

Election issue • Capital Conference preview

October 2014 • Volume 58, Issue 5

JOURNAL

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Election issue: OSBA gathers responses from gubernatorial and State Board of Education candidates on education issues. — *photo credit: iStockphoto*

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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, unwavering advocacy and creative solutions.

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

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

www.ohioschoolboards.org

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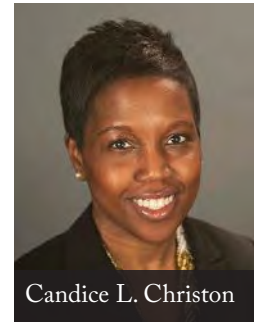
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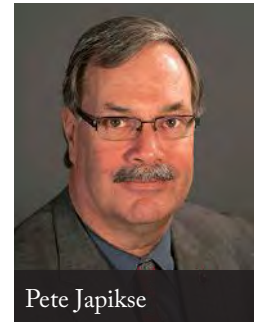
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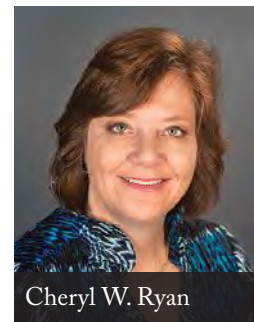
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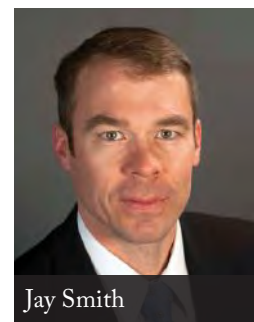
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Constitutional change is wise investment

Richard Lewis, CAE, executive director

The OSBA Board of Trustees voted at its July meeting to recommend several changes to the association's constitution. The most significant change deals with OSBA's investment policies and it, along with the other recommendations, will go before the OSBA Delegate Assembly in November for approval.

The OSBA Constitution sets rules for how the association's funds can be invested. It currently states the association may only invest funds not immediately needed for current operations in fully insured securities, which means investing in stocks or mutual funds is prohibited. Strictly interpreted, OSBA is not permitted to diversify its portfolio in the manner that is widely accepted in the financial community.

Fortunately, despite its lack of

diversification, this conservative approach has served OSBA well for many decades. Although OSBA missed out on high stock market returns during bull markets, its investments did not lose principal during times of recession and bear markets. Investing in bonds and government agencies provided a conservative but steady stream of income to the association.

Sound fiscal practices dictate that OSBA becomes more fluid in its long-term investment strategy.

However, in 2013, the bond market went into turmoil and values hit a 30-year low. OSBA experienced realized

and unrealized losses on its investments. The U.S. Department of the Treasury had been buying bonds at a rate of \$85 billion per month beginning in September 2012 to help keep prices up. News in spring 2013 regarding possible "tapering" of this bond-buying program sent bond prices into a downward spiral. Tapering became a reality in December 2013 and the bond-buying program ceased altogether last month, which may have further effects on the market for government securities.

A second issue affecting OSBA's investments is the federal funds rate, which was driven down by the recession and previous downturns in the economy. The federal funds rate is one of the most influential interest rates in the U.S. economy, since it affects monetary and financial conditions, which in turn affect employment, economic growth and inflation. No one predicted how

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long this downturn would last and how long interest rates would stay this low. The lack of movement in these rates has caused OSBA's returns on its government securities and certificates of deposit to be minimal.

Given these concerns, the OSBA Board of Trustees believes now is the time to discuss a different approach to investing the association's assets. The trustees took action to authorize OSBA President **Susie Lawson, Tri-County ESC and Wayne County Schools Career Center**, to appoint a group to study the issue; the ad-hoc Investment Committee met with financial advisors and considered possible changes to the OSBA Constitution. After several meetings and considerable due diligence, the committee recommended three changes to the board. The board approved the proposed changes and will now recommend them to the Delegate Assembly.

The first recommendation is to amend

the OSBA Constitution, Article X, Section 1, Management and Disbursement of Funds, as follows (new language appears in bold capital letters and eliminated language is in strike-through):

The Board of Trustees may authorize its executive officer to invest funds **OF THE ASSOCIATION** not immediately needed for current operation **S AND CAPITAL EXPENDITURES** of the association ~~in bonds, notes, certificates of indebtedness, treasury bills or other securities issued by and constituting direct obligations of the United States, discount notes of the Federal Mortgage Association or obligations of the state of Ohio~~ **IN ACCORDANCE WITH AN INVESTMENT POLICY ADOPTED BY THE BOARD OF TRUSTEES.**

The Board of Trustees has approved a charter for a standing Investment

Committee along with a draft Investment Policy should the assembly approve the recommendations. The policy is intended to provide a stable framework from which sound investment decisions can be made regardless of changing economic conditions.

In short, the policy directs that the objective of OSBA's investment program will be to prudently invest funds to achieve long-term growth and income within acceptable risk levels. The policy defines the investment objectives, risk tolerance, investment selection process, asset allocation guidelines and evaluation benchmarks.

The OSBA Board of Trustees will be charged with:

- adopting an appropriate investment policy to govern the portfolio's management;
- hiring and terminating investment advisors based on recommendation of the Investment Committee;
- meeting with the investment advisor, as needed;
- adopting the Investment Committee's charter;
- overall fiduciary responsibility for the assets and accountability for investment performance.

The OSBA Board of Trustees recognizes that its fiduciary responsibilities require both a "return of the association's investments" and a return *on* the investments as well. Sound fiscal practices dictate that OSBA becomes more fluid in its long-term investment strategy and diversifies its investments to protect the long-term health of the association.

Please give strong consideration to supporting this proposal at the Delegate Assembly, scheduled at 2 p.m. on Monday, Nov. 10, at the OSBA Capital Conference and Trade Show in Columbus. If you have any questions, feel free to call any member of the Board of Trustees or contact **Richard Lewis** or **Janice Smith**, chief financial officer, at (800) 589-OSBA. ■



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Healthy school snacks

How ‘smart snacks’ rule changes affect districts

Candice L. Christon, staff attorney

We have witnessed an increase in the number of healthy food and beverage options available to students at school over the years. Ohio Senate Bill (SB) 210, also known as the Healthy Choices for Healthy Children Act, was passed in 2010. The legislation required Ohio school boards to adopt nutritional standards governing the types of beverages and foods sold on school premises, as well as the time and place they may be sold.

Ohio’s beverage and food standards can be found in Ohio Revised Code (RC) 3313.814, 3313.816 and 3313.817.

In addition to these state standards, the Healthy Hunger-Free Kids Act of 2010 (HHFKA) set national nutrition standards for schools. The purpose of HHFKA also was to promote healthier options for students.

As part of HHFKA, the U.S. Department of Agriculture (USDA) was required to create nutrition standards for beverages and foods sold to students during the regular school day. USDA set those standards in an interim federal rule (referred to as the Smart Snacks in School rule) that became effective on July 1 (7 Code of Federal Register Parts 210 and 220). The rule defines what beverages and food items may be sold in a school store; vending machines; culinary education programs that sell food and beverages to students; and school-sponsored fundraisers. However, the rule does not include items sold during after-school programs, events and activities, nor does it include beverages and food sold outside the “regular school day” or food and beverages provided to students at no cost

or for no medium of exchange.

Ohio schools under the National School Lunch Program must follow the more restrictive standards when comparing the USDA’s Smart Snacks in School rule and the standards established by Ohio law. Additionally, beverages and foods sold to students during the regular school day, excluding breakfast and school lunch meals, are required to meet the nutrition standards.

Let’s take a look at the changes made to beverages sold to students during the regular school day.

Purpose of Smart Snacks in School

The purpose of the USDA’s Smart Snacks in School rule is to have a national focus on the beverages and foods sold on school property during the regular school day for schools participating in the National School Lunch Program. The rule uses science-based nutrition guidelines with practical and flexible solutions to promote healthier eating on school campuses.

The food and beverage standards in the rule represent the minimum standards that must be met by local educational agencies, school food authorities and schools. State agencies and/or local school districts have the discretion to establish their own nutrition standards for non-program foods that are sold to students as long as they are consistent with federal standards.

Changes to definitions and descriptions

The Smart Snacks in School rule amended several key definitions related to schools and nutrition. RC 3313.814

currently defines the regular school day as “the period during each school day between arrival time for students and the end of the final instructional period.” USDA defines the regular school day as “the period from midnight before to the 30 minutes after the end of the official school day.” However, as a result of the USDA’s Smart Snacks in School rule, schools will follow USDA’s definition.

Additionally, Ohio law refers to the school campus as the premises of schools. The Smart Snacks in School rule defines school campus as property under the jurisdiction of the school accessible to students during the school day, for purposes of competitive food standards implementation. Competitive foods refers to “beverages and foods other than the meals reimbursed under programs covered by the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 that are available for sale to students during the school day on the school campus.” Effective July 1, school districts must follow the USDA’s smart snacks requirement when referring to the school campus.

The Smart Snacks in School rule also describes fundraisers during the regular school day. It allows the state of Ohio to set the number of exempt fundraisers that occur during the school day. However, exempt fundraisers must be infrequent. Previously, SB 210 provided an exemption for interscholastic sporting event fundraisers occurring during the school day. As of July 1, Ohio has not determined whether any exempt fundraisers will be permitted during what is considered the regular school day.

Allowable beverages

When comparing Ohio SB 210 and USDA's Smart Snacks in School rule, the nutritional standards are similar. Under the federal rule, the portion size for beverages varies based on age group, which is consistent with Ohio law. Additionally, when comparing the two, a majority of the changes from the Smart Snacks in School rule consisted of the milk beverages that may be consumed for all grade levels and other beverages sold to students in high school. Following is a list of beverages that may be sold in Ohio schools as of July 1 for schools participating in the National School Lunch Program.

For elementary school students, the following beverages are allowed:

- plain water with no size limitation;
- low-fat (1%) or flavored/unflavored fat-free milk that is no more than eight ounces;
- 100% fruit juice or a 100% fruit juice and water blend with no added sweeteners that is eight ounces or fewer containing no more than 160 calories per eight ounces.

For middle school students, the following beverages are allowed:

- plain water with no size limitation;
- low-fat (1%) or flavored/unflavored fat-free milk that is no more than 12 ounces;
- 100% fruit juice or a 100% fruit juice and water blend with no added sweeteners that is 10 ounces or

fewer containing no more than 160 calories per eight ounces.

For high school students, the following beverages are allowed:

- plain water with no size limitation;
- low-fat (1%) or flavored/unflavored fat-free milk that is no more than 12 ounces;
- 100% fruit juice or 100% fruit juice and water blend with no added sweeteners that is 12 ounces or fewer containing no more than 160 calories per eight ounces;
- any beverage that is 12 ounces or fewer containing no more than 40 calories per eight ounces (or 60 calories per 12 ounces);
- calorie-free flavored water with or without carbonation that is 20 ounces or fewer;
- a beverage that is 20 ounces or fewer containing no more than five calories per eight ounces (or 10 calories per 20 ounces), which may include caffeinated beverages and beverages with sweeteners, carbonation or artificial flavoring.

In addition, schools are required to follow the more restrictive rule if there is a mixture of grades at the schools.

Also, for all grade levels, if a school offers non-dairy beverages instead of milk, then the non-dairy beverages must meet the USDA's Fluid Milk Substitution Rule nutrition requirements along with the milk portion size limit.

Resources for further guidance

The Ohio Department of Education has issued a guidance document on the changes to nutritional standards for food and beverages as a result of the USDA's Smart Snacks in School rule. This document is available at <http://links.ohioschoolboards.org/42317>. This document details the requirements in the Ohio Revised Code and the Smart Snacks in School standards. More information on the Smart Snacks in School rule may be found on the USDA's website at <http://links.ohioschoolboards.org/64911>. OSBA Policy EFF, Food Sale Standards, outlines the nutritional standards set by Ohio law.

Having a healthy diet and applying moderation allows children to have improved eating habits and the proper nutrition needed to sustain a healthy lifestyle. Although it may be difficult for students to maintain a healthy diet when they are away from school, the regulations help ensure they will be provided nutritious meals and beverages during the regular school day.

If you have general questions about the information discussed in this article, contact OSBA's legal services division. ■

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Just what does it take to buy a new school bus?

Pete Japikse, deputy director of management services



Purchasing a new school bus can be challenging. The first task is to recognize when it is time to buy one.

After establishing the need for a new bus, the next obstacle is finding the money to pay for it. Then you have the purchasing process, which is very different from car shopping and requires special knowledge to complete successfully.

When any of these challenges are unresolved, districts typically postpone

bus purchases. As a result, Ohio's school bus fleet has been growing older in the last decade, with fewer new buses being purchased every year.

While this saves the cost of a new school bus, there are some notable downsides. As buses grow older, they require more maintenance to remain safe and dependable. In some cases, vehicles can deteriorate to a condition where the Ohio State Highway Patrol will no longer approve them for school use, leading to a shortage of buses. Perhaps the biggest factor in this deterioration has been the use of road treatments, such as salt and brine, which makes traveling safer, but accelerates rust on school buses.

The bottom line in trying to keep older and rusted buses on the road is the high expense. Parts, body repair and labor costs to keep buses in acceptable shape, as well as taking a bus out of service while it is being repaired, all impact district operations. It is important to quantify this cost and compare it to the average operating cost for the fleet, as well as the comparable cost of operating a new bus.

If an older bus is costing a district \$4,000 or more per year to maintain (the state average was \$2,824 in fiscal year 2013), and a new bus can be maintained for \$1,000 or less, the district has the potential to save \$3,000 or more in annual expenses. This savings comes from using warranties on newer buses and the better condition of parts and components, which make the buses more dependable.

A second potential cost savings is fuel

expense. Ten-year-old buses typically average four to five mpg. Fuel economy for school buses built in the last couple of years has improved significantly, and is now averaging eight to 10 mpg. To translate this into a cost savings, if you replace a 10-year-old bus that used \$7,000 of fuel (state average was \$6,869 in fiscal year 2013) with a bus that uses half as much fuel, the district can save \$3,500 in fuel expense.

The last element is more qualitative than fiscal — newer buses are safer, can be used with less risk of breakdowns and loss of use and have a better appearance to the public than older buses.

Having established the need to replace a bus, the next challenge is finding the money to buy a new one. The state stopped providing funding for school buses in 2009, leaving districts responsible for 100% of the cost of replacements. Districts typically have used outright purchase to acquire new vehicles, issuing a purchase order for the full amount of the cost and paying for the bus on delivery. Districts without available funds cannot purchase buses.

In the current economy, there is a new option for treasurers. Schools are eligible for low-interest municipal leasing rates, which are available from all of the bus manufacturers as well as local banks. These rates, currently between 2% and 3%, can be used for lease-purchase contracts to acquire school buses.

Although known as lease-purchase agreements, the contracts are more accurately described as installment purchases, with the district receiving a

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memorandum title on initial purchase and assuming complete ownership at the end of the lease period. There typically are little or no balloon payments at the end of the lease term. Usual terms for these leases are between four and seven years. This lease-purchase program allows the district to spread the cost of a bus over multiple years.

At current rates, the interest charges per year for a bus lease-purchase are less than the differential in operating cost between a new and old bus. In most cases, the savings in operating cost also will pay for a portion of the capital payments for the new bus. By calculating the operational savings for the bus, the treasurer can offset the purchase cost of the new bus with those savings and the resulting cash outlay for recapitalizing the bus is reduced.

In some cases, districts are better off considering a multiple bus lease-purchase in a single year as opposed to an outright purchase of just one bus. The net result of this action is to update the bus fleet as quickly as possible, reduce future operating costs and improve safety, dependability and parent satisfaction with the transportation service.

Having established need and financial means, the final challenge in purchasing a new school bus is the technical bidding process. All bus purchases will exceed the state limit for competitive bidding, and require the district to comply with the state's bidding requirements. The actual purchase of a school bus requires district staff to assess transportation needs, research the different types of school buses and design a purchase specification so bus vendors can submit legal bids on the purchase. The process can take several months to complete, and requires several formal steps to comply with state laws governing the purchase. In addition to the time spent in this process, districts should plan on additional time for the buses to be delivered after award of the purchase contract. Most school buses are built to order, and it takes time for the

customized bus order to work its way through production.

While postponing purchases saves the district the cost of the new bus, there are notable downsides.

One alternative to creating a local bus bid is to participate in one of the educational purchasing consortiums in the state. Another alternative is to contract with OSBA to design and manage the bus bid on behalf of the district. Both of these alternatives meet the state requirements.

Purchasing used buses also is an option. Buses designed and sold in Ohio

are unique, and meet advanced construction standards. Very few buses sold in other states meet the Ohio standards.

When these non-Ohio buses are purchased with the intention of being used in Ohio, the costs to upgrade them can be significant. The net result is that while the district has reduced the purchase cost by buying a used vehicle, it is paying for a bus that already has wear and tear, is usually out of warranty and will need substantial investment to upgrade to Ohio standards. Districts concerned with reducing their upfront purchase cost may be better off considering brand new buses with warranties through a lease-purchase plan.

