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JOURNAL

OHIO SCHOOL BOARDS ASSOCIATION

Manson
takes the Helm



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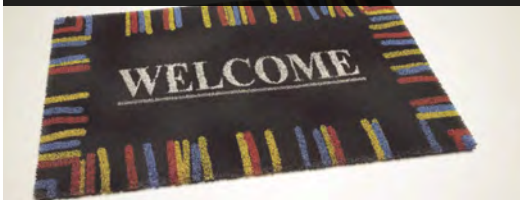
Manson takes helm as president, p. 12



OSBA President Sharon E. Manson and Pike County Career Technology Center Teacher Pete Lambert show off some of the new streetlights career center students made for the city of Waverly. — *photo by Crystal Davis Hutchins*

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

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The Wizard's wise words

Richard Lewis, CAE, executive director

Lessons from the court

As school districts across the state assemble new management teams, they might be wise to look to the “Wizard of Westwood” as an exemplar. The Wizard was better known as **John Wooden**, the head basketball coach at UCLA from 1948 to 1975. During a spectacular run, Wooden won 10 NCAA national championships in a 12-year period, including seven in a row. During this streak, his teams won a record 88 consecutive games and he was named national coach of the year six times.

Wooden taught his players that their chances of having a successful team may be in direct proportion to the ability of each player to live up to a set of suggestions. Many of those suggestions apply to school boards. Let's take a look.

1. Be a gentleman at all times

Your jobs as elected leaders will sometimes become emotional, and through all the challenges, the eyes of your community will be upon you. Strive each day to be a role model to others. Wooden urged each of his players — “Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are.”

2. Be a team player, always

The board, its superintendent, treasurer and administrators need to work in concert to fully reach the district's potential. Any member of the team more concerned with putting personal agendas ahead of the district's mission damages the team's chance of success. Know your role; perform it well; help

others excel in their roles; and be a catalyst for your teammates' success. In Wooden's words, “The main ingredient of stardom is the rest of the team.”

3. Be a good student in all subjects — not just basketball

The Wizard often said, “The worst thing about new books is that they keep us from reading the old ones.” Read more. Learn more. It is not enough to be the technology guru or finance expert on the board. Good board members acquire a working knowledge in all areas of boardmanship, including governance, fiscal management, support services, facilities, personnel, negotiations, instruction, community relations and more.

4. Be enthusiastic, industrious, dependable, loyal and cooperative

According to the coach, “The player who gives his best is sure of success, while the player who gives less than his best is a failure.” The same is true for board members. If it's true that enthusiasm is contagious, then be a carrier throughout your community.

5. Earn the right to be proud and confident

Winning a national championship is no small feat. Winning 10 is almost unimaginable. Wooden drilled into his team, “Winning takes talent, to repeat takes character.” If you are new to your team, give credit to those who have gone before. Your job is to continue that successful march to the future. Repay that trust and earn the right to be proud of what is accomplished with your contributions and remember the coach's belief that “little things make big things happen.”

6. Keep emotions under control without losing fight or aggressiveness

Public education will face a mountain of adversity on your watch. Political challenges, financial challenges and societal challenges all will conspire to test your mettle. Wooden maintained, “Adversity is the state in which man most easily becomes acquainted with himself, being especially free of admirers then.” There will be no shortage of community members and parents who will display charged emotions at meetings or perhaps give up on your schools. You do not have that luxury. Never lose control or hope.

7. Work constantly to improve without becoming satisfied

“It's what you learn after you know it all that counts.” What great advice. The challenges facing education evolve each year. No matter how long you've been on board, there will always be the opportunity to learn more and improve. Take advantage of your OSBA membership by reading the association's communications and participating in webinars, workshops, region programs and the annual Capital Conference. The investment of your time will pay enormous dividends.

8. Acquire peace of mind by becoming the best that you are capable of becoming

If things are going poorly take heart, because it will not last forever. If things are going well, enjoy it while it lasts, because that surely will not last forever, either. In the end, the UCLA mentor's advice would be, “Don't measure yourself by what you have accomplished, but by what you should

have accomplished with your ability.”

9. Never criticize, nag or razz a teammate

“A coach is someone who can give correction without causing resentment.” This Wooden axiom applies to education leaders, as well. It’s inevitable that a fellow board member — perhaps misinformed or misguided — will err. Always praise publicly and correct privately. No matter what, you must remain the professional.

10. Never miss or be late for any class or appointment

Nothing looks worse than an unprepared board member, whether it’s arriving 10 minutes after the meeting is called to order or opening your board packet for the first time in full view of your staff and community. Take your charge seriously and be prepared. You were entrusted with the future of your community’s children and you owe it to each one to dedicate the time necessary

to do the job the best it can be done.

11. Never be selfish, jealous, envious or egotistical

Wooden would tell you, “Consider the rights of others before your own feelings, and the feelings of others before your own rights.” There is no room on the school board for those who would deny others’ rights and feelings. If you can offer leadership to the board by chairing committees or serving as a liaison, it is your responsibility to volunteer. If others are selected for that privilege instead of you, then recognize that every member of the team can contribute and support them in any way you can.

12. Never expect favors

Wooden practiced that “it isn’t what you do, but how you do it.” Perhaps more important than the advice to not expect favors is the admonition to not grant them. You were elected to represent the entire community. Your roots may be with the quarterback club or the music boosters. Your passion may lie with special education or gifted students. Your personal views may be to promote levies or keep them from appearing on the ballot. Regardless, you now represent the entire district and not a special interest group. Your constituents are the students of your schools. Each and every decision must be made with that in mind.

13. Never waste time

“Never mistake activity for achievement.” Time is your most precious resource. There will be many efforts that demand your time. Community forums, task forces and special meetings will fill the calendar. Use the limited time of your board and staff wisely. Before embarking on a new project, insist that adequate time is also given to planning and preparation. “If you don’t have time to do it right, when will you have time to do it over?”

14. Never alibi or make excuses

Wooden observed, “If you’re not making mistakes, then you’re not doing anything.” Sometimes, despite your best efforts, things will not go as you

planned. Remember that any single failure is temporary. Take responsibility and move on. And never blame fellow board members, your staff or the community.

15. Never require repeated criticism for the same mistake

While we should not make excuses for our mistakes, neither should we repeat them. Learn from those experiences



Coach Wooden emphasized that success was the result of giving your best.

and improve. Wooden picked up his players when they were down and kept them humble in their success. “You can’t let praise or criticism get to you. It’s a weakness to get caught up in either one.”

16. Never lose faith or patience

“Success is never final, failure is never fatal. It’s courage that counts.” That charge requires you to stay the course. The challenges may be great, and the rewards may be few, but if you prepare for your role on the board and make decisions based on the best information available, you will make a difference in your schools and your community. You may never know the full impact you make until years after your term of office has ended.

17. Never have reason to be sorry afterward

Your time on the board is limited. Make the most out of every opportunity. Never have the occasion to look in the mirror and say, “Tomorrow I will try harder.” ■

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Developing board confidence

Kendall A. Lee, school board services consultant

Have you heard about “swagger?” Your board needs it. If the board desires to be successful, then you are going to need to follow these steps on how to have swagger.

The terminology is widely used by younger generations, including educators, parents and students, to describe confidence and excellence. Swagger is conduct that automatically earns respect. It is an attitude and perspective characterized by well-deserved confidence. Each board member’s confidence brings swagger to the board.

Cultivating swagger is simple: it is the byproduct of merging board member beliefs and values. Show your board’s swagger by working harmoniously to successfully accomplish goals and measure the results.

Entering a boardroom filled with parents and community members can often be nerve-racking. One way to deal with this is to develop boardroom confidence. While the board may be confident in its abilities, a failure to express this confidence can limit your potential. Your board may be naturally reserved or concerned that showing strengths may be perceived as arrogance. But it is only through asserting board confidence that you will gain respect from administrators, staff and community members.

Successfully projecting confidence comes with practice. Here are some helpful tips for developing confidence at board meetings and dealing with unforeseen challenges.

Empty your cup of negativity

Let go of all the negativity and approach issues with an open mind. Silence unnecessary doubts in your mind. Board members are each unique and special with their own sets of skills and gifts. Each board member has the right to express his or her opinions and beliefs. Listen to your own mind and your own original ideas, rather than suppressing them.

Positive thinking

Positive thinking is one of the most important characteristics of a confident board member. Rather than focus

If the board desires to be successful, then you are going to need to follow these steps on how to have swagger.

on what you might *not* achieve, emphasize district accomplishments and successes. Constantly remind staff and community members of the great things happening in the district and don’t forget to highlight academic achievements.

Let go of the past

School boards lose confidence when they concentrate solely on past failures that weigh them down. Don’t let the past ruin the present. Trying to move ahead in life while dwelling on the past is like swimming with lead weights. The past is history. Learn from your mistakes

and use them to challenge yourself to succeed. Investigate the mistakes that led to failure and don’t repeat them. Winning is all about learning from past failures and turning weaknesses into strengths.

Practice and prepare your board

Be a prepared board and practice, practice, practice. A prepared board is a confident board. Those who are thoroughly prepared for challenges will be confident in facing them. Know that practice and preparation are crucial to board success.

Build from small victories

Celebrate every victory, regardless of how small. Remember, always communicate your district’s successes and remind the community about the great things happening every day in your schools.

Finally, board confidence is a state of mind and a matter of attitude. Certain incidents might make us too critical of our actions and behavior and make us overly cautious. Don’t lose perspective. It’s true that we must think twice before we speak and act. But, it’s equally true that if we spend our time worrying about the past we have no vision of the future.

Board confidence and swagger takes time — be patient. Set a high standard for the board and live up to it. Realize that swagger is the trademark for success. ■

Help your board build its confidence with an OSBA customized workshop. Contact OSBA at (614) 540-4000 or (800) 589-OSBA to learn more.



School district budgeting

ABCs of the appropriations measure

Jessica L. Spears, former staff attorney

Board members are charged with learning and understanding all aspects of district operations. This includes fiscal operations, which can be confusing.

Before a board can determine the answers to such questions as what levy or bond issues the district might need, board members must have a general understanding of how the budget process works and the different types of school district funds.

The purpose of this article is to provide basic information about the budget process, with a focus on the district's appropriations measure. When funds are appropriated, money is set aside for specific purposes and into different types of funds. The money appropriated to each purpose or fund is based on budget projections. Expenditures from the money appropriated cannot exceed the amount set aside for that purpose.

But before we get to the appropriations measure, let's start at the beginning. The district's budget, referred to as the "tax budget," is the financial plan for district operations during the next fiscal year. The tax budget provides the basis for levying taxes and appropriating and spending funds. Unless waived by the budget commission, each district is required to adopt a tax budget for the next fiscal year by Jan. 15.

After its adoption, the budget must be certified to the county auditor no later than Jan. 20. The county auditor, in turn, must present the tax budget to the budget commission, which is required to review it and certify a summary of

estimated resources from each fund that are available for appropriation to the district no later than March 1. Before the end of the fiscal year, the board must revise its annual tax budget to reflect total expenditures from each fund, which do not exceed the amounts certified as being available for expenditure from that fund by the budget commission. This revised tax budget becomes the basis for the annual appropriations measure (Ohio Revised Code (RC) 5705.35).

