

Student issues • OSBA VendorBook

August 2013 • Volume 57, Issue 4

JOURNAL

OHIO SCHOOL BOARDS ASSOCIATION

Helping
every student
succeed



Risk Management Solutions with

CREATIVITY



The Ohio School Plan is your partner in managing risk. We help you to actively manage risk through comprehensive risk assessments.

Complimentary member services include:

- School inspection checklist; peer-reviewed by the Ohio School Environmental Committee of the Ohio Environmental Health Association
- Technical assistance and resource materials
- Inspections by certified playground safety inspectors
- Interactive bus driver in-service training



For more information,
call 1-800-288-6821

Hylant Administrative Services
811 Madison Avenue
Toledo, Ohio 43604

ohioschoolplan.org

The Ohio School Plan is exclusively sponsored by BASA, OASBO and OSBA.

Table Of Contents

JOURNAL

OHIO SCHOOL BOARDS ASSOCIATION

ON THE COVER

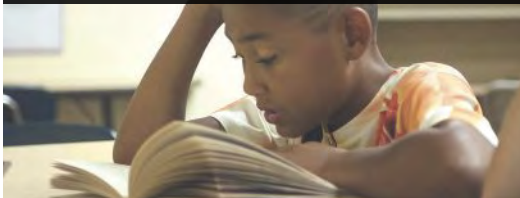
Outside challenges hinder learning, p. 12



Student issues: Nonacademic barriers to student success challenge many Ohio and U.S. students. — *photo by Bryan Bullock*

FEATURES

p. 14



Helping migrant kids move up 14

Putnam County ESC program assists at-risk students.

Operation: Military Kids 26

Reaching out to Ohio's military youth.

Learn from the best at the Capital Conference 30

The Early Bird Workshop, Black Caucus dinner, General Sessions and Conference Luncheons feature insightful speakers.

Child poverty in our schools 20

Does this mean I don't get breakfast today? 22

'Ski' boxes — wooden angels of hope 25

Student achievement amplified and exemplified 33

NEWS

p. 20



DEPARTMENTS

p. 3



Executive Outlook 3

According to Law 4

Management Insights 6

Boardmanship 8

Capital Insider 10

OSBA: Working for You 36

New digital edition available!

You can access the *Journal's* new digital edition on the OSBA website at www.ohioschoolboards.org/journal.

OSBA Journal (ISSN 0893-5289) is published bimonthly by the Ohio School Boards Association, 8050 N. High St., Suite 100, Columbus, OH 43235-6481. Periodicals postage paid at Columbus, Ohio, and at additional mailing offices. Postmaster: send address changes to *OSBA Journal*, Attn: Mailroom, Ohio School Boards Association, 8050 N. High St., Suite 100, Columbus, OH 43235-6481.

Comments and articles should be sent to the editor at the above address or email cdavis@ohioschoolboards.org. The views expressed in articles appearing in *OSBA Journal* are those of writers and do not necessarily represent OSBA policies or positions.

Notice of rights: All rights reserved. No part of this publication may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher. For information on permission for reprints and excerpts, contact OSBA.



Who We Are



JOURNAL STAFF

Crystal Davis
Editor

Gary Motz
Managing Editor

Angela Penquite
*Assistant Editor/
Layout and Graphics*

Bryan Bullock
*Assistant Editor/
Communication Coordinator*

Amanda Finney
*Senior Marketing
Coordinator/Advertising*

Jeff Chambers
*Director of Communication
Services*

Richard Lewis, CAE
Executive Director

Mission Statement

OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service, unwavering advocacy and creative solutions.

© 2013, OSBA

Ohio School Boards Association
8050 N. High St., Suite 100
Columbus, OH 43235-6481

(614) 540-4000
fax (614) 540-4100

www.ohioschoolboards.org

OSBA EXECUTIVE COMMITTEE

Charlie Wilson	President
Jo Ann W. Feltner	President-elect
Sharon E. Manson	Immediate past president
W. Shawna Gibbs	Central Region
Julie Schafer	Northeast Region
David Spridgeon	Northwest Region
David Carter	Southeast Region
Randall E. Smith	Southwest Region

OSBA BOARD OF TRUSTEES

Central Region

Dr. Marguerite Bennett	Mount Vernon City & Knox County Career Center
W. Shawna Gibbs	Columbus City
Cathy Johnson	South-Western City
Ken Morlock*	Madison-Plains Local (Madison)
Randy Reisling	South-Western City
Charlie Wilson	Worthington City

Northeast Region

Denise Baba	Streetsboro City
Reno Contipelli	Cuyahoga Heights Local (Cuyahoga)
Albert Haberstroh	Trumbull County ESC
Robert M. Heard Sr.	Cleveland Municipal
Julie Schafer*	Copley-Fairlawn City
Doug G. Stuart	Rittman EV & Wayne County Schools Career Center
Rev. Dr. Curtis T. Walker Sr.	Akron City

Northwest Region

Eric Germann*	Lincolnview Local (Van Wert)
Timothy McKinney	Bath Local (Allen)
Robert McPherson	Bath Local (Allen)
Lisa Sobecki	Toledo City
David Spridgeon	Arcadia Local (Hancock)
Bob Vasquez	Toledo City

Southeast Region

Don E. Carpenter	Barnesville EV & Belmont- Harrison Career Center
David Carter	East Guernsey Local (Guernsey)
Terry Halley	Gallia County Local (Gallia)
Daniel L. Hothem*	River View Local (Coshocton) & Coshocton County Career Center
Sharon E. Manson	Waverly City & Pike County Career Technology Center

Southwest Region

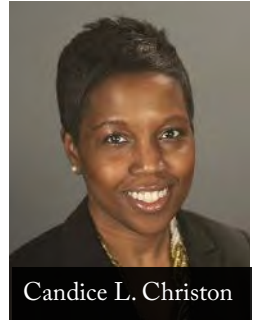
Jo Ann W. Feltner	Franklin City
Rick Foster	Manchester Local (Adams)
Gail Martindale	Cedar Cliff Local (Greene) & Greene County Career Center
Randall E. Smith	Forest Hills Local (Hamilton)
James Sommer*	Greenville City
Sue Steele	Goshen Local (Clermont) & Great Oaks ITCD
Vanessa Y. White	Cincinnati City

**Region president*

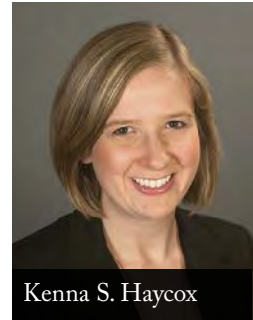
CONTRIBUTORS TO THIS ISSUE



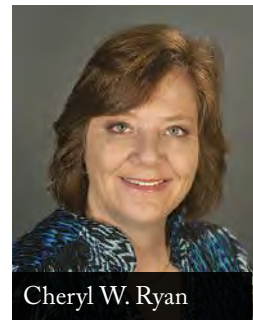
Richard Lewis, CAE



Candice L. Christon



Kenna S. Haycox



Cheryl W. Ryan



Michelle Francis

Leadership for learning



Developing strong leaders

Richard Lewis, CAE, executive director

A young martial artist knelt before the master sensei in a ceremony to receive a black belt. After years of relentless training, the student had reached a pinnacle of achievement. “Before granting the belt, you must pass one more test,” said the sensei. “You must tell me: ‘What is the true meaning of the black belt?’”

“The end of my journey,” said the student. “A well-deserved reward for all my hard work.” The sensei waited for more. Clearly, he was not satisfied.

Finally, he spoke. “You are not yet ready for the black belt. Return in one year.”

A year later, the student again knelt in front of the sensei. “What is the true meaning of the black belt?” he asked.

“A symbol of distinction and the highest achievement in our art,” said the student. The sensei said nothing for many minutes, waiting. Clearly, he was once again not satisfied.

“You are still not ready for the black belt. Return in one year.”

A year later, the student knelt again before the sensei. Again the sensei asked, “What is the true meaning of the black belt?”

“The black belt represents the beginning — the start of a never-ending journey of discipline, work and the pursuit of an ever-higher standard,” the student said.

The sensei was pleased. “You are now ready to receive the black belt and begin your work.”

While the mission is different, the same lesson applies to school board service. Your election as a board member is not the end of your journey. It is not a reward for your past work for the district or a recognition of your achievements. It is the beginning of a never-ending march toward even higher standards.

Similar to the black belt aspirant, board members’ quest for greater achievement progresses along the path of professional growth. Leaders are not born; rather they learn to lead by elevating their skills through commitment, dedication and hard work. That is the price we all must pay to achieve any worthwhile goal.

To be a successful leader, lifelong learning is essential. However, today’s economic realities threaten ongoing professional development. According to a survey from the American Association of School Administrators, 59% of school districts are dealing with across-the-board federal education funding cuts by slicing professional development.

In reporting on the survey, *Education Week* warned, “The professional development cuts come at a critical time for K-12 education, as states and districts across the country are implementing the common standards and preparing for new tests aligned to those tougher standards.”

OSBA knows districts must watch every expense, especially during times of diminished funding and increased public scrutiny. That is why we are so proud of the affordable professional development the 2013 Capital Conference offers.

One of the top-rated education

conferences in the nation, this event offers outstanding returns on a minimal investment of time and resources. The Capital Conference has a well-earned reputation for providing education management teams with the latest information and high-quality professional development they need to lead their community’s public schools. The time you spend in Columbus from Nov. 10 to 13 will pay dividends for years to come.

Past attendees have come to count on great things at the Student Achievement Fair, Trade Show, General Sessions, Early Bird Workshop and Conference Luncheons. This year’s event promises to deliver in these areas.

OSBA’s commitment to offering high-quality training sessions is stronger than ever. The conference features more than 100 breakout sessions led by nearly 350 experts sharing the latest in 21st century learning, critical issues, student achievement and more. These experts will deliver real-life solutions that can be replicated in your districts.

If you can’t attend the entire conference, consider covering the curriculum with different management team members. Once your district has registered six individuals, an unlimited number of additional people can attend for free.

You were elected to find solutions to your schools’ challenges. But, unlike the martial arts student, you don’t have three years to get the answer right. Your students and schools need answers now.

Leadership and learning are at the heart of the Capital Conference. Join us in November and find out for yourself. ■



Protecting players

Concussions – what schools need to know

Candice L. Christon, staff attorney

Concussions can affect all athletes, no matter the age or sport being played. They are serious head injuries that may cause long-term or even permanent brain damage.

However, some individuals may not recognize they suffered a concussion or head injury, and it may take several hours or days for signs or symptoms to arise. To address the seriousness of concussions and head injuries, new requirements have been enacted in Ohio Revised Code Sections (RC) 3313.539 and 3319.303 to ensure the health risks associated with these injuries are fully understood.

Identifying a concussion

First, what is a concussion? The Centers for Disease Control and Prevention (CDC) define a concussion as “a brain injury caused by a bump or blow to the head that changes the way your brain normally works.” CDC notes it may be caused by a blow to the head or body that causes the brain to move rapidly inside the skull. Concussion symptoms may include confusion, headache, loss of consciousness, dizziness, slurred speech and nausea.

Ohio law now requires coaches, referees and student athletes to receive certain information to educate them on concussion signs and symptoms.

Training for coaches and referees

Individuals must hold a pupil-activity program permit issued under RC 3319.303 to coach interscholastic athletics. In addition, an individual applying for a first-time pupil-activity program permit to coach interscholastic athletics must successfully complete

a training program focusing on brain trauma and brain injury management (RC 3319.303).

Individuals applying for a pupil-activity renewal permit to coach interscholastic athletics must have successfully completed a training program within the preceding three years that recognizes the symptoms of concussions and head injuries or a training program authorized and required by an organization that regulates interscholastic athletics or events (RC 3319.303).

An individual who serves as a referee for interscholastic athletics must hold a pupil-activity program permit to coach interscholastic athletics or present evidence he or she successfully completed a training program within the preceding three years that recognizes the symptoms of concussions and head injuries or a training program authorized and required by an organization that regulates interscholastic athletics or events (RC 3313.539).

Injury information sheet

Another provision added to state law is the requirement that student athletes submit an injury information sheet prior to participating in any interscholastic athletic activity. The sheet must inform coaches, athletes and guardians — or others having care or charge of students — of the signs and symptoms related to concussions and head injuries, as well as any risk associated with students continuing to participate in athletics after they have suffered a concussion or head injury (RC 3707.52).

Removing, returning students to play
Ohio law requires a coach or referee to

remove an athlete from any practice or competition if the student displays any signs or symptoms of a concussion or head injury (RC 3313.539). A student may not immediately return to the practice or competition from which he or she was removed. Coaches and referees are prohibited from allowing any removed student to participate in any other practice or competition the coach or referee is controlling until:

- the student is evaluated by a physician or another licensed health care provider authorized by the school board to evaluate students removed from a practice or competition;
- the student receives written clearance from a physician or another licensed health care provider stating it is safe for him or her to return.

A school board must ensure licensed health care providers are:

- acting in consultation with a physician;
- acting pursuant to a physician’s referral;
- collaborating with a physician;
- acting under a physician’s supervision.

