. The delegate shall remain at the microphone until recognized by the Chair, then give the following information:
 - 1. Full name
 - 2. Unit you are representing or speaking as an individual
 - 3. Purpose for speaking
 - a. Proposing a main motion
 - b. Debating a motion (either for or against)
 - c. Request for Information (Point of Information)
 - d. Parliamentary Inquiry
 - e. Question of Privilege (Point of Personal Privilege)
 - f. Other:

II. Introducing New Business

- A. When a member is recognized for the purpose of making a motion, he/she should move the main motion (New Business Item) as it was submitted to the Referral Committee.
- B. Another member seconds the motion.
- C. After the motion has been moved, seconded and stated by the Chair, it is open for debate. Debate shall be limited to 3 minutes on first presentation and 1 minute on the second presentation (See Standing Rule 1.13)

III. Amending a Motion

- A. A motion can be changed by use of the motion to Amend (White Card). Motions to amend should be provided to the Chair in writing via the Referral Committee/Communications table.
- B. The purpose of primary amendment is to modify or perfect the main motion. A primary amendment must relate (be germane) to the main motion. Only one primary amendment can be offered at a time.
- C. Three forms of the motion to Amend are:
 - 1. Insert or Add - To insert words, or, if they are placed at the end of the sentence, to add words.

2. Striking Out - Striking out a word(s) or sentence(s) which are consecutive.
 3. Strike Out and Insert - To strike out words and insert different words in the same place.
 4. Substitution
 - a. Substitution is striking out words, sentences, or the entire motion and inserting different words or proposing a substitute motion.
 - b. If the substitute motion is not acted upon favorably, further amendments can be offered to perfect the original main motion.
- D. Amending an Amendment
1. The purpose of a secondary amendment is to modify or perfect the primary amendment.
 2. Only one secondary amendment can be on the floor at one time.

IV. Subsidiary Motions

- A. Subsidiary motions (White Card) help in handling the main motion. Subsidiary motions include:
1. Lay on the Table
 - a. Highest ranking subsidiary motion
 - b. Used to temporarily set the main motion aside to take up an item of immediate urgency.
 2. Previous Question (Close Debate) (See Standing Rule 1.18)
 - a. Can be applied to the immediate pending motion or a series of pending motions.
 - b. Requires a 2/3 vote to pass.
 - c. Immediately closes debate and requires a vote on the pending motion(s).
 3. Limit or Extend the Limits of Debate
 - a. Can be used to limit or extend the limits of debate that are listed in the Standing Rules.
 - b. Requires a majority vote (See Standing Rule 1.13).
 4. Postpone Definitely - Sets aside the pending motion to a specific time.
 5. Commit (Refer to Committee) - Refers the pending motion to a special or standing committee.
 6. Amend - Changes the main motion by addition, subtraction, or substitution. (See III – Amending a Motion)
 7. Postpone Indefinitely
 - a. Used to kill the main motion without taking a direct vote on the main motion.
 - b. Lowest ranking subsidiary motion.

V. Privileged Motions (Yellow Card)

- A. Privileged motions pertain to special matters of immediate importance that must be handled immediately. Privileged Motions include:
1. Fix the time to which to adjourn - Sets the time, date and location of the next meeting.
 2. Adjourn - Closes the current meeting.
 3. Recess - Take a short recess in the meeting.
 4. Raise a question of privilege (point of personal privilege).

- a. Asks the assembly for permission to do something. Questions of privilege generally relate to delegate's safety, health, integrity or protection of property.
 - b. Types of questions of privilege
 - (1) Personal privilege
 - (2) Privileges of the assembly
5. Call for the orders of the day - Requires the assembly to adhere to its published order of business.

VI. Incidental Motions (Yellow Card)

- A. Incidental motions relate, in different ways, to the pending business or to business otherwise at hand. Incidental motions deal with questions of procedure arising out of another pending motion or item of business.
- B. Point of Order - A point of order is raised when there is a violation of the rules of order, standing rules or any other violation.
- C. Parliamentary Inquiry - A parliamentary inquiry is used when a delegate has a question pertaining to a parliamentary rule.
- D. Request for Information (Point of Information) - A request for information is used when a delegate has a question related to a motion before the assembly.
- E. Other incidental motions
 - 1. Appeal
 - 2. Suspend the rules
 - 3. Methods of voting
 - 4. Division of the assembly
 - 5. Division of the question

Prepared by OEA Parliamentarian James Connors (PhD, PRP, PAP)
October 2016

Characteristics of Motions

The following are the characteristics for all privileged, subsidiary, main, incidental, and motions which bring a question again before the assembly. The privileged, subsidiary and main motion are in order of precedence (highest to lowest). Incidental motions and motions which bring a question again before the assembly do not have an order of precedence.

Motion	Second Required	Debatable	Amendable	Vote Required	Reconsider
Privileged Motions					
Fix the Time to Which to Adjourn	Yes	No	Yes	Majority	Yes
Adjourn	Yes	No	No	(1)	No
Recess	Yes	No	Yes	Majority	No
Raise a Question of Privilege (Point of Personal Privilege)	No	No	No	Chair Grants	No
Call for the Orders of the Day	No	No	No	No vote, demand	No
Subsidiary Motions					
Lay on the Table	Yes	No	No	Majority	Neg only (4)
Close Debate (Previous Question)	Yes	No	No	2/3	Yes
Limit or Extend Limits of Debate	Yes	No	Yes	2/3	Yes
Postpone to a Certain Time	Yes	Yes	Yes	Majority	Yes
Commit or Refer	Yes	Yes	Yes	Majority	Yes
Amend	Yes	Yes (2)	Yes	Majority	Yes
Postpone Indefinitely	Yes	Yes	No	Majority	Affirm. Only
Main Motion	Yes	Yes	Yes	Majority	Yes
Incidental Motions					
Appeal	Yes	Yes (2)	No	Majority	Yes
Division of the Assembly	No	No	No	No vote, demand	No
Division of a Question	Yes	No	Yes	Majority	No
Objection to the Consideration of a Question	No	No	No	2/3	Neg. Only
Parliamentary Inquiry	No	No	No	Chair answers	No
Point of Order	No	No	No	Normally no vote Chair rules	No
Request for Information (Point of Information)	No	No	No	Chair answers	No
Suspend the Rules	Yes	No	No	(3)	No
Withdraw a Motion	No (4)	No	No	Majority (4)	Neg. Only
Motions That Bring A Question Again Before The Assembly					
Reconsider	Yes	Yes (1)	No	Majority	No
Rescind	Yes	Yes	Yes	Maj. with notice or 2/3 (4)	Neg. only
Take from the Table	Yes	No	No	Majority	No

(1) 2/3 vote until completion of all new business, majority vote after completion of new business (Standing Rule 1.23)

(2) If applied to a debatable motion

(3) Rules of Order – 2/3 vote, standing rules - majority vote

(4) Refer to *Robert's Rules of Order Newly Revised* (11th edition) for rule(s)

Color Coded Card System

Delegates can assist the presiding officer by selecting the appropriate identification card located at each microphone. As you wait to be recognized, hold the card in a way that is visible to the presiding officer. In recognizing from the floor, the presiding officer will endeavor to alternate between speakers favoring or opposing the measure being debated and keeping in mind the precedence of motions.

Card Color	Common Uses
Yellow	<ul style="list-style-type: none">• Point of Order• Request for Information (Point of Information)• Raise a question of Privilege (Point of Personal Privilege)• Parliamentary Inquiry• Suspend the Rules• Appeal• Divide of a Question
White	<ul style="list-style-type: none">• Previous Question (Close Debate)• Limit or Extend Limits of Debate• Commit (Refer to Committee)• Amend• Postpone Indefinitely
Red	<ul style="list-style-type: none">• Debate against the current pending motion
Green	<ul style="list-style-type: none">• Move a main motion• Debate in favor of the current pending motion



OHIO EDUCATION ASSOCIATION

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

Policy Statement

It has been, and will continue to be, the policy of the OEA to prohibit unlawful discrimination and harassment against any employee or applicant on the basis of his/her age, ancestry, sex, gender, gender identification, race, color, creed, religion, sexual orientation, marital status, national origin, residence, disability, economic status, military status, genetic information; on the basis of pregnancy, childbirth, or related medical condition; or, degree of association activity. In furtherance of this objective, the OEA will establish, implement and enforce procedures consistent with this policy.

To that end, the OEA pledges that it will not allow the use of unlawful discrimination or harassment with respect to employment, promotion or transfer opportunities, or with respect to the determination of wages, hours or other terms and conditions of employment. In addition, the OEA prohibits retaliation against any employee who has made a complaint with the reasonable belief that discrimination or harassment has occurred.

Furthermore, OEA policy prohibits the harassment of any employee on the basis of any of the above-mentioned protected criteria. See Section III, Anti-Sexual Harassment Policy, of the Equal Opportunity Program for more information.

This policy is comprehensive in nature and is intended to protect all OEA employees from such conduct by all OEA officers, governance, managers, supervisors and employees, as well as all members, visitors, vendors or service personnel with which OEA employees have contact while performing their duties.

AFFIRMATIVE ACTION PLAN

The OEA is committed to improving the employment opportunities and economic and social condition for women and minorities in the workplace through its employment practices to include, but not by way of limitation, hiring, assignment, promotion and retention. It adopts this Affirmative Action Plan based upon principles and requirements embedded in all federal and state laws prohibiting unlawful employment discrimination, to include Title VII of the Civil Rights Act of 1964, 42 U.S.C. Section 2000 et seq., and Ohio Revised Code Chapter 4112.

In adopting this Affirmative Action Plan, the OEA is guided by the statement of purpose contained in 29 C.F.R. Section 1608.1. The OEA intends to eliminate, to the extent they may exist:

- barriers to equal employment opportunity
- effects of past exclusion of women and minorities to the extent such exclusion existed
- effects of past discrimination to the extent such discrimination occurred
- potential for future discrimination by any means
- adverse impact from employment practices upon women and minorities

The OEA intends to overcome by lawful and appropriate action effects of past or present practices, policies or other barriers to equal employment opportunity for women and minorities.

It is the intention and directive of the OEA that this Affirmative Action Plan shall be interpreted and implemented to comply with federal and state laws prohibiting unlawful discrimination in the workplace. Likewise, it shall be interpreted and implemented in strict compliance with the regulations of the Equal Employment Opportunity Commission, as set forth in 29 C.F.R. Section 1608.4 et seq.

INFORMATION FOR DELEGATES OEA FALL 2019 REPRESENTATIVE ASSEMBLY

The Fall session of the OEA Representative Assembly will be held at Ohio Expo, Kasich Hall (Fairgrounds), 717 East 17th Avenue, Columbus, OH 43211 on Saturday, December 7, 2019 at 9:00 a.m. In case of emergency, the Ohio State Highway Patrol Communication Center number is (614) 752-6007.