For additional information on bus purchasing or other school transportation questions, contact the author at pjapikse@ohioschoolboards.org or (614) 540-4000. ■



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Avoiding hiring headaches

When hiring, boards must address nepotism

Cheryl W. Ryan, deputy director of school board services

One of the most critical areas in quality school board governance involves the hiring, retention and dismissal or other loss of school district employees. Board members normally place a high priority on assuring their staff members are among the very best. Once hired, they want to know each employee works to help the district attain its goals and vision.

When board members are unsure the best hiring decisions are being made, the specter of second-guessing and micromanagement can begin to raise

its head. Words like “nepotism” or “old boys club” begin to be heard among the ranks and when this happens, real problems occur. Whether they’re problems in reality or of perception, they must be addressed.

Nepotism is defined as “business or political favoritism shown or bestowed upon an individual based on a personal or family relationship.” This definition certainly covers some ground. The school district is definitely a place of business. Whether it’s also a political environment is debatable, but my guess

is many would argue it can be.

Ohio has more than 600 public school districts, many located in small towns and villages, and many located far from heavily populated regions. Questions about nepotism often come from board members in these districts, and that makes sense. A school district is often the largest employer in town — or in the county. When many employees are required, but are drawn from smaller populations, they’re bound to know one another, either as family members or friends who’ve grown up and gone to

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District and board policies related to nepotism and hiring practices should be consulted when questions about favoritism are raised, or when the overall quality of hiring decisions is a topic on the table. As important as policy, in my view, is that of *process*. Just because the high school principal's wife has been hired as the transportation supervisor doesn't mean she's not the best person for the job. But, it is the job of the superintendent to assure the board that she is indeed the most qualified candidate for the position.

The board should take several steps, in partnership with administrators, to make sure the hiring process is fair, transparent and consistently applied. As soon as the superintendent or a principal makes a hire outside these bounds, trouble won't be far behind.

Was the position advertised openly, fairly and for a reasonable amount of time? Are these details included in the board's policy and, if so, was policy respected? Was the job marketed to as wide a group of potential applicants as possible?

Was the job description accurate, and were the qualifications and criteria for hire appropriate? Were those reviewing applications accountable to the criteria? Did the board impress upon those doing interviews and making hiring decisions how important the process was? Is there a probationary period or evaluation process in place for new employees, and is it applied across the board?

Furthermore, has the superintendent made sure his or her priorities, such as salary, start date and other issues, align with the board's? For example, perhaps Candidate A is perfect for the job, but can't begin for another three months. Candidate B is slightly less experienced, and happens to be a relative of another employee. She is still qualified and can begin working right away. If the superintendent wants someone in place

“yesterday” but the board feels the position is important enough to wait for Candidate A, there could be a problem. If the decision is made among the full leadership team to hire Candidate B, the board needs to communicate that both qualifications *and availability* were critical. If Candidate A is hired, the message should be about not needing someone right away as well as a good set

of experience and skills.

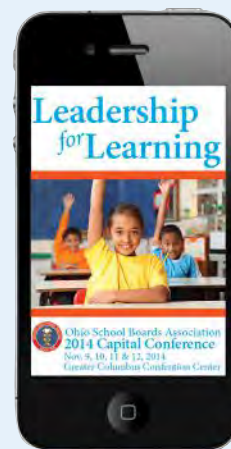
When board members are routinely assured that hiring decisions are made on the basis of a fair and transparent process — each and every time — then every new employee, known or unknown, will be given an opportunity to do great work on behalf of the district's students. ■

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Last-minute legislating

Anything goes in lame-duck session

Jay Smith, deputy director of legislative services

November will mark the beginning of a very busy legislative period — one where legislators may attempt to pass bills on a variety of volatile issues in the final seconds of the 130th General Assembly.

This is the time frame known as lame duck, when the legislature returns from the November election and enters the final stage of the General Assembly before adjourning in December. Legislators may use this window of time to make a final attempt at passing a bill, build up their political capital, ride off into the sunset following a term-limited stint at the Statehouse or enjoy their remaining days as an elected official who failed to win the primary or general election.

The November general election is very significant for the state legislature this

year since all 99 House districts are up for election and half of the Senate districts (odd-numbered districts) are up. Although election prognosticators aren't calling for a major shift in party control, there is the possibility a few districts will see changes in representation.

If the past is any indication of what we can expect in the forthcoming lame-duck period, anything is possible.

We also can expect to see some leadership changes in the House and Senate, including the current speaker of

the House, **William G. Batchelder** (R-Medina), who is term limited. Batchelder's service as a state legislator will come to an end after his fourth consecutive two-year term; he spent an additional 30 years in the House from 1969-1999 prior to the introduction of term limits. With Batchelder's leadership end in sight, several Republican legislators are vying for control of the House as speaker in the 131st General Assembly. Those legislators include Reps. **Ron Amstutz** (R-Wooster), **Cliff Rosenberger** (R-Clarksville) and **Jim Butler** (R-Oakwood). Although final decisions won't be made until after the November election when both the majority and minority caucuses will convene and decide leaders for the 131st General Assembly, most political forecasters are pointing toward Rosenberger because Amstutz conceded earlier this year and now

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supports Rosenberger’s quest for speaker. Senate President **Keith Faber** (R-Celina) will continue in his role before term limits end his leadership in 2016.

In addition to legislative candidates, voters statewide will be asked to select a governor, treasurer, auditor, attorney general and secretary of state in November. Now throw in several competitive races for the State Board of Education and you have yourself a general election that is sure to be interesting.

As far as lame-duck legislation impacting public education, we anticipate some discussions on the Common Core State Standards. House Bill (HB) 597, legislation aimed at eliminating the Common Core in Ohio, may be a topic of conversation in the House. The legislation is sponsored by Speaker Pro Tempore Rep. **Matt Huffman** (R-Lima) and Rep. **Andy**

Thompson (R-Marietta). It not only seeks to eliminate the Common Core — which applies to English/language arts and math — but also to end the use of Ohio’s New Learning Standards for science and social studies. In addition, it would prohibit using the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessments or any assessment related to or based on the Common Core.

The bill, as amended during the committee process, would put former Massachusetts standards in place in Ohio for three years and call for new Ohio standards to be developed by the State Board of Education in time for the 2018-19 school year. If enacted, the legislation would require students entering ninth grade this school year to experience two different sets of academic standards in English/ language arts, math, science and social studies by the time they graduate. In

August and September, the House Rules and Reference Committee held multiple hearings on HB 597 with the intention of getting the bill through the committee process to allow for a potential full House vote when the legislature returns in November.

If the past is any indication of what we can expect in the forthcoming lame-duck period, anything is possible. School board members should seize this opportunity during the election season to meet with candidates and discuss education priorities. This also is a great opportunity to share some of the outstanding things happening in your school districts and the importance of a quality public education. Ultimately, when the candidates are elected or re-elected, the time you spend with them prior to their election will serve your district well moving forward and provide you a contact for future discussion on public education issues. ■

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OSBA offers wealth of professional development

Amanda Finney, senior marketing coordinator

Professional development is a vital component of lifelong learning, no matter what your career field. Fortunately, in today's high-tech world, accessing professional development has never been easier.

OSBA offers multiple professional development methods for school board members and administrators. In-person workshops, conferences, webinars, videos and publications all provide outstanding opportunities for learning, growth and networking. Whether you are new to school district leadership or

a seasoned veteran, OSBA is your go-to resource for high-quality training.

Following is an outline of some of the professional development opportunities available to you through your OSBA membership. It's important to regularly check the association website, as professional development offerings are always being updated and added.

In-person workshops — OSBA offers first-rate, in-person training on a multitude of topics, ranging from legal, legislative and school finance to

transportation, board development, school management and more. Led by OSBA staff and other experts from around the state, these sessions are an outstanding way for board members and administrators to build their skills.

Workshops are offered in various locations, including the OSBA office and other locations throughout central Ohio, as well as at regional sites across the state. OSBA offers half-day or full-day sessions at affordable costs. Visit www.ohioschoolboards.org/workshops to see a list of upcoming seminars.

The association's most popular and comprehensive training events are the OSBA Capital Conference and Trade Show and the Board Leadership Institute.

OSBA Capital Conference and Trade Show — This premier education event is a one-of-a-kind opportunity. With nearly 10,000 attendees annually, the Capital Conference provides more than 100 learning and informational sessions; nationally acclaimed keynote speakers; in-depth seminars, such as the Early Bird Workshop and Spotlight Sessions; three General Sessions; two Conference Luncheons; and a number of networking receptions. The conference is the second largest education convention in the U.S.

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Center. To explore all the Capital Conference has to offer, visit <http://conference.ohioschoolboards.org>. Registration materials have been sent to all OSBA member districts; see your treasurer to register.

Board Leadership Institute — Each spring, OSBA hosts a two-day conference with a curriculum designed exclusively for board members by board members. Held in Columbus, the institute offers in-depth breakout sessions, enlightening keynote speakers and numerous opportunities to network with speakers, OSBA staff and other board members. More information about this unique event can be found at www.ohioschoolboards.org/board-leadership-institute-2015.

OSBA website — You may not readily think of the OSBA website for your professional development needs, but it offers great resources to learn tidbits of information on your own time. For example, legal fact sheets, legislative news and information, education news clips, board development and various school management resources can all be found on the association website, www.ohioschoolboards.org.

Webinars — OSBA offers a variety of free and paid webinars providing a range of learning opportunities. Archived webinars on a number of topics can be found at www.ohioschoolboards.org/osba-webinars.

Video channel — The association offers numerous learning videos on its YouTube channel. Here you can view OSBA's news update, the Rapid Roundup, which features the latest legislative news affecting schools and other hot topics. Visit www.youtube.com/OSBAvideos to access the association's YouTube channel.

OSBA Book Club — Launched earlier this year, this successful program has allowed OSBA members and staff to read and learn together. By reading a selected book, members share their thoughts and ideas via an OSBA-hosted

webinar and are occasionally joined by the book's author. For details on this great opportunity, visit www.ohioschoolboards.org/osba-book-club.

Publications — More than 140 publications are available for purchase on the OSBA website. They provide a great resource to further your professional development and enhance your leadership skills. To access these publications, visit www.ohioschoolboards.org/publications; you can click through topics on the left side of the page to view specific areas of interest.

If you are looking for something specific but have trouble finding it, remember to use the search function at the top of the page to help you navigate.

When you think of professional development, think of OSBA first. It is the only association in the state with such a strong focus on school board members' needs.

Contact your association at (800) 589-OSBA or (614) 540-4000 for more information. ■



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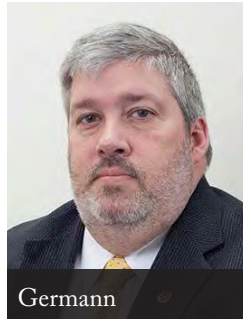
For more information, contact Cheryl W. Ryan at (614) 540-4000 or (800) 589-OSBA.



Germann is president-elect nominee; Penrod will lead OSBA in 2015

Angela Penquite, assistant editor

OSBA delegates will vote for the association's 2015 president-elect on Nov. 10. The election will take place during the Annual Business Meeting of the OSBA Delegate Assembly at the Capital Conference and Trade Show in Columbus.



Germann

Current President-elect **Ed Penrod**, a member of the **Logan-Hocking Local (Hocking)** and **Tri-County Career Center** boards of education, will become the new OSBA president on Jan. 1, 2015.

In September, the OSBA Nominating Committee selected **Eric Germann**, a member of the **Lincolnview Local (Van Wert)** and **Vantage Career Center** boards of education, as the association's 2015 president-elect nominee.

If elected by the Delegate Assembly, Germann will become OSBA president in 2016, following his term as president-elect. The president-elect's duties include serving on OSBA's Board of Trustees and Executive Committee, and chairing the Legislative Platform Committee and Federal Relations Network.

Germann is in his fifth year on the Lincolnview school board and first year on the career center board. He currently is president of the Lincolnview board and serves as the district's legislative liaison and the board of education's delegate to the OSBA Delegate Assembly.

An OSBA Board of Trustees member for three years, he also is a member of the association's Executive Committee, Federal Relations Network and Legislative Platform Committee. Additional statewide assignments include OSBA's Board Member Cabinet and VISA Review and Investment Review committees. He previously served



Penrod

on the association's Capital Conference Planning Task Force and Nominating Committee. He is the Northwest Region immediate past president, has served on the region's executive committee for four years and was a member of the region's Arrangements and Hospitality Team.

During his board career, Germann has served as the board's representative to numerous committees, including the District Technology Collaboration Committee and Negotiating Team. He also has worked with local entities to facilitate economic development and tax policy. A three-time recipient of the OSBA Award of Achievement, he received the OSBA Master Board Member award in 2013.

Germann is a senior hosting engineer with Newscycle Solutions. He is active in many community organizations, including past service on the Midwest Electric Community Connection Fund Board of Trustees. He has served as president of the Middle Point Lions Club and was a founding director of the Lima Regional Information Technology Alliance.

He holds a bachelor's degree in electrical engineering from Ohio Northern University and a master's degree in information and communication sciences from Ball State University in Muncie, Ind.

Germann and his wife, **Karen**, live in rural Van Wert and have five children and three grandchildren.

Penrod, in his 18th year on the Logan-Hocking school board and 15th year on the career center board, has served on numerous OSBA committees. They include the Board of Trustees, Executive Committee, Federal Relations

Network, Delegate Assembly and Southeast Region Executive Committee.

He also served as Southeast Region president in 2004 and has represented OSBA on several national committees. In recognition of his dedication to professional development and service, OSBA has presented him with multiple Awards of Achievement and the Master Board Member award.

On his local boards, Penrod has worked on policy, finance and strategic planning committees, and served multiple terms as board president and vice president. He also has served as an OSBA legislative liaison for both of his districts.

In addition, the veteran board member oversaw a major Ohio School Facilities Commission construction project at Logan-Hocking that resulted in six new school buildings and a major upgrade and addition to the middle school. Based on community input and support, the project also included a new state-of-the-art auditorium and athletic complex.

A professional clinical counselor, Penrod is committed to his community, as well. A founding member of the Hocking County Family and Children First Council, he also served as a board member and finance chair of the

Southeastern Regional Council on Alcoholism, and a member of the United Way Board of Hocking County and Hocking County Farm Bureau.

Local honors include the Logan-Hocking Local School District 1989 Distinguished Service Award; induction into the Logan High School Academic Hall of Fame in 1991; and Ohio House and Senate resolutions for outstanding efforts on behalf of area youth and dedication to promoting services to children.

Penrod is president and chief executive officer of PRISM Behavioral Healthcare in Southeast Ohio and has extensive experience at all levels of clinical counseling, supervision and administration. A U.S. Army veteran, he served as a chaplain in the Army National Guard and Reserves following his active duty tour.

He earned a bachelor's degree in communications from Asbury College in Wilmore, Ky., and master of divinity and master of arts degrees from the Methodist Theological School in Ohio in Delaware.

Penrod and his wife, **Debbie**, live in Rockbridge. They have two sons, who are Logan-Hocking Local School District graduates, and one granddaughter. ■

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Candidates discuss

OSBA asks gubernatorial candidates for their views on public education issues

The November general election will determine if Republican Gov. **John Kasich** serves a second term as Ohio's top elected official. Cuyahoga County Executive **Ed FitzGerald** is challenging Kasich and seeking to become the second Democrat elected Ohio governor in the past 24 years.

Four years ago, Ohio was continuing to climb out of a recession and working toward balancing a state budget with a rather large deficit. Today, education remains a top priority for both gubernatorial candidates as a way to continue to improve Ohio's overall economy. OSBA asked both candidates to

answer questions about a variety of education-related issues, including the Common Core, school choice, school funding and local school board governance. The following responses appear as submitted in their entirety.

Do you think public education should be a priority for the state of Ohio? Why or why not?

FitzGerald: I believe that the campaign for public office is about more than winning the most votes — it is an opportunity to develop and refine a blueprint for how you would administer the office to which you aspire. In that spirit, this campaign will serve as an opportunity to bring together all the key stakeholders — educators and support staff, higher education experts, school administrators, parents, students and, of course, school board members, to craft the strongest vision possible for public education in Ohio.

I believe that schools should be adequately funded and that the state of Ohio has a responsibility to support that funding. I believe that schools should be safe for students, parents, educators and staff. I believe that we should make investments in early childhood education and in continuing education. This is why two of my first proposals in this campaign have been to increase funding for early childhood education and to work to make college more affordable for our students.

Kasich: Our administration has always made education a top priority because I firmly believe that every child — no matter his or her circumstances or learning needs — deserves a high-quality education, a pathway to a job and the ability to reach his or her God-given potential. As adults, it is our obligation to put children first and do everything we can to prepare them for successful careers.

The Common Core, math and English standards developed by the National Governors Association and Council of Chief State School Officers, currently is in place in Ohio and more than 40 other states. Do you support the Common Core



Cuyahoga County Executive Ed FitzGerald

education

*compiled by Jay Smith, deputy
director of legislative services*

standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern.

FitzGerald: I do not oppose the concept of the Common Core, but the implementation in Ohio has been uneven, with too little state resources supporting it. The input of educators and ensuring a varied curriculum were also too much of an afterthought in the Common Core's development and implementation. Additionally, while I believe that standardized tests can certainly be useful as one indicator of student performance, I believe it is shortsighted and inaccurate to compare the test scores of a student in Appalachia to one in Lakewood, and focusing on a test can cause students to lose sight of other aspects of their education.

