



# OSBA Delegate Handbook

Ohio School Boards Association Delegate Assembly

Virtual event

Thursday, Oct. 29, 2020 • 6:30 p.m.

# Agenda

# OSBA ANNUAL BUSINESS MEETING

Zoom  
Thursday, Oct. 29, 2020  
6:30 p.m. to conclusion

## AGENDA

1. CALL TO ORDER  
**Lee Schreiner**, OSBA president, board member, **South-Western City**
2. INTRODUCTION OF PLATFORM GUESTS
3. REPORT OF THE CHIEF EXECUTIVE OFFICER  
**Rick Lewis**, CAE, OSBA chief executive officer
4. REPORTS OF COMMITTEES
  - A. Credentials Committee  
**Doug Stuart**, committee chair, board member, **Rittman EV and Wayne County Schools Career Center**
  - B. Rules Committee  
**Deborah Marie Dunlap**, committee chair, board member, **Reynoldsburg City**
  - C. Nominating Committee  
**John W. Halkias**, OSBA immediate past president, board member, **Plain Local (Stark)**
5. ELECTION OF THE 2021 PRESIDENT-ELECT
6. INTRODUCTION OF THE 2021 PRESIDENT-ELECT
7. REPORT OF THE LEGISLATIVE PLATFORM COMMITTEE  
**Scott E. Huddle**, committee chair, 2020 OSBA president-elect, board member, **Mad River Local (Montgomery)**
8. PLATFORM AMENDMENTS INTRODUCED FROM THE FLOOR
9. NEW BUSINESS
10. ADJOURNMENT

# 2020 OSBA EXECUTIVE COMMITTEE

Lee Schreiner, president  
South-Western City

Scott E. Huddle, president-elect  
Mad River Local (Montgomery)

John W. Halkias, past president  
Plain Local (Stark)

Terry Halley  
Gallia County Local (Gallia)

Stu Harris  
Dublin City

Robert M. Heard Sr.  
Cleveland Municipal

Linda A. Jordan  
Clark County ESC

Chris Varwig  
Toledo City

# 2020 LEGISLATIVE PLATFORM COMMITTEE

**Scott E. Huddle, chair**

## CENTRAL REGION

Dr. Marguerite Bennett, Mount Vernon City and Knox County Career Center

Stu Harris, Dublin City

Mary M. Pierce, Fairfield County ESC and Eastland-Fairfield Career & Technical Schools

A. Lise Ricketts, Lancaster City

Leslie Schneider, Marion City

Lee Schreiner, South-Western City

Charlie Wilson, Worthington City

## NORTHEAST REGION

Karen Dendorfer, Parma City

Sally S. Green, Tuscarawas Valley Local (Tuscarawas)

Terry Groden, North Olmsted City

John W. Halkias, Plain Local (Stark)

Robert M. Heard Sr., Cleveland Municipal

Brenda Kimble, Youngstown City

Susie Lawson, Tri-County ESC and Wayne County Schools Career Center

## NORTHWEST REGION

Jaimie L. Beamer, Seneca East Local (Seneca) and Vanguard-Sentinel Career & Technology Centers

Penny Kill, Spencerville Local (Allen) and Apollo Career Center

Dr. Paul R. Lockwood II, North Point ESC and EHOVE Career Center

Thomas C. Patterson, Sandusky City

Chris Varwig, Toledo City

## SOUTHEAST REGION

Norma Arnold, Trimble Local (Athens)

Sidney Brackenridge, Warren Local (Washington)

Terry Halley, Gallia County Local (Gallia)

Stephanie Lang, Fort Frye Local (Washington)

Jamie S. Murphy, Dawson-Bryant Local (Lawrence)

Carol A. Porter, Gallia-Vinton ESC

## SOUTHWEST REGION

Edward Bosse Jr., Ross Local (Butler)

Mary Cleveland, Princeton City and Great Oaks Career Campuses

Bobbie Grice, Little Miami Local (Warren) and Warren County Career Center

Scott E. Huddle, Mad River Local (Montgomery)

Linda A. Jordan, Clark County ESC

Lori Parks, Kettering City

Bill Shula, Bethel-Tate Local (Clermont)

# Parliamentary Procedure & Rules

# Proposed Rules for the 2020 Virtual Annual Business Meeting

## Proposed Rules for the 2020 Virtual Annual Business Meeting

1. **CONNECTION** — Each delegate is responsible for his or her connection to the internet and teleconference; no action shall be invalidated on the grounds that the loss of, or poor quality of, a delegate's individual connection prevented him or her from participating in the meeting, provided that at least a quorum of members was connected and adequately able to participate.
2. **CREDENTIALS** — All delegates participating at the annual meeting shall have their credentials filed with the Chief Executive Officer and approved by the Credentials Committee. Unique log-in information will be issued to each delegate and will permit the delegate to be admitted to the meeting. A delegate may represent only one board.
3. **PARLIAMENTARIAN** — There shall be an official parliamentarian to whom questions may be directed only through the chair.
4. **QUORUM** — According to Article VI of the OSBA Constitution, delegates from twenty-five percent (25%) of the member boards shall constitute a quorum for the transaction of business.
5. **RECOGNITION BY CHAIR AND ASSIGNMENT OF THE FLOOR** — A delegate wishing to speak shall seek and secure recognition by the chair before speaking. To seek recognition by the Chair, a member shall type in the "chat" feature their name and the purpose for which recognition is being sought. (i.e., Susie Que – Against) The delegate will be acknowledged by the chair in the order listed in the "chat" while ensuring a balance between pro and con.

Each delegate, when acknowledged by the chair will be un-muted by the meeting host and will speak once. The meeting host will mute the delegate at the end of three (3) minutes. Each delegate wishing to speak will have the opportunity, but only when individually acknowledged by the chair.

A DELEGATE SHALL GIVE HIS OR HER NAME IN FULL AND THE NAME OF THE SCHOOL DISTRICT HE OR SHE REPRESENTS BEFORE ADDRESSING THE ASSEMBLY.

A delegate intending to make a motion, including the motion to amend, shall post the motion in writing to the "chat." Use of the "chat" window shall be restricted to posting the text of intended motions or seeking recognition to speak.

6. **DEBATE ON THE FLOOR** — No delegate shall speak longer than three (3) minutes at any one time except by consent of the majority of the delegates present. No delegate shall speak more than once on the same question until all other delegates have had an opportunity to speak on the question except by consent of the majority of the delegates present.
7. **MOTIONS TO TABLE OR POSTPONE** — A motion to table or postpone may be declared out of order by the chair if, in the opinion of the chair, there has not been sufficient discussion to provide the delegates with a clear understanding of the issue(s) to be decided.

8. **BUSINESS OF THE DELEGATE ASSEMBLY** — Article 6 of the OSBA Bylaws requires all matters to be voted upon at the annual meeting to be communicated to each member of affiliated school boards at least thirty (30) days prior to the date of the annual meeting.

Any matter not so referred to members of affiliated boards thirty (30) days in advance must be in the form of a duly adopted board of education resolution certified by the treasurer and stating the date of adoption and requires a two-thirds (2/3) vote of all registered delegates present and voting in order to be placed on the agenda.

New Business may also be originated by the Legislative Platform Committee, the Board of Trustees or the OSBA staff.

9. **DELEGATE ASSEMBLY VOTING REQUIREMENTS** — According to Article XII of the OSBA Constitution, amendments to the OSBA Constitution require a two-thirds (2/3) vote of the voting delegates of the association present at the annual meeting of the association, provided that a copy of the amendment shall have been submitted in writing to all member boards at least thirty (30) days prior to the annual meeting.

According to Article 5 of the OSBA Bylaws, the OSBA Bylaws may be amended by a two-thirds (2/3) vote of the voting delegates of the association present at the annual meeting of the association.

Approval of the OSBA Legislative Platform, amendments to the OSBA Legislative Platform, and any items properly raised under “New Business” require a three-fourths (3/4) vote of all delegates present and voting for approval.

Voting at the Delegate Assembly is conducted by a show of hands (using the raise hand feature).

10. **DISTRIBUTION OF MATERIALS** — No printed materials other than official reports of the association officers and committees shall be distributed to delegates at the Annual Business Meeting unless prior permission is granted by the presiding officer or by a two-thirds (2/3) vote of the delegates present and voting.
11. **APPROVAL OF MINUTES** — The Board of Trustees shall act as a minutes committee to approve the minutes of the Annual Meeting of the Delegate Assembly.
12. **ROBERT’S RULES OF ORDER** — Rules not covered by this report or by the OSBA Constitution and Bylaws shall be those set forth in Robert’s Rules of Order (most recently revised).





# Nominating Committee Report

# Report of the OSBA Nominating Committee

The OSBA Nominating Committee will recommend to the 2020 Delegate Assembly the name of Robert M. Heard Sr., a member of the Cleveland Municipal Board of Education in Cleveland for the office of 2021 president-elect. The nomination and election will take place during the Annual Business Meeting of the OSBA Delegate Assembly to be held on Thursday, Oct. 29.