The Ohio High School Athletic Association (OHSAA) has established a Medical Authorization to Return to Play (RTP) form that may be used as the written authorization that the physician or licensed health care provider has examined the student and cleared him or her to return to play. A copy of the form is available at: <http://links.ohioschoolboards.org/51458>.

Each school district subject to the

rules of an interscholastic conference or organization that regulates an interscholastic conference or event will be considered to be in compliance with law if the rules are “substantially similar” to those required under state law. OHSAA has adopted a set of concussion regulations, incorporating the requirements of the new state law, for its member schools. A copy of the regulations can be found at: <http://links.ohioschoolboards.org/50895>.

Districts that are not OHSAA members also must ensure they are in compliance with state law and should check with the organization that regulates their interscholastic athletics. Additionally, OSBA policy IGDJ, Interscholastic Athletics, also provides information about concussion management.

Liability

One question that often arises is whether a risk of liability exists when a student suffers a concussion or head injury. There is always a risk that an injury may occur while student athletes are involved with sports. A district, board member, district employee or volunteer, including coaches and referees, will not be liable for damages in a civil action for an injury, death or loss to person or property caused by properly

providing services or performing duties.

However, liability may exist if the individual or individuals involved behaved in a willful or wanton manner. The law does not limit the immunities and defenses discussed in Chapter 2744 (sovereign immunity and related provisions) of Ohio Revised Code or under any other provision of state or common law. It is important that staff members are trained to ensure they understand how to appropriately respond to these situations.



An athlete displaying any signs of a head injury must be removed from practice or competition.

Conclusion

In many instances, student athletes may be reluctant to leave the field of play when they have suffered injuries, including concussions. However, coaches and referees should not allow a

student’s desire to play in a game outweigh the requirements and duties mandated under state law. It is important that coaches and referees are able to understand and identify the signs and symptoms of concussions and head injuries because a student’s health may be jeopardized.

The district staff involved with athletic activities should be educated and informed on the rules and regulations related to head injuries and concussions so they are able to recognize them when they occur and respond accordingly. It is useful for board members to review the information so they can be familiar with the new laws as they communicate with the school community about school athletic programs. Additionally, it is important to educate athletes so they are able to understand and spot any changes that might occur as a result of a head injury or concussion.

For questions about student athletes and concussions, contact the OSBA legal division at (614) 540-4000. ■

“According to law” is designed to provide authoritative general information, sometimes with commentary. It should not be relied upon as legal advice. If legal advice is required, the services of an attorney should be obtained.

Does Your School need money?



Districts are facing a funding crisis of epic proportions. Tax levies and bonds are failing. Local and state funding is simply not enough. Concerned parents are open to schools exploring alternative solutions that maintain the quality of education. Hunter Education Capital connects schools with corporations for mutually beneficial sponsorships.

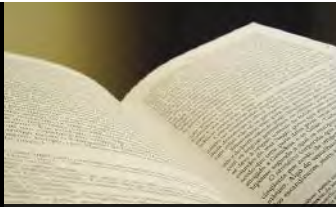
Create new revenue for your school,
contact us for a free consultation today.

NAMING RIGHTS | STEM SPONSORSHIP | ADVERTISING | FUNDING | BRAND MARKETING

info@huntereducationcapital.com | Phone: 440.994.4499 | Fax: 440.846.9900

WWW.HUNTEREDUCATIONCAPITAL.COM





Big book of everything

Making the most of your board policy manual

Kenna S. Haycox, policy consultant

It is amazing how someone's face lights up with excitement when I mention board policy. OK, maybe that isn't the case.

However, board policy is an essential part of district operations and it is imperative each district effectively uses, communicates and implements its policy. As the new school year starts, what are some ways you can make your board policy manual work for you?

There are two key groups I want to provide guidance to on this question — board members and administrators. Board members, these are policies through which you set the general goals and directions for the district. It is important to know how the policy development process works in your district.

Each local board will have a different procedure for reviewing and updating policies that best meet district needs. What elements are important for understanding your policy development process?

First, it is helpful for districts to have a policy committee in place and annually name committee members. Consider rotating the board members who serve on the policy committee. If you have a board member who is new to the board, it may be helpful for him or her to serve on the committee with a veteran board member who has been through the policy development process before. Rotating members through the committee can provide an opportunity for everyone on the board to better understand the board policy manual.

It's important for the policy committee to meet regularly. OSBA releases policy updates to subscribers quarterly, so districts may choose to have the committee meet after these updates have been released.

Take some time to refresh your understanding of what the policy development process looks like in your district.

This brings us to our next question: Who is responsible for initiating the policy review process? Usually, the superintendent is assigned to communicate necessary policy revisions and reviews to the board. If the superintendent has designated someone else as the primary district contact for policy updates and questions, it is important for you, as a board member, to know whom that person is.

The next important question board members should ask is: How are board policies communicated to various stakeholders? Your policies may affect community members, staff or students. What process does the district use to make the entire policy manual available, and how does it communicate individual policies that have a significant impact on one or more groups?

Many districts are beginning to post the board policy manual on the district

website, or through a Web-hosting program. This is an effective tool for providing easy public access to the manual. All staff members should know how to access the board policy manual and be encouraged to review it.

There may be requirements for particular policies to be given to a certain group or posted in a specific location. One example is the district's public records policy. A poster describing this policy must be posted in a central location in each school building. There also are many other policies that are helpful to distribute to individual groups. It is important to identify these policies and make sure they are being effectively communicated to those impacted.

These might include policies on hazing and bullying, Internet and acceptable use or staff-student relations. Policies having a significant impact on staff or students are frequently included in handbooks. It is important district administrators be aware of significant policy changes so, as handbooks are updated, the policies included or referenced in them also are updated.

This brings us to district administrators: How much do they know about board policies and do they use them effectively? Administrators need to know what is in the board policy manual. Every administrator should be provided either access to an electronic version or a hard copy of the manual and become familiar with it.

Administrators deal with the nitty gritty, daily operations, and are responsible for developing and implementing

district-level policies and procedures. These are not taken to the board for approval in the same way board policies are; however, they should line up with the general direction set by the board through board policies. (For a review of what should be in board policies versus district-level policies and procedures, see the “Management Insights” column in the April 2013 issue of the *Journal* at <http://www.ohioschoolboards.org/Journal>.)

Consider integrating a review of the board policy manual into administrative team meetings. Periodically review sections of the manual. Reviewing the sections on instruction and students is always a good place to start.

As administrators review the board policy manual, they may identify areas where board policy and district policies do not line up. In this case, it is important to take a practical next step.

One example of where this discrepancy may exist is with student use of cellphones. Board policy on cellphone use may not have been reviewed for a long time and may prohibit students from possessing cellphones on district property, or allow students to possess them but prohibit any use during the school day.

Even if this board policy is in place, there may be language in a student handbook that allows students to possess cellphones and use them at certain times during the school day, such as during lunch or as part of a bring-your-own-technology program. The superintendent should notify the board of this discrepancy. The board may consider a revised policy that allows students to possess cellphones on district property as long as they are used “in compliance with building regulations.”

However, if the board does not want to make these changes, it is important that district practices are updated to reflect the board’s decision. While this may seem like a minor issue, any time you

have two official district documents that conflict with each other, it can create challenges as to which policy should be enforced.

Take some time to refresh your understanding of what the policy

development process looks like in your district and see if there are any gaps in communication or implementation. Board policy is important for the district — make sure you are making your board policy manual work for you. ■

PayForIt.net

... *loved* by parents ...

<p>Registrations</p> <ul style="list-style-type: none"> • Fees • Activities • After School Programs 	 <p style="font-size: small;">Simplifying Collection Management for Schools & Parents</p>	<p>Lunch Service</p> <ul style="list-style-type: none"> • Student Accounts • Auto Replenishment • Adult Menus
<p>Fees</p> <ul style="list-style-type: none"> • Tuition • Book Fees • Class Fees • Etc. 		<p>After School Programs</p> <ul style="list-style-type: none"> • Tutoring • Child Care • Etc.
<p>Activities</p> <ul style="list-style-type: none"> • Swim Classes • Prom Tickets • Etc. 		<p>Fundraisers</p> <ul style="list-style-type: none"> • Flowers • PTO Donations • Etc.

... *needed* by schools ...

**Contact: Bob Reolfi, Esber Cash Register,
1-800-669-0792 or Bobr@ecrpos.org**

Endorsed By:







Helping students rise above

Learning from the 'less than even'

Cheryl W. Ryan, deputy director of school board services

As board members, parents or committed community members, none of us would truly wish for a district full of students who come from the same kinds of families or enter school with the same attributes or expectations. But wouldn't it make governing easier?

Think how much easier program planning, assessment tracking and financial forecasting would be if all students brought the same kind of history and ability to school each day. Classroom dynamics would be a snap. Differentiated learning would be a term we didn't even need to understand.

Reality tells us, however, that children are different from each other, and their backstories aren't identical. But — as a board member said to me one day — “That's the beauty part.” That's what makes our lives as educational proponents an exciting challenge.

We deserve to and can certainly take pride in students who sail through our programs. They are the ones who are blessed by good fortune within their homes, and earn high marks and teacher plaudits all the way through to graduation, not to mention several varsity letters, performing arts awards and college scholarships. They take the opportunities presented and make the most of them. These students are special and we are happy and grateful for them. However, in some ways, they represent for true educators the “low-hanging fruit” in the school district orchard.

The fruit we have to climb to the top of the ladder for — the pieces so rewarding when finally reached — are students

we grow with and see through to commencement. These are the students whose cups were not exactly running over, the ones who came to us or started at some place “less than even.”

How many stories do we read about the kid who had it all, had it easy, who went out and did just what might be expected? Those accomplishments — because they just seem to make sense — don't often make for good copy. Tragically, we find too many stories about kids who had a great potential future handed to them on a platter and managed to mess it up. Unfortunate and sad, but somewhat common.

But what a thrill it is when we read about a student who thrived despite starting with less than others, or took a major hit along the way, like losing a parent, being homeless, suffering a serious illness or being mistreated by an uncaring system.

That student was determined to find people in the district who could help, in small or large ways. With assistance over the years, he or she was able to create a foundation for success out of those building blocks of help, advice and support. Those are the students we remember, and we love to share their stories with others.

These students can be found in every district — and everyone reading likely knows some. They are the students we remember for a long, long time and the ones who make our work worthwhile.

When we, as board members, administrators, educators or public school advocates, hear from the

“powers that be” that another stifling policy is coming down from “on high,” or that another piece of our budget must be allocated in a way that seems overly burdensome, I hope we all can remember those students who have shown us how to overcome. I'm betting our own problems will immediately seem smaller. Even more, let's consider thinking about how many of those students who found a way out or a way up seemed to do it with far fewer resources than we have at our disposal.

Board members, superintendents, treasurers and other administrators make up a district leadership team whose combined passion, skill and intelligence *should* make for an unbeatable combination. People don't run for the school board because they're disinterested or lazy. Superintendents don't become superintendents because they're looking for an easy way to make a living. Nearly all of our treasurers know they could probably do financial work in much less stressful environments.

But we're all still here. In school districts all over Ohio, there are school leaders who care about finding students who need a hand or a favor to spark their own determination and drive their success. If we can continue to be dedicated to finding and working with these students, we'll do fine.

Keep in mind why you first jumped into what now might seem like a leaking rowboat. More important, keep in mind the others who are in that boat with you. If each of us can commit to “just keep rowing” — and maybe even row in the same direction as our fellow sailors — we just might be OK. ■



Imagine the difference an extra \$10,000, \$20,000 or even \$30,000 per year could make for your district.

Make it happen with OSBA BoardDocs®. Right now, districts throughout the U.S. are saving tens of thousands of dollars annually just by going paperless, and you can too! Let us show you how BoardDocs can save your district significant amounts of time and money. And, how BoardDocs can help your organization go paperless for as little as \$2,700 annually and a low, one-time, \$1,000 start-up fee.

Our next-generation, cloud-based technology allows organizations to significantly improve the way they create and manage packets, access information and conduct meetings. And because OSBA BoardDocs is so easy to use, your organization will operate more effectively from day one. Plus, only BoardDocs includes dedicated project management, on-site training and US-based, 7 x 24 technical support with every subscription.

All from BoardDocs, the pioneer of eGovernance solutions.

For more information or to arrange a demonstration, call 800-407-0141 or visit us at www.boarddocs.com. We'll show you the difference BoardDocs can make.





State budget 'wins' — yes, there were some

Michelle Francis, deputy director of legislative services

It's been a long process, but we are finally here. Gov. **John Kasich** signed House Bill (HB) 59, the \$62 billion state budget, into law on June 30.

The final version of the bill for fiscal years (FY) 2014-2015 encompasses 3,747 pages of appropriations and policy changes in state law. The appropriation items became effective immediately. The non-appropriation items will become effective 90 days after the governor signed the bill (Sept. 29), unless otherwise indicated in the legislation.

The General Assembly didn't do everything OSBA requested throughout the budget process, such as removing the new income-based voucher and taking out changes to JVSD governance. Lawmakers also did not remove the elimination of the 10% and 2.5% property tax rollback replacement payments, which were added to the legislation at the 11th hour. But legislators did make changes to the bill in response to advocacy efforts by school board members, superintendents, treasurers and other school administrators. Below is a quick look at some of the public education "wins" in the state budget.