Kasich: America's students are falling too far behind other countries in key subject areas, putting our country's future economic strength at risk. I believe in setting high standards for our children while also maintaining local control over the curriculum designed to help children meet those high standards.

Our most recent midbiennium review strengthened Ohio law by putting safeguards in place to ensure that local school boards, not the federal or state governments, are making curriculum decisions with input from an advisory board of parents. We also have strong privacy laws in place in Ohio to prevent student information from being shared with the federal government. It is important for people to be able to ask questions and learn the facts, but one thing is certain: We cannot abandon high academic standards for our children.

School choice options in Ohio have been greatly expanded over the past 10-plus years. What is your position on vouchers and community (charter) schools? Do you think community schools need to be held to higher academic and/or financial standards?

FitzGerald: I believe that it is the right of individual families to choose to send their children to private educational institutions; however, public education serves the vast majority of students and therefore it should be the focus of the large majority of the state's education funding. I do not believe that taxpayer money should be used to fund private educational institutions at the expense of public education. I oppose the current movement by Gov. Kasich and his allies in the



Gov. John Kasich

legislature to divert the public education funding to failing, for-profit charter schools.

One of the key problems with many charter schools is their lack of accountability, including, but not limited to, the gross abuse of the system in which those who run failed charter schools are able to close their doors, then reopen under a new name with the same failed structure. I support shutting down failing and un-auditable charter schools and holding accountable the entities that run them.

Kasich: To further quality education in all Ohio schools we have implemented an A-F Report Card, a third-grade reading guarantee, the Cleveland plan and a new mentoring program to help children find direction in life, school and careers, along with other dropout prevention and adult dropout recovery measures. We're working with parents to provide better information and we are striving for greater accountability

across the board.

I am a strong supporter of school choice because no child should be trapped in a failing school, public or private, and all schools should be held to high standards.

Our administration has been tough on failing charter schools, shutting down at least 20 over the past three-and-a-half years, and we also proposed a parent trigger law in our first budget that would allow parents to take over failing public schools, which was implemented as a pilot program.

Quality charter schools start with quality sponsors. Our administration has made changes so that sponsors will be evaluated on outcomes, compliance with rules and the rigor of their practices to ensure quality, and only the best will be allowed to start schools. EdChoice schools must submit annual applications and proof of compliance. Voucher students must take state tests, and now we're requiring that if 65% of students in a school have vouchers, then all students in the school must take these tests.

The next General Assembly and governor will begin work on the fiscal year 2016-17 budget early next year with many choices to make, including state funding for education. Please explain your view on the state's responsibility for

funding education in Ohio and potential changes to the state's current funding formula.

FitzGerald: As I have campaigned across the state of Ohio, I have spoken at virtually every campaign stop about the irresponsible action of the state to cut local government funds and education funding, while increasing the total amount spent in Columbus. The governor and his allies in the legislature have balanced their budget by unbalancing the budgets of cities, counties, townships, schools and other local government entities — in doing so, breaking decades of tradition in Ohio, which had set a precedent that taxes collected at the state are shared with local communities.

As county executive, I have taken the opposite approach. After entering office, my administration set our priorities — public safety, education and a commitment to economic development that creates good-paying jobs. With a budget surplus in Cuyahoga County, we have managed to build up the strongest reserve fund of any county entity in the state. Still, we managed to return funding to municipal communities and schools — in part to counteract the local government funding cuts that came from the state of Ohio.

Kasich: In 2013, we passed the Achievement Everywhere plan, which builds upon other school improvement initiatives,

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including the third-grade reading guarantee and the A-to-F Report Card, to provide all schools with the resources they need to help Ohio's students succeed. Our plan included \$1.6 billion in new resources for primary and secondary education, with total state investment reaching the highest levels in state history.

In fact, fiscal year (FY) 2015 state General Revenue Fund and Lottery Profit spending will exceed FY 2010 levels by \$1.3 billion (17.8%). Dollars are now directed to school districts based on property values and residents' incomes as well as classroom needs of students. The classroom focus is critical to ensure that student achievement — not adults, buildings or equipment — remain Ohio's No. 1 education priority. Our school-funding plan also created the \$250 million Straight A Fund to provide one-time grants to school districts that wish to take on ambitious new strategies for increasing operational efficiency, helping their students improve achievement levels and eliminating barriers to college and a career.

What is your view on the role and responsibility of locally elected school board members? Do you support the authority of local boards of education and their governance structure?

FitzGerald: I absolutely support the authority of local boards of education. Government closest to the people is the most effective; I believe that local elected officials should be making the decisions for their community.

I believe that those making policy on public education should be experts in public education. At the state level, I would seek to bring together the best and brightest minds on education — including those who have taught in the classroom — to the Ohio Department of Education.

Kasich: Local control is very important to me and Ohio's current system allows voters to elect those people who will

set the curriculum for their schools. In some cases, such as in Cleveland, reform was needed to improve the schools and if community leaders of other cities come to me and say similar reforms are needed in their city, then we need to listen to them. Regardless of how the boards are selected or how they are governed, the most important thing is that the adults operate with the children's best interests in mind.

Please explain any other Ohio public education initiative you would like to see implemented if elected in November.

FitzGerald: In recent months, my campaign has put forward specific plans to invest in early childhood education, increase funding for local school districts and make college more affordable.

I believe that universal pre-K is a worthwhile challenge that the state should tackle. Studies show that investments in early childhood education have an incredible impact on a young learner's ability to succeed later in life. Additionally, universal college savings plans are shown to increase college attendance and financial preparedness.

In the last two biennial budgets, the state balanced its books by unbalancing the budgets of local schools and communities. As governor, I will never take money out of the pockets of local communities in that fashion.

Kasich: The strength of Ohio's economy depends on a well-educated, well-trained workforce. Since taking office, improving Ohio's education and workforce systems has been a focus of ours and we will continue our efforts to better link education and training with in-demand jobs. I remain focused on getting community leaders more engaged through our new mentorship program, which will provide greater support to our educators and, most importantly, give children the opportunity to reach their full potential. ■



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State Board candidates weigh in on issues

compiled by Jay Smith, deputy director of legislative services

There is a lot at stake for this year's State Board of Education. Of the 19 board seats, seven of the 11 elected seats are up for grabs in the November general election.

With all of the changes that have taken place in Ohio's education system in recent years, it's more important than ever for school board members and administrators to do their homework and find out where the candidates stand on education policy.

OSBA recently sent a short questionnaire to all candidates running for the State Board of Education. The list of candidates was compiled with information from the secretary of state's office and Ohio Department of Education. Following are the responses OSBA received. Of the 24 candidates contacted, eight did not respond.

District 2

Kathleen A. McGervey, Avon

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? During my second term as a member of the State Board of Education, I will continue to faithfully represent those I serve, advocate on behalf of parents and their children, and support and defend local control of education. Promoting academic

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



excellence for Ohio's students is the No. 1 issue.

What are your thoughts on local control? With the input of parents and teachers, locally elected school boards are best equipped to make decisions regarding what is most suitable for students. The authority of local boards is affirmed in state law.

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 support academic excellence in all its many forms. Vouchers are an important means of providing educational choice for parents. And all publicly funded schools, including community schools, must be held accountable for how those funds are used and for the academic progress of their students.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. The majority of people I have met in District 2 oppose Common Core. They recognize it as an intrusive curriculum that renders meaningless the State Board, as well as locally elected school boards. Under Common Core, parents have no

locally elected representatives to appeal to regarding content or cost.

Kim Redfern, Port Clinton

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? My service will reflect the concerns of parents and educators across northern Ohio. Public education has not been the focus of the (Gov. **John Kasich**) administration and I will be a voice to change that.

What are your thoughts on local control? Public educators need the support of parents, administrators and the community.

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 am opposed to for-profit charter schools and believe they siphon public dollars away from our schools.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. Yes. Common Core provides guidelines for schools to chart success and I support it.

Raymond A. Young, Gibsonburg

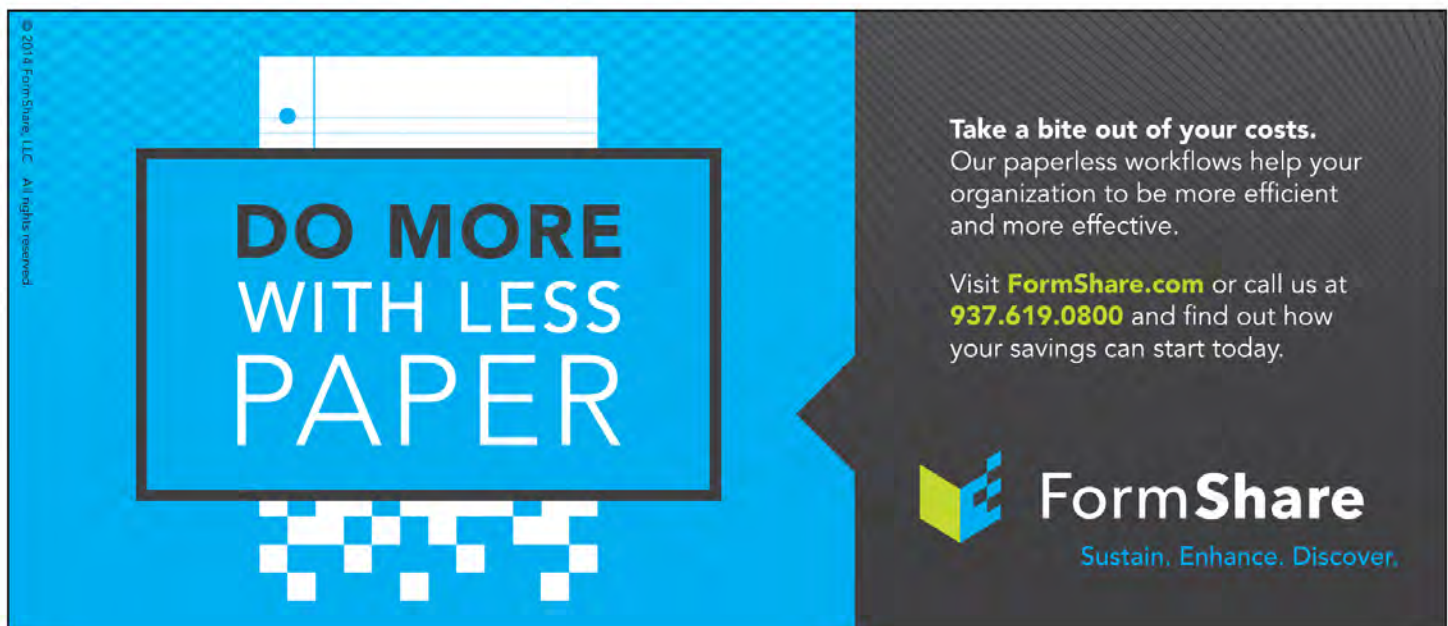
Please describe what you hope to accomplish if elected to the State Board of Education. What do you feel is the most important issue facing public education today? I was a classroom teacher 19 years, building principal 12 years and a local board of education member. Only two of 19 State Board of Education members have teaching or education experience,

and most people have never seen or spoken with them. I would like to change that by being a voice for educators and families. Finally, the most important issue facing education leaders today continues to be providing adequate and equitable school funding.

What are your thoughts on local control? I believe education is a matter best left for state and local leaders. *All* stakeholders: educators, parents, business and community leaders, need to be heard and understood before major policies and changes occur. The federal education department (thousands of employees and more than \$70 billion) could be considerably reduced or eliminated.

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 support the parents' right to choose a school for their children, but oppose using public tax dollars to send them to private schools. If a family chooses to pursue a private education, it should be done at their own expense. Charter (public) schools should fundamentally be held to the same high standards as all other public schools in Ohio.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. I oppose the federal government determining what our state standards should be, and withholding funds and opportunities unless we comply. State standards were developed in Ohio for all academic areas years ago, and have been routinely updated to meet current needs and expectations. Again, I believe the issue of education, including content standards, is a matter best left for state and local leaders.



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District 3

Candidate Charlotte D. McGuire, Centerville, did not respond.

Mary M. Pritchard, West Chester

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 hope to “model service” to the schools by fashioning code and making decisions that reflect the will of the people. The biggest issue is ownership. Who owns the schools? Who owns the children?

What are your thoughts on local control? Local control is key to educational excellence in Ohio. When the money originates locally, the school answers to the locals. The best way to maintain local control is to keep tax dollars local rather than have them trickle back from the state and federal government with strings attached.

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 would like to see the money stay with the child, and the parents to hold their choice of education accountable. Parents can decide if their children are receiving a quality education. If parents desire an expert opinion concerning the quality of their choice, they are capable of getting one.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio’s schools? Explain your view on the Common Core and/or any areas of concern. I do not believe Common Core reflects the will of the people of Ohio. The National Governors Association and Council

of Chief State School Officers (which developed the standards) are not elected organizations. Since Common Core is the law, it would be the role of the State Board to direct the implementation of Common Core as closely to constituents’ values as possible.

Sarah L. Roberts, Vandalia

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 hope to have a positive impact on teaching and learning in the state. The elimination of the 12.5% subsidy on owner-occupied homes increases difficulty for local levies to pass. Combined with other state tax reductions, a “perfect storm” for funding exists for many school districts. Accountability also is critical.

What are your thoughts on local control? State laws and policies reflect efforts to achieve equal opportunities for high-quality education. Local boards can help restore a balance by clarifying their goals, honing their policies to reflect best practices and ensuring that local administrators and teachers have access to high-quality professional development to achieve student engagement and success.

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. Ohio Department of Education data and newspaper reports indicate charter schools have little positive impact on student achievement. Charter schools reduce the funding — and therefore resources — available to public schools. Charter schools should operate under the same standards of academic and



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MANAGING DIRECTOR
OGANOOM@RSANET.COM

Joseph Robertson, IV

MANAGING DIRECTOR
JROBERTSON@RSANET.COM

Eric Prall

DIRECTOR
EPRALL@RSANET.COM

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financial reporting and accountability as public schools.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. I support the adoption of Common Core as a starting point. The standards are a road map, with many avenues to an ultimate destination. Challenges include the lack of resources and support available to teachers of students who have unusual learning needs. Repealing standards would pull public education off balance.

A.J. Wagner, Dayton

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 most important issue facing public education today is poverty. It is my desire to find new ways to encounter parents in poverty before the birth of their children to begin the education process through them.

What are your thoughts on local control? I prefer local control, but it must be within the context of the Ohio Constitution's mandate to provide for "a thorough and efficient system of common schools throughout the state."

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? Because local school districts suffer from a decrease in funding when someone takes a voucher or attends a community school, I believe any such allocation should be determined by voters on a local basis. With limited exceptions, all schools should be required to meet the same minimum standards.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. I support the Common Core standards, though implementation issues should be addressed. Standards are good, though they should be implemented after proper training of teachers and administrators. They should not be used to discipline teachers, but as a diagnostic tool to determine if further training may be needed.

District 4

Candidates Zac Haines and Joe Moorman, both from Cincinnati, did not respond.

Pat Bruns, Cincinnati

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? Access to a high-quality education, including universal preschool and the arts, is the

civil right of all students, no matter their ZIP code. I will advocate for an education budget that upholds the Supreme Court mandate "to provide for a thorough and efficient system of common schools" as guaranteed by the Ohio Constitution.

What are your thoughts on local control? The Ohio Constitution and Ohio law give local school boards control to set policies and hire the district's superintendent and treasurer. When educational issues arise, local stakeholders closest to the issues should be actively engaged in open and honest dialogue, creating solutions that benefit all students in their charge.

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 will advocate for a moratorium on the expansion of charter schools. Existing private, for-profit charter schools must be held to the same standards, transparent financial accountability and reporting protocols that regulate public schools or they should lose public taxpayers' funding.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. Ohio's state education standards are among the most comprehensive. Common Core, as I understand it, addresses those standards that our education and civic leaders believe will prepare our students for the global economy. I support Common Core with classroom teachers' ongoing input, time to develop new strategies and curriculum evaluation.

District 5

Candidates Brad Lamb, Westlake, and Michael J. Grusenmeyer, Rocky River, did not respond.

Roslyn Painter-Goffi, Strongsville

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? As a mother, grandmother and with more than 30 years of experience as a public school employee, I hope to use my experience and education to be an informed and reasonable voice for public education on the State Board. The most important issue is providing a high-quality education for all children no matter where they live.

What are your thoughts on local control? I support local control and collective bargaining for employees. Teachers and paraprofessionals who work with students every day often have meaningful solutions to problems and their voices at the collective bargaining table can be beneficial to all stakeholders in a district's success.



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 should be available as a choice for parents as long as they are held to same academic and financial standards as traditional public schools. However, when eight out of 10 charters are failing and more than \$1 billion is going to failing schools, more State Board of Education oversight is needed. I do not support the idea of vouchers.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. I believe that the Common Core standards are educationally sound. I believe that in Ohio we should continue their implementation. I support a moratorium on high-stakes testing associated with the Common Core until more time has passed to allow for their thorough implementation.

Chris M. Sawicki, Medina

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 most important issue would be that, upon graduation from public school, most of our youth are neither prepared for work nor continuing education. College is not for everyone, I would like to see Ohio schools doing more to ready these kids for the workforce.

What are your thoughts on local control? All areas of government work best when decision making is kept local; schools are no exception. Our state is diverse. What works best for a rural community may not for an urban. Local control is critical. Residents also get more for their money, and have more accountability at the local level.

