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JOURNAL

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

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Protecting education for all

Public education under siege

Richard Lewis, CAE, executive director

There was a time when our public education system enjoyed the universal admiration and respect of the American public. Our schools and the local boards elected to govern them have always been the democratic bedrock of the diverse communities they serve. Strong schools have always meant an even stronger Ohio.

Yet today, the institution of public education and local control of schools are under unprecedented attack.

The criticism is scripted:

- “Public schools are failing and children are trapped in failing schools.”
- “Management associations protect the status quo and teachers unions are blocking meaningful reform.”
- “Public schools are a monopoly and parental choice will solve all of our problems.”

Criticism isn’t new. In 2004, the Commonwealth Institute published a paper examining the attacks on public education. It pointed out that until 25 years ago, public education was regarded as one of the great institutions of this country. Open to all children, schools embodied our national ideals of equality and opportunity. Our schools served as a vital resource at the center of children’s social and academic lives.

The paper noted that the attacks were greatly influencing how Americans think about public education. It also said opposition to this great institution was being driven “as a result of a broader ideologically and politically motivated assault,” and that those mounting the attacks have “systematically worked, for more than two decades, to undermine the public’s confidence and respect for public education.”

Local control means community priorities and values — as determined through local debate and discussion — should influence decisions on a community’s schools. Individual boards are responsible for reflecting those priorities and values in governing the school district. That is the essence of local control.

However, across Ohio, organized opposition is interrupting those local dialogues, including one group that awkwardly proclaims itself as the protector of “the constitutional rights of Ohioans from government abuse.”

Such groups are trying to strip respect and resources from public education by spreading misinformation, promoting ballot initiatives to cut local funding and denying how successful our schools really are.

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Perhaps even more troubling are the public school board members who travel the state working hard to diminish local support of other public districts. We cannot overlook the irony and hypocrisy of a school board member — by definition, a creation, steward and

champion of local control — telling other communities: “Your school board should run its district exactly as I do mine.”

School board members, your work and dedication are still highly regarded and

valued by most citizens. That is proven by the fact the vast majority of Ohio’s children attend *public* schools.

The public’s trust and confidence in their school boards’ decisions remain high. In a recent Ohio Omnibus Survey, conducted by Fallon Research & Communications Inc., almost two-thirds of Ohioans responded that they most trust their local school board to make good decisions on education policies, whereas 15% said they most trust the state superintendent of public instruction, 6.6% the governor and 3.3% the state legislature.

The survey also affirms that Ohioans want their taxes spent on public schools and favor restoration of state budget cuts rather than lowering state income taxes (51.1% to 34.4%). They also oppose using public funds to pay tuition or vouchers for private or parochial schools (64.7% to 30.2%).

Public schools have a strong history of enriching Ohioans’ lives and promoting a strong economy. But, we also recognize that not all schools are equally successful, nor are they perfect. The same can be said for any institution.

OSBA and its members stand ready to step forward to embrace the societal, political, financial and academic challenges of the day. We yearn for involvement, engagement and partnership with our communities, business leaders, parents and policymakers.

But at the end of the day, we must recognize that there are those who do not embrace the concept of a statewide system of public schools, each governed by local boards accountable to their communities. The attacks on public schools may have not yet surfaced in your district, but they will.

That’s why each and every one of us must speak up for public education — proudly and forcefully.

If we don’t, who will? ■

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Legal and policy updates you need to know

Hollie F. Reedy, chief legal counsel

There is so much going on in education right now — Supreme Court of Ohio cases, court of appeals and administrative rule changes, and many of the provisions of House Bill (HB) 316 that went into effect in late September.

To help keep you current with some of these developments, I offer a summary of an agency opinion on executive session; law changes for administrator evaluations; and a proposed administrative rule and Ohio Department of Education (ODE) policy affecting all students.

Executive session and ‘personnel’ exception

The Ohio attorney general’s office (OAG) issued an opinion that clarifies and reiterates some of its previous opinions about the wording for going into executive session (OAG 2012-022). The opinion also deals with placing an administrator on leave, and specifically states that this must be a formal action of the board taken in open session.

The executive session opinion concerns the motion for going into executive session under Ohio Revised Code (RC) 121.22(G)(1), commonly referred to as the “personnel exception.” A county children services board went into executive session to discuss “personnel matters.” The question was whether this was a specific enough description to meet the requirement of the statute that “... the public body must specify in its motion and vote, which of the particular matters listed in (RC 121.22(G)(1)) the public body will discuss.”

OAG found that this description of the

reason for going into executive session was, in itself, not enough detail. The opinion noted that “personnel matter” was not one of the purposes listed in RC 121.22(G)(1). The opinion notes established Supreme Court of Ohio cases on the issue stating that using general terms as described above does not provide the specificity required by the statute (*State ex rel. Long v. Cardington Vill. Council*, 92 Ohio St. 3d 54, 748 N.E.2d 58 (2001)).

The restraint and seclusion draft policy and administrative rule proposed by ODE don’t just apply to special education students; currently, they would apply to all students.

OAG does not rule on whether public bodies did or did not comply with Ohio’s Open Meetings Law; this occurs through the court process. However, OAG may discuss general principles of the law, which it does in the opinion.

For a long time, OSBA has trained new board members and board presidents to use the words of the statute when going into executive session to discuss “personnel.” This does not mean reading the entire statute section, but instead picking the words of the statute that are most like what the board plans to discuss.

If you would like to discuss this opinion, please call the OSBA legal division.

Keep an eye on administrator nonrenewal contract deadlines

You probably already know that HB 316 changed some of the nonrenewal deadlines for school employees. The March 1 date for written notice of superintendents (RC 3319.01) and treasurers (RC 3313.22) nonrenewal is unchanged.

However, for other administrators, the date for boards of education to provide written notice of nonrenewal has changed to June 1 of the year the contract expires, effective Sept. 24, 2012 (RC 3319.02). “Other administrators” include assistant superintendents, principals, assistant principals, business managers, pupil personnel administrators and other administrative positions for which the State Board of Education requires an administrator license.

The other procedures for administrator nonrenewal remain much the same, including the preliminary evaluation, final evaluation and offer of a meeting with the board of education to discuss its reasons for considering renewal or nonrenewal and conducting the meeting. All of these familiar procedural steps need to be incorporated into the board’s time lines for consideration.

Keep in mind that June 1 is the last day for nonrenewal notice to be given to the administrator. Practically speaking, board meetings in March, April and May will be (depending upon your particular circumstances) the dates

that you will need to plan around, because the timing of the preliminary and final evaluations and meeting with the administrator are keyed to when the board takes action on the contract. Don't miss this important planning step, because a failure to comply may mean a rollover contract.

Nothing prevents a board of education from using the previous deadline, March 31, for planning purposes. There is no penalty for doing things early, as long as boards take the actions required in "the year the contract expires" (see RC 3319.02).

Contact your board counsel to discuss specific personnel situations and planning for nonrenewal. The OSBA legal division is available to assist you with general requirements of the law and the new changes.

Proposed restraint and seclusion policy: not just about special education

When you hear about restraint and seclusion, most people think it applies only to special education students. But the restraint and seclusion draft policy and administrative rule proposed by ODE don't just apply to special education students. The policy and rule are still in draft form, but currently, they would apply to all students.

The proposed rule (3301-35-15) is available for your review from OSBA, and is posted on ODE's website (see Web address on page 8). It would prohibit all students from being secluded in a locked room or area, and would allow seclusion only if it is used as a last resort; the student's behavior poses an immediate risk of physical harm to the student or others; and there is no other safe or effective intervention available. In addition, the seclusion must last only for the minimum amount of time needed for the student to regain control.

The room or seclusion area would need to allow for observation of the student, be constantly supervised and unlocked. It could not be used for punishment or discipline, for staff convenience or if a

less restrictive alternative is available.

The proposed rule would require the district to adopt a policy; annually notify parents of the policy; report each incident of restraint or seclusion

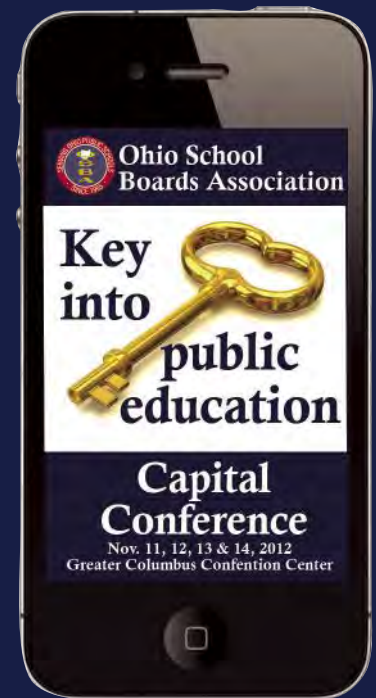
of any student to parents and building supervisors immediately; provide parents a written report within 24 hours; and provide records to ODE annually and upon ODE's request.

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However, the proposed draft policy may be more problematic. At its outset, after a definition section, the policy announces: “Schools should implement an evidence-based schoolwide system or framework of positive behavioral interventions and supports.” According to the policy, this system should be structured to “greatly reduce, and in most cases eliminate, the need to use restraint or seclusion.”

As a part of the behavioral interventions and supports, schools would be required to conduct “functional behavior assessments” for any students that “display severe or a pattern of unhealthy or disruptive behaviors that impede the learning environment for themselves and/or others” to “identify their needs.” The assessments should be followed by behavioral intervention plans that “incorporate positive behavioral interventions.”

Previously, the terms “functional behavior assessments” and “behavior intervention plans” have been applied only in the context of students eligible for Individuals with Disabilities Education Act (IDEA) services. These concepts and words have acquired specialized and technical meaning in the

special education context, but the proposed policy would apply them to all students. The policy is unclear about whether the same level of assessment is meant to apply to regular education students. In addition, the way the policy is written implies functional behavior assessments and behavior intervention plans need to be implemented for any disruptive student as defined in the policy, not just those who are restrained or secluded. If so, this presents several immediate practical problems, such as staffing, costs and potential liability issues.

For example, will schools be required to pay for additional staff time to conduct these assessments and develop the plans, or is staff expected to fit it into their regular day? Which staff members would conduct the assessments? Do the new requirements create any procedural due process rights for regular education students similar to IDEA rights, and could the requirements spur new lawsuits against school districts?

The potential implications of this policy could make a significant impact on your district. OSBA serves on the stakeholder group looking at the proposed policy, and will be developing a list of talking

points to help districts.

Please review the proposed policy and rule and submit comments on it as soon as possible to ODE’s website at <http://links.ohioschoolboards.org/27912>. OSBA is happy to pass along your comments as well.

Make a connection

The staff of the legal division looks forward to Capital Conference each November, because it’s one of the only times we see some of the people we talk to all year on the phone. Please come to the OSBA Pavilion or see us at any of the OSBA events.

Deputy Director of Legal Services **Sara C. Clark**, Staff Attorney **Candice L. Christon** and I are looking forward to talking with you. Make a connection with us, because contacting the OSBA legal division and receiving legal information is a member service that can benefit you and your district all year. ■

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Knocking out strike notices

A new strike threat

Van D. Keating, director of management services

Every public school district in Ohio is subject to a new and different strike threat, and most do not even realize it. This threat is not a typical 10-day-notice action; quite the opposite — a strike *without* advance notice.

No, the legislature did not enact a law changing the process, nor did the State Employment Relations Board (SERB) issue any new decisions construing the current law. What happened is the Ohio courts were presented with a case challenging the legality of the 10-day-notice provision and ruled it unconstitutional.

The case originated between the Mahoning Education Association of Developmental Disabilities (union) and the Mahoning County Board of Developmental Disabilities (board). On Nov. 5, 2007, the union picketed an evening board meeting. As a result, an unfair labor practice charge (ULP) was filed with SERB, which concluded that the union had engaged in picketing without providing the required 10-day notice pursuant to Ohio Revised Code (RC) 4117.11(B)(8).

Apart from contesting the ULP charge, the union also challenged the constitutionality of that statute. On that issue, SERB found that as an administrative agency, it had no authority to find a statute unconstitutional. The union appealed to trial court where the statute's constitutionality became the main focus. The trial court ruled in favor of SERB and the union appealed again on the constitutionality issue to the Ohio Seventh District Court of Appeals in Mahoning County.

At the appellate court level, the union argued that the law is an unconstitutional, content-based restriction on speech that does not meet the strict scrutiny test. SERB, represented by the Ohio attorney general, was the party at interest at this level in lieu of the board. SERB countered that the statute is a content-neutral time, place and manner regulation and therefore subject to only an intermediate scrutiny.

In reaching its decision, the court began by noting that the law only applies to public employees and their unions by treating them as disfavored speakers. As such, their picketing then becomes a content-based speech restriction that is subject to a higher level of judicial review — strict scrutiny.

The state must then show it has a compelling interest in restricting the speech and the law must be narrowly drawn to achieve that interest. SERB argued that the law is a time, place and manner restriction that encourages labor stability and peace by remedying the negative impact to the public caused by a work stoppage.

However, the court noted that the desire to avoid oral dispute with employees in public is not a compelling state interest at the expense of free speech. The concern with advance notice requirements is that the delay squelches spontaneity and the excitement of the moment and acts to dilute the effectiveness of the speech. Furthermore, the state cannot have a compelling interest in avoiding bad publicity by “dispersing the drama of the moment and interrupt(ing) the natural momentum of events.”

For these reasons, the appellate court held that the requirement that a public union and public employees must provide 10 days notice of a picket does not pass the strict scrutiny test and is unconstitutional.

Hopefully, this decision will be appealed yet again to the Supreme Court of Ohio because this decision will have profound effects on collective bargaining in schools. For better or worse, boards and unions have lived under a process requiring 10 days notice since 1984, with the original enactment of RC 4117. SERB was correct in noting that historically, more strikes have been averted because of this requirement than would have taken place without it.

Those 10 days, while intense and difficult, have become the safety net for many, many negotiations. Ten days have allowed tempers to cool, new ideas to come forth, leadership to emerge and public pressure brought to bear. Without the 10-day-notice requirement, every district in the state stands a real chance of being handed a strike notice one evening and seeing their employees picketing early the next morning.

Obviously, preparing for strikes in that situation becomes tremendously difficult and expensive, but the mere threat of an immediate strike becomes a powerful bargaining tactic unions will use to their advantage. It also will impact our understanding of what impasse and ultimate impasse represent, undoubtedly ratcheting up tensions in the process.

OSBA will watch this case carefully and update members as new information becomes available. ■

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Adapting as a leader

Finding the right leadership style

Cheryl W. Ryan, deputy director of school board services

An extremely frustrated school board president recently contacted me. She had been asked — or, as she said to me, “strongly encouraged” — by her board colleagues to “do something” about the superintendent.

The relatively new superintendent, who had interviewed so well, come so highly recommended and brought with him a substantial track record of accomplishments, was “bombing” in the new district. What was going wrong?

The board president told me she already had a couple of informal conversations with the superintendent and he was aware there was an issue. He had been open with his board and was trying to make things work. I agreed to contact the superintendent after our phone call.

When I spoke with him, he said to me, “I just don’t get it. I try really hard to engage the staff in discussions about direction and to do the same with the board. But it seems we don’t make progress in meetings and — even when it seems we get somewhere — things

don’t seem to move beyond the meeting room.”

After a few more conversations with the board president and superintendent, a few things began to be clearer. In his previous district, the superintendent had developed a culture that benefited from his open-door, collegial and highly collaborative style. Staff and board members were used to being consulted on matters large and small. The superintendent told me, “I want people to take ownership of their own success. I’d rather be a cheerleader or coach than one of the key players on the field. That’s who the administrators and staff should be.”

True enough. But this superintendent was now part of a new district — a larger, perhaps more complex and *very* different district. A district used to its former superintendent and the culture and management style that individual left behind.

In order to be successful, this superintendent would have to alter his management style. He recognized it would be easier and more productive for *him* to change, rather than to expect the district’s *staff* to do so. He told me, “I think if I can approach things in terms of process in a manner they are more used to, it will allow me to begin to make progress in more important areas, including the improvement of facilities and the quality of classroom instruction.”

Smart guy. After several weeks of feeling like his good ideas were falling on deaf ears, he realized he had a chance to redefine the way things were being done

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within this district. But that meant changing his style to be more user-friendly with teachers, administrators and other staff.

As noted by **Jon Picoult**, founder and principal of Watermark Consulting, “If you begin to think your management style is backfiring, where you will ultimately see it is in the disengagement of your staff.

“As employees become disengaged, they become less interested in your success as a leader, but more importantly, in your company’s overall success, which is what matters most.”

Picoult summed up this superintendent’s issues perfectly. If the staff were disengaged, the resulting problems would not be as much “about him,” but about the real and lasting damage that would result if progress in the district stalled and student achievement declined.

By talking openly to board and staff members about the former superintendent’s style and then comparing it with his own, this superintendent could begin to adjust his own style so staff were more comfortable working with him.

Several weeks later, he and I talked again. “I am naturally a more democratic leader,” he said. “I like for everyone to have some say in major decisions, kind of a ‘leadership by committee’ way of management. I know that this kind of leadership can draw decisions out while opinions are sought and weighed, but I usually feel surer about the final outcome.

“The staff here were used to a more controlling superintendent. The staff trusted that he knew ‘what was best’ for the district and that he would consult them only when he wasn’t sure himself about the direction they should go. The staff were frustrated at what they saw as my lack of decisiveness, when that wasn’t the issue. I can be decisive, but I wanted the buy-in. This staff were used to getting on board simply because

leadership told them that’s what they should do.”

He and I agreed that this style might work well when the superintendent has been in the district a relatively long time and truly knows the strengths and abilities of the infrastructure and staff. I agreed that his natural style was, in most cases, a great way to approach a new staff — he wanted to create camaraderie and a feeling of community investment — but that the drastic style change was probably disconcerting.

The board of education also had been taken aback. Board members weren’t used to a superintendent who really wanted their feedback and guidance. They perceived him as “not strong,” when he truly had no shortage of strength. He just didn’t want to begin work in the district as a steamroller.

In the end, good leaders, whether board members or administrators, will work

to adjust their management style to the problem at hand. Some projects and challenges require quick decision-making and the ability to direct staff appropriately without discussion. Other initiatives require leaders to gauge the feelings of community members and staff, establish focus groups or committees to outline possibilities and build investment in the decision before implementation begins. Leaders who have a rigid, inflexible management style will succeed only part of the time, and could “lose big” along the way.

Last week, I contacted the new superintendent’s school board president to get an update. She told me, “Things are so much better. He’s much more vocal about the direction he feels we should take. When he wants staff or the board to weigh in, he tells us why he needs an opinion. But he’s made several moves without as much conversation, communicating along the way so we stay informed.” ■



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AEP case proves power of OSBA membership

Damon Asbury, director of legislative services

Sometimes a school board member will ask, “What do we get for our OSBA dues?” This is a reasonable question and one that will yield differing answers, depending on how the individual board member or district chooses to use the benefits of their association membership.