OEA HEADQUARTERS AND OVERFLOW HOTELS

The Marriott Columbus University Area, located at 3100 Olentangy River Road (just off of SR315) will serve as the OEA headquarters hotel. For the convenience of delegates arriving on Friday, December 6, sleeping rooms have been placed on hold at the hotels listed below. Some of the hotels have agreed to honor the sleeping room rate beyond the cutoff date, provided that sleeping rooms are available. Please ask for the **OEA room block** when making your housing reservations.

Marriott Columbus University Area, 3100 Olentangy River Road, Columbus, OH 43202
Telephone: (614) 447-9777
Cutoff Date: 11-14-19 Room Rate: \$133 – Single/Double + 17.75% tax – Free Parking

OVERFLOW HOTELS (Walking distance to the main RA hotel)

Hilton Garden Inn: 3232 Olentangy River Road, Columbus, OH 43202
Telephone: (614) 263-7200 Room Rate \$104.00 + taxes – Free Parking

Hampton-Columbus University Area: 3160 Olentangy River Rd, Columbus, OH 43202
Telephone: (614) 268-8700 Room Rate: \$104.00 + taxes – Free Parking

EVENTS HELD AT THE MARRIOTT COLUMBUS UNIVERSITY AREA

On Friday, December 6, 2019, the Marriott Columbus University Area will host the following events in separate sections of the ballroom: Doris L. Allen Minority Caucus Dinner beginning with the Program at 6:45 p.m. followed by dinner at 7:00 p.m. The OEA District Leaders Council's Delegate Reception, DJ and dancing music will take place from 8:30 p.m. to 11:00 p.m.

OEA DELEGATE REGISTRATION

OEA delegate registration will be open from 6:00 p.m. to 9:00 p.m. on Friday, December 6th, at the **Marriott Columbus University Area** and will reopen at 7:30 a.m. on Saturday, December 7 at **Ohio Expo, Kasich Hall**. Temporary credential letters (containing bar code) will be mailed to delegates on **November 22**. **Please bring the official credential letter with you to register as a delegate.** The OEA Credentials Committee will be available to meet with locals regarding delegate seating and/or dues transmittal issues during official registration hours.

DELEGATE SEATING

Delegates will be seated in the assembly hall. In order to be seated as a delegate after registration closes at 10:00 a.m., you must be escorted to the OEA Credentials Committee located in the inside the Hall.

All alternates/guests can receive meeting materials and will need to register to get an RA badge in order to be seated in the designated guest seating area.

ELECTION PROCEDURES AND TIMELINES

If voting will take place at the Ohio Expo Center, Kasich Hall, on Saturday December 7, it will be during the break announced by the chair.

Please have ready your voting credential card and photo ID before entering the voting area. The OEA Standing Rules state that: ***DELEGATES MUST PRESENT A PHOTO IDENTIFICATION CARD WITH SIGNATURE (I.E. DRIVER'S LICENSE) UPON ENTERING THE VOTING AREA AND THAT LOST VOTING CREDENTIALS WILL NOT BE REPLACED.***

GENDER NEUTRAL RESTROOMS

With continued support of OEA's LGBTQ+ members and partners, and in compliance with the Spring 2019 RA NBI, the Ohio Expo has identified the family bathroom outside of Hall B as a trans-friendly/gender neutral facility.

Attention, OEA RA Delegates
Free Wireless Internet
WILL NOT Be Provided by OEA at this RA.



Due to the cost, wireless internet (Wi-Fi) services will not be provided by OEA.

However, the Expo Center does provide free, ad supported Wi-Fi for 15 minutes for visitors. Additional time is available for purchase once you are connected.

EMERGENCY MEDICAL SERVICES

NEAREST 24-HOUR HOSPITAL EMERGENCY ROOM

Ohio State University Hospital

410 W. 10th Ave
Columbus, OH 43210
Emergency Department: **(614) 293-8333**
Distance from the Ohio Expo Center: **2.1 miles**

Grant Medical Center

111 S. Grant Avenue
Columbus, Ohio
Emergency Room Telephone: **(614) 566-9270**
Distance from the Ohio Expo Center: **3.4 miles**

Riverside Methodist Hospital (Closest to the hotel)

3535 Olentangy River Road
Columbus, Ohio
Emergency Department: **(614) 566-5000**
Distance from the Ohio Expo Center: **4.4 miles**
Distance from host hotel: **.9 miles**

CHILD CARE SERVICES

If you are interested in making private arrangements for childcare service, please call **Action for Children** at **(614) 224-0222**.

This is an agency that provides referral service for childcare services in Columbus and may be able to help you locate a home provider for childcare services.

A minimum of **two weeks' advance notice** is required in order for **Action for Children** to make these arrangements.

(This is for information purposes only and is not an endorsement.)

FOOD PROVISIONS

There will be a boxed lunch from Subway provided at the RA. Before arriving and parking, you can also get your morning coffee and breakfast at the McDonalds located across the street at 821 E. 17th Avenue, Columbus, OH.



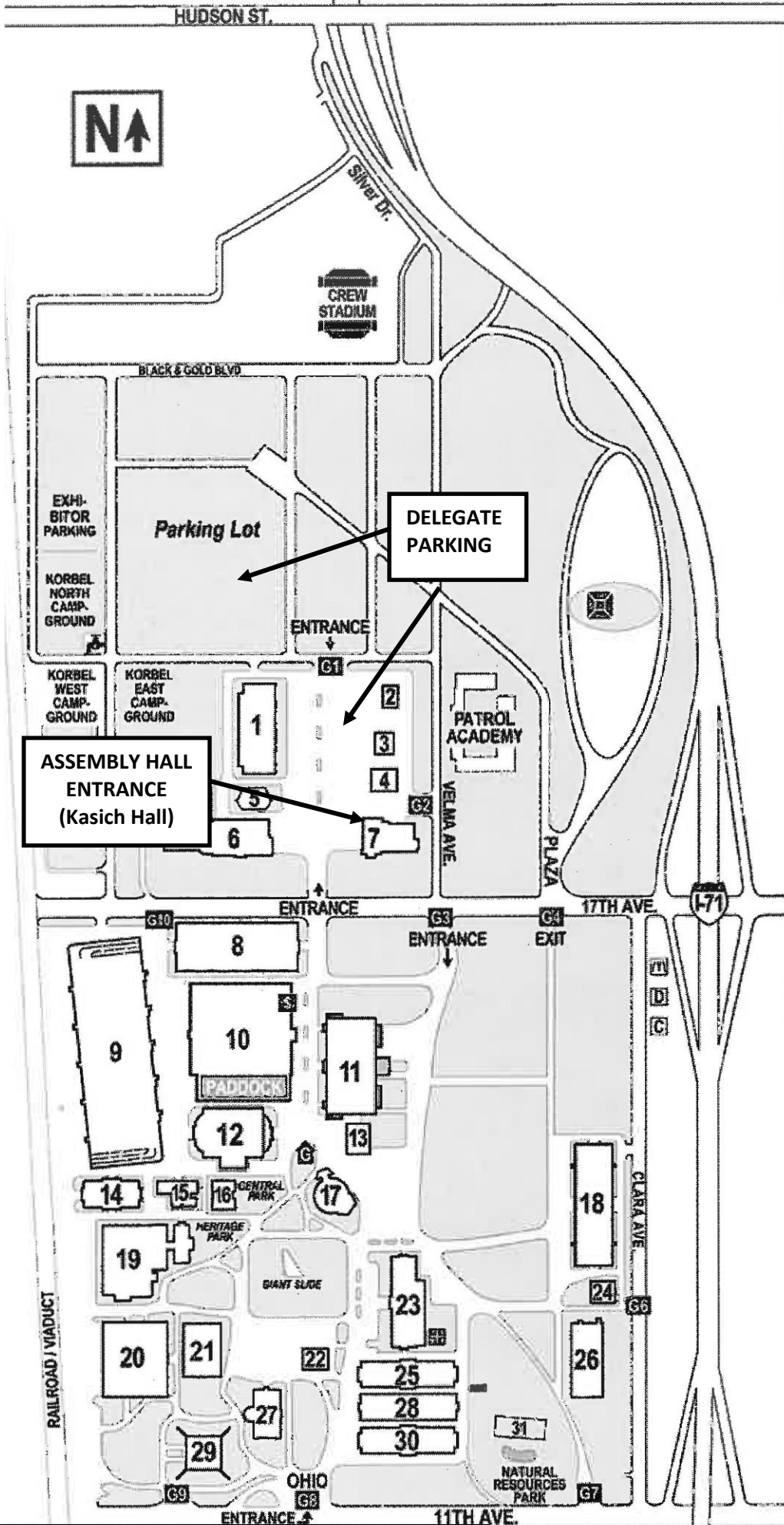
OHIO EXPO CENTER & STATE FAIR

BUILDING INDEX

1. Lausche Bldg.
2. Cardinal Shelter
3. Solar Home
4. Expo Hall
5. FFA Center
6. Rhodes Center
7. **Kasich Hall**
8. Brown Arena I Sheep Barn
9. Gilligan Complex
10. Bricker Bldg.
11. Celeste Center
12. Coliseum
13. Congress Pavilion
14. Cooper Arena
15. Dairy Bldg.
16. Administration Office
17. Ohio Bldg.
18. Buckeye Bldg.
19. Voinovich Livestock & Trade Center
20. O'Neill Bldg.
21. Covered Pavilion
22. Covered Pavilion
23. Ag & Hort Bldg.
24. Maintenance Office
25. North Commercial Bldg.
26. Maintenance Complex
27. Cox Fine Arts Center
28. South Commercial Bldg.
29. Janis Center
30. Rabbit & Poultry Bldg.
31. Natural Resources Park