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 support school choice and vouchers. Public education has failed many families and doesn't fit everyone's needs. There should be options available for those families. However, there is a great deal of concern with regard to charter school oversight, as well as funding, that I would

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like to see addressed.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. I do not support the Common Core standards and would like to see their full repeal. Common Core is the opposite of local control, and is tying the hands of local school boards and educators. It discourages creativeness and creates a teach-to-the-test environment.

District 7

Candidates Sarah Freeman, Aurora, and David Spencer, Kent, did not respond.

Michael Charney, North Kingsville

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 shine a light on how underperforming for-profit online charter schools drain hundreds of thousands of dollars from public school districts. I also will call for reducing the overreliance on high-stakes standardized testing and how these tests distort teaching and learning, deny all children a well-rounded education and often are used to attack public schools. They are also taking an inordinate amount of time away from classroom instruction.

What are your thoughts on local control? In general, I support local control, especially in terms of assessment and accountability issues. However, there should be federal and state oversight over issues of racial discrimination and opportunities for children with disabilities. And, of course, the Ohio General Assembly needs to fundamentally

increase its funding to local school districts as new mandates and standards are imposed.

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 have been a national leader in opposing private school vouchers. As a Cleveland teacher, I spoke against the Cleveland private school voucher plan all across the nation and appeared on National Public Radio. I persuaded Gov. (Ted) Strickland to remove EdChoice from his first budget, but the legislature replaced it. Not only should charter schools be held to the same standards, I believe we should return to the original goal of charters and only approve those that offer a different approach to curriculum, content or pedagogy.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. The present House bill against the Common Core flows more from an anti-public school bias than a critique of the standards. It's important to have high academic standards for all students and maintain forward momentum. However, if we look at Common Core test results in New York and Kentucky, students are being set up for failure. I worry these tests will not be used to invest more in teaching and support for students, but become a rallying cry for those opposed to public education.

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? In state policy, nearly

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every issue centers around a debate of jurisdiction. Debates surrounding funding, teacher and principal evaluations, standards and assessments share a common question: “Is this a federal, state or local issue?” I will continue to advocate for parental involvement and true local control of Ohio’s public schools.

What are your thoughts on local control? Local control of Ohio’s public schools helps create an effective and engaging environment for student learning. Unfortunately, local school boards have essentially been given the role of rubber-stamping federal and state laws and policies rather than innovatively creating policy that best suits the unique needs of their districts.

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? Children learn best in an environment that suits their unique needs, interests, talents and abilities. Every school should be held accountable to parents and taxpayers, while allowing students flexibility and opportunity. It has been my goal to fairly represent all forms of education while on the State Board of Education.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio’s schools? Explain your view on the Common Core and/or any areas of concern. Local school boards shouldn’t be compelled to adopt a particular set of standards or curriculum to meet state assessment requirements. I support repealing the Common Core and aligned assessments at a state level, giving jurisdiction back to local districts to keep the Common Core or to select better standards.

District 8

Robert Hagan, Youngstown

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 the State Board of Education to be more accountable to public education and less influenced by the charter school advocates. I also believe the board has lost its mission and vision to help educate our schoolchildren. Allowing some members of the school board to attack teachers does nothing to improve the state’s education system, it only generates animus.

What are your thoughts on local control? I do think that we need to recognize our responsibility to our children through guidelines that make us more competitive with other parts of the world, but we also need more local input to recognize the cultural differences visible only at the local level.

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 charter schools and want more accountability for those that are operating in this state.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio’s schools? Explain your view on the Common Core and/or any areas of concern. Yes, I support the standards. We also need to have more dollars available to go toward districts that need more help than others. More testing does not improve the learning process. Allowing teachers to teach will.

Kathleen Purdy, Alliance

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 hope to accomplish an atmosphere of advocacy for school districts to embrace the future of Ohio’s students using my leadership skills as a teacher. Additionally, I would increase public engagement in the board’s decisions. School funding is an important issue facing education today, as are factors outside of any student’s control, such as crime and shelter uncertainty.

What are your thoughts on local control? Local school boards should be in control of educating students in their communities. However, strong input from the communities is needed for successful graduates. Some school communities have residents who no longer have children in school; however, they are stakeholders in what is being taught.

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? School choice is a decision parents/guardians must make using accurate information. Vouchers are useful, in some cases, to allow parents to select their child’s education, but should not be taken from the public schools’ budgets. Community schools should offer the same required standards as public schools.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio’s schools. Explain your view on the Common Core and/or any areas of concern. I am in support of Ohio’s adoption of the Common Core standards as they offer an opportunity for discussion among educators, local boards, parents and other stakeholders working on behalf of preparing students with updated career choice skills. Concerns should be based on the value system representative of the community.

Ida Ross-Freeman, Canton

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 hope to be able to help stem the tide of charter schools because I feel that they are a threat to public schools' fiscal stability and standards. They don't seem to operate in the same manner and do not have to follow the same rules as public schools. They are failing our children both in the urban and rural areas miserably, according to the latest data.

What are your thoughts on local control? I feel that local control is good because local communities know their children best and are in a better position to understand how their children learn. Not all children learn in the same way and, therefore, local people know the children. Although, I think that there has to be a way to quantify and qualify learning.

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 feel that parents should have choice, especially if their school is not functioning the way it should, whether it be to another public school district or a real private school, not a charter that is perpetrating as a private school. Yes, I think that charter schools need to adhere to the same rules as public schools.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. The Common Core might be a good concept, but when it gets to usage, how valid is it for all students, since not all children learn the same way? After much reporting about the downside of Common Core, I don't know if I support it or not; I need to see data from our urban and rural students and how it impacts them.

District 10

Candidate Ross Hardin, Milford, did not respond.

Michael B. Kinnamon, Chillicothe

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 would utilize my long experience in the areas of communication and working with children, parents, educators and the general public to improve state and local relationships and to continuously gather feedback in an effort to create quality education for children. The most important issue facing education today: student poverty.

What are your thoughts on local control? With increasing state

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control over finances and curricular mandates, local school boards have far less control than ever before. Proactive and improved communications between the state and local boards will allow for greater local autonomy, flexibility, accountability and increased student performance.

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? School choice/vouchers could be an excellent way to meet the various needs of our students. Since the legislature allows private charter schools to exist with practically no accountability for academic and financial matters, I presently cannot support choice, vouchers or charter school concepts. Choice must involve accountability.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. I support Common Core for reading and math. The Common Core, when taught by teachers who have benefitted from quality professional development, can effectively prepare students to be successful in their future careers. It is imperative that student resources be current and available, with approved curricula driving the testing.

Ron Rudduck, Wilmington

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? My 10 years of experience as a superintendent have been instrumental in keeping students and teachers at the forefront with the decisions being considered by the other members of the State

Board. I believe that among the most problematic of the issues facing schools is the culture of continuous change. Constant change creates an environment of mistrust, apathy and an overall sense of frustration with our teachers and students.

What are your thoughts on local control? There must be a combination of state and local controls. The state should promote high standards and encourage innovation from school districts that promote teacher creativity in the classroom. The outcomes should be in broad terms and not prescriptive with regard to content or procedures, which allows districts the freedom to implement what is best for their students and community.

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? A great school is a great school, regardless of its classification. However, the heart of the matter is our taxpayers deserve effective and stringent oversight of where their dollars flow, and our public schools deserve similar protection of their shrinking resources as these dollars leave their districts.

The Common Core currently is in place in Ohio and more than 40 other states. Do you support the Common Core standards currently being used in Ohio's schools? Explain your view on the Common Core and/or any areas of concern. I have major concerns about what will replace the standards, if repealed, and even more concern about the continuing culture of change and the interruptions to the educational process. As a State Board member, I hope to help parties find "common" ground and use "common" sense for the sake of our teachers and students. ■

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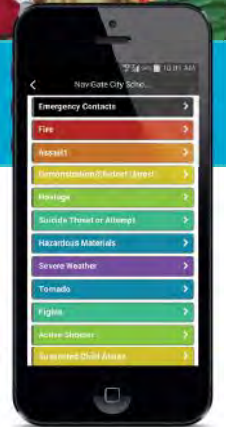
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School-funding outlook in the future

Dr. Howard Fleeter, Education Tax Policy Institute consultant

By any measure, the fiscal year (FY) 2014-15 state budget enacted in June 2013 was a significant improvement for Ohio public school funding over the preceding budget. Let's review recent state budgets to get a better idea what's in store for school funding in the future.

The FY 2012-13 budget initiated the phaseout of replacement payments for the loss of business tangible personal property (TPP) tax and public utility tangible personal property (PUTPP) tax as part of the administration and legislature's strategies for restoring structural balance to the state budget. It reduced total TPP tax payments to schools by \$370 million in FY '12 and an additional \$250 million in FY '13.

However, no further cuts in TPP taxes were included in the FY 2014-15 budget. The budget provided almost \$1.1 billion in additional funding through the state foundation aid formula than was provided in the FY 2012-13 biennium. As a result, the FY 2014-15 budget provided a net increase in general purpose state funding for Ohio's public school districts compared with the preceding biennium. However, the picture is a bit different when FY 2014-15 is compared to FY 2010-11 funding levels.

Table 1 summarizes the changes in school funding in Ohio's last three biennial budgets. The table reflects actual figures for FY '10 through FY '13 and Ohio Legislative

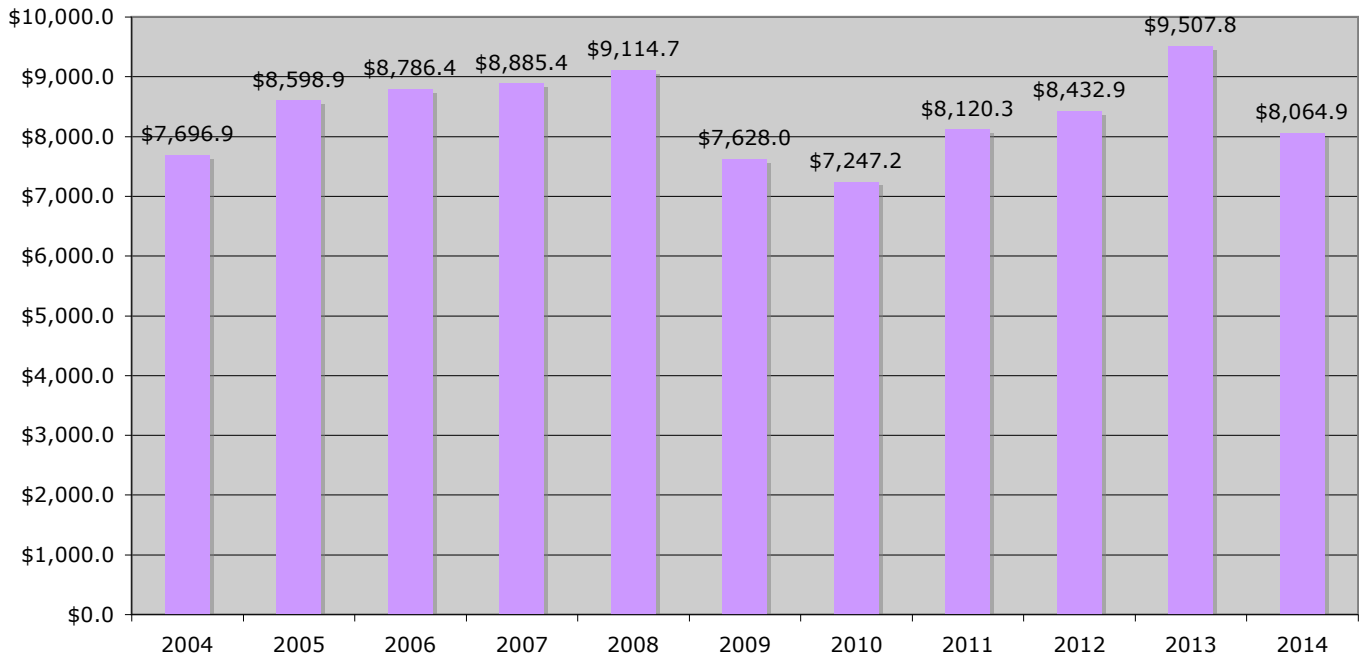
Table 1: FY '10 to FY '15 school district formula aid and tangible personal property (TPP) tax replacement payments

Revenue category	FY '10	FY '11	FY '12	FY '13	FY '14	FY '15
School district foundation aid	\$6,536.8	\$6,514.7	\$6,266.1	\$6,325.6	\$6,609.5	\$7,042.4
JVSD foundation aid	\$261	\$263	\$263	\$263	\$269.5	\$277.1
Total K-12 foundation aid	\$6,797.8	\$6,777.7	\$6,529.1	\$6,588.6	\$6,879	\$7,319.5
<i>Biennial totals</i>	\$13,575.5		\$13,117.7		\$14,198.5	
Business TPP tax replacement	\$1,041.4	\$1,052.3	\$728.3	\$482	\$482	\$482
Public utility TPP tax replacement	\$79.9	\$76.8	\$31.6	\$28	\$28	\$28
Total TPP tax replacement	\$1,121.3	\$1,129.1	\$759.9	\$510	\$510	\$510
<i>Biennial totals</i>	\$2,250.4		\$1,269.9		\$1,020	
Total foundation aid and TPP tax replacement	\$7,919	\$7,906.8	\$7,289.1	\$7,098.6	\$7,398	\$7,829.5
Biennial totals	\$15,825.8		\$14,387.7		\$15,218.5	
Biennial change			-\$1,438.1		+\$830.8	
FY 2014-15 vs. FY 2010-11					-\$607.3	

Figures are in millions. Foundation aid figures include federal stimulus funds of \$417.6 million in FY '10 and \$515.5 million in FY '11.

Source: Ohio Legislative Service Commission.

Figure 1: FY '04 to FY '14 Ohio personal income tax revenues



Figures are in millions.

Service Commission (LSC) estimates for foundation funding for FY '14 and FY '15. Funding provided to Ohio school districts through individual budget line items for specific categorical purposes are not included in these figures.

Table 1 (left) shows that as a result of the loss of federal State Fiscal Stabilization Funding (SFSF) stimulus funds, the FY 2012-13 foundation formula (\$13.12 billion) actually provided nearly \$460 million *less* funding to Ohio's K-12 school districts than did the FY 2010-11 budget (\$13.58 billion). Table 1 also shows that business and PUTPP tax replacement payments were reduced by \$980.5 million from FY 2010-11 (\$2.25 billion) to FY 2012-13 (\$1.27 billion). As a result, total K-12 foundation aid and TPP tax replacement payments were reduced by \$1.44 billion in FY 2012-13 compared to FY 2010-11 funding levels.

When comparing the FY 2012-13 biennium to the FY 2014-15 biennium, Table 1 shows that total state general purpose funding (state foundation aid plus TPP replacement payments) increased by \$831 million compared to FY 2012-13. However, because FY 2012-13 state funding was \$1.44 billion less than in FY 2010-11, FY 2014-15 funding levels for foundation aid and TPP tax replacement are \$607 million less than in FY 2010-11. Therefore, while the nearly \$1.1 billion increase in foundation funding in the current biennium was certainly a significant move forward by the Ohio legislature, this increase was not sufficient to counteract the effects of the reductions in funding in the preceding biennium.

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

Tax changes in the FY 2014-15 state budget

The FY 2014-15 state budget adopted in House Bill (HB) 59 in June 2013 included a number of significant changes to the state tax code. The main changes were:

- a 10% reduction in personal income tax rates (phased in over three years and beginning with a reduction of 8.5% in 2013);
- the creation of a 50% deduction of net business income for small business owners;
- an increase of 0.25% in the state sales tax, changing the rate from 5.5% to 5.75%.

HB 59 created the most significant changes in state tax policy since 2005, when HB 66 reduced state income tax rates by 21% over a five-year period and initiated the phaseout of the business TPP tax and corporate franchise tax; it also created the commercial activity tax.

Figure 1 (above) shows Ohio personal income taxes contributed to the General Revenue Fund (GRF) from FY '04 through FY '14. This graph clearly shows the significant fluctuation in income tax revenues, including the results of a nearly one-third reduction in income tax rates since 2006



and the effects of the economic recession in 2009 and 2010. FY '14 income tax revenues, while higher than during the height of the recession in FY '09 and FY '10, are lower than in any other year since FY '04. Finally, while personal income taxes have long been Ohio's largest single source of state tax revenue, the \$8.07 billion in FY '14 personal income tax revenue was \$1.1 billion less than the \$9.17 billion in revenue generated by the state sales tax.

Figure 2 (below) provides a more comprehensive comparison of total tax revenues from FY '04 through FY '14. The effect of HB 59 tax changes can be seen in Figure 2, which shows total state tax revenues over the past 11 years. This graph clearly shows that tax revenues declined by \$881 million from FY '13 (\$21.02 billion) to FY '14 (\$20.14 billion).

Figure 2 also shows that General Revenue Fund (GRF) tax revenues in FY '13 and FY '14 are higher than in any year since 2004. However, the tax revenues in Figure 2 fail to account for the impact of reductions in the Local Government Fund and Public Library Fund, along with the TPP tax replacement payment phaseout. The reduction of these payments to local governments allowed additional revenue to flow into GRF that had been diverted previously. Consequently, tax revenues were "artificially" increased by \$870 million in FY '12 and \$1.55 billion in both FY '13 and FY '14. Without these policy changes, GRF tax revenues would have been \$19.47 billion in FY '13 and \$18.59 billion in FY '14.