ESC governance changes removed

The Kasich administration's "as-introduced" version of HB 59 proposed eliminating the elected membership of ESC governing boards. OSBA strongly opposed the governance change because it would have replaced elected board members with appointed representatives of ESC clients. This would have removed transparency and direct accountability to taxpayers and negatively impacted ESC's public

educational mission. The House of Representatives removed this provision.

Per-pupil formula methodology

The administration's version of the budget also included the governor's school-funding formula proposal, which called for an equal-yield formula based on valuation per pupil. This proposal would have effectively established a beginning point equal to \$5,000 per student, a level similar to funding levels in the mid-2000s. This would have caused a significant number of low-wealth districts to be on the funding guarantee and put many districts in a deficit from where they had been.

One of the key positive changes the House made was a return to a per-pupil, base-aid funding component. OSBA urged the legislature to use a per-pupil education cost measure as the basis from which to start the funding formula. This widely agreed-upon and necessary component of any school-funding system was missing from the administration's proposal.

Kasich's proposal would have required almost two-thirds of Ohio districts to be on the funding guarantee — 398 districts in FY 14 and 384 districts in FY 15. Thanks to significant changes in the methodology, the bill's final formula reduces that number to 191 districts in FY 14 and 177 in FY 15. Even though there were several improvements to the formula, equity is still lacking and OSBA hopes to work with the General Assembly on a future formula that is more effective.

Parent trigger removed

The governor's budget proposal would

have expanded HB 153's parent trigger pilot program statewide; the program currently applies only to **Columbus City Schools**. This would have allowed parents of students in low-performing schools to reconstitute schools through various options.

OSBA opposed this proposal because no evidence has been presented to show that the parent trigger would improve student or school performance. In addition, state and federal laws already require a number of turnaround and restructuring models for certain low-performing schools. The House removed this provision from the budget.

Monthly ADM counts

The House's version of the budget called for monthly average daily membership (ADM) counts. OSBA argued that this requirement would cause instability in school districts, undermine their ability to plan student programs and services, not improve student achievement and increase districts' administrative burden. The final bill removed this provision and replaced it with three annualized enrollment counts beginning in FY 15.

Senate Bill 52 provisions

Many times during the budget process, stand-alone bills or proposals are amended into the budget bill — and this is what happened during the Senate's deliberations. Senate Bill (SB) 52 is a separate piece of legislation that would prohibit school districts from challenging the valuation of real property for purposes of determining taxable value.

OSBA is adamantly opposed to this bill, and has argued that districts should

be permitted to actively participate in a process that ensures all taxpayers pay their fair share. Other taxpayers have to subsidize those whose properties are undervalued, essentially giving owners of those properties a tax break. The SB 52 language was included in the Senate's initial version of its budget, but was removed before the chamber finally adopted the bill. However, SB 52 is still an active piece of legislation.

403(B) language

Behind the scenes and in public testimony, some interest groups lobbied for certain proposals to be added to the budget bill. One of those proposals would have made changes to the IRS 403(B) school employee supplemental retirement program as implemented in Ohio school districts.

OSBA opposed the changes because they would have created additional fiduciary responsibilities and administrative burdens for districts. The current system allows many options for school employees and is currently working appropriately for both employers and employees. OSBA was successful in keeping these changes out of the bill.

Payment in lieu of transportation

The House's version of the budget proposed drastic changes to payment in lieu of transportation. It proposed eliminating districts' ability to declare transportation impractical. This would have forced districts to provide service even in cases where only one or two students are going to a school and could have forced districts to add more buses to their fleets.

It also would have allowed parents to receive payment for reasons not related to a district's ability to provide transportation, such as when high school students drive to school, even though bus service is available. This option would have allowed the family of any student not riding a bus for personal reasons to request the parent subsidy, creating new costs for school districts. The House's version also would have

increased the parent subsidy from \$233 to \$803.

OSBA argued the changes would threaten districts' financial stability, since an unknown number of students could opt for payment in lieu of transportation. In addition, school buses provide the safest, most efficient way for students to get to school.

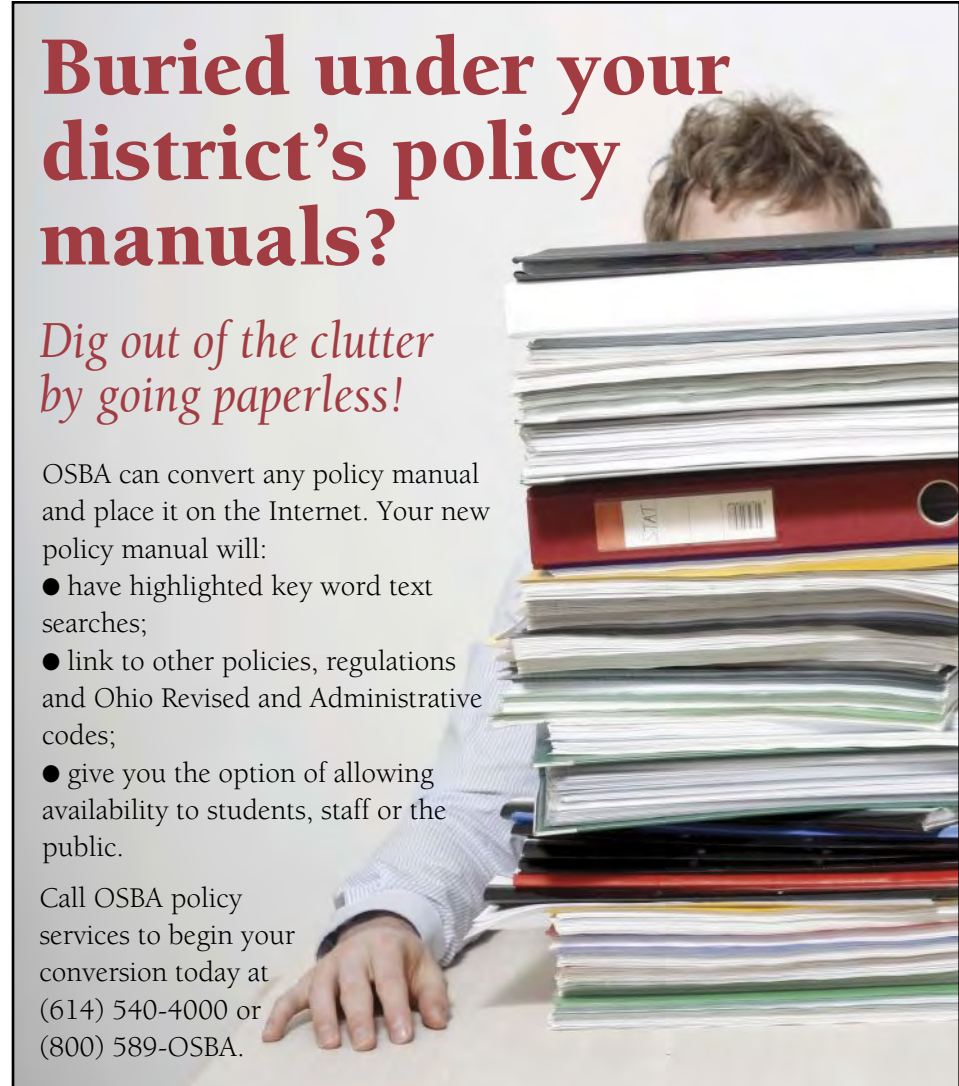
The Senate removed the House's proposal and maintained the current payment system. The final bill slightly increased the minimum subsidy to \$250 per pupil.

Public transit for K-five students

The House proposed other transportation changes, including prohibiting school districts from using public transit systems to transport

kindergartners through fifth-graders to school. OSBA testified that districts have successfully used public transportation for many years, and student safety is always the highest priority.

This proposal would have required districts to buy additional buses and pay more bus drivers, particularly in urban districts. In addition, rural districts often contract with regional transit authorities, particularly for students with disabilities who need transportation to special programs. These vehicles are typically equipped for this purpose, and using them can significantly defray districts' costs. This option would have been eliminated for kindergarten through fifth-grade students with disabilities. The Senate removed this provision from the bill. ■



Buried under your district's policy manuals?

Dig out of the clutter by going paperless!

OSBA can convert any policy manual and place it on the Internet. Your new policy manual will:

- have highlighted key word text searches;
- link to other policies, regulations and Ohio Revised and Administrative codes;
- give you the option of allowing availability to students, staff or the public.

Call OSBA policy services to begin your conversion today at (614) 540-4000 or (800) 589-OSBA.

Outside challenges



A volunteer works with students in the gym at Putnam County ESC's summer migrant education program. See story on page 14.

Much of today's education reform debate centers on concerns such as funding, school choice, teacher quality, class size, standardized testing, technology and the Common Core State Standards. While these are all important issues, there also are many nonacademic factors that affect student achievement.

Poverty, hunger and mental health issues prevent students from learning. Kids with a parent deployed on military service must confront a unique set of personal stresses and family struggles. Children of migrant workers must deal with moving from school to school, as well as language and cultural challenges.

This issue of the *Journal* takes a look at a few of the many

nonacademic barriers to student success, as well as the people and groups working to help children surmount those barriers.

You'll hear from the Children's Defense Fund-Ohio as it examines poverty's profound impact on schools and what can be done to help keep poor children's education on track.

The Children's Hunger Alliance provides some sobering statistics on hunger among Ohio's kids. The organization also discusses initiatives it spearheads to combat child hunger, as well as the key role public school leaders can play.

You'll also learn about an innovative suicide prevention program launched by state Rep. **Marlene Anielski** that provides a confidential way for students to seek help for

hinder learning

Gary Motz,
managing editor

themselves and others. Anielski, whose teenage son took his life in 2010, also sponsored recently enacted legislation that requires suicide awareness training in Ohio schools.

Since the 9/11 attacks, thousands of Ohio National Guard and Army Reserve troops have been called to active duty, some for multiple deployments. Often overlooked are the special challenges their children and families must cope with. A state 4-H military liaison discusses some of those issues and shares resources schools can use to reach out to these students.

The children of migrant workers — a smaller but no less important group — also face considerable obstacles to learning. **Putnam County ESC** and the Ohio Migrant Education Center talk about federally funded summer programs that help keep these children from falling behind.

Dr. José P. Salinas, director of the center, brings a unique perspective to the story. As a child, he worked in northwestern Ohio farm fields during the day and attended a migrant education program at night. That effort paid off: Salinas went on to earn a doctorate from Bowling Green State University.

No matter what burdens they bear outside of school, all children are capable of succeeding — and all deserve that chance. It is our obligation, as education leaders, to provide whatever is necessary to create opportunities for that success.

Without question, the nonacademic obstacles to learning are formidable. But, OSBA hopes that by highlighting some of these issues and offering resources to address them, school districts will be even better prepared to help all their students succeed. ■



A proud young man displays tie-dyed T-shirts created by children of armed forces members at Camp Kelleys Island. The camp, a partnership of Ohio 4-H and the Ohio National Guard, serves children of deployed service members. See story on page 26.

Helping migrant



Volunteers work one-on-one with migrant students on reading intervention at Putnam County ESC's summer migrant education program.

kids move up

*Bryan Bullock,
assistant editor*

Putnam County ESC program assists at-risk students

Life is hard for migrant farm workers. Many move from state to state picking crops and working fields throughout the year, earning meager pay for long, hard hours underneath the sweltering sun.

Life is tough for their kids, too — especially when it comes to getting an education. Not only do they have to play catch up with their peers when they change schools, but English is a second or third language for some migrant children. Given the obstacles students face, it's not surprising migrant children have one of the highest dropout rates in the nation.

Ohio's migrant child population has been dwindling over the last decade, and it is just under 2,000 currently. It's a small group facing a unique set of challenges, but these students are not overlooked by public schools. Migrant education programs throughout the state help ensure children who move around the country are not penalized by disparities among states in curriculum, academic content, achievement standards or graduation requirements. Ohio has migrant education programs at 11 different schools; the federally funded programs are primarily clustered in northwest Ohio, where demand is highest for labor-intensive farm work like picking apples, cucumbers and tomatoes.

"Migrant education exists because migrant children, on average, are always behind the mainstream," said Dr. **José P. Salinas**, director of the Ohio Migrant Education Center. "The only way to make that gap up is over the summer. Otherwise, they will always be behind, and they will never have the chance to catch up."

Summer migrant education programs are available to qualifying students ages 3 to 21. They give migrant children a safe place to go while their parents work, provide a broad range of academic instruction and offer low-income students a range of experiences they may not otherwise have, such as field trips to zoos or visits to local colleges.

Fourteen-year-old student **Isabelle Alvarado** visited The University of Toledo this summer with classmates from the

migrant education program in Miller City. She said the summer program has helped her think about career and educational options after high school, as well as prepare her for the next step in her current education.

"I like it because it helps me be ready for school next year," Alvarado said. "We learn about a lot of different subjects."

Assisting at-risk students

To qualify for migrant education programs, students must meet age requirements; have moved into the school district within the last 36 months; and have family who engaged in qualifying work, or sought qualifying work, within those past 36 months. Qualifying work includes harvesting fruits and vegetables, as well as canning, meat processing, nursery work, poultry farm work and some dairy farm work.

The federal government sets qualification criteria and has been providing funding to migrant education programs across the country for decades through Title I, Part C.