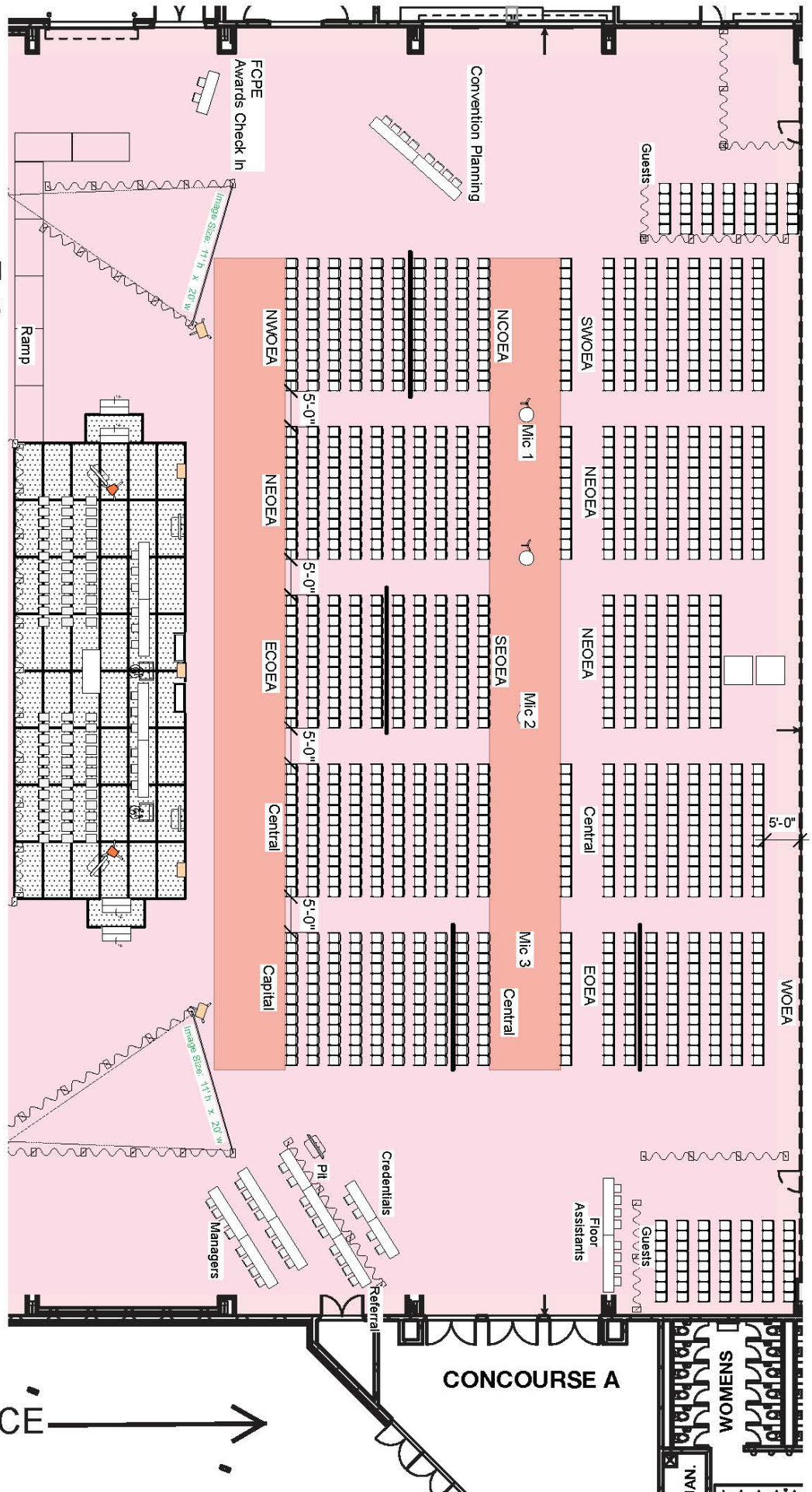
- Gazebo
- McDonalds
- Days INN
- Comfort Suites
- ATM
- OSP Post 96
- Shower House

ohloexpoctr.com
 (888) OHO-EXPO
 -EOE-





RA FLOOR PLAN THAT INCLUDES DESIGNATED OEA DISTRICT SEATING AREAS.



ENTRANCE →

Directions to Ohio Expo and Columbus Outerbelt Area Map

You'll find us in Columbus, just north of downtown on 17th Avenue off I-71. To reach us:

- **From the North**
Take I-71 South to 17th Avenue/Exit 111. Signs and parking attendants will direct guests to the proper parking areas.
- **From the South**
Take I-71 North to 17th Avenue/Exit 111. Signs and parking attendants will direct guests to the proper parking areas.
- **From the West**
Take I-70 East to I-71 North. Take I-71 North to 17th Avenue/Exit 111. Signs and parking attendants will direct guests to the proper parking areas.
- **From the East**
Take I-70 West to I-71 North. Take I-71 North to 17th Avenue/Exit 111. Signs and parking attendants will direct guests to the proper parking areas.

Those visiting the Ohio Expo Center from within Columbus may also reach the facility by taking North Fourth Avenue (from the south) or Summit Street (from the north) to 17th or 11th Avenues. Signs and parking attendants will direct guests to the proper parking areas.

**OEA Contracted with the Marriott Columbus University Area
(3100 Olentangy River Road, Columbus, 43202 - (614) 447-9777)**



Ohio Education Association

**2019-2020
Legislative Policies
for Achieving
Excellence in Education**

As proposed at the December 2019 OEA Representative Assembly

OEA Legislative Committee

Jeffrey Wensing

Chairperson

Lauren Stanislaw, Bay T.A.

Vice Chairperson

Brittany Alexander, Hilliard E.A.

Tina Allen, Columbus E.A.

Nikeisha Brooks, Wyoming E.A.

Gerry Curran, Columbus E.A.

Michael Farren, Barberton E.A.

Bonita Gauss, Ashland City T.A.

Mary Hargreaves, Ed of Montgomery County

Katherine Jensen, Sylvania E.A.

Barbara Martini, Champion E.A.

Sean McCullough, Licking Heights E.A.

Alyson Mekinda, OSEA – OSU - Main

Doug Mink, Butler E.A.

Dovel Myers, Shawnee E.A. – Scioto Co.

Nicole Nadasky, Portage Co Educators for the DD

Dawn Naylor, Southern Local E.A. (Perry)

Zachary Pytel, Brunswick E.A.

Anthony Randazzo, S.C.O.P.E.

Lauren Stanislaw, Bay T.A.

Sherise Thompson, Hilliard, E.A.

Wil Vickery, OEA-Retired

Sondra Vojvodich, Indian Creek E.A.

Mandy Wagner, Canton Prof. E.A.

Karen Linch, Wooster E.A.

Board of Directors Liaison

Joyce Coney-Lacy, Mad River E.A.

Alternate Board of Directors Liaison

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INTRODUCTION

The Ohio Education Association is committed to a true partnership among federal, state and local governments in the delivery of public educational services in this nation. The Association seeks provision of financial resources to assure maintenance and operation of Ohio's schools, to provide equal educational opportunity for all students, to provide a safe and secure environment conducive for all students to learn, and to enhance the level of excellence in public education.

The Association is deeply committed to the success of every student. Our mission is clear: OEA will lead the way for continuous improvement of public education while advocating for members and the learners they serve. The advocacy of the Association is driven by our core values:

Democracy: The foundation of a strong democracy is high quality public education, which is essential for an educated citizenry.

Collective Action: When we unite as one voice, we are strong advocates for learners and our profession.

Fairness: A high quality education, accessible to all, promotes a fair and just society.

Inclusion: We respect and embrace the diversity of all communities.

Integrity: By holding ourselves to the highest standards, we promote good citizenship and maintain the public trust.

Professionalism: Professional judgement and expertise of educators are critical to student success. Educators deserve the status, compensation and respect due all professionals.

The OEA supports legislation consistent with these principles and opposes legislation detrimental to its interests. Because the Association recognizes that change is often effected incrementally in a democracy and that immediate passage of the Association's full legislative agenda is not always feasible, individuals lobbying on behalf of the OEA are directed to advocate and support those bills introduced in the state legislature that move toward the implementation of the Association's legislative agenda.

The Legislative Policies for Achieving Excellence in Education have been grouped in the following manner:

Section 1: *Ensuring the foundation of a high quality system of public education*

Section 2: *Supporting student success in and out of the classroom*

Section 3: *Protecting the voice and wellbeing of education professionals*

Section 4: *Advocating for good public policy*

On federal issues, the Ohio Education Association supports the Legislative Program of the National Education Association as adopted annually by the NEA Representative Assembly.

52 **Section 1: Ensuring the foundation of a high quality system of public education**

53

54 **A. An equitable and adequate system of education funding**

55

56 *OEA Supports:*

- 57 • a school funding system that includes a sound method for calculating the base cost of an
- 58 adequate education for all children and a distribution formula that is fair to all school
- 59 districts. The school funding system must cover the costs, including state and federal
- 60 mandates, associated with educating all categories of students and ensuring that all
- 61 students attend school in safe, healthy environments and in facilities that are
- 62 structurally sound and technologically ready. Ohio has a constitutional responsibility to
- 63 fund a thorough and efficient system of public education;
- 64 • the creation of a state commission to monitor school funding in Ohio and ensure that
- 65 adequate resources are in place to support high-quality teaching and learning;
- 66 • the development of an objective method for determining an adequate formula amount
- 67 that is tied to the actual costs of students' instructional needs;
- 68 • a formula that decreases the reliance on local property taxes while providing
- 69 opportunity for inflationary growth in local school district revenues;
- 70 • the enactment of a separate education budget enacted prior to the remainder of the
- 71 state budget;
- 72 • a school funding system that will distribute state funds with fairness and equity for all
- 73 districts and students, allowing for self-determination through local control and
- 74 ensuring that local districts retain the ability to supplement the state educational
- 75 program without losing state aid;
- 76 • a system that provides replacement revenues to school districts due to major changes in
- 77 the state tax law such as the loss of tangible personal property tax revenues;
- 78 • adequate funding to the Ohio Department of Education to effectively develop,
- 79 implement and evaluate legislatively-mandated education policies;
- 80 • providing adequate state funding for County Boards of Developmental Disabilities, joint
- 81 vocational schools, Educational Service Centers and Ohio's Schools for the Deaf and
- 82 Blind;
- 83 • dedicated state funding for all school districts to employ an adequate number of school
- 84 counselors, nurses, psychologists and social workers;
- 85 • the creation of elementary specialists as a new category for elementary art, music,
- 86 physical education, and technology teachers;
- 87 • additional state funding to meet the requirements by each school district for excess
- 88 program costs;
- 89 • the principle that all school audits should be paid for by the state;
- 90 • promoting gender equity in the use of state funds for public schools;
- 91 • necessary state funding to cover all net costs of the College Credit Plus program to
- 92 ensure equitable access for eligible secondary students.

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94 *OEA Opposes:*

- 95 • basing school funding on test scores or report card data;
- 96 • the use of taxpayer money for private school vouchers and tuition tax credits.

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B. Public dollars for public schools

i. Vouchers

OEA Supports:

- a thorough and independent evaluation on the academic and fiscal effectiveness of existing voucher programs;
- a moratorium on the expansion of current voucher programs or the creation of new ones.