OSBA delivers a broad array of services, including high-quality training; workshops and conferences; publications; board development services; cost-saving purchasing cooperatives; legal and policy services; and strong advocacy for public schools. School boards may access any or all of these services as the need and opportunity demand, but the relatively small investment in dues to the association is more than offset by the level of services received.

Often, advocacy efforts undertaken for a specific issue offer a collective focus that an individual board would have difficulty achieving on its own. An excellent case in point is the effort of OSBA, in concert with the Buckeye Association of School Administrators (BASA), Ohio Association of School Business Officials (OASBO) and Ohio Schools Council (OSC), to challenge the rate increases levied by American Electric Power (AEP). The associations were able to challenge the rates, advocate for reductions and ultimately secure some relief from soaring electricity prices.

Energy policy and public utility rate setting is a complicated business governed by the Public Utilities Commission of Ohio (PUCO), and it would be extremely difficult for any one district or even a small number of school

districts to successfully intervene in such cases. The work of the associations in this instance demonstrate the benefits of membership and the power of collective action.

This is a classic example of how OSBA serves the membership in ways that no single district or small group of districts could.

In early 2012, customers in the AEP Utility Service Territory began to experience alarming increases in their electricity charges without any corresponding increase in usage or unusual weather patterns. The increases resulted from a PUCO ruling that granted approval for AEP to increase rates, while at the same time, begin a transition to a market-based structure and start to procure electricity through competitive auctions.

Within that agreement, PUCO authorized AEP to recover several hundred million dollars of additional costs, with the resulting rates impacting various customers. Small businesses, school districts and local government units were particularly hard hit by the new rates. After hearing from a large number of consumers, including school districts, as well as legislators and the governor, PUCO agreed to reopen hearings in an attempt to resolve the rate

impact on small businesses, schools and local governments.

Responding to inquiries from impacted school districts, OSBA and the other groups asked an energy consultant to examine utility bills from selected districts to determine if the rate agreement was being fairly and accurately applied. They also engaged an experienced public utility attorney, **David Stinson**.

At the same time, the executive directors of the associations contacted PUCO to alert commission members about the devastating impact the new rates had on school districts’ ability to offer high-quality education. They urged PUCO to reconsider the approved rates, consider a special rate for districts reflecting their favorable usage patterns and lift the capacity cap for all schools so they might benefit by purchasing from third-party suppliers.

Based on these, as well as many other complaints, PUCO set aside the settlement agreement, ordered AEP to return rates to the December 2011 level, and effectively “reset the plan and start over.” A new hearings schedule was announced. In late March, AEP refiled its new rate increase, applied the rate increases over a wider customer base, established a two-tier system for shopping and non-shopping customers, and sought a guarantee plan.

The associations sought and received formal intervention in the case before PUCO. In preparation for the upcoming hearings, the associations encouraged districts to prepare and offer testimony as to how the increased

electricity charges negatively impact school operating costs and would lead to the need for additional levies. Districts also were asked to send letters to PUCO outlining their concerns.



The actions of OSBA, OASBO, BASA and OSC were instrumental in achieving lower rates compared to those in place in January 2012.

Mark Frye, an energy consultant employed by OSBA, OASBO, BASA and OSC, offered testimony objecting to the revised AEP plan and in support of the associations' position. He noted the AEP proposal would enable the company to collect more than \$929 million per year through May 2015, and called the proposed two-tier plan "discriminatory."

Frye asked for special rate treatment for Ohio schools in recognition of severe budget cuts and their favorable electricity usage patterns. The organizations also asked for a second round of letters to PUCO to specifically oppose the AEP proposed capacity charge, which was more than 15 times the current market-based charge.

In early July 2012, PUCO authorized AEP to charge power suppliers the market price for capacity, but allowed AEP to recover the difference between its costs and the market-priced capacity at some point in the future. This PUCO decision eliminated economic barriers to shopping. In early August 2012, PUCO finalized the rate case by freezing the AEP generation

rate, but adding several riders that are expected to ultimately drive costs higher.

According to PUCO Chairman **Todd Snitchler**, customers will likely see total rate increases of 5% to 7% in the first year. This compares to the nearly 40% to 50% increases experienced by many schools and other consumers earlier in the year. Rate increases are capped at 12% over the next three years and the rates are spread more equitably across all customer classes. No capacity caps will apply, so there can be more competition from the outset.

Despite the more favorable treatment as compared to the original PUCO ruling, the school management associations continued to express concern that the higher rates would lead to continued budget problems for schools, leading eventually to the need for more levies. Even though current market-pricing is in effect, the ability for AEP to recover the self-reported losses will be made up by consumers, including cash-strapped schools. The schools' request to be exempted was denied. They maintained the exemption would have reduced the need for levies to pay for the rate increase. They also said taxpayers will be paying twice — once for their own electricity bill and again for operating costs for schools.

Despite not getting everything asked for, the actions of the OSBA staff, together with those from OASBO, BASA and OSC, were instrumental in achieving lower rates as compared to those in place in January 2012. Those actions also were key to maintaining the ability to shop competitively for the best electricity pricing. The work of the associations to organize testimony, galvanize consumer reaction, officially intervene and secure the resources of energy consultants and public utility attorneys on schools' behalf was instrumental in these results. This is a classic example of how OSBA serves the membership in ways that no single district or small group of districts could. ■



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Feltner is president-elect nominee; Wilson will lead OSBA in 2013

Crystal Davis Hutchins, editor

If elected by the OSBA Delegate Assembly on Nov. 12, **Jo Ann W. Feltner, Franklin City**, will become OSBA's president-elect in 2013. The election will take place during the Annual Business Meeting of the OSBA Delegate Assembly at the Capital Conference and Trade Show in Columbus. If elected, she will become OSBA's president in 2014, following her term as president-elect.



Feltner



Wilson

Board of Trustees and Executive Committee, and chairing the Legislative Platform Committee and Federal Relations Network.

Feltner is a member of the OSBA Board of Trustees, Executive Committee, Federal Relations Network and Delegate Assembly. She is Southwest Region immediate past president and serves on the region's Executive Committee. She

has earned Master Board Member status — a lifetime distinction — and received nine Awards of Achievement.

Current President-elect **Charlie Wilson**, a six-year member of the **Worthington City** Board of Education, will become the new OSBA president on Jan. 1, 2013.

In August, the OSBA Nominating Committee selected Feltner as the association's 2013 president-elect nominee. The president-elect's duties include serving on OSBA's

In her 15th year on the Franklin City board, Feltner serves as co-chair of the district's Curriculum Council and is on the regional High Schools that Work Board of Directors. She retired from Franklin City after serving for 35 years as a teacher and administrator.

Feltner holds a bachelor's degree in elementary education from Miami University and a master's degree in supervision and administration from Xavier University. She is a member of the Franklin Area Historical Society, the Franklin Area Chamber of Commerce and several education-related organizations.

Feltner and her husband, **Cicero**, have two sons who are Franklin City graduates, and four grandchildren who live out of state.

Current President-elect Wilson has served on the OSBA Board of Trustees for four years, and chairs the Legislative Platform Committee and Federal Relations Network. He is a member of OSBA's Audit, Executive and Nominating committees, as well as the Capital Conference Planning Task Force. Additional statewide assignments include service with OSBA's Board Member Cabinet and the



OSBA President-elect Charlie Wilson, Worthington City, addresses the Delegate Assembly at the 2011 Capital Conference.

Ambassadors for Education Program and Mentor Program. He has served on the Central Region Executive Committee for five years and its Nominating Committee for four years.

In his district, Wilson has served as the board's representative on the Worthington Educational Foundation and the district's Finance, Treasurer's Advisory and Compensation Incentive committees. A four-time recipient of the OSBA Award of Achievement, he also has earned the Master Board Member award.

Nationally, Wilson served on the National School Boards Association's (NSBA) Central Region Nominating Committee and Pre-K Committee. Earlier this year, he was elected to serve on NSBA's 2013 Policies and Resolutions Committee. He received the NSBA School Board Member National Recognition Program award in 2011. In addition,

he is a director and treasurer of NSBA's Action Center.

Wilson is an associate professor at The Ohio State University (OSU) Moritz College of Law. He is active in many community and professional organizations, including the Worthington Area Chamber of Commerce and American Association of University Professors Executive Committee. He sits on numerous OSU committees.

Wilson attended Garden City Junior College in Kansas before earning his bachelor's degree in business management and economics from the University of Kansas. He earned his juris doctorate from the New York University School of Law.

Wilson and his wife, **Melonie Buller**, have two sons and live in Columbus. ■

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Candidates talk

OSBA probes presidential candidates' views on key public education issues

Ohio once again is a battleground state in the race for the White House. While other states may be fortunate to have presidential candidates or their running mates visit at least once during the campaign season, Ohioans are asking where the rallies are scheduled each week and what roads will be closed.

The 2012 presidential election will definitely be one for the record books; it is on track to be the most expensive in history. It's the first presidential election since the 2010 U.S. Supreme Court decision, *Citizens United v. Federal Election Commission*. In that case, the highest court in the land ruled five to four that the government may not ban independent

political spending by corporations, labor unions and other organizations in candidate elections. That opened the floodgates and the money began gushing in. Some donors are pouring hundreds of millions of dollars into the presidential and congressional races.

In addition to the record fundraising and spending, there are some other "honorable mentions" when it comes to the record books. If President **Barack Obama** is re-elected, it will be the first time an African-American president of the United States serves a second term. If Gov. **Mitt Romney** wins, he will be the first Mormon president in U.S. history.

As for our state, this will be Ohio's second presidential election with no-fault absentee voting, which means voters could cast their ballots as early as Oct. 2 for the Nov. 6 general election.

When it comes to the issues in this important campaign, many times the political pundits focus on the economy or national security without providing us enough information on the candidates' positions on education. Because education is a critical issue for the United States' economic and social future — and is considered a domestic priority by voters — OSBA asked both presidential campaigns to answer specific questions on the No Child Left Behind Act (NCLB), the Individuals with Disabilities Education Act (IDEA), vouchers and federal education funding. Each response follows in its entirety.

What is your position on local control of schools? Do you feel there are instances where city takeovers or state takeovers are needed to solve problems? Do you think school boards should be eliminated? How can the federal government help boards to improve student achievement?

Obama: Excellent schools cannot be a luxury for just a few children. It's an economic necessity for every child so they can go as far as their hard work and initiative will take them. In achieving this goal, we all have a role to play.



President Barack Obama

education

compiled by Michelle Francis, deputy director of legislative services

While education is primarily a local concern, I believe that Washington should provide a helping hand, not just strings and conditions for our schools. That said, spending more money alone is not enough — we also need to reform our schools to ask more of them. That's why my administration put in place reforms that led nearly every state — including Ohio — to adopt higher academic standards without any new mandates.

And we are offering relief from unworkable, top-down No Child Left Behind mandates for states that commit to using local solutions to improve their schools. Now we are challenging states to better prepare and pay teachers and ask more from them, and calling on colleges to provide a quality and affordable education by keeping tuition under control.

Romney: I believe that state and local entities are best suited to make many of the decisions about our education system. However, I also realize that the federal government does have an important role in education, specifically standing up to special interests that put their members' needs ahead of students. My education plan empowers states and localities in recruiting and retaining the best teachers. My plan rewards states that are implementing groundbreaking policies that bring the best individuals into the classroom by block granting federal funding to support their efforts. The federal government can also help school boards improve student achievement by focusing on getting accurate available information to their membership and to parents so they can work together to improve their schools.

Ohio was recently granted a waiver to many elements of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act. The U.S. Department of Education began issuing waivers because of Congress' failure to reauthorize and fix several of the flawed provisions in ESEA. Waivers only serve as a temporary fix for a long-term issue. What is your position on ESEA reauthorization going forward?

Obama: The goals of No Child Left Behind — setting high standards, holding schools accountable and expanding opportunity — were the right ones. But we need to pursue those goals in ways that don't force teachers to teach to the



Gov. Mitt Romney

test or encourage schools to lower their standards. I am committed to working with Congress to reauthorize the Elementary and Secondary Education Act, commonly known as NCLB, to build on its strengths while addressing its weaknesses.

Last year, after Congress failed to reform the law, my administration began offering states flexibility to create their own ambitious plans for reform. To date, 33 states — including Ohio — and the District of Columbia have been granted flexibility from the worst parts of the law, and in turn have crafted their own plans to raise standards, giving states greater freedom with greater accountability. Each of these states have set higher benchmarks for student achievement and new ways to evaluate and support teachers fairly — based on more than just a set of test scores — while ensuring that struggling children don't fall through the cracks.

Romney: I feel that aspects of NCLB were positive and, as a result, standards, assessments and data systems are light-years ahead of where they were a decade ago. There is new focus on ensuring all students are meeting grade-level expectations and, thanks to the requirement that schools report achievement data for student subgroups, schools can no longer hide

an achievement gap behind high average scores. Student achievement has risen steadily since the law's enactment, especially among disadvantaged students, and research confirms that the law's testing and accountability requirements can account for much of this progress.

After 10 years, however, it is clear this legislation has its weaknesses as well. The law's insufficiently granular approach to accountability, through which schools are only classified as making or not making adequate yearly progress based on student proficiency rates, fails to accurately identify those schools that are contributing the most or least to student learning. The lackluster implementation and disappointing results of restructuring efforts confirms that the federal government is poorly positioned to intervene directly on behalf of school improvement at the local level. The Obama administration's refusal to work with Congress to address these challenges represents a clear failure of leadership. I would work *with* Congress — not around it — to reauthorize ESEA, building on what has worked in NCLB and correcting what has failed.

What are your impressions of the Individuals with Disabilities Education Act (IDEA)? Since IDEA was approved, the federal government has never come close to the 40% funding of the cost of special education mandates in that law. Would you increase money to meet those funding levels? If not, what mandates in the law would you do away with to save schools the expense of complying with all the rules of IDEA?

Obama: Every child deserves a high-quality education. As a nation, we have a responsibility to give all of our students — including children with disabilities — the resources they need to be successful. For over 35 years, the Individuals with Disabilities Education Act has guaranteed students with disabilities their right to a free, appropriate public education and has helped millions of students to receive an education that prepares them to be full participants in our economy and our communities.

I am proud of my commitment to IDEA. I have protected and expanded funding for this critical program, even in these tough budget times. Federal funding for IDEA has grown by over 5% during my first term in office.

In contrast, Gov. Romney is calling for steep cuts to education programs. The budget plan authored by his running mate, **Paul Ryan**, would cut domestic spending, including education, by 20%. If these cuts are applied across the board, they would cut funding for K-12 education and special education by up to \$5 billion.

Romney: IDEA is an important piece of legislation that ensures that special needs students are receiving the services they need to thrive. As with any legislation, there are aspects that could be improved upon, and that is why I have proposed a plan to provide increased flexibility to these students' parents. Special needs students will be able to choose which school to attend and bring their federal funding with them to any district or public charter school in the state, or to a private school if permitted by state law.



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Education programs face an estimated cut of 7.8% or more on Jan. 2, 2013, unless Congress takes action to cancel the budget cuts. These cuts are scheduled to occur through a process called "sequestration." Sequestration is defined as the automatic, across-the-board cancellation of budgetary resources. These cuts would affect every school district and the millions of students they educate. It includes an estimated \$1.2 billion cut to Title I grants for disadvantaged students and an estimated \$900 million cut to special education under IDEA for the 2013-14 school year. What is your position on sequestration and how would you address the issue?

Obama: The sequester was put into place, and passed with the strong support of Republicans in both the House and the Senate, to force Congress to confront the difficult budget challenges. And while we should not let these education cuts take

place, we can't duck those challenges either.

I have proposed a balanced plan to prevent these cuts while reducing the deficit by more than \$4 trillion over the next decade. I have signed into law \$1 trillion in spending cuts, which would bring discretionary spending to its lowest levels since Eisenhower. This is part of a balanced plan for more than \$4 trillion in deficit reduction that includes \$2.50 in spending cuts for every \$1 in revenue. There's still plenty of time and opportunity for Congress to take that approach. The key obstacle has been members of the Republican Party in Congress who have refused almost unanimously to acknowledge that we need to include some additional revenues from letting tax cuts expire for families above \$250,000 and ending corporate tax loopholes.

Romney: America must get its spending under control and work toward a balanced budget. Achieving fiscal discipline

will require spending reductions, but these cuts should not be implemented through an arbitrary, across-the-board mechanism. As president, I will work with Congress to ensure that necessary spending cuts are carefully targeted, not imposed on an indiscriminate basis. This process will help protect core functions of the federal government while restoring our nation's economic foundation.

What is your position on vouchers? Do you favor expanding vouchers nationwide? How do you compensate for the loss of money to public schools if vouchers are expanded? Would you require voucher schools to meet the same requirements as public schools, even if they are private, religious schools?

Obama: I am a strong supporter of public school choice. My Race to the Top initiative encouraged several states to expand and strengthen their charter programs, and I have proposed significant new resources in my budget for creating and

Reporter's political memorabilia spans decades

Bryan Bullock, assistant editor

The bulletin boards inside the Ohio Public Radio/Television Statehouse News Bureau are plastered with hundreds of political buttons – memorabilia collected over decades by veteran reporter **Bill Cohen**.

To Cohen, the buttons are much more than a collection of catchy campaign slogans.

"What I like most is that each button is a political history lesson," he said. "Each button has a story behind it. It's a fun way to spark a conversation about that story."

Looking over the buttons, Cohen is reminded of many stories. He has worked in public radio and television for 42 years and covered the Ohio Statehouse since the mid-1970s.

"I probably started collecting buttons in the 1960s. Those were mostly buttons from civil rights and anti-war movements," Cohen said. "When I started covering the Statehouse, I started collecting buttons from state Senate, state representative, gubernatorial and presidential races, as well as campaigns over issues on the ballot."

Cohen is working with curators to catalog and donate his political memorabilia to the Ohio Statehouse Museum. The award-winning reporter said he will likely retire next year and leave much of his collection behind. He was kind enough to allow OSBA to photograph some of his buttons for the cover of this *Journal* issue.

Cohen, who is active with the Ohio Chapter of the American Political Items Collectors group, said some of the memorabilia he collected is hard to find, particularly items from state and local



Bill Cohen sits before part of his political memorabilia collection.

political races. Political buttons, he said, aren't as common today as they used to be.

"I'm told that campaign advisors in races for legislative seats basically tell their clients, 'Don't spend money on buttons. Save your money for those 30-second TV spots,'" Cohen said. "That's why today you still see a few buttons for governors and a lot for presidents, but you don't see many for legislators."

One of his favorite political items in his collection isn't a button at all. It's a poster hung in the newsroom from the 1960s of **William Saxbe**, the late U.S. senator and attorney general from Ohio. President **Richard Nixon** appointed Saxbe U.S. attorney general shortly before the Watergate scandal.

"About 10 years ago I saw him (Saxbe) and I asked him to sign this poster and say anything he wanted about Watergate," Cohen said with a smile. "Other than signing his name, he wrote two words: 'Nixon knew.'" ■

expanding charter schools. But vouchers for private schools have been tried and studied for decades, and we know that they do not raise student achievement. I do not support plans that would abandon our commitment to providing an excellent public education by draining resources away from schools that will always serve the vast majority of our children.