"These programs are provided at no cost to the families — the schooling, busing and food is all free," Salinas said. "One-



A migrant student reads with a volunteer in the Helping One Student to Succeed (HOSTS) program.



Migrant students are fitted for basketball jerseys before heading to the gym; the uniforms were provided to students for free.

hundred percent of these families are low income.”

Migrant families come to Ohio from a variety of different places, but about half come from Florida and roughly a quarter come from Texas, Salinas said. Families typically stay in Ohio a few months before moving elsewhere for other seasonal work.

Summer migrant education programs are available to students, but they’re voluntary. The Ohio Migrant Education Center has recruiters who work to identify eligible students and let families know about programs at local schools. Older children are less likely to participate in summer programs because their work on the farm can provide an important source of family income.

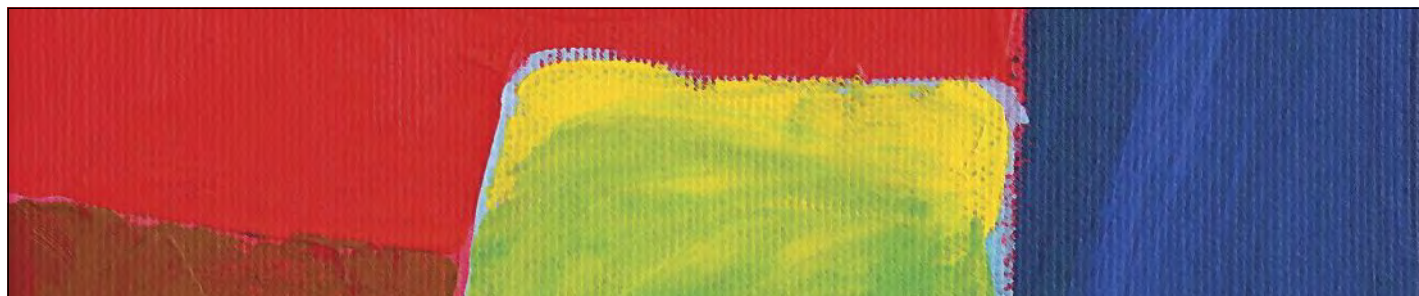
“A lot of people don’t realize this, but once you reach age 12, you can legally work a full day on a farm,” Salinas said. “A lot of kids see how their income is helping their family and it ends up becoming a source of pride. As a result, once students get to sixth or seventh grade, the enrollment numbers in our migrant school programs begin to plummet because children are out in the field working with mom and dad.”

In order to provide instruction to as many migrant children as possible, some summer programs have teachers who work with students at their home or migrant camp. The program, called Access, allows instructors to serve students who can’t come to summer classes because of work, baby-sitting responsibilities for younger siblings or other obligations.

“These traveling teachers essentially work out of their cars around their students’ schedules,” Salinas said. “They provide at least 10 days of instruction during the summer to that child in math, reading or wherever he or she needs help.”

Overcoming obstacles

The summer migrant education program operated by **Putnam County ESC** is the largest in Ohio, serving about 150 students at school or home each year. Like other programs across the state, attendance varies from day-to-day at the school in Miller City. The key to strong participation is



THE ART OF PROBLEM SOLVING

Providing creative legal solutions for boards of education

The Education Law Attorneys of

Walter | Haverfield LLP
ATTORNEYS AT LAW

Cleveland | 216.781.1212 | walterhav.com

General Counsel | Collective Bargaining | Employment |
Special Education | Student and Employee Discipline |
Litigation and Arbitration | Real Estate | Tax Levies



A preschool teacher leads instruction in Putnam County ESC's summer migrant education program.

injecting some summer fun into a mix of rigorous academics, said **Jack Betscher**, migrant program director and grants coordinator with Putnam County ESC.

“We want to see academic gains in all core subjects, but these kids don’t have to come to school,” Betscher said. “We try to supplement academics with a carrot so to speak, so we have swimming and other activities during the week to keep kids engaged.”

The Putnam County program runs from mid-June to early August. Summer migrant education programs are required to run at least 30 days, but the Miller City school was able to expand its program to 34 days this summer with an extended eight-hour school day.

“Parents like the extended day if we can afford to offer it,” Betscher said. “The parents get more time working and they know where their kids are and that they’re in a safe place.”

Parents are a critical component to student success, he said, and the school works hard to get them involved. The program has a Fiesta Day each summer, a festival-style open house for families where food and gently used clothing are made available. Betscher said the school also holds summer health fairs to provide wellness and preventive screenings for students and families.

Putnam County ESC rents space in a former elementary school building from **Miller City-New Cleveland Local (Putnam)** to operate the migrant program. It’s up to each program to determine how wide of a student population it will serve, and the Miller City school casts a big net, serving students from 13 school districts in Putnam County and parts of neighboring Allen, Hancock and Henry counties.

“I think the summer program is helpful for these children and our community; it helps the students who move here permanently transition to local schools.”

— Virgil Hohlbein

“We are seeing some new families coming to the area, but in many cases, it is the same families coming back year after year,” Betscher said. “We really get to know these students.”

Students from preschool to high school are given instruction targeted to their needs. They are required to take tests at the beginning and end of the summer program; the exams show

instructors where individual students need assistance and demonstrate progress made over the summer.

Instruction for elementary and middle school students focuses primarily on reading, language arts and math, while high school students typically focus on secondary credit recovery and tutoring for in-state or out-of-state assessments. Each migrant education program is given flexibility in terms of how it will structure its curriculum, but all are held accountable for demonstrating results.

The Putnam County summer program boasts low student-teacher ratios. Teachers, who come from area school districts, use differentiated and individualized instruction to work with students who have wide-ranging needs and abilities.

“Teachers work with everyone from gifted students to children who just arrived in this country and it is their first day of school,” Betscher said.

Inconsistent student attendance is another challenge instructors face, said **Jennifer Keeler**, a music teacher with the migrant program and Miller City-New Cleveland Local.

“I may have 20 students in each class, but they don’t all come

at the same time,” Keeler said. “That makes it very hard to say, ‘We left off here in a lesson, so let’s start here the next day.’ You have to be very flexible.”

The payoff, she said, is seeing migrant students excel — especially children who doubted themselves.

“Some of these students feel like they can’t achieve at school because their instruction was interrupted when they moved,” Keeler said. “When they have this instruction in the summer, they’re on more of a level playing field with other students in the fall.”

Helping students succeed

The Putnam County summer migrant education program has made literacy a priority with its Helping One Student to Succeed (HOSTS) initiative. The program, which debuted in 2000, pairs students in grades kindergarten through six with teenage or adult volunteers for one-on-one reading intervention targeted to each child’s needs.

Each student has a folder, a book and worksheet assigned to him or her. The trained volunteers spend about 30 minutes reading with students each day and go through a series of activities, lessons and games. The program uses Spanish-speaking classroom aides when necessary to help English language learners.

“A lot of the kids need help with reading, and the kids really like the one-on-one attention they receive in the HOSTS program,” said **Sarah Haselman**, HOSTS program coordinator and special education teacher with **Leipsic Local (Putnam)**.

The school hopes its literacy instruction will help students be capable and passionate readers when they’re older, much like **Jacob Hernandez**, a 17-year-old student who said he enjoys reading.

“I’m reading *Hunger Games* right now,” Hernandez said. “It’s a really good book; I really like it.”

Putnam County ESC Superintendent Dr. **Jan Osborn** said the goal of the migrant education program — which also operates in a more limited capacity in the fall — was always to provide comprehensive instruction in a supportive environment.

“We wanted our program to be more than child care in a safe environment,” Osborn said. “Even though we only have kids for a short time, we hold students to high expectations and challenge them to grow academically, socially and emotionally.”

Over the more than 40 years Putnam County has had a migrant education program, a number of migrant families

Continued on page 19



A migrant student enjoys some physical activity between classes and learns about the fundamentals of basketball and teamwork.

Continued from page 18

have chosen to settle in the area. Today, more than 5% of Putnam County's population is Hispanic or Latino, with many having former ties to migrant work.

"We've had migrant workers in the county ever since I was a young person," said **Virgil Hohlbein**, a board member with Putnam County ESC. "I think the summer program is helpful for these children and our community; it helps the students who move here permanently transition to local schools."

Migrant education programs in Putnam County and across the state have seen countless success stories over the years — students who graduated from high school and went on to do great things.

Salinas knows this personally. His parents were migrant farm workers when he was a child. Salinas used to pick cucumbers in northwest Ohio during the day and attend a migrant education program at night. His family lived in a small house on a farm in the summer and spent winters in Texas.

Salinas graduated from high school and went on to The University of Findlay to study education. He earned his doctorate in leadership and policies studies from Bowling Green State University.

Now, as the director of the Ohio Migrant Education Center, Salinas works to make sure other migrant students receive the educational opportunities he did.

"If I find a student who is remotely interested in college, I will take the day off if they are willing to go visit one with me," Salinas said. "So often, migrant students don't realize college is even an option — but it certainly can be." ■



A volunteer helps a migrant student with reading; students in grades kindergarten through six receive at least 30 minutes of daily, individualized literacy instruction.

Editor's Note: For more information about migrant education programs, contact: José P. Salinas, director of the Ohio Migrant Education Center, at (419) 332-6007 or (800) 332-7505; or Jack Betscher, migrant program director and grants coordinator with Putnam County ESC, at (419) 523-5951.

Let me help you pass your next tax levy or bond issue

With true **marketing** research (not just polling)

PREDICTS Outcomes

- Indicates whether to be on the ballot or not
- Successful within 1 to 2 percentage points

Uncovers The WHY

- Secures voters' reasons for intending to vote for or against, in their own words
- Tests your hypotheses on why a vote might pass or fail

Tells You HOW

- What to communicate to ensure passage
- The best way to communicate this message

EXPERIENCE In 6 Diverse Ohio Districts

- Community-wide research (on awareness, opinions, voting intent)
- Preliminary constituents' research (a great, inexpensive first step)

Exhibiting at 2013 OSBA Trade Show (Booth #117)

JOHN FOX Marketing Consulting

E-mail: John@JohnFoxMktg.com

Web: www.JohnFoxMktg.com

Phone: (513) 658-3699



Child poverty in our schools

Sarah Biehl and Dawn Wallace-Pascoe, Children's Defense Fund-Ohio

Child poverty affects children and, of course, families, but what is often an afterthought is poverty's profound impact on Ohio schools. Being poor can hinder children's school readiness as well as their ability to learn and achieve at their best level. It also can inhibit the ability of teachers and administrators to build relationships

and effectively educate all children. Understanding the extent of child poverty in Ohio and how it specifically touches classrooms is crucial to ensuring our children's educational needs are best served.

How many Ohio children are poor?

Ohio children have been deeply affected by the economic downturn of recent years and continue to feel its harsh effects, despite signs the economy is improving. The number of children in Ohio who are poor has been growing at a consistent and alarming rate. In 2011, nearly one-quarter (24%) of Ohio's children were considered poor, compared to just 15% of children in 2001. During that same decade, child poverty increased in all of Ohio's 88 counties — with the majority seeing increases of at least 50%. In seven counties (Champaign, Coshocton, Crawford, Defiance, Greene, Miami and Medina), the child poverty rate increased 90% or more.

In its annual Ohio's KIDS COUNT Data Book (<http://links.ohioschoolboards.org/56002>), the Children's Defense Fund-Ohio found that child poverty continues to be highest in Appalachian and metropolitan areas. However, poverty rates in the suburbs also are on the rise. A 2013 Brookings Institution study found that the state's poverty rate increased more in the suburbs from 2000 to 2011 than within the seven largest cities in Ohio (Akron, Columbus, Cincinnati, Cleveland, Dayton, Toledo and Youngstown). Ohio's child poverty rate is worse than the average for the rest of the country. Since 2006, the percent of children in Ohio who are poor has outpaced the national rate; only 16 states had higher rates of child poverty than Ohio.

Because Ohio's youngest children are disproportionately raised in poor families, Ohio's high child poverty rate will sustain. More than 29% of Ohio children ages 5 and below are poor. The percentage of children considered poor in this age group increased 68% from 2001-2011, compared to an increase of 61% in the overall child poverty rate in Ohio. This suggests that the children who enter Ohio classrooms



The number of children in Ohio who are poor has been growing at a consistent and alarming rate.

in the next five years may be even more likely to be poor than current students.

What does it mean to say a family is poor?

Poverty is defined by the federal government for a family of four as a household income at or below \$23,550. This is well below Ohio's median household income of \$45,803 and also below most estimates of what qualifies as a "living wage" in Ohio counties — the amount of money a family needs to earn to meet its basic needs without assistance.

Children from low-income families often qualify for public benefits such as the federal Supplemental Nutrition Assistance Program (also called SNAP, or food stamps); Medicaid; and the National School Lunch Program, better known as free or reduced-price lunch. Along with growing child poverty, participation in state and federal assistance programs has generally been increasing.

For example, 29% of Ohio children participated in the National School Lunch Program in 2001, but by 2011 the number rose to 45.3%. Participation in free or reduced-price lunch in Ohio's 32 Appalachian counties currently averages 52%, with Guernsey, Meigs, Scioto and Vinton counties exceeding 60% of students. The suburban poverty study mentioned earlier also found that the rate increase in students receiving free or reduced-price lunch has been higher in the suburbs than within their respective cities.