MBR tax changes and the outlook for FY '15

In June, the Ohio General Assembly enacted HB 483, which implemented additional tax changes included as

part of the midbiennium budget review (MBR). The most important of the tax changes were a series of changes to the state personal income tax. These include:

- an additional 1% income tax rate reduction;
- a one-year increase in the small business income tax deduction from 50% to 75%;
- an increase in the earned income tax credit benefiting lower-income workers;
- an increase in personal exemptions.

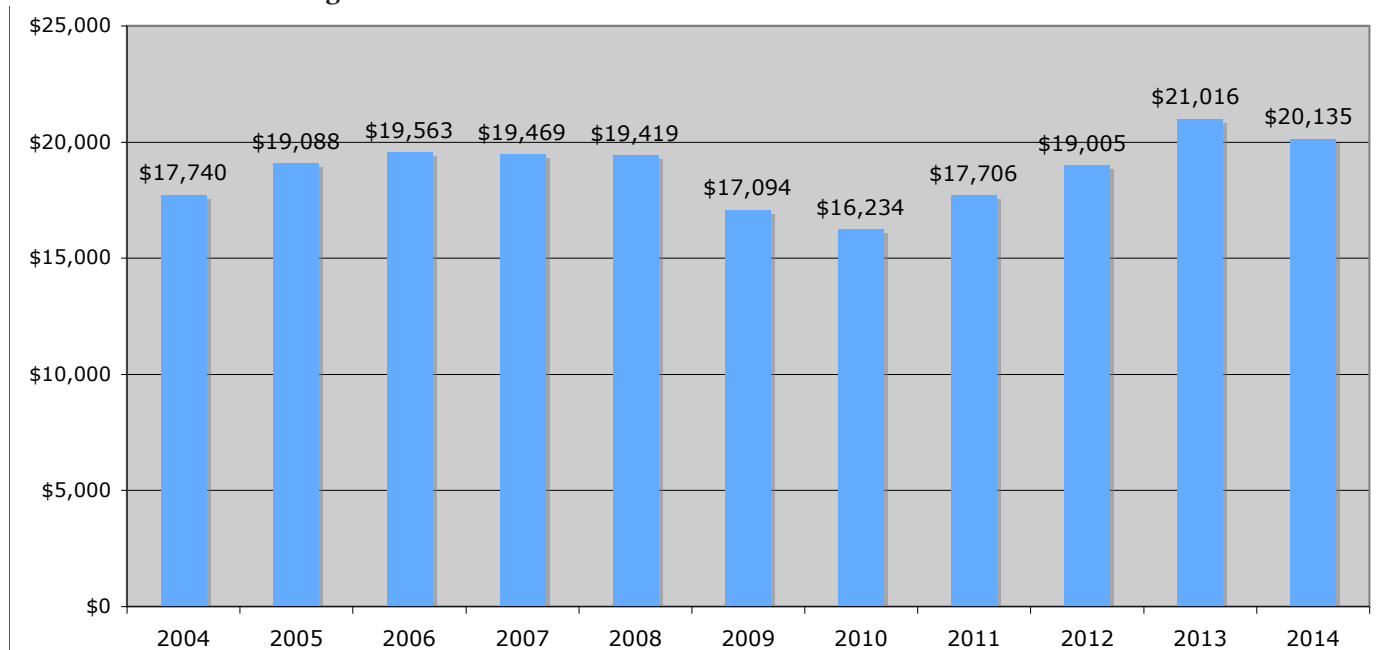
In August, the Ohio Office of Budget and Management (OBM) issued revised GRF tax revenue estimates for FY '15. The updated estimates forecast GRF tax revenues of \$21.02 billion in FY '15, down \$549 million from the original estimate in June 2013. Nearly 75% (\$409 million) of the reduction is due to the tax changes made in MBR. As a result of the additional income tax rate reductions in MBR, the personal income tax rates will have been reduced 17% from 2011 through 2016. This is on top of the 21% reduction from 2005 to 2010. The overall reduction in state personal income tax rates from 2005 to 2016 is 35%.

While OBM's revised FY '15 GRF tax revenue estimate is \$881 million more than the actual tax revenue received in FY '14, it is the exact same amount as the tax revenue received in FY '13.

Prospects for the FY 2016-17 budget

In many respects, the FY 2014-15 state budget treated Ohio's public schools more generously than might have been anticipated. State foundation aid was increased nearly \$1.1 billion (mostly in FY '15) and the phaseout of TPP tax replacement payments was frozen at FY '13 levels. The reason

Figure 2: FY '04 to FY '14 Ohio General Revenue Fund tax revenues



Figures are in millions.

the bulk of the increase in the foundation formula funding was concentrated in FY '15 was due to implementing tax cuts enacted during the biennium. FY '14 state tax revenues were lower than FY '13 levels, while FY '15 revenues are forecasted to increase (though not as much as initially estimated).

Final FY '14 GRF revenues and expenditures left the state with \$955 million more in net revenue than had been anticipated. This overage was largely due to \$872 million less in Medicaid spending than had been forecast. This positive balance leaves the state budget in a quite favorable position entering FY '15.

So what might the FY 2016-17 biennium have in store? If re-elected, Gov. **John Kasich** has made it clear he intends to continue reducing Ohio's personal income tax. He also has made it clear he intends to continue his attempt to increase taxes paid by the oil and gas industry in light of the emergence of the fracking industry in Ohio. At this point, it is hard to predict what the net revenue impact of these two tax policy initiatives will be. If recent history is a guide, it is likely unrealistic to expect large increases in state tax revenues in FY '16 and FY '17.

With regard to school funding, the Kasich administration

has indicated in the past that it would like to resume the phaseout of TPP tax replacement payments in the upcoming biennium. In the event that the TPP tax phaseout does resume, it can be reasonably expected that the same method (TPP tax payment reduction equals a maximum of 2% of district budget) used in FY '12 and FY '13 also would be employed in FY '16 and FY '17.

As for the foundation formula, nothing short of a crystal ball is required to forecast what changes may occur in the next biennium. In FY '15, 177 districts remain on the guarantee and receive \$118 million in additional funding as a result. In addition, 242 districts are subject to the gain cap, leaving \$498 million in additional state funding owed to them by the formula but not paid out due to the cap.

Arguably the most important parameters in the formula are the foundation level and the state share index. If the foundation level (currently \$5,800 per pupil in FY '15) continues to increase, then both the guarantee and gain cap amounts will decrease naturally. However, how any given district might fare will be determined by whether and how the state share index is recalculated for FY 2016-17. At this juncture, it would be mere speculation to hazard a guess as to how each of these components of the formula might change in the upcoming biennium. ■



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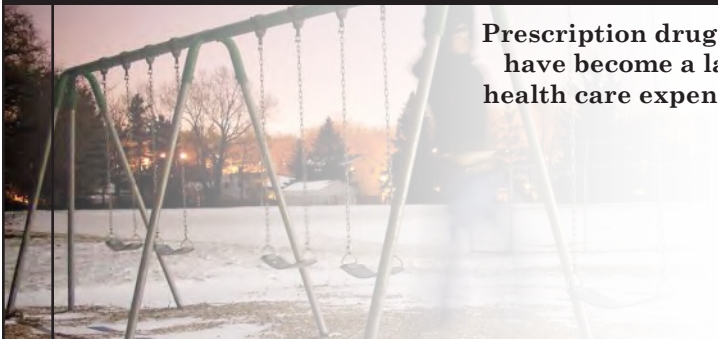
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The *Kids PAC* booth also is one of the Trade Show passport stops. You received a passport with your registration materials. Don't lose it – it's your ticket to win valuable raffle prizes for your district.

For more on the passport raffles, see the General Information section of the *OSBA Conference Guide*. The Capital Conference is Nov. 9-12 at the Greater Columbus Convention Center.

A second



Teacher Stefanie Getz asks a student a question at North Ridgeville City's Ranger Academy. The online academy, based in North Ridgeville High School, helps students who struggled in the traditional classroom recover credits and graduate on time with their peers.

North Ridgeville academy keeping kids on track

For myriad reasons, some students struggle to succeed in a traditional classroom. Try as they may — and despite their abilities — these children fall further and further behind until there is little hope of catching up.

Some leave their public school for online or charter schools. Others transfer to another district. Some simply drop out.

At **North Ridgeville City Schools**, Superintendent Dr. **James E. Powell** was not happy to see this happening in his district. Dissatisfied with the high school graduation rate and tired of losing students and funding, he and his staff began looking for a way to keep these kids at North Ridgeville and help them graduate on time with their peers.

In early 2013, after just a few months as superintendent, he announced the district would launch an alternative online

school called Ranger Academy. Carrying the name of the district's mascot, the academy was ready to go for the 2013-14 school year.

Powell said the decision to create the academy was made in response to several concerns. They included students not being successful in a traditional high school setting; others leaving the district for online schools, only to return to North Ridgeville without credits or skills; and students not graduating on time.

"We want students to have a wide range of opportunities to succeed," Powell said. "(The academy) provides a blended environment with enough structure for them to be successful. One of the problems with strictly online programming is that students do not get the support they need to be successful. By bringing them into the school for support, they end up getting

chance

*Gary Motz,
managing editor*

both the support and the freedom of online programming.”

Housed in North Ridgeville High School, the academy has its own separate entrance and is equipped with about 30 computers installed in study carrels. Students attend one of three two-hour sessions offered each weekday. Two teachers staff the room to help students and answer questions. The program expanded this school year to three sessions and serves 65 students in grades nine through 12.

“The goal of the program is to help kids who are deficient on credits get back on track for graduation,” said **Rachel Hill**, Ranger Academy coordinator. “It’s a school-within-a-school concept, an extension of North Ridgeville High School. They get the same diploma as the other kids and walk the stage for graduation. They also can participate in extracurriculars; we have kids in sports, student groups and clubs.”

Students are selected for the invitation-only program based on recommendations from guidance counselors and administrators, said Hill, who worked with special education and at-risk students in her previous role as a transition specialist. Recommended students and their parents attend an intake meeting to fill out applications and get an overview of the program.

“Because this is a very unique program, students must be a certain type of person to really excel,” Hill said. “So I need to know their reason for wanting to be in it. I ask them if they feel like they’re at risk of dropping out or going to another virtual school, or if they don’t like the traditional high school.”

Once selected, students attend an orientation session with their parents and, soon after, enter Ranger Academy.

Students work with the digital Apex Learning curriculum, both while at school and at home, which allows them to advance at their own pace, Hill said. They usually carry two classes at a time and are required to complete 20 hours of study outside of school each week. That schedule enables them to recover a full year of credit in a class in just six weeks.

“We have classroom teachers, which is what separates us from an ECOT or a K12 or any other online school,” Hill said. “The kids work independently, but with a teacher there

it really helps, because they can ask questions and really understand the material. And having that face-to-face time with a teacher makes students more accountable.”

Students with jobs can earn elective credits for working. For every 160 hours worked they receive one credit; Hill verifies the hours with students’ pay stubs.

“The job doesn’t have to relate to the elective credit of their choice,” she said. “They still have to complete defined electives like art and music at the academy. But getting credit through work fulfills requirements they otherwise would have to complete in Ranger Academy.”

According to Hill, the academy’s student makeup for the



Stefanie Getz oversees a Ranger Academy student working on an assignment. The digital credit-recovery academy differs from most online schools in that teachers are always in the classroom to answer questions.

TO PASS A CLASS

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A portion of a dry-erase board in Ranger Academy reminds students of some of the requirements they must fulfill.

2013-14 school year was: 67% at risk of dropping out; 31% special education; 1% former home-schoolers; and 1% fifth-year high school students.

“One thing I really want to stress is that these are not just at-risk students,” Hill said. “We have kids who struggled in the traditional high school because of medical conditions, different learning styles, problems at home ... there are just multiple reasons.”

“These are not *bad* kids,” said **Amy Rutledge**, district communications coordinator. “There are so many different reasons a student can be involved with Ranger Academy. Kids learn in different ways; not everyone can succeed by sitting in a class with 25 kids and listening to a teacher lecture. There are visual learners and those who work better independently.

“So with Apex, the academy can tailor the education for these students. And awarding them elective credit for working in jobs out in the community is teaching them skills and giving them real-life experience.”

Academy student **James Krasula** said he was able to make up

two years of credits in just one school year and will graduate in December.

“Before I came here, I was really behind and needed some way to catch up on my credits to graduate,” Krasula said. “In regular school, the day was too long for me to stay focused, so I kept getting more and more behind. Plus, I was missing up to 30 days a year because I couldn’t get up in the morning and go. It was really stressful. I’m more motivated now that I can get a full night’s sleep.”

Krasula said his future plans include attending community college for two years, then a university and, eventually, earning a Ph.D. in wildlife biology.

Monitoring student progress and keeping parents in the loop is a key component of Ranger Academy, Hill said. Since the curriculum program is online, she has instant access to what students are doing at school and at home.

“We share weekly progress reports with the kids to show them where they are, and every quarter I send home report cards,” Hill said. “If there are questions or problems along the way I send home emails and make phone calls.

“Hopefully there are no surprises, because I keep everyone up-to-date. If someone is having problems because a class isn’t a good fit or they are really struggling with the subject, I put them at a different level. That’s the beauty of this program; there are levels to fit different needs from very high to low. Apex offers a very wide variety of classes, so we can keep them moving.”

Teacher **Stefanie Getz** also maintains frequent contact with parents and gets a lot of positive feedback from them.

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Ranger Academy Coordinator Rachel Hill checks a student's work. Last school year, 21 students — who without the academy might not have graduated — walked across the stage to receive their diplomas.

“A lot of them feel really blessed that their child has been able to be successful in here,” Getz said. “One that comes to mind is a student who had never passed any courses. When he passed his first Ranger Academy course, his parents were so proud of him they took him out to dinner. The student was really proud of himself, too.”

“These are such smart kids; they’re not dumb. It’s a matter of motivating them. One thing we do to encourage them is to show them how they are getting closer to graduation; that’s a huge motivator.”

Powell also hears from enthusiastic and grateful parents.

“I have had parents tell me, ‘this program has saved my student’ and ‘my child would not have graduated without this program,’” he said. “Both students and parents say Ranger Academy has changed their lives and their futures. ... I had a mother come up to me in tears at graduation and thank us for ‘saving her child.’ That was certainly an emotional and noteworthy moment.”

Ranger Academy has kept more than \$250,000 in the district that would have been lost had those students attending the academy left North Ridgeville City Schools, Hill said. In addition, 21 students — who without the academy might not have graduated — walked across the stage to receive their diplomas last school year.

High school Principal **Thomas Szendrey** said that proves the academy is well worth the time and effort.

“It’s been great, because the combination of the kids and Mrs. Hill and Mrs. Getz and the others is a really unique one that’s worked very well,” Szendrey said. “The students have worked so hard and the people running the program have done a great job of meeting their needs while also holding them accountable.”

Powell echoed Szendrey’s praise.

“The staff in the academy is very professional and dedicated,” Powell said. “It really is their hard work and diligence that have created the conditions of success. Rachel Hill, as the program coordinator, is the driving force and a top-notch leader.”

“It’s exciting,” Szendrey said, “because it’s taken a group of kids who, for whatever reasons, and many of them beyond their control, are struggling and need some support from the right people to get going in the right direction. It’s kids being held accountable by adults who care. It’s like a kick in the pants, but also a hug.”

“And I don’t know if anybody has given him the credit he deserves, but our superintendent, Jim Powell, had the vision for this program and picked the right people to work with his vision and create it. He was the one who said, ‘We are going to do this and this is how we can make it happen.’” ■

Editor’s note: For more information on Ranger Academy, contact Rachel Hill, academy coordinator, at (440) 327-1992 or RachelHill@nracs.k12.oh.us.



School for troubled youth achieving exceptional results

Glenn Honeycutt, Indian Lake Local (Logan) school board member

Schools and courts have struggled for years to find solutions to help disadvantaged and neglected youth living in unstable home environments. Too many parents, unfortunately, give a part-time effort to a full-time responsibility and rely on schools and the court system to raise their children.

Through no fault of their own, troubled youngsters do what they believe they must do to survive. Their behavior, which reflects their environment, is understandable. Born into turbulent homes, they struggle with physical, emotional and sexual abuse; neglect; drugs; and other aberrations. They grow up with little hope of living stable lives.

Thankfully, there are still a few caring souls dedicated to leading neglected youngsters out of the darkness. In southwest Ohio, **West Liberty-Salem Local (Champaign), Logan County ESC** and a residential facility for disadvantaged youth came together to help struggling students succeed. Earlier this year, Logan County ESC merged with **Hardin County** and **Shelby County ESCs** to form **Midwest Regional ESC**, which continues to provide the program.

The Adriel Inc. Residential Facility, in the small rural community of West Liberty, was established in the late 1800s. The housing facility and school have become the last hope for distraught youngsters between the ages of 5 and 21, many of whom have been labeled “unsalvageable.” Adriel’s mission has been to provide a stable home and school environment for disengaged youth assigned to the facility by the courts, foster agencies and children services.