Following are the basics that board members need to know about the

When funds are appropriated, money is set aside for specific purposes and into different types of funds.

appropriations measure and types of district funds.

Annual appropriations measure

Each school district is required to adopt an annual appropriations measure (RC 5705.38). A district's appropriations measure shall be in the form that the auditor of state, after consultation with the tax commissioner, prescribes.

A board must pass its annual appropriations measure by Oct. 1. However, if by Oct. 1 the budget commission has not given the board either the amended certificates of

estimated resources or certifications that no amended certificates need to be issued, the adoption of the annual appropriations measure shall be delayed until the amended certificates are received (RC 5705.36).

Prior to passing the annual appropriations measure, the board may approve a temporary appropriations measure for meeting the district's ordinary expenses until it passes its annual appropriations measure. Appropriations made in the temporary measure shall be chargeable to the appropriations in the annual appropriations measure for that fiscal year when passed.

During the fiscal year and after the passage of the annual appropriations measure, a district may pass any supplemental appropriation measures, as deemed necessary, based on the revised tax budget or the official certificate of estimated resources provided by the budget commission.

The budget commission

The total appropriations from each fund shall not exceed the total of the estimated revenue available for expenditure from each fund, as certified by the budget commission, or in case of appeal, by the board of tax appeals (RC 5705.39). Appropriations from each fund shall be made only for the purposes that the fund is established.

Certification

No appropriations measure becomes effective until the county auditor files with the appropriating authority a certificate that the total appropriations

from each fund, taken together with all other outstanding appropriations, do not exceed the official estimate or amended official estimate (RC 5705.39). When the appropriation does not exceed the official estimate, the county auditor shall give the certificate after receiving a certified copy of the appropriations measure from the appropriating authority.

Establishing funds

Each district is required to establish the following funds per RC 5705.09:

- general fund;
- sinking fund, when the district has outstanding bonds other than serial bonds;
- bond retirement funds;
- special funds for each special levy or bond issue;
- special fund for each class of revenue derived from a source other than the general property tax;
- trust fund for amounts received in trust for any lawful purpose.

A board also must establish a capital and maintenance fund (RC 3315.18). Each board must annually deposit into that fund an amount from district revenues that would otherwise have been deposited in the general fund that is equal to 3% of the formula amount for the preceding fiscal year. Money in this fund is used solely for acquisition,

replacement, enhancement, maintenance or repair of permanent improvements.

In addition to these required funds, a board may establish the following permissive funds:

- board service fund (RC 3315.15),
- replacement fund (RC 3315.11),
- education foundation fund (RC 3315.40-.42),
- petty cash account (RC 3313.291),
- other funds that may be necessary and are approved by the state auditor (RC 5705.12).

There are statutory rules for transferring public funds (RC 5705.14). Generally, a board may transfer funds from the general fund to any other district fund at any time by a majority vote of the board. However, funds may not be transferred out of a sinking fund, bond retirement fund or other special fund without the approval of the common pleas court and/or tax commissioner.

If you have questions about your district's established funds or how fund transfers work, contact the treasurer, who is the best resource on this topic in your district.

Five-year forecasts

In addition to the tax budget and appropriations measure, each district

must prepare a five-year forecast, which is a five-year projection of revenues and expenses. The five-year forecast must be filed with the Ohio Department of Education (ODE) no later than Oct. 31 of each fiscal year and must be updated between April 1 and May 31 of each fiscal year (Ohio Administrative Code 3301-92-04).

ODE and the state auditor are required to examine a district's five-year forecast and conduct a fiscal analysis, if necessary, to determine potential deficits during the first three years of the five-year period. The five-year forecast also is used to determine if a district will be declared to be in a state of fiscal caution, fiscal watch or fiscal emergency (RC 3316.031).

That wraps up the ABCs of the appropriations measure. Although understanding how tax budgets and appropriations measures work might not be "as easy as 1-2-3," hopefully this information provided you with insight and a basic understanding of school district fiscal operations. ■

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What to expect in 2012

Van D. Keating, director of management services

As the year gets started, I usually get into conversations with members about what I think schools should anticipate, negotiations-wise. While I am neither a scientist nor a soothsayer, I have gotten pretty good at discerning bargaining trends, so here it goes: a list of 2012 issues that will involve negotiations and why.

At the top of this list is the new teacher evaluation system (OTES) that will have to be in place by the middle of 2013. Evaluations are always a difficult issue in negotiations and any revision usually involves committees, research, drafts, revisions and time. Lots of time.

Unfortunately, time is exactly what

boards do not have when it comes to OTES. School districts will have to make decisions quickly in order to have it done on time, and the law states that teachers are to be consulted before it is adopted as board policy. Whether consulted means bargained is open to debate, but evaluations are considered a term and condition of employment.

Another key point to consider about OTES is exactly what needs to be done in negotiations and when. Right now, no district has approved local evaluation language to substitute for its current language, so it is hard to even discuss a new board policy with the union when it doesn't exist. Here, again, is the nagging issue about bargaining board policies

with the union, which is a “no-no.”

If your district has an open contract this year, at most you will need to create a “placeholder” for the new OTES so that it can immediately take effect when adopted by your board. If your contract is not open, which is the case in many districts, then you will most likely be looking at a midterm bargaining situation. As a process, midterm bargaining hasn't been a hot topic in the bargaining world for a couple of years. But the State Employment Relations Board (SERB) has released several decisions recently that touch on this process, so you may want to brush up on this before it happens to your district.

Midterm bargaining also will become an issue if the state rolls out an encompassing health insurance pooling program this year. When the state budget legislation, House Bill 153, did away with the School Employees Health Care Board (SEHCB) last year, most of its duties and functions were passed to the Department of Administrative Services (DAS).

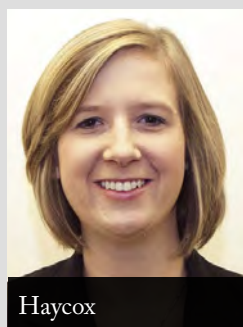
Along with SEHCB's duties went a lot of recent research on creating statewide and/or regional school health insurance pooling. While DAS' plans for schools are currently unknown, it does manage a health insurance pool for other state employees, so it has experience in this area. If some form of pooling is created, it also will represent a large midterm bargaining issue for most districts.

Apart from OTES and midterm bargaining, another persistent issue is impasse and implementation. The State Employment Relations Board has released several decisions on this issue

OSBA welcomes new policy consultant

by Amanda Finney, senior marketing coordinator

Kenna S. Haycox joined OSBA in November as a policy consultant in the Division of Management Services. Haycox comes to the association after having worked for the GEAR UP program through Clark State Community College. She previously was an admissions counselor at Cedarville University near Springfield and assisted in the start up of Greene County Higher Educational Opportunities in Xenia.



professional development workshops.

After spending most of her life in England, Haycox earned her high school diploma from the Heritage Academy in Calgary in Alberta, Canada. She continued her education at Cedarville University, where she received a bachelor of

arts degree in applied psychology in child and family studies. Haycox went on to earn her master of public administration degree at the University of Dayton.

In her new role, Haycox will assist member school districts with policy consultation and development. She also will write for OSBA publications and present at

She can be reached by phone at (614) 540-4000, ext. 242; (800) 589-OSBA, ext. 242; or by email at khaycox@ohioschoolboards.org. ■

in the last two years, but as far as school districts are concerned, they weren't very practical or satisfying. So far in 2012, just about every district that has contacted OSBA about a possible strike has an implementation as a contributing factor.

I believe the main reason for this trend is the question of maintaining the status quo for how long and under what circumstances. With public school finances in the doldrums, being able to force a school board to maintain the status quo of an expired contract is a victory for most unions that they will gladly accept. Schools can't afford that in every situation, so they will continue in their attempts to avoid the status quo by implementing terms and conditions of employment when unions won't reach an agreement. Likewise, SERB will be kept busy hearing these cases.

I also predict that outsourcing, subcontracting or privatization of school services — such as cafeteria operations, custodial operations or transportation services — will become a hot topic. The budget bill cleared the way for many school districts to take a harder look at such options, and support staff unions will challenge these decisions at every opportunity.

Loss of membership (and dues) will make this a critical issue and rallying point for these unions, local school district economics aside. Again, this could potentially create a midterm bargaining issue for some districts, or major proposals for districts with open contracts.

A final prognostication for 2012 is that negotiations, in general, will be much more difficult than in 2011. Without the threat of Senate Bill 5, unions will return to the old ways of what's mine is mine and what's yours is negotiable. Expect prior salary concessions to be made up and a stronger stand on health care contributions.

Remember that this year the Ohio Education Association will be bargaining with its own staff unions, and historically that has had some

unfortunate repercussions in local district talks. Negotiations may take longer, especially as long as unions know the *status quo ante* works in their favor.

Many districts that in the past have used some form of interest-based bargaining

process will find a quick return to more traditional and adversarial processes, despite good intentions. Of course, if you follow Nostradamus or the Mayans, 2012 will be a *fait accompli* for all nonsense, so this could be my last year for predictions. Enjoy! ■

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Changing public education

Under attack?

Jay Smith, lobbyist

As we enter the second half of Ohio's 129th General Assembly, we must seriously consider the significant changes being proposed to reform public education in Ohio and the legislative initiatives associated with those changes. Some view the changes as a threat to the institution of American public education, while others view it as bringing our education system in line with the 21st century.

It's important to understand the difference between positive reform measures needed to strengthen and advance our public education system and other measures that put us "under attack" and threaten public schools.

In Ohio, we are dealing with many changes to public education. Some of those changes have been enacted into law, while others are still pending in the legislature. Early last year legislation was enacted that eliminated some mandates for local school districts that were prescribed by the Ohio Evidence Based Model. The focus shifted to teachers unions and collective bargaining reform in a law that was enacted, then went through a referendum process and was rejected by voters in November.

Finally, the biennial state budget encapsulated many education initiatives, including the introduction of a new special education voucher program; the quadrupling of the number of Ohio Educational Choice Scholarship Program vouchers available; changes to charter schools; requirements for the State Board of Education to develop a new teacher evaluation model; performance pay for teachers; teacher retesting; a parent-initiated school

takeover pilot project; school rankings; and, on top of all of that, significant reductions in overall school funding amounting to roughly \$2.9 billion over the biennium.

Now, as we begin a new year, we are seeing the Ohio legislature increasing its attention on an additional school voucher program and tax credits for donations to nonprofit entities providing scholarships for nonpublic schools. Essentially, one could assume the state is looking for ways to further reduce its support for public education and increase a tax-funded support system for private and religious schools. The impact of these programs could severely undermine public education — especially at a time when budgets are being cut and school districts are being forced to do much more with much less.

This isn't just occurring in Ohio. All across the United States proposals are being put forth that call for increasing funding sources for private education — whether through tax credits or school vouchers — while at the same time reducing public education budgets and severely limiting educational resources.

Gov. **John Kasich**, in a year-end speech, told reporters that while public schools are struggling with budget cuts, they are failing to take up the tools needed to control costs. Kasich claims that too much money is spent on infrastructure and not enough dollars end up in the classroom. In the governor's view, putting infrastructure ahead of dollars in the classroom is contributing to poor student results and making school districts unable to control their costs.