Romney: I recognize that Title I and IDEA account for roughly two-thirds of baseline federal spending on K-12 education, but have largely failed to achieve their desired results — namely, improved student achievement. My administration will work with Congress to overhaul Title I and IDEA so that low-income and special needs students' federal funding will follow them to the school of their choice. The choices offered to students under this policy will include any district or public charter school in the state, as well as private schools if permitted by state law. Eligible students remaining in public schools will also have the option to use federal funds to purchase supplemental tutoring or digital courses from state-approved private providers rather than receiving Title I services from their district.

Choice is only valuable if good choices are available. To expand the supply of high-performing schools in and around districts serving low-income and special needs students,

states accepting Title I and IDEA funds will be required to take a series of steps to encourage the development of quality options. First, adopt open enrollment policies that permit eligible students to attend public schools outside of their school district that have the capacity to serve them. Second, provide access to and appropriate funding levels for digital courses and schools, which are increasingly able to offer materials tailored to the capabilities and progress of each student when used with the careful guidance of effective teachers. And third, ensure that charter school programs can expand to meet demand, receive funding under the same formula that applies to all other publicly supported schools and access capital funds.

What is in your education platform that sets you apart from your opponent? What would make school board members vote for you?

Obama: This election offers a choice of a future where more Americans have the chance to gain the skills they need to compete, no matter how old they are or how much money they have. Now more than ever, education is the gateway to a middle-class life.

For the first time in a generation, nearly every state has answered our call to raise their standards for teaching and learning. Some of the worst schools in the country have made real gains in math and reading. Millions of students are paying less for college today because we finally took on a system that wasted billions of taxpayer dollars on banks and lenders.

Teachers must inspire, principals must lead, parents must instill a thirst for learning. And students have got to do the work. Together, we can out-educate and out-compete any nation on Earth.

Together we can recruit 100,000 math and science teachers within 10 years and improve early childhood education. We can give two million workers the chance to learn skills at their community college that will lead directly to a job. And we can work with colleges and universities to cut in half the growth of tuition costs over the next 10 years.

Romney: My education platform addresses the problems that we face in K-12 and postsecondary education while also recognizing the opportunities. I lay out a comprehensive approach to reforming current problems in our K-12 system by reauthorizing ESEA, taking



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the focus off heavy-handed government intervention and increasing the power of parents to make informed decisions for their children. This plan also breaks down barriers, ensuring that ZIP codes no longer determine children's destinies.

In addition, my education plan recognizes the promise that lies with educational innovation and puts forth ways to build on what works and encourage the next big idea in learning. Lastly — and incredibly importantly — I realize that teachers have the biggest and most lasting impact on the success of a student. That's why my plan rewards states that reward their brightest teachers. I realize that teaching is a profession that has the ability to change the course of our county by preparing students for the workforce.

I also realize that we must address the student loan crisis, the

cost of college and the fact that 50% of current graduates can't find work or are underemployed. American higher education has been a beacon of what can be accomplished in academia and how education options provide increased opportunity. My plan increases transparency for students and their families, encourages private sector involvement and fosters new, innovative models of delivery. In short, school board members should vote for me because I have a plan to bring America's education system back to the forefront and ensure that our students are globally competitive once again. ■

Editor's note: Thanks to **Patrick Katzenmeyer** from the Obama-Biden campaign, and **Scott Jennings** and **Chris Maloney** from the Romney-Ryan campaign for their assistance in producing this article. For more information on each candidate, visit www.barackobama.com and www.mittromney.com.

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Where Ohio's U.S. Senate candidates stand

compiled by Michelle Francis, deputy director of legislative services

It's always Ohio, Ohio, Ohio when it comes to the presidential election. This time around, it's Ohio, Ohio, Ohio when it comes to races for the U.S. Senate.

Ohio has the distinction of being the No. 1 state in spending on a Senate race. Because of the 2010 U.S. Supreme Court decision in *Citizens United v. Federal Election Commission*, significant amounts of outside money are being spent on Ohio's U.S. Senate race between U.S. Sen. **Sherrod Brown** and State Treasurer **Josh Mandel**.

It is anticipated that independent groups will spend at least \$25 million by election day. Separate from the outside spending, the two Senate campaigns themselves raised a

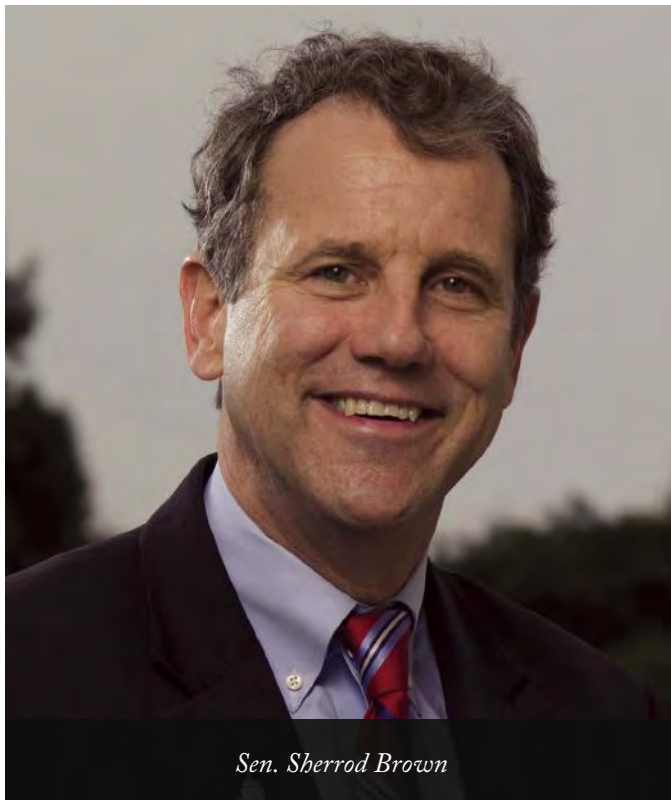
record-setting \$25 million by August. What does this mean? The TV ads we began seeing in the spring will continue to increase until Nov. 6.

OSBA has been successful in getting the presidential campaigns in 2008 and 2012 to answer questions on education-related issues. This year we thought it would be especially important to expand our questions to Ohio's U.S. Senate candidates. Because education is a critical issue for the nation and the U.S. Senate is voting on legislation that impacts school districts, we asked the senatorial campaigns to address the same topics we asked the presidential campaigns to respond to: local control of schools; the Elementary and Secondary Education Act (ESEA) reauthorization and Ohio's waiver; the Individuals with Disabilities Education Act (IDEA); vouchers; and sequestration. Each response follows in its entirety.

What is your position on local control of schools? Do you feel there are instances where city takeovers or state takeovers are needed to solve problems? Do you think school boards should be eliminated? How can the federal government help boards to improve student achievement?

Brown: I am a strong supporter of local control of schools. No one is going to care more about a school than the family and neighbors of the children who attend it. I think there are rare instances when a takeover is warranted to address a school that is failing its students, but in general I believe our system of school boards works well.

There are several ways the federal government can help local school boards improve student achievement. First, the federal government needs to support continual research and dissemination of evidence-based findings on what works and what doesn't in the classroom. Second, the federal government needs to assist with professional development for both teachers and administrators. Third, the federal government must work in partnership with local and state education leadership to improve standards and



Sen. Sherrod Brown

accountability. And finally, the federal government needs to provide more support, not less, in educating disadvantaged children and those with special needs.

Mandel: Our communities have drifted away from making the educational decisions that affect our children and this task has been taken over by bureaucrats in Columbus and Washington, D.C. We must put an end to allowing people that have never met our children to make decisions about the way in which our children are to be educated. We must fight this trend and return these incredibly important decisions back to our kitchen tables and back to our local communities.

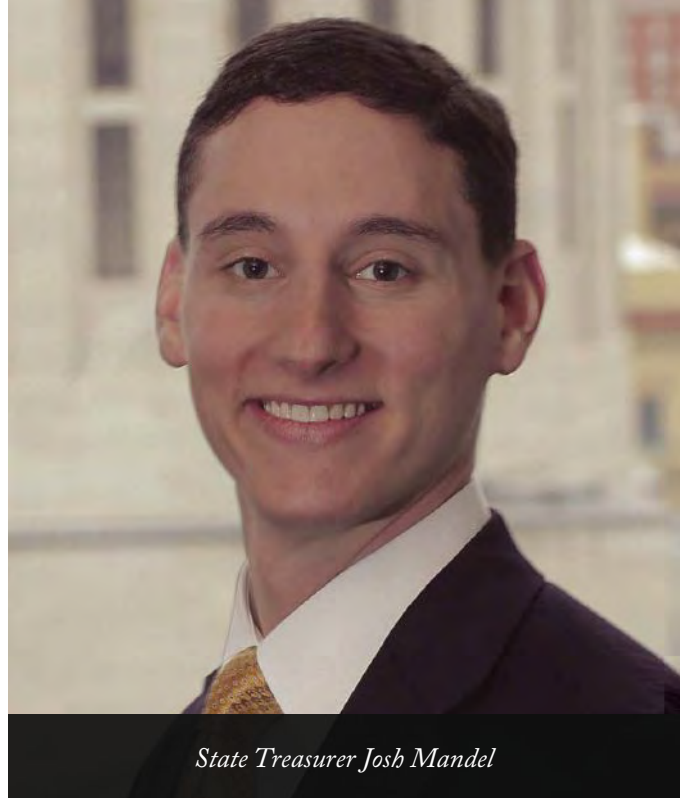
Many parts of Ohio have good public schools that properly prepare children for the future. Other parts of Ohio have well-funded, but poor-performing schools that hurt the ability of young Ohioans to achieve to their greatest potential. I believe education is the great equalizer, giving kids of any race, ethnicity or economic background the tools and opportunities they need to succeed. I am convinced that school choice is the civil rights issue of my generation, and there is no more fundamental right than the right of parents to direct the education of their children.

Ohio was recently granted a waiver to many elements of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB). The U.S. Department of Education began issuing waivers because of Congress' failure to reauthorize and fix several of the flawed provisions in ESEA. Waivers only serve as a temporary fix for a long-term issue. What is your position on ESEA reauthorization going forward?

Brown: I supported the state of Ohio's application for a waiver from the provisions of NCLB because it has long been clear that its requirements are unworkable and must be revised. However, states, school boards and communities need a consistent, stable policy at the federal level to effectively implement school reforms. That stability can only come with a comprehensive reauthorization of the Elementary and Secondary Education Act.

In the past, reauthorization has been a bipartisan process. I have worked with Sen. **Tom Harkin** (D-Iowa), the chairman of the education committee, on a bipartisan reauthorization of the law, and had hoped that it would be considered by the Senate this year. Unfortunately, the House Republicans decided to pursue a purely partisan bill, effectively turning the clock back on all the progress schools have made over the last decade.

Mandel: I believe that standardized testing should not be the sole determining factor of a child's success. Not every child may simply be evaluated from the same set of



State Treasurer Josh Mandel

materials, as no child is alike, no school district is alike and the life experiences from a child growing up in Toledo may be far different than a child growing up in Portsmouth. We must allow families the freedom they need to participate in their children's education so that when one method of teaching doesn't work, they have the resources to try another.

Likewise, we must evaluate teachers comprehensively. Merely looking at the standardized scores of their pupils is shortsighted and allows inadequate instructors to remain teaching at the cost of their students' futures. Teachers should be compensated for being good at what they do and not for their seniority. Using a multitude of measures to evaluate teachers will lead to better schools and create more positive outcomes for Ohio's schoolchildren.

What are your impressions of the Individuals with Disabilities Education Act (IDEA)? Since IDEA was approved, the federal government has never come close to the 40% funding of the cost of special education mandates in that law. Would you increase money to meet those funding levels? If not, what mandates in the law would you do away with to save schools the expense of complying with all the rules of IDEA?

Brown: When I first became a member of the Senate six years ago, I made a point to travel to every county of the state to hold roundtables and listen to local leaders from



all walks of life. Those first 88 roundtables have grown to now number more than 200. Time and again, I heard from education leaders concerned with the cost of providing an education to children with disabilities.

We clearly need to find ways to make the process of designing and implementing an individual education plan less expensive and less confrontational. It is in no one's interest to spend money on lawyers rather than teachers. How we do that, while maintaining every child's right to a free and appropriate education, is a difficult question, and I will continue to work with all stakeholders to find answers to it.

Mandel: The federal role in education should be limited, but Congress should keep its commitment to IDEA funding. We need to, however, examine all mandates and reduce them where we can.

Education programs face an estimated cut of 7.8% or more on Jan. 2, 2013, unless Congress takes action to cancel the budget cuts. These cuts are scheduled to occur through a process called "sequestration." Sequestration is defined as the automatic, across-the-board cancellation of budgetary resources. These cuts would affect every school district and the millions of students they educate.

It includes an estimated \$1.2 billion cut to Title I grants for disadvantaged students and an estimated \$900 million cut to special education under IDEA for the 2013-14 school year. What is your position on sequestration and how would you address the issue?

Brown: Sequestration is the result of the decision by most Republicans in Congress, and supported by my opponent, to hold the increase in the U.S. debt ceiling hostage for the first time in our country's history, contributing to the downgrade of our country's credit rating and leading to the impending cuts in education. With the failure of the so-called "super committee" to agree on an alternative, automatic cuts in both non-defense and defense spending are scheduled to take place in January.

Ohio has the distinction of being the No. 1 state in spending on a Senate race.

I am hopeful that we will be able to forestall sequestration with a balanced approach to deficit reduction that asks the very wealthiest in our country to contribute their fair share.

My opponent and his Republican colleagues, on the other hand, have said they want to spare defense spending from sequestration, but he has not said whether he would want to spare the cuts that would relate to education. I believe it is unacceptable for the federal government to walk away from its commitments to help educate the disadvantaged and disabled.

Mandel: The federal deficit is out of control. We must work together to balance the budget, but we should not embrace automatic cuts across the board. Congress should be forced to make the tough decisions to get our nation back on solid fiscal ground.

What is your position on vouchers? Do you favor expanding vouchers nationwide? How do you compensate for the loss of money to public schools if vouchers are expanded? Would you require voucher schools to meet the same requirements as public schools, even if they are private, religious schools?

Brown: I am open to any effort by the federal government to improve education that does not undermine the public school



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system that most children rely upon. If federal funds are provided to a private school for the general education of a child, that school should abide by requirements that are equivalent to those of a public school.

Mandel: I have been one of Ohio's leading advocates for school choice. My belief is that you give parents and students the best chance at success by providing them more opportunities to seek the best possible education, whether in a public, private, charter, religious, home or whatever school a parent may choose.

The freedom of parents to choose how their children will be educated is a fundamental right and should be supported locally, not dictated nationally. Whatever school a family might choose for their child, that decision should be supported at every level of government. When dollars are earmarked for a child, that money should follow the child, regardless of what school he or she may choose.

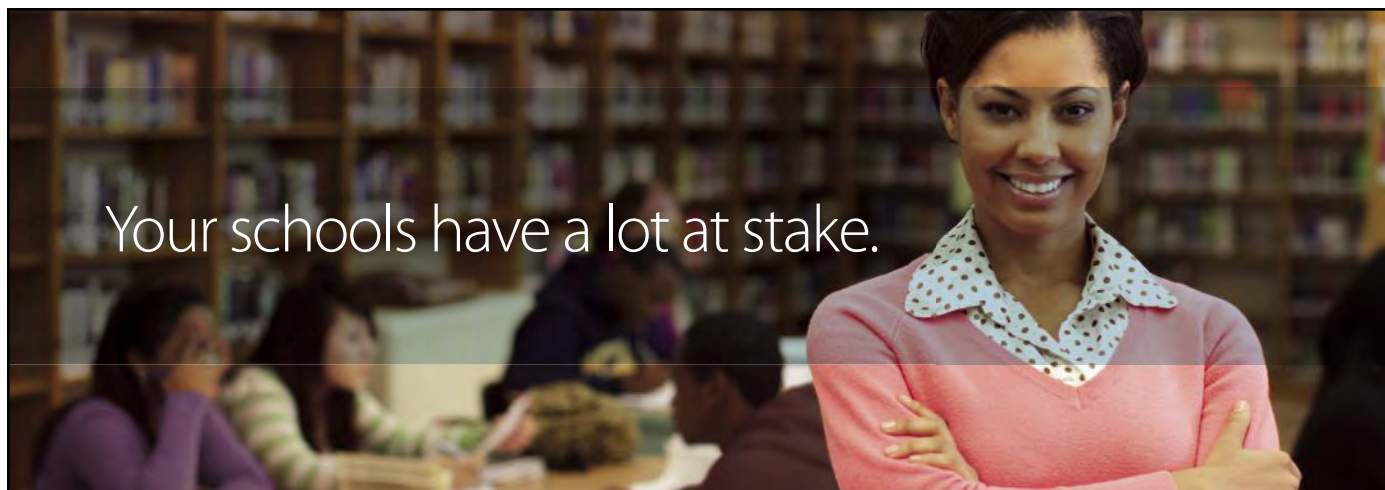
What is in your education platform that sets you apart from your opponent? What would make school board members vote for you?

Brown: I am a much stronger supporter of public education than my opponent — here are some of the reasons why:

- I support increasing funding for education; he voted against funds for public education while in the Ohio legislature. And less education funding is the inevitable consequence of the Cut, Cap and Balance (Act) proposal that he supports. You cannot cut taxes, increase defense spending, reduce the deficit and maintain current federal support for education.
- I believe that public and private schools should be held to the same standards when public funds are involved. My opponent supports vouchers that would hurt public education.

Mandel: Simply put, I am pro-education, pro-teacher, against federal intrusion and for local control. We must take action now to ensure that Ohio's children have a bright educational future and remain some of the best and the brightest that this country has to offer. As a United States senator, I look forward to working closely with the Ohio School Boards Association to advance and promote these ideals. ■

Editor's note: Thanks to **Justin Barasky** from the Sherrod Brown campaign and **Joe Aquilino** from the Josh Mandel campaign for their assistance in producing this article. For more information on each candidate, visit www.sherrodbrown.com and www.joshmandel.com.