OEA Opposes:

- voucher plans and tuition tax credits to parents under which private school tuition is financed by public funds.

ii. Charter Schools (known in Ohio law as “community schools”)

OEA Supports:

- accountability measures that accelerate the process for closing failing charter schools;
- fiscal accountability measures that require any public moneys returned to the state by a charter school, as a result of an audit by the Auditor of State, the Ohio Department of Education, or any other authorized agency, to be distributed back to school districts;
- verification of charter school per-pupil funding claims/enrollment counts by allowing ODE to know the identity of the student associated with each Statewide Student Identifier (SSID) number in the Education Management Information System;
- ensuring that charter schools, including governing boards, sponsors and operators, are subject to the same public records laws and financial transparency standards as any other public entity;
- a system of funding charter schools in a way that doesn't penalize traditional public schools, e.g. direct state funding instead of "pass through" funding;
- requiring charter schools to meet the following criteria:
 - have open admission policies;
 - be tuition-free;
 - be nonsectarian in their programs, admission policies, affiliations, employment practices, and all other operations;
 - be fiscally accountable and subject to the same federal and state audit requirements as other public elementary and secondary schools in the state;
 - have clear objectives, missions, and goals for which they are periodically assessed and held accountable to the public;
 - directly involve school employees in their program design, implementation, and governance;
 - meet the needs of at-risk students and those requiring special education services;
 - have adequate start-up resources and funding mechanisms that do not harm traditional public school districts or schools within districts;

- 148 – meet equivalent safety and health standards as required for existing public
149 schools;
- 150 – comply with all federal, state, and local laws and policies regarding due
151 process, nondiscrimination, and equal educational opportunity;
- 152 – have a teaching force that is subject to the same teacher licensure,
153 evaluation and “highly qualified” statutes/regulations as teachers in
154 traditional public schools;
- 155 – operate on the basis of voluntary participation by students, faculty, and
156 staff;
- 157 – ensure the same or equivalent collective bargaining rights provided other
158 public school employees under state law;
- 159 – comply with the regular, periodic assessment and evaluation of student
160 academic achievement, including state mandated assessments; and
- 161 – use the transportation system of the public school district in which they are
162 located, unless the district agrees otherwise in conjunction with any
163 impacted employee unions;
- 164 • providing high-quality educational services to all preschool, elementary and
165 secondary school children in Ohio;
 - 166 • restricting public funding for a non-public school or charter school to a level
167 that does not exceed corresponding funding for those services to the residing
168 school district;
 - 169 • requiring all non-public schools and charter schools receiving assistance from
170 public funds to meet the same accountability and transparency standards as
171 school districts;
 - 172 • retention of ownership by the public of all educational materials, equipment
173 and facilities that are purchased with public funds by a non-public school or
174 charter school;
 - 175 • requiring any non-public school that receives assistance from public funds to be
176 fully audited by the Auditor of State's office on the same basis as public school
177 districts and charter schools;
 - 178 • requiring that any non-public school or charter school receiving assistance from
179 public funds to have a fully open admission policy that only utilizes the legal
180 authorities for non-admittance, suspension and expulsion of students as is
181 allowable under law for school districts;
 - 182 • removing the Big 8 urban school districts from the permanent definition of
183 “challenged” school district, which permanently authorizes new “start-up”
184 charter schools in these districts regardless of their academic ranking;
 - 185 • requiring the Ohio Department of Education and Auditor of State to conduct on-
186 site evaluations/audits for all charter schools at least every three years to
187 confirm that sponsors and operators are in compliance with all required
188 assurances/charter terms and state accountability and transparency laws, with a
189 follow-up report highlighting any deficiencies and recommendations for
190 improving or closing the school;
 - 191 • requiring that a majority of the schools associated with a sponsor or operator
192 must be performing at a level of “C” or better before they are authorized to
193 sponsor or operate additional schools;
 - 194 • formation of a work group with representatives from all public education
195 stakeholder groups for the purpose of conducting a comprehensive analysis of

- 196 the overall operation and performance of charter schools and reporting its
197 findings and making legislative recommendations to the General Assembly;
198 • full legal access to all files retained by national charter school sponsors and
199 operators;
200 • including the performance of charter school sponsors and operators by the Ohio
201 Department of Education in its the annual report on charter schools;
202 • high-quality academic and financial reporting requirements for charter school
203 governing boards, sponsors and operators, with enforcement mechanisms for
204 failure to comply;
205 • enforcement mechanisms that hold charter schools accountable when they fail
206 to test students as required by law;
207 • requiring that any unreported report card data by a charter school be logged as
208 a zero until the required data is provided;
209 • enforcement mechanisms for charter schools that fail to timely provide a school
210 district the academic data of a student transferring from a charter school to a
211 district school;
212 • the creation of conversion charter schools where educators are members of a
213 bargaining unit and, thus, retain the salary, benefits and due process rights of
214 educators in the sponsoring school district;
215 • limiting sponsorship of charter schools to democratically elected local school
216 boards;
217 • legislation to require an independent objective analysis prior to the
218 authorization of a charter school to determine the impact of the charter on local
219 public school resources, programs, and services, to be paid for by the entity that
220 wishes to open the charter school;
221 • spending limits on charter school advertising based on a set percentage of
222 public funds received by a charter school, with annual public reporting of such
223 expenditures.

224
225 *OEA Opposes:*

- 226 • providing state or local funding assistance to private corporations and/or
227 individuals for the establishment and operation of charter schools for profit;
228 • exempting "drop-out prevention" charter schools from the charter school
229 closure law;
230 • allowing students to transfer from a traditional public school building to a lower
231 ranked charter school building, while allowing for reasonable exceptions;
232 • providing charter schools the first option to purchase school district property
233 suitable for classroom space that is offered for sale;
234 • fully virtual or online charter schools unless necessary to meet unique needs of
235 students;
236 • lower accountability standards for "drop-out prevention and recovery" charter
237 schools and the sponsors of these schools.
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C. A reliable revenue stream to support public education

OEA Supports:

- a tax system that is fair, equitable and capable of generating sufficient resources to adequately fund state programs and produce a strong state economy;
- a system of inside millage that allows for local revenue growth beyond the growth due to new construction;
- state provided replacement revenue for school districts due to major changes in the state tax law such as the loss of tangible personal property tax revenues;
- the repeal of state legislation which imposes unfunded mandates and set asides on local districts, provides unfair tax loopholes or giveaways, and shelters corporations and high income individuals from paying taxes;
- retaining the option of a local income tax for school district operations;
- due diligence by the Ohio General Assembly in making tax changes including a fiscal analysis of the impact of any change once the elimination of a tax is complete.

OEA Opposes:

- any tax change that will detrimentally impact Ohio’s public schools, colleges or universities, and county boards of developmental disabilities;
- the Ohio General Assembly enacting tax changes that could hinder the ability of local entities to pass local levies;
- allowing local tax changes that are a result of an agreement between local government and school district officials or without an impact study where the districts had a major role in the decision-making process.

D. Modern infrastructure that meet the needs of students

i. School facilities

OEA Supports:

- state funding for capital improvements of school facilities that is separate from funds for operating schools;
- the requirement that prevailing wages be paid on new and remodeling construction projects of primary, secondary, and higher education facilities, financed in whole or in part through state funds;
- the prioritization of funding assistance from the Ohio School Facilities Commission to begin with those districts ranked lowest in terms of adjusted valuation per pupil or districts that meet the requirements of an accelerated funding program.

ii. Transportation

OEA Supports:

- authorizing district use of Board owned, or leased, and inspected by State Highway Patrol nine-(9) passenger school buses to transport pupils to and from school-related activities.

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E. Democratic school governance

OEA Supports:

- school governance by locally elected school boards responsible for providing an educational program designed to meet the needs of all students in the district;
- requiring treasurers of boards of education to forward all monies withheld from employee paychecks for optional deductions such as professional dues, tax shelter annuities, credit unions, and all other deductions, for all designated agencies within ten working days of the original deduction;
- a viable procedure for recalling school board members;
- declaring elections for school boards by seat, either at large or by district subdivision;
- requiring that all members of a Joint Vocational School (JVS) board of education be elected by the voters of the JVS district or by the voters school districts or counties which comprise the JVS districts;
- requiring school districts to provide all students with materials necessary to implement the curriculum;
- the annexation of school districts or parts of school districts by other districts only if such annexation is mutually agreeable to all districts involved;
- a process that includes a comprehensive assessment that includes community representation and employee associations before deciding to decentralize, consolidate or reapportion to ensure that the action will be financially and educationally viable;
- a process to protect the rights of students and employees if it becomes necessary for a school district to be decentralized, consolidated or reapportioned. This includes:
 - ensuring that the action will not be used to segregate students on the basis of social, ethnic, economic, political, religious, family or geographic differences in affected districts;
 - ensuring that employees' rights and benefits are no less favorable than any in effect prior to reorganization; and
 - protecting the due-process rights of employees;
- requiring the State Department of Education and State Board of Education to exercise its right to review school district boundaries wherever municipal annexation includes territory in a school district other than that of the municipality;
- requiring the State Department of Education to protect the education effectiveness of both districts when a transfer of territory is necessary;
- the principle that all affected bargaining units will be included in the process and existing bargaining agreements will be respected when a transfer of territory or consolidation of school districts is considered.

OEA Opposes:

- the takeover of school district/building governance by any entity, including the state or a mayor.

F. Investment in higher education

OEA Supports:

- a higher education funding system that is focused on undergraduate education and provides annual increases to ease parent and student costs of tuition and fees;

- 340 • the right of each student to attend a program of higher education beyond the twelfth
341 grade;
- 342 • increased state basic funding to all colleges or universities;
- 343 • adequate state funding of professional development programs for all college/university
344 personnel;
- 345 • a standard accounting and reporting system by higher education institutions in reports
346 to the higher education institutions in reports to the higher education governing
347 authority;
- 348 • declaring all records, except those of students and personnel as provided by the state
349 statutes on privacy and personnel records, of the Ohio Board of Regents and all state
350 colleges and universities to be public record and available to the public;
- 351 • shortening the term of trustees of institutions of higher education to a term not to
352 exceed five years;
- 353 • requiring full and complete financial disclosure of all trustees as currently required of
354 most other public officials;
- 355 • providing statutory restrictions which would prohibit trustees from voting or exercising
356 influence in potential conflict of interest situations and requiring, as a part of the record,
357 the existence of any such potential conflict;
- 358 • providing procedures which would emphasize the need for trustees with qualifications
359 requisite of the duties of the office (while deemphasizing partisanship of the
360 appointment procedure) and who reflect social, economic, racial and gender balance;
- 361 • establishing procedures to recall members of boards of trustees of state colleges and
362 universities;
- 363 • the promotion of articulation agreements between secondary and post- secondary
364 institutions (as well as between different post-secondary institutions) when the content
365 of those agreements has been determined by educators from both sectors;
- 366 • the right of adjunct, limited service and part-time higher education faculty to bargain
367 wages, hours and working conditions;
- 368 • the expansion of the Ohio Transfer Module to include the course offerings of all colleges
369 or universities in Ohio;
- 370 • the establishment of a state fund for reducing student debt on a means tested basis;
- 371 • the principle that faculty evaluation should be left to each individual college or
372 university;
- 373 • the growing online availability of Massive Open Online Courses (MOOCs) and would
374 support awarding of a limited number of credit hours for the satisfactory completion of
375 MOOCs if there is prior consultation with faculty and the student pays the regular
376 tuition rate for the credit hours earned;
- 377 • an increase in Ohio College Opportunity Grant (OCOG) funding including the
378 requirement that the Pell/EFC grant is applied first toward the cost of attendance
379 (tuition, general fees, books and transportation) before applying OCOG;
- 380 • the concept of providing state need-based block grants to private, non-profit (but not
381 for-profit) institutions for use in awarding aid to need-based students;
- 382 • increased funding for future teacher scholarships and grants.

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G. *Serving children and adults with developmental disabilities*

OEA Supports:

- an individual’s right to freely choose his or her service provider;
- access to a broad choice of providers and programs, including quality services provided by County Boards and sheltered workshop employment;
- all elected governing boards of County Boards of Developmental Disabilities;
- requiring any appointments for governing boards of educational programs, including governing boards for DD programs, to be announced to the general public and allow for public comment;
- a standard accounting and reporting system by County Boards of DD in reports to local and state officials.