Poverty leaving our children behind

Poor children begin school at a disadvantage and the disparities in their readiness and success rates can grow worse if schools are not prepared to address them early. A 2012 Brookings Institution report showed that fewer than half (48%) of poor children were ready for school at age 5, while 75% of children from moderate- and high-income families were ready (a 27-point gap). There are many factors that lead to this disparity in school readiness, most of which are outside of schools' control — parent education levels and access to health care, among others. But there are concrete things schools and communities can do to effectively educate poor children.

First, expand preschool programs and make contact with parents of young children in your community to facilitate early and accurate referrals to high-quality preschool programs. Studies show that expanding preschool programs for 4-year-olds can improve school readiness by age 5 more than any other intervention or program. While the 2014-15 state budget provides an additional \$30 million for high-quality early childhood education programs, which will serve thousands of additional poor children, this is just a start and more funding is needed to improve our educational outcomes.

Second, it is imperative educators and administrators stay

current on child brain development research. The newest studies show the detrimental effect of stress and trauma on children's ability to learn and build positive relationships throughout their lives. A recent study at New York University showed significant connections between stress in the lives of poor children and the early achievement gaps experienced by children from low-income households. Integrating trauma-informed practices into school interactions, classroom management and discipline systems can begin to repair some of the harm caused by stress and trauma. These practices also help children learn important communication and academic skills that will continue to benefit them throughout their educational careers.

Poor children begin school at a disadvantage and the disparities in their readiness and success rates can grow worse if schools are not prepared to address them early.

Finally, school board members, parents, educators and community members can all work together to address communitywide problems that contribute to the gap in school readiness for low-income children. Local school readiness projects have successfully reduced disparities in communities across the country. The Chicago School Readiness Project, for example, is an emotionally and behaviorally focused classroom intervention that provides extensive teacher training on appropriately managing student behavior, and connects schools and educators with existing community resources.

Addressing poverty benefits all children

Poverty is a reality for too many children in Ohio. Schools alone cannot prevent or address every factor that contributes to Ohio's high child poverty rates. School and community leaders can, however, lead the way in promoting and implementing proven methods to better serve the needs of children who grow up in low-income families. These efforts benefit all children, because schools that serve poor students will perform better and develop healthier, more respectful climates that allow all children to develop their skills to the best of their abilities. ■

Editor's note: Sarah Biehl, policy director, and Dawn Wallace-Pascoe, KIDS COUNT project manager, can be reached at the Children's Defense Fund-Ohio at (614) 221-2244. To learn more about the private, nonprofit organization, visit www.cdfohio.org.



Does this mean I don't get breakfast today?

Why many Ohio schoolchildren can't focus in class

Children's Hunger Alliance

It was a cold and snowy morning in December when a Children's Hunger Alliance (CHA) staff member drove to Warren for a visit with the education director of the **Trumbull County ESC**. It seemed to be a lucky day for the kids — school was canceled because of the snow.

Yet the CHA staff member saw one little boy walking into the school. The elementary school principal said to him, "**Jonny**, there's no school today, it's a snow day."

The little boy looked up and said, "Does that mean I don't get breakfast today?"

The problem

Approximately 24% — about 630,200 — of Ohio children live in poverty. Poverty leads to food insecurity, defined as not having access at all times to enough nutritious food to live an active, healthy life. In Ohio, more than 16% of adults face food insecurity, according to 2013 U.S. Department of Agriculture (USDA) data. However, according to CHA, food insecurity for children exceeds 26%.

Food insecurity contributes directly to poor nutritional intake, impairing a child's cognitive development and ability to learn. In fact, children who struggle with food insecurity at any point in their lives tend to experience higher rates of depression and anxiety, more nurse visits, increased behavioral problems, lower math scores and more developmental delays. They also repeat grades more often.

Poverty and poor nutrition also are associated with childhood obesity. Families with fewer resources often rely on cheaper, calorie-dense foods high in sodium, fat and sugar. Childhood obesity is a serious issue in Ohio, where more than one in three children between the ages of 10 and 17 — or 500,000 youth — are overweight or obese. Obesity often leads to lifelong illnesses such as Type 2 diabetes, asthma, hypertension and various cancers.

One of the most critical of all needs is access to reliable sources of nutritious food. CHA's mission is to ensure



Many Ohio students depend on school breakfast and lunch programs for daily meals.

all children are fed regular, nutritious meals and develop lifelong healthy eating habits.

Public schools in Ohio play a huge role in combating food insecurity by creating an environment where kids are safe, healthy and ready to learn. A 2013 survey by Field Research Corp. found that 90% of Americans believe schools should take a role in curbing obesity. In fact, they reported that K-12 schools should play the largest community role in fighting obesity.

A record 45.3% of Ohio children are now eligible to receive free or reduced-priced federal meals, according to 2011 data from the Ohio Department of Education (ODE). Ten years ago, this number was close to 30%. The greatest increase comes from schools that typically serve middle-income students.

CHA works with superintendents, principals, teachers and community agencies so that all kids have access to free or reduced-price meals without stigma. Following are some of CHA's programs.

School breakfast initiative

Eating breakfast is shown to improve memory, test grades and school attendance. Yet in 2012, only about 38% of eligible Ohio children participated in school breakfast programs, ODE reports. The barriers to participation include stigma, lack of student awareness and hesitation by schools to participate because of perceived added cost and administrative work, as well as a lack of knowledge of the potential benefits.

The school breakfast initiative increases participation in the federal School Breakfast Program by working with school leadership to assess the individual school's needs, select a research-based method (for example, "grab-and-go" breakfast in the classroom) and identify barriers to participation and strategies to overcome them.

Healthy Kids, Healthy Schools

CHA developed a five-year anti-obesity initiative, Healthy Kids, Healthy Schools, to make sustainable changes in both student behaviors and school wellness environments.

The initiative increases participation in the federal School Breakfast Program by working with school leaders through CHA's school breakfast initiative. Healthy Kids, Healthy Schools increases physical activity by promoting participation in Fuel Up to Play 60, a research-based program that encourages students to eat healthy and engage in

60 minutes of activity daily. Several school districts will be sharing their experiences with the program at the OSBA Capital Conference Student Achievement Fair in November.

To create sustainable changes in the school wellness environment, CHA staff members help schools improve the nutritional quality of food in lunch and breakfast menus, vending machines, school stores, after-school programs and a la carte lines. CHA also offers incentive grants to schools to purchase start-up equipment, such as milk coolers, and make environmental changes.

A record 45.3% of Ohio children are now eligible to receive free or reduced-priced federal meals, up from 30% a decade ago.

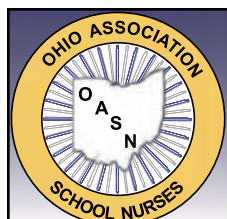
After-school meals

Through the federal Child and Adult Care Food Program, CHA assumes the fiscal and administrative responsibilities of operating an after-school meal program on behalf of sites that lack resources to do so on their own. After-school sites include schools, recreation centers and other youth-serving organizations.

CHA recruits potential sites, ensures delivery of nutritious meals and snacks, provides training to site staff and offers ongoing assistance. CHA recently established nutrition guidelines for vendors that exceed USDA standards, enhancing the nutritional quality of meals. Participation improves children's nutritional intake, develops healthy eating habits and improves school attendance and academic performance.

Ohio Serves Summer Meals

The Ohio Serves Summer Meals project improves low-



H. Steiner
Exec. Director
@oasn.org

A Non-Negotiable Value for Our Children

School Nurses:

- ◆ Keep children healthy, in school and ready to learn
- ◆ Decrease absenteeism and better attendance rates
- ◆ Create and manage health plans for care at school
- ◆ Remove barriers to Academic Success

***“School Nurses Save Lives
and Help Children Learn”***



income and at-risk children's access to the Summer Food Service Program (SFSP) across Ohio. Low-income children in Ohio who depend on school meals often lose access to nutritious, reliable food during the summer months. Almost 11% of children in Ohio who receive school lunches participate in a summer feeding program, the Food Research and Action Center reported in 2012.

By helping to increase attendance through the Ohio Serves Summer Meals project, CHA provides low-income children with a consistent source of healthy food throughout the summer. Increasing participation in

Join OSBA and the Children's Hunger Alliance Celebrate for a Cause!

Help OSBA support the Children's Hunger Alliance. In addition to serving 5,000 meals to kids in eight Ohio counties every day, the alliance also provides winter clothing to children in after-school programs. You can support this cause during the OSBA Capital Conference. OSBA will collect new hats, scarves, gloves and mittens in all sizes for children ages 6 to 18 during the conference at the OSBA Bookstore, Pavilion, Registration and Information Station. If you'd rather make a monetary donation, visit the Children's Hunger Alliance in the Trade Show at booth 1517.

Join OSBA at the Tuesday Night Event — Celebrating for a Cause — for an evening of food, fun and dancing, and updates on the total donations received during the OSBA Capital Conference. Children's winter clothing also will be collected during the event.



SFSP reduces food insecurity, poor nutritional intake and childhood obesity.

Early Childhood Nutrition and Education

Low-income children often lack access to the early learning experiences they need to enter kindergarten prepared to learn. In the 2011-12 school year, 34% of Ohio children entering kindergarten required reading intervention because they lacked fundamental skills, according to ODE.

Through the Early Childhood Nutrition and Education program, CHA assists low-income home child care providers to serve more nutritious food, create healthier child care environments and provide school readiness activities.

Healthy Kids, Healthy Communities

CHA's Healthy Kids, Healthy Communities program delivers evidence-based nutrition education and physical fitness enrichment programming to at-risk children at after-school and summer programs through the Coordinated Approach to Child Health (CATCH) Kids Club. The curriculum offers opportunities to prepare and eat healthy snacks, and take part in physical activities. In addition, the program provides special events that promote healthy eating, physical activity and overall wellness.

Jonny's breakfast

Jonny was lucky on that snowy day in December; the principal and CHA staff member took him to get breakfast. But there are many days when Jonny and children just like him go without meals. Things that may seem insignificant to us — like snow days — can be devastating for children without access to the food they need.

Ohio public schools need to take a leading role in the fight against hunger. Without breakfast, lunch, summer and after-school programs, schoolchildren often are forced to go without eating. Providing regular, healthy meals can ultimately break the cycle of childhood hunger and poverty through increased opportunities provided by improved academic performance and personal welfare.

Ohio's children will never succeed in our schools if we are ignoring the reality that they are coming to school with empty bellies. ■

About the Children's Hunger Alliance: Children's Hunger Alliance is known for "feeding hungry minds and bodies." The agency's mission is to ensure all children are fed regular and nutritious meals and develop lifelong healthy eating habits. To learn more, call (614) 341-7700 or (800) 227-6446 or visit www.childrenshungeralliance.org.

‘Ski’ boxes — wooden angels of hope

Crystal Davis, editor

After her 18-year-old son took his life in 2010, state Rep. **Marlene Anielski** (R-Independence) vowed to do something to help children who may be at risk of harming themselves.

She has fulfilled that vow on two fronts. Anielski sponsored the recently passed House Bill (HB) 543, which requires suicide awareness training in Ohio schools. In 2011, she launched the “Ski” boxes program for Ohio schools. The project provides schools with locked wooden boxes students can use to submit information about friends they are worried about.

Anielski named these wooden angels of hope “Ski” boxes in memory of her son **Joseph**. In Polish, Anielski means “angelic,” and many of Joseph’s friends called him “Ski” because they had trouble pronouncing his last name. One version of the boxes is decorated with a logo Joseph designed — the letter “A” with wings.

“We must do something to help our youth who are suffering through this epidemic in silence ... before it is too late and they make the wrong decision,” Anielski said at a Statehouse press conference in August.

HB 543 is designated as the “Jason Flatt Act, Ohio, in honor of Joseph Anielski.” The bill was modified from legislation originally passed in Tennessee after the suicide of **Jason Flatt**. The nonprofit Jason Foundation, started by Jason’s father, **Clark Flatt**, provides free suicide awareness training.

Ohio’s bill requires public schools and ESCs to train nurses, teachers, counselors, school psychologists or administrators in suicide prevention. The bill also authorizes other staff to be trained, including coaches, bus drivers and secretaries. The bill enables schools to use Jason Foundation materials or choose other options to fulfill the training requirements.

“Joe was a champion rower in high school, had many friends and was quick to come to the aid of anyone being bullied,” Anielski said. “I am sure he wanted his legacy to

be one of helping others.”

Counselors say the boxes already are helping. Several hundred have been placed in schools throughout Ohio, many of which are implementing the program through student councils or leadership groups. Students are encouraged to include their names with each note, but can submit anonymously. A school staff member reads the notes daily and follows up with conversations or, if warranted, intervention.

Approximately 100 youth, ages 10-24, are lost to suicide every week in the nation, according to the Jason Foundation. Of those, four out of five gave clear warning signs before taking their lives. In Ohio, suicide is the second-leading cause of death among 15-24 year olds, according to the Centers for Disease Control and Prevention. Nationwide, it is the third-leading cause.

“We did not know anything was wrong,” Anielski said. “If someone you know is having a hard time emotionally, reach out to them. Be a friend. Make the time.”