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State Board candidates share their views

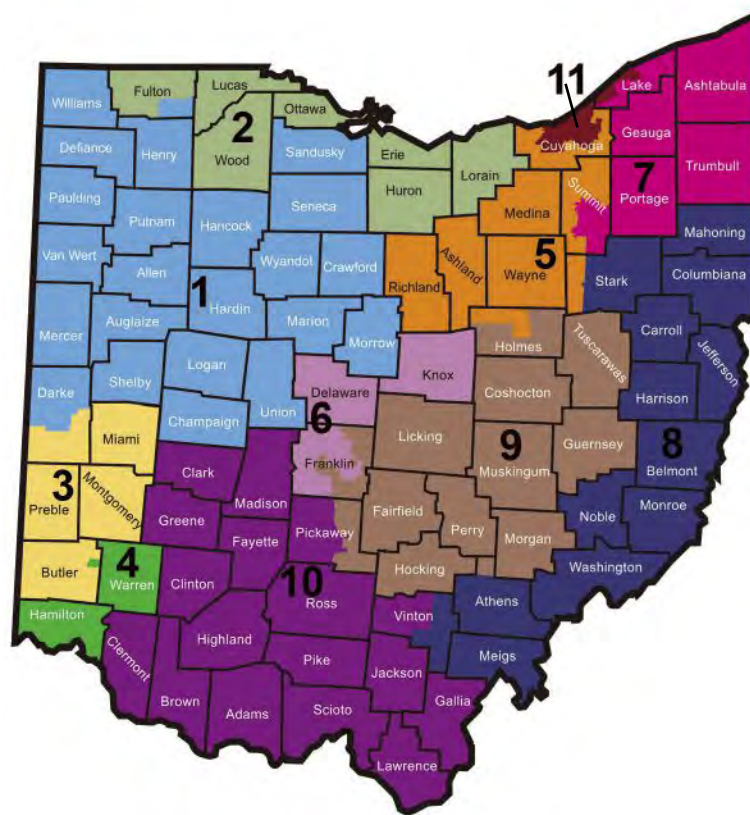
compiled by Michelle Francis, deputy director of legislative services

There is a lot at stake for the State Board of Education (SBOE)— of the 19 board seats, 11 are in play this year. Seven elected seats are up for grabs in November and Gov. **John Kasich** will appoint four individuals to serve as at-large members whose terms will begin Jan. 1.

In addition, the reapportionment process has drawn new State Board of Education districts for 2012-2022. Even though State Board races are nonpartisan, its districts are aligned with Ohio House and Senate districts. The decennial census not only resulted in new Ohio House and Senate district maps, but State Board district maps, as well. With all this change, it's important for school board members to do their homework and find out where the candidates stand on education policy.

So, where do they stand? OSBA mailed a short questionnaire to all candidates running for the State Board of Education on the November ballot. The list of candidates was compiled with information from county boards of elections. Following are the responses OSBA received.

**State Board of Education Districts 2012-2022
(as adopted 2012)**



District 1
Ann Jacobs, Lima
Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue facing public education today? If elected to the State Board of Education, I would continue to support the importance of a board of education that was constitutionally empowered to be nonpartisan. Historically, the governors in Ohio have tried to undermine the Ohio Board of Education's political autonomy. The board needs to be responsive to the students of Ohio and ensure that they receive the best education possible.

Politicizing the board does not and will not enhance Ohio's public education. The most important issue facing public education today is the establishment of an objective method to properly fund high-quality education.

*What are your thoughts on local control? Local school districts, including *inter alia* (school boards and administrators), best understand local concerns. However, there must be accountability and compliance with the Common Core standards to ensure a public education system that will produce graduates who are competitive in a knowledge-*

based global economy.

What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as traditional public schools? I do not support vouchers. I believe voucher programs use tax dollars to enroll students in private schools based on parental religious or personal choice. We must support the public schools and not cause a drain on their resources. Public schools serve the vast majority of Ohio's students and are accessible to all. Further, they have more accountability to remediate.

Candidate Stanley Jackson, Marion, did not respond.

District 5

Candidates Marianne Gasiiecki, Mansfield; Rich Javorek, Chippewa Lake; and Bryan C. Williams, Fairlawn, did not respond.

District 6

Mike Collins, Westerville

Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue facing public education today? In my second term I will focus on:

- the expansion of the SBOE's impact on the development and passage of educational policy and legislation;
- expanding the relationship between OSBA and the SBOE;
- comprehensive curriculum development, an accountability system for all schools, reform that is student focused and educator appreciation.

What are your thoughts on local control? As a former city school district board member and OSBA trustee, I strongly support policies that favor local control.

What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as traditional public schools? My position on the questions above can be summarized in my mantra: "No public dollars should follow students to any private educational settings that don't meet the same accountability systems as public schools."

Kristen McKinley, Columbus

Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue

facing public education today? I plan to continue to advocate for public education, fair and effective funding, and equal accountability amongst existing charter schools. I will continue to demonstrate a commitment to transparency, timely board response/candor and will strive to elevate the respect given to the State Board of Education and its members.

Of 19 State Board of Education seats, 11 are in play this year.

What are your thoughts on local control? Local control is currently the cornerstone of Ohio educational policy. Because each local district has its own unique characteristics, they are in the best position to tailor policy to their local needs. Additionally, they are in the best position to make decisions regarding allocation of financial resources based upon priority.

What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as traditional public schools? It should be limited and compete on the same playing field as traditional public schools (both



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academically and financially). Vouchers are not a universal answer. They could be acceptable when traditional public schools cannot offer necessary services. Vouchers that serve special needs children can permit parents to choose what they believe is best for their children.

Candidate John P. Stacy, Columbus, did not respond.

District 7

James J. Collum, Uniontown

Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue facing public education today? If elected, I will be a visible and outspoken advocate for public education in all facets of the elected office. Addressing the second part of the question, I believe the most important issue facing public education is adequate school funding. Without adequate funding, class size increases and school effectiveness decreases.

What are your thoughts on local control? It depends what is meant by the phrase “local control.” If the phrase is defined as districts setting their own measures to evaluate teachers and develop curriculum, then local control is positive. If the phrase is used to justify cuts to local school budgets, thereby forcing them to place levies on the ballot, it is a negative.

What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as traditional public schools? I do not support vouchers. Charter schools do not have the same transparency as a public school, which makes me hesitant to commit public dollars to them. Charter schools must be held to the same academic

standards as public schools.

Sarah Fowler, Rock Creek

Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue facing public education today? The biggest issues facing public education are overregulation and funding. Excessive regulations inhibit parental involvement and effective instruction. Regulations should be simple, efficient and effective. Unconstitutional property tax funding must be replaced with a fair, broad-based system that will not continue placing financial hardships on seniors, farmers and landowners.

What are your thoughts on local control? Parents and local school boards should retain jurisdiction over the selection of the teachers, contracts, curricula and daily operations of their public schools. Localization allows for more parental involvement, greater flexibility, accountability and the ability to meet students’ learning needs more effectively without unproductive and wasteful bureaucratic regulations.

What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as traditional public schools? Parents have the God-given right and responsibility to direct the education of their children and should be able to choose the education opportunity that is best for their child. Any education system that is taxpayer funded should be held to state requirements for financial accountability and effective instruction.

Dr. John R. Sans, Akron

Please describe what you hope to accomplish if elected to the State

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Board of Education. What do you feel is the most important issue facing public education today?

- Basic research: Serious investment in brain science, cognition, applied reading techniques, etc.
- Cost transparency: Report on school cost-effectiveness.
- Deregulation: Find and delete bad policies.
- Help school districts escape onerous contracts: “Evergreen” provisions in statutes that make it impossible to escape ancient bad decisions should be eliminated.

What are your thoughts on local control? Local control is essential to maintain public support for public schools. The very high failure rate of school levies in Ohio reflects a severe loss of confidence by the voters. Also, Ohio, and especially federal controls, are ineffective or counterproductive due to the perennial lack of reliable data and slow response time.

What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as traditional public schools? Since my Ph.D. is from the University of Chicago, my views parallel the ideas of **Milton Friedman**, the great Nobel Prize-winning economist. Regulations should be reduced on all schools so as to create a level playing field. School choice introduces market forces into education and always dramatically improves quality.

W. Roak Zeller, Kent

Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue facing public education today? I want to expand vocational education to increase students’ chances of finding a job in Ohio. Employers in Ohio are having a hard time filling positions in the trades, and not all students are a good fit for college.

What are your thoughts on local control? The more local control we have, the better our schools are going to be generally. There just needs to be a minimum amount of accountability, and that is the state of Ohio’s job. I know this from experience. My father and grandfather were public school teachers for Roosevelt and Rootstown.

What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as traditional public schools? Community schools are held to a higher standard

already. Community schools are closed down if they can’t be audited or fail to improve from low academic ratings. Traditional public schools are never closed down by the state of Ohio. Rootstown started a community school for math and science, and Field schools started one for the arts. Community schools have been a great asset to our local public schools.

District 9 Stephanie Dodd, Hebron

Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue facing public education today? I will use my technology and finance background to bring a unique perspective to the State Board of Education. The most important issue in public education is how we improve our local school districts to keep up with the global education environment while at the same time keeping budgets balanced.

What are your thoughts on local control? The State Board of Education should have operating standards that limit mandates that inhibit innovation on the local level. Making sure that our districts have the freedom and flexibility to make decisions in the best interests of the school district ought to be a priority for the board.

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What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as traditional public schools? Ohio's constitutional duty to provide a thorough and efficient system of public education in this state should be the primary focus of the General Assembly and the State Board of Education. Community schools should meet the same standards as traditional schools since both are operated solely with tax dollars.

Philip Gerth, Blacklick

Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue facing public education today? The number one issue is academic standards, which need to be raised. Our children are falling behind. Our children can get into college, but then they must take remedial classes. These remedial classes, increasingly the norm, are a strong indicator that our K-12 academic standards are not strong enough.

What are your thoughts on local control? Ideally, the state government should provide tools and vision for the local schools. From there, the local governments should implement that vision with the tools provided.

What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as traditional public schools? I love the idea of competition in the education field. Until someone can come up with a way to protect the poor, however, I'm not ready to support statewide vouchers. We cannot leave behind our poorest students. Standards for charter schools need tightened, especially financial standards.

Larry Good, Zanesville

Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue facing public education today?

- Improve Ohio's system that helps kids learn and contributes to our great state. This includes teacher training, rigorous curriculum and adequate resources.
- Put highly qualified and well-trained educators in classrooms and as building principals.

What are your thoughts on local control? First, education in Ohio is a state system and is the responsibility of the state. Second, the state system should be governed by locally elected boards and certain policies should reflect those local norms and values.

What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as

traditional public schools? Choice is "OK." Vouchers do not improve the "system." Accountability for tax dollars and achievement results should be part of every learning opportunity (i.e., charters, public, private or for-profit).

District 10

Todd Book, McDermott

Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue facing public education today? I want to be part of a board that focuses on improving public education and education funding by finding ways to reduce the number of vouchers, expand local control and require equal application of academic standards to all schools.

What are your thoughts on local control? I support local control. The closer decision makers are to a situation, the more vested they are in the outcome and the more accountable they are to those affected. The adverse effect on local control was one of the reasons, as state representative, I voted against No Child Left Behind.

What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as traditional public schools? I do not support school vouchers. I also believe community/charter schools should be held to the same standards as traditional public schools.

Candidate Jeff Hardin, Milford, did not respond.

District 11

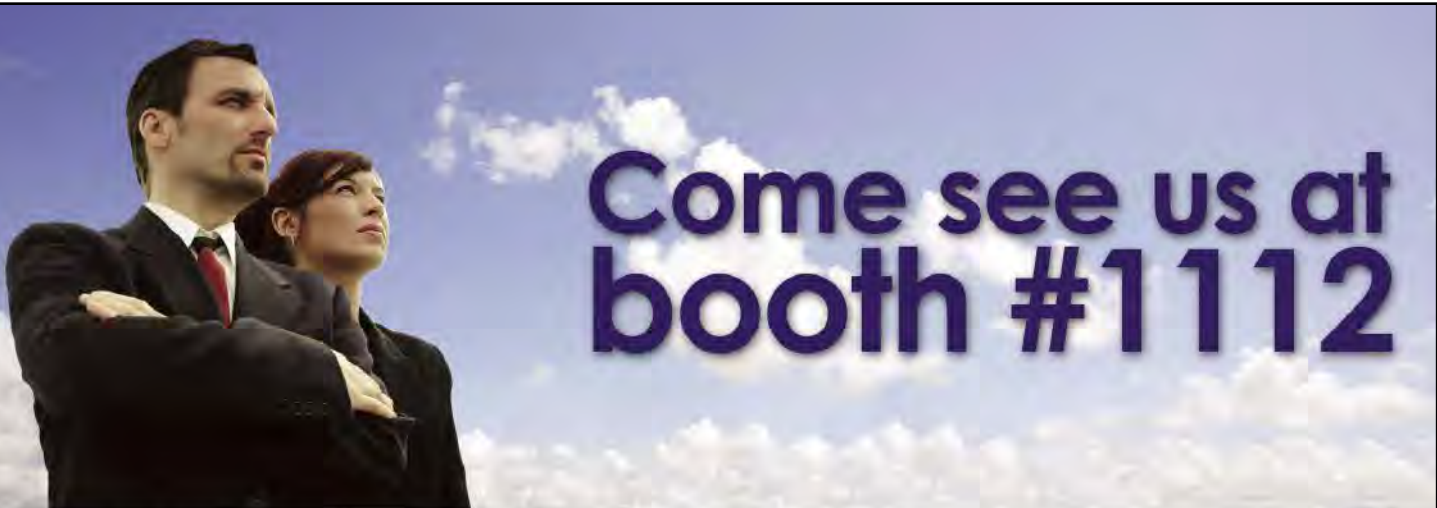
Mary Rose Oakar, Cleveland

Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue facing public education today? To see to it that Ohio is a state that places a priority on education and the students! Funding education should be our state's priority. To use my experience as a former educator and legislator in local, state and federal offices to aid our schools.

What are your thoughts on local control? I believe strongly in local control and have publicly said this at State School Board of Education meetings many times.

What are your thoughts on school choice? Do you support vouchers? Do you think community (charter) schools should be held to the same academic and financial standards as traditional public schools? Charter schools should be held to the same academic and financial standards as traditional public schools. Vouchers should not be a detriment to funding traditional public schools.

Candidate Beverly A. Goldstein, Beachwood, did not respond. ■



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As Ohio goes, so

Bryan Bullock, assistant editor

As the presidential election draws closer, the national spotlight grows brighter on Ohio. The Buckeye state has earned a reputation as being a key battleground state for candidates to win on the road to the White House. As the adage says, “As Ohio goes, so goes the nation.”

And that’s largely true. Ohio has picked the winner in all but two presidential elections since 1904. Buckeye voters incorrectly picked Republican New York Gov. **Thomas Dewey** — and his running mate, Ohio Gov. **John Bricker** — over President **Franklin D. Roosevelt** in 1944. In 1960, Ohio voters favored Republican Vice President **Richard Nixon**, who lost to Sen. **John F. Kennedy**.

Ohio has had a bounty of homegrown presidents too — eight in total if you count **William Henry Harrison**, who was born in Virginia but spent most of his life in Ohio. While most Ohio presidents served in the 1800s, in many cases, their actions had a lasting effect on the country and the role of the president. Here’s a look at some facts and figures about Ohio presidents and presidential elections. ■

Source: Ohio secretary of state’s office

Ohio voter turnout in the November general election is usually

40-50%

lower in non-presidential years.

No Republican has ever won the presidency **without carrying Ohio.**

Ohio voters correctly picked the winning presidential candidate in the last **12** elections.

At a glance

Ohio presidential election results

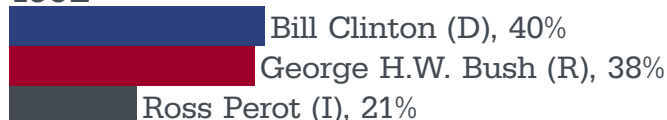
1976



1984



1992



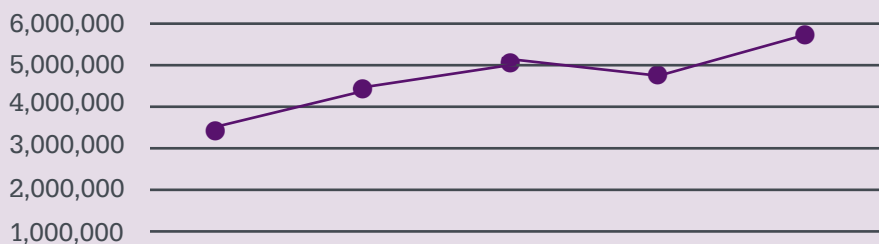
2000



2008



Ohio presidential election voter turnouts



Year	1976	1984	1992	2000	2008
Voters	3,402,200	4,664,200	5,043,100	4,800,000	5,774,000
Turnout %	Data n/a	74%	77%	64%	70%

goes the nation

Longest streaks of picking the correct president by county

★ = one election

Lake and Sandusky: ★★★★★

Ottawa: ★★★★★★★

Tuscarawas: ★★★★★★★★★★

Wood: ★★★★★★★★★★★★



Though most Ohio counties typically vote **Republican** the outcome tends to be closer because the state's largest county, Cuyahoga, has gone **Democratic** in every election since 1972.

Ohio's eight presidents



W. Harrison



Grant



Hayes



Garfield



B. Harrison



McKinley



Taft



Harding

A. William Henry Harrison

Party: Whig
Ninth U.S. president (March-April 1841)
Birthplace: Berkley Plantation, Va. (lived in North Bend, Ohio when elected)

B. Ulysses S. Grant

Party: Republican
18th U.S. president (1869-1877)
Birthplace: Point Pleasant, Ohio

C. Rutherford B. Hayes

Party: Republican
19th U.S. president (1877-1881)
Birthplace: Delaware, Ohio

D. James A. Garfield

Party: Republican
20th U.S. president (March-September 1881)
Birthplace: Orange (Moreland Hills), Ohio

E. Benjamin Harrison

Party: Republican
23rd U.S. president (1889-1893)
Birthplace: North Bend, Ohio

F. William McKinley

Party: Republican
25th U.S. president (1897-1901)
Birthplace: Niles, Ohio

G. William Howard Taft

Party: Republican
26th U.S. president (1909-1913)
Birthplace: Cincinnati, Ohio

H. Warren G. Harding

Party: Republican
29th U.S. president (1921-1923)
Birthplace: Corsica (Blooming Grove), Ohio

How well do you know Ohio's presidents? Take the quiz!

1. Lost the popular vote, but won Electoral College by one vote after a ruling by an Electoral Commission.
2. First peacetime president to approve \$1 billion in appropriations.
3. First sitting president to have his picture taken.
4. Hosted the Washington Naval Conference, the first international strategic arms limitation talks.
5. First president to throw out the ceremonial first pitch at a baseball game.
6. Signed legislation establishing Yellowstone National Park as America's first national park.
7. Annexed Puerto Rico, Guam, the Philippines and Hawaii.
8. Began prosecution of post office employees and private mail carriers who attempted to defraud the government.

Answers: 1.C 2.E 3.A 4.H 5.G 6.B 7.F 8.D



School funding outlook in the next biennium

Dr. Howard Fleeter, Education Tax Policy Institute consultant

The fiscal year (FY) 2012-13 state budget enacted significant changes in funding for schools and other local governments in Ohio. Reductions in distributions to the Local Government Fund (LGF) and Public Library Fund (PLF), coupled with a phase out of replacement payments for the loss of business tangible personal property (TPP) tax and public utility tangible personal property (PUTPP) tax, were implemented as part of the administration's and legislature's strategies for restoring structural balance to the state budget.

In addition, while Ohio K-12 public schools did receive a small increase in their funding appropriation in FY '12 and FY '13, these increases were not sufficient to offset the loss of \$457 million in federal American Recovery and Reinvestment Act stimulus dollars from the State Fiscal Stabilization Funding (SFSF) program and the changes to the TPP and PUTPP tax reimbursements.