Robert M. Heard Sr. is in his 13th year on the association's Board of Trustees and serves on the Executive Committee, Urban Network, Diversity and Equity Committee and Legislative Platform Committee, among others. He has served on OSBA's Capital Conference Planning Task Force and currently serves on the Board of Trustees, and Federal Relations Network. He also is a member of OSBA's Northeast Region Executive Committee and is 2020 region president. In his school district, Heard has been on the board's Say Yes to Education Planning Committee since 2017 and served the initiative as a mentor. He also has been extremely involved in the Cleveland Transformation Alliance Committee and Levy Planning Committee.

Under the constitution of the association, Scott E. Huddle, a member of the Mad River Local Board of Education will automatically become president. Mr. Huddle has served as OSBA president-elect and chair of the Legislative Platform Committee this past year. Additionally, he has served on the Executive Committee and Board of Trustees, Board Member Cabinet, Investment Committee, Diversity and Equity Committee, as well as the Ohio High School Athletic Association School Board Liaison Committee, Student Achievement Leadership Team and the Capital Conference Planning Task Force. He is a member of the Northeast Region Executive Committee and was region president in 2018 and also serves as Ohio chair of the Federal Relations Network.

Lee Schreiner a member of the South-Western City Board of Education, has filled the office of president during 2020 and will become immediate past president, an office that will automatically retain him as a member of the OSBA Executive Committee, Board of Trustees and Central Region Executive Committee.

John W. Halkias	Chair
Amy Eyman	Central Region
Susie Lawson	Northeast Region
Penny Kill	Northwest Region
Larry A. Good	Southeast Region
Scott E. Huddle	Southwest Region

# Heard is president-elect nominee; Huddle to lead OSBA in 2021

OSBA delegates will vote for the association's 2021 president-elect, a northeast Ohio school board member, during the Annual Business Meeting of the OSBA Delegate Assembly, which will be held virtually on Thursday, Oct. 29 at 6:30 p.m.



Heard believes the association's role is to "remain a source of educational excellence and a respected voice of public education while at the same time understanding that these goals must remain at the heart of what we do. We must stay fluid enough to address our changing landscape."

Typically, the Delegate Assembly meets during the OSBA Capital Conference at the Greater Columbus Convention Center. However, this year's conference will be held virtually Nov. 7-10 due to the COVID-19 pandemic.

Current President-elect Scott E. Huddle, Mad River Local (Montgomery), will become the association's 66th president on Jan. 1, 2021.

In July, the OSBA Nominating Committee selected Robert M. Heard Sr., as the association's nominee for 2021 president-elect. A 15-year Cleveland Municipal Schools board member, Heard currently serves as his board's vice president, a role he has held since 2017. He also served as board president from 2007-09.

If elected by the delegates, Heard will become OSBA president in 2022, following his term as president-elect. His duties as president-elect include serving on OSBA's Board of Trustees and Executive Committee and chairing the Legislative Platform Committee and Federal Relations Network.

Heard is in his 13th year on OSBA's Board of Trustees and serves on the association's Executive Committee, Urban Network, Diversity and Equity Committee, Legislative Platform Committee and Capital Conference Planning Task Force. The retired claims investigator also is the OSBA Northeast Region president and represents Ohio in the National School Boards Association Delegate Assembly and Federal Relations Network.

In his school district, Heard has been on the board's Say Yes to Education Planning Committee since 2017 and served the initiative as a mentor. He also has been extremely involved in the Cleveland Transformation Alliance Committee and Levy Planning Committee.

"I want to thank everyone at OSBA and my fellow applicants for their support and confidence in my nomination," Heard said. "If elected, I promise to be the person the association needs and expects as a leader."

Heard and his wife, **Gennorris**, have four children, all products of public schools.

Huddle was first elected to the Mad River Local Board of Education in 1999. The 21-year board member currently is serving as his board's president. A client executive at Optum and Ohio State Highway Patrol auxiliary officer, Huddle also served as board president in 2004, 2005, 2009, 2011, 2016 and 2019 and vice president in 2003, 2008 and 2018.

Huddle also serves on OSBA's Board of Trustees; Executive Committee; Board Member Cabinet; Federal Relations Network; Nominating Committee; Legislative Platform Committee; Investment Committee; Capital Conference Planning Task Force; Student Achievement Leadership Team; Ohio High School Athletic Association School Board Liaison Committee; and Southwest Region Executive

Committee. He was the Southwest Region president in 2018.

Huddle and his wife, **Karen**, a kindergarten teacher in the Mad River Local School District, have been married for 33 years. Their three children, **Kelly**, **Tyler** and **Alison**, are all products of public education.

# Legislative Platform

Note: Updates to the OSBA Legislative Platform are identified on the following pages. Language that is ~~struck through~~ was deleted; language that is **BOLD AND CAPITALIZED** was added.

## 2021 Proposed Ohio School Boards Association Legislative Platform

### Preamble

The purpose of the Ohio School Boards Association (OSBA) Legislative Platform is to state publicly OSBA's positions on a variety of issues facing public education. The platform conveys to legislators, policymakers, the public and the media where OSBA stands. The platform guides OSBA's advocacy efforts.

Each item in the platform has been approved by at least 75% of the voting delegates in the OSBA Delegate Assembly, where every member board of education has a vote.

The level of specificity in the language is by design. The platform is sufficiently precise to state OSBA's position, but it is not so specific that it ties OSBA's hands and prevents OSBA from achieving the best result consistent with the platform. Latitude is given to the staff to interpret and apply the statements in the platform. The staff is accountable to the membership and keeps the membership informed about progress in implementing the platform.

Recognizing that support of public education is an investment in Ohio's future, OSBA works in cooperation with parents, students, staff, community groups, members of educational organizations, state and local policymakers and others to make the support of public education a state priority. OSBA promotes and supports reform that provides for a system of public schools that is accountable to the communities they serve and prepares students to be productive citizens in a competitive and global society.

### Students and learning

The education of Ohio's public school students is OSBA's top priority. Every child can learn, and every child will learn if the conditions are right. The key component to establishing the right educational environment is the relationship among students, parents, the school district and the community. Each needs to be accountable for sharing in the process.

OSBA believes that all students must have equal access to a high-quality education that prepares them for higher education or career entry. Every student must be provided with challenging instructional programs presented by competent and caring teachers in a safe and supportive setting.

### Adult education

Ohio's adult residents and employees have ongoing needs for education and training. Ohio's public school districts should help meet the adult education needs of the communities they serve. Public school district facilities and programs should be made available for these purposes as determined by locally elected boards of education and as resources permit.

*OSBA supports legislation that*

- Develops and funds adult education programs in Ohio's public schools.

### Alternative schools

Students often require targeted assistance to help them learn and grow. Alternative schools and educational programs offer supportive learning environments to accommodate the diverse needs of students. Moreover, the school climate for all students may be improved when students with diverse needs are served with alternative settings and/or programs.

*OSBA supports legislation that*

- Allows school districts to collaboratively create alternative schools to address unique student needs and provides state funding for those schools.

**Assessments**

Ongoing assessment of student learning provides an essential means for instruction and accountability. To be fair, effective and meaningful, student performance should be measured with appropriate tools and techniques that are clearly aligned with curriculum, instruction and standards and be collected in an objective and credible manner. Assessment systems should employ multiple and varied measures of knowledge, skill and abilities.

*OSBA supports legislation that*

- Aligns state assessment laws with the federal requirements.
- Uses assessments as a diagnostic tool to improve instruction and learning.
- Uses data to ensure that every child has equal access to the resources necessary for a thorough and efficient education.
- Fully funds any and all requirements associated with implementing state and federal assessment laws.
- Provides school districts with flexibility and proper resources to meet their students' needs.
- Increases the 1% cap on alternative assessments for students to a realistic percentage that reflects the number of students with disabilities educated by the districts.

*OSBA opposes legislation that*

- Subjects school districts to a one-size-fits-all approach that fails to recognize the unique needs of individual students and individual school districts.
- Rates and/or ranks schools or school districts or is used in a punitive manner.
- Penalizes districts for a parent's refusal to allow his/her student to participate in assessments.
- Subjects school districts to strict use of technology in testing requirements.
- Prevents the advancement of a student to the next grade level and graduation based solely on state assessment results.
- Seeks to adopt the similar student measure.

**Curriculum**

Public education is the responsibility of the state and locally elected boards of education. Governance must be vested in the locally elected board of education that is accountable to the local community. Arts and extracurricular activities play an integral role in the education of children. The primary responsibility for approving courses of study, instructional programs and selection of instructional materials must remain with the locally elected board of education, with input from the local community. Cuts, necessitated by finances, in no way diminish the belief that all students should have access to a curriculum that includes art, music, theater, physical education and world languages, in addition to mathematics, science, social studies, reading and



writing. Access to career-technical courses, such as, but not limited to agriculture, business technology, industrial technology and family and consumer sciences is vital. All-day/every-day kindergarten programs, accompanied by clear academic standards and a comprehensive curriculum, have been proven to raise the achievement levels of all students and to reduce the achievement and readiness gaps in students first entering school.

A comprehensive curriculum is one focused on approaches toward learning, cognitive and general knowledge (including mathematics, science, and social studies), language and literacy development, arts, physical well-being, motor development and social-emotional development.