Will these legislative agenda items strengthen public education through "competition" and "choice"? Will voters buy into these proposals and support the current administration's efforts? Will public education become a system of private, religious and home schools lacking the accountability currently in place for public schools? Will these proposals actually prepare future generations to be more successful in global competition?

The verdict is out on many of these questions. One thing we do know is that "change" is in the air, at least politically. At this time, we don't have substantial evidence showing these changes will ultimately strengthen public education. Rather, there are many who fear public education is indeed under attack, and ultimately these "changes" are steps toward privatizing education, with successful public institutions coming out on the losing end.

As we begin to work through the second half of this General Assembly, we need to continue to be actively involved in legislation affecting public education. We need to keep our focus on improving Ohio's schools and taking the steps necessary to ensure that every child in the state is provided with a high quality education.

We also need to continue to build and maintain relationships with state legislators. Make sure your local senators and representatives are aware of the issues your district is facing. Also, be absolutely sure that they are aware of all the successes your district has accomplished. ■

OSBA continues successful Business Honor Roll program for 2012



Amanda Finney, senior marketing coordinator

Local businesses play an important role in supporting their communities' schools. This support is especially important as Ohio school districts face budget uncertainties, ever-increasing accountability demands and a harsh economic climate.

School-business partnerships are good for all involved. Schools receive additional support that they need. Students get real-world experience and the benefits of learning from professionals in many different fields. And, businesses are able to gain a better understanding of their school systems and let educators know about the critical workforce skills they need.

To help its members maintain and build upon this support, OSBA will again offer the Business Honor Roll program. The program provides districts a way to recognize their local businesses and say "thank you" for their contributions. If there are firms in your district that are deserving of this recognition, OSBA strongly urges you to select them for the 2012 Business Honor Roll.

Launched last year, the Business Honor Roll is a popular way for districts to recognize local businesses for their support. In 2011, OSBA received more than 900 nominations recognizing businesses throughout Ohio.

Businesses help their schools in many ways. Below are just a few examples of how firms assist school districts:

- internship/job shadowing programs,
- volunteering in schools and offering employees time off to volunteer,
- serving as a mentor or tutor,
- supporting extracurricular programs,
- hosting company tours or sponsoring field trips,
- supporting programs with in-kind or financial support,
- delivering presentations to individual classes or at assemblies,
- buying ads in event programs,
- donating to scholarship programs.

These are just a few of the many ways businesses support

their schools, so don't limit yourself to this list.

OSBA is changing the way nominations are accepted this year. Nominations will only be accepted online. Districts will be limited to five choices, four single businesses for any kind

The Business Honor Roll program provides districts a way to thank local businesses for their contributions.

of support and one category for specific project support that can name all of the businesses supporting that project.

OSBA is posting a resource kit on its website at www.ohioschoolboards.org/business-honor-roll with everything districts need to recognize the valuable contributions of their business partners.

The kit includes:

- a sample board resolution and sample press release,
- tips on ways to recognize honorees.

OSBA will mail personalized certificates for each firm to district superintendents in time for boards to present them at May meetings. The program will be featured in the June OSBA *Journal* and a full list of honorees will be posted on the association's website.

To make your choices online, go to the OSBA Business Honor Roll Web page at www.ohioschoolboards.org/business-honor-roll and click on the nomination form link.

The deadline to submit selections is March 16. Nominations cannot be accepted after the deadline.

For questions on this program, please contact the article's author at (614) 540-4000 or afinney@ohioschoolboards.org. ■

Manson takes helm



OSBA Immediate Past President Cathy Johnson, left, swears in 2012 OSBA President Sharon E. Manson during Manson's installation ceremony.

After more than two decades as a chief navigator of school board business for her district, **Sharon E. Manson** has taken the helm of her biggest command yet — president of the Ohio School Boards Association. She became OSBA's 57th president on Jan. 7 after being sworn in at a ceremony at **Waverly City's** Waverly High School.

The school's auditorium was filled with support for the hometown girl, who has served 24 years on Waverly's school board and 16 years on the **Pike County Career Technology Center (CTC)** board. During that time, among her accomplishments was enlisting Pike County CTC students to build more than a dozen streetlights that resemble small lighthouses, along with the ARC canal boat, for the city.

"We built a replica of a canal boat and named it ARC so our children would know about the canal and how important it was to the history of our area in southern Ohio," Manson said.

That means in addition to OSBA president, one might call her "captain" of the ARC. To supplement a grant from the boat's namesake, the Appalachian Regional Commission, the community donated cash for the project. Local literature describes the boat as the "crown jewel of the Ohio and Erie Canal Historic Trail."

CTC students are also in the process of building more streetlights for the city's Canal Park, where locks remain from the Ohio and Erie Canal. Cultivating community and district partnerships is especially important to Manson, because she

as president

*Crystal Davis Hutchins,
editor*

graduated from Waverly High School, just as her father and two children did.

“I would like to acknowledge Bristol Village Retirement Community resident **Jay Early**, who was the sparkplug behind the ARC project,” Manson said. “My dream for Waverly is to see it grow as a community, create a beautification program, save our old buildings and preserve our history.”

Manson’s dream for higher education got off to a late start. She waited until her children, **Skyla** and **Matthew**, started school before beginning her college career. But, she tackled college with her characteristic enthusiasm, receiving an associate’s degree at Shawnee State University before going on to Ohio University, where she earned bachelor’s and master’s degrees.

“I was a nontraditional student,” Manson said. “I saw the young students there that were struggling and, of course, I was older. So I helped some of them and they helped me see things differently. So, I wanted to get that information out. That’s why I decided to run for the school board.”

Her late father encouraged her to run, as well, but didn’t live to see her elected. She says she thinks he would be proud of her accomplishments and with what she hopes to achieve as OSBA president.

“I would like to promote public schools in a positive light,” Manson said. “I think that over the years, we haven’t had the recognition that we deserve and I’d like to see all of us promote even the smallest thing that touts student achievement in public schools.

“OSBA really does good things to promote our children, and that is something that I want to be part of ... serving on committees so that I can answer questions for the public and inform people of what is really going on at the state and other realms.”

As president, Manson will preside over various meetings, represent Ohio in the Delegate Assembly at the National School Boards Association’s Annual Conference, appoint ad hoc committee members as needed and serve as the association’s spokeswoman, among other duties.

Manson was instrumental in convincing her district to get re-involved with OSBA after several years of inactivity.

“Eight years after I was first elected, we started attending some OSBA workshops,” Manson said. “Since then, it’s really progressed and we’ve had more interest among board members in utilizing OSBA services.

“We’ve used OSBA’s Legal Assistance Fund in the past. We are thankful for that service. When we attend OSBA events, we all come back with something new or something that can help us in our local district. We learn about new policies, revise our old policies, learn about all the changes to standards and more, so we feel like we’ve really progressed a lot, thanks to OSBA.”

Manson has served two terms as OSBA’s Southeast Region president and is a member of the Federal Relations Network (FRN), an advocacy arm of the National School Boards Association that enlists the help of local school board



“Captain” Sharon E. Manson poses with the crew responsible for building the ARC Canal Boat — Pike County CTC students, led by Instructor Donnie Stewart.



Manson recruited Pike County CTC students to build the ARC canal boat to recognize Waverly's history.

members in lobbying on behalf of education at the federal level.

“Legislators are caught up in a lot of things and may not be aware what’s going on in your district, so the FRN provides a chance to talk to them one-on-one,” she said.

And, Manson certainly has a lot she wants to tell them about the future of public education.

“Public schools teach all children, not just a chosen few, and when I hear all the negativity about public schools it really bothers me. Yes, we may have some problems, but we have very positive happenings in our public schools as well.

“The requirements public schools have to meet should be required in all of the charter and private schools, too. The playing field should be level. It doesn’t sound fair to me to take funds away from public schools with the voucher system when charter schools are not held accountable to the same standards as our public schools.”

Manson retired from Ohio Valley Electric Corp. after a 32-year career. When she’s not lobbying for public schools, she is a wife to husband **Don**, a mother, grandmother and great-grandmother, and serves as executive director of the Pike County Convention and Visitors Bureau. After spending a day with her, let me tell you the 68-year-old is hard to keep up with!

No matter what her role, Waverly’s board is definitely on

board with the calm, cool leadership she provides.

“You can always count on Sharon to be consistent, reliable and a team player,” said Waverly Board of Education Vice President **John L. Boyer**. “She truly has a passion for children and the field of education and will be a ‘true champion’ as OSBA president.”

As champion, president and “captain” Manson begins her term at OSBA, she admits that she can barely swim and that canoeing is more her speed. Perhaps she’s not destined for seafaring success, after all. But the solid course she’s charted throughout her board career proves she’s a champion at navigating issues — at times through rough waters — to find



As executive director of the Pike County Convention and Visitors Bureau, Manson plays host at an after-hours event at the Lake White Club in Waverly.

ways to accomplish her mission of making a real difference for her community and children everywhere. ■

Editor’s note: Video of the author’s day spent in Waverly with Manson will be available on the association’s website in the mid-February edition of OSBA’s Internet Update.

OSBA Contract Analysis Service



OSBA provides a cost-effective professional analysis of both certified and classified collective bargaining agreements. These written reviews serve as a critique of current contract provisions, suggest potential pitfalls regarding legal compliance and provide specific recommendations as you go into your next round of collective bargaining.

Contact Renee L. Fambro, deputy director of labor relations, at (614) 540-4000 or (800) 589-OSBA for more information.



2012 Student Achievement Fair

OSBA Capital Conference

Nov. 13, 2012

OSBA invites your school district to:

- *Showcase an outstanding performing group!*
- *Showcase the exemplary programs that are improving student achievement in your district!*
- *Show us your best programs and tell us about your best practices!*

The OSBA Capital Conference Student Achievement Fair highlights outstanding initiatives from school districts across the state. OSBA is seeking another round of fresh, innovative programs or practices your district is willing to share with thousands of Ohio school district representatives. Programs and practices will be selected based on creativity and impact on student achievement. While multiple programs may be submitted for consideration, no more than two per district will be selected, so districts should prioritize their submissions.

Performing groups also will be selected to entertain attendees during the Student Achievement Fair. To be considered, submit an audio or video recording of the performing group.

Student Achievement Fair application

Tuesday, Nov. 13, 2012 ● 11:30 a.m. – 3:30 p.m.

____ Enclosed is a concise title and description of our **student achievement program** in 25 words or less, including what we think others will learn from our booth. (You may submit additional materials that describes your program.)

Will you need electricity? Yes No

____ Enclosed is a title and description of the **performing group** that we would like to showcase at the Student Achievement Fair. (Include a DVD video recording of the performing group or email a video or MP3 of a performance.)

Title of program or performing group: _____

Description (please limit description to 25 words): _____

Submitted by: _____ Title: _____

(Please inform the contact person as to your submission.)