Table 1 provides a summary of these changes in funding.

The data in Table 1 show that total state support for K-12 education in FY '12 was \$240 million less than in FY '11. This reduction was entirely due to the \$485 million reduction in TPP tax replacement payments, as all other categories of revenue showed increases. When the loss of the \$457 million in federal SFSF stimulus is taken into account, the reduction in general purpose funding for Ohio's school districts from FY '11 to FY '12 amounts to \$697 million. (The SFSF revenue went to the state's General Revenue Fund (GRF) and was available for general purpose expenditures. In contrast, most federal aid does not go to the GRF, and school districts must spend it for specific purposes mandated by the federal government.)

Table 1: HB 153 as-enacted appropriations for K-12 education, FY '11 through FY '13

Revenue category	FY '11	FY '12	FY '13
State GRF K-12	\$6,264	\$6,453	\$6,533
State GRF rollback	\$1,051	\$1,086	\$1,095
State federal services & special revenue	\$83	\$97	\$97
State lottery Profits	\$711	\$718	\$681
Property tax replacement (TPP & PUTPP)	\$1,241	\$756	\$505
Subtotal — state (GRF)	\$9,350	\$9,110	\$8,911
Change in state revenue vs. FY '11		-\$240	-\$439
Federal SFSF foundation stimulus (GRF)	\$457	\$0	\$0
State + SFSF change in revenue vs. FY '11		-\$697	-\$896
Federal stimulus non-foundation (non-GRF)	\$482	\$101	\$40
Federal other (non-GRF)	\$2,291	\$2,209	\$1,971
Subtotal — non-GRF federal revenue	\$2,773	\$2,310	\$2,011
Change in non-GRF fed. revenue vs. FY '11		-\$463	-\$762

*Figures shown are in millions
Source: House Bill (HB) 153 for FY '12 and FY '13; Budget Blue Book for FY '11*

Similar calculations for FY '13 show that

state funding for K-12 education was reduced by \$439 million compared to FY '11 (again due almost entirely to further reductions in TPP and PUTPP tax replacement payments), with the total reduction coming to \$896 million when the lost SFSF funding available for GRF purposes is included. This brings total reductions in state and SFSF stimulus funding to K-12 school districts during the FY 2012-13 biennium to \$1.593 billion compared to the funding level of FY '11. In essence, this figure shows that Ohio schools had nearly \$1.6 billion less in funding than they would have had if the FY '11 funding levels had continued throughout the current biennium.

While some may argue that it was not the state's responsibility to replace the SFSF stimulus funds, it is imperative to understand that the explicit purpose of the Federal Fiscal Stabilization funding stream was to preserve basic state and local programs during the recession and its aftermath. Because the \$457 million in SFSF stimulus was delivered to Ohio school districts to allow them to preserve existing educational programs, it is entirely appropriate to include its elimination in the calculations above.

Finally, Table 1 shows that Ohio's school districts lost an additional \$463 million in other federal funding from FY '11 to FY '12, with the total loss growing to \$762 million in FY '13, as compared to FY '11. Some of this loss in federal funds occurred in the form of federal stimulus programs earmarked for specific purposes. Other losses occurred in non-stimulus federal funds. Unlike the SFSF stimulus money that was intended for general educational purposes at the local level, these funds were intended to fund specific categorical programs. As a result, they never appeared as part of the state's GRF support for schools.

The state's bottom line for FY '12

FY '12 ended up being a better year fiscally for Ohio than state budget and policymakers anticipated. On the revenue side of the ledger, GRF taxes exceeded estimates by \$399 million in FY '12. Federal grants (primarily relating to Medicaid expenditures) were \$240 million less than estimates, and "other receipts" came in \$578 million under estimates (primarily due to the failure to receive an estimated \$600 million payment from JobsOhio derived from the leasing of the state liquor business). The net result was that total GRF receipts were \$419 million under estimates for the year.

Fortunately for the state, total GRF expenditures in FY '12 came in \$809 million under estimates (in large part because \$535 million less than anticipated was spent on public assistance and Medicaid), resulting in a net bottom line savings of \$391 million compared to what was budgeted. Table 2 provides a summary of these figures.

Table 2: General Revenue Fund: Final fiscal year 2012 receipts and spending

Category	Actual	Estimate	Difference
Total GRF taxes	\$19,005	\$18,606	\$399
Federal grants	\$7,363	\$7,603	-\$240
Other receipts	\$235	\$813	-\$578
Total receipts	\$26,603	\$27,022	-\$419
Total expenditures	\$26,395	\$27,204	-\$809
FY '12 budget bottom line			\$391

*Figures shown are in millions
Source: Office of Budget and Management
July 10, 2012, Monthly Financial Report*

On July 3, 2012, the state deposited \$235 million into the Budget Stabilization Fund, also known as the "rainy day" fund. This brought the total in the rainy day fund to \$482 million (roughly 1.8% of FY '12 GRF revenues). The state deposited \$247 million in the Budget Stabilization Fund at the end of FY '11.

FY '12 also saw \$53 million in lottery profits generated above the estimated amount for the year. Combined with \$67 million in excess lottery profits from previous years, the state's Lottery Profits Education Fund (LPEF) currently has a balance of \$120 million. Because lottery profits are deposited directly into the LPEF, they are not included in the state's GRF revenues.

Outlook for FY '13 and beyond

The FY 2014-15 biennial budget process will begin in January 2013. Given the reduction of \$700 million in funding in FY '12 and another \$900 million in funding in FY '13 (compared to FY '11 funding levels), it is only natural that school districts may look to the next budget with trepidation. Over the same period, non-school local governments lost \$409 million in state revenue from FY '11 to FY '12 and \$740 million from FY '11 to FY '13, for a total loss in the biennium of \$1.15 billion.

However, there are some signs that the state may not feel the need to make further reductions in funding, and in fact may have the resources available to offset all or part of the cuts that have been made to schools and other local governments in the current biennium.

First, a large chunk of the \$120 million in the LPEF could be directed to school districts to offset the impact of the reductions in TPP and PUTPP tax replacement payments and the loss of the SFSF stimulus. Second, the \$399 million excess of GRF tax revenues over estimates in FY '12 suggests that Ohio's economy is stronger than was anticipated. The Office of Budget and Management (OBM) has, in fact, updated its estimate of FY '13 GRF taxes, but only by \$5 million over the initial conference



committee figure. Thus, it seems possible that the FY '13 GRF taxes also may come in over estimates, presuming there is not a significant national economic downturn.

Third, the economic viability of shale drilling (often referred to as “fracking”) to access previously unattainable reserves of oil, natural gas and other valuable petrochemicals contained in the state’s two large shale deposits offers a unique opportunity for augmenting state revenues without typical concerns for diminishing economic activity. As Gov. **John Kasich** has frequently explained, Ohio currently taxes crude oil at a mere 20 cents per barrel. This rate is far lower than that of other oil-producing states. Similarly, Ohio’s current tax rate on natural gas also is lower than other nearby and high-production states.

While these relatively low tax rates may not have mattered much given Ohio’s prior low levels of oil and natural gas production, the viability of extracting these resources from the vast Utica and Marcellus shale deposits changes the calculus significantly. The state’s underground shale deposits represent a vast, yet finite, natural resource. Once the petrochemical products are extracted, the resource will be gone forever. The state has an obligation to its 11 million residents to extract fair payment from the private companies that will profit from the development of these resources.

Furthermore, unlike the situation where one state tried to induce a company to locate a factory or corporate headquarters in its environs instead of in another state, there is no aspect of interstate competition with the shale deposits. If oil, natural gas and chemical companies would like to consume our resource, they must come to Ohio to do so. Both **Kasich** and OBM Director **Tim Keen** have made this point in the course of explaining the governor’s proposal to increase taxes on both natural gas and crude oil derived from shale drilling.

Kasich’s proposal entails raising the tax rates on crude oil and natural gas, and using the proceeds to fund a decrease in the state’s income tax. Because of the uncertainty of

projecting the pace at which shale drilling will accelerate in Ohio, the governor’s proposal creates a fund where revenues will be deposited and income tax cuts will then occur in accordance with collected revenue levels.

Initial estimates by the governor’s office indicated that an income tax cut of \$500 million would be possible in 2016. This suggests that higher taxes on shale drilling would generate this much revenue by then. Analysis by both the Education Tax Policy Institute and Policy Matters Ohio finds that even the higher tax rates proposed by the governor are still low relative to other states.

Thus, it seems clear that shale drilling represents a viable way for the state to increase revenues and use the proceeds to offset the current biennial budget’s cuts in school and local government funding, either by reducing or eliminating the proposed income tax reduction or by increasing the proposed tax rates.

Conclusion

From FY '06 through FY '08, Ohio’s GRF tax revenues were relatively flat at roughly \$19.5 billion annually. This was largely due to the tax restructuring in 2005’s HB 66. However, as a result of the national recession, GRF tax revenue fell \$2.3 billion from FY '08 to FY '09, and another \$860 million from FY '09 to FY '10. While tax revenue grew by nearly \$1.5 billion from FY '10 to FY '11, GRF taxes in FY '11 were still lower than they were in FY '04, which demonstrates how significant the recession was.

The combination of state revenue reductions from HB 66 and the devastating effects of the recession required using several billion dollars of “one-time” funds to balance the FY 2010-11 budget. In light of this, the primary objective of the state for the FY 2012-13 biennium was to restore structural balance to the budget by curtailing the use of one-time money. While a small amount of one-time funding is still in place in FY '13, the state has largely achieved its objective, and done so without raising state taxes.

However, schools and local governments in Ohio bore the brunt of the budget balancing through the policy changes leading to the reduction in state funding for personal property tax replacement and local government funds. As the state’s economy continues to recover and the prospect of generating significant new revenue through increased taxes on shale drilling looms, Ohio’s schools and local governments can question whether the policy changes that were necessary in the current biennium must continue in the future. ■

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Students uncover



Washington Senior High School teacher Paul LaRue and, from left, students Christy Smith, Tyler Riley, Cameron Morgan and Marti Graham survey the likely site of Sadie Turner's unmarked grave. Turner is believed to be the wife of Ohio inventor Granville T. Woods, whom the students are researching.

It's a warm, late summer day and **Paul LaRue's** history class is in session. LaRue, a teacher with **Washington Court House City Schools**, is talking to a small group of students about the project they're working on.

The students are circled around their teacher exchanging ideas, but they're not confined by the walls of a classroom. On this day, they've gathered beneath a cloudy blue sky at the local cemetery. Slowly and methodically, they move past headstones looking for clues. The Washington Senior High School students aren't just reading about history — they're out trying to uncover it. They hope information gleaned from the cemetery will somehow lead them back to **Granville T. Woods**, an Ohio inventor born in 1856 whose life is partly shrouded in mystery.

Suddenly, a student notices a modest grave marker etched with the name, "**Francis Brown.**" Based on their prior research, the students deduce this woman may be Woods' mother-in-law.

"I think Francis Brown might be our next lead," said LaRue, echoing the students' conclusion. "I would look in the 1900 census under Brown and see who you find listed living in that house."

LaRue, like his students, is unsure where the lead will take them — it could be a breakthrough or a dead end. That is the nature of LaRue's class, which emphasizes inquiry and investigation. For 14 years, LaRue has challenged students in his Research History class to try and write new pages of history. The project-based, hands-on class has taken students in the rural central Ohio school district in many directions. They've earned recognition for African-American Civil War soldiers, testified before the Ohio General Assembly, documented the lives of World War II veterans and unearthed history in their own community.

"I think my students will remember these kind of experiences a lot more than they will remember things like names and

history

*Bryan Bullock,
assistant editor*

dates,” said LaRue, who has taught at the same school for 27 years. “I’m not saying forget about the textbook. I’m saying this kind of experiential, project-based learning has a lot of benefits.”

The class has put LaRue and his students in the state and national spotlight over the years. Their work has earned them an Innovation in Education Award from the History Channel, a grant from Time Warner Cable and a wealth of media coverage.

Chasing history

The roughly 20 students in LaRue’s Research History class are investigating the life of Granville T. Woods this school year. The Columbus-born African-American is sometimes called the “Black Edison,” a reference to the dozens of patents and inventions credited to him during a time when few African-Americans had access to a formal education. While Woods is fairly well known today, parts of his life are scarcely documented. LaRue’s students are researching the nearly two-year period Woods spent in Washington Court House, with hopes of making sense of the largely blank section in the inventor’s biography.

“We’re trying to find out what led him to leave here, what he did here, who he interacted with and most importantly, if he got any ideas for his inventions here,” said senior **Cole Sizemore**.

The class, which is only open to seniors, gives students the flexibility to go to the local library, cemetery or wherever their investigation takes them. Research History students are using local newspapers and primary documents — such as census records, patent filings, court records and railroad reports — to research Woods. They’re also reading the book *Black Inventors in the Age of Segregation*. LaRue has been in touch with the author, who supplied the class with some critical research documents. Students are poring

through the documents they’ve collected and trying to make sense of them.

“It’s basically like detective work,” said senior **Clayton Lane**. “We’re not always sure what we’re looking for, we’re just looking for connections.”

Research History students are working in groups of two or three to investigate different parts of Woods’ life. One group, for example, is researching a local railroad Woods is believed to have worked for. Another group is researching **Sadie Turner**, the Washington Court House woman Woods married.

“I think she (Turner) had a role in Granville T. Wood’s life,”



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LaRue works with students in historic Washington Cemetery, which is located near their rural central Ohio high school.

LaRue said. “Apparently, he was not inventing before he came here and then he starts inventing after, so clearly the time he spent in Washington Court House had some impact. These are great things for high school students to examine.”

Through researching cemetery records, students have identified the unmarked burial site of a Sadie Turner in nearby Washington Cemetery. They are now trying to determine if it is the same woman who married Woods.

“As one of the end goals of this project, we’re going to try and put a headstone in for Sadie,” said senior **Sarah Nestor**.

Students theorize Turner may have been buried in a family plot, but her family did not have enough money to buy her a headstone. They will learn more about her resting place this fall when they use ground-penetrating radar in the cemetery. The students will use the technology under the guidance of Dr. **Jarrold Burks** of Ohio Valley Archaeology.

“We have a STEM grant from Time Warner Cable and the History Channel, so they’re giving us funding for the project,” LaRue said. “I think it is important for students to know technology applies to history just like it applies to math and science, they’re not separate disciplines.”

Engaged in learning

Every school year, LaRue comes up with new projects for his Research History students to explore. Students, he said, carry the projects forward. They set research goals, manage their time and work largely self-directed.

LaRue has structured Research History so students can take the class any period, a choice he made so as many students as possible could participate. LaRue is typically teaching an economics class while a handful of Research History students work quietly on the side of the room. He works with the Research History students when he has down time, essentially teaching two classes at once.

“This isn’t a project where mom and dad do all the work for you,” he said. “I’m up there teaching and they’re working independently. My students are great and that’s what makes this class work.”

Last school year, LaRue’s students researched Ohio African-American veterans of the Civil War. They documented more than 500 black Ohioans who served with the 54th and 55th Massachusetts regiments. Ohio, at the time, did not allow African-Americans to serve in the war, so they had to travel to other states to fight for the Union army. The story of the 54th was depicted in the 1989 feature film “Glory.”

As a result of the students’ research, resolutions were introduced in both chambers of the Ohio General Assembly honoring the black soldiers because they “have not been recognized for their contributions to the Union cause.” Rep. **Jim Butler**, a former student of LaRue, sponsored one of the resolutions. LaRue and his students testified before the House Veterans Affairs Committee in support of the resolution last spring. OSBA captured video of their testimony, which can be seen online at <http://links.ohio.schoolboards.org/42765>.

Washington High School students have seen the impact their research can have — and that motivates and excites them.

“We’re used to history always being presented to us, but now we’re discovering history, so it’s a whole new twist and a really awesome learning experience for all of us,” said senior **Jessalyn Rife**.

Senior **David Harvey** said he has looked forward to taking Research History for years. “From freshman year on, I always



LaRue teaches students in the classroom.

knew I was going to sign up for this class and that's true for a lot of people," he said.

Some Research History projects have carried on for years, with one group of students handing their work off to the next to continue. On and off since 2003, students have interviewed local World War II veterans.

"We interviewed 60-some veterans and almost half of them have passed since," LaRue said. "I'm so happy that we did that because those interviews were made into transcripts that are now housed at the Library of Congress. So many people in our community have thanked us for recording these stories."

The Research History class has become a point of pride for the city of 14,000 residents and school district of 2,600 students.

"We're very proud of it," said **Susie Bailey**, district director of curriculum, data and assessment. "I hope that it gives the kids the bragging rights and the confidence that something they do in little Washington Court House can matter not only to a wider community, but also across time."

Caring instructor

LaRue is quick to credit students for the outstanding work they've performed in his Research History class, but students and administrators heap praise on the teacher for his leadership.

"Paul believed in project-based learning way before our Common Core standards came along and said we should be doing it," said **Beth Justice**, district assistant superintendent. "It is evident this is the way to reach kids, because if they're



LaRue's students wrote and secured this historical marker in Washington Cemetery after their research identified the burial sites of previously unknown Civil War veterans, including many African-Americans.

doing something hands-on, then they are more likely to remember it and have a desire to perform."

LaRue — who is more commonly known as "Lash," a nickname given to him in the 1980s by a school guidance counselor — has built a rapport with generations of students based on trust and mutual respect.

"I think Lash is the teacher most students stay in touch with," said **Keith Brown**, district superintendent. "They respect him because he respects them and encourages them to be active, engaged learners."

LaRue has received widespread recognition for his work as a

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LaRue holds up a local newspaper in class. He often uses current events to help students understand history and economics.

teacher. He was one of five finalists for the 2012 Ohio Teacher of the Year, and OSBA's Central Region named him one of the 2012 Outstanding Teachers of the Central Region.

He also has been named Ohio teacher of the year by the African American Civil War Memorial, American Legion and Veterans of Foreign Wars, as well as American History Teacher of the Year by the Ohio Daughters of the American Revolution. LaRue has lectured at various conferences nationwide and his work has appeared in numerous publications, including the *Ohio Civil War Genealogy Journal* and *Black History Bulletin*. In addition, the History Channel has featured him in its publications and on its website, and he participated in a C-SPAN panel discussion about African-

American Civil War soldiers.

"The way Lash approaches his classes is just so unique," said Rife. "You just know that he has a passion for what he's doing so you know you're going to have a passion for learning too."

Kenneth Uptegrove, president of the Washington Court House City Schools Board of Education, said LaRue not only inspires students, he has inspired him as well. The board president credits the teacher with sparking an interest in researching his own family history.

"He shared with me some information about a great, great uncle of mine and that got me started," Uptegrove said. "He's encouraged a lot of his students to research their own genealogy, too."

LaRue hopes schools across the country will encourage students to discover history in their own families and communities. He created a two-page guide to help teachers get started as part of the History Channel's Preservation on a Shoestring campaign. It is available at: <http://links.ohio.schoolboards.org/88446>.