To learn more about Ski boxes, contact Anielski at joeskibox@gmail.com. For information about the Jason Flatt Act, visit www.jasonfoundation.com. ■



“Ski” boxes are placed in schools to help students share information on friends they are concerned about.

Operation: Military Kids



Ohio National Guard Maj. Gen. Deborah Ashenhurst meets with a camp counselor at Camp Kelleys Island. The camp, which serves children of deployed National Guard, Reserve and active duty service members, is a partnership of Ohio 4-H and the National Guard.

Reaching out to Ohio's military youth

Dr. Theresa M. Ferrari, state 4-H military liaison

It's 2006. **Danielle** is 9 years old. Her mom and dad sit her and her younger brother down one day and break the news: Her dad is going to be leaving. He's just received notice that his National Guard unit will be going to Iraq and he'll be leaving soon — for a year.

Danielle is not really sure what that means at first. She didn't

mind too much when he went away for two weeks for Army training; he wasn't gone that long and it was during summer. But later she wonders who is going to help her with her math homework and take her to soccer practice. And what about her birthday and Christmas? What's it going to be like without dad there? She gets pretty sad thinking about it and doesn't know what to do.

Are there military kids like Danielle in your school district? With only one active duty military installation in the state, unless you live near Wright-Patterson Air Force Base in southwest Ohio, you might think the answer is “no.” However, in addition to active duty service members, there are significant numbers of National Guard and Reserve troops in Ohio. These citizen soldiers live in our communities and also serve part time in the military.

According to the Department of Defense, there are nearly 33,000 military youth in Ohio. Since these children are spread across every county in the state, they often do not have close access to the services and military family support available at a military installation.

We don’t have to look far for military kids — they’re in our backyard. Approximately two-thirds of the military youth in Ohio are school age, so chances are there is a “Danielle” or “Daniel” in every school district in the state. Since Sept. 11, 2001, thousands of military youth have experienced a parent’s deployment; many have experienced it multiple times.

Let’s take a look at what’s it like to be a military kid and how schools can address the unique needs of these students.

Life as a military kid

On the one hand, military kids are like any other kid. They have the same needs as all young people. But being part of a military family adds an extra layer to their life. There have always been military kids, but troop deployments from the National Guard and Reserves associated with the Global War on Terrorism after 9/11 created a population of “suddenly military” youth with unique needs, like Danielle.

When a parent is deployed, youth may experience changes to family routines — like help with math homework and rides to soccer practice. They also might face disruptions to special events such as birthdays and holidays. The separation may create greater anxiety, stress, emotional difficulties, behavior issues and problems at school.

Children may feel isolated because they don’t know anyone else in the same situation, and they feel others don’t understand what they’re going through. Adolescents may have more responsibilities at home, such as caring for younger siblings. They worry not only about the deployed parent, but the parent who remains at home.

The at-home parent experiences greater stress from worrying about the service member’s safety, as well as from shouldering increased home responsibilities and dealing with difficulties their children may be having. Greater anxiety and depression also have been reported. This is significant because research shows that outcomes for youth are dependent on their parents’ ability to deal with the challenges and stresses of deployment and military life.

When a service member returns from deployment, there’s typically a “honeymoon” period when the family is glad to be reunited. But, life may never return to the way it was before the service member’s departure. The family must figure out a way to go forward with a “new normal.” The challenges of reintegration can continue long after the service member comes home.

The new normal is not always negative, however. Change brought on by deployment can encourage independence, flexibility and adaptability. It can strengthen family bonds, create new friendships and open up new opportunities.

Operation: Military Kids

In response to the needs of military families, Operation: Military Kids (OMK) was started in 2004 by 4-H National Headquarters and Army Child, Youth and School Services as a pilot program in five states. Ohio was asked to join when the initiative expanded in 2005. To reach the target audience of military youth, Ohio 4-H joined forces with the Ohio National Guard. The resulting partnership has been integral to the program’s success. Although funding is provided through the U.S. Army, OMK programs are available to all branches of service. OMK is based at The Ohio State University in the Ohio 4-H Youth Development program.



A military member’s daughter leaps over hurdles at Camp Kelleys Island. In the background are Ohio State University athletes who joined the military kids at the camp.

The mission of Operation: Military Kids is to support deployed National Guard, Reserve and active duty service members' children living in communities across the country by:

- raising community understanding about how the deployment of a family member affects military youth, families, service members and the community as a whole;
- building community capacity and creating local support networks;
- implementing a wide range of recreational, social and educational programs for military youth living in civilian communities.

Using a variety of strategies, OMK programs aim to develop resilient youth who can cope with stress and thrive in the face of challenges. OMK works with community partners to enhance efforts to support military youth. Initiatives to raise community understanding about how deployment of a family member affects military youth include outreach to educators and events during Month of the Military Child in April.

Donations and in-kind contributions from many community organizations, businesses and individuals have made program expansion possible. Operation: Military Kids is always looking to develop new partnerships around the state — including partnerships with schools — to reach an even wider audience.



These two teenagers became fast friends during their stay at Camp Kelleys Island. Making friends with other military kids and sharing experiences is what the camp is all about.

Camp on!

Fast forward to 2013 and Danielle is now 16 years old. She just got back from summer camp, which she's been going to for a week every summer since she was 9. She is a counselor-in-training this year. Along with two co-counselors, she is a leader of her own cabin of 9-year-olds. It was something she had looked forward to for several years.

Like her, all of the campers were from military families. So when the nighttime cabin conversation turned to a camper whose dad was in Afghanistan, Danielle was able to relate

to what she was going through and say "I've been there too," followed by, "Hey, what was the best part of today? You can write your dad a postcard and tell him about camp. My dad really liked it when I sent him letters when he was in Iraq."

Residential camping was selected as a way to reach military youth like Danielle because of Ohio 4-H's expertise in providing outstanding outdoor programs. The National Guard markets the camp to service members and provides program management expertise. The first Ohio OMK camp was held at the Erie County 4-H Camp on Kelleys Island in 2005. There were 81 campers ages 9 to 14, 16 camp counselors and eight

What they say about Ohio Operation: Military Kids camp

What kids say

"When I found out my dad was going to be deployed I was devastated; I didn't know where to go or what to do. Then I found this camp."

— *Camper reflecting on his deployment experience*

What camp counselors say

"As a military kid myself, it feels great to be able to help other kids going through what I went through as a child."

— *Teen camp counselor*

"I feel like those nine little girls changed my life forever. OMK is life-altering and there is just something about the friendships you make there that is unlike any other place in this world ... thank you so much for making this my favorite place on earth."

— *Seven-year camper after her first year as a counselor*

What parents say

"Our boys have learned and experienced so much at camp and we love what they come home to share with us. After three yearlong deployments within seven years, we know we've got grit!"

— *Army National Guard spouse, parent of two teens*

"My children are better off for having this opportunity. They're more well rounded, resilient, open-minded and accepting of the military lifestyle. I know for my children, it's made a world of difference."

— *Army National Guard service member, parent of three*

"This camp gave them a few days to forget all the worries of being a kid whose daddy is deployed."

— *Army National Guard spouse, parent of two*

"Thank you to all of the great staff that made my son's first year at camp awesome! He's beside himself wishing he was back at camp right now. Thank you for creating memories that he will carry for a long time."

— *Air National Guard service member, parent of a 10-year-old*

adult staff and volunteers.

The camp expanded to five days in 2006 and enrollment steadily grew. When additional funding for camps became available from the Office of the Secretary of Defense in 2009, Camp Kelleys Island expanded to a second site, Camp Patmos, a mile down the road. This camp now accommodates 260 campers and involves approximately 70-75 counselors and 45-50 adult staff each year who fulfill a variety of management, program and health and wellness functions.

The program includes the typical aspects of any summer camp, such as canoeing, crafts and campfires. The unique aspect is an infusion of military culture made possible by service members embedded as part of the staff and visits from military leaders. Camp counselors were initially recruited from the ranks of experienced 4-H counselors. With time, military youth began to take on this leadership role as they reached the camper age limit. Today, approximately half of the counselors are military youth.

The camps were so successful that one-day Hero Camps were added in 2008 and Troop and Family Camps in 2009. In 2013, OMK organized or supported 17 camp opportunities for military youth and families.

Camp has been called the experience of a lifetime, and it is easy to see why. After filtering through all the feedback from participants over the past years, the one thing that stands out is *relationships*. Parents and children alike state that the opportunity to meet others who share the experience of being in a military family is what they like best. At family camps, an added benefit is strengthening relationships within the family. To parents, time together is hard to come by in a fast-paced world, so spending quality time as a family is priceless.

Resources

- Troop and Family Assistance Centers (TFAC): www.homefront.ohio.gov/contact.aspx
- Staying Strong: How Schools Build Resilience in Military Families: <http://vimeo.com/47942649>
- Online tutoring 24/7: www.tutor.com
- Student Online Achievement Resource (SOAR): www.soarathome.org
- March2Success: www.march2success.com
- Our Military Kids: www.ourmilitarykids.org
- Boys & Girls Clubs of America: www.bgca.org/military
- Military Child Education Coalition (MCEC): www.militarychild.org
- Military Interstate Compact Agreement: www.mic3.net

Danielle isn't an actual person, but her story is representative of the experience of military youth. Hundreds of Danielles and Daniels have participated in Operation: Military Kids programs since 2005. The need still exists to reach all of the military youth in our backyard.

To learn more about Ohio OMK, visit www.ohio4h.org/operation-military-kids or contact the author at (614) 247-8164 or ferrari.8@osu.edu; **Katie Feldhues**, program manager, Ohio Operation: Military Kids at (614) 292-3758 feldhues.2@osu.edu; or **Len Klakulak**, education outreach specialist, Ohio National Guard at (989) 289-1893 or leonard.r.klakulak.ctr@army.mil. ■

About the author: Dr. Theresa M. Ferrari is an associate professor and extension specialist for 4-H Youth Development at The Ohio State University Extension, and state 4-H military liaison.

FREE 90-day Digital Archival of Documents

A school district employing 100 people wastes \$250,000 annually due to the inability to quickly locate and retrieve information. (IDC report, August 2001)

What if you didn't have to spend one more minute manually searching through cardboard boxes and filing cabinets to find a student record?

Partner with Coleman Data Solutions and docu•nym to convert your paper files into secure and cost efficient electronic records.

Start a FREE 90-day trial of the docu•nym Electronic Document Management System and experience how easy managing your records can be. Call 800-929-7243 or visit us at www.coleman-data.com for more information and to begin your free trial!

docu•nym™

mc•tsg
Certified Endorsed ECM Vendor

Coleman
DATA SOLUTIONS™

Learn from the best at the Capital Conference



Stephen Pemberton greets Julie A. Schafer, Copley-Fairlawn City, during his book signing following his presentation at the first General Session at the 2012 Capital Conference.

Angela Penquite, assistant editor

Nearly 10,000 public education leaders are expected in Columbus this fall for the 58th annual OSBA Capital Conference and Trade Show. The second-largest education convention in the nation runs Nov. 10-13 at the Greater Columbus Convention Center.

The focus of the conference is “Leadership for Learning,” and there will be plenty of opportunities to do just that. With world-class speakers and more than 100 workshops, information sessions and networking events, the Capital Conference offers something for every level of school district leadership.

At the perennially popular Student Achievement Fair, you will find fresh ideas and new approaches to increase student

learning. In addition to 100 booths of Ohio’s best student programs, the fair features a student art exhibit and student entertainers from all five OSBA regions.

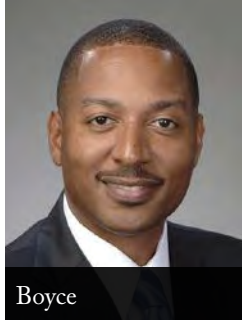
The Trade Show — with more than 600 booths — is a vast marketplace of all the goods and services school districts need to boost student achievement and maximize resources.

The General Sessions are hallmarks of Capital Conference, featuring student entertainers, awards and recognitions. But what makes the sessions even more special are the outstanding keynote presenters that take the stage each year.

Inspiring speakers also lead the Early Bird Workshop, OSBA



Bearden

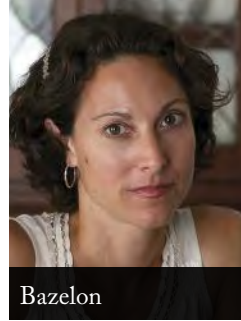


Boyce

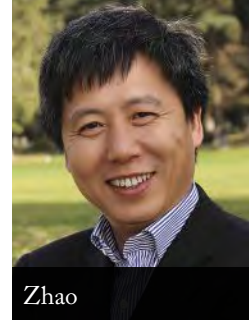


Haygood

Julia Ewan



Bazelton



Zhao

Black Caucus Dinner and Conference Luncheons. Don't miss the opportunity to learn from these experts during this four-day celebration of learning, sharing and networking.

Following are the 2013 keynote presenters.

Early Bird Workshop — Sunday, Nov. 10

A former Marine officer, decorated Vietnam veteran and corporate executive, **Jim Bearden** has learned why some people step up and others don't. An advocate for the heroic effort, he helps leaders close the gaps between what sounds good and what gets done. Inspiring attendees to acknowledge and improve the choices they make, Bearden delivers dynamic programs and facilitates processes that awaken them to the relationship between personal accountability and success.