Led by CEO **Kay Wyse**, Adriel is responsible for overseeing the nutritional, clothing, transportation, health and safety needs of children at the facility. Staff members are certified in behavioral management and receive training to effectively deal with behavioral, emotional and health issues.

Since around-the-clock housing is provided for several age groups in different units, much time and effort is

devoted to developing socialization skills, dining etiquette, good nutrition and independent responsibility that comes with freedom of movement. Trust and respect are major components of the learning process.

West Liberty-Salem Local is ultimately responsible for providing educational services for children housed at the Adriel facility since it is located in the school district. West Liberty-Salem Local has an agreement with Midwest Regional ESC to coordinate the logistics and expense of hiring intervention specialists certified in all special education areas. The 60 students served by the program follow a similar educational curriculum and must meet the same graduation requirements as all other youth in Ohio.

Midwest Regional ESC Superintendent **Heather O’Donnell** works closely with West Liberty-Salem Local to provide a strong and diversified educational program, regardless of each student’s mental capacity. The district pays the ESC for the services provided, with state foundation money from each child’s home school district applied toward these costs. Sharing staff members, such as speech and hearing specialists and central office staff, within the county has resulted in a lower cost per pupil.

Considering their challenges, students’ academic achievement has been remarkable. The focus on positive learning initiatives and collaboration has produced convincing results. Students are performing at improved rates and achieving measurable goals. Test scores from the 2012-13 school year confirm the average fluency rate increased 35% from fall to spring and the average reading level increased by two years from fall to winter. Five students in the 2013 senior class met all graduation requirements.

In one success story, Adriel Principal **Todd Hanes** said that two non-reading students learned to read over a six-month period. As a result, their personal insecurities and minor behavior issues disappeared.

Hanes’ wealth of experience as a teacher, principal and

superintendent has been a plus. He also is a certified foster and adoptive parent, which gives him firsthand knowledge about understanding the students he works with.

The Adriel School is fast becoming a recognized leader in special education for troubled youth. The school has designed and developed a program to effectively support students with behavioral, emotional and learning challenges. The school's program has brought about positive results in students who previously struggled academically and behaviorally.

Adriel School has capitalized on resources available to traditional public schools as well as resources available to the residential facility. Credentialed, highly qualified intervention specialists teach each class. Teachers and other staff members, known as "teaching parents," work together to promote an effective learning environment. Behavior issues are handled quickly and effectively by the teaching parents, with minimal interruption, while the regular teacher continues classroom instruction.

Classes are grouped according to the building children reside in. This is a major factor in maintaining consistency between school and home. Students arrive at school on staggered time intervals. A soft start and soft end to the school day helps maintain an orderly arrival and departure. This strategy promotes calmness and orderliness within the campus environment throughout the day. It minimizes disruption and maximizes successful learning experiences for children who might otherwise be anxious and apprehensive.

Many students are on an Individualized Education Plan (IEP), which requires the school to meet the needs of students with a variety of learning disabilities. Classrooms are set up with eight students to one certified teacher, plus

two teaching parents and two licensed paraprofessional aides. This arrangement promotes continuous one-on-one support, which helps keep students focused. Students have the opportunity to make up credits they've missed or work toward additional credits. The goal is to have all children meet graduation requirements.

All students participate in a traditional schedule of seven to eight classes per day. Motivated students can earn additional credits through a supplemental, online learning system. Tutoring also is available for those needing additional help, much beyond what is required on IEPs. Students' days are filled with academic learning opportunities as well as activities designed to improve self-esteem. Incentives are provided to encourage solid work ethics and cultivate self-achievement.

To see a man weeding his flower bed while sitting in a chair implies he is lazy. To see a pair of crutches leaning against his chair would suggest otherwise. Despite his impairment, the man works at doing what he loves and enjoys the most. As a society, we would be prudent not to rush to judgment about disadvantaged children and the effort of their caretakers, for the cross they bear is not easily seen.

We are at a crucial juncture concerning the welfare of our country and education of children labeled "troubled" and "disadvantaged." Lasting results are achieved when these children receive loving and nurturing care to overcome fears for which they see no end. ■

About the author: Glenn Honeycutt is a retired educator with four decades of experience in the education field. He is a former administrator and writes a weekly newspaper column on parenting.



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Meet your new and improved Capital Conference



Attendees fill the Greater Columbus Convention Center Main Concourse between sessions during the 2013 OSBA Capital Conference.

Crystal Davis, editor

Times are changing and the OSBA Capital Conference and Trade Show is changing with them. You'll notice a number of new items at the 59th annual conference as OSBA builds on its reputation as one of the most affordable, information-packed professional development events in the nation.

Nearly 10,000 school board members, administrators, school staff and students come to the Capital Conference each year to learn from renowned keynote speakers, learning sessions and Spotlight Sessions (see "Learn from the best," page 50), Student Achievement Fair displays and the nation's largest education trade exhibition (see "Tips to enhance your OSBA Trade Show experience," page 54).

The conference, Nov. 9-12 at the Greater Columbus

Convention Center, will feature more than 500 Trade Show booths, more than 100 Student Achievement Fair groups and more than 100 workshops, seminars and informational sessions.

New this year are learning sessions by topic. Based on attendee feedback, the traditional 15 learning session topics been expanded to include more specific interests, such as have New learning standards, Rural schools, Suburban schools, Urban schools and Leadership development.

Another first this year is OSBA mini sessions. These 45-minute seminars are presented by OSBA staff members on topics such as effective governance through board policy, Twitter for school leaders and more. They are designed to be interactive, brief and enhance your conference experience.



Sáenz



Thurmon



Tambor



Bailey



Perkins

“Leadership for Learning” summarizes what Capital Conference is all about: professional development, sharing and networking. There will be countless opportunities to discover the latest best practices, student achievement strategies and proven methods to maximize your district’s resources and operations.

The conference’s many social events and receptions allow plenty of time for networking with your peers. In response to attendee feedback, the President’s Reception is returning to the Main Concourse. The Tuesday Night Event is moving to the Grand Ballroom and will be held earlier, running from 5 p.m. to 8 p.m.

A few more new items to be aware of: the Student Achievement Fair’s art exhibit is now all electronic; the GCCC North Parking Lot is closed this year due to the construction of a parking garage; and attendees will have the opportunity to “Stand Up for Public Schools” by getting their pictures taken for the OSBA campaign to promote public education at a special photo area in the Main Concourse.

The motivating General Session speakers this year include Huffington Post education blogger and author Dr. **Adam**

Sáenz; author and peak performance expert **Dan Thurmon**; and television, film and Broadway stage veteran **Jeffrey Tambor**.

Sáenz credits his success to two high school English teachers who changed his life by helping him overcome drug and behavior problems. He went on to earn his doctorate and is now the clinical director of the Oakwood Collaborative, the Texas counseling and assessment clinic he founded in 2003. Sáenz also is the author of *The Power of a Teacher: Restoring Hope and Well-Being to Change Lives*. Head to the Grand Ballroom to hear Sáenz speak on Monday, Nov. 10, at the First General Session.

As president of Motivation Works Inc., Thurmon has delivered thousands of presentations worldwide, helping organizations and individuals implement action plans and move confidently through transitions. A recent inductee to the national Speaker Hall of Fame, Thurmon’s philosophy can be characterized by the title of his book, *Off Balance On Purpose*. He believes people will never achieve “perfect balance” and should embrace uncertainty and seek positive changes that lead to growth. Thurmon will speak at the Second General Session on Tuesday, Nov. 11, in the Grand Ballroom.

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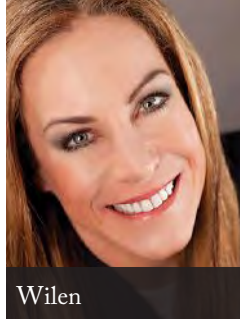


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Most people know Tambor from his stellar TV and feature film career, including unforgettable roles in the popular programs “The Larry Sanders Show” and “Arrested Development,” as well as the movies “And Justice for All” and “Meet Joe Black.”



Wilen

He has received numerous honors, including two Screen Actors Guild Awards, six Emmy nominations and a Television Critics Association Award nomination. Tambor also has been a teacher for more than 40 years. He passionately inspires students by using life experiences to teach them to face their fears. Don't miss Tambor's presentation in the Grand Ballroom at the Third General Session on Wednesday, Nov. 12.



Smith

Kicking off the conference's powerful lineup of speakers at the Early Bird Workshop on Sunday, Nov. 9, is author and leadership specialist **Simon T. Bailey**. His expertise equips leaders with tips, tools and techniques on how to unleash potential in people.

Bailey is a former leader of the Disney Institute and founder of the Brilliance Institute Inc. He also is a weekly columnist for *American City Business*

Journals and has spoken in front of worldwide audiences, working with brands like Verizon Communications Inc., McDonald's Corp. and Nationwide. Bailey is the author of seven books, including *Release Your Brilliance* and *The Vuja De Moment! — Shift from Average to Brilliant*.

Help OSBA support the Children's Hunger Alliance. In addition to serving 5,000 meals to kids in eight Ohio counties every day, the alliance also provides winter clothing to children in after-school programs. You can support this cause during the OSBA Capital Conference and Trade Show. OSBA will collect new hats, scarves, gloves and mittens in all sizes for children ages 6 to 18 during the conference at the OSBA Bookstore, Pavilion, Registration and Information Station. If you'd rather make a monetary donation, visit the Children's Hunger Alliance in the Trade Show at booth 1518.

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

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

Registration is \$95 for the Early Bird Workshop. Board members should notify their treasurer to register. On-site tickets will be sold on a space-available basis.

If you'd like to grab a meal while you listen to outstanding speakers, then you'll want to sign up for the OSBA Black Caucus Dinner and the Conference Luncheons.

Dr. **Brian K. Perkins**, director of Urban Education Leadership Program at Columbia University Teachers College, is the featured speaker at the OSBA Black Caucus Dinner on Sunday. A former school board member in New Haven, Conn., Perkins previously served on the National School Boards Association's (NSBA) Board of Directors and as chair of NSBA's Council of Urban Boards of Education and NSBA's National Black Council of School Board Members.

The dinner helps raise funds for the Leo Lucas Stipend, which provides graduating African-American seniors funds for college. Music and networking begin at 6 p.m., with dinner at 6:30 p.m. The cost is \$70; the reservation deadline is Oct. 31. Registration is required; limited tickets will be sold at the door for \$75.

Monday's Luncheon speaker is Dr. **Tracey Wilen**, a prominent leader on the impact of technology on society, work and careers. A former visiting scholar at Stanford University, she has held leadership positions at Apple Inc., Hewlett-Packard Co. and Cisco Systems Inc.

The author of *Employed for Life: 21st Century Career Trends* and *Society 3.0: How Technology Is Reshaping Education, Work and Society*, Wilen has appeared on CNN, Fox and CBS News and in *The Wall Street Journal*, *Chicago Tribune* and *USA Today*. She contributes to The Huffington Post and is a guest expert on radio shows across the U.S.

Tuesday's Luncheon speaker is one of the most decorated

professional basketball players of all time, **Katie Smith**. Smith was a star basketball player at **Logan-Hocking Local's (Hocking)** Logan High School, Ohio State University and in the American Basketball League and WNBA. She is the all-time leading scorer in women's professional basketball, having notched more than 7,000 points in her American Basketball League and WNBA careers. In 2011, fans voted to recognize her as one of the Top 15 players in WNBA history.

While a freshman at Ohio State, Smith took the Buckeyes to a Big Ten championship and the NCAA national championship game. She was an All-American in her freshman and senior years as well as an Academic All-American. Ohio State later honored her as the first female Buckeye athlete to have her number retired. She is now an assistant coach for the WNBA's New York Liberty. She recently earned a master's degree from Ohio State in medical dietetics.

Advance registration for each Conference Luncheon is \$55. Board members wanting to register should notify their district treasurer or OSBA. On-site tickets will be sold for \$60 at conference Registration on a space-available basis.

With so much to see and do, it's hard to believe that the four-day Capital Conference costs just \$275 per person — or a group rate of \$1,700 to send more than six people from the same district. That means your district can send seven or 70, but still pay only the same flat rate.

In addition to sessions and networking events, you'll find a wealth of other resources to help your district succeed and heighten your conference experience. You'll want to plan your schedule to take advantage of some of these additional opportunities.

Avenue for Answers

Representatives from the Ohio Facilities Construction Commission, OSBA Urban School District Advisory Network, Ohio eTranscripts and more will be on hand to answer your questions. Hear an update on Ohio's Next Generation Assessments; career-tech industry credentials; early learning and school readiness initiatives; the Instructional Improvement System for Ohio schools; and the third-grade reading guarantee. Avenue for Answers is in booths 1446 through 1551 in the Trade Show.

OSBA Bookstore

Head to the OSBA Bookstore to find some of the keynote speakers ready to sign their books right after their presentations. Located in room C 110, the bookstore also offers publications, clothing, plaques and other items for sale. A discount of 10% on all items purchased during the conference provides an added incentive to stop by.

Capital Conference App

Use the Capital Conference App to easily find the time,



Don't miss the student performances before the General Sessions and during the Student Achievement Fair on Tuesday, Nov. 11.

date and location for sessions; Student Achievement Fair and Trade Show information and additional details on speakers and exhibitors. Download the app for iPhone, iPad or Android devices or use the mobile web version to view the app on your computer or Blackberry or Windows device. Visit <http://conference.ohioschoolboards.org/app> for more information.

Email stations

You can check your email at two stations during the conference, courtesy of VARtek Services Inc. One station will be available in the Trade Show during exhibition hours and another will be open outside C 120.

Information Station

The OSBA Information Station in the Main Concourse 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 couldn't 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 promote public education. You also can enter a silent auction for Ohio State-Michigan football tickets. Two pairs of tickets for the Nov. 29 game in Ohio Stadium will be up for auction.

OHSPRA/OSBA Idea Center

Sponsored by the Ohio School Public Relations Association (OHSPRA) and OSBA, complimentary copies of school communications materials — including calendars, annual reports, newsletters, levy brochures and more — are displayed in a publications exchange for attendees to browse and take



Conference attendees browse the shelves at the OSBA Bookstore.

back to their districts. Also this year, OHSPRA is having a “swag swap,” in which conference participants can bring a promotional item from their district and swap it with a promotional item from another district. Attendees also may bring their district’s most pressing public relations concerns to the booth on Monday for individual counseling sessions with the PR Doctor. The OHSPRA/OSBA Idea Center is in the Main Concourse near room D 130.

Pavilion

Located at the south end of the Main Concourse, the OSBA Pavillion provides details on the wide range of programs and services OSBA offers. Take time to pick up informational materials and meet association staff.

Region Resource Center

Find out how to be more involved in your region and learn more about OSBA’s regional services and activities at the Region Resource Center in the Main Concourse. Regional managers, officers and committee members from the five OSBA regions will be available to answer questions, explain services and talk about activities and events in their regions. Enter the regional raffles while you’re there for a chance to win prizes for your district.

Relaxation Stations

Kick back and relax for a few minutes at any one of the conference Relaxation Stations in the Trade Show. Enjoy complimentary back massages, manicures, shoeshines, blood

pressure screenings and therapeutic foot massages. Services are provided by students from **Coshocton County Career Center, Eastland-Fairfield Career & Technical Schools, Mahoning County Career and Technical Center, South-Western City Career Academy, Tolles Career & Technical Center, Tri-Rivers Career Center and Trumbull Career & Technical Center.**

Restaurant reservations

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

Twitter and Facebook

Are you following OSBA and the conference on Twitter and Facebook? If so, use Twitter and Facebook to share your conference experiences. Include the hashtag #OSBACC in your tweets to share your observations. You also can post and view updates on OSBA’s Facebook page, www.facebook.com/OHschoolboards.

University Square

Each year, OSBA invites representatives from Ohio colleges and universities to take part in a higher education information exchange. This popular area offers representatives ready to help school districts advise students and families about postsecondary education opportunities. University Square can be found at booths 1528-1541 in Hall D. ■



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Learn from the best



OSBA School Board Services Consultant Steve Horton leads a learning session at the 2013 OSBA Capital Conference and Trade Show.

Capital Conference expanding learning session topics to better serve attendees

Bryan Bullock, assistant editor

School board members and administrators look forward to the OSBA Capital Conference and Trade Show each fall. The one-stop professional development and networking event offers attendees the chance to connect with nearly 10,000 people in the education community.

The four-day conference is packed with opportunities to learn from leading experts about the latest issues in K-12 public education. The event boasts more than 100 learning sessions; five in-depth Spotlight Sessions highlighting hot

topics; numerous workshops focusing on unique solutions to save districts time and money; and countless networking opportunities to learn how your colleagues are improving student achievement in districts across Ohio.

Learning sessions are at the heart of conference. Learning sessions are categorized by topics to help attendees find presentations that interest them, but sessions are open to any attendee. Based on feedback from attendees, OSBA is expanding the number of learning session topics from 15 to 25

beginning with this year's Capital Conference.

The topic categories attendees are used to seeing will return, including: 21st century learning, Administration, Board development, Community relations, Critical issues, Finance/facilities, Hot topics, Human resources, Instruction, Legal, Organizational outlook, Safety and wellness, Student achievement, Student issues, Technology, Spotlight Sessions and School Law Workshop.

