

Winter 2019

# COMMUNIQUE

Publication for Members of Central OEA/NEA • Adrienne M. Bowden, President



## POWER UP! Conference

## The School Report Card Sham

## Learn More About Dyslexia

## Moonlighting Educators

Scott DiMauro  
and Adrienne  
Bowden  
Announce  
Statewide  
Candidacies



# Moonlighting Educators

Ty Tatman (Zane Trace EA), OEA Director

Moonlighting is often defined as “any type of work that is done in addition to your primary job and after traditional work hours.” For years, a great number of educators worked second and third jobs as a financial necessity. Collective bargaining and strong union contracts helped make teaching a sustainable career, and moonlighting among educators became less prevalent throughout the latter part of the 20th century. More recently, financial situations have changed and unconstitutional school funding systems have presented a burgeoning dilemma. More and more teachers have to work outside of the classroom just to get by.

According to Edweek (June 2018) one in five teachers works a second job. This statistic is somewhat up to interpretation as they counted a supplemental contract as a “second job.” That is up for debate. Is coaching, advising, or tutoring under contract to the same school where you teach truly a second job? If that’s the case, yours truly is working about ten jobs but I digress.

Vox Magazine reports that up to 18% of educators work part time jobs outside of the school system. That is a staggering number when the Bureau of Labor Statistics reports that less than 5% of the full-time work force in all other occupations works any kind of second job. Whether it’s waiting at a restaurant to make ends meet, as a sales clerk at a department store, teaching driver’s education classes on Saturdays or coaching the indoor track team – too many teachers have to work second jobs to get by.

The bottom line? The average educator’s salary is below the living wage in more than half of America. As the burdens of the education profession grow larger and larger, it’s not fair to see educators having to work even more outside the classroom!

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# Scott DiMauro Announces Candidacy for OEA President

High school social studies teacher Scott DiMauro has announced his candidacy for OEA President. DiMauro, who served as president of Central OEA/NEA for nine years before being elected OEA Vice President in 2013, is seeking election at the May 2019 Representative Assembly.

DiMauro's first priority will be to use the office of OEA President to elevate the voice of members and the education profession. According to Scott, "Teachers and education support professionals are respected members of their communities. We need to leverage our unique position to drive improvements in education policy." He is planning an ambitious media outreach and community organizing effort to ensure opinion leaders and the public know where OEA stands on critical issues, including addressing a looming educator shortage that threatens the future of public education.

Strengthening OEA's 750 local associations is another priority. "OEA can't be strong without strong locals, and we can't have strong locals without effective leaders." DiMauro is helping to lead a program to create and maintain a statewide system of training, mentoring, and supporting local presidents and building representatives as part of this effort.

Finally, the long-term viability of OEA depends on supporting all members in the daily work they do with students. "We have made great progress in recruiting, retaining and engaging members. We must always remember why someone would want to be a member in the first place." Increasing OEA's role as a resource on professional issues will be critical in this work.

For more information, please visit [www.facebook.com/DiMauro4OEA](https://www.facebook.com/DiMauro4OEA).



# Central OEA/NEA President Adrienne M. Bowden Announces Candidacy for OEA Vice President

Adrienne Bowden, a junior high science teacher and current Central OEA/NEA President, is pleased to announce her candidacy for OEA Vice President. Adrienne has a strong record of statewide collaborative leadership serving as a past OEA Board of Director, past OEA District Leader's Chair, and currently as an NEA Director.