*OSBA supports legislation that*

- Enables locally elected boards of education to make decisions regarding the adoption of curriculum, textbooks and instructional materials, with advice and input from staff, parents, students and community members.

### **Discipline**

Student conduct standards are integral to maintaining an optimal learning environment. All students have the right to learn in a school environment that is safe and free of distraction.

*OSBA supports legislation that*

- Furthers the ability of educators to maintain control of their classrooms, buildings, facilities and other school property, and offers appropriate discipline measures as determined by locally developed, board-approved policy and/or district procedures.
- Prohibits the mandating of zero tolerance policies and instead enables discipline of students to be dealt with individually in a way that is appropriate for their age, gender, mental health condition, emotional development and special educational needs and appropriately protects the school's educational environment.

### **Drug addiction prevention**

Drug addiction is a national, state and local crisis. The rate and incidence of heroin and other opioid abuse among Ohioans is staggering. Local school districts are called upon to educate students and families about the tragic consequences of drug addiction. It is essential that we provide students with information, skills and support to help them abstain from such harmful behaviors and its consequences.

*OSBA supports legislation that*

- Provides new and additional dedicated funds to assist schools in the battle against drug addiction, heroin and other opioid abuse.
- Provides sufficient funding to implement trauma-informed training and school program development.

### **RACISM/EQUITY**

**THERE IS NO PLACE FOR RACISM OR HATRED IN OUR SCHOOLS. WE ACKNOWLEDGE THE HISTORICAL, GENERATIONAL AND COMPOUNDING REALITY OF THE SYSTEMS, STRUCTURES AND PRACTICES THAT HAVE (UN)INTENTIONALLY CREATED AND CONTINUE TO AFFORD ADVANTAGES TO**

SOME GROUPS WHILE PERPETUATING INEQUITIES FOR OTHERS. RACIAL AND SOCIOECONOMIC INEQUALITIES PRODUCE UNEQUAL OPPORTUNITIES FOR STUDENT SUCCESS. STRONG PUBLIC SCHOOLS ARE THE GREAT EQUALIZER, AND EDUCATION PROVIDES THE FOUNDATION TO CHANGE PERCEPTIONS AND ATTITUDES. IT IS IMPERATIVE THAT OHIO IMPLEMENT MEANINGFUL SOLUTIONS THAT ELIMINATE RACISM, SOCIAL INJUSTICE, DISPARATE DISCIPLINE AND BIAS, AS WELL AS FOSTER EQUITY TO PROVIDE A CATALYST FOR SUSTAINED IMPROVEMENT FOR STUDENTS OF COLOR AND IMPOVERISHED COMMUNITIES.

INEQUITABLE SYSTEMS OF SCHOOL FINANCE AT THE FEDERAL, STATE AND LOCAL LEVELS, INCLUDING SPECIAL GRANTS, CAPS AND GUARANTEES, FAIL TO PROVIDE SCHOOLS WITH ADEQUATE OR SUFFICIENT FUNDING TO ACHIEVE A WORLD-CLASS EDUCATION NECESSARY TO PREPARE STUDENTS FOR THE FUTURE. OSBA IS COMMITTED TO ENSURING SCHOOL BOARDS HAVE THE RESOURCES THEY NEED TO PROVIDE STUDENTS OF ALL BACKGROUNDS AND ABILITIES WITH A HIGH-QUALITY EDUCATION. IT IS ESSENTIAL THAT WE CREATE AN INCLUSIVE ENVIRONMENT THAT ENSURES THAT OUR STUDENTS HAVE A FUTURE THAT ALLOWS ALL STUDENTS TO BE SUCCESSFUL, NO MATTER THEIR RACE, ETHNICITY OR SOCIOECONOMIC BACKGROUND.

*OSBA SUPPORTS LEGISLATION THAT*

- CREATES AN INCLUSIVE ENVIRONMENT THAT ENSURES STUDENTS ARE PROVIDED OPPORTUNITIES FOR ACHIEVEMENT AND SUCCESS NO MATTER THEIR RACE, ETHNICITY OR SOCIOECONOMIC BACKGROUND.
- PROVIDES DISTRICTS WITH THE RESOURCES AND TOOLS THEY NEED TO PROVIDE STUDENTS OF ALL BACKGROUNDS AND ABILITIES A HIGH-QUALITY EDUCATION.
- REMOVES AND ACTIVELY REPAIRS RACIAL AND SOCIAL INEQUITIES TO ENSURE POSITIVE EDUCATIONAL OUTCOMES FOR OUR STUDENTS IN ALIGNMENT WITH OUR MISSION AND VISION.
- FUNDS RACIAL AND SOCIAL JUSTICE PROGRAMS IN OHIO'S PUBLIC SCHOOLS.
- ADDRESSES RACIAL DISPARITIES IN DISCIPLINE THROUGH RESTORATIVE JUSTICE.
- FUNDS EQUITABLE EDUCATION THROUGHOUT THE STATE OF OHIO.

*OSBA OPPOSES LEGISLATION THAT*

- LIMITS RESOURCES AND/OR OPPORTUNITIES FOR STUDENTS OF COLOR AND THOSE WHO ARE TRADITIONALLY UNDERSERVED BASED ON THEIR ETHNICITY OR SOCIOECONOMIC BACKGROUND.

**School year/school day**

Flexible instructional scheduling is important because time on task is critical to effective and efficient learning.

*OSBA supports legislation that*

- Provides more flexible school schedules to adequately meet the needs of all students.
- Provides additional state aid for lengthening the school day and/or school year.

### **State report card**

Reports of school district quality should provide accurate reflections of district, staff and student achievement. Publication of district and school report cards must be accurate, fair and credible. Reports should be communicated to the public in a clear and concise manner.

*OSBA supports legislation that*

- Makes the overall rating on the state report card a meaningful indicator of the quality of a school district.
- Provides school districts with an appropriate amount of time to inform parents, students, staff and communities about changes to assessments and report card standards.
- Includes cohort graduation rates of students four and six years after entering the ninth-grade cohort group.
- Ensures the graduation rate as computed by the Ohio Department of Education **DOES NOT PENALIZE DISTRICTS FOR** ~~allows~~ **ALLOWING** students with disabilities additional time to complete graduation requirements ~~without penalty~~ as stated in federal requirements.

*OSBA opposes legislation that*

- Does not include all students in the baseline beginning in kindergarten and continuing through grade three.

### **Student and school employee safety**

Student and school employee safety is the paramount concern for school districts. Ensuring a safe learning and working environment is a shared responsibility among school board members, school employees and community members working in collaboration with lawmakers, law enforcement, mental health and security experts in determining how best to provide a safe environment within our districts.

*OSBA supports legislation that*

- Provides for enhanced mental health services and substance abuse treatment so that all individuals, including children, have sufficient access to these services.
- Increases access to school safety measures, including but not limited to, school resource officers (SRO), school safety infrastructure and other security measures designed to protect students and staff.
- Provides for training for school employees and enhanced coordination with law enforcement agencies and first responders to ensure appropriate responses to incidents of violence in schools.
- Provides full funding for the items above.

*OSBA opposes legislation that*

- Mandates the implementation of any safety and security measure that is not fully funded by the state.

- Mandates any security measure to be implemented without the approval of the local school district board of education.

### **Technology**

Every public school district should have access to modern technology, regardless of the wealth or geographical location of the district, because students with limited access to educational technology are at an educational and economic disadvantage. Full access to the Internet for students, staff and communities is critical. Appropriate and ongoing training is essential for effective use of technology.

#### *OSBA supports legislation that*

- Provides the funds necessary to provide for the hardware, software, staff instructional in-service and infrastructure necessary to provide access to modern technology for all students.

### **School governance**

The cornerstone of public education in Ohio is locally elected boards of education that exercise local control in establishing policy and governance of their public schools while remaining accountable to the citizens who elected them. Local control includes control over financial matters, curricula and educational programs, personnel, school calendars and educational priorities based on the unique needs of local communities.

### **Academic distress commission**

State law requires the Superintendent of Public Instruction to establish an Academic Distress Commission for each school district that has been declared to be in academic emergency.

#### *OSBA supports legislation that*

- Fully includes locally elected boards of education and district administration in the decision-making process.
- Provides for the composition of the commission and review team to reflect the demographics (geographic, economic and social) of the school district.
- Provides transparency in the way district commissions are formed and chaired.
- Provides a transparent understanding of the goals and purpose for the work of the distress commissions.
- Provides clear accountability measures for the commissions, the districts and CEO's appointed to the district in collaboration with the locally elected board of education.
- Places a focus on student achievement.
- Provides supplemental or additional funding for implementation of commission work.
- Places an emphasis on identifying and seeking the input of community services agencies.
- Repeals Amended Substitute House Bill 70 (131 GA).

#### *OSBA opposes legislation that*

- Allows for the exclusion of the locally elected board members from the discussion and work of the commission.

- Establishes academic distress commissions, as defined and implemented under Amended Substitute House Bill 70 (131 GA) or any similar creation that interferes with the governance of public school districts by elected boards of education.