New topics will be added this year to help attendees make the most of their conference experience. The topics include: Career centers, ESCs, Leadership development, New board member, New learning standards, Ohio Department of Education (ODE), Rural schools, Suburban schools and Urban schools.

Take note of the topics and use them to help you decide which learning sessions you will attend. Be aware that learning sessions may be classified under multiple topics. A learning session on bullying, for example, could be classified under Hot topics, Legal, and Safety and wellness, because it addresses all of those topics.

Once you register and receive your *Conference Guide* — the spiral-bound book that contains everything you need to know about the event — take some time to familiarize yourself with the new learning session topics and how they're organized. Doing this prior to the November conference will allow you to hit the ground running at the event. If your school district is sending multiple people to the conference, you may want to consider coordinating which learning sessions all of you plan to attend.

The conference is designed to serve the professional development needs of your entire school district management team. That means board members, district administrators, treasurer's staff, principals, technology specialists, guidance counselors and other staff will find timely and valuable information they can take back to their schools.

Spotlight Sessions are special presentations at the Capital Conference that offer an in-depth look at timely topics. The Tactical Defense Institute and a SWAT team member will get things started on Monday, Nov. 10, at 8:30 a.m.; the Spotlight Session, "To arm or not to arm," will explore the pros and cons of arming school staff. It includes a simulation of the 2012 school shooting at Sandy Hook Elementary in Newtown, Conn., and the interactive demonstration may include explosive sounds. The Ohio attorney general's office will lead the session "Public records training" on Monday at 9 a.m. The presentation features up-to-date information and allows board members to complete required public records training.

State legislators and OSBA lobbyists will present the

Spotlight Session "OSBA legislative update" on Tuesday, Nov. 11, at 8:30 a.m. Come by to hear the latest information on education issues in the Statehouse. The Rock and Roll Hall of Fame and Museum will lead the session "The power of rock and roll in the classroom" on Tuesday at 2 p.m. The presentation focuses on engaging learning tools the museum provides to schools across Ohio. The OSBA Urban School District Advisory Network will present the fifth and final Spotlight Session, "The urban solution room," on Tuesday at 3:30 p.m. The interactive session touches on real-world solutions for the challenges facing Ohio's urban districts.



Interactive learning sessions give attendees a chance to share best practices and learn from each other.

Be sure to take advantage of other workshops offered during the conference. The National School Boards Association (NSBA) will present four sessions explaining how the National Connection, a program offered in partnership with OSBA, can benefit your district. OSBA is teaming up with NSBA to present the workshop "How you can stand up for public education" on Tuesday at 9 a.m.; learn how the associations are coordinating work at the state and national levels to advocate for public schools. A variety of companies endorsed by OSBA also will present workshops explaining how their services can help your district and save you time and money.

If you are unable to attend a session, you can stop by the OSBA Information Station and pick up handouts from most of the workshops. This complimentary service enables attendees to benefit from the workshops they missed and take information back to their district to share with others. Handouts received before the Capital Conference will be available electronically during the event. More handouts will be available on the OSBA website by Nov. 21.

The Capital Conference App is a powerful resource for

information about the event. You can use the app to find information about learning sessions, keynote speakers, the Student Achievement Fair and the Trade Show. It allows you to see the conference schedule and even create your own personalized schedule based on the sessions and events you want to attend. Download the app for iPhone, iPad or Android devices or use the mobile web version to view the app on your computer or Blackberry or Windows device. To learn more or download the free app, visit <http://conference.ohioschoolboards.org/app> or search for the OSBA Capital Conference in your device's app store.



Conference learning sessions cover a multitude of topics to meet the needs of board members, superintendents, treasurers and other school personnel.

The following is a list of conference learning session titles organized by date and time. For further information, including session descriptions and topics, visit the Capital Conference website at <http://conference.ohioschoolboards.org>.

Sunday 3:45 p.m. OSBA mini session

- School board services think tank

Sunday 4:30 p.m. OSBA mini session

- Effective governance through board policy

Monday 9 a.m. learning sessions

- Modernizing education for student success
- Growing school leaders
- Fun with nepotism
- Community involvement in school transformation
- Unveiling social media misconduct
- Pass 10 new mills in one year
- Booster groups, IRS and you
- The power of teacher collaboration
- Chromebooks in class — why and how
- 2014 case law update
- Educational visioning — building for the future
- Leaders step up for safety and wellness

- Ten best practices to raise achievement
- Bullying lawsuits — minimizing liability
- Measuring your tech's return on investment

Monday 1 p.m. OSBA mini session

- Twitter for school leaders

Monday 2 p.m. learning sessions

- Formative practices and 21st century skills
- Implementing a random drug testing policy
- Ten myths of school governance
- Surefire ways for parent engagement
- Protocol for addressing self-injury
- Defending your property tax base
- Community-based literacy program
- Responding to employee absenteeism
- STEM education quality framework
- Out-of-school teacher misconduct
- Learning and sharing what communities want to know about schools
- Involving parents in school safety
- From special ed to college grad
- When to discipline
- What works best for one-to-one learning

Monday 3:45 p.m. learning sessions

- Student-driven classrooms
- OSLI builds leadership capacity
- Six keys to a better night's sleep
- Playing well with others
- Free speech rights on and off campus
- Who needs underwriters? Placing debt with banks
- Ohio schools are innovating
- Strategic teacher leadership development
- Ohio's New Learning Standards
- Mock IEP team meeting
- The board's role in student achievement
- Just say 'yes' to good decisions
- A K-five reading program
- Helping African-American girls succeed
- Connected learning through better Wi-Fi

Tuesday 9 a.m. learning sessions

- Public school-hospital system partnership
- Ohio education update
- What to expect when instituting change
- Construction — a community approach
- Firsthand lessons for school safety
- Developing a master facilities plan
- How healthy is your district?
- Life without salary schedules
- Energy and agricultural partnerships
- ESC roundtable discussion
- The insurance viewpoint of school safety
- Self-regulation — the key to achievement
- A district approach to behavior issues

- Adaptive technology — teaching all students

Tuesday 10:30 a.m. learning session

- OTEs and OPES — implementation issues

Tuesday 11:15 a.m. learning session

- Gender and sexual orientation in schools

Tuesday 1 p.m. OSBA mini session

- Tell your district's story on social media

Tuesday 2 p.m. learning sessions

- Career-based intervention for at-risk kids
- Implementing OTEs with impact
- On the same page — a board handbook
- Community reading tutors boost achievement
- Human trafficking — have the conversation
- New construction — learn from our experience
- Ohio's Next Generation Assessments
- Turning your food service program around
- Project-based learning partnership
- School choice — a fiscal drain on districts
- Bleacher safety — what's your risk?
- Community engagement in math and science
- Build a gifted education tool kit
- It's about learning — not shiny tech tools

Tuesday 3:45 p.m. learning sessions

- Viking 21 — active learning spaces
- In focus — third-grade reading guarantee
- Dispelling myths about the Common Core
- We need to talk ... about money
- UT College Credit Plus program
- Financial forecast wellness check
- Essential policies for 2015
- Bargaining trends and outlook for 2015
- Team approach to literacy
- The SBO's role in your district
- Protecting our children in school
- Common Core — uncommon solutions
- Partnerships for student internships
- Personalized learning with iPads

Wednesday 9 a.m. learning sessions

- Career-tech — it's not what it used to be
- Building relationships
- Essentials of employee discipline
- One district plus 30 churches equals success
- Passing bond issues and financing projects
- Straight A Fund grant project review
- Update on new standards and assessments
- Student privacy in a digital age
- Inroads to college/career readiness ■



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Tips to enhance your OSBA Trade Show experience

Amanda Finney, senior marketing coordinator

The OSBA Capital Conference and Trade Show annually features booths from a plethora of companies offering exciting products and services for school districts. In one location, school officials have access to a multitude of buying options.

This year's Trade Show is a perfect opportunity for board members and administrators to meet with more than 500 exhibitors, offering everything from air filtration systems and appraisal services to transportation services and windows.

Encompassing nearly five acres under one roof, the Trade Show is a comprehensive marketplace, providing convenient, one-stop shopping for almost everything a school district might need.

The OSBA exhibition is the nation's largest school boards association trade show. With such a strong national reputation, the exhibition attracts top-quality vendors

offering the best in goods and services.

The 2014 Trade Show opens its doors at 11 a.m. on Monday, Nov. 10, and closes for the day at 5 p.m. On Tuesday, Nov. 11, the exhibition is open from 10 a.m. to 4 p.m.

Preparation is key

With so many options, it's important to make the most of your time at the two-day exhibition. First, enter the Trade Show prepared by knowing what your district 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 effectively by knowing what to look for.

Proper planning

Use the *Conference Guide* or Capital Conference App for mobile devices to make a list of exhibitor booths you want to visit so you're prepared when the Trade Show doors open. In



From school buses to technology services, the Trade Show includes everything your district needs to run smoothly.

the *Conference Guide* or app, you'll find an alphabetical list of exhibitors with company descriptions and locations as well as booths arranged by categories. This will help you organize your search. Don't forget to use the notes section, found in the back of the *Guide* or by swiping to the left in the app, to list the exhibitors you want to visit and questions you'll ask them. You can even use the app to find the location of your favorite exhibitor in the Trade Show.

Take your time

Once you're in the Trade Show, take your time with each exhibitor and ask the questions you jotted down earlier. Rushing through the exhibition will leave you tired and discourage vendors who've organized their representatives and impressive displays 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.

Information exchange

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 and others — so vendors can follow up after the show.

Take notes about 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've set out to find.

Finally, take time to thank exhibitors you speak with for being part of the Trade Show and sharing 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, your passport must be stamped at six 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, Trade Show Office and next to the raffle bin, and announced in the Trade Show. Consult your *Conference Guide* for each day's passport stops.

Other Trade Show highlights include:

- Two Relaxation Stations, providing complimentary back massages, manicures, shoeshines, blood pressure screenings and therapeutic foot massages. The stations are located in aisles 100 and 1500.
- The OSBA *Kids* PAC station, located in booths 122 and 124, will feature a silent 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).

Make the 2014 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 thanks sponsors for valuable conference support

Amanda Finney, senior marketing coordinator

With the support of outstanding sponsors, the OSBA Capital Conference and Trade Show has become one of the nation's premier and largest education events. This year's conference runs Nov. 9-12 at the Greater Columbus Convention Center (GCCC).

Sponsors help support a wealth of programs and activities each year at the conference. OSBA would like to give a big "thanks" to those sponsors.

Britton, Smith, Peters & Kalail Co. LPA is sponsoring the Early Bird Workshop with **Simon T. Bailey** on Sunday, Nov. 9. The workshop will run from 2:30 p.m. to 5:30 p.m.

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

Monday morning's Spotlight Session, "To arm or not to arm," is sponsored by Huffmaster Strike Services and Ohio School Plan. The session starts at 8:30 a.m. in Hall D.

The General Session on Monday, Nov. 10, at 10:30 a.m. (doors open at 10:15 a.m.), features Dr. **Adam Sáenz**. The session is sponsored by Pepple & Waggoner Ltd.; Ross, Sinclaire & Associates LLC; and Walter Haverfield LLP.

While you're at the conference, take a moment to say "thanks" to all of our sponsors.

CompManagement Inc. and FirstEnergy Solutions Corp. are the sponsors of the First Conference Luncheon, featuring Dr. **Tracey Wilen**. The Monday luncheon is at 12:30 p.m. (doors open at 12:15 p.m.) in Battelle Grand (North).

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Also on Monday, from 5 p.m. to 7 p.m., Bricker & Eckler LLP, CompManagement Inc. and NaviGate Prepared are sponsoring the OSBA President's Reception in the GCCC Main Concourse. Visit with OSBA President **Susie Lawson**, **Tri-County ESC** and **Wayne County Schools Career Center**, and enjoy hors d'oeuvres and refreshments.

The law firms Peck Shaffer & Williams, a division of Dinsmore & Shohl LLP; Scott, Scriven & Wahoff LLP; and Squire, Patton Boggs (US) LLP are sponsoring General Session speaker **Dan Thurmon** on Tuesday, Nov. 11, at 10:30 a.m. (doors open at 10:15 a.m.).

The Second Conference Luncheon, featuring **Katie Smith**, is sponsored by CompManagement Health Systems Inc., NaviGate Prepared and OSBA Insurance Agency in partnership with Assurant Employee Benefits. The Tuesday luncheon is at 12:30 p.m. (doors open at 12:15 p.m.) in Battelle Grand (North).

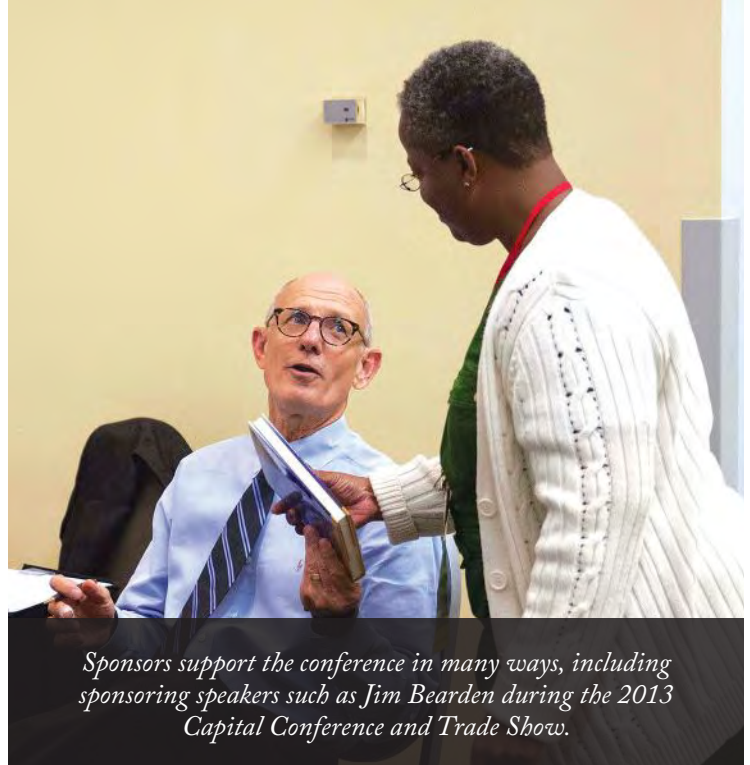
CompManagement Health Systems Inc. and Ennis, Roberts & Fischer Co. LPA are sponsoring OSBA's Tuesday Night Event — Celebrating for a Cause from 5 p.m. to 8 p.m. in the GCCC Grand Ballroom.

The Third General Session, with **Jeffrey Tambor**, on Wednesday, Nov. 12, at 10:30 a.m. (doors open at 10:15 a.m.), is sponsored by CompManagement Inc.

MT Business Technologies Inc. is sponsoring the Information Station, located in the Main Concourse next to the north Trade Show entrance. The company's equipment will provide fax and copy services. Beside being the place to answer all your questions, the Information Station also provides handouts for conference sessions.

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, provided by NaviGate Prepared, will be distributed to all attendees.
- 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.
- The email stations near aisle 700 in the Trade Show and the Main Concourse, as well as Internet services, are sponsored by VARtek Services Inc.
- Passport Stamping Stations are sponsored by Buckeye Commercial Furniture LLC; FirstEnergy Solutions Corp.; FormShare; Jefferson County ESC Virtual Learning Academy; Kids PAC; Ohio School Plan; SchoolDude Inc.; and Turner Construction Co.



Sponsors support the conference in many ways, including sponsoring speakers such as Jim Bearden during the 2013 Capital Conference and Trade Show.

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

Monday's Trade Show Passport stops include FirstEnergy Solutions Corp., booth 1501; Jefferson County ESC Virtual Learning Academy, booth 415; Kids PAC, booths 122 and 124; Ohio School Plan, booth 500; SchoolDude Inc., booth 1413; and Turner Construction Co., booths 639 and 641.

Tuesday's Trade Show Passport stops include Buckeye Commercial Furniture LLC, booths 1038 and 1040; FirstEnergy Solutions Corp., booth 1501; FormShare, booth 207; Kids PAC, booths 122 and 124; Ohio School Plan, booth 500; and Turner Construction Co., booths 639 and 641.

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 and Tuesday.

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. ■

See how Ohio public schools are thriving

Bryan Bullock, assistant editor

OSBA's Stand Up for Public Schools campaign is an effort to shine a light on all the great things happening in Ohio public education.

The campaign website, www.standupforOHpublicschools.org, features a number of resources to help people across the state raise awareness about the importance of public schools and locally elected boards of education. The website's most popular section is an area with a steady stream of success stories that highlight extraordinary public schools, students and graduates. School districts can use an online submission form on the website to submit stories, photos and videos showing how Ohio public schools and students are making a difference.

Here are some recent success stories on the Stand Up for Public Schools website that you may have missed.

- **Lima City** students, teachers, administrators and school board members are raising money and awareness with the ALS Ice Bucket Challenge. Momentum for the initiative

began when four Heritage Elementary School teachers stood beneath a school playground structure and fellow staff members doused them with a bucket of ice water. The teachers then challenged the district's entire staff and student body to take the challenge, including several administrators by name. Superintendent **Jill Ackerman** responded, took the icy plunge and challenged the district's school board members and treasurer to do the same. The challenge helps raise research funding for amyotrophic lateral sclerosis (ALS), often referred to as Lou Gehrig's disease.