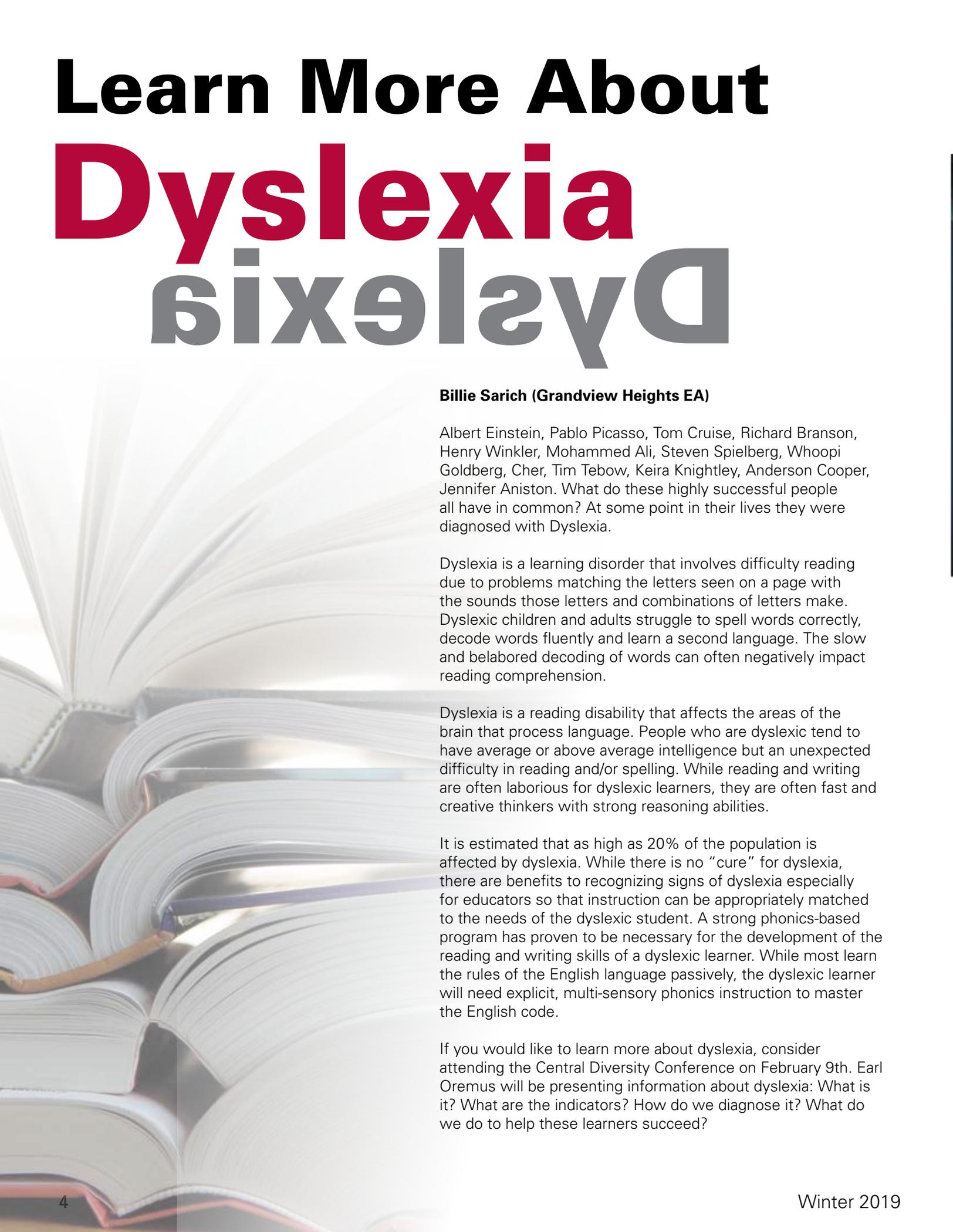
For many years Adrienne has traveled across the state listening to the experiences of educators from all corners of our Association. Her goal is to understand the perspective of all members to ensure their voices are part of the discussion to make our Association and public education stronger. Adrienne feels that "Even though we may work in different locations throughout the state, we have a common goal of having laws and policies that create safe and effective public schools for ALL our students."

As OEA Vice President, Adrienne will advocate for all members and work to create stronger bonds with OEA, local affiliates, and staff. She will work to represent the desire and needs of teachers and education support professionals and represent those values at the Statehouse. The ultimate goal is to engage more members in the work of public education advocacy to strengthen our schools.

The election will be held during the OEA Spring Representative Assembly in May 2019. For more information, please visit [www.facebook.com/AdrienneBowden4VP](https://www.facebook.com/AdrienneBowden4VP).