### **Board member training**

Effective school board members are aware of and knowledgeable about key issues affecting the operations of public districts and schools. Awareness of key legislative and judicial decisions, educational reform initiatives and research-based instructional strategies to enhance student achievement is critical **FOR BOARD MEMBERS to BE** ~~being an effective board member~~. Ongoing professional development prepares board members to provide leadership and make critical educational decisions that support student achievement.

*OSBA supports legislation that*

- Strongly encourages professional development for all elected school board members.

*OSBA opposes legislation that*

- Mandates board member training.

### **Charter/community schools**

OSBA supports educational options within the public school system as determined by locally elected boards of education. Locally elected boards of education may decide to sponsor charter/community schools. Charter/community schools authorized and sponsored by other entities must be held accountable to the same standards as traditional public schools. All charter/community schools must be required to report annually information concerning finances and student achievement in a clear and concise manner. No local funds should be diverted from the public school district to support charter/community schools sponsored by any entity other than a locally elected board of education. The term, “Charter/Community Schools,” as used in this platform refers to brick and mortar schools, electronic schools and any other form of on-line school.

*OSBA supports legislation that*

- Holds charter/community schools and their operators to the same compliance and reporting requirements as public schools.
- Requires charter/community school students to meet the State Board of Education’s minimum standards to be granted a high school diploma.
- Requires that charter/community schools be subject to full fiscal and administrative oversight by a locally elected board of education.
- Requires a charter/community school, receiving public tax dollars to disclose performance metrics, including but not limited to, the overall performance index and four-year graduation rate on all advertising.
- Prohibits a charter/community school from advertising if that school does not meet or report minimum academic and/or financial standards established by the state of Ohio.
- Prohibits a charter/community school from any and all advertising if, and while, that school is being formally investigated by any governmental agency for possible misuse of taxpayer funds.

*OSBA opposes legislation that*

- Authorizes the sponsorship of charter/community schools by an entity other than the locally elected board of education.
- Creates a charter/community school that adversely impacts a public school district.

### **Consolidation/shared services**

Sound fiscal policy requires school districts to maximize the use of available resources. It is important to examine carefully every feasible way to conserve financial resources.

Consolidation, merger and/or sharing services, programs and staff may save dollars. The decision to undertake such efforts should be made by mutual agreement of the involved school districts and their boards of education, taking local factors and circumstances into account.

#### *OSBA supports legislation that*

- Supports and encourages districts to follow best practices regarding efficiencies and cost savings that may result from shared services and programs.

#### *OSBA opposes legislation that*

- Requires mandatory consolidation of school districts and or services.
- Requires districts to join other joint vocational entities.

### **Deregulation**

Freedom from excessive and constraining governmental regulation encourages innovative reform efforts to improve student achievement. Public school districts should be granted exemptions similar to those granted to nonpublic and charter/community schools.

#### *OSBA supports legislation that*

- Expands deregulation to give locally elected boards of education the authority to exempt themselves from state statutes and administrative codes that do not apply to chartered nonpublic schools or to charter/community schools.
- Gives educational service center governing boards the discretion to transfer regulatory functions to locally elected boards of education.

### **Educational services**

Regional educational service organizations may provide locally elected boards of education the opportunity to purchase and offer services in a more efficient and less costly manner. The decision to participate in a regional system must be the responsibility of the locally elected board of education.

#### *OSBA supports legislation that*

- Ensures school districts have access to quality regional educational services through the state's educational delivery system.
- Requires those responsible for delivering these regional educational services to be held accountable to locally elected school board members.

### **Legislative process**

The Ohio School Boards Association believes that every piece of legislation introduced in the Ohio General Assembly should follow a consistent and thorough deliberative process, allowing

ample opportunity for public review and comment, with the rules established by the Ohio Constitution.

*OSBA opposes legislation that*

- Once having been introduced, is later attached to a different and/or larger piece of legislation before it has been thoroughly and properly vetted and heard by both chambers of the General Assembly.

### **Locally elected boards of education**

Control of the public school system by locally elected board members produces an educational system designed to meet the needs of the community's children. The locally elected school board provides citizens with a direct means to influence local education policies, programs, costs and outcomes.

*OSBA supports legislation that*

- Maintains locally elected school boards, which exemplify representative government.
- Amends Ohio Revised Code and increases the rate of maximum compensation for school board members, and provides for inflationary growth, in order to better ensure that board members are compensated more commensurately with the responsibilities of their position.

*OSBA opposes legislation that*

- Diminishes local control.
- Mandates alternative governance structures, including mayoral takeover, without a public referendum.

### **Open enrollment**

Decisions regarding student enrollment must rest with the locally elected board of education of the district providing the educational service. Open enrollment may have local benefits, but the ultimate decision must be made by the locally elected board of education, based on local factors.

*OSBA opposes legislation that*

- Imposes mandatory open enrollment policies.
- Mandates expansion of open enrollment to noncontiguous districts.

### **Sale/lease of real property**

School facilities represent a major investment of community resources for public education. School facilities and real property represent the most visible evidence of that investment. School board members are stewards of these community resources. Good stewardship requires that facilities be properly maintained and that any proposed disposition of property be of direct benefit to the district and its community. The locally elected board of education must retain the final decision in these matters.

*OSBA supports legislation that*

- Provides school districts with the flexibility to sell or lease real property in a manner that offers the most benefit to the school district as determined by the locally elected board of education.

- 412 ● Repeals the right of first refusal to purchase property by private, charter/community and on-  
 413 line schools.
- 414 ● Allows local school boards the flexibility to make facility sales and purchasing decisions based  
 415 on the needs of the district.
- 416
- 417 *OSBA opposes legislation that*
- 418 ● Provides facilities funding to private and charter/community schools.
- 419
- 420 **Service funds**
- 421 Financial resources are necessary to support the professional development of school board  
 422 members to attend appropriate workshops, seminars, conferences and local board development  
 423 activities to enable board members to be effective public officials and policymakers.
- 424
- 425 *OSBA supports legislation that*
- 426 ● Supports the authority of public school districts to create a service fund in which it sets aside a  
 427 sum each year from its general fund.
- 428
- 429 **State Board of Education**
- 430 The State Board of Education has a constitutional and statutory obligation to set forth the needs  
 431 of public education in its budget and policy recommendations to the governor and members of  
 432 the General Assembly. OSBA supports a State Board of Education composed entirely of elected  
 433 members.
- 434
- 435 *OSBA supports legislation that*
- 436 ● Provides for an elected State Board of Education.
- 437 ● Provides for a reduction in the number of appointed board members.
- 438 ● Provides for the regulation of education standards by an elected State Board of Education.
- 439 ● Provides no appointed board members.
- 440
- 441 *OSBA opposes legislation that*
- 442 ● Attempts to remove regulatory control of educational standards from the State Board of  
 443 Education as it fulfills its statutory responsibilities, including, but not limited to, the creation of a  
 444 professional practice board.
- 445
- 446 **Vouchers**
- 447 Although OSBA supports educational options within the public school system as determined by  
 448 locally elected boards of education, granting state-funded vouchers to students to attend  
 449 nonpublic schools reduces the level of funding available to support and improve the public  
 450 school system.
- 451
- 452 *OSBA supports legislation that*
- 453 ● Requires that schools accepting voucher students be held to the same standards and  
 454 accountability requirements as public schools.
- 455 ● Requires that schools accepting voucher students be held to the same performance reporting  
 456 requirements as public schools.
- 457 ● **REQUIRES ALL VOUCHERS TO BE FUNDED IN A WAY THAT DOES NOT**



## **DEDUCT FROM OR DIMINISH FUNDING TO PUBLIC SCHOOL DISTRICTS.**

*OSBA opposes legislation that*

- Uses public funds to expand voucher programs in nonpublic schools.
- Expands vouchers, scholarships, tuition tax credits and similar programs at either the state or federal levels.

### **Finance**

Stable and adequate funding is essential to a sound educational system. OSBA supports the creation and establishment of an adequate and equitable funding system for Ohio public schools. The association believes that this is a constitutional responsibility of the General Assembly, with oversight from the courts. The association pledges to work with the governor and members of the General Assembly to create such a funding system.

### **All-day/every-day kindergarten funding**

All-day/every-day kindergarten programs, accompanied by clear academic standards have been proven to raise the achievement levels of all students and to reduce the achievement and readiness gaps in students first entering school.

*OSBA supports legislation that*

- Provides full state funding for all-day/every-day kindergarten that incorporates a comprehensive curriculum.
- Provides school facilities funding for districts that do not have sufficient space to accommodate an all-day/every-day kindergarten program that incorporates a comprehensive curriculum.

### **Assessment rates**

The funding of public education is a shared responsibility of the state of Ohio and local communities. Tax policy at the state level has a direct influence on local revenue. Consequently, it is essential to maintain an appropriate balance between state and local revenues. State actions that reduce local revenue resources must be accompanied by appropriate increases in state educational funding.

*OSBA supports legislation that*

- Replaces lost revenues with state funds when legislation results in local revenue losses, such as a reduction of the tax base, exemptions from taxation or other tax structure changes.

### **Average daily membership (ADM)**

School districts must have the ability to project revenues accurately on an annual basis. A school-funding formula based on frequent measures of enrollment and attendance negatively impacts a district's ability to make accurate forecasts.