With his upbeat, interactive delivery laced with humor and astute anecdotes, Bearden brings his concepts to life for audiences. He is the author of *The Relentless Search for Better Ways*, as well as numerous articles, audio training programs and a radio program, "The Competitive Edge."

Britton, Smith, Peters & Kalail Co. LPA is sponsoring the Early Bird Workshop. Registration is \$90. Board members wanting to register should notify their district treasurer or OSBA. On-site tickets will be sold on a space-available basis.

OSBA Black Caucus Dinner — Sunday, Nov. 10

A former state treasurer, Rep. **Kevin L. Boyce** (D-Columbus) was appointed to the Ohio House of Representatives in 2012. As state treasurer, he implemented a series of successful changes through which he reduced operating costs by 12%, cut pension fund management fees by 63% and launched the nation's first Web-based training for treasurers' continued learning.

Prior to his term as state treasurer, Boyce served eight years as a member of Columbus City Council, establishing a record of fiscal integrity and performance-based budget practices. He previously served as executive director of KnowledgeWorks Ohio, a nonprofit organization working to improve Ohio's school systems through public development and advocacy. During his tenure at KnowledgeWorks, he was a part of a team that invested more than \$100 million in Ohio's public school systems, implementing cutting-edge education models such as Project GRAD, Small Schools and Early College.

Music and networking begin at 6 p.m., with dinner at 6:30 p.m. The cost is \$70; the reservation deadline is Nov. 1. To register for the dinner, notify your district treasurer or indicate your request on the conference registration form. Preregistration is required; limited tickets will be sold at the door for \$75. Please indicate any special accommodations needed. All conference attendees are invited.

First General Session — Monday, Nov. 11

Ohio native **Wil Haygood** is a prize-winning staff writer with *The Washington Post* and an acclaimed biographer. Haygood's 2008 front-page story for the *Post* about longtime White House butler **Eugene Allen** is the inspiration for the recently released feature film, "Lee Daniels' The Butler."

At the *Post*, Haygood covered Hurricane Katrina for 33 consecutive days and reported on **Barack Obama's** 2008 presidential campaign. He previously wrote for *The Boston Globe*, where he became a Pulitzer Prize finalist and was one of the paper's youngest foreign correspondents.

The author of five books, he has written biographies of **Sammy Davis Jr.**, **Adam Clayton Powell** and **Sugar Ray Robinson**. He has won numerous awards, and recently received the Ella Baker Award, which honors an author whose work epitomizes citizenship and community service.

Haygood grew up in Columbus and was the first in his family

Group registration provides more bang for your buck

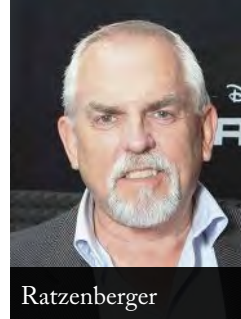
The OSBA Capital Conference and Trade Show is quickly approaching. If your district is still undecided about attending, consider this great deal. OSBA is again offering a special group registration rate that reduces the per-person cost once seven or more individuals are registered. Six people can attend the conference for \$1,650; there is no charge beyond that for an unlimited number of additional registrants. That means your principals, food service directors, treasurer's staff, transportation supervisors, curriculum coordinators and other staff can come for one day or the entire conference without any additional registration fees.

to attend college, graduating from Miami University in Oxford, Ohio. In 2010, Haygood received the first star on the Lincoln Theatre Walk of Fame in Columbus.

Sponsors for the First General Session are Pepple & Waggoner Ltd. and Ross, Sinclair & Associates LLC.



Crawford



Ratzenberger

Monday Conference Luncheon

Emily Bazelon is a senior editor at *Slate*, a *New York Times Magazine* contributing writer and the Truman Capote Fellow for Creative Writing and Law at Yale Law School.

Her groundbreaking investigative journalism, coupled with her extensive legal knowledge, makes her one of the leading authorities on the shifting landscape of bullying in the digital age. She examines such questions as: What constitutes bullying? What can parents, teachers and educators do about it? What roles do personality traits such as grit, character and empathy play in overcoming childhood trauma and finding social success?

Her book, *Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the Power of Character and Empathy*, has won widespread acclaim. Bazelon is a frequent guest on “The Colbert Report” and has appeared on the “Today Show,” “Morning Joe” and “All Things Considered.”

Sponsors for the Monday Luncheon are CompManagement Inc.; FirstEnergy Solutions Corp.; Peck, Shaffer & Williams LLP; and PNC Financial Services Group. Registration is \$55. Board members wanting to register should notify their district treasurer or OSBA. On-site tickets will be sold for \$60 at the conference registration desk on a space-available basis.

Second General Session — Tuesday, Nov. 12

Dr. **Yong Zhao** is an internationally known scholar, author and speaker. His work focuses on the implications of globalization and technology on education. He has designed schools that cultivate global competence, developed computer games for language learning and founded development institutions to explore innovative education models.

Zhao has published numerous articles and books, including *Catching Up or Leading the Way: American Education in the Age of Globalization* and *World Class Learners: Educating Creative and Entrepreneurial Students*. He was named one of the 10 most influential people of 2012 in educational technology by *Tech & Learning* magazine.

Zhao currently serves as the presidential chair and associate dean for global education at the University of Oregon College of Education, where he also is Weinman Professor of Technology and a professor in the Department of Educational

Measurement, Policy and Leadership.

Peck, Shaffer & Williams LLP; Scott, Scriven & Wahoff LLP; and Squire, Sanders (US) LLP are sponsoring the Second General Session.

Tuesday Conference Luncheon

Recognized by *Sports Illustrated* as “one of the most accomplished physically challenged athletes in the world,” **Roger Crawford** has inspired others while achieving success on center court.

His compelling story of becoming an NCAA Division I tennis champion demonstrates how he successfully competed despite his physical challenges. Crawford has been featured on “Larry King Live” and “Good Morning America,” and his life was the basis for an Emmy Award-winning movie, “In a New Light.”

He has been profiled in *USA Today*, *The Wall Street Journal*, *Men’s Fitness* and *Tennis* magazine, among others. Crawford’s life extols the principles of perseverance, optimism and overcoming adversity. His remarkable life story is a powerful example that “Challenges are inevitable, defeat is optional.”

The Tuesday Luncheon sponsors are Bricker & Eckler LLP; CompManagement Health Systems Inc.; NaviGate Prepared; and the OSBA Insurance Agency in partnership with Assurant Employee Benefits. Registration is \$55. Board members wanting to register should notify their district treasurer or OSBA. On-site tickets will be sold for \$60 at the conference registration desk on a space-available basis.

Third General Session — Wednesday, Nov. 13

John Ratzenberger is an Emmy-nominated actor, entrepreneur and philanthropist. Best known for playing the character Cliff Clavin on the sitcom “Cheers,” Ratzenberger has had roles in numerous movies, including voice roles in every Pixar feature film, from “Toy Story” to “Cars” to “Brave.” He also produced and hosted “Made in America,” a Travel Channel show celebrating the work ethic that fueled America’s growth.

Ratzenberger is a champion for skilled workers in the U.S., recognizing that without skilled labor, there aren’t people to repair the nation’s crumbling bridges, buildings and water systems, or operate the gears of America’s military machinery. He encourages students to consider attending a career center or apprenticing to learn an industrial trade that will increase the strength of U.S. manufacturing.

CompManagement Inc. is sponsoring the Third General Session.

For more Capital Conference information, visit www.ohio-schoolboards.org/2013-capital-conference or call OSBA. ■

Student achievement amplified and exemplified

Crystal Davis, editor

To see the latest and greatest in student achievement, plan to stop by the Student Achievement Fair at the OSBA Capital Conference and Trade Show. In its 15th year, the fair has become one of the most popular events of the conference.

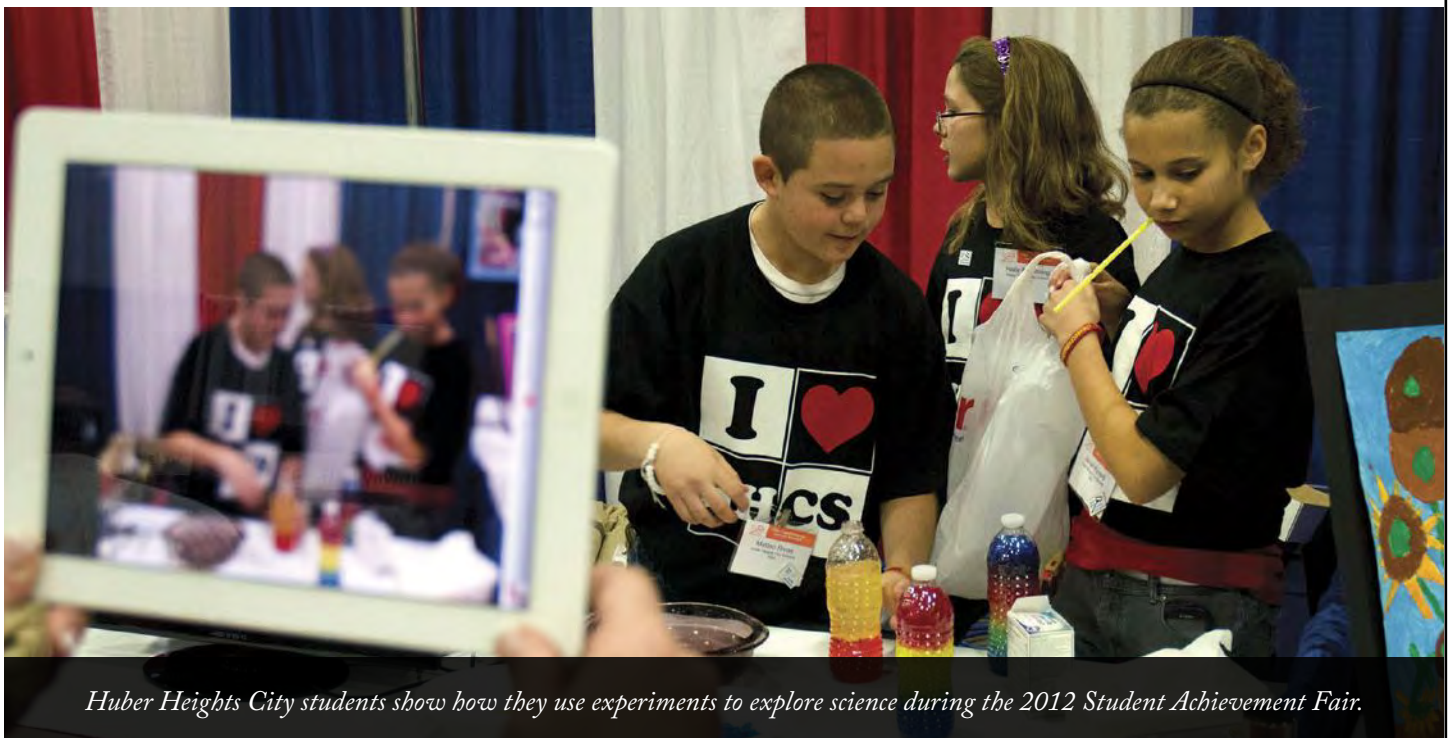
The fair runs from 11:30 a.m. to 3:30 p.m. on Tuesday, Nov. 12, in Hall D of the Greater Columbus Convention Center. Expect to see the latest innovations in education, despite the ever-mounting fiscal challenges facing public schools today. One hundred booths will demonstrate outstanding student programs and five talented entertainment groups are slated to perform. A fine arts exhibition rounds out the visual barrage of academic achievement.

To emphasize OSBA's dedication to promoting student performance, the association launched its Student

Achievement Initiative in 1998. A year later, the Student Achievement Leadership Team (SALT), composed of school board members and OSBA staff, began coordinating the initiative. The Student Achievement Fair debuted later that year as the largest of SALT's many initiatives.

School programs are selected to participate in the fair based on originality and creativity in increasing academic performance. Programs focus on topics like dual high school and college enrollment; robotics; website design; outdoor classrooms; and student entrepreneurship and business management. See your *Conference Guide* for descriptions of programs and their locations.

Those staffing the booths are happy to share what worked and what didn't as they demonstrate their accomplishments. You'll have four hours to peruse the



Huber Heights City students show how they use experiments to explore science during the 2012 Student Achievement Fair.



fair and visit booths to get in-depth information on the programs that you're most interested in. The fair aims to showcase the most cutting-edge programs so districts can learn from each other and continue to boost student achievement across the state.

"Board members from participating districts always attest that the experience for students who participate in the Student Achievement Fair is definitely a learning one, and for many is a highlight of their school year," said **Cheryl W. Ryan**, OSBA deputy director of school board services and one of the fair's organizers.

Five student entertainment groups will perform throughout the event in the heart of the fair. A large exhibit of student art also will line one side of the exhibition hall.

The student entertainment groups each represent one of OSBA's five regions. Each will perform a 20-minute set. Come eat lunch at tables next to the performance stage as these talented youngsters entertain you. The performance schedule is:

- Noon–12:20 p.m. — **Wayne Local (Warren)**, Wayne Middle School Garage Band;
- 12:40 p.m.–1 p.m. — **Jackson City**, Jackson High School Symphonic Choir;
- 1:20 p.m.–1:40 p.m. — **Buckeye Local (Medina)**, Buckeye Senior High School Upbeat a cappella group;
- 2 p.m.–2:20 p.m. — **Upper Arlington City**, Upper Arlington High School Symphony Strings;
- 2:40 p.m.–3 p.m. — **Bath Local (Allen)**, Bath High School Chamber Chorale.