# Learn More About Dyslexia



## Dyslexia

### **Billie Sarich (Grandview Heights EA)**

Albert Einstein, Pablo Picasso, Tom Cruise, Richard Branson, Henry Winkler, Mohammed Ali, Steven Spielberg, Whoopi Goldberg, Cher, Tim Tebow, Keira Knightley, Anderson Cooper, Jennifer Aniston. What do these highly successful people all have in common? At some point in their lives they were diagnosed with Dyslexia.

Dyslexia is a learning disorder that involves difficulty reading due to problems matching the letters seen on a page with the sounds those letters and combinations of letters make. Dyslexic children and adults struggle to spell words correctly, decode words fluently and learn a second language. The slow and belabored decoding of words can often negatively impact reading comprehension.

Dyslexia is a reading disability that affects the areas of the brain that process language. People who are dyslexic tend to have average or above average intelligence but an unexpected difficulty in reading and/or spelling. While reading and writing are often laborious for dyslexic learners, they are often fast and creative thinkers with strong reasoning abilities.

It is estimated that as high as 20% of the population is affected by dyslexia. While there is no "cure" for dyslexia, there are benefits to recognizing signs of dyslexia especially for educators so that instruction can be appropriately matched to the needs of the dyslexic student. A strong phonics-based program has proven to be necessary for the development of the reading and writing skills of a dyslexic learner. While most learn the rules of the English language passively, the dyslexic learner will need explicit, multi-sensory phonics instruction to master the English code.

If you would like to learn more about dyslexia, consider attending the Central Diversity Conference on February 9th. Earl Oremus will be presenting information about dyslexia: What is it? What are the indicators? How do we diagnose it? What do we do to help these learners succeed?



## Square Pegs, Round Holes Diverse Learners

8:30 AM	Registration and complimentary breakfast
9:00 AM	Welcome
9:15 AM	Session #1
11:00 AM	Session #2
11:45 AM	Complimentary lunch
12:15 PM	Session #3
1:45 PM	Session #4
2:45 PM	Wrap Up

### Sessions

#### Session #1

ABCs of Dyslexia

What is it?

How do you recognize it?

How do you accommodate?

#### Session #2

Know Your Rights and the

Rights of Your Students -

IEP/504 - Legal

Requirements

#### Session #3

English Language Learners

- How do they qualify,

services they can receive,

accommodations, SIOP

strategies?

#### Session #4

Anxiety/Depression/Trauma

- How do you recognize

these students

What can we do?

***Educators will leave the conference with strategies to use in their classrooms.***

This conference is free for all Central members. Earn FREE CEU's. Registration is required.

[www.centraloearnea.org](http://www.centraloearnea.org)

# The School Report Card Sham

Kevin Griffin (Dublin EA), Central Vice President

The state report cards have been around for several years. Their erroneous grades and convoluted metrics have been so well documented, that educationally, they are about as relevant as Kardashian reruns. It's unfortunate that districts now need to deal with the annual damage control when they are released.

It's important for us to remember why these report cards were conceived. It was, quite simply, to make us look bad. The corporate reformers, with help from ALEC, created standardized testing, value-added, and then the report cards, as a way to convince the public their schools were failing. The public didn't buy it.

But don't count on the vultures to fly away when there's money to be made. Despite the fact the legislature knows the report cards are full of problems and half-truths, they are still being used to shut districts down, a thought inconceivable not too long ago.

HB 70 uses the report card data to dismantle the school board and replace administrators with a CEO who can basically do whatever he wants. Youngstown and Lorain Schools have already been taken over, East Cleveland is in the process, and Dayton Schools is next in line. The slow, but steady process to turn every school in these areas into a charter school has begun.

The real victims are our students. The one thing the report card does show is an undeniable link between test scores and poverty. In fact, Ohio's lowest performing districts, those with a performance score under 70, have eight times the number of low-income students as districts with a performance score of 100.

So now these students, the ones who need more support, stability, and love than all the others, will be transported to for-profit charter schools. And we all know how well that works out...

# Changing Times, Changing Terms: The Evolution of "Queer"

Dan Redman (Hilliard EA), Chair OEA- LGBTQ+ Caucus

Since last year's OEA Rep Assembly, I have served as chairperson of the OEA-LGBTQ+ Caucus. One thing I've learned is the importance of language. Across the LGBTQ+ Community, there's wide variation in what terms people prefer, and Ohio's LGBTQ+ educators and allies are no exception. It's important, however, to have a shared lexicon — and in that interest, I'd like to discuss a word with a changing legacy.