Section 2: Supporting student success in and out of the classroom

A. *A well rounded curriculum*

OEA Supports:

- academic standards that provide high-quality education for students statewide;
- a broad and rigorous curriculum that encourages critical thinking, inspires curiosity and challenges every student to learn and grow;
- a curriculum that includes instruction in art, music, physical education, health, career-technology education, vocational education, family and consumer sciences, and foreign/world/classical languages;
- requiring special subjects to be taught by teachers who are certified/licensed in the respective subject;
- guaranteeing access to music, art and physical education for students with disabilities with their non-disabled peers;
- maintaining student access to school counseling, library/media, nursing and other services that support a well-rounded curriculum;
- **PROVIDING DEVELOPMENTALLY APPROPRIATE EDUCATION THAT ENSURES FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE) FOR THOSE STUDENTS IDENTIFIED AS HAVING DISABILITIES;**
- providing appropriate education for those students identified as gifted;
- including teachers in the development, approval and adoption of revisions to the curriculum;
- teacher participation in the selection and evaluation of distance learning coursework;
- maintaining the option of local school districts to create non-traditional schools to meet specific curriculum needs;
- keeping requirements of law concerning curriculum and classroom teaching methods to a minimum;
- requiring that teachers are involved in the credit flexibility options offered in local school district;
- state support provided to aid in the establishment of local school-to-work programs;
- the direct involvement of all school employees in the design, implementation and governance of non-traditional school options;

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- requiring consistent minimum standards of college readiness for student placement in College Credit Plus courses;
 - limiting College Credit Plus participation to college-ready students in grades 9-12 only;
 - requiring the collection of relevant data to evaluate whether the College Credit Plus program is meeting student needs and operating effectively.

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441 *OEA Opposes:*

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- legislative mandates for more academic rigor that do not provide the resources to sustain those standards;
 - restrictions on academic freedom or free speech in the classroom;
 - the waiver of physical education credits for participation in other school programs such as band, cheerleading, sports or Junior Reserve Officer Training Corps (JROTC).

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449 ***B. Expanding early childhood education opportunities***

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451 *OEA Supports:*

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- access to early childhood education programs regardless of income, including Head Start and other pre-kindergarten programs for children-at-risk;
 - preschool opportunities for three and four year old children including children with disabilities;
 - early childhood education services taught by certified/licensed personnel;
 - state and federal resources for programs that enhance school readiness and support early childhood initiatives;
 - all day every day kindergarten and the resources necessary to implement and maintain the program;
 - alternative assessment options to the Kindergarten Readiness Assessment (KRA)
 - providing adequate time and resources for assessments regarding Kindergarten readiness to minimize loss of learning time;
 - requiring completion of a reliable developmental assessment before admission to kindergarten;
 - granting the option of early entry to kindergarten to children who successfully complete the developmental assessment but who have not reached the age requirement;
 - attendance in an early literacy program for children who do not satisfactorily complete the developmental assessments and who have reached the age requirement.

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472 ***C. Support services to enhance student learning***

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474 *OEA Supports:*

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- providing educational opportunities and services for students with disabilities as well as the identified accommodations, supports and resources as outlined in their Individualized Education Plan (IEP);
 - development, maintenance and support of health care and nutrition programs for children and students;
 - providing elementary and secondary school counseling, school psychology, school social work and other pupil services;

- 482 • establishing cooperative administrative and curriculum structures to facilitate effective
- 483 integration of guidance and counseling into the entire education experience;
- 484 • in-service training for counselors in areas such as conflict resolution, peer mediation,
- 485 goal setting, self-discipline, improved self-image, decision making, and acceptance of
- 486 responsibility;
- 487 • elementary school counselor services for all elementary students including conflict
- 488 resolution, peer mediation, goal setting, self-discipline, improved self-image, decision
- 489 making, and acceptance of responsibility;
- 490 • school health services provided by certified/licensed school nurses;
- 491 • that all health care and nursing procedures within the school environment be the
- 492 domain of the certified/licensed school nurse consistent with the Ohio Nurse Practice
- 493 Act and policies of the Ohio Board of Nursing;
- 494 • providing medically fragile students with professional and skilled treatments delivered
- 495 in a clean and private setting;
- 496 • **PROVIDING STUDENTS ACCESS TO FREE BREAKFAST USING BREAKFAST IN THE**
- 497 **CLASSROOM MODELS DURING THE SCHOOL DAY;**
- 498 • certified/licensed library media specialist services in each elementary and secondary
- 499 school;
- 500 • full bargaining unit and continuing contract status for certified school nurses.

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502 *OEA Opposes:*

- 503 • assigning school employees other than certified/licensed school nurses to perform
- 504 health care/nursing services.

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507 ***D. Reasonable class size to support personalized instruction***

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509 *OEA Supports:*

- 510 • legislation that reduces class size with the ultimate goal of a maximum class size of 15
- 511 students per classroom teacher for grades pre-K through 3, 20 per classroom teacher for
- 512 grades 4 through 6, 22 per classroom teacher for grades 7 through 12;
- 513 • legislation that supports appropriately smaller class sizes for programs that serve
- 514 students with exceptional needs, including children with disabilities and English
- 515 language learners;
- 516 • school staffing ratios of special instructional support personnel such as school
- 517 counselors, school nurses, school psychologists, school social workers, school
- 518 librarians/media specialists, and speech/language pathologists to students at the levels
- 519 recommended by nationally recognized professional organizations;
- 520 • a methodology that weights each special education student mainstreamed in all classes
- 521 per disability;
- 522 • limiting early childhood classes in DD programs to six students with two full-time staff,
- 523 one of which must be a certified/licensed teacher;
- 524 • policy that assigns pupils to classrooms and instructional areas in accordance with
- 525 physical capacity of the building as defined by state standards.

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E. Appropriate use of assessment to support student learning

OEA Supports:

- a system of realistically high standards for student learning, a curriculum that is aligned to those standards, assessment instruments that are valid, reliable and age-appropriate, all supported by adequate resources needed for successful development and implementation;
- assessment programs that focus on helping students, teachers, schools, and school districts succeed rather than using the results for the purpose of punishing students, teachers, schools, and school districts;
- assessments of student learning and proficiency that provide timely feedback to students and teachers and that are used to inform instruction and student learning;
- evaluation of student learning as a continuous process consisting of multiple measures linked to the curriculum and relevant standards;
- assessment alternatives to standardized testing that assess students at their functioning level, regardless of developmental differences and special needs, including limited English proficiency;
- continued comprehensive support and accommodations as needed for students after exiting a program for English learners and/or achieving proficiency on grade or topic assessments;
- school accountability systems based on multiple forms of evidence that accurately reflect the broad range of student learning and are used to support students and improve schools;
- assessment systems designed to prioritize student engagement in learning activities and minimize time spent on testing and test preparation;
- State funding and assistance in conducting testing audits at the district level to help eliminate assessments that are low-quality or duplicative;
- assessment systems that support whole-child learning and development in a way that does not narrow curriculum or over emphasize test preparation;
- Providing for a phase-in of the graduation requirements for students taking end-of-course exams;
- providing remedial programs for high school graduates in need of additional skills to attend institutions of higher education;
- restricting the use of value-added data to appropriate diagnostic purposes that support student learning and school improvement;
- requiring that the assessments from which value-added data is derived are valid, reliable and aligned to Ohio's academic content standards;
- requiring the state to provide for an appropriate technology infrastructure and software tools to support the collection, disaggregation and analysis of value-added data;
- providing teachers and administrators high-quality professional development and adequate time within the school day/year for training on appropriate methods of using value-added data as a diagnostic tool to improve student achievement;
- the availability of state resources and technical support to assist teachers, schools and districts in the implementation and appropriate use of value-added data;
- providing parents/guardians and community members information regarding the interpretation and use of value-added information to assess student progress and school performance, including the appropriate uses and limitations of value-added data;

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- protecting the rights of parents who choose to opt their children out of standardized testing and supports informing parents of the potential consequences under law.

580 *OEA Opposes:*

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- using standardized testing as the decisive factor in decisions to promote or retain students;
 - assessments of student learning or proficiency-testing programs, vendor-based assessments and locally-developed assessments to evaluate teacher or principal performance or for high-stakes employment decisions;
 - Assigning letter grades to schools and school districts on the report cards issued through the state accountability system;
 - using value-added data as a punitive measure for students, teachers and school districts;
 - using value-added data as the singular basis for instructional or other educational decisions and as the basis for high stakes decisions about schools, students or teachers, including decisions about teacher evaluation, licensure and/or compensation;
 - public records access to teacher-identifiable student test scores, including student growth measures such as value-added.
 - sanctions and/or penalties against students, education professionals, schools and districts when parents exercise their rights to opt their children out of standardized testing.

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600 ***F. A system of educator evaluation that encourages improvement for all***

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602 *OEA Supports:*

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- teacher evaluation systems focused on instructional improvement and that includes multiple and variable sources of data on teacher performance;
 - providing multiple resources to support struggling teachers, including formal or informal peer assistance programs, creating time for teachers to observe and provide feedback to one another and if necessary, intensive intervention, support and individualized professional development;
 - requiring that teacher evaluators be selected based on established criteria and receive regular recalibration training, continuous professional development and regular assessment of effectiveness;
 - creating teacher evaluation systems that directly link to and inform the professional development system and other systems linked to teaching and learning conditions.
 - fair and effective provisions for the periodic evaluation of the competency of all full- and part-time higher education faculty;
 - proper notification and adequate opportunity for correction of deficiencies in a teacher's evaluation during employment;
 - due process either in the case of dismissal or non-renewal, including the right to specific and detailed reasons in writing, a hearing, counsel, and appeal;
 - regularly reviewing the efficacy of the teacher evaluation system, including formal roles and responsibilities for teachers in developing, implementing and providing continuous feedback.

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OEA Opposes:

- using value-added data or any other student growth or achievement measure as the singular basis for instructional or other educational decisions and as the basis for high stakes decisions about schools, students or teachers, including decisions about teacher evaluation, licensure and/or compensation.

G. Integration of educational technology in teaching and learning

OEA Supports:

- resources for programs that prepare students effectively for the high-technology environment that will exist throughout their lives;
- dedicated state funding for all school districts to have proper technology in working order, including hardware, software, network access and needed upgrades;
- equitable availability and distribution of technology to all communities, teachers, and students;
- research initiatives regarding the impact of technology for different curriculum areas in order to determine the best use of technology in individual classrooms;
- educators as the leaders in the research, selection, acquisition, evaluation and professional development in regards to hardware, software, and curriculum materials in the areas of technology and digital learning coursework;
- ongoing professional development that ensures that teachers maintain the skills appropriate for a digital learning environment;
- school district technology that is appropriate for the curriculum and compatible to the devices owned and used by teachers and students;
- blended learning opportunities that offer technology based instruction while maintaining the teacher-student relationship;
- technology as a tool to enhance student learning in a variety of environments and circumstances;
- funding to assist public schools and colleges to provide Internet access for their students and employees;
- locally developed technology use policies designed with input from education employees and signed by parents/guardians and students including but not limited to policies addressing Internet safety and security, access to social media be in place prior to allowing student access to the Internet;
- participation by education employees in digital learning that is mutually established in employer policies, locally negotiated collective bargaining agreements, and/or other sources that establish the terms and conditions of employment for education employees.