The performance area is sponsored by Britton, Smith, Peters & Kalail Co. LPA. Plan today to block out some time to visit the Student Achievement Fair and discover the innovative programs created by districts across Ohio. You're guaranteed to pick up at least one great idea to take home and try out in your district.

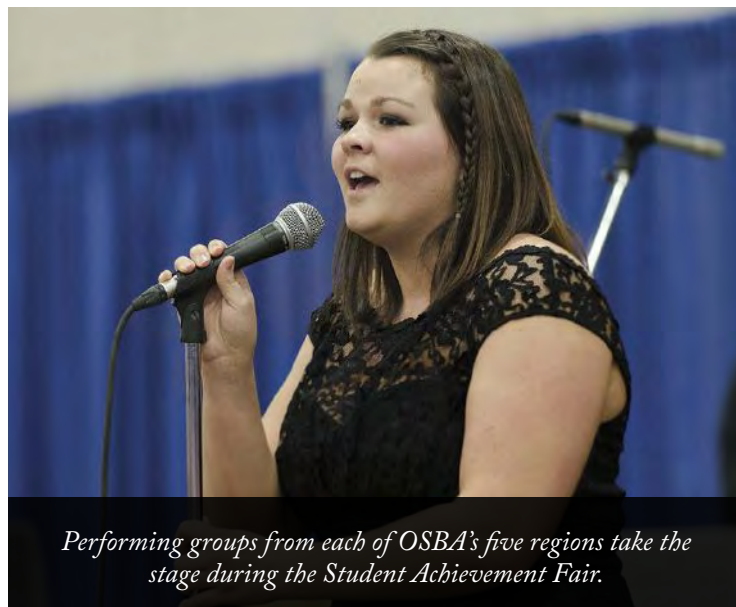
School districts registered to participate in the 2013 Student Achievement Fair as of Sept. 5 and their program titles are:

- **Akron City** — Gifted Learners Plugged In for Online Instruction
- **Akron City** — Dual Enrollment
- **Alliance City** — 1:1 iPad Program
- **Apollo Career Center** — Cosmetology/Spa and Esthetics
- **Austintown Local (Mahoning)** — Freddie's Fuel Up and Go Cart
- **Bexley City** — South Sudan Global Service Learning
- **Buckeye Central Local (Crawford)** — Bridging Achievement Gaps with Robotics
- **Buckeye Local (Jefferson)** — Interactive Media II
- **Butler Tech** — Miami Connections Campus Mentoring Program
- **Cambridge City** — Student Representatives on the Board of Education
- **Chardon Local (Geauga)** — Leadership Camp
- **Coshocton City** — Coshocton Elementary School Piano Lab
- **Coshocton County Career Center** — Culinary Arts
- **Cuyahoga Heights Local (Cuyahoga)** — Board of Education Student Advisory Council
- **Cuyahoga Valley Career Center** — KidWind Challenge
- **East Cleveland City** — School Court and Mock Trial
- **East Guernsey Local (Guernsey)** — Buckeye Trail Science Fair
- **East Muskingum Local (Muskingum)** — Math Mini-Mart
- **Eastland-Fairfield Career & Technical Schools** — Bioscience Technologies
- **Franklin City** — Hatchet, a Website
- **Franklin City** — Read Naturally
- **Franklin Local (Muskingum)** — Philo Junior High Science Club
- **Gallipolis City** — Fuel Up to Play 60
- **Goshen Local (Clermont)** — Invention Convention
- **Goshen Local (Clermont)** — Marr/Cook Outdoor Classroom
- **Green Local (Scioto)** — PawMart
- **Greene County Career Center** — Veterinary Science
- **Greenville City** — Computer Tech Apprentices
- **Groveport Madison Local (Franklin)** — Global Read Aloud and Chromebooks
- **Hamilton Local (Franklin)** — Using Gamification to Achieve Content Understanding
- **Hillsboro City** — Hillsboro Ag-Ed — Farm to School Project
- **Independence Local (Cuyahoga)** — iMovement: Pay it Forward
- **Knox County Career Center** — Digital Media and Software Development



Students in Green Local's (Summit) Chain Reaction diversity program share information about their work at the 2012 Student Achievement Fair.

- **Logan-Hocking Local (Hocking)** — Logan High School Robotics Team
- **Madison Local (Butler)** — Senior Experience Communication Intern
- **Mahoning County Career and Technical Center** — Trash Bash
- **Meigs Local (Meigs)** — After-School Kids
- **Miami Valley Career Technology Center** — Exploring Careers in Robotics and Automation
- **Mid-East Career and Technology Centers** — Business Employability Skills Training (BEST)
- **Mid-East Career and Technology Centers** — Restaurant Operations
- **Mogadore Local (Summit)** — The Pythagorean Society
- **North Olmsted City** — S.I.T.E.S.
- **North Olmsted City** — Where Everyone Belongs
- **Northern Local (Perry)** — Sheridan Publications
- **Northwest Local (Hamilton)** — Civil War Craft
- **Ontario Local (Richland)** — Rainy Day? Breakfast and Fuel Up to Play
- **Perry Local (Stark)** — Perry College Medical Tech Prep
- **Pike County Career Technology Center** — Engineering Technologies
- **Preble-Shawnee Local (Preble)** — Graphic Arts Technology
- **Ridgement Local (Hardin)** — Small Schools Can Have Big Goals
- **Rolling Hills Local (Guernsey)** — Learning Opportunities with Community-Based Agencies
- **Southeast Local (Portage)** — Link Crew
- **Southeast Local (Portage)** — Dynamic Dribblers
- **Southern Local (Perry)** — Academy for Leadership Abilities



Performing groups from each of OSBA's five regions take the stage during the Student Achievement Fair.

- **Southwest Licking Local (Licking)** — Meaningful Work Program
- **Springfield Local (Lucas)** — Students In Action
- **Springfield-Clark Career Technology Center** — Expressions Art and Language Program
- **Springfield-Clark Career Technology Center** — Senior Project Hummer
- **Stark County Area JVSD** — Bakery & Pastry Operations
- **Talawanda City** — Talawanda High School Human Rights Museum
- **Twin Valley Local (Preble)** — Life is Science
- **Upper Valley Career Center** — Cosmetology
- **Warren County Career Center** — Aerospace Academy
- **Waverly City** — Science Days 2013 ■

Bricker & Eckler LLP

The Depth of Resources You Need

No matter what your district's size, you need a "go-to" law firm that's there when you need it and can help with a wide range of legal challenges. From our education, bond and construction law practices, to employee benefits, workers' compensation, tax appeals, alternative energy, intellectual property and legislative support, Bricker attorneys can meet your needs.

Don't settle for one-dimensional legal support — get the value your district deserves with our integrated team approach.





OSBA safety services offer proactive solutions

Amanda Finney, senior marketing coordinator

Schools are open again and the halls of your district's buildings are filled with students and staff eagerly beginning another year. But no matter what the time of year, OSBA understands that school safety is always a top priority.

There is no "one-size-fits-all" solution for safety. From building safety to network security to parent notification, there are numerous components to consider for your district's safety plan. Your association understands your challenges and offers safety solutions to meet your ever-changing needs.

Following are some the safety services OSBA offers.

School safety and security

Student safety is always a top priority for board members and administrators. That is why it is critical district administrators work closely with local first responders to continuously update safety and security plans. OSBA offers several services to help your district assess security threats

and train staff and the community to ensure your schools are safer.

- **Innocent targets seminar:** This seminar examines school vulnerabilities and highlights threats to students and staff.
- **Community-school safety awareness seminar:** Created with parents, community members and local police and fire personnel in mind, this workshop provides a terrific way to engage everyone in the plan to create safer schools.
- **Developing and training school security personnel:** This customizable workshop offers professional development for school staff and provides specialized attention to your district's security needs.
- **Crime Prevention Through Environmental Design (CPTED) service:** CPTED provides critical information about your school facilities and offers realistic options to improve the safety and security of each building. A certified CPTED specialist leads your district in this vital process.

Visit www.ohioschoolboards.org/school-safety-and-security for in-depth descriptions of each service.

Electronic safety document management system

One of the newest endorsed OSBA programs, NaviGate Prepared, offers crucial safety document management. This cloud-based system offers a variety of features, which makes creating a safe environment as simple as possible for school districts. NaviGate Prepared offers school administrators and first responders many benefits, including:

- securing schools' critical information in an easily accessible cloud environment;
- providing first responders accurate information prior to arrival on the scene of an emergency;
- creating greater eyes-on visibility.

NaviGate Prepared also provides a crucial step to help schools meet the Ohio attorney general's School Safety Task Force's recently announced guidelines. Visit www.navigateprepared.com to learn more.

Online safety compliance

It's no secret Ohio school districts are affected by new and changing regulations that put a strain on district resources. Student and staff safety compliance regulations will continue to present challenges for districts.

PublicSchoolWORKS — a division of WORKS International Inc. — provides EmployeeSafe, a staff safety compliance solution, and StudentWatch, a student safety and behavior management suite. Through these programs, OSBA members have access to the only comprehensive,

It's time for a policy manual wellness check

Call OSBA for a complimentary policy manual "wellness check." OSBA policy consultants will conduct a quick assessment to determine if your policy manual is complete and evaluate its overall quality.



Following our wellness check, we will recommend next steps for updating your policy manual. If your district policy manual needs review, repair or even a complete overhaul, OSBA can help.

To get started, call (614) 540-4000 or (800) 589-OSBA.

fully automated, Web-based, safety and regulatory compliance programs designed specifically for public schools.

EmployeeSafe offers programs that can be used independently or in combination to create a comprehensive staff safety solution. StudentWatch offers a suite of programs that address student accidents, bullying, and safety and behavior issues.

More information about the programs can be found at www.publicschoolworks.com.

Emergency notification system

As a school district leader, you are already familiar with situations that require immediate action. How many times have you had to decide at 5 a.m. to close school due to an impending snowstorm or had to move a track meet indoors because of inclement weather? Or worse, you had to put a school in lockdown.

Split-second decisions that affect

students, staff, parents and the community can make your job tough. OSBA offers an automated emergency notification system to help ensure your message is correctly heard — and fast.

By having an automated emergency notification system in place, your district can disseminate messages at the push of a button. OSBA-endorsed Leader Alert offers an automated emergency notification system for school districts. Whether it is by phone, text message or email, Leader Alert quickly sends out an automated message to the district's staff and constituents.

Visit www.leader.com/osba and sign up for a free account to try out the system.

Property, fleet and liability insurance

Ohio School Plan offers member districts fleet, liability and property/casualty coverage, plus a unique plan to cover violence incidents. The program offers districts the ability to establish

a comprehensive risk management program and help prevent or lessen incidents and the severity of losses districts might incur.

Some services of this program include: crafting a risk management profile and recommendations; on-site technical assistance; and policy and procedure review. For more information, visit www.ohioschoolplan.org.

Additionally, OSBA recently released a white paper, "Protecting Ohio Schoolchildren: An OSBA Guide to School Safety and Security." The paper addresses safety and security components; school safety plans; student issues and welfare; and arming school staff. View a copy of the white paper at <http://links.ohioschoolboards.org/95061>.

More information can be obtained on OSBA's website, www.ohioschoolboards.org, or by calling (800) 589-OSBA or (614) 540-4000. ■

LET US WORK HARDER FOR YOU!

100 million reasons to ask about our workers' compensation services



Ohio's Leading Third Party Administrator

Proud to be the third party administrator of choice for

Ohio SchoolComp
A PROGRAM OF OSBA & OASBO

FULL-SERVICE

Workers' compensation claims management, cost control, safety consulting, rating & underwriting, hearing representation, and unemployment compensation

PERFORMANCE

Ensuring participation in alternative rating/discount programs and cost containment strategies that annually save our clients \$100 million in premium paid

EDUCATION

Comprehensive client education programs available online, via webinar or onsite throughout Ohio covering a variety of best practices and industry information

(800) 825-6755 | WWW.COMPMGT.COM

Workers' Compensation Lump Sum Settlements Unemployment Lump Sum Settlements Workers' Compensation Lump Sum Settlements Unemployment Alternative Rating Programs Return-to-work Cost Control Strategies Group Retro Alternative Rating Programs Return-to-work Cost Control Group Rating Safety Handicap Reimbursements Education Group Retro Safety Handicap Reimbursements Group Rating Safety Handicap Reimbursements Education

Ohio School Boards Association
8050 North High Street, Suite 100
Columbus, OH 43235-6481

Leadership for Learning



The OSBA Capital Conference and Trade Show will help you become a better leader in your district. Join school board members, administrators and staff for four days of critical information, valuable networking and powerful presentations.

Bring your entire leadership team to share perspectives and make a greater impact on your district.

Register today! Visit www.ohioschoolboards.org/2013-capital-conference to learn more.



Ohio School Boards Association
2013 Capital Conference

Nov. 10-13, 2013 Greater Columbus Convention Center