*OSBA supports legislation that*

- Supports enrollment calculations that allow school districts to prepare and provide programs and services in a way that does not harm the educational experiences of students.

- Stabilizes school funding by limiting the number and frequency of enrollment counts to three or fewer spaced at appropriate intervals.

*OSBA opposes legislation that*

- Changes average daily membership to average daily attendance.

### **Base-formula amount**

The provision and funding of a thorough and efficient system of common schools are the responsibilities of the state of Ohio. In practice, the funding of public education is a shared responsibility of the state of Ohio and the local community. The capacity of local communities to generate revenue varies widely across the state. Without the state providing sufficient funds for all, some children will be denied the right to an adequate education. Local communities must retain the ability to exercise discretion in offering educational programs that exceed the defined level of an adequate education.

*OSBA supports legislation that*

- Establishes a process for determining the components and costs of a high-quality education.
- Provides that the state shall pay 100% of the cost for an adequate education for every child and 100% of the cost of categoricals that enable every school district to provide such an education to every student.

*OSBA opposes legislation that*

- Prohibits communities from voting additional taxes to provide educational programs beyond the defined level of an adequate education.

### **Categorical parity**

Children with unique educational needs place extraordinary demands on public school district revenues. Because of the wide disparities in the capacity to generate local revenues that exist across school districts, additional state revenues must be made available to ensure that children with unique educational needs are served appropriately.

*OSBA supports legislation that*

- Establishes that the state, in addition to determining the cost of a high-quality educational program, must determine the additional costs necessary to provide services to students with unique educational needs, such as students who are economically disadvantaged, students with disabilities and students who require career-technical education or gifted educational services.
- Indexes the cost of providing educational services to students with unique educational needs against the cost of providing a high-quality educational program for regular students, so that each component increases proportionately and in parity with those costs.
- Fully funds at 100% of the cost, the services needed for every child with unique educational needs.

*OSBA opposes legislation that*

- Equalizes the funding weights for unique needs categories, in addition to the cost of a basic education to provide educational services to special education, career-technical education and gifted students.

550  
551 **Charter/community school funding**

552 Full transparency of the costs of both public schools and charter/community schools dictates that  
553 the flow of tax dollars be accurately reflected. Any transfer of state tax dollars to  
554 charter/community schools must be based on accurate enrollment information. The public school  
555 district of residence must be immediately notified when a student enrolls or withdraws from a  
556 charter/community school. The current practice of deducting funding for charter/community  
557 school children from the state funds provided to traditional public school districts is unnecessary  
558 and confusing. State funding for charter/community schools must flow directly to the  
559 charter/community school sponsor. All local dollars generated through local levies must remain  
560 with the local taxing authority.

561  
562 *OSBA supports legislation that*

- 563 ● Provides state base funding, as well as support for special education, career-technical  
564 education, poverty aid and transportation services, directly to the charter/community school  
565 rather than deducting the payment to the charter/community from the local district's state  
566 funding.
- 567 ● Prohibits state funds for any charter/community school that refuses to accept all students who  
568 apply.
- 569 ● Eliminates the process of flow-through funding to charter/community schools.
- 570 ● Prohibits the use of local tax dollars to fund charter/community schools, except those  
571 sponsored by a locally elected board of education.
- 572 ● Requires that school districts be paid an administrative fee to cover the cost of tracking  
573 charter/community school enrollment.
- 574 ● Provides full state funding to purchase additional buses required to provide transportation for  
575 charter/community school students.
- 576 ● Requires charter/community schools to coordinate schedules with the district providing the  
577 transportation services.
- 578 ● Requires transparency in finances and accounting for all funds transferred to management  
579 companies by charter/community school governing boards for the purpose of administering and  
580 operating a charter/community school.
- 581 ● Requires the management company to keep all financial records and to make all such  
582 documents public records available to the governing boards and to the public.

583  
584 *OSBA opposes legislation that*

- 585 ● Includes children attending charter/community schools in the public school district's ADM  
586 count.
- 587 ● Deducts funding for children attending charter/community schools from the resident district.
- 588 ● Requires school districts to share local tax revenues and resources with charter/community  
589 schools.
- 590 ● Transfers funds from a public school to a charter/community school without complying with  
591 the legal requirement to notify the home district of enrollment or withdrawal.

592  
593 **Court-ordered judgment counted as debt**

594 A true and accurate representation of school district valuation reflects all debt obligations.  
595

*OSBA supports legislation that*

- Requires that contractual agreements with the state and/or bonds issued to satisfy a court-ordered judgment will count as real debt for a district's net indebtedness for participation in state-assisted programs.

#### **Developmental disabilities services**

Local tax revenues are generated to support programs for the clients of county developmental disabilities agencies. When a locally elected board of education is providing the educational programming and services, the public school district must be fairly compensated by the respective county developmental disabilities agency.

*OSBA supports legislation that*

- Develops a process for fair financial compensation to those school districts that provide the educational services to students that are within the jurisdiction of the county developmental disabilities agency, but whose developmental disabilities board declines to provide financial compensation to the actual provider.

#### **Diversion of voter-approved tax revenue**

Voters must be assured that revenues raised through taxes will go directly for the purposes stated. Voter-approved tax funds generated for education purposes must be administered by locally elected boards of education and must be spent only for public education purposes.

*OSBA supports legislation that*

- Prohibits the diversion of voter-approved tax money without the approval of voters.

*OSBA opposes legislation that*

- Diverts voter-approved tax funds to another purpose without voter approval.

#### **Earmarking/tax increases**

An adequate level of support for every Ohio public school student requires additional state revenues. Any additional revenues generated to support public education must be earmarked to ensure that it is spent for the designated public education purpose. New or additional sources of funding shall not be used to supplant general revenue funds or lottery profits funds currently designated for public education support.

*OSBA supports legislation that*

- Provides the necessary revenues to support an adequate and equitable system of funding public schools in Ohio and to permit them to offer a high-quality educational program to every student.
- Provides an increase in state revenues either through the enactment of an increase in the state sales tax and/or the state personal income tax and/or the commercial activities tax.
- Separately appropriates all lottery and casino profits funding to be allocated to districts on a per-pupil basis.

#### **Educational service centers funding**

Educational Service Centers (ESCs) serve as a vital link and partner in the educational process. Governed by locally elected boards of education, ESCs are considered to be school districts

under state law and as local education agencies under federal law. ESCs provide a wide variety of direct and support services, including curriculum development, staff development, technology assistance and special education services to the public school districts they serve, as well as shared services with other governmental bodies. ESCs save the state of Ohio and school districts money through cost-effective, collaborative ventures that expand equitable access to resources and maximize operating and fiscal efficiencies. Despite diminishing levels of state financial support, ESCs have maintained high levels of service by becoming more entrepreneurial in their operations.

*OSBA supports legislation that*

- Provides an adequate funding mechanism for educational service centers that provides for inflationary growth.
- Requires state funding for facilities to be part of the educational service centers' funding formula.

**Election opportunities**

Public education depends upon support from local communities through voter-approved tax levies and bond issues. Because the cycle of elections and revenue collection requires sufficient opportunity to place issues before the public for approval, the current practice of a primary election and a general election, combined with the opportunity for two special elections, is necessary.

*OSBA opposes legislation that*

- Reduces the number and frequency of election opportunities available to school districts for ballot issues.

**Facilities**

OSBA supports a state facilities funding program that provides access to state support when public school districts determine that a facility program is required. The facility program must address the demands upon districts and issues related to classroom facilities caused by state operating requirements and expenditure and reporting standards. A facility program must be subject to state standards for school construction, rather than on a state-prescribed schedule.

*OSBA supports legislation that*

- Provides funds and resources to support school safety programs.
- Provides for safe facilities that meet building codes, are conducive to providing educational services and support the inclusion of technology in the classroom.
- Uses median income of the district's residents as a measure of fiscal capacity, in addition to recognized valuation.
- Immediately reflects in the facilities funding formula changes in valuation resulting from legislative or judicial action.
- Requires school buildings determined to be unsafe by local fire and health departments to be upgraded immediately.
- Authorizes locally elected boards of education that have unsafe buildings in their district to impose an emergency capital improvements levy to upgrade and correct the unsafe conditions in the facility.

- Requires the state to provide its full faith and credit as backing for all local facility bonds.
- Repeals the 1/2-mill maintenance requirements.
- Provides funds to support mandated programs, such as all-day kindergarten, preschool programs and accessibility needs.

### **Fees**

Funds provided for educational purposes should be directed only for educational purposes. Accordingly, user fees must not be charged to local educational agencies.

#### *OSBA supports legislation that*

- Eliminates or reduces state-imposed fees for board of election expenses and auditor fees.

#### *OSBA opposes legislation that*

- Requires districts to incur a debt limit that will harm a district's financial position.
- Attempts to pass on to school districts any fees by government entities to pay for services that are the normal responsibility of that entity.