Daytime phone: () _____ Email: _____

(Please print)

Contact person: _____ Title: _____

Daytime phone: () _____ Email: _____

(Please print)

Superintendent: _____ Email: _____

(Please print)

School district: _____ Address: _____

City: _____ Ohio ZIP: _____

If selected, your district's program will be showcased in a 10x10-foot booth that can accommodate up to five people. (More details to follow.) Applications may be submitted online at www.ohioschoolboards.org, or mail **student achievement program** applications to **Debby Hoopes**, administrative associate of services, OSBA, 8050 N. High St., Suite 100, Columbus, OH 43235. Mail your completed **performing group** application, with recording, to **Cheryl W. Ryan**, deputy director of school board services, at the above address. Visit www.ohioschoolboards.org/SAF for specific details regarding the Student Achievement Fair. **Application deadline is Friday, May 25, 2012.**



What can OSBA do for me?

Amanda Finney, senior marketing coordinator

Your first month as a newly elected board member is complete, and you probably have absorbed a great deal of information about your district, community and public education. You've also discovered that there is quite a bit to learn, and that's where OSBA comes in.

OSBA offers a multitude of programs, services and benefits to help you as you begin your boardmanship journey. Your association is dedicated to board members and the districts they serve.

When newly elected board members first learn about OSBA, they might wonder, "What does OSBA do?" and, "How can this organization benefit my district?"

To answer these questions, this article will touch on OSBA's services. However, to get a full scope of how your association can help you, visit OSBA's website at www.ohioschoolboards.org. You will find there truly is something for everyone.

Many of OSBA's services are *free*

as part of your district's membership, including legislative representation and consultations with experts in board development, policy, school law and labor relations, just to name a few.

Fee-based services also are available for districts that need additional assistance. By charging for services that not every member district needs or uses, OSBA keeps its membership dues among the lowest of the state school boards associations.

A few examples of fee-based services include: arbitration and bargaining consultation; customized workshops; workers' compensation program; and publication

subscriptions such as *CommunicationPlus*, *Policy Development Quarterly* and *School Management News*.

Since 1955, OSBA has been serving school board members and their districts with innovative and outstanding services. The association fulfills its mission by offering members access to a variety of specialized services. Each of the divisions at OSBA offers great opportunities for school districts, including:

Division of Business and Finance — Insurance programs for school districts (life, AD&D and disability); treasurer and position bond programs.

Division of Communication Services — Publications, including the *Briefcase*, *CommunicationPlus* and the *Journal* magazine; Capital Conference and Trade Show; biweekly OSBA Internet Update videos; workshop coordination; Media Honor Roll; and Business Honor Roll.

Division of Legal Services — Legal Assistance Fund; legal consulting; legal publications; and a legal blog found at www.ohioschoolboards.org/wpmu.

Division of Legislative Services — Education Tax Policy Institute; "Facts in a Flash" electronic legislative updates; Federal Relations Network; *Kids PAC*; legislative publications and articles; and legislative representation.

Division of Management Services — Arbitration representation; bargaining consultation; labor relations consulting and training; management and policy publications; policy development consulting; safety programs; strike crisis



Running a district is hard
Lighten your load with an updated policy manual

You need an up-to-date policy manual to run your district effectively. OSBA can help. Our policy consultants will assist in updating your manual, ensuring your district's policies are current and up-to-date with the Ohio Revised and Administrative Codes.

Call Jeannette Radcliff, OSBA administrative assistant of management services, at (614) 540-4000 or (800) 589-OSBA, to begin updating your manual today.



assistance; and workers' compensation pooling program.

Division of School Board Services — Administrative and executive searches; Award of Achievement; board evaluation; Board Leadership Institute and other specialized board and administrator trainings; management team retreats; and the Capital Conference and Trade Show.

Other outstanding services that districts can take advantage of are offered through OSBA's endorsed programs. OSBA selectively endorses outside providers to deliver products and services to members when the program offers special value or a unique benefit. These endorsed programs provide the services necessary to effectively manage schools and save districts money.

OSBA's endorsed programs include: bond program; electricity purchasing pool; emergency notification system;

Quick facts about OSBA

Founded: 1955

Headquarters: Columbus

Executive director: **Richard Lewis**

Governance: Elected officers; Delegate Assembly; Board of Trustees; Executive Committee; regional officers and executive committees; and statewide committees

Regions: Five regions broken down by Central; Northeast; Northwest; Southeast; and Southwest

Composition: 715 school boards and their 3,395 elected board members representing Ohio's local, city, exempted village, career center and educational service center districts

Website: www.ohioschoolboards.org

insurance programs; management consulting; National School Boards Association National Affiliate Program; online payment program; online purchasing cooperative; online safety compliance program; paperless governance; procurement card program; and risk management program. Further descriptions of these programs can be found at www.ohioschoolboards.org/

osba-endorsed-programs.

As you can see, there is a wide variety of services, programs and information available that boards of education need for effective school management. If you have any questions about these services, or would like to schedule a visit from one of our consultants, please call (800) 589-OSBA or (614) 540-4000. ■

From a basic group life insurance plan, to one that includes options such as Accidental Death and Dismemberment, Dependent Life and Voluntary Life, member districts can build the right plan for their employees.



We are pleased to be the endorsed carrier for the Ohio School Boards Association Insurance Trust, through its affiliation with the Pennsylvania School Boards Association Insurance Trust.

Call Tony Wright or Diane Stepler at (866) 691.6290 for further information.

Products marketed by Assurant Employee Benefits are underwritten by Union Security Insurance Company. Plans contain limitations and exclusions.



Welcome new



Board veterans, OSBA staff offer tips and advice

Gary Motz, managing editor

A local school board has one of society's most crucial responsibilities — planning and overseeing the education of the community's children. Their decisions affect the lives of students, parents and staff, as well the economic health of the community.

Serving on a public board of education requires a tremendous commitment of time, energy and perseverance. Board members face significant public scrutiny and demands. It takes teamwork, collaboration and communication to succeed.

For first-time board members, the learning curve is steep. The challenges are complex, varied and sometimes frustrating. The job can be richly rewarding but, at times, thankless.

However, with time, training and persistence, you will grow into your new role. You will become more knowledgeable and confident. And you will come to see the positive difference

you are making for your students and community.

You are among nearly 600 new board members who took office last month across Ohio. To help you develop and hone your skills, OSBA asked a group of veteran school board members and association staff to offer their perspectives on school board service and educational leadership. Following are their responses.

School board members

1. What is the most valuable piece of advice you would give to a new member on your school board?

Cathy Johnson, OSBA immediate past president, board member, South-Western City: Be prepared. Read the information sent to you prior to board meetings and contact the superintendent if you have questions or need clarification prior to the meeting. There's no reason to look bad at the board table.

board members

Doug G. Stuart, OSBA Northeast Region president, board member, Rittman EV and Wayne County Schools Career Center: Always ask yourself, “What is best for *all* the students in your district?” When I’m on the fence and can’t make a decision one way or another, I always go back to that.

2. What is the hardest thing to learn about being on a board of education?

Sharon E. Manson, OSBA president, board member, Waverly City and Pike County Career Technology

Center: That you are only one person and cannot speak for the entire board; there usually is a person designated to do that. That is something the public misunderstands. You will see your friends and neighbors in the stores or post office, and many will ask questions about the board and the decisions you make. Since you are the new kid on the block, you will get phone calls about all kinds of things. Tell them you will check out the situation or issue and get back to them.

James Sommer, OSBA Southwest Region president-elect, board member, Greenville City: Whether you agree with the board’s vote on a topic or not, you must accept the group’s decision and support it. You cannot speak on behalf of the board, but you can voice your personal opinion.

3. What are some of the biggest challenges your board has faced lately?

Charlie Wilson, OSBA president-elect, board member, Worthington City: We are confronting the fiscal impact of the drastic, unexpected cuts in state funding for education: approximately \$3 billion statewide, \$83 million in Franklin County and more than \$25 million in our school district. We have already begun engaging our community about the necessity, size and reason for the levy that we will need this year to avoid drastically curtailing the quality of education we provide students.

David Spridgeon, OSBA Northwest Region president, board member, Arcadia Local (Hancock): We recently had an Ohio School Facilities Commission offer to construct a new school and it was defeated at the polls. The issue really tore the community apart and divided it. In dealing with it, we said, “the voters spoke and we are not placing it back on the ballot.” Instead, we are going to attempt a renovation project.

4. What part of being a board member is the most personally rewarding to you?

Dr. Angela Zimmann, OSBA Northwest Region immediate past president, board member, ESC of Lake Erie West:

There are so many answers to this question! I enjoy working with the other board members and learning from them. I enjoy working with the administration, and our staff is outstanding. I also really relish my involvement in OSBA —

“Take the time to listen to other board members and administrators who have been around long enough to teach you something.”

— Cheryl W. Ryan

— serving as regional president was a fabulous experience that opened my eyes to the many great schools and school board members throughout the region and the state. I have learned so much in my time on the board.

Johnson: The most rewarding activities are those that involve students. Whether it’s handing a student his or her diploma, reading to a classroom of students or attending a student recognition assembly, these are what make being a board member rewarding.

Stuart: Walking through a completed construction project knowing that the board you were on had a part in improving the educational environment for children to learn. It makes you proud to see that you were part of that.

5. What do you wish you would have known when you started on the board?

Johnson: I truly wish I would have known more about OSBA and how easy it is to get involved. Most times it only takes a call to one of the regional managers to get things started. Involvement at the regional level can lead to involvement at the state and national levels. The advantage for you and your local board is that you are networking and learning from others, as well as attending valuable workshops on current issues impacting education. You are impacting policy that will



help students in your district and across the state.

Spridgeon: I got too involved in matters that really should have been left up to school administrators. I had to learn quickly what my true role was, and since then I have been a more productive member.

Zimmann: It is a marathon, not a sprint — and leadership is all about serving others.

6. What are your top priorities as a board member?

Manson: My top priority is to see that our students receive the best education we can give them. We must be transparent so the public understands what we are doing to prepare our children for the future, and I encourage people to ask me questions or call me about their concerns. Communication with our community is important, especially in these uncertain times.

Wilson: Making sure that our district has the resources to provide the programs that our children need to realize their full potential. We also need to resist and educate everyone about the attempts to undermine the democratic ideal of a free common public school system for everyone. Our founders understood the critical importance of common schools to the success of a democracy, but some of our leaders do not seem to understand that our form of government depends upon highly effective common public schools for everyone.

Sommer: Striving to be the best board member I can be by attending OSBA workshops and being as active in my district and region as I can.

7. What was the best advice you received?

Stuart: Surround yourself with great people and your tasks are minimized and your entire board and operation runs effectively and efficiently.

Zimmann: Listen carefully before speaking.

Manson: To be myself, listen and ask questions.

Sommer: Listen, think, decide.

8. How can board members help increase student achievement?

Stuart: We have to change the way we teach kids. Modern

technology today is very different than it was 20 years ago. The kids of today are multitasking and we've got to be able to take advantage of their skills and abilities. We not only need to embrace modern technology, we must be able to change as the students' needs change.

Wilson: Make sure that your district has the resources to offer the programs that students need to realize their full potential. Most critical is having reading interventionists available to help every child who is struggling with reading the instant that the classroom teacher notices the student has reading difficulties.