- Students at **Kings Local's (Warren) Kings High School** were recently challenged to come up with a solution to decrease the trash volume generated from plastic foam lunch trays in school district cafeterias. The students determined they could produce an 88% reduction in trash by efficiently stacking the lunch trays when they are thrown away. The students developed prototypes and ultimately created tray stackers that will be used in each of the district's buildings beginning this school year. Their hope is to eliminate one Dumpster per school and save the district \$15,000 per year.
- **C-TEC of Licking County** recently held a Manufacturing Camp for high school students and their parents. Attendees visited a variety of local businesses, including Seal-Rite Door, THK Manufacturing of America, Momentive, Hendrickson and Boeing. A tour of the manufacturing plants allowed students and parents to see the work environment, machinery and products created in their community. Company representatives conducted tours and talked about their businesses, career opportunities and career advice. The camp also allowed students to participate in Architectural and Engineering Design, Welding and Electronics programs at C-TEC.

Check the Stand Up for Public Schools website regularly for new success stories. OSBA is encouraging school districts to submit several success stories to the Stand Up for Public Schools website each month or whenever news arises. Visit www.standupforOHpublicschools.org/success-stories to view and submit stories, photos and videos. ■



Teachers at Lima City's Heritage Elementary School recently started a districtwide effort to challenge educators, students, administrators and board members to take the ALS Ice Bucket Challenge.

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Best practices for building a 21st century STEM school



Dayton City's Thurgood Marshall STEM High School math and science club students stand with their trophy after being awarded a superior rating at the 2014 State Science Day. Their work earned them the Shaw Award from the Ohio Academy of Science.

Kurtz K. Miller, curriculum, instruction and assessment specialist, Dayton City's Thurgood Marshall STEM High School

There has been increased interest in expanding science, technology, engineering and mathematics (STEM) education in Ohio.

In April, the Ohio STEM Learning Network announced the addition of six new STEM schools to its ever-expanding list. They are: **Pickerington Local's (Fairfield)** Pickerington Ridgeview Junior High School; **Akron City's** National Inventors Hall of Fame Center for STEM Learning High School; **Dayton City's** Thurgood Marshall STEM High School; **Marysville EV's** STEM Early College High School; Metro Early College Middle School; and **Mahoning County**

ESC's Valley STEM+ME2 (STEM plus manufacturing, energy and entrepreneurship) Academy.

Some STEM schools — such as the Dayton Regional STEM School, Metro Early College High School and Valley STEM+ME2 Academy — were built from the ground up, which provided an advantage when developing new programming, curriculum and instructional expectations for teachers. However, other STEM schools — like Pickerington Ridgeview Junior High School, **Cincinnati City's** Hughes STEM High School, Thurgood Marshall STEM High School and STEM Early College High School — went through an

intensive process of transforming pre-existing comprehensive schools into “new” schools.

Let’s examine three best practices — partnerships, pedagogies and signature events — for school leaders to follow while building a STEM school from the ground up or transforming a comprehensive high school into a state-designated STEM school. Successful state-designated STEM schools must focus on these three best practices, according to EDWorks educational consultant **Amy Ochander**, based with KnowledgeWorks in Cincinnati.

Public-private sector collaboration

A successful state-designated STEM school must build and maintain strong private-public sector partnerships. According to Ohio Revised Code Section 3326.03, proposals for a STEM school may be submitted only by a partnership of public and private entities consisting of at least the following: a city, exempted village, local or joint vocational school district or an ESC; higher education entities; and business organizations.

The traditional booster club model of partnerships stipulated that businesses provide in-kind support to schools through passive involvement. However, a more progressive, 21st century model of business partnerships requires a paradigm shift for school leaders, because schools need active collaboration, feedback and support from the private sector. The spread of the Internet, increased technological innovation and the evolving global economy have drastically altered the skills future workers must attain to be competitive, which means that schools and businesses must work together to prepare students for the 21st century.

In *Reinventing Schools: It’s Time to Break the Mold*, school reform experts **Charles M. Reigeluth** and **Jennifer R.**

Karnopp argue that the new knowledge-based economy and information revolution are causing adversarial relationships to evolve into collaborative partnerships. According to Ochander, business partnerships “can provide avenues for STEM schools to offer teacher externship experiences, student internships, job shadowing and opportunities for flex credit, curriculum collaboration and advisory.”

The three pedagogies

The pedagogies of 21st century STEM schools are design thinking, problem-based learning and inquiry. These are necessary and relevant to all STEM disciplines, including the arts, humanities and social sciences. Florida State University educational researchers Dr. **Rim Razzouk** and Dr. **Valerie Shute** describe design thinking as “... (the) analytic and creative process that engages a person in opportunities to experiment, create and prototype models, gather feedback and redesign.”

Design thinking is important because it promotes students’ critical-thinking skills, problem-solving abilities and creativity. Student teams can be confronted with design challenges, which are competitions to solve real-world problems under resource and time constraints.

Problem-based learning (PBL) is an educational approach that uses problems or “triggers” to initiate student learning. PBL often requires teachers to ask students essential questions to guide learning or to pose central problems to stimulate critical discussions. Dr. **Steven Whitcombe**, a professor at Cardiff University in Wales, writes that “... (PBL), with its focus on group work, independent learning and knowledge application ... equips students with the capital to adapt to modern day, flexible economies.”

The National Science Teachers Association describes scientific



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inquiry as the process in which “students learn how to ask questions and use evidence to answer them.” Scientific inquiry has several forms depending on how much control teachers or students have in the investigations. They range from open inquiry (full student control) to structured inquiry (strong teacher control).

Connecting learning to the real world

Signature events are regular, STEM-related experiences that allow students to learn, connect to the real world and publically display their work. An example is STEM career day at Thurgood Marshall STEM High School. **Samuel Eckhart**, STEM coach at the school, explained the career day as “an event in which dozens of STEM professionals visit the school on a day each September to explain career opportunities and to connect academic learning to the real world.”

Other signature events include robotics competitions, science fairs, schoolwide design challenges and Invention Convention. Another popular event at STEM schools, including the Dayton Regional STEM School, is “STEMersion” which are two- or three-week intensive workshops based on applied STEM, arts or humanities studies.

Author, consultant and teacher **Ron Berger** is an advocate for students going through multiple revisions of work to produce

high-quality final versions for public display. Signature events such as “gateways” or exhibition nights allow students to display work and open themselves up to critique from parents, peers, teachers, business partners and the community.

The wave of the future

STEM education continues to evolve and expand across Ohio as evidenced by pending legislation and the number of new STEM schools being added to the Ohio STEM Learning Network. The STEM reform movement is good for children because it helps to prepare them for 21st century university life and the global workforce.

As school leaders consider STEM education, it is imperative for them to stay focused on the research-based, central components of successful STEM reform. There are so many new educational buzzwords and fads that it is easy for district leaders to lose focus of what is important and most beneficial for students.

What leaders must focus on are the three key components of highly successful STEM schools — partnerships, pedagogies and signature events. Whether you plan to build a STEM school from the ground up or transition a comprehensive school into a STEM school, these three components will help you and your team focus on best practices to improve student learning for the 21st century. ■



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- development of local student transportation handbooks.

To learn more, contact **Pete Japikse** at (614) 540-4000, (800) 589-OSBA or schoolbus@ohioschoolboards.org.

Honoring education reporting

OSBA announces 2014 Media Honor Roll

Bryan Bullock, assistant editor

News outlets are a trusted source for school news and information in communities large and small across Ohio.

Recognizing the important role journalists play in school communications, OSBA created the Media Honor Roll in 2002 to recognize print and broadcast news media representatives for fair, balanced and accurate reporting on public schools. OSBA invites school districts across Ohio to name local reporters to the Media Honor Roll each year. Nearly 100 journalists and media outlets are among the honorees on the 2014 OSBA Media Honor Roll.

Districts select the media representatives they want to honor and submit the information to OSBA. The association then sends districts personalized certificates, sample resolutions and news releases that can be customized to honor reporters, editors and media 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.

In addition to recognizing reporters for fair, balanced coverage of local schools, the OSBA Media Honor Roll helps districts develop and maintain good working

relationships with their local news media. Establishing a positive rapport and open line of communication with journalists can go a long way toward generating news coverage about the many great things that school boards, administrators, teachers and students are accomplishing.

"The media can help schools shine a light on student achievement, community service, athletic accomplishments and all the other great things taking place every day."

These relationships can prove important when the news is less than positive. It is a reporter's job to cover what's happening — good or bad. If a reporter already knows you and knows you're accessible, he or she is more likely to reach out to you for your side of a contentious news story. Districts that work well with their local media stand a much better chance of having negative issues that arise covered fairly and objectively. Building bridges with the local media can go a long way toward preventing misinformation and "gotcha" journalism.

Schools impact many people in communities, so news outlets often make covering them a priority. Districts can have a positive impact on that coverage by getting to know reporters and respecting what they do. Once that relationship is established, reporters can better understand the challenges schools face and are more likely to cover them fairly.

"News outlets are a go-to source for information in many



Ohio communities, which is why it is so important for school districts to work closely with them,” said OSBA Executive Director **Richard Lewis**. “The media can help schools shine a light on student achievement, community service, athletic accomplishments and all the other great things taking place every day.

“Schools that develop relationships with local media strengthen their ability to communicate clearly and effectively with their community. The Media Honor Roll is one way OSBA can help districts build those relationships. OSBA congratulates the members of the 2014 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 members of the 2014 OSBA Media Honor Roll, followed by the school districts that selected them.

- **Jaime Anton**, *The Post*, North Royalton City
- **Kathy Antoniotti**, *Akron Beacon Journal*, Green Local (Summit)
- **Gabe Arnold**, *Geauga News*, Chagrin Falls EV
- **Alex Aspacher**, *Sentinel-Tribune*, Perrysburg EV
- **Matt Barnes**, WCMH TV, Hamilton Local (Franklin)
- **Tricia Bell**, WLIO TV, Lima City
- **John Benson**, *Gazette Newspapers*, Independence Local (Cuyahoga)
- **Chip Bergquist**, Waycross Community Media, Winton Woods City
- **Jennifer Black**, WTOV TV, Toronto City
- **Jean Bonchak**, *The News-Herald*, Berkshire Local (Geauga); Ledgemont Local (Geauga)
- **Charlie Boss**, *The Columbus Dispatch*, Hamilton Local (Franklin)
- **Kim Breyley**, *Middlefield Post*, Berkshire Local (Geauga)
- **Terry Brlas**, *The Post*, Strongsville City
- **Deb Buker**, *Perrysburg Messenger Journal*, Perrysburg EV
- **John Bush**, *Wapakoneta Daily News*, Waynesfield-Goshen Local (Auglaize)
- **Emily Chesnic**, *The South Side News Leader*, Coventry Local (Summit)
- **Barbara Christian**, *Chagrin Valley Times*, Chagrin Falls EV
- **Michael Clark**, *The Cincinnati Enquirer*, Monroe Local (Butler)
- **Kathleen Collins**, *The South Side News Leader*, Green Local (Summit)
- **Rose Cooper**, *Wilmington News Journal*, Blanchester Local (Clinton)
- **George Davis**, *Akron Beacon Journal*, Green Local (Summit)
- **Courtney Day**, *Ashland Times-Gazette*, Black River Local (Medina); Hillsdale Local (Ashland)
- **Doug Drexler**, *The Daily Standard*, Coldwater EV
- **Ryan Eldredge**, WTOV TV, Edison Local (Jefferson); Indian Creek Local (Jefferson); Toronto City
- **Jane Ernsberger**, *Willard Times-Junction*, Willard City
- **Amy Fahnestock**, *Chagrin Valley Times*, Chagrin Falls EV
- **Ed Gebert**, *Times Bulletin*, Crestview Local (Van Wert); Lincolnview Local (Van Wert)
- **Jill Gosche**, *The Advertiser-Tribune*, Old Fort Local (Seneca)
- **Jessica Guay**, WTOV TV, Toronto City
- **Scott Halasz**, *Xenia Gazette*, Xenia Community City
- **Linda Hall**, *The Daily Record*, Triway Local (Wayne); Wayne County Schools Career Center; Wooster City
- **Andy Harris**, *The Suburbanite*, Green Local (Summit)
- **Charlene Hoefflich**, *The Daily Sentinel*, Meigs Local (Meigs)
- **Keith Hodkinson**, WTSC Radio, Tiffin City
- **Kevin Howell**, *The Salem News*, West Branch Local (Mahoning)
- **Martha Jacob**, *The Brown County Press*, Ripley Union Lewis Huntington Local (Brown)
- **Deanne Johnson**, *Morning Journal*, Columbiana County Career & Technical Center
- **Mark Juber**, *Wilmington News Journal*, Blanchester Local (Clinton)
- **Gloria Kacik**, *Royalton Recorder*, North Royalton City
- **John Karlovec**, *Geauga County Maple Leaf*, Chagrin Falls EV; Ledgemont Local (Geauga)
- **Jeremy P. Kelley**, *Dayton Daily News*, Oakwood City
- **Jennie Key**, *The Community Press*, Finneytown Local (Hamilton); Mount Healthy City
- **Amy Knapp**, *The Independent*, Perry Local (Stark)
- **Maria Lindsay**, *The South Side News Leader*, Green Local (Summit)
- **Doug Livingston**, *Akron Beacon Journal*, Akron City; Coventry Local (Summit); Green Local (Summit)
- **Adam Mackey**, WBTC Radio, Buckeye Career Center
- **Maria Magnelli**, *Royalton Recorder*, North Royalton City
- **Joyce McFadden**, *Gazette Newspapers*, Independence Local (Cuyahoga)
- **Mike McKay**, AVC Communications, East Guernsey Local (Guernsey)
- **Sali McSherry**, *Chagrin Valley Times*, Orange City
- **Geoff Mears**, WDPN Radio, Marlinton Local (Stark); West Branch Local (Mahoning)
- **Jim Mesko**, *The Suburbanite*, Green Local (Summit)
- **Mark Miller**, *The Herald-Star*, Jefferson County JVSD; Toronto City
- **Wendy Mitchell**, *The Ledger Independent*, Ripley

- Union Lewis Huntington
- **Erica Mokay**, WTOV TV, Toronto City
- **David Mosier**, *The Van Wert Independent*, Crestview Local (Van Wert); Lincolnview Local (Van Wert)
- **Jerry Mossbarger**, Jackson County Broadcasting, Wellston City
- **Eddie Mowen Jr.**, *Register Herald*, Eaton Community City
- **Alissa Widman Neese**, *Sandusky Register*, Huron City
- **Jennifer Noblit**, *Dublin Villager*, Dublin City
- **Jim O'Bryan**, *The Lakewood Observer*, Lakewood City
- **Celina Pompeani**, WTOV TV, Toronto City
- **Eric Poston**, *The Suburbanite*, Green Local (Summit)
- **Erin Pustay**, *The Suburbanite*, Green Local (Summit)
- **Dan Robinson**, *Kenton Times*, Hardin Northern Local (Hardin); Upper Scioto Valley Local (Hardin)
- **Bruce Rogers**, *Western Reserve News*, West Branch Local (Mahoning)
- **Kermit Rowe**, *Springfield News-Sun*, Springfield-Clark Career Technology Center
- **Don Rutledge**, *Free Press Standard*, Buckeye Career Center
- **Kevin Sandler**, WCSM Radio, Coldwater EV;
- **Bob Sandrick**, Northeast Ohio Media Group, North Royalton City
- **Pam Schehl**, *Mount Vernon News*, East Knox Local (Knox); Fredericktown Local (Knox)
- **Katie Schwendeman**, *The Morning Journal*, Columbiana EV
- **Forrest Sellers**, *The Community Press*, Indian Hill EV
- **Jeremiah Shaver**, *Jackson County Times Journal*, Wellston City
- **Brad S. Sherman**, *The Telegram*, Wellston City
- **Jerod Smalley**, WCMH TV, Hamilton Local (Franklin)
- **Amadeus Smith**, *Alliance Review*, Alliance City
- **Yannick Smith**, *The Suburban Press*, Gibsonburg EV
- **Hannah Sparling**, *The Newark Advocate*, Career & Technology Education Centers of Licking County
- **Nancy Spencer**, *Delphos Herald*, Ottoville Local (Putnam)
- **Scott Springer**, *The Community Press*, Deer Park Community City
- **Lew Stamp**, *The South Side News Leader*, Green Local (Summit)

- **Caroline A. Tamborski**, *The News Democrat* and *The Ripley Bee*, Ripley Union Lewis Huntington Local (Brown)
- **Matt Thompson**, *The Blade*, Perrysburg EV
- **Stephanie Ujhelyi**, *Alliance Review*, Alliance City
- **Mike Ullery**, *Piqua Daily Call*, Piqua City
- **Valerie Urbanik**, *Oberlin News Tribune*, Oberlin City
- **Randa Wagner**, *Morrow County Sentinel*, Northmor Local (Morrow)
- **Nicole Walby**, *The Advertiser-Tribune*, Old Fort Local (Seneca)
- **Sue Walton**, ScripType Publishing, Independence Local (Cuyahoga); North Royalton City
- **Cait Wasmundt**, Lorain County Community Newspapers, Lorain County JVSD
- **Katie Wedel**, *Springfield News-Sun*, Springfield-Clark Career Technology Center
- **Pete Wilson**, *The Telegram*, Wellston City ■

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