LaRue recommends teachers start with small projects that take a class period or a few days and involve local history. He encourages teachers to work with community partners, such as local historical societies or governments. The beauty of both big and small projects, LaRue said, is they often involve little or no cost.

"We have ordered and installed 70 headstones for veterans (with unmarked graves) in five cemeteries in southern Ohio," he said. "There was zero cost involved — the government provides them and we just have to install them."

LaRue said research projects make history come alive for students, but also instill valuable life skills.

"The research skills they picked up are going to help them with whatever they do," he said. "Most of these kids are not going to be historians, but using inquiry, collaboration and teamwork will be important no matter what they do with their lives." ■

Editor's note: A video from OSBA's visit to Washington Court House City Schools' Research History class is posted at <http://www.ohioschoolboards.org/WCHHistoryClass>.

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Discover your best at Capital Conference



Capital Conference General Sessions feature recognitions, keynote speakers and student performances.

Gary Motz, managing editor

The OSBA Capital Conference and Trade Show has grown into the second-largest education convention in the nation. As the conference's attendance has grown, so has its reputation for quality and affordability.

In just a few short weeks, 10,000 school board members, administrators, school staff, students and others will gather in Columbus for the 57th annual conference. They'll be drawn to the state capital by renowned keynote speakers, scores of breakout sessions, an array of informational seminars, student achievement displays and the nation's largest education trade exhibition (see *How to get the most value from the OSBA Trade Show*, page 60). Bearing the theme of "Key into public education," the conference promises four days full

of learning, sharing and networking.

From Nov. 11 to 14, the Greater Columbus Convention Center will be *the* center of Ohio's public education world. With thousands of attendees from all corners of the education field, the conference offers countless ways to discover the latest best practices, cutting-edge student achievement strategies and proven methods to maximize district resources and operations. It is all designed to help you bring out the best in your schools and students.

In addition to the keynote sessions (see *World-class speakers with powerful messages*, page 54), workshops and networking events, you'll find a wealth of other resources to help your

district succeed and enhance your conference experience. Be sure to make time in your schedule to take advantage of some of the opportunities listed below.

Avenue for Answers

The popular section of the conference gives attendees a chance to meet one-on-one with representatives from the Ohio Department of Education, Ohio School Facilities Commission, Ohio Bureau of Workers' Compensation, state auditor's office and other government agencies. Individuals from statewide non-governmental associations and organizations also will be on hand. Avenue for Answers is in booths 1528 through 1541 in Hall D.

Bookstore

Looking for a little quiet time? Drop into the OSBA Bookstore in room C 110 and browse among the publications, clothing, plaques and other items. An added incentive to visit is the Capital Conference discount of 10% on all items purchased. In addition, some of the conference's keynote speakers will be on hand at the bookstore after their sessions to sign their books and meet with attendees. Landscaping at the Bookstore is provided by the **Delaware Area Career Center**.

Conference Headquarters

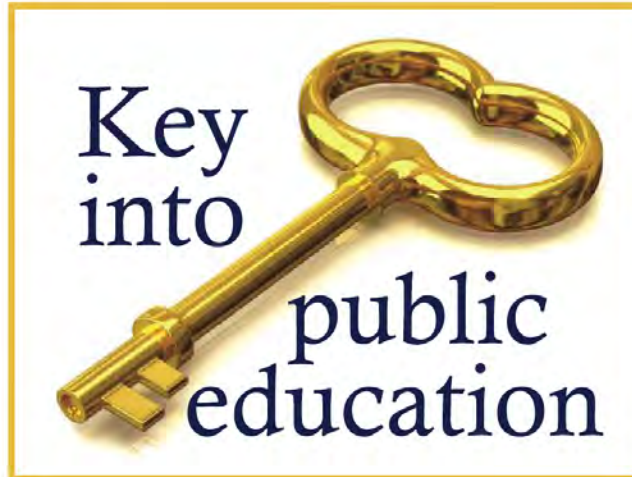
The OSBA Conference Headquarters office is located next to the Information Station in the Main Concourse. It is open daily during conference hours (8 a.m.-5 p.m.).

Dignity and Respect Campaign

Visit the OSBA Diversity and Inclusion Committee booth in the Main Concourse next to the OSBA Pavilion and take the "Dignity and Respect" pledge. Those taking the pledge commit themselves to supporting inclusion by treating colleagues and community members with dignity and respect.

Email stations

You can check your email at two stations, courtesy of VARtek Services Inc. One station is at the front of the Trade Show just off the Main Concourse. A second station is outside of room



C 120 in the Main Concourse.

Experience Columbus booth

If you need suggestions for dining, entertainment or sightseeing, Experience Columbus staff can help. You can review restaurant menus and make reservations at the Experience Columbus booth located in the Main Concourse.

Information Station

Located in the Main Concourse, the OSBA Information Station is open daily to assist attendees

during conference hours. Fax and copy services, compliments of MT Business Technologies Inc., will be available, as well as handouts from most conference sessions. Attendees can pick up extra handouts from sessions they participated in or from workshops they were unable to attend.

Kids PAC

Kids PAC is OSBA's political action committee. Visit booths 122 and 124 in the Trade Show to learn more about OSBA legislative efforts and how you can help OSBA support those

An advertisement for MT Business Technologies, Inc. The top part has a blue header with the "MT" logo. Below it, the text "School Technology for the 21st Century" is written in a large, bold, blue font. To the left of this text is a photograph of a smiling woman with long brown hair, wearing a white shirt, leaning on a stack of books. To the right of the photograph, the text "Budgeting is Easier with Predictable Expenditures for your School Technology" is written in a bold, black font. Below this text is a bulleted list of services: Scalable IT support with Remote Network Monitoring, Control Output Costs with Managed Printing, Strategic Merging of Print/Scan/Copy Hardware, and Mobile Device Management. At the bottom of the advertisement, the text "Leverage your limited resources with customized solutions to manage your Network and your Classrooms." is written in a smaller, black font. The bottom of the advertisement features the "MT Business Technologies, Inc." logo, a list of office locations (Avon Lake, Cleveland, Columbus, Mansfield, Newark, Toledo), the website "www.mtbt.com", and the phone number "800-233-2938".



At the Kids PAC booth, attendees can sign up for Kids PAC and enter the silent auction for tickets to the Nov. 24 Ohio State-Michigan football game at Ohio Stadium.

who support public education. You also can enter a silent auction for Ohio State-Michigan football tickets. Two pairs of tickets for the Nov. 24 game in Ohio Stadium will be up for auction.

NSBA National Affiliate program

Learn how your district can become part of the National School Boards Association National Affiliate program and have your voice heard in Congress, federal agencies and the courts. Meet with National Affiliate representatives in room D 140 and discover the many benefits of program membership, and how you can help strengthen NSBA's efforts to improve public education.

OHSPRA Idea Center

The Ohio School Public Relations Association (OHSPRA) and OSBA jointly sponsor a publications exchange each year at the conference. Copies of a variety of school communications materials, including calendars, annual reports, newsletters, levy brochures and more, are there for the taking. It's an excellent place to pick up new ideas to take home for your district's communication program. New this year is the PR Doctor. Attendees can stop by on Nov. 12 to sign up for individual public relations counseling sessions on Nov. 13. The OHSPRA Idea Center is in the Main Concourse near room D 130.

Pavilion

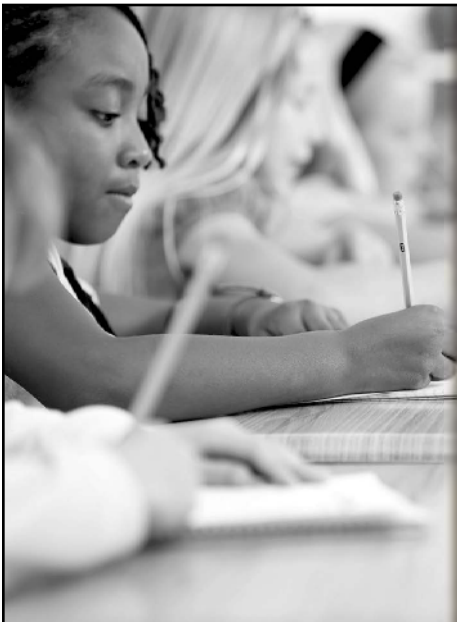
The OSBA Pavilion, located at the south end of the Main Concourse, provides conference attendees details on the wide range of programs and services OSBA offers. Be sure to drop in and pick up informational materials and talk with association staff.

Region Resource Center

Want to learn more about OSBA's regional services and activities? Would you like to be more involved in your region? Then visit the Region Resource Center in the Main Concourse. Region managers, officers and committee members from the five OSBA regions will be available throughout the conference to answer questions, explain services and talk about activities and events in their respective regions. While you're there, enter regional raffles to win valuable prizes for your district.

Relaxation Stations

Need a little respite from the conference hustle and bustle? Take a break in the Relaxation Stations in the Trade Show and enjoy complimentary back massages, manicures,



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shoeshines, blood pressure screenings and therapeutic foot massages. Many services at the Relaxation Stations are provided by students from **Coshocton County Career Center; Eastland-Fairfield Career & Technical Schools; Mahoning County Career & Technical Center; Morgan Local (Morgan); Tolles Career & Technical Center; Tri-Rivers Career Center; and Trumbull Career & Technical Center.**

R_U_Social? booth

Do you know you can follow the OSBA Capital Conference on Facebook and Twitter? Stop by this booth in the Main Concourse to find out how to connect with OSBA online during the conference and throughout the year. Staff members will be on hand during conference hours to help you sign up for social media sites and learn how to navigate them. If you are already on Twitter, follow OSBA (@OHSchoolboards) and include the hashtag #CC12 in your tweets during the conference to share your experience with others.

University Square

To further its connection and outreach to higher education, OSBA invites representatives from Ohio colleges and universities to take part in University Square, a higher education information exchange. These representatives are available to help school districts better advise students and families about postsecondary education opportunities, as well as answer questions, engage in discussions and provide



Conference attendees can pick up samples of district communications at the OHSPRA Idea Center.

informational materials. University Square can be found at the rear of the Trade Show.

For more Capital Conference information, visit www.ohioschoolboards.org/2012-capital-conference or call OSBA. ■



Get connected at the Capital Conference!

Follow OSBA's Twitter feed and tweet about your Capital Conference experiences at #CC12. Connected attendees can share thoughts and key takeaways from the breakouts and learn about upcoming sessions. You also can post and view updates on OSBA's Facebook page, www.facebook.com/OHSchoolBoards.

Visit the R_U_Social? booth near the OSBA Pavilion to learn how to use Twitter and Facebook to connect with OSBA.

R_U_Social?

I







World-class speakers with powerful messages

Gary Motz, managing editor

OSBA is known for bringing a rich range of insightful and inspirational keynote speakers to its annual Capital Conference. The tradition continues this year, with a slate of visionary presenters who will send you home refreshed, re-energized and ready to take your skills and schools to the next level.

Following is the 2012 speaker lineup for the OSBA Early Bird Workshop, Black Caucus Dinner, General Sessions and Conference Luncheons.

Early Bird Workshop, Nov. 11

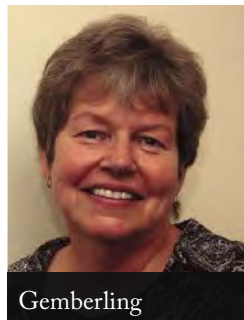
Katheryn Gemberling — Using data for continuous school improvement

Gemberling is one of the nation's leading experts on data-driven decision-making. The veteran educator travels throughout the country training school boards, administrators and other educators to use data to increase student achievement. A groundbreaking, systemwide strategic plan she created as deputy superintendent of Montgomery County Public Schools in Maryland earned her national recognition. The plan significantly improved student achievement and increased accountability in the 130,000-student district.

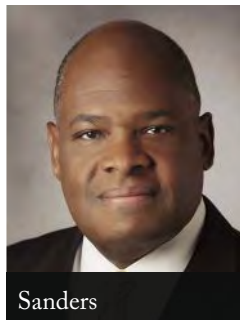
OSBA Black Caucus Dinner, Nov. 11

Dr. Eugene T.W. Sanders — The transformation of urban schools in America

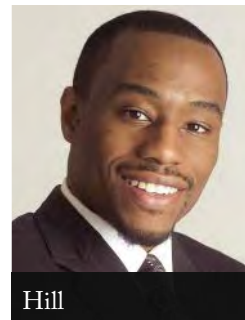
Sanders is well known in Ohio education circles and beyond. He served as superintendent of **Toledo City** and **Cleveland Municipal** school districts, where he launched innovative programs to close student achievement gaps and increase graduation rates. Currently interim superintendent at **Sandusky City**, Sanders also is CEO of the Sanders Transformation



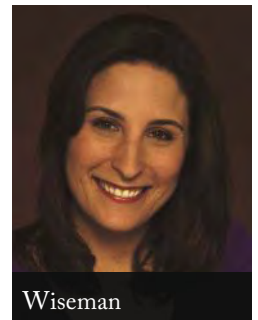
Gemberling



Sanders



Hill



Wiseman

Group, which specializes in improving student achievement and leadership in low-performing urban school districts.

First General Session, Nov. 12

Dr. Marc Lamont Hill — Leading, loving and learning in the eye of the storm

Hill is a social justice activist and award-winning author. The associate professor of education and anthropology at Columbia University holds an affiliated faculty appointment at Columbia's Institute for Research in African-American Studies. Hill's research focuses on culture, politics and education, and he is a featured commentator on National Public Radio and Fox News. His writing has appeared in *The Washington Post*, *Essence* and *The New York Times*.

First Conference Luncheon, Nov. 12

Rosalind Wiseman — Creating a culture of dignity in schools

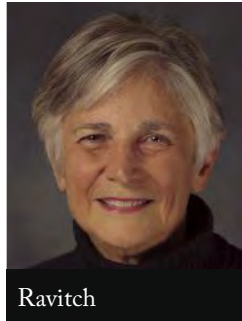
Wiseman is an internationally known expert on children, parenting, bullying, social justice and ethical leadership. Her book, *Queen Bees and Wannabes*, was the basis for the film "Mean Girls." Wiseman also created a comprehensive social justice program for grades six through 12 that is widely used. In 2011, she was one of the principal speakers at the White House Summit on Bullying and is regularly consulted by the national news media.

Second General Session, Nov. 13

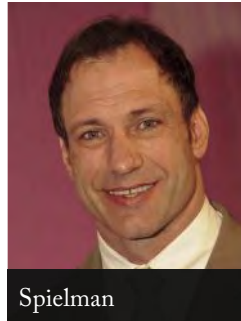
Diane Ravitch — The great American school system

A renowned public schools advocate and former U.S.

assistant secretary of education, Ravitch once strongly supported the No Child Left Behind Act (NCLB). But, after witnessing NCLB's true impact, she now speaks out against standardized testing, charter schools and vouchers. She is a New York University professor and author whose most recent book is *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*.



Ravitch



Spielman



photo credit: Richard Termine

The Capitol Steps

Second Conference Luncheon, Nov. 13

Chris Spielman — Living with passion

Former Massillon Washington High School, Ohio State University and NFL star Spielman is known across the nation as a popular ESPN college football analyst. But his most important role is raising his four children following the death of his wife **Stefanie** in 2009 after a 12-year battle with cancer. In 1999, the Spielmans formed The Stefanie Spielman Fund for Breast Cancer Research, which has raised more than \$10 million.

Third General Session, Nov. 14

The Capitol Steps — The lighter side of politics

It's another presidential election year, which means The

Capitol Steps are on the road with another round of hilarious political satire. Guided by the credo, "We put the 'mock' in democracy," the Washington-based comedians set their satirical sights on the White House, Capitol Hill, the campaign trail and other places the politically powerful congregate. Many members of the troupe are former congressional staffers and they draw on that experience to create insightfully funny skits.

For additional information on these speakers and the Capital Conference, visit www.ohioschoolboards.org/2012-capital-conference. The caucus dinner, luncheons and Early Bird Workshop require separate registration and fees. See your treasurer or the conference website for details. ■

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A celebration of student success



Windham EV students share their project-based learning experiences during the 2011 Student Achievement Fair.

Gary Motz, managing editor

Celebrating its 14th anniversary this year, the OSBA Student Achievement Fair has become one of the most popular events of the Capital Conference and Trade Show.

That's no surprise, because the fair speaks to the core mission of public education — promoting student achievement. It's living proof the hard work of district leaders, educators and students is paying off, despite the ever-mounting challenges facing public schools today.

The fair is nothing less than a shining showcase of student success. Featuring 100 booths filled with innovative student programs, five talented entertainment groups performing and a

fine arts exhibition, the event shows Ohio schools at their best.

OSBA launched its Student Achievement Initiative in 1998 to emphasize its commitment to enhancing student performance as an ongoing association activity. In 1999, the Student Achievement Leadership Team (SALT) — made up of school board members and OSBA staff — was created to coordinate that effort. Later that year, the Student Achievement Fair debuted as the flagship of SALT's many initiatives.

Programs are selected based on originality and the creative ways they engage students and increase academic performance. They focus on topics like agriculture, reading, service learning, school-community partnerships, science and technology,

and everything in between. See your *Conference Guide* for descriptions of the programs and their locations.

Students and educators staffing the booths will share their successes and demonstrate their accomplishments. The four-hour fair provides plenty of time to visit the booths and get in-depth information on the programs. One goal of the event is to highlight programs that can be replicated in other districts to boost student achievement.

The fair runs from 11:30 a.m. to 3:30 p.m. on Nov. 13 in Hall D in the Greater Columbus Convention Center. Student entertainment groups will perform throughout the event at the center of the fair. The art show, featuring more than 100 pieces of talented work, will line one side of the huge exhibition hall.

“Tuesday’s Student Achievement Fair provides an inspiring and entertaining opportunity for attendees to discover innovative strategies that work,” said **Kathy LaSota**, OSBA director of school board services and one of the fair’s organizers. “Everyone feels the excitement as articulate students and educators share their experiences and demonstrations through hands-on activities. For attendees who are searching for new ideas to implement, program improvements or that secret ingredient for success, the Student Achievement Fair is the place to be.”

The student entertainment groups each represent one of OSBA’s five regions. With food service and tables next to the performance area, it’s a perfect place to eat lunch and enjoy entertainment by these talented youngsters. The performance schedule is:

- Noon–12:20 p.m. — **West Muskingum Local (Muskingum)**, West Muskingum High School Jazz Band, Southeast Region
- 12:40 p.m.–1 p.m. — **Arcadia Local (Hancock)**, Arcadia High School Concert Choir, Northwest Region
- 1:20 p.m.–1:40 p.m. — **Mississinawa Valley Local (Darke)**, Kuroi Taka Taiko Drums, Southwest Region
- 2 p.m.–2:20 p.m. — **Westerville City**, Genoa Middle School Jazz Band, Central Region
- 2:40 p.m.–3 p.m. — **Marlington Local (Stark)**, Dukes of Harmony, Northeast Region

Be sure to block out some time to visit the Student Achievement Fair and discover the innovative programs districts across



A student from Piqua City explains the district’s K-Kids program and its service learning projects.