Spridgeon: By supporting innovative ideas and technology advances in the district.

Johnson: Board members need to be aware of their district's data on achievement and know how to interpret that data. They should read professionally, attend workshops and conferences, network with board members across the state and ask their administration questions about what is being done in the district and why. Keep in mind that no one likes to be surprised at the board table, so make the discussion part of the agenda so that everyone is prepared to discuss the topic.

9. What other advice would you like to offer?

Manson: Enjoy yourself as you work for the students of your district. Keep in mind that it is our job to make policy that will benefit our students.

Spridgeon: OSBA has been the most important learning tool available to me. With them, you feel as if you have a team behind you rather than being out there alone. I strongly encourage board members to get involved.

Wilson: Take pride in what you are doing for your students. Make sure that your district is a better place for students to learn as a result of what you do as a board member. Do all that you can to make school a place where students are eager to be.

Zimmann: Enjoy your time on the board; it is a privilege and an honor to be selected by your peers. Work hard, think critically and care deeply.

Johnson: You are not alone. If you have a question or concern, board members throughout the state are just a phone call or email away. This is especially true of the OSBA officers. While we may not have the answer, we probably know how to get it. We are also good listeners if you just need to vent.

OSBA staff

1. What is some basic advice that you would give to new board members?

Cheryl W. Ryan, deputy director of school board services and a former Hilliard City Board of Education member: Take the time to listen to other board members and administrators who have been around long enough to teach

you something. Always make sure you're getting the whole story before you come to a conclusion. Hire the best top leaders you can, put practices in place that allow you to ensure accountability and then get out of their way while they go to work.

Damon Asbury, director of legislative services, whose extensive career in public education administration includes serving as Columbus City superintendent, associate superintendent of management services and assistant superintendent, and as Worthington City superintendent:

I would recommend that new board members familiarize themselves with the personnel serving their district, including the superintendent and treasurer, as well as leaders in the principal, teacher and classified staff ranks. It is important to recognize that effective service on the board will require close working relationships with staff at all levels that are built over time.

2. What are the biggest challenges facing public education today?

Rob Delane, deputy executive director and former superintendent at Lucas Local (Richland): The greatest challenges are ensuring that our students are prepared for life and careers in the 21st century; the attacks on public education; the proliferation of for-profit charter schools; and securing sufficient funding to provide a high quality education for all students.

Van D. Keating, director of management services: Financial constraints represent a significant challenge, coupled with increased accountability for everyone in education. School district personnel expenses consume 80% to 90% of a district's budget. With higher expectations for student achievement and decreased revenue, everyone's demanding a bigger bang for the buck, so collective bargaining will become a point of emphasis when it comes to making changes.

3. How can new board members best address these challenges?

Kathy LaSota, director of school board services: I am a firm believer that board members need to engage in conversations with people every day in a multitude of ways — talking about needs, bragging about accomplishments, doing the right things, telling their stories.

Delane: Board members must become fully informed about the issues facing education. Through knowledge, we can achieve effective solutions. Take advantage of professional development opportunities. Network with your peers in seeking solutions to perplexing problems. Work closely with your legislators to be sure they understand where you and your communities stand on specific issues. Join forces with other school boards. Speaking with a larger collective voice can be very effective in shaping legislative policy.

4. How can we help students perform better?

Asbury: Students need to be clear about the academic and

behavioral goals and expectations we hold for them. They also need assurance and trust that we believe in their ability and that we will endeavor to provide them with the resources they need to be successful. Keep students and their achievement at the center of your decision making, even when addressing things that appear to be unrelated.

Ryan: We must continue to pay attention to teaching that is relevant and timely, and to methods that allow students to access learning in ways most helpful to them. I think we're doing a great job with better assessments and with great teaching practices. We need to keep moving in this positive direction.

5. What do new board members need to know about OSBA?

LaSota: We exist to serve them. We should be their first stop for information, resources and guidance. Our services are customizable. If they need a service that we don't currently offer, we are open to creative solutions that will meet their needs.



Keating: From a management services perspective, new members should know that OSBA has been involved in collective bargaining for more than 25 years and is here to support all boards of education in negotiations in whatever way possible. If there is something your district needs by way of a service or a question, please ask.

6. What can new board members do to build their boardmanship skills?

Asbury: OSBA offers a variety of training materials and workshop opportunities to help board members perform their responsibilities. I also encourage new board members to network with experienced members and seek out a mentor to assist their development.

Delane: Be clear about why you are on the board and strive to make your work consistent with your board's shared vision. Invest time in getting to know your board colleagues and listen to what they have to say. Stay informed, share your knowledge and make sure other board members understand you. Focus your disagreements on policies and issues, not personalities. And, remember that you are one member of the board that, as a body, makes decisions. ■

Board meeting magic



A guide to a well-run school board meeting

Joanne Borin, field service representative, New Jersey School Boards Association

Why are some school board meetings productive, civil and well run while others are not? Much of it has to do with how well planned and organized meetings are.

One of the best tools to use in conducting an efficient meeting is an agenda. An agenda based on board policy and procedure allows for careful planning of subject matter discussion. This improves the board's ability to reach productive decisions, handle routine matters and solve problems, while offering the staff and community insight into the operation of the district on the policymaking level.

The ultimate purpose of an action meeting of the board is to take official, formal action on the business of the board and school district. As you probably know, such meetings must be conducted in a specific manner because law and regulation require certain formal actions and procedures. As elected officials, board members must ensure that all required actions are completed. A well-constructed agenda focuses the board's attention in important matters, reduces the tendency to delve into tangential areas and minimizes "surprises" — those last-minute, supposedly emergent topics that can wreak havoc on the board, the administration and the public's perception of the district.

A well-crafted agenda

The formal meeting begins when the president calls the board to order at the advertised time. Meetings should always begin promptly, even if all members are not present (assuming a quorum is in attendance); consistency in this area will motivate everyone to try harder to arrive on time.

Agendas can vary by district, but this sample agenda organizes the meeting in the following order:

- call to order
- roll call
- adoption of the agenda
- approval of minutes
- financial report
- public participation
- superintendent's report and recommendations
- communication
- action items, including consent agenda items:
 - finance/ buildings and grounds
 - personnel
 - curriculum
 - other
- information items:
 - committee reports
 - other
- public comment
- unfinished business
- new business
- adjournment

Much work goes into planning the meeting, long before the session begins. The board president and superintendent work together to develop an agenda that contains all action and information items the board needs. Since this is a board meeting, the board president plays a prime role in these decisions. Board members, as part of the management team, must be aware of the procedure for having items included on the agenda. This process may differ from district to district. Added agenda items may be a reflection of a board work session, the result of a committee meeting or the request of an individual board member in a call to the board president or superintendent.

Deal with controversy first

A good tip in setting up the agenda is to put controversial issues toward the beginning of the session. If community members are upset about an issue, having to sit in the audience and wait for hours while the board discusses seemingly more mundane items will only fuel their anger.

Members of the public may be unhappy with the action the board ultimately takes, but they will see that the board at least has heard their concerns and addressed the item in a timely manner. In general, it is also a good idea, not to mention a courtesy, to schedule presenters — be they staff, students or outside consultants — early in the meeting, both

as a sign of appreciation of their time and effort and as an acknowledgement that it is your job to be there for the entire meeting, not theirs.

Once topics are placed on the agenda, the superintendent is responsible for collecting background information, researching options and making recommendations. Any relevant material should be received by all board members at the same time (about three to five days in advance), enabling them to do their homework, read and review all materials and call the board president or superintendent for clarification in advance. This allows them to be fully prepared to participate in the board meeting.



Successful board meetings require careful planning.

'RRRIP'

What's the scariest sound at a board meeting? The "rrrip" sound of someone opening his or her board information packet for the first time. Effective team members read their packets well ahead of the meeting, ask for clarification in advance, adhere to the practice of no surprises and are fully prepared to participate in the board meeting.

Individual decision-making styles may require different levels of clarification and information. It is important to respect each board member's unique needs. A protocol should be established for how clarification and information is requested of the superintendent or designee after board information packets are received.

Many boards adopt Roberts Rules of Order as a proven, workable operating system. Using parliamentary procedure, with its precise and consistent rules, creates a clear path for reaching decisions. The resulting aura of professionalism reflects well upon both the board and district.

Another key to efficient meetings is to maintain an effective time line. The segments for public comment usually come at the beginning and again toward the end of the meeting. Our sample agenda limits the first segment to comments from the public regarding agenda items, allowing their input to be heard before the board acts on any items. The later session allows all other issues to be addressed, so that, if appropriate, the board can consider them at the committee level or for inclusion on a future agenda.

A well-constructed agenda focuses the board’s attention in important matters, reduces the tendency to delve into tangential areas and minimizes “surprises.”

Board policy should outline the specific time limits for public discussion — three minutes or less per person with a total of 30 minutes is typical. It is also helpful to have a cover letter on your agenda that describes for the public the policies and practices governing the meeting and public input segments.

It is important for board members, particularly new board members, to understand that no response is required during the public comment segments. This is not a time for individual board member or administrators to be put on the spot. A good way to handle this is illustrated by the following sample dialogue:

Citizen: “I demand to know how you will each vote on this issue.”

Board president: “This is the part of the meeting in which the board can hear your input. It is not meant to be a dialogue. We do not want to take up your time, which is limited by policy to 30 minutes, with our responses, nor would it be appropriate for us to necessarily respond to your question. When this item comes before the board for a vote, there will be the opportunity for discussion among the members and then, of course, you and everyone else here will have the opportunity to see how each person votes.”

One of the hardest tasks for a board member is to sit through an attack by the public and still retain a calm, professional demeanor. Knowing that you don’t have to respond may make that task somewhat easier.

To keep focused on completing the business of the board and understanding that good decisions are best made by



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board members who are not half-asleep, some boards have a policy to end meetings by 11 p.m. To prolong the meeting, 15-minute extensions must be moved and approved. One board even has a policy that calls for the board to stand up during any extension, as a further incentive to “move things along.” Another technique some districts have found to be helpful is putting suggested time lines on the agenda. Although these limits must have some flexibility, they do serve to focus the board.

One particularly useful planning tool is the 12-month agenda. Developed by the board and the superintendent, it provides an annual plan establishing a schedule for due dates of state-mandated reports; progress reports on district goals; recurring administrative items; the board self-evaluation and superintendent evaluation; and the annual board retreat. A 12-month agenda gives lead time for the board to study and consider many decisions it will make during the year, which provides the superintendent and staff adequate notice to collect and assess information and make recommendations. An organized agenda planned on a 12-month basis will enhance the development of the regular agenda, as well as expedite and improve the work of the board all year long.

Remember, too, if your meeting is not as effective and satisfying as you would like, help is only a phone call away. The consultants in the OSBA Division of School Board Services offer expertise, as well as a variety of services. Call them for information, suggestions and recommendations. They will be happy to attend your board session, complete a meeting analysis and follow up with a feedback session. If you prefer, they will facilitate workshops and retreats, which provide boards with the time and opportunity to discuss issues and develop ideas for improving and enhancing their success. Putting a session with the OSBA school board services consultants on your agenda may be one of the best things a board can do.