### **Gambling**

The Ohio Lottery Commission's advertisements and promotions frequently pair the lottery with educational funding, which has generated misunderstanding among the general public. Such advertisements give the general public the false impression that gambling and the lottery are a major source of educational funds. While the lottery, by law, does direct lottery profits to education, such revenues are not sufficient for educational funding and, over the years, have been used to supplant other state funding. A portion of revenues derived from gambling operations authorized by the state is also set aside for schools and other local government entities and should not be used to supplant other state funding.

#### *OSBA supports legislation that*

- Prohibits advertising or campaigning by the Ohio Lottery Commission or agents of the state of Ohio that implies directly or indirectly that the funding of public education is contingent upon gambling.

#### *OSBA opposes legislation that*

- Uses profits from casinos and video lottery terminals to supplant other funding directed to public education.

### **Impact fees**

Impact fees are a source of capital expenses and have been widely used to meet school district and community needs. Impact fees are particularly useful to those districts experiencing rapid growth in residential development where the local tax base has not grown sufficiently to offset the costs associated with student enrollment growth.

#### *OSBA supports legislation that*

- Provides for locally elected boards of education to propose to the voters an impact fee assessed on new housing to provide the additional revenues needed for capital expenses incurred in rapidly developing school districts.

**Inflationary growth**

School districts must realize real funding growth adequate to address revenue needs without requiring voter approval of new tax levies. House Bill 920, passed in 1976, places a tax reduction factor on the inflationary growth on real property values caused by reappraisal. The net effect of HB 920 is to prevent natural growth in revenues as property values grow, thereby requiring school districts to continue to seek voter approval for school tax levies.

*OSBA supports legislation that*

- Provides for inflationary growth to ensure an adequate and equitable funding system for Ohio's public schools.

**Local taxing options**

The economic capacity of school communities varies widely across the state of Ohio. Locally elected boards of education benefit from the availability of flexible options that enable ballot issues designed to meet the unique economic conditions of the district.

*OSBA supports legislation that*

- Supports local taxing options that allow flexibility at the county, district and regional levels for school districts.

**Medicaid**

The Medicaid School Program is administered by the Ohio Department of Medicaid and the Ohio Department of Education and reimburses schools for Medicaid eligible services provided to children with an individualized education plan. The Ohio Department of Education is required to administer aspects of the Medicaid School Program pursuant to an interagency agreement with the Ohio Department of Medicaid.

*OSBA supports legislation that*

- Supports a state program that reimburses school districts for medical and related services as required by the Individuals with Disabilities Education Act provided to Medicaid-eligible students.

**Phantom revenue/chargeoff**

The calculation of the local share of the cost of a high-quality education must be based on a true representation of the true district valuation and effective millage rate. Such calculations must not assume a higher millage rate than the amount actually in effect.

*OSBA supports legislation that*

- Aligns the local share (charge off) of the cost of a high-quality education program with the tax reduction floor.
- Bases the local share on actual local revenues available at the chargeoff rate.
- Eliminates all forms of phantom revenue.

**Pooling**

Locally elected boards of education must rely upon voter support to raise local tax revenues. Local property taxes raised to support public education must only be used for public education purposes.

*OSBA opposes legislation that*

- Pools local property tax revenues and/or diverts locally approved revenues to other entities.

### **Prekindergarten funding**

Prekindergarten programs benefit children, families and communities. Multiple studies have shown that high-quality prekindergarten programs lead to increased graduation rates, reduced retention rates and fewer children ultimately placed in special education.

*OSBA supports legislation that*

- Provides full state funding to support prekindergarten programs when the locally elected board of education chooses to offer such programs.

### **Property tax relief**

Ohio's overreliance on local property taxes to fund public education has and will continue to cause local burdens and hardships in fully funding the education system.

*OSBA supports legislation that*

- Increases property tax relief, while ensuring that all taxpayers pay a fair share of the cost of public education.
- Eliminates the overreliance on local property taxes.
- Enhances the Homestead Exemption Program to provide additional financial assistance for senior citizens.

*OSBA opposes legislation that*

- Achieves increased property tax relief from the existing funding for elementary and secondary education.

### **Public/nonpublic school funding**

The Ohio General Assembly is charged with providing a thorough and efficient system of common schools. Public school districts must receive no fewer state funds than the amount received by any nonpublic school.

*OSBA supports legislation that*

- Grants Ohio's public schools at least the same per-pupil amount as the chartered nonpublic schools in Ohio receive.
- Directs any and all funds, returned to the state by charter/community schools, to traditional public schools of residence.
- **REQUIRES ALL PRIVATE NON-PUBLIC SCHOOLS RECEIVING PUBLIC TAX MONEY TO BE HELD TO THE SAME ACCOUNTABILITY STANDARDS GOVERNING OHIO'S PUBLIC SCHOOLS INCLUDING LICENSURE REQUIREMENTS.**
- **REQUIRES ALL PRIVATE NON-PUBLIC SCHOOLS RECEIVING PUBLIC TAX**



**MONEY TO BE SUBJECT TO THE SAME FINANCIAL REPORTING, AUDIT REQUIREMENTS AND SUNSHINE LAWS AS OHIO’S PUBLIC SCHOOLS.**

*OSBA opposes legislation that*

- Diverts state dollars from public education to support nonpublic schools.

**Pupil transportation**

Pupil transportation presents a significant challenge for many districts. In many areas of the state, students would face great challenges in getting to school were it not for the option to ride a school bus. Rural districts often encompass a large geographic area but have low-density populations. Funding for transportation services should incentivize efficiencies and account for specific circumstances among districts.

*OSBA supports legislation that*

- Provides sufficient funding for every child who rides a school bus.
- Rewards schools for efficiency.
- Incentivizes school districts to transport students residing within one to two miles of their school.
- Incentivizes school districts to provide transportation for high school students.
- Fully compensates districts for the transportation of students to schools which are not part of the district.
- Provides for better support of rural districts with low density and low wealth.
- Operates separately from the education funding formula to ensure districts actually receive the state transportation levels to which they are entitled.
- Limits the requirement for public school districts to provide transportation to only those days that are synchronous with the public school district adopted calendar.
- Fully funds districts for the cost of transportation of special education students, foster children, and homeless students who receive transportation accommodations.

**Robin Hood**

OSBA believes school funding must be equitable among Ohio’s diverse public school districts.

*OSBA supports legislation that*

- Provides the funding changes necessary for adequacy and equity, without lowering the funding of other districts.
- Supports a high-quality educational program for all public school students, regardless of their geographical location in the state.

**School bus purchase and transportation reimbursement**

Because safe and reliable pupil transportation depends on the availability of mechanically sound vehicles, locally elected boards of education rely upon scheduled state reimbursement payments to maintain their transportation fleets.

*OSBA supports legislation that*

- Provides for the revision of state standards for school bus purchase reimbursement to consider the age and condition of the bus to be replaced, as well as the mileage.

- Reinstates state funding for bus purchase reimbursements and operating expenses.
- Makes a state appropriation to replace all buses that are more than eight years old and do not have the latest safety features.

#### **School district income tax**

An increasing number of school districts rely on school district income taxes for a portion of their funding. Tax credits for senior citizens on fixed incomes increase the likelihood that these voters will support income tax levy campaigns.

#### *OSBA supports legislation that*

- Provides for increasing the senior citizen school district income tax credit.
- Establishes and enforces strict rules for reporting school district state income tax identification numbers.

#### **School district levy reduction/repeal**

School district levy requests are based on five-year or longer projections of costs and revenues. The ability to repeal levies within the first five years could increase the need for more frequent levy requests.

#### *OSBA opposes legislation that*

- Allows a reduction or repeal by citizen petition and vote of any levy that has been approved by the voters unless such referendum has been initiated by the school district.

#### **School district liability**

Excessive court judgments against school districts can seriously impair the district's ability to provide an adequate education to its students.

#### *OSBA supports legislation that*

- Allows school districts to recover legal costs for any appeal of a court judgment when no monetary damages were issued by the court.

#### *OSBA opposes legislation that*

- Increases a school district's potential liability or increases the damages potentially assessed.

#### **School-funding factors**

OSBA believes school-funding distribution formulas must be equitable and adequate across Ohio's diverse public school districts.

#### *OSBA supports legislation that*

- Makes adjustments in school funding based on operational costs, needs of students and geographical challenges and funding capacity that exist among school districts.

#### **Self-insured workers' compensation program**

School districts that are self-insured for purposes of workers' compensation realize benefits such as self-administration and claim-related cost savings.