Ohio have created. OSBA guarantees you’ll pick up at least one great idea to try out back in your district.

School districts participating in the 2012 Student Achievement Fair and their program titles are (*list is current as of Oct. 12, 2012*):

- **Allen East Local (Allen)**: Allen East Student Council
- **Alliance City**: Alliance High School — Art IV Students

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- **Arcadia Local (Hancock):** Making a Difference — Global Education
- **Barnesville EV:** Junior High School Models the United Nations
- **Batavia Local (Clermont):** Koi in the Classroom
- **Bedford City:** School Within a School
- **Botkins Local (Shelby):** Morning Madness
- **Bridgeport EV:** Interactive Media II
- **Bridgeport EV:** Waterford Early Learning
- **Brookfield Local (Trumbull):** Operation: F.R.E.S.H. (For-Real Education Starts Here)
- **Buckeye Local (Jefferson):** Buckeye Local Interactive Media II
- **Bucyrus City:** Bucyrus Backpack Program
- **Butler Tech:** Dental Assisting
- **Cambridge City:** Student Board of Education Representatives
- **Chardon Local (Geauga):** Leadership Camp
- **Cincinnati City:** Capstone Projects in the new Common Core
- **Cleveland Municipal:** Ready to Learn Slavic Village
- **Clyde-Green Springs EV:** S.T.A.R.S. (Students Taking A Right Stand)
- **Coshocton City:** Coshocton Elementary Arts
- **Coshocton County Career Center:** Culinary Arts
- **Coshocton County Career Center:** CSI — Career Skills Investigation
- **Coventry Local (Summit):** What Is an Algae Bloom?
- **Crooksville EV:** ROCHS (Rural Ohio College High School)
- **Cuyahoga Heights Local (Cuyahoga):** Clever Crazes
- **Cuyahoga Valley Career Center:** Benjamin Saves the Books
- **Delaware Area Career Center:** Hybrid Academic
- **East Guernsey Local (Guernsey):** Blue Shoe Crew
- **East Liverpool City:** PRIDE Classes
- **East Muskingum Local (Muskingum):** John Glenn High School Pride Period
- **Eaton Community City:** Green Team
- **Franklin City:** Hands on the Past
- **Franklin City:** Accelerated Reader (AR) Enhances Core Instruction
- **Goshen Local (Clermont):** Math Camp
- **Great Oaks ITCD:** Super Service Saturday
- **Green Local (Summit):** Motivating Students with Celebration Buttons
- **Green Local (Summit):** Chain Reaction
- **Greene County Career Center:** Auto Collision Repair
- **Greenfield EV:** Project Trust
- **Greenville City:** Gravitational Water Vortex
- **Greenville City:** Computer Tech Apprentices
- **Groveport Madison Local (Franklin):** Grover Project
- **Hamilton Local (Franklin):** COSI Academy
- **Huber Heights City:** Science Explorers Club
- **Knox County Career Center:** Information Technology
- **Licking Heights Local (Licking):** Student Athletic Council
- **Licking Heights Local (Licking):** Bullying
- **Logan-Hocking Local (Hocking):** Reality Day
- **Logan-Hocking Local (Hocking):** Project S.A.F.E. (Student and family engagement)
- **Lorain County JVSD:** Sustainable Energy
- **Mad River Local (Montgomery):** Stebbins Guitar Building Program
- **Miami Valley Career Technology Center:** Analyzing Demographics with GIS Software
- **Mid-East Career and Technology Centers:** Cosmetology
- **Mid-East Career and Technology Centers:** Building Trades
- **Middletown City:** SuperSAC — Superintendent's Student Advisory Council
- **Mogadore Local (Summit):** Pythagorean Society
- **Mogadore Local (Summit):** Munchkins Cooking Club
- **Montpelier EV:** Robotics Club
- **Morgan Local (Morgan):** Morgan Summer PE Program
- **Noble Local (Noble):** Guitar/Theory Class
- **Northeastern Local (Clark):** Kids Hope USA
- **Northern Local (Perry):** Sheridan Publications
- **Northridge Local (Montgomery):** Early Learning Partnership
- **Northwest Local (Hamilton):** Monet Garden Club
- **Northwestern Local (Wayne):** Robotics Club
- **Oakwood City:** Oakwood Engineering Program
- **Ohio Hi-Point Career Center:** Virtual Airline Business
- **Olentangy Local (Delaware):** The Leader in Me
- **Oregon City:** Renewable Energy on Campus and in the Classroom




Coshocton County Career Center Culinary Arts students prepare samples during the 2011 Student Achievement Fair.

- **Painesville City Local (Lake):** YMCA Arthur Holden Leadership Institute
- **Pandora-Gilboa Local (Putnam):** Quest-Based Learning
- **Penta Career Center:** Geographic Information Systems (GIS)
- **Pleasant Local (Marion):** Spartan Shockers
- **Portsmouth City:** Dual Credit Offerings
- **Portsmouth City:** Trojan Learning Center
- **Preble-Shawnee Local (Preble):** Graphic Arts Technology
- **Reading Community City:** Positive Behavior Supports/Writing Across the Curriculum
- **Rolling Hills Local (Guernsey):** Community-based Partners
- **Scioto County Career Technical Center:** Pre-Engineering Junior High Camp
- **Southern Local (Meigs):** After-School Kids (ASK)
- **Stark County Area JVSD:** Bakery and Pastry Operations
- **Switzerland of Ohio Local (Monroe):** Ohio Legislative Summit
- **Switzerland of Ohio Local (Monroe):** Robotics
- **Talawanda City:** Human Rights Museum and Memorial Project
- **Toledo City:** Early College High School
- **Toledo City:** Technology Academy
- **Twin Valley Local (Preble):** Inquiry into Rockets
- **Upper Valley Career Center:** Pre-Engineering and Design Technologies
- **Warren County Career Center:** Construction Trades Academy
- **Waynesfield-Goshen Local (Auglaize):** W-G Civil War Brigade
- **Waynesfield-Goshen Local (Auglaize):** Plant Science Class
- **Weathersfield Local (Trumbull):** Using Techniques of Famous Artists
- **West Clermont Local (Clermont):** Ohio's Greener Farm
- **West Clermont Local (Clermont):** The iPad Energy Project
- **West Geauga Local (Gauga):** Our House — All Welcome, All Accepted
- **Westerville City:** Poetry Café
- **Westerville City:** Mark Twain Fifth-Grade Service Club
- **Winton Woods City:** Middle School Humanities

- **Winton Woods City:** Academy of Global Studies
- **Youngstown City:** Army JROTC
- **Youngstown City:** Chaney STEM Campus


For more information on the Student Achievement Fair and the Capital Conference, visit www.ohioschoolboards.org/2012-capital-conference. ■

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How to get the most value from the OSBA Trade Show

Amanda Finney, senior marketing coordinator

Each year, hundreds of companies fill the Trade Show booths, offering exciting products and services for school districts. This gives school officials access to a multitude of buying options, all in one location.

This year's OSBA Capital Conference and Trade Show features a perfect opportunity for board members and administrators to meet with more than 600 exhibitors, offering everything from air filtration systems and appraisal services to transportation services and windows. Encompassing nearly five acres under one roof, the event offers a comprehensive marketplace, providing convenient, one-stop shopping for almost everything a school district needs to succeed.

The OSBA Trade Show is the largest exhibition of

education-related goods and services in the U.S. With such a strong national reputation, the show attracts top-quality vendors offering the best in goods and services.

The 2012 Trade Show opens its doors at 11 a.m. on Monday, Nov. 12, and closes for the day at 5 p.m. The exhibition is open on Tuesday, Nov. 13, from 9:30 a.m. to 4 p.m.

Arrive prepared

With so many options, it's important to make the most of your time at the two-day extravaganza. Do your research so you can arrive at the Trade Show knowing what your school system needs. For example, is your district looking for new buses or roofing, or perhaps new computers? The purchasing options are endless, but you can spend your time most effectively by knowing what to look for.



The Trade Show features more than 600 exhibitors, with products and services ranging from software and technology to financial consulting and disaster recovery.

Map out a plan for your visit

Use the *Conference Guide* to make a list of exhibitor booths you want to visit so you're ready to go when the Trade Show doors open. The *Conference Guide* features an alphabetical list of exhibitors with their company descriptions and booth numbers. Checking this list will help you organize your search. Don't forget to use the note section in the back of the booklet to list what exhibitors you want to visit, along with questions you want to ask.

Don't rush it

Be sure to take your time with each exhibitor and remember to ask the questions you jotted down earlier. Rushing through the Trade Show will leave you tired and discourage vendors who've organized their impressive displays and representatives to speak with you about your district's needs.

Tuesday will be the busiest day in the hall, so be sure to do your intensive comparison shopping on Monday when the aisles are less crowded.

Exchange business cards

Don't forget to bring business cards to swap with exhibitors so they can easily reach you after the show. Consider bringing cards for your district's department heads — food service, business, transportation, curriculum, athletics and others. This will give vendors the opportunity to follow up after the show.

Again, use the *Conference Guide* note section for any important details exhibitors share with you. Before the close of the show on Tuesday afternoon, review your notes to ensure you've covered everything you set out to find.

Finally, take time to thank exhibitors you speak with for being part of the Trade Show and sharing their company's information with you. Exhibitors always appreciate feedback from the customers they serve.

Passport stations, raffles and more

The Trade Show also features raffles that give you a chance to win valuable prizes for your district. Attendees will receive a Trade Show passport with their registration materials.

To be eligible to win a raffle prize, your passport must be stamped at eight locations in the exhibit hall. Fully stamped passports may then be deposited in the bin at the

back of Hall C by the Trade Show office.

Drawings will take place throughout Monday and Tuesday. Winners will be listed at the Information Station in the Main Concourse, at the Trade Show Office, next to the raffle bin, and announced in the Trade Show. Consult your *Conference Guide* for each day's passport stops.

Other highlights include:

- Two Relaxation Stations provide complimentary back massages, manicures, shoeshines, blood pressure screenings and therapeutic foot massages. The stations are in aisles 100 and 1600.
- The OSBA *Kids* PAC station, in booths 122 and 124, will feature a silent auction for tickets to the Ohio State-Michigan game. Two pairs of tickets for the Nov. 24 game in Ohio Stadium will be up for auction. While you're there, take time to learn more about OSBA legislative efforts and how you can make a difference.
- Food and beverages can be purchased at the Trade Show Café (located at the rear of aisle 900) during show hours.

Make the 2012 Trade Show an essential part of your Capital Conference experience. It may turn out to be the best investment you've ever made for your district and students. ■



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OSBA says ‘thanks’ to valuable sponsor support

Amanda Finney, senior marketing coordinator

With the support of outstanding sponsors, the OSBA Capital Conference and Trade Show has become the nation’s second-largest education convention.

Each year at the conference, sponsors provide valuable support for a wealth of programs and activities. OSBA would like to give a big “thanks” to the following sponsors.

Britton, Smith, Peters & Kalail Co. LPA is sponsoring the Early Bird Workshop with **Katheryn Gemberling** on Sunday, Nov. 11, in D 130-132. This workshop runs from 2:30 p.m. to 5:30 p.m.

CompManagement Health Systems Inc. and Ulmer & Berne LLP are sponsoring the Welcome Reception starting at 5:30 p.m. in the GCCC Grand Ballroom on Nov. 11. The reception honors OSBA governance committee members, Board Leadership Institute graduates and Award of Achievement recipients.

Also on Nov. 11, from 6 p.m. to 9 p.m., ODYSSEYWARE and Ulmer & Berne LLP are sponsoring the OSBA Black Caucus Dinner. The guest speaker for this event is Dr. **Eugene T.W. Sanders**.

The first General Session on Monday, Nov. 12, begins at 10:30 a.m. and features Dr. **Marc Lamont Hill**. The session in the GCCC Grand Ballroom is sponsored by Benesch, Friedlander, Coplan & Aronoff LLP; Pepple & Waggoner Ltd.; and Ross Sinclair & Associates LLC.

CompManagement Inc.; FirstEnergy Solutions Corp.; Peck, Shaffer & Williams LLP; and PNC Financial Services are sponsoring the first Conference Luncheon, featuring **Rosalind Wiseman**. The luncheon is on Nov. 12 at 12:15 p.m. in the Battelle Grand (North).

Also on Nov. 12, from 5 p.m. to 7 p.m., CompManagement Inc. is sponsoring the OSBA President’s Reception in the GCCC Main Concourse. Visit with OSBA President **Sharon E. Manson**, **Waverly City** and **Pike County Career Technology Center**, and enjoy hors d’oeuvres and refreshments.

Baird Public Finance and the law firms Peck, Shaffer & Williams LLP; Scott, Scriven & Wahoff LLP; and Squire Sanders (US) LLP are sponsoring the second General Session speaker, **Diane Ravitch**, on Tuesday, Nov. 13, at 10:30 a.m. The session is in the GCCC Grand Ballroom.

The second Conference Luncheon, featuring **Chris Spielman**, is sponsored by Bricker & Eckler LLP; CompManagement Health Systems Inc.; Freund, Freeze & Arnold LPA; Huffmaster Crisis Management; the OSBA Insurance Agency LLC in partnership with Assurant Employee Benefits; and Piper Jaffray. The luncheon is on Nov. 13 at 12:15 p.m. in Battelle Grand (North).

CompManagement Health Systems Inc. and Ennis Roberts Fischer Co. LPA are sponsoring OSBA’s Tuesday Night Event — A Tribute to The Beatles — on Nov. 13



Businesses support the conference in many ways, including sponsoring speakers such as Wes Moore, left, during the 2011 Capital Conference.

from 7 p.m. to 10 p.m., in Battelle Grand (North).

CompManagement Inc. and Honeywell International Inc. is sponsoring the third and final General Session, featuring political satire group The Capitol Steps, on Wednesday, Nov. 14, at 10:30 a.m. The session is in the GCCC Grand Ballroom.

MT Business Technologies is sponsoring the Information Station, located in the Main Concourse next to the north Trade Show entrance. The company also will provide fax services and breakout session handouts.

Other contributions and sponsors are:

- Conference attendee bags, provided by CompManagement Health Systems Inc., will be distributed to all paid attendees in the Main Concourse.
- Conference lanyards, courtesy of OSBA, will be distributed to all paid attendees in the Main Concourse.
- The Student Achievement Fair Art Show is sponsored by Pepple & Waggoner Ltd.
- The Student Achievement Fair Performance Area is sponsored by Britton, Smith, Peters & Kalail Co. LPA.
- Email and Internet stations are sponsored by VARtek Services Inc. The stations are located near aisle 700 in the Trade Show and in the Main Concourse.
- Passport Stamping Stations are sponsored by Richard L. Bowen + Associates; FirstEnergy Solutions Corp.; Huffmaster Crisis Management; Kids PAC; Mimio; Ohio School Plan; OSBA Insurance Agency LLC in partnership with Assurant Employee Benefits; PNC Financial Services; The Quandel Construction Group Inc.; and Wiedenhammer/Bassco Inc.

Conference participants also have an opportunity to win prizes for their school districts in the Trade Show Passport Raffle. To be eligible for the raffle drawings, attendees must have their Trade Show Passport validated at each of eight indicated locations inside the exhibit hall. (Passports are included with the conference name badge. OSBA mailed registration materials at the end of September.)

Monday's Trade Show Passport stops are: Richard L. Bowen + Associates, booth 1125; FirstEnergy Solutions Corp., booth 1501; Huffmaster Crisis Management,

booths 1211 and 1213; Kids PAC, booths 122 and 124; Mimio, booth 204; Ohio School Plan, booth 500; OSBA Insurance Agency LLC in partnership with Assurant Employee Benefits, booths 300 and 302; and The Quandel Construction Group Inc., booths 607 and 609.

Tuesday's Trade Show Passport stops are: FirstEnergy Solutions Corp., booth 1501; Kids PAC, booths 122 and 124; Mimio, booth 204; Ohio School Plan, booth 500; OSBA Insurance Agency in partnership with Assurant Employee Benefits, booths 300 and 302; PNC Financial Services, booth 1409; The Quandel Construction Group Inc., booths 607 and 609; and Weidenhammer/Bassco Inc., booth 1112.

Passport sponsors will stamp your passport when you visit their booths. Fully stamped passports can be deposited in the bin at the back of Trade Show Hall C. Drawings for the Trade Show raffle will take place throughout the day on Monday, Nov. 12, and Tuesday, Nov. 13.

While you're at the conference, please take a moment from your busy schedule to stop and say "thanks" to all our event sponsors. Their contributions go a long way toward making the OSBA Capital Conference and Trade Show a huge success. ■

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Fifty-year board member Bob Bowers and his wife Eleanor, a veteran educator, at their Laurelville home.

Bryan Bullock, assistant editor

Bob Bowers knows and is known by most people in Laurelville, a small village where the plains of central Ohio farmland converge with the lush, rolling hills of southern Ohio.

Bowers, 87, grew up in the community of roughly 500 residents. He likes it there — and he tends to stick with what he likes. Bowers has worked at his family's fruit company since he was a boy, been married for 67 years and served as a school board member for 50 years.

"People in my family stay with things we start," he said with a laugh.

Bowers has served on three different boards of education

over the years. He joined **West Hocking Local (Hocking)** in 1958. He continued his board service when the district split into **Laurelville Local (Hocking)** around 1960 and after it consolidated with **Logan Elm Local (Pickaway)** in 1972.

Bowers was honored for his five decades of service to public schools at a July Logan Elm Local Board of Education meeting. He was treated to cake, punch and an album of photos from his time in the district. OSBA was at the meeting to present him with a certificate recognizing his 50 years of service.

Bowers served on the OSBA Board of Trustees in 1980. An All-Ohio School Board winner in 1988, he was active in Central Region leadership and worked closely with **Craig Gifford**, OSBA's fourth executive director.

Bowers retired from the Logan Elm school board in 1989, but sought re-election a few years later.

“I stayed out until 1993 and then I decided I hadn’t had enough and I wanted to get back in there,” he said. “I thought I could do more for the kids and there was more work to be done.”

Bowers said his break from school board service reminded him what makes the job so special.

“It’s seeing what you can do for children,” he said. “You watch kids go through the school system, come out and do great things with their lives. It makes you feel proud — and I’ve seen a lot of students graduate in 50 years.”

Bowers said students in Laurelville and surrounding communities have always been able to receive a quality education. Logan Elm, a district of 2,100 students, was rated excellent with distinction on the 2010-11 school report card.

Bowers said he is proud of the “Excellent with distinction” banner that drapes across Laurelville Elementary School. He sees it regularly. The school is located close to his home and his family’s business.

His father, **George**, started the Laurelville Fruit Co. in 1911. Bob got involved with the business at an early age.

“As soon as I was able, in the early ’30s, I was serving a glass of cider on Sunday to anybody who wanted it,” he said. “I was 10 or 12 years old.”

Bob took over operation of the business — which grows and sells local apples and peaches — in the 1950s, and his son, **Bob Jr.**, took over the business in the 1980s. Known for its

popular cider, Laurelville Fruit Co. continues to be a destination for locals and out-of-towners traveling to scenic Hocking County.