Reviewing the meeting packet prior to the board meeting is necessary for board members to fully participate.

When all is said and done, there’s no particular magic to conducting effective board meetings. The trick is knowing how to run such a meeting, carefully planning and organizing it, and enlisting all board members in the process of properly preparing to work together to help all your district’s schoolchildren. ■

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Self-evaluation essential to board success

One of a school board’s key responsibilities is setting the district’s goals and monitoring progress toward achieving those goals. Of equal importance is the board’s commitment to reflect on its governance work and that work’s impact on district success.

To help school boards enhance their performance, OSBA offers the School Board Self-Evaluation service. This program is designed to guide boards toward a more effective approach to governance, improved communication and efficient decision making. Boards that take the time and effort to self-evaluate will be rewarded with increased student achievement, smoother operations and district success.

It’s a simple approach and works this way. OSBA school board development experts will observe your board in action. Then they will work with you to assess and analyze the meeting, and set a customized plan for improvement.

When assembling your school district’s success puzzle, don’t miss this important piece. To learn more or to schedule your School Board Self-Evaluation sessions, contact **Kathy LaSota**, director of school board services, at klasota@ohioschoolboards.org, or **Cheryl W. Ryan**, deputy director of school board services, at cryan@ohioschoolboards.org. LaSota and Ryan also can be reached by phone at (614) 540-4000 or (800) 589-OSBA.



Navigating OSBA

A primer for new board members

Gary Motz, managing editor

The Ohio School Boards Association is a private, not-for-profit organization of public school boards that was founded as a statewide group in 1955.

The association traces its roots to Ohio University in Athens, where area board members began holding conferences in 1950 to discuss the challenges facing public education in the first few years of the post-war baby boom. These conferences evolved into the Southeastern Ohio School Boards Association.

Four other regional school boards groups formed over the next few years, and on Dec. 3, 1955, the first OSBA meeting was convened on the Ohio State University campus in Columbus. OSBA now represents Ohio's more than 700 public school districts and their nearly 3,400 board members.

Since its inception, the Columbus-based association has constantly evolved in response to the ever-changing challenges of public education. But there is one thing that has not changed since 1955 — OSBA's commitment to helping local school board members provide high-quality leadership to their districts.

That commitment is reflected in the association's mission statement: "OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service and creative solutions."

Following is a primer on "navigating" OSBA to help you understand how your association works and guide you to the resources and tools you need to succeed as a school board member.

Contacting OSBA

OSBA's Web address is www.ohioschoolboards.org. Certain pages are for members only and are username and password protected. If you don't already have them, contact OSBA for your username and password.

OSBA's phone numbers are (614) 540-4000 and (800) 589-OSBA (toll free). The fax number is (614) 540-4100. For staff members' email addresses and phone extensions, log on at www.ohioschoolboards.org/staff-directory.

OSBA staff members are experts in most areas of school district operations and state education policy. To learn who can answer your questions, visit the Staff Resources page at www.ohioschoolboards.org/osba-staff-resources. For information on OSBA's divisional structure, go to www.ohioschoolboards.org/organizational-structure.

The governance team

Truly member driven, OSBA's policies are determined by its members. OSBA is governed by a Board of Trustees and an Executive Committee. The Executive Committee is

Learn how your association works and find the resources and tools you need to succeed as a school board member.

made up of the association's president, president-elect and immediate past president, and one Board of Trustees member from each of OSBA's five regions. Along with the Delegate Assembly, the governance team is responsible for ensuring OSBA operates effectively and meets its members' needs.

Each member school board is entitled to appoint one of its members to the Delegate Assembly. The assembly conducts an annual business meeting in November during the OSBA Capital Conference. Its responsibilities, carried out through the democratic process during the meeting, include determining association policies; amending the OSBA Constitution and Bylaws; adopting resolutions to amend OSBA's Legislative Platform; and electing the OSBA president-elect.

The OSBA Constitution and Bylaws guide the association, while the Legislative Platform publicly states OSBA's positions on a variety of public education issues and advocacy efforts. These governance documents are posted at www.ohioschoolboards.org/osba-governance.

OSBA regions

To better serve its members, OSBA maintained the original five regions: Central, Northeast, Northwest, Southeast and Southwest. The regions host spring and fall conferences, open houses and other activities, and the Region Resource Center at the Capital Conference. OSBA's statewide leadership is drawn from those who serve on regional governing bodies.

Regional governance is modeled after OSBA's statewide structure. Each region is represented by a president, president-elect, immediate past president and executive committee. The executive committees determine policies for their regions; recruit regional and statewide leaders; represent regional interests; help assess needs; conduct regional legislative platform meetings; and increase awareness of OSBA.

Every region is served by a regional manager, an OSBA staff member who coordinates activities and works as a liaison to the association's Columbus staff and the region's school district leaders. The managers are listed in the box, at right.

To learn more about the regions, visit www.ohioschoolboards.org/Regions. There you also will find links to the individual regions' Web pages, contact information for the regional managers and a map showing what counties are in each region.

Special organizations

OSBA has several statewide groups that enable similar districts to network with each other to seek solutions to challenges unique to their district type.

The OSBA Black Caucus' mission is to promote and provide education on challenges and opportunities faced by African-American board members throughout the state. The caucus provides a statewide forum on the practical issues facing black school board members; promotes, supports and builds public awareness of racial diversity in schools and equity in education; and supports initiatives to increase African-American student achievement.

The OSBA Board Member Cabinet was established in 2008 to increase OSBA's collaboration with the governor and the Ohio Department of Education. The cabinet, composed of 18 veteran school board members, meets several times a year with the state superintendent of public instruction and other ODE officials, and top representatives from the governor's office.

Meet your regional manager

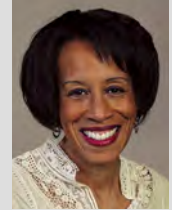
OSBA is divided into five regions. Each region has an OSBA staff member who serves as the regional manager. The managers are listed below.



Central Region
Dr. Michael G. Grote
 Phone: (614) 527-4915
 Email: mgrote@ohioschoolboards.org



Northeast Region
Terri Neff
 Phone: (440) 546-9344
 Email: tneff@ohioschoolboards.org



Northwest Region
Dr. Judy Jackson May
 Phone: (419) 372-7373
 Email: jjacksonmay@ohioschoolboards.org



Southeast Region
Paul D. Mock
 Phone: (740) 385-5240
 Email: pmock@ohioschoolboards.org



Southwest Region
Ronald J. Diver
 Phone: (937) 746-7641
 Email: rdiver@ohioschoolboards.org

To learn what region your district is in, please see the map posted at www.ohioschoolboards.org/Regions. That page also offers information on regional activities via links to each region.

Formed in 1971, the Small School District Advisory Network consists of about a dozen small school districts that are representative of all small district interests. Network members exchange information on the challenges of small districts; develop programs and policies to meet the educational needs of those districts; and make recommendations to the OSBA executive director about small districts' educational needs.

The Urban School District Advisory Network represents Ohio's largest urban school districts. The network serves as a state and national advocate for urban public education by identifying issues that challenge urban public schools and their students; providing a forum to address urban concerns; and advocating for effective responses to urban communities' needs.

Web links to these special OSBA organizations can be found at www.ohioschoolboards.org/osba-groups.

This is just a brief preview of the many different resources available to you as an OSBA member. To learn more about the full range of OSBA services, visit the OSBA website or contact any staff member. ■



Build your boardmanship skills at BLI

Angela Penquite, assistant editor

Leading a school district is difficult. It requires everything from the patience and communication skills to build strong community relations to the financial and management knowledge needed to run a multimillion-dollar corporation.

Unfortunately, most of the training is on the job. But you don't have to go it alone. The OSBA Board Leadership Institute (BLI) offers the specialized training board members need to effectively govern their districts while ensuring students have every opportunity to succeed.

Nearly 2,000 school board members have graduated from BLI since it was launched in 2002. Many of them return year after year because they know the institute offers the high-quality training they need to tackle the many challenges facing them. No matter if you're a new board member or a veteran, BLI will send you home with valuable

ideas and tools to help you increase student achievement and optimize district operations.

Scheduled for April 13 and 14 at the Hilton Columbus/Polaris in north Columbus, BLI features 18 innovative breakout sessions in six learning tracks, two keynote speakers and numerous networking opportunities, including continental breakfasts, two luncheons and an evening reception.

The curriculum is planned each year at the Board Leadership Institute Focus Group meeting held during the Capital Conference. The meeting is open to all board members, which ensures that a diverse range of topics is addressed from many perspectives.

The institute opens on Friday with General Session speaker **Dr. Stephen M. Gavazzi**, a professor of human development and family science at The Ohio State University and dean and director of the university's Mansfield campus.

Over the past 25 years, Gavazzi has established a research program that identifies the impact of family dynamics on child and adolescent development, educational outcomes, mental health issues and problem behaviors such as juvenile delinquency.

A former clinical and family therapist, Gavazzi is the author of numerous articles and books, including *Strong Families*, *Successful Students: Helping teenagers reach their full academic potential*, which reminds parents that they are the experts when it comes to raising their teenagers.



BLI breakout session topics range from legal and legislative issues to improving student achievement and boardmanship training.



Gavazzi

The book also provides important information about how families operate at their best, with special attention given to the “5 Facts about Strong Families.”

Learn how to increase educational outcomes by building family strengths during his keynote presentation.

Stan W. Heffner is Saturday’s Closing Luncheon keynote speaker. As Ohio superintendent of public instruction, he is a leader in the effort to create model curricula aligned to the national Common Core standards in English and mathematics.

Heffner led a benchmarking project that applied best practices from the world’s top performing countries to new standards for Ohio schools. He also provided oversight for Ohio’s career-technical education, expanding the use of career-tech centers to support workforce development. In addition, he was responsible for the state’s accountability system, currently under development to rank schools in performance and efficiencies and to convey more robust feedback on the academic progress of Ohio’s schools.

Heffner is collaborating with school board members, district administrators and the Ohio Board of Regents to ensure Ohio’s students are prepared for college or a career after high school. This includes working with school districts to help them transition to the new Ohio standards and assessments that must be in place by the 2014-15 school year. Heffner will share how we can ensure students are ready to compete for the jobs of the future.



Heffner

The institute also features a diverse curriculum led by experts in finance, funding, board development, human resources, technology, school law and more. Since it isn’t possible to attend every session, OSBA provides participants with CDs containing handouts from all the workshops. This convenient format allows you to learn about sessions you couldn’t attend and share information with others back home in your district.

The cost to attend BLI is just \$240, which includes continental breakfast and lunch on Friday and Saturday, the Friday night reception and workshop materials.

OSBA also secured a reduced hotel rate for BLI attendees: just \$121 per night, if the room is booked by March 16. To

reserve your room, contact the Hilton Columbus/Polaris at (614) 885-1600 and mention you are with OSBA.