OEA Opposes:

- technology used in a manner to replace, substitute, or supplant educators; reduce hours or compensation of employees; or replace the teacher-student relationship;
- commercial advertising in the classroom.

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H. A safe school environment

OEA Supports:

- funding for school districts that choose to have school resource officers or local law enforcement in school buildings;
- greater access and assistance for mental health services for students, including support from social workers, psychologists, nurses, counselors and other student service professionals, as part of a comprehensive program to prevent school violence;
- firm, fair, and consistent policies and programs that address disruptive behavior, bullying, crime, physical and verbal abuse, sexual harassment, all forms of discrimination in order to provide a safe and secure environment;
- programs that establish and support safe learning environments that are free of crime, drug use, and other disruptions;
- requiring that all school districts adopt policies to address student bullying and provide for intervention for those involved;
- collaborative community programs to increase citizen and business group involvement in assisting and reclaiming youth who display disruptive or violent behavior and/or who have dropped out of school;
- providing civil immunity to school employees for an injury to a student that is caused by enforcing school discipline when those school employees are acting in accord with school district policies and within the course and scope of employment;
- **THE SAFETY, CARE, AND WELFARE OF ALL EDUCATORS AND SCHOOL STAFF FROM EMOTIONAL, VERBAL, AND PHYSICAL ABUSE INFLICTED BY A STUDENT, PARENT, OR OTHER;**
- requiring school administrators to report to the proper law enforcement authority and to the appropriate state agency any employee injuries that are student inflicted in the course of employment or damage to the personal property of a school employee;
- classifying the penalty for assault on any school employee as a felony;
- requiring school districts to report incidents of sexual harassment, violence and crime committed on school grounds to the Ohio Department of Education and other appropriate agencies;
- providing effective incentives that reinforce the importance of student attendance and appropriate consequences for truancy;
- eliminating the authority of school districts to apply an out-of-school suspension to students ages nine and under unless the student brings a weapon to school, makes a bomb threat, or commits a criminal offense that results in serious physical harm to persons or property while the student is at school, on school grounds or at a school sponsored activity;
- policy that requires a local school district to allow students who have been suspended an opportunity to make up missed school work;
- alternative education programs for all children identified incapable of operating effectively in the school settings available in that district;
- providing appropriate education programs for pupils who are charged and convicted of assaulting a school employee;
- expunging all records relating to complaints charging an employee with a criminal matter if through the legal process no criminal act is determined to have occurred;

- 717 • uniform and adequate investigation procedures for law enforcement to follow when
- 718 investigating charges prior to filing complaints charging an employee with criminal
- 719 activity in any matter relating to the person’s employment;
- 720 • the requirement of court findings and decisions concerning a juvenile offender be
- 721 provided to the principal and affected staff members for the purpose of planning a
- 722 relevant school program;
- 723 • requiring all schools that serve as election sites to have a written policy and procedure
- 724 to restrict public access to only those areas where the polling is occurring;
- 725 • funding from the state of County Boards of Elections in order to cover the costs of
- 726 additional security measures that are necessary to ensure the safety of student,
- 727 authorized visitors and education employees when a school is unable to restrict access
- 728 to only areas where polling is occurring;
- 729 • the development of procedures to inform local, state and federal agencies regarding
- 730 juvenile justice and delinquency;
- 731 • **UNIVERSAL BACKGROUND CHECKS ON ALL GUN SALES;**
- 732 • **A RED FLAG LAW THAT SUPPORTS THE REMOVAL OF FIREARMS FROM INDIVIDUALS**
- 733 **WHO POSE A DANGER TO THEMSELVES OR OTHERS.**

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735 *OEA Opposes:*

- 736 • teachers and other school employees serving a dual role as educators and school safety
- 737 personnel armed with weapons during the school days and/or at school sponsored
- 738 activities;
- 739 • school discipline policies that apply pre-determined consequences without taking into
- 740 account associated circumstances for issues that do not involve deadly weapons;
- 741 • discriminatory enforcement of school discipline policies.

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744 ***I. Serving youth and adults in alternative settings***

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746 *OEA Supports:*

- 747 • development of dropout prevention and at-risk intervention programs with a goal of
- 748 significantly increasing the number of people who earn high school diplomas;
- 749 • guaranteeing students in the State Council of Professional Educators (SCOPE) Bargaining
- 750 Unit institutions (Ohio Department of Rehabilitation and Corrections, Ohio Department
- 751 of Youth Services, Ohio School for the Deaf and Ohio School for the Blind) an education
- 752 equivalent to that being offered to their public school counterparts;
- 753 • requiring education standards that correspond to state standards for elementary and
- 754 secondary schools for those students in SCOPE Bargaining Unit education programs who
- 755 are expected to return to regular schools;
- 756 • establishing a supervisory board over SCOPE Bargaining Unit education programs with
- 757 the following functions:
 - 758 – insure that SCOPE Bargaining Unit education programs have standards that
 - 759 correspond with state minimum standards;
 - 760 – provide a support system for students passing from SCOPE Bargaining Unit
 - 761 institutions to regular public schools; and
 - 762 – serve as a mediating body between SCOPE Bargaining Unit institutions and the
 - 763 public school system of Ohio.

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- requiring all teachers in privately operated rehabilitation and correction institutions to meet the same licensure standards and professional qualifications as SCOPE Bargaining Unit teachers in state rehabilitation and correction institutions;
 - requiring that educational program standards in privately operated rehabilitation and correction institutions correspond with state minimum standards;
 - adequate funding for high-quality re-entry services programs in state rehabilitation and correction institutions in order to support successful reintegration into society;
 - maintaining and expanding earned credit programs in the Department of Rehabilitation and Corrections.

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774 *OEA Opposes:*

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- privately operated rehabilitation and correction institutions, charter schools operating in state rehabilitation and correction institutions and the use of private contract employment/third parties for educational/instructional services.

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780 ***J. A system of licensure/certification that ensures a strong education profession***

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782 *OEA Supports:*

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- assigning a teacher only to a position for which the teacher holds a valid, current teaching certificate/license;
 - an adequately funded, independent, policy making Educator Standards Board with the legal responsibility of determining policy and procedures for teacher certification/licensure, approval of teacher certification/licensure programs, determining the national accreditation program(s) to be used in Ohio, and approval of programs designed to improve teacher education;
 - maintaining and strengthening the Educator Standards Board for elementary and secondary education in Ohio;
 - establishing and maintaining a majority membership of elementary and secondary public school teachers on the Educator Standards Board;
 - ensuring high-quality educator preparation programs, refining educator preparation program curricula, promoting collaborative learning between Pre K-12 and teacher preparation faculty, and funding school-university partnerships for educator preparation;
 - developing compensation models that encourage recruitment and retention of highly-qualified educators;
 - including Pre K-12 educators and postsecondary faculty on accreditation review teams and improving the quality of fast-track preparation programs according to research on educator effectiveness and retention;
 - ensuring that beginning educators get the support they need through trained mentors, including time and space to meet and observe practice, respecting the confidential nature of the mentor-beginning educator relationship, and keeping instructional mentoring and evaluation separate in policy and practice;
 - ensuring Ohio's Resident Educator program is structured to support student success through the continued growth and development of educators' teaching practice;
 - eliminating the summative assessment portion of the resident educator program as a requirement for a professional educator license;

- 811 • ensuring that any early-career assessment that determines future professional licensure
- 812 include specific, targeted, meaningful feedback that supports the educator in attaining
- 813 his or her professional license and that all assessments used for this purpose be scored
- 814 fairly and reliably;
- 815 • **CREATION OF A NEW TWO-YEAR PROVISIONAL LICENSURE SYSTEM THAT IS BASED ON**
- 816 **MENTORING AND SUPPORT FOR EARLY CAREER EDUCATORS;**
- 817 • **INCLUDING THE FOLLOWING ELEMENTS AS PART OF A TWO-YEAR PROVISIONAL**
- 818 **LICENSURE SYSTEM:**
 - 819 – **A MENTORING AND COHORT COACHING PROGRAM DEVELOPED AT THE**
 - 820 **LOCAL LEVEL, THAT IS FOCUSED ON AN INTRODUCTION TO THE**
 - 821 **PROFESSION AND DISTRICT, ENSURES ADEQUATE TIME FOR MENTORS**
 - 822 **AND MENTEES TO OBSERVE EXEMPLARY VETERAN EDUCATORS AND**
 - 823 **ENGAGE IN REFLECTION ON INSTRUCTIONAL PRACTICES;**
 - 824 – **CLEARLY DEFINED AND UNIFORMLY ADMINISTERED MENTOR**
 - 825 **QUALIFICATIONS TO ENSURE QUALITY MENTORS FOR EARLY CAREER**
 - 826 **EDUCATORS IN THE TWO-YEAR PROVISIONAL LICENSURE PROGRAM,**
 - 827 **INCLUDING REQUIREMENTS THAT MENTORS HAVE AT LEAST FIVE YEARS**
 - 828 **OF TEACHING EXPERIENCE IN THE DISTRICT, BE ON AT LEAST THEIR**
 - 829 **SECOND PROFESSIONAL LICENSE, AND HAVE RECENTLY SERVED, OR IS**
 - 830 **CURRENTLY SERVING, IN AN INSTRUCTIONAL ASSIGNMENT;**
 - 831 – **STATE-PROVIDED TRAINING FOR MENTORS THAT INCLUDES ANNUAL**
 - 832 **MENTOR PROFESSIONAL DEVELOPMENT AND LOCAL TRAINING ON**
 - 833 **PRINCIPLES OF INSTRUCTIONAL COACHING, THE NEGOTIATED CONTRACT,**
 - 834 **AND APPROPRIATE LEGAL ISSUES;**
 - 835 – **WHENEVER POSSIBLE, PLACEMENT OF MENTEES WITH MENTORS WHO**
 - 836 **WORK IN THE SAME BUILDINGS, GRADE BANDS, AND/OR CONTENT**
 - 837 **AREAS, INCLUDING PLACING SPECIAL EDUCATION TEACHER MENTORS**
 - 838 **WITH EARLY CAREER SPECIAL EDUCATION TEACHERS;**
 - 839 – **PROFESSIONAL DEVELOPMENT THAT IS APPROVED BY THE LOCAL**
 - 840 **PROFESSIONAL DEVELOPMENT COMMITTEE, FOCUSED ON GROWTH, AND**
 - 841 **ALIGNED TO THE OHIO STANDARDS FOR THE TEACHING PROFESSION,**
 - 842 **OHIO LEARNING STANDARDS, AND OHIO STANDARDS FOR PROFESSIONAL**
 - 843 **DEVELOPMENT;**
 - 844 – **OPPORTUNITY TO RENEW A PROVISIONAL LICENSE FOR UP TO TWO YEARS**
 - 845 **FOR THOSE WHO DO NOT MOVE TO A PROFESSIONAL LICENSE**
 - 846 **FOLLOWING COMPLETION OF THEIR FIRST TWO YEARS;**
- 847 • requiring training in the issues of sexual harassment and gender equity as part of
- 848 teacher certification/licensure;
- 849 • issuing temporary licenses for a limited period, during which time requirements for
- 850 conversion to full state licensure shall be completed;
- 851 • requiring early childhood certification/licensure by the State Department of Education
- 852 for teachers in this area;
- 853 • reimbursement to any teacher for course work mandated to maintain or upgrade
- 854 certificates/licenses;
- 855 • granting teachers paid leave time to attend classes necessary to maintain
- 856 certification/licensure;
- 857 • granting paid release time for mentoring training sessions, residency and Peer
- 858 Assistance and Review (PAR) programs;