The word "queer," once a slur against homosexuals, has travelled a long path of reclamation to become a celebrated, inclusive word for the LGBTQ+ (or Queer) Community.

Though some recall "queer" as an insult, the term began reclamation by the community as early as 80s Pride Movements, when "Queer Liberation" became widespread on protest signs and in marches. The term "queer" appeared in academia in the late 1980s, used by the community to distance themselves from calls for "assimilation" by abandoning LGBTQ+ culture to meet straight/cisgender expectations. In this context, "queer" said to assimilationists that we have a distinct, non-mainstream culture of which we're proud, and we won't abandon it.

Because of this context of reclamation, the word "queer" has come to refer to those who reject traditional gender roles, reject heteronormativity, and define themselves in their own terms. In academia, "Queer Studies" is the study of LGBTQ+ people, culture, history, and literature, and in the arts, young performers, writers, and filmmakers across the LGBTQ+ spectrum call themselves "queer artists" promoting "queer culture."

It's true: evolving language in the Queer Community can mean shifting our old understandings of certain words. In 2018, however, "queer" has as long a history as an inclusive and beautiful term as it ever did as a slur, and I encourage the OEA, and educators at large, to embrace the beauty of queerness.

To learn more or join the OEA-GLBT Caucus, visit [www.oea-glbtc.ohea.us](http://www.oea-glbtc.ohea.us)



# OEA RA Recap

**Sherise Thompson (Hilliard EA)**

The fall OEA Representative Assembly was held Saturday, December 1st. There were 826 registered delegates from across the state in attendance. Deborah Jackson who was elected by acclamation to the OEA Board of Directors At-Large with an ending term of August 2019. Congratulations to Deborah!

Two constitution and bylaws proposals were brought to the floor. The first proposal was to remove the requirement that the RA meet twice a year, to only one to be held in the spring. The proposal failed. The second proposal was for OEA to define a member in good standing. This proposal passed.

New business items that came across the floor were: first, OEA will investigate the ability for a local to submit RA delegate election results electronically beginning in the 2019-20 year. The second would direct OEA officers to include language that puts a policy on file that would mandate Labor Relations Consultants (LRC) openings to be filled within 90 days. These will be voted on during the spring OEA RA in May.

Lastly, Delegates contributed \$29,967.44 to the OEA Fund for Children and Public Education.



# Central All-Area Meeting Celebrates "Red for Ed"

**Jillian Kalb (Hilliard EA), Member Communications Chair**

A sea of red was present for the November Central All-Area Meeting held in Columbus. The "Red for Ed" movement was alive, present, and powerful. The evening's theme was "empowering unions and teachers to be advocates for education, students, and themselves."

Local organizations shared ways they have helped strengthen their union. From hosting coffee nights at local businesses to encouraging one-on-one conversations with every member, the message was the same: we are stronger together.

One local worked with their members to invite guest speakers to present reasons why it is important to be a member in your local union. Some of the most powerful moments came when educators Amber Clark and Molly Wassmuth, Central educators who have run for and won their races for local school boards, presented the importance of using the Central and OEA resource, the Leadership Academy and how powerful it is for local educators to serve on boards of education!

To conclude the evening, OEA leaders Becky Higgins, Scott DiMauro, and Mark Hill shared information. Scott challenged the room to stay focused on the issues that matter most to our students. Becky encouraged us to stand up, speak up, and never back down.



# COMMUNIQUE

Winter 2019

**THANK YOU**

## FOR BEING A MEMBER OF Central OEA/NEA

You are the true expert in education!

You deserve a voice  
in how best to educate our students.

We are here to support you.

Adrienne & Kevin,  
Central Leadership



### Association Benefits

Free CEU's  
Liability Protection  
Improving Professional Practice

### Upcoming Events

Feb. 9	Central Diversity Conference
Mar. 9	Central Power Up Conference
Apr. 26	Central RA
May 10 - 11	OEA RA