A Board Leadership Institute brochure with a full schedule and a registration form will be mailed to all board members in March. You also can register by contacting **Laurie Miller**, OSBA senior events manager, at (614) 540-4000; (800) 589-OSBA; or Lmiller@ohioschoolboards.org. In addition, a registration form and institute details, including a full agenda and speaker information, are available online at <http://links.ohioschoolboards.org/33166> and in OSBA’s *Briefcase* newsletter. ■

BLI breakout sessions

Student achievement

- The board’s role in preparing for Common Core standards, assessments and accountability measures
- MET, measures and money – what really matters in teacher effectiveness
- Creating your 2020 vision of educational technology

Finance

- Choosing the tax levy that is right for your district
- Skinnier, smarter public schools – what we’ve learned
- Pay for performance – is it time or are we there?

Critical issues

- Essential policies for 2012 – what you don’t know can hurt you
- College acceptance and college readiness – is there a difference and why does it matter?
- House Bill (HB) 153 – is your district ready for the new law?

Board development

- A picture’s worth a thousand words
- Board self-evaluation
- Make compensation strategic

Legal/legislative

- The board of education in the post-Senate Bill 5 environment
- The Ohio Ethics Law – can I do that?
- Scandalous – students and social media issues

Hot topics

- Threats and dangers to our students – what board members *must* know
- Sexual misconduct, harassment, hazing and boundary invasions – what are your legal obligations?
- The fragile brain – an in-depth look at concussions in adolescents



OSBA heading to the national stage

Gary Motz, managing editor

Ohio will once again be in the spotlight at the National School Boards Association Annual Conference & Exposition. The 72nd annual event is set for April 21-23 at the Boston Convention & Exhibition Center.

“Ohio — including public school districts and OSBA leaders and staff — has a strong record of participation at this national event,” said OSBA Executive Director **Richard Lewis**. “The NSBA conference provides an outstanding opportunity for us to share our expertise, as well as learn from others.”

Representatives from the Dublin, Middletown, Port Clinton and Upper Arlington city school districts and OSBA staff members are making presentations at the 2012 conference. OSBA state and regional leaders are participating in the NSBA Delegate Assembly Business Meeting, National Caucus of Black School Board Members events and Council of Urban Boards of Education sessions. Following are the

sessions Ohioans are participating in, according to NSBA’s schedule as of late January.

NSBA Delegate Assembly Business Meeting

The assembly — NSBA’s governing body — is composed of 150 representatives from state school boards associations around the nation. OSBA delegates to the assembly are: President **Sharon E. Manson, Waverly City** and **Pike County Career Technology Center**; President-elect **Charlie Wilson, Worthington City**; Immediate Past President **Cathy Johnson, South-Western City**; **Warren Stevens, Urbana City** and **Ohio Hi-Point Career Center**; and alternate member **Susie Lawson, Tri-County ESC** and **Wayne County Schools Career Center**.

Lewis also is attending the meeting, as well as the State Association Executive Directors Meeting and the NSBA Liaison Committee Meeting.

National Black Caucus of School Board Members

The caucus promotes NSBA’s goals and provides leadership to help school board members enhance student educational opportunities through collaborations that foster excellence and equity in public schools. Representing OSBA in the organization are caucus Chair-elect **Tawana Lynn Keels, Princeton City** and **Great Oaks ITCD**; and caucus Secretary-Treasurer **Catherine D. Ingram, Cincinnati City**.

Council of Urban Boards of Education (CUBE)

This NSBA group helps urban school board leaders find solutions to challenges at the local level by sharing innovative practices through conferences, legislative advocacy, research projects, networking, publications and more. OSBA members participating in council activities include **Lock P. Beachum Sr.**, CUBE immediate past chair and a **Youngstown City** school board member; and CUBE Steering Committee members **Bruce D. Alexander, Akron City**; and **Willetta Milam, Cleveland Municipal**.

The council offers a full slate of programming at the conference, including a Boston Public Schools site visit. If



Ohio delegates Linda Steinbrunner, Coldwater EV, left, and OSBA President Cathy Johnson, South-Western City, review the agenda before the 2011 NSBA Delegate Assembly.

you are from a CUBE district, registration and additional fees are required to attend the council's programs.

National Association of Superintendent Searchers (NASS)

OSBA Director of School Board Services and NASS Chair **Kathy LaSota**, and Deputy Director of School Board Services **Cheryl W. Ryan** are staffing the NASS station on April 21 and 22. NASS collaborates with NSBA to provide a forum for state and national school board association superintendent searchers to share information and best practices. Superintendents and those interested in becoming a superintendent can meet with NASS members at the station. LaSota also is participating in the NASS annual meeting.

Meet the Experts workshops

These sessions offer opportunities to learn from groups and individuals who are not directly associated with a particular school district, but have vital information to share with school board members and other educational leaders. Following are the OSBA staff presentations.

Ryan is leading a workshop titled "Trouble in Paradise: When Board Work Doesn't Feel Anything Like a Vacation!" on April 21. Her session examines key areas of board conflict and frustration, with a focus on concrete strategies to navigate problems or avoid them altogether.

Deputy Executive Director **Rob Delane's** April 22 workshop is "United We Stand, Divided We Fall." His session explores the frustrations, apprehensions and successes board members experience during their time in office and offers ideas for heading off some common pitfalls. Delane also is participating in the Deputy Executive Directors Meeting.

LaSota and search consultants and NASS members from several other state school boards associations are leading a session focusing on the challenges of executive searches. The April 22 workshop, titled "Successful Superintendent Searches: It's About the Fit," offers innovative approaches to streamline the search process and ensure immediate success and long-term sustainability.

Sara C. Clark, deputy director of legal services, is presenting "Big Brother is Watching: Surveillance Cameras in School Settings" on April 23. The workshop explores the benefits and pitfalls of using video surveillance in schools and shares best practices that can easily be replicated. Clark is delivering the same presentation at the Council of School Attorneys seminar on April 20.

Share the Success workshops

These presentations showcase highly successful programs in school districts around the country. Following are the Ohio districts presenting this year.

Dublin City representatives are leading "Linking Teacher



At the 2011 conference, Huber Heights City Board Member Anita Brock explains how the district engaged the community to gain support for a bond issue.

Evaluation to Professional Learning and Student Growth Measures: One District's Race to the Top Journey" on April 23. This session examines how the district implemented the new teacher evaluation tool that is aligned to Ohio's Standards for Educators. Speakers are **Lynn May**, board president; **David Axner**, superintendent; and **Jamie Meade**, director of data and assessment.

On April 23, **Middletown City** will present "Creating an Alternative School Providing Academic Challenge in a Supportive, Fun and Flexible Environment Positively Influencing the Graduation Rate." Presenters will explain how the alternative school has developed a climate promoting social-emotional growth aimed at the transition beyond high school. Speakers are Middletown High School Success Academy counselor **Juli Foley** and teachers **Anna Bowman** and **Michael Burdine**; and Middletown High School principal **Carmela Cotter**.

On April 22, representatives from **Port Clinton City** will share how their grassroots campaign helped the district pass a bond issue despite the severe economic downturn residents faced. Speakers are **David Belden**, board president; **Patrick Adkins**, superintendent; and **Jan Gluth**, director of student, staff and community development.

Upper Arlington City is presenting "Strategically Planning for Success" on April 23. **Robert Arkin**, board president, and **Debora Binkley**, associate superintendent, are discussing how community involvement and dedication to the district's strategic plan by the board of education and administration have improved an already excellent school district.

The Ohio Reception

OSBA is hosting a reception for Ohio's conference attendees on April 21 at the Top of the Hub Restaurant



and Skywalk on the 50th floor of the Prudential Center. As of late January, the Ohio Reception sponsors were CompManagement Inc., CompManagement Health Systems Inc. and Fanning/Howey Associates Inc.

The reception provides an informal atmosphere for education leaders to discuss current issues and share their thoughts with peers. Ohioans registered for the conference will receive invitations to the reception in early March.

The NSBA Annual Conference offers OSBA staff members and Ohio school district leaders outstanding opportunities

to share their expertise and gather information, ideas and contacts that enable them to better serve Ohio schools and their students. Networking and learning at this national level also provides fresh approaches that help OSBA provide its members with the superior services and creative solutions they need to successfully lead their districts.

For complete conference details and to register, visit <http://annualconference.nsba.org/ac2012>. ■

Editor's note: Scheduling information in this article was current as of Jan. 31.

NSBA conference features stellar keynote speakers

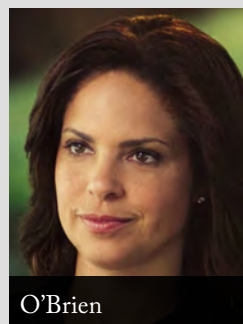
The National School Boards Association's Annual Conference always features some of the nation's top public education advocates, and this year is no exception.

Following are NSBA's 2012 General Session keynotes. To learn more about the 2012 conference and its other great speakers, visit <http://annualconference.nsba.org/ac2012>. The conference runs April 21 to 23 in Boston, with pre-conference sessions on April 20.

First General Session, Saturday, April 21 – Soledad O'Brien

Those who attended the 2009 OSBA Capital Conference know what a riveting speaker Soledad O'Brien is. The news anchor and special correspondent for CNN has reported breaking news from around the world and produced many award-winning documentaries.

O'Brien covers political news for CNN, and in 2012 will host a new morning show. Her documentaries include "Black in America 4: The New Promised Land – Silicon Valley," "Don't Fail Me: Education in America" and "Unwelcome: The Muslims Next Door."



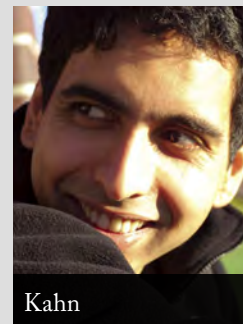
O'Brien

A strong believer in the power of education and mentoring, she commits considerable time and support to The Soledad O'Brien & Brad Raymond Foundation, which she and her husband created. The foundation awards college scholarships to underprivileged young women from across America, giving them the experiences, education and resources to overcome barriers to success.

Second General Session, Sunday, April 22 – Sal Khan

Sal Khan is the founder of the Khan Academy, described as "a free world-class education for anyone, anywhere." The online education platform and not-for-profit organization has

accelerated learning for students around the world, with more than 100 million lessons delivered.



Kahn

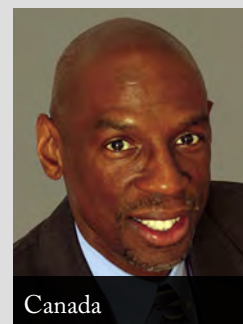
Khan's innovative approach offers more than 2,300 popular videos via the Internet. They cover a wide range of topics that focus mainly on mathematics and science. He has worked closely with public schools in California, where his teaching methods have been integrated with classroom instruction to enhance student engagement and achievement.

Khan has been featured on many national news programs, including CNN and the "NBC Nightly News." In 2009, the Khan Academy received the Microsoft Tech Award for Education.

Third General Session, Monday, April 23 – Geoffrey Canada

In his more than 20 years with the Harlem Children's Zone, Geoffrey Canada has become an internationally recognized and powerful advocate for education reform. Canada, who spoke at OSBA's Board Leadership Institute in 2003, joined the Harlem Children's Zone (HCZ) in 1983 and became its president and chief executive officer in 1990.