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- uniform and adequate investigative and hearing procedures for the State Department of Education to follow when investigating charges that could lead to suspension of a school employee's certificate/license for "conduct unbecoming the position held";
 - providing quality instruction by requiring properly certified/licensed teachers in all areas including early childhood education, art, music, physical education, special education, computer education, library media education and gifted programs;
 - requiring special subjects to be taught by teachers who are certified/licensed in the respective subject;
 - licensed/certified tutors of students in specific learning disability and emotionally disabled programs, whether as individuals or in small groups, being recognized legally as teachers, guaranteed parity with other teachers, and recognized as fully covered by all terms and conditions of the local teacher association contract;
 - separate and defined licensing for school bus operators, including examinations and supplemental licensing requirements that reasonably fit the criteria for the performance of duty.

875 *OEA Opposes:*

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- licensure of alumni of Teach For America and similar organizations, until and unless all professional licensure requirements are met;
 - requiring excessive paperwork or time-consuming, high-stakes assessments in any early-career mentoring or licensure program that detracts from educators' ability to provide high quality instruction to students;
 - outsourcing of defined certificated bargaining unit positions through the post-secondary enrollment option program in all of OEA's affiliates during the defined duty day on any public school campus;
 - local school boards using private contract employment to provide instruction, support, health, or other services for which a teaching certificate/license is required, including the use of any outside agencies in place of certificated school nurses or school wellness coordinators;
 - higher education institutions subcontracting bargaining unit work out to the private sector;
 - any mandate that education employees incur the costs of expanded background checks related to licensure/certification;
 - reviews of records in licensure/certification background checks that are irrelevant to the individual's job qualifications or trustworthiness with children, such as civil litigation and motor vehicle records of a teacher.

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897 **K. High quality professional development for education professionals**

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899 *OEA Supports:*

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- state required professional development programs that are well aligned and promote professional growth for teachers and administrators;
 - providing adequate state funding for professional development programs;
 - job-embedded professional development as an integral part of the school day;
 - basing in-service programs on the expressed professional development needs of educators;
 - ongoing professional development that builds and increases educators' cultural

- 907 competence including awareness of one’s own implicit biases, understanding culturally
908 competent pedagogy, and becoming culturally responsive in one’s approach to education
909 and discipline;
- 910 • providing state support for applicants wishing to obtain National Board Certification and
911 stipends for those achieving National Board Certification for as long as they maintain it;
 - 912 • the Educator Standards Board having the responsibility to define “master teacher”;
 - 913 • awarding teachers Local Professional Development Committee credit for completion of
914 the master teacher application process, regardless of whether a teacher earns the
915 designation;
 - 916 • determining changes in working conditions or compensation based on the master
917 teacher designation through the collective bargaining process;
 - 918 • Providing educators with evidence-based training and resources to fulfill the educational,
919 cultural and linguistic needs of students who are English learners.

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921 *OEA Opposes:*

- 922 • requiring the master teacher or similar designation for maintaining the professional
923 license of individual educators.

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926 **L. Parental and community engagement to build partnerships for learning**

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928 *OEA Supports:*

- 929 • programs designed to inform citizens via a variety of communication channels about
930 public education;
- 931 • appropriate involvement of parents, guardians or designated caregivers in schools;
- 932 • programs to assist communities in forming parent and child advocacy organizations for
933 preschool children through grade 12;
- 934 • engagement of educators, parents and the community in school improvement plans
935 designed to meet student needs;
- 936 • the inclusion of education professionals as the majority on school improvement teams;
- 937 • the development of community support services that coordinate the delivery of
938 educational, developmental, family, health and other comprehensive supports through
939 community-based organizations and integrate services to ensure that schools function
940 as comprehensive community centers;
- 941 • efforts in communities to identify and prioritize key risk factors, as well as understand
942 the underlying issues in order to develop and implement solutions;
- 943 • the development of local school-community advisory groups;
- 944 • programs to provide students with experiences in a variety of career paths in
945 conjunction with local businesses (i.e., service learning experiences and internships);
- 946 • expanded opportunities for children to work with adult role models in after-school and
947 recreation programs.

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950 **M. Investing in Education Support Professionals (ESPs)**

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952 *OEA Supports:*

- 953 • providing staffing of educational support personnel for grades Pre-K to 12 and in
954 Developmental Disabilities programs at an appropriate ratio;

- 955 • evaluating ESPs according to established criteria and providing feedback, training and
956 professional development opportunities that support continuous improvement in
957 performance;
- 958 • **DISTRICT PROVIDED INSERVICE TRAINING FOR ESPS TO ENSURE THE CARE AND SAFETY**
959 **OF STUDENTS WITH EXCEPTIONAL NEEDS;**
- 960 • providing adequate state funding for maintaining older school buses and support for the
961 purchase of new school buses;

962
963 *OEA Opposes:*

- 964 • all forms of privatization/outsourcing of ESP job classifications, a practice that puts
965 student safety at risk and undermines the continuity, quality and cost-effectiveness of
966 services;
- 967 • using private busing companies, but if they are used, they must comply with the same
968 state safety regulations, maintenance schedules, bus driver licensure and background
969 check requirements that apply to buses operated by school districts.

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972 ***N. Interscholastic athletics***

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974 *OEA Supports:*

- 975 • the process of having the Ohio High School Athletic Association determine the minimum
976 eligibility requirements for students to participate in athletic programs with the option
977 of local school districts to set additional requirements.

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979 *OEA Opposes:*

- 980 • the General Assembly dictating student eligibility in interscholastic athletic competition.

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983 **Section 3: Protecting the voice and wellbeing of education professionals**

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985 ***A. Collective bargaining***

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987 *OEA Supports:*

- 988 • the fundamental right of all public and private employees to bargain collectively for the
989 hours, wages and other terms and conditions of employment;
- 990 • the fundamental right of adjunct, graduate assistant, limited service and part-time
991 higher education faculty to bargain collectively for the hours, wages and terms and
992 conditions of employment;
- 993 • strong enforcement of Ohio's collective bargaining law and efforts to strengthen and
994 expand employee rights and the scope of bargaining in law;
- 995 • maintaining the right to strike as the best final dispute resolution process;
- 996 • maintaining statutory authority to bargain for the collection of fair-share fees from
997 individuals in a bargaining unit who are non-members of the union/local association;
- 998 • crediting student attendance to students kept out of school by parents or otherwise not
999 in attendance on days schools are declared opened during an association strike;
- 1000 • full bargaining unit status for all school nurses.

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OEA Opposes:

- efforts to restrict, undermine or eliminate the rights of employees or the scope of bargaining under Ohio's collective bargaining law;
- public education employers raising substitute employees' salaries during or in anticipation of strikes in order to perform the duties of regular employees;
- restrictions or other negative impacts on the accepted scope of membership for existing and potential employee bargaining units.

B. Competitive salaries to attract and retain the best education employees

OEA Supports:

- salaries for educational employees which will attract and retain highly qualified personnel;
- a state minimum annual teacher salary of \$40,000 indexed to inflation;
- state minimum teacher salary schedule for a 180-day school year that requires annual salary staff increases based on years of teaching, education attainment/training, level of licensure, and which includes a system of career steps to upgrade the status and respect for the profession;
- a salary schedule for education support professionals that provides a fair living wage, with wage increases for years of experience and attainment of higher education/training, and which establishes higher wages for positions that require employees to have certain levels of higher education or pass a content knowledge assessment in order to attain a state license/permit, e.g. educational aide permits/educational paraprofessional licenses for educational assistants;
- salary levels that support retention of education personnel throughout their career;
- a per diem compensation for SCOPE bargaining unit teachers equivalent to that being offered to public school teachers;
- requiring public education employers to pay employee salaries prior to other debts;
- state support for the cost of substitute teachers;
- a reduction in the number of days a substitute must teacher in one assignment before being placed on the salary schedule;
- requiring public education employers to adjust an employee's salary immediately any time during a school year when the individual becomes eligible for a higher salary due to attainment of a higher training level;
- granting credit to SCOPE bargaining unit employees for military service under the same provisions that cover public school teachers;
- requiring employers to withhold state income taxes for education employees who reside in other states;
- a fund for teacher candidate loans by the State of Ohio to provide scholarship loans for outstanding graduate and undergraduate students in the colleges of education with provisions for loan forgiveness, providing said students teach in the state for a minimum of five years.

OEA Opposes:

- release of public records which pertain to the private use of employee salaries, e.g. funds contributed to 403-B annuities, loan payments, political contributions, etc.;

- 1050 • requirement that certification of availability of funds be attached to any new salary
1051 schedule;
- 1052 • legislation mandating or incentivizing the use of so-called merit/performance pay
1053 systems for educators.

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1056 **C. Affordable, high quality health care and other benefits**

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1058 *OEA Supports:*

- 1059 • access to affordable, high-quality health care for public education employees;
- 1060 • requiring school districts and other public employers to have a competitive bidding
1061 process for health insurance benefits and plan administration;
- 1062 • requiring the public disclosure of costs associated with plan administration, including
1063 broker commissions;
- 1064 • encouraging health care plans to offer wellness programs, disease management and
1065 access to specialized services as a means to maintain quality and control costs;
- 1066 • subject to bargaining, allowing school districts and other public employers to opt-in to
1067 health insurance plans offered for state employees;
- 1068 • a comprehensive state system of workers' compensation in which political subdivisions
1069 are contributing employers;
- 1070 • considering alcohol and drug addiction as an illness under the law;
- 1071 • term life insurance coverage paid for by public education employers;
- 1072 • requiring public education employers to reimburse a school staff member in the case of
1073 physical or property damage claims resulting from activities related to his or her
1074 employment;
- 1075 • assault leave for affected public employees;
- 1076 • religious leave for all public education employees;
- 1077 • provisions of severance pay for higher education faculty that are equivalent to those
1078 covering pre-k to 12 faculty and staff.