917 *OSBA supports legislation that*  
 918 ● Allows all public school districts in Ohio to self-insure for the purposes of workers'  
 919 compensation programs.  
 920

921 **State fuel tax exemption**  
 922 All local governments, including school districts, should be exempt from all state taxes in order  
 923 to avoid the imposition of a double tax on local taxpayers.  
 924

925 *OSBA supports legislation that*  
 926 ● Exempts fuel purchased by boards of education from the state fuel tax.  
 927

928 **State investment in education**  
 929 The Ohio Constitution requires the Ohio General Assembly to provide for a thorough and  
 930 efficient system of common schools. The state's commitment to public education was  
 931 strengthened by the 1851 Ohio Constitution's mandate that "it shall be the duty of the general  
 932 assembly to ... encourage schools and the means of instruction and to make such provision, as  
 933 will secure a thorough and efficient system of common schools throughout the State." An  
 934 investment in education is an investment in the future of Ohio's citizens and must be the top  
 935 priority of everyone.  
 936

937 *OSBA supports legislation that*  
 938 ● Makes the support of public education the state's number one priority.  
 939

940 *OSBA opposes legislation that*  
 941 ● Attempts to shift the responsibility of costs to locally elected boards of education.  
 942

943 **Tangible personal property tax replacement**  
 944 The local tax base relies on the fair and accurate assessment of property values. Challenges to an  
 945 assessed value must be reported to all affected taxing authorities at the time the challenge is  
 946 filed. Any affected taxing authority must have standing to appeal decisions on valuations.  
 947 Tangible personal property tax and public utility tangible property tax revenues are no longer  
 948 applied, and replacement of these losses have been phased out from all but a few districts.  
 949

950 *OSBA supports legislation that*  
 951 ● Reinstates state reimbursement that fully matches the loss of the local tangible personal  
 952 property tax base.  
 953 ● Assesses no interest payment in cases when repayment is necessary due to an error on the part  
 954 of the taxpayer.  
 955

956 **Tax abatements**  
 957 Tax abatements siphon critical funding away from public school districts, leaving local taxpayers  
 958 to make up the difference.  
 959

960 *OSBA supports legislation that*  
 961 ● Requires that locally elected boards of education be involved in all discussions and decisions  
 962 regarding tax abatements.

- 963 ● Grants locally elected boards of education the authority to enter into negotiations to receive  
964 compensation for lost revenues with entities granting abatements and with businesses receiving  
965 abatements.
- 966 ● Grants locally elected boards of education veto power if, in the board's judgment, the  
967 abatements adversely impact the district.
- 968 ● Requires locally elected boards of education to receive state-mandated compensation based on  
969 all payroll generated from the abatement (whether tenant or owner).
- 970 ● Requires locally elected boards of education to receive all reports, studies and information  
971 available regarding the abatement.
- 972 ● Allows locally elected boards of education to have standing to institute legal action if the  
973 recipient of an abatement has not complied with the terms of a tax abatement.
- 974 ● Prohibits a township, municipality, or county from imposing a unilateral tax exemption upon a  
975 school district.

976

### 977 **Tax policy**

978 Ohio's tax system must be stable, competitive and reflective of the current economy. The  
979 funding of public education is a shared responsibility of the state of Ohio and local communities.  
980 Tax policy at the state level has a direct influence on local revenues. It is essential to maintain an  
981 appropriate balance between state and local revenues. State actions that reduce local revenue  
982 resources must be accompanied by appropriate increases in state education funding.

983

### 984 *OSBA supports legislation that*

- 985 ● Requires all sectors of the economy to pay their fair share of the cost of public school  
986 education and state government.
- 987 ● Replaces lost revenues with state funds when legislation results in local revenue losses, such as  
988 a reduction of the tax base, exemptions from taxation or other tax structure changes.

989

### 990 **Taxing/spending limitations**

991 Locally elected boards of education should have the opportunity and flexibility to work with  
992 their local communities on taxation and spending issues without restrictions from the state.

993

### 994 *OSBA supports legislation that*

- 995 ● Preserves and supports the right of locally elected boards of education to challenge or appeal  
996 property tax valuations.

997

### 998 *OSBA opposes legislation that*

- 999 ● Restricts local taxation and spending by school districts.

1000

### 1001 **Unfunded/underfunded mandates**

1002 Unfunded or underfunded mandates create burdens locally and sometimes disproportionately  
1003 across school districts in Ohio. Federal and state officials should be conscious of mandate  
1004 burdens being shouldered by public school districts.

1005

### 1006 *OSBA supports legislation that*

1007 • Prohibits the U.S. Congress, the Ohio General Assembly and federal or state administrative  
1008 agencies from enacting or promulgating statutes or rules that result in unfunded and underfunded  
1009 mandates.

1010 • Requires that fiscal impact statements accompany all school-related proposed statutes or rules.

1011  
1012 *OSBA opposes legislation that*

1013 • Does not have funding associated with it.

## 1014 Personnel

1015  
1016  
1017 The effective recruitment and retention of high-quality staff are critical for the success of any  
1018 school district. Properly trained and highly motivated personnel can provide maximum learning  
1019 opportunities for students. Ongoing evaluation of staff performance is essential.

1020  
1021 Ohio enacted a comprehensive collective bargaining statute in April 1984. The enactment of the  
1022 collective bargaining bill and a series of court cases, particularly in the area of teacher evaluation  
1023 and nonrenewal, have made it difficult for locally elected boards of education to effectively  
1024 manage schools. OSBA believes that changes and modifications to Ohio Revised Code Chapter  
1025 4117, as well as to Chapter 3319, are necessary.

### 1026 **Collective bargaining**

1027 OSBA believes that some board affairs may not be appropriate matters for formal negotiations  
1028 such as, but not limited to, the length of the school day and school year, class size, curriculum,  
1029 course of study, and textbook and instructional materials selection.

1030  
1031  
1032 *OSBA supports legislation that*

1033 • Restores management rights to the collective bargaining statutes.

1034 • Recognizes the right of employees to organize for professional organization goals, without  
1035 interference, coercion or reprisal from the board or its representatives, and guarantees employees  
1036 the right to refrain from joining any organization.

1037 • Permits parties to negotiate mutually satisfactory dispute resolution processes.

1038 • Provides penalties and sanctions imposed upon striking public employees that are an effective  
1039 deterrent to such strikes.

1040 • Limits picketing at the residence and/or places of business of public officials.

1041 • Requires a 10-day written notice prior to the commencement of picketing, striking or other  
1042 concerted refusal to work.

1043 • Allows locally elected boards of education to suspend individual employment contracts for all  
1044 types of employees for economic considerations.

1045 • Limits the ability of a local collective bargaining agreement from impeding a district's ability  
1046 to suspend individual employment contracts.

1047 • Supports innovative approaches to employee compensation initiated on the local level.

1048  
1049 *OSBA opposes legislation that*

1050 • Places restrictions on the exercise of free choice of either party in designating its  
1051 representatives to the bargaining team.

- 1052 • Mandates joining an organization by a scheme of fees, assessments or other coercion by an  
1053 organization upon nonmembers.
- 1054 • Permits any person or agency to intervene in negotiations or a job action without the  
1055 agreement of all parties.
- 1056 • Permits strikes by public employees.
- 1057 • Imposes binding arbitration as a method of resolving collective bargaining disputes.
- 1058
- 1059 **Confidentiality of personnel applications**
- 1060 Maintaining confidentiality permits districts to attract the best candidates possible for  
1061 employment or promotions.
- 1062
- 1063 *OSBA supports legislation that*
- 1064 • Provides through the Ohio Public Records Act that applications for employment, including  
1065 applications for promotion, are confidential and not subject to disclosure except at the discretion  
1066 of the locally elected board of education.
- 1067
- 1068 **Evaluations**
- 1069 Evaluations serve as both an evaluative process and a communication tool between the employer  
1070 and employee. Evaluations communicate desired outcomes to employees and help employees see  
1071 how their work and expected contributions benefit their schools.
- 1072
- 1073 *OSBA supports legislation that*
- 1074 • Provides for evaluations of all school employees.
- 1075 • Permits the removal of employees who do not correct identified deficiencies and improve their  
1076 performance.
- 1077 • Creates a probationary period for those employees who have deficiencies noted in the  
1078 evaluation process so that they may correct deficiencies. Failure to correct deficiencies after  
1079 appropriate intervention may be cause for termination.
- 1080 • Authorizes the components of evaluations to be developed locally, including job descriptions  
1081 and performance standards.
- 1082 • Mandates that personnel evaluations of employees be confidential records which may be  
1083 released only at the discretion of the board.
- 1084
- 1085 *OSBA opposes legislation that*
- 1086 • Requires evaluations of school personnel in a manner that hinders a board's ability to  
1087 nonrenew an employee.
- 1088
- 1089 **Health care**
- 1090 Health care pooling may offer significant savings for districts.
- 1091
- 1092 *OSBA supports legislation that*
- 1093 • Supports the concept of expanding health care pooling, provided that school districts maintain  
1094 local decision-making authority, that their employees maintain quality benefit levels and that  
1095 significant cost savings or other efficiencies are created by the pooling.
- 1096
- 1097 **Professional development**

1098 Students must be prepared to compete in the global marketplace. Consequently, teachers must be  
1099 prepared to provide modern methods and instructional strategies that meet the academic needs of  
1100 students.

1101

1102 *OSBA supports legislation that*

1103 ● Requires institutions of higher education for teachers to include in their curriculum courses in  
1104 technology, classroom management, trauma-informed training, crisis management and behavior  
1105 management, including training in appropriate behavioral intervention techniques.

1106

1107 **Retirement systems**

1108 Ohio school employee retirement systems offer benefits to their members and may help attract  
1109 and retain employees. OSBA supports the school employee retirement systems and has not  
1110 opposed benefit enhancements in the past. However, when determining pension benefits and  
1111 eligibility, the State Teachers Retirement System (STRS) and State Employees Retirement  
1112 System (SERS) should consider current demographic realities such as life expectancy and the  
1113 number of years employees remain in the workforce.