The work of Canada and the Harlem Children's Zone has become a national model and has been the focus of many media profiles. He is passionate about the need to turn our nation's attention toward investing in public education and providing a quality education for all students.



Canada

Get the inside story on why the Harlem Children's Zone is successful and what key ideas can work in your district.

Technology expanding horizons for Medina City students



Students use Kindles, smartphones and iPods to interact with teachers and staff

Jeanne Hurt, director of community relations, Medina City Schools

Students and staff across the **Medina City** school district can be found using technology in new and expanded ways — from iPods and Kindles at the elementary level to a learning management system called Blackboard at the high school.

Northrop Elementary School Title I Teacher **Kristy LeBlanc** recently received a grant from the Medina City Schools Foundation to purchase Kindles for her students to help increase their reading fluency and expand their access to more grade-level books. Kindles also have the capability to read the

text to the students, which models reading fluency and the use of a built-in dictionary.

Jolene Speckman, who teaches second grade at Canavan Elementary School, is using technology in her classroom to engage students and reinforce concepts they are learning. Students use iPods several times a week to solidify concepts in reading, spelling and math. Using iPod touches and a Web 2.0 tool, **Socrative.com**, students can interact in real time with the content. Student responses to content the teacher has chosen are visually represented for multiple choice, true or

false and short answer questions. They also use an online tool called Quizlet-Vocab, which essentially provides flashcards and study games covering every subject area. More than eight million free sets of flashcards are available.

Medina High School Language Arts Teacher **Jennifer Oehler** recently explained to the board of education how she uses Blackboard to post due dates for assignments and accept homework and other classroom information from students. But, most excitingly, she engages students in online learning with it. Oehler allows students to anonymously post essays on Blackboard to allow for peer-to-peer critiquing.

With Blackboard, teachers are able to interact with and reach students outside of the classroom in a medium in which they are already comfortable. The system is teaching and exposing students to a technological skill that colleges and universities are looking for in incoming freshmen. Blackboard also offers the district 21st century collaboration and communication tools, such as blogs, journals, discussion boards and messaging.

Medina High School parents and students should expect to see a class syllabus and weekly assignments posted on students' Blackboard account for every class. Teachers at Root and Claggett Middle Schools are being trained in Blackboard and will start engaging their students with it next school year.



Students use computer labs to respond to questions posted each week by their teacher.

Blackboard opens the doors to online learning and technology that provides real-time access to the world. Oehler touted the advantages and benefits of peer evaluations and discussions online.

“I have found that students are more willing to provide constructive feedback when they can contribute to discussions or evaluations anonymously,” she said. “Students also consider the feedback more carefully, because they know it has been reviewed without prejudice or bias.”

Oehler also makes use of the system’s capability to embed content-related educational videos and multimedia resources. This is helpful for students who might need to review material due to an absence, to prepare for a test or to enrich their understanding.

Medina High School now has campus-wide wireless access, and both Root and Claggett have widespread wireless access for students and staff. The district’s goal is for the wireless upgrades to be complete at Root and Claggett next school year, with wireless access coming to the elementary schools the following year.

Providing wireless access gives students the advantage of learning on a variety of mobile devices, from laptops to tablets to smartphones to MP3 players and everything in between. Additionally, by opening the district campuses and securing the network, the district can offer a “students bring your own device” environment that accelerates the possibility of becoming a 1-1 district (one device for each student). Through ongoing professional development teachers are learning to incorporate a variety of student-owned mobile learning devices into their lessons to excite and engage them in learning. ■

You really can make a difference!

A photograph of three young girls sitting at a desk in a classroom. The girl in the center is smiling at the camera, while the girls on either side are looking down at their work. They are in a well-lit room with a wooden desk and a blue binder on it.

Children are our future and there is no greater investment than a child’s education. By joining OSBA’s political action committee, *Kids PAC*, you are helping to ensure all children in Ohio receive the quality education they deserve!

To learn more about *Kids PAC*, contact Marcella Gonzalez at mgonzalez@ohioschoolboards.org or call (614) 540-4000 or (800) 589-OSBA.

... Because kids count!



Ohio School Boards Association Capital Conference and Trade Show

Nov. 11, 12, 13 & 14, 2012 • Greater Columbus Convention Center

Share your expertise and experience. OSBA invites you to submit a presentation overview for the 2012 OSBA Capital Conference and Trade Show. OSBA's Capital Conference Planning Task Force will evaluate and select presentations based on criteria such as high interest and relevance; creativity and innovation; success supported by positive results; and solid, practical, how-to information. Creative formats and student involvement in programs are encouraged. Final selections will be made in May. To nominate a speaker or propose another topic, please use the form on the next page. Duplicate the form if you would like to make multiple nominations. Suggested topics include, but are not limited to, those listed below. Learning tracks are in bold.

Selected learning tracks

Administration

Crisis planning
Dealing with demanding board members
Impact of professional development
Measuring value-added services
Ohio Leadership Advisory Council assessment and profile development
Policy implications of House Bill 153 (teacher evaluations)
Shared services
Treasurer and business manager evaluations

Board development

Board member 102 (sophomore boardmanship)
The board's role in student achievement
Dealing with demanding board members
Developing a strategic plan for your district
Effective board meetings
Dysfunctional boards
Effective superintendent and treasurer evaluations
Lobbying 101
Micromanaging — understanding roles and boundaries
OSBA services overview
Prioritizing budget cuts — academics, athletics, arts
Professional development for board members
Understanding and responding to teacher ratings and reports
Role of your superintendent and treasurer
Student board members
Understanding school finance
Who's the boss?

Career education/ESC

Best school-to-work models
Building effective community relations
Career centers give back to the community
Career-tech report cards
Career-tech/higher education partnerships
Employing students
ESC consolidation
High Schools That Work
Partnering with JVSD associate districts

Community relations

Accommodating the public — how far is too far?
Business/community partnerships
Communicating about student achievement (report cards, value-added)
Dealing with disruptive citizens
Educational foundations
Effectively using advisory committees
Garnering support for levies
Role of social media — marketing and communication
Selling your district to the community

Finance/facilities

Classifying event workers
Consolidation issues
Environmentally friendly buildings
Ethics for treasurers
Fiscal emergency/fiscal watch
Impact of home schooling on district finances
Levy campaigns and the use of public funds
Levy competition and timing
New construction guidelines in House Bill 153

Ohio School Facilities

Commission — when will my number come up?
Prioritizing cuts
School district rankings
School finance for board members
School vouchers
School-funding trends
Special education issues and their impact on finances
Success with tax issues
Workers' compensation fraud

Hot topics

Assault on public schools
Dealing with teacher reports
Diversity and inclusion programs
Home schoolers — potential voucher implications
Leasing mineral rights
No Child Left Behind Act federal waiver update
Ohio Green Ribbon schools pilot program
Release time for religious instruction
Retire/rehire — pros and cons
Shared services

Human resources

Arbitration 101 — a mock hearing
Contracts — are you paying too much?
Contract trends
High-deductible health plan
Maximizing HR efficiencies (analyzing capital)
Performance-based evaluations
Putting together health insurance committees that work
Reductions in force
Working harmoniously with your unions

Instruction

Best senior project ideas
College credit options
The Common Core Standards
Credit flexibility
Keeping the arts strong in a tough economy
Online assessments
Urban best practices
What do I do with all this data?

Legal

Caretaker bill
Community and booster groups
Effective use of legal counsel
Ethics violations
Executive session use
Federal Education Rights and Privacy Act
How to deal with threatening social media issues
Keeping your board on track amid controversy
Public records requests — email usage

Organizational outlook

Looking at HR resources

Safety and wellness

"Action for Healthy Kids"
Adolescent sleep deprivation
Body mass index
Bullying
Child sex abuse
Human trafficking and our students
Integrating the student sex offender back into the school
Nutrition and childhood obesity
Police partnerships
Strong antidrug initiatives

Student achievement

The board's role in student achievement

Creatively integrating the fine arts
Creative strategies for early elementary
Four-year graduation opt out
Ohio Department of Job and Family Services
Ohio Improvement Process
Special education vouchers
Special education/individualized education program impact on adequate yearly progress
Update on early learning
Value-added

Student issues

Autism
Conversation with Ohio High School Athletic Association
Discipline — what's working?
Engaging high-performing students
Jon Peterson Special Needs Scholarship Program
Not in my backyard — homelessness, drug abuse, sex offenders, human trafficking, gangs
Parental involvement
Students in poverty or homeless students

Technology

Blended learning (hybrid learning)
District website design
Effective use of social media
Electronic textbooks
Online courses
Technology and the board member
21st century technology

21st century learning

Bring your own device
Defining 21st century learning
Digital learning
Race to the Top initiatives
What brain research tells us

2012 Capital Conference speaker nomination form

We want you!

Speak and share your knowledge at the 2012 OSBA Capital Conference

Nov. 11-14 at the Greater Columbus Convention Center



Title of breakout presentation: _____ (please limit to 40 characters)

Select a learning track from the list on the previous page that best describes the topic: _____

Main contact's name: _____ Phone (day): _____
District/firm: _____ Phone (cell): _____
Address: _____ Email address: _____
City, ZIP: _____
Title: _____

Please list all co-presenters' names and information:

Name: _____	Name: _____
District/firm: _____	District/firm: _____
Title: _____	Title: _____
Address: _____	Address: _____
City, ZIP: _____	City, ZIP: _____
Phone (day): _____	Phone (day): _____
Email address: _____	Email address: _____

Name: _____	Name: _____
District/firm: _____	District/firm: _____
Title: _____	Title: _____
Address: _____	Address: _____
City, ZIP: _____	City, ZIP: _____
Phone (day): _____	Phone (day): _____
Email address: _____	Email address: _____

In 50 words or fewer, describe the presentation and specific skills or knowledge participants will gain by the end of your session. OSBA reserves the right to edit the description for use in the *Conference Guide*. (Please feel free to submit additional material that describes your program.)

Submitted by: _____	Title: _____
(Please inform the speaker(s) as to your submission)	Phone (day): _____
District/firm: _____	Phone (cell): _____
Address: _____	Email address: _____
City, ZIP: _____	

Rules for proposal submissions

1. Submit as many ideas as you wish. Just make sure each overview incorporates all the requested information (use a separate sheet of paper if necessary).
2. Your proposal must be complete (title, short description and up to two pages of supporting information) to qualify for consideration.
3. Proposals must be received in the OSBA office by **5 p.m., March 19, 2012**. You are encouraged to submit your proposal as soon as possible. Use one form per topic. This page may be duplicated.
4. Speakers agree to supply OSBA with handout material for distribution to attendees by **Oct. 12, 2012**.
5. **Internet drops and computers will not be available for the presentation.**
6. Presentations must be product- and vendor-neutral **and** include a member school district.
7. **Selected presenters are required to register with their district or exhibiting company for the conference.**

Please return this form to **Judy Morgan**, senior administrative assistant of school board services.

Please contact **Rob Delane**, deputy executive director, or Judy Morgan with questions.

Send to OSBA, 8050 N. High St., Suite 100, Columbus, OH 43235-6481 or fax to (614) 540-4100.

USE ONE FORM PER TOPIC/RECOMMENDATION. THIS PAGE MAY BE DUPLICATED.



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