“I was raised there and I see people there I’ve known for 70 years,” he said. “It’s been the place I go to sit and talk to people. I do still work, but I’ve slowed down a lot this year.”


“You watch kids go through the school system ... and do great things with their lives. It makes you feel proud — and I’ve seen a lot of students graduate in 50 years.”

His son was a teacher before he took over the business. In fact, the entire Bowers family has been involved with education. His daughter, **Barbara**, taught for 37 years. Bowers’ wife, **Eleanor**, taught for 30 years and was an aide in Barbara’s class for 20 years.

Bowers, who also served on village council and as Laurelville mayor, said he plans to retire from education when his current school board term ends. He has served with 12 different superintendents over the years and countless board members.

Looking back, Bowers said he never imagined his tenure as a school board member would last so long. Eleanor said she’s not so surprised.

“He’s a dedicated person,” she said. “If there is something he is interested in, he gives his full time to it.” ■



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Districts name journalists to 2012 Media Honor Roll

Gary Motz, managing editor

Each year, OSBA invites school districts around Ohio to name local journalists to the Media Honor Roll. Launched in 2002, the program recognizes print and broadcast news media representatives for fair, balanced and accurate reporting on public schools.

Districts select the journalists they want named to the Media Honor Roll and submit the information to OSBA. The association then sends personalized certificates and sample resolutions and new releases that school boards can customize to honor reporters, editors and news outlets during a board meeting. OSBA also recognizes the honorees in its *Journal* magazine and on its website.

The program recognizes media representatives in print, radio and television. Winners are chosen because they:

- work to get to know the superintendent, board president and district communication director, as well as the district's mission and goals;
- report school news in a fair, accurate and balanced manner;
- give a high profile to positive news about schools;
- visit schools;
- maintain a policy of "no surprises," by always giving school officials the opportunity to comment on information to be aired or published.

One purpose of the OSBA Media Honor Roll is to give districts a way to acknowledge reporters and media outlets for fair, responsible coverage of their schools. Another is to encourage school districts to develop and maintain good working relationships with local journalists. Building a positive rapport with the news media helps ensure the public will learn about the many great things that school boards, students, administrators and teachers are accomplishing.

But, as everyone knows, the news is not always going to be good. Districts that work well with their local media stand a much better chance of having negative issues that arise covered fairly. Having that good relationship can go a long way toward preventing unwarranted "school-bashing" and

"gotcha" journalism.

In just about every community, the media put a strong focus on school coverage. Schools can have a positive impact on coverage by getting to know reporters and respecting what they do. Once that relationship is established, reporters are able to better understand the challenges schools face and more likely to cover them fairly.

The OSBA Media Honor Roll gives districts a way to acknowledge reporters and media outlets for fair, responsible coverage of their schools.

"The news media can have a strong influence on the public's opinion of schools," said OSBA Executive Director **Richard Lewis**. "That's why it's crucial for schools to develop good relationships with their local media. The Media Honor Roll is one way OSBA can help districts build those relationships.

"When schools can share their successes through the media, their communities get to know more about the schools and will support them. OSBA congratulates the members of the 2012 Media Honor Roll and thanks them for their hard work in fairly and accurately reporting on public education."

The program allows districts to select as many journalists they feel are deserving of this statewide honor. Below are the members of the 2012 OSBA Media Honor Roll, followed by the school districts that selected them.

- **Gayle Agnew**, *The (Alliance) Review*, West Branch Local (Mahoning)
- **Andy Attina**, *Sun Messenger*, Richmond Heights Local (Cuyahoga)

- **Steve Baker**, WHIO-TV, Troy City
- **John Benson**, *Independence Gazette*, Independence Local (Cuyahoga)
- **Julie Billings**, *The Pike County News Watchman*, Waverly City
- **Holly Bilyeu**, *The Daily and Sunday Jeffersonian*, Noble Local (Noble)
- **Scott Blazer**, SAM-FM Radio, Logan-Hocking Local (Hocking)
- **Jean Bonchak**, *News-Herald*, Chardon Local (Geauga)
- **Tom Bosco**, WSYX/WTTE-TV, Delaware Area Career Center
- **Charlie Boss**, *The Columbus Dispatch*, Hamilton Local (Franklin)
- **Nancy Bowman**, *Dayton Daily News*, Troy City
- **Jim Brewer**, *Loudonville Times*, Loudonville-Perrysville EV
- **Barbara Christian**, *Chagrin Valley Times*, Chagrin Falls EV
- **Michael Clark**, *The Cincinnati Enquirer*, Lebanon City; Mason City
- **Anthony Conchel**, *Bucyrus Telegraph-Forum*, Bucyrus City
- **Rose Cooper**, *Wilmington News Journal*, Blanchester Local (Clinton)
- **Dan Davis**, *The Daily and Sunday Jeffersonian*, Mid-East Career and Technology Centers
- **Kate Davison**, WTOV-TV, Bridgeport EV
- **Beth Deere**, *Urbana Daily Citizen*, Urbana City
- **Adam Del Rosso**, WTOV-TV, Indian Creek Local (Jefferson)
- **Jeff Dickerson**, SAM-FM Radio, Logan-Hocking Local (Hocking)
- **Joanne DuMound**, *Sun Post-Herald*, Olmsted Falls City
- **Jane Ernsberger**, *Willard Times-Junction*, Willard City
- **Amy Fahnestock**, *Chagrin Valley Times*, Chagrin Falls EV
- **Caitlin Fertal**, *The News Herald*, Richmond Heights Local (Cuyahoga)
- **Jeff Fitzgerald**, WLIO-TV, Lima City
- **Adam Fox**, *The Wellington Enterprise*, Wellington EV
- **Jason Frazer**, WBNS-TV, Delaware Area Career Center
- **Barb Gallincea**, *The (Cleveland) Plain Dealer*, Chagrin Falls EV
- **Janelle Gelfand**, *The Cincinnati Enquirer*, Winton Woods City
- **Debbi Gifford**, CrawfordCountyNow.com, Bucyrus City
- **Dave Gossett**, *The (Steubenville) Herald-Star*, Jefferson County ESC
- **Mary Anne Grier**, *The Salem News*, Salem City
- **Linda Hall**, *The (Wooster) Daily Record*, Triway Local (Wayne)
- **George Hiotis**, WHIZ-TV, Mid-East Career and Technology Centers
- **Ray Horner**, WAKR Radio, Coventry Local (Summit)
- **Kevin Howell**, *The Salem News*, Leetonia EV; West Branch Local (Mahoning)
- **Calvin Jefferson**, *BroadView Journal*, North Royalton City
- **Beth L. Jokinen**, *The Lima News*, Shawnee Local (Allen); Wapakoneta City

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H. Copies not distributed	68	44
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- **Gloria Kacik**, *Royalton Recorder*, North Royalton City
- **Karen Kantner**, *Wapakoneta Daily News*, Wapakoneta City
- **John Karlovec**, *Geauga Maple Leaf*, Chagrin Falls EV
- **Susan Ketchum**, *Sun Newspapers*, Independence Local (Cuyahoga)
- *Kendal's at Oberlin Publicity Plugs*, Oberlin City
- **Sue Kiesewetter**, *The Cincinnati Enquirer*, Fairfield City
- **Dave Kleck**, WNDH Radio, Patrick Henry Local (Henry)
- **Betty Lawrence**, *The (Celina) Daily Standard*, Coldwater EV
- **Jason Lea**, *Mentor Patch*, Mentor EV
- **Lenny Lepola**, *The Sunbury News*, Big Walnut Local (Delaware)
- **Mandy Loehr**, *Bellefontaine Examiner*, Bellefontaine City
- **Evelyn Long**, *The Morrow County Sentinel*, Cardington-Lincoln Local (Morrow)
- **Jess Looman**, *The (Steubenville) Herald-Star*, Indian Creek Local (Jefferson)
- **Lisa Loos**, *The Daily and Sunday Jeffersonian*, Mid-East Career and Technology Centers
- **Maria Magnelli**, *Royalton Recorder*, North Royalton City
- **Scott Mahoney**, *Oberlin News Tribune*, Oberlin City
- **Jim Maurer**, *The (Findlay) Courier*, Old Fort Local (Seneca)
- **Lindsay McCoy**, *The (Van Wert) Times-Bulletin*, Crestview Local (Van Wert); Lincolnview Local (Van Wert)
- **Joyce McFadden**, *Independence Gazette*, Independence Local (Cuyahoga)
- **Archie McMillan**, WMFD-TV, Madison Local (Richland)
- **Sali McSherry**, *Chagrin Valley Times*, Chagrin Falls EV
- **Geoff Mears**, WDPN Radio, West Branch Local (Mahoning)
- **Mark Miller**, *The (Steubenville) Herald-Star*, Toronto City
- **Kurt Moore**, *The Marion Star*, River Valley Local (Marion)
- **David Mosier**, *Van Wert Independent*, Crestview Local (Van Wert); Lincolnview Local (Van Wert)
- **Bud Motter**, *Tribune-Courier*, Madison Local (Richland)
- **Kristi Murphy**, *The (Circleville) Herald*, Westfall Local (Pickaway)
- *The News Herald*, Chagrin Falls EV
- **Jennifer Noblit**, *Dublin Villager*, Dublin City
- **Kim North**, *(Martins Ferry) Times Leader*, Bridgeport EV
- **Gary Ogle**, WBCO/WQEL Radio, Bucyrus City
- **Ryan Ottney**, *Portsmouth Daily Times*, Scioto County Career Technical Center
- **Jim Painter**, *Urbana Daily Citizen*, Urbana City
- **Jack Palmer**, *The (Defiance) Crescent News*, Antwerp Local (Paulding)
- **Leslie Panfil**, *The Post*, North Royalton City
- **Scott Patsko**, *Sun News*, North Royalton City
- **Kyla Price**, *Chagrin Solon Sun*, Chagrin Falls EV
- **Tara Quinn**, *Medina Sun News*, Medina County Career Center
- **Holly Richards**, *Zanesville Times Recorder*, Mid-East Career and Technology Centers
- **Nolan Rosenkrans**, *The Toledo Blade*, Toledo City
- **Jeff Ruth**, WMRN Radio, River Valley Local (Marion)
- **Kevin Sandler**, WCSM Radio, Coldwater EV
- **Eric Schaadt**, *The (Findlay) Courier*, Arcadia Local (Hancock)
- **Rose Schneider**, *The (Findlay) Courier*, Findlay City
- **Katie Schwendeman**, *Morning Journal*, Columbiana EV
- **Tonya Shipley**, *Zanesville Times Recorder*, Mid-East Career and Technology Centers
- **Gus Sierra**, WFIN Radio, Findlay City
- **Barb Slone**, *Xenia Daily Gazette* and *Fairborn Daily Herald*, Cedar Cliff Local, (Greene)
- **Nancy Spencer**, *Delphos Herald*, Delphos City; Ottoville Local (Putnam)
- **Sheri Stafford**, *Royalton Recorder*, North Royalton City
- **Cathryn Stanley**, *Barnesville Enterprise*, Union Local (Belmont)
- **Stacy Taff**, *Delphos Herald*, Elida Local (Allen)
- **Janet Thiede**, *ThisWeek*, Canal Winchester Local (Franklin)
- **Red Thompson Jr.**, *The Telegram*, Oak Hill Union Local (Jackson)
- **Becky Tompkins**, *West Side Leader*, Woodridge Local (Summit)
- **Bob Ulm**, Maverick Media, Delphos City
- **Glynis Valenti**, *Martins Ferry Times Leader*, Union Local (Belmont)
- **Mike Vectorino**, WPKO Radio, Bellefontaine City
- **Brian Wagner**, WHIZ-TV, Mid-East Career and Technology Centers
- **Jamie Ward**, *Geauga Maple Leaf*, Chagrin Falls EV
- **LeAnn Warnecke**, *The (Spencerville) Journal-News*, Spencerville Local (Allen)
- **Liz Weingart**, *The Postmark*, Springfield Local (Mahoning)
- **Carleta Weyrich**, *The People's Defender*, Adams County/Ohio Valley Local (Adams)
- **Kim Wheeler**, WKYC-TV, ESC of Cuyahoga County
- **Lou Whitmire**, *Mansfield News Journal*, Madison Local (Richland)
- **Melanie Yingst**, *Troy Daily News*, Troy City ■

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Painesville unleashes its 'WATCH D.O.G.S.'



Rob Greer, one of the “dads” in Painesville’s WATCH D.O.G.S. program, enjoys a school lunch with his daughter, Lauren, on her birthday. One of the program’s goals is to increase involvement of fathers and father figures in their children’s education and lives.

Chris Hanahan, public relations/communications director, Painesville City Local

Painesville City Local (Lake) is thrilled with the unexpected and strong response to a new father involvement program introduced at schools last spring.

WATCH D.O.G.S. is an innovative program being used by schools across America to increase the committed involvement of fathers and father figures in their students’ lives. The goal of the program is to have our “dads” spend at least one day per year at their child’s school, support education and safety, and act as a positive male role model for all students.

Throughout the day, WATCH D.O.G.S. (Dads of Great Service) may help in the classroom and provide an extra set of eyes and ears at recess, bus stops, study halls, cafeterias and hallways. This fosters a sense of security in the building for

students and staff, and helps create an environment conducive to learning.

The WATCH D.O.G.S. program was launched at each of the district’s five schools. Maple Elementary School, the first school to schedule a pizza party launch event, was overwhelmed with the response and enthusiasm of nearly 400 fathers, uncles, stepfathers, grandfathers and children who attended the event in February.

Within two weeks, Harvey High School and Heritage Middle School held their pizza parties and welcomed smaller, but equally determined groups of men who committed to come to school and spend a day as a positive male role model. Some of the 50 men attending did not currently have students in

the school, but were alumni or just interested community members and businessmen. Chestnut and Elm Street elementaries boasted 150 to 200 dads, father figures and students at each of their events.

At each party, after enjoying pizza and refreshments, the “dads” listened to a brief presentation on the program given by the school’s “Top Dog.” Voicing overwhelming support for the program, the men then lined up to register as WATCH D.O.G.S. and select when they would come to school and spend a day with their child to provide support for their child’s education and for the school.

More calls came in each day as word of the program spread throughout the community. At the close of the year, 140 fathers, relatives and other significant father figures and community members had committed to the WATCH D.O.G.S. program and volunteered in school.

Without question, the attendance and interest in the program far exceeded the district’s expectations. We are preparing now for the fall launch events in the 2012-13 school year and anxiously waiting for this year’s WATCH D.O.G.S. to take their places as “Heroes of the Hallways.”

More about the program and its benefits

WATCH D.O.G.S. is an initiative of the National Center For Fathering. Inspired by one father’s desire to increase male



Rob Greer, left, and Reggie Edwards greet students at Maple Elementary School.

involvement in his children’s school, and with the help of teachers and administrators, the program was created in 1998 in Springdale, Ark. Since then, it has spread to schools in many states, and even other countries.

Some students do not have a father figure in their home and the number of male teachers has been steadily declining in recent years. This has created the need for additional positive male role models in schools.

Studies by the U.S. Department of Education have demonstrated that a positive adult role model has a uniquely positive impact on a child’s development and educational success. It dramatically increases the likelihood of children succeeding in school, while at the same time sharply decreasing the chances of them living in poverty, getting involved with drugs and alcohol, committing a crime or becoming pregnant.

The program also benefits fathers and father figures. They get to spend meaningful time with their students in the school setting and gain a greater awareness of the positive impact they can have just by being a “dad.”

Editor’s note: For more information on the Painesville WATCH D.O.G.S. program, contact **Chris Hanahan** at (440) 392-5069 or (440) 477-5087. Information about the national WATCH D.O.G.S. program is available at (888) 540-3647, watchdogs@fathers.com or www.fathers.com/watchdogs. ■



WATCH D.O.G.S. Rob Greer, left, and Reggie Edwards, center, stand with Maple Elementary School Principal Dan Sebring.



Coaching district teams

New services offer a winning combination

Amanda Finney, senior marketing coordinator

Just as any sports team needs a good coach to help it succeed, your district needs a strong management team to ensure smooth operations. Think of OSBA’s management services team as your district’s “coach” for all your school management needs.

OSBA is here to help you and your district navigate the playing field of school management and ensure your district’s daily operations run successfully. To assist with this goal, the Division of Management Services has created new services for your district. From handbooks to job descriptions to transportation, you can be confident your district’s team will get the information it needs to perform at its best. Here’s a look at some of the new service offerings.

Ohio Handbook Service

Structured similarly to OSBA’s Policy Service, this service offers a sample electronic employee handbook that contains common work rules, employee guidelines and expectations. It also features a table of contents and index. The e-publication provides districts with the flexibility to modify and print the handbook as needed.

This new service features three tiered options for districts to choose from:

- Standard Service — The district receives the sample electronic OSBA employee handbook to edit and modify as needed. The total cost is \$500.
- Review Service — The district receives the sample electronic OSBA employee handbook. Consultants will review existing handbooks for legal references, compliance, consistency and overall

practicality. The cost ranges from \$750 to \$1,250 per handbook, depending on the amount of materials to be reviewed.

- Premium Service — This incorporates the Review Service and provides drafting and formatting assistance. Districts submit copies of existing handbooks, negotiated agreements, work rules, employee guidelines and regulations, and any other relevant documents. The service includes up to two face-to-face meetings with the district to review and discuss handbook changes and drafts. The time line for project completion is three months. The cost is \$2,000 per handbook, with expenses billed separately.

Job Description Service

The Division of Management Services is revising this useful service, which provides sample job descriptions and evaluations, as well as a newly revised electronic Resource Guide to help districts draft accurate job descriptions. The updated service will be offered as an e-publication, which will allow easier access to the information since it does not require a CD drive.

The division has updated the classified job descriptions and, in 2013, this service will include updates on teacher job descriptions.

Districts can customize the service based on their individual needs. The levels of service are:

- Level one — The district receives an electronic version of the Job Descriptions and Resource Guide, and has the option of one face-to-

face meeting that includes a general overview and instruction about the product, as well as practical guidance on drafting job descriptions. The cost is \$500, with expenses for the optional face-to-face meeting billed separately.

- Level two — This enhanced service offers districts the option of two face-to-face meetings, as well as a final review of the district’s completed job descriptions. The first meeting will provide guidance and a general overview. The second in-person meeting will provide any follow-up and guidance while the district drafts its job descriptions. The final review includes a review for legal compliance and any potential inconsistencies. The cost is \$1,500, with expenses billed separately.

Transportation Service

A new staff member has joined OSBA to help districts with their transportation needs. **Pete Japikse** will serve as the division’s senior consultant dedicated to helping districts with transportation issues, such as safety and operations.

“The association is very happy to have Pete on board,” said Director of Management Services **Van D. Keating**. “His extensive knowledge and expertise will ensure our members are well-served in all areas of school transportation.”

Japikse can be reached at pjapikse@ohioschoolboards.org.

For questions on these services, contact the OSBA Division of Management Services at (800) 589-OSBA or (800) 540-4000. ■



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