1079
1080 *OEA Opposes:*

- 1081 • mandatory health care pooling that fails to provide collective bargaining rights of
1082 employees, choice of plans, and at least equal labor representation on the managing
1083 entity of the pool.

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1086 **D. A stable and secure retirement system**

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1088 *OEA Supports:*

- 1089 • continuation of defined benefit pension plans for current and future public employees;
- 1090 • allowing defined contribution plans to be offered as an option for employees;
- 1091 • ensuring benefits are reliable and adequate to provide economic security in retirement;
- 1092 • maintaining an appropriate cost-of-living adjustment for retirees;
- 1093 • continuation of survivor and death benefits in the pension program;
- 1094 • requiring that the State Teachers Retirement System of Ohio (STRS), the Ohio Public
1095 Employees Retirement System (OPERS), and the School Employees Retirement System
1096 (SERS) retirement boards consist of a majority of active members elected by the active
1097 membership of the retirement system;

- 1098 • the fiduciary responsible “prudent person rule” as the guideline for investments and
- 1099 other decisions made by the state retirement system boards;
- 1100 • allowing purchase of service credit for any approved leave of absence at the full
- 1101 actuarial cost of the benefit;
- 1102 • exclusion of all or a portion of an individual's annual pension from all Ohio public
- 1103 retirement systems from the payment of Ohio personal income taxes.

1104
1105 *OEA Opposes:*

- 1106 • reduction or suspension of employer contributions to the retirement systems;
- 1107 • attempts by the legislature to direct retirement system investments or encroach on the
- 1108 fiduciary responsibility of the retirement systems;
- 1109 • reductions in pension benefits or increase in employee contribution rates unless such a
- 1110 plan is necessary to maintain the long-term solvency of pension benefits, is adopted by
- 1111 the retirement system board and has support of active and retiree member
- 1112 organizations;
- 1113 • changes in the pension program that jeopardize the long-term solvency of the
- 1114 retirement system;
- 1115 • exclusion or carve outs of public employees from participation in the appropriate public
- 1116 retirement system;
- 1117 • efforts to reassign members to a different retirement system for reasons other than
- 1118 certification/ licensure.

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1121 **E. Due process policies such as tenure**

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1123 *OEA Supports:*

- 1124 • protecting students and the due process rights of public education employees;
- 1125 • a system of fair and effective due process rights and procedures for non-renewal or
- 1126 termination of an employment contract;
- 1127 • the availability of tenure/continuing contracts for all public education employees;
- 1128 • protecting the rights of laid off employees;
- 1129 • full unemployment compensation eligibility and the right to substitute teach without
- 1130 losing such eligibility;
- 1131 • tenure rights for public higher education faculty members;
- 1132 • statutory protection for higher education faculty concerning unfair administrative
- 1133 practices and unfair layoff or dismissal;
- 1134 • minimum contract protection for higher education faculty members that is comparable
- 1135 to those available to public elementary and secondary teachers;
- 1136 • public access to formal/official disciplinary actions taken against educators by the Ohio
- 1137 Department of Education and/or the State Board of Education if a result of
 - 1138 – a criminal violation established in a court of law that authorizes the State Board of
 - 1139 Education to take action against an educator's license/certificate, or;
 - 1140 – a substantiated finding of professional misconduct established by an official
 - 1141 investigation by Ohio Department of Education officials that ensures all due process
 - 1142 and appeal rights provided by law.
- 1143 • efficient and effective mechanisms for educators to challenge the accuracy of
- 1144 information related to their state disciplinary record and all information determined to

1145 be inaccurate, false, or otherwise misleading, should be immediately removed from
1146 records available to the public;
1147 • uniform and adequate investigation procedures for law enforcement bodies;
1148 • expunging all records relating to criminal allegations if, through the legal process, no
1149 criminal act is determined to have occurred;
1150 • the right of privileged communication between public employees and their union
1151 representatives regarding grievances, disciplinary matters, and other employment
1152 issues.

1153
1154 *OEA Opposes:*
1155 • the loss of a public education employee's status with regard to contracts, pay scales,
1156 benefits, or any other employment rights, terms and conditions, as a result of being
1157 transferred or reassigned due to the reorganization of the public education employer
1158 and/or program(s);
1159 • limits on the percentage of professional higher education faculty who may acquire
1160 tenure;
1161 • public access to unsubstantiated information and unproven allegations against an
1162 educator, i.e. allegations resulted in no formal/official disciplinary action by the Ohio
1163 Department of Education or the State Board of Education;
1164 • arresting any school employee accused by a student of criminal acts prior to the
1165 issuance of a grand jury indictment;
1166 • diminishing, diluting or otherwise undermining the availability and rights of
1167 tenure/continuing contracts for public education employees;
1168 • any mass screening procedures such as polygraphs or blood, urine, or other medical
1169 tests to be administered to school employees.

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1172 **Section 4: Advocating for good public policy**

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1174 **A. Protection of children**

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1176 *OEA Supports:*
1177 • legislation to assist in developing programs to protect children from hunger;
1178 • access to health care coverage for Ohio's children, families and most vulnerable citizens
1179 through Medicaid expansion;
1180 • establishment and funding of developmentally appropriate programs and standards to
1181 protect children from and educate children on physical, sexual, and emotional
1182 harassment, abuse and/or neglect;
1183 • requiring court assured payment of designated child support;
1184 • programs that assist in the identification, location and return of missing children;
1185 • providing adequate protection for individuals mandated to report child abuse and/or
1186 neglect under current law;
1187 • providing in-service training to staff regarding the identifying factors of physical, sexual,
1188 and emotional harassment, abuse and/or neglect.

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B. Citizenship, voting rights and fair elections

OEA Supports:

- policies and initiatives that ensure fair and open elections and strengthen the influence of citizens in the political arena;
- allowing for special elections in February and August;
- a redistricting process that produces fair, competitive districts and limits the ability of one party to seek political advantage;
- allowing for online voter registration, **AUTOMATIC REGISTRATION AND SAME DAY REGISTRATION;**
- policies that allow broad participation of union membership in the democratic process such as dues check off on membership forms for political action;
- full citizenship rights for educators, including the right to serve as members of any board, council, commission, or like body and to voluntarily contribute to political action committees and/or campaigns, work on political campaigns, and participate in and/or solicit for political partisan fundraising activities outside of school work hours;
- political leave for public education employees who are candidates for public office or who are elected or appointed to such positions.

OEA Opposes:

- strict voter identification laws that may result in citizens losing access to the polls.

C. Minimum wage and labor protections

OEA Supports:

- payment of fair living wage that supports the cost of basic needs and is indexed to inflation;
- payment of prevailing wages on construction projects financed in whole or in part with state funds.

D. Preserving our environment

OEA Supports:

- full state funding and enforcement authority requiring the inspection, detection, public reporting, and immediate removal or containment of friable asbestos in all publicly financed educational institutions in the state;
- training and proper safety protection for persons identifying and/or removing friable asbestos;
- regulations that identify any visible mold in the indoor environment of an education facility as a potential health hazard to building occupants;
- mandating immediate and aggressive response by school administration regarding the discovery of indoor mold and corrective action to remove all mold-contaminated materials;
- strict regulations and monitoring of the environmental impact of hydraulic fracturing especially near publicly financed educational institutions in the state;

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- strict regulations and stringent enforcement of regulations regarding the storage and disposal of hazardous wastes and the use of toxic environmental contaminants especially near publicly financed educational institutions in the state.

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OEA Opposes:

- any legislative and/or executive action aimed at designating any Ohio site as a national nuclear waste storage or dumping facility especially near publicly financed educational institutions in the state.
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E. *Protecting civil rights*

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OEA Supports:

- promoting gender equity in education, including the use of state funds for public schools and extra-curricular programs offered by school districts;
 - implementation of intervention programs and/or pilot projects which expand educational opportunities for female students, especially in mathematics, the sciences, and other technical subjects with particular emphasis given to retaining female students past the elementary grade levels and in eliminating gender bias in education and career counseling;
 - designating the official observance of Human Relations Week during the third week of January, which includes Martin Luther King, Jr., Day.
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OEA Opposes:

- discriminatory practices in matters of recruitment, employment, promotion, retention, and compensation of persons based on race, color, national origin, religion, residence, physical disability, political activities, professional association activity, age, size, marital status, family relationship, gender, or sexual orientation.
 - unfair sentencing and parole stipulations that encourage the escalation of mass incarceration of people of color.
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OEAE CORE VALUES

These principles guide our work and define our mission. We believe in:

1. Democracy

The foundation of a strong democracy is high quality public education, which is essential for an educated citizenry.

2. Collective Action

When we unite as one voice, we are strong advocates for learners and our profession.

3. Fairness

A high quality education, accessible to all, promotes a fair and just society.

4. Inclusion

We respect and embrace the diversity of all communities.

5. Integrity

By holding ourselves to the highest standards, we promote good citizenship and maintain the public trust.

6. Professionalism

Professional judgment and expertise of educators are critical to student success. Educators deserve the status, compensation and respect due all professionals.



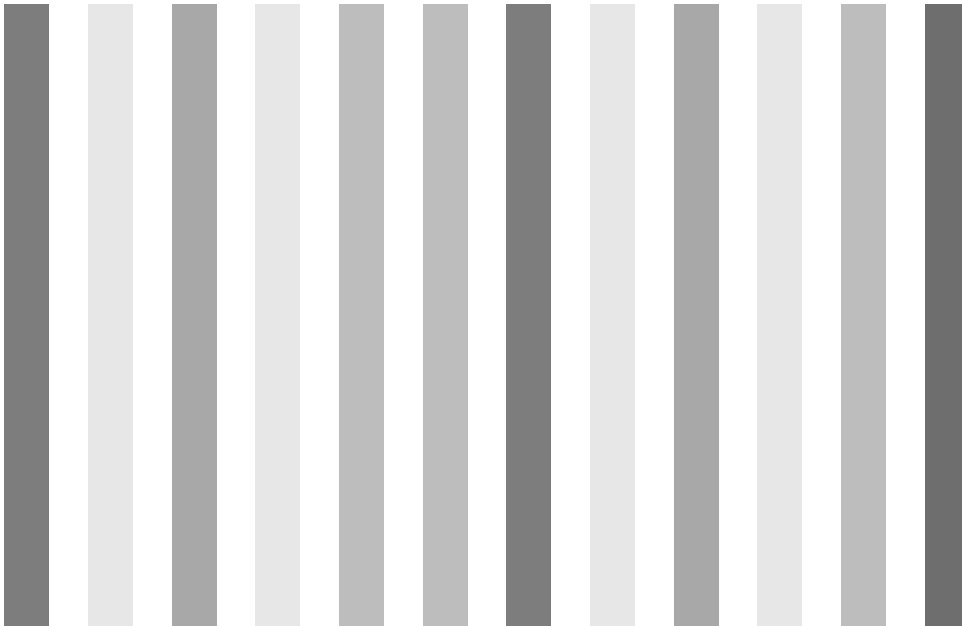
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THEIR FUTURE.



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