1114

1115 *OSBA supports legislation that*

1116 ● Includes representation of locally elected boards of education on the STRS and SERS boards.

1117

1118 *OSBA opposes legislation that*

1119 ● Provides future benefit enhancements proposed by STRS and SERS unless the enhancement is  
1120 accompanied with a reduction in the 14% employer's share and repeal of the SERS surcharge.

1121 ● Increases the employer's share to cover increases in costs.

# Reference Materials



# OHIO SCHOOL BOARDS ASSOCIATION

## **Summary of Minutes of the 64th Annual Business Meeting of the OSBA Delegate Assembly**

Monday, Nov. 11, 2019  
Greater Columbus Convention Center Union Station Ballroom  
Columbus, Ohio

The 64th Annual Business Meeting of the OSBA Delegate Assembly convened in the Union Station Ballroom of the Greater Columbus Convention Center, Columbus, Ohio, on Monday, Nov. 11, 2019. OSBA President John Halkias, Plain Local (Stark), presided. A presentation of the colors was performed by the Newark City Schools Air Force Jr. ROTC Color Guard. Veterans in the audience were asked to stand and be recognized.

### **1. CALL TO ORDER**

President Halkias called the 64th Annual Business Meeting of the OSBA Delegate Assembly to order.

### **2. INTRODUCTION OF PLATFORM GUESTS**

President Halkias introduced the following head table guests: Will Schwartz, OSBA lobbyist; Jennifer Hogue, OSBA director of legislative services; Richard Lewis, OSBA chief executive officer; Lee Schreiner, South-Western City and OSBA president-elect; Mary Remson, parliamentarian; and Sara C. Clark, OSBA chief legal counsel.

### **3. SPECIAL INTRODUCTIONS**

President Halkias recognized members of the Board of Trustees, Legislative Platform Committee and OSBA regional managers.

President Halkias acknowledged the dedication and commitment of the OSBA past presidents. President Halkias introduced past presidents Sue Ann Norton; Judy Howard Rhode; Paul D. Mock; Ronald J. Diver; Kathy Leavenworth; Edith L. Kerchenfaut; Dr. Michael G. Grote; State Representative Catherine D. Ingram; Martha F. Rothey; Ed Bischoff; Tawana Keels; John Pennycuff; Sharon E. Manson; Charlie Wilson; Susie Lawson; Ed Penrod; Eric K. Germann; Denise Baba and Randy Smith.

### **4. NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) WELCOME**

President Halkias introduced and welcomed Tom Gentzel, Executive Director and CEO of NSBA. Mr. Gentzel thanked President Halkias for his introduction and addressed the delegates and introduced ElizaBeth Branham, NSBA president, board member, Lexington School District Two of West Columbia, S.C. Ms. Branham addressed the delegates.

### **5. OHIO SUPERINTENDENT OF PUBLIC INSTRUCTION**

President Halkias introduced and welcomed Ohio Superintendent of Public Instruction Paolo DeMaria. Superintendent DeMaria thanked President Halkias for his introduction. Superintendent DeMaria addressed the delegates and introduced State Teacher of the Year, Leila Kubesch. Ms. Kubesch addressed the delegates.

### **6. COMMITTEE REPORTS**

Penny Kill, Spencerville Local (Allen) and Apollo Career Center, chair of the Credentials Committee, reported

that the committee met to review the procedures for registration of delegates and to review the credentials presented by the delegates and name alternates. Ms. Kill stated that Article 6, Section 2 of the OSBA Constitution provides that 25% of the board members constitutes a quorum for the transaction of business.

The Credentials Committee chair declared a quorum with 315 delegates/alternates present and moved for adoption of the Credentials Committee report. Motion carried.

Susie Lawson, Tri-County ESC & Wayne County Schools Career Center, chair of the Rules Committee, gave the report of the committee. Ms. Lawson stated that the committee met on July 2 by conference call for the purpose of reviewing the rules, and she moved to adopt the rules as printed in the delegate book for the 2019 Delegate Assembly. Motion carried.

Randy Smith, OSBA immediate past president and chair of the Nominating Committee, gave the report of the committee. Mr. Smith stated that the committee met on August 3 to consider three applicants for the position of president-elect for 2020. The members of the committee were Lee Schreiner, Central Region; Karen Dendorfer, Northeast Region; Penny Kill, Northwest Region; Kim Harless, Southeast Region and Linda Jordan of the Southwest Region. As directed by the Nominating Committee, the committee nominated Scott Huddle, Mad River Local, for the office of 2020 president-elect of the Ohio School Boards Association

## **7. ELECTION OF PRESIDENT-ELECT**

President Halkias moved to accept the Nominating Committee's report and the nomination of Scott Huddle as 2020 president-elect. Linda Jordan, Clark County ESC and President of the Southwest Region of OSBA and Kevin Johnston, Preble County ESC, provided an honorary second to the motion. Motion carried.

## **8. INTRODUCTION OF PRESIDENT-ELECT**

President Halkias congratulated Mr. Huddle and presented him with a personalized copy of Robert's Rules of Order. Mr. Huddle gave the following remarks:

Thank you, President Halkias. I appreciate that very much. I'd like to take just a couple of minutes to thank a few folks, and I know it's dangerous to start thanking people because you're going to leave somebody out. I know I will. But if I do, my apologies.

Good afternoon delegates. I wanted to first thank the Nominating Committee for the consideration they gave in placing their trust in me as leaders, and I promise that I will not let you down as I move OSBA into the future in the next three years. I'd also like to thank my local board and my administration, particularly our administration, Mr. Ellender, our treasurer and Mr. Wyen, our superintendent. You know, I've always been involved in OSBA politics and been a part of the Southwest Region, and I – the first time that I considered that, I wondered if it would be okay with the board. And Mr. Ellender and Mr. Wyen, they said we'll find a way to make it happen, if that's what you want to do, and I appreciate the support you provided.

And to my board, my fellow board members, Chris, Julie, Ruth and Marilyn, you are the bedrock of our community, and I appreciate you very much and I thank you for the important encouragement you've provided me all these years, and I value our friendship very much. To our Southwest Region OSBA, you guys are friends, and you've taught me a lot over the years, and I'm going to continue to learn from you and I thank you for the support you provided.

Finally, I'd like to thank my wife, Karen. To the delegates who don't know her, she's a public school teacher.

She's in her 31st year, and she's taught kindergarten for 14 years. So, when I'm having a bad day – I don't really work too far from her school. When I'm having a bad day, I leave my office and I'll sneak into the school and I'll watch what she has going on. And I realize how good my job is compared to what I'd have to do if I had to do her job. But I appreciate what she does and every public school teacher that does what they do each and every day that sometimes goes unnoticed, but I want you to know, Karen, it hasn't gone unnoticed, and I thank you for the support you've given me.

And I know you've had this in mind when I get home late from meetings, and from what I'm told, in the next three years, it's probably going to be a little busier, but I promise when I'm done, you have my full attention, and thank you for allowing me to pursue my passion for public education. And, finally, I would just remind the delegates of what we're here for. And you can't see him right now, but right down here in front is our youngest attendee. He's five months old. He's my first grandson.

He will be a product of public education when he gets to that proper time. He was going to come up here with me, but Tom started talking about Penn State, and he got a little fussy. So, I'm just glad he didn't hear the M word. It could have been a lot worse.

But he's the reason we're here and whether it's your own grandson or your children or your neighbor's, I thank you for what each one of you do each and every day, for doing what you do to advance public schools. OSBA is the strongest voice in the state that supports public schools, and whether we're talking academic distress concerns or funding that's adequate and equitable or developing a report card that's understandable and workable, whatever the issues that come into play, I assure you over the next period of my tenure that we will continue to pursue advancing public education for the best that we can do for all our students including that little man sitting down there.

So, when you sometimes think that, is it worth it all, I want you to think of little Everett someday. Thank you very much and I look forward to meeting you in the future.

## **9. REPORT OF THE CHIEF EXECUTIVE OFFICER**

Richard Lewis, chief executive officer. Mr. Lewis gave the following remarks:

- Create a campaign informing policymakers and citizens about the value of career education.

Imagine with me, if you would, a windowless room. In the middle is a set of stairs and hanging up at the ceiling above the stairs is a banana. Now, we introduce five monkeys to the room. Inevitably, one of the monkeys will go to the stairs and start to climb towards the banana. But as soon as he touches the stairs, every monkey in the room must be sprayed with icy cold water. Now, next, another monkey will certainly make the same attempt, but he'll meet the same result.

Now, we remove the cold water, take one monkey from the room and replace him with a new one. As he moves toward the stairs, all the other monkeys attack him. After another attempt and attack, he knows that if he tries to climb the stairs he will be beaten.

Next, we remove a second of the original five monkeys and bring in another. That new member goes to the stairs and is attacked. The previous newcomer even joins the beating with enthusiasm! Next, we replace the third original monkey with a new one, then the fourth and the fifth.

Every time a new monkey takes to the stairs, he is attacked. None of the monkeys beating him have any idea why

they were not allowed to climb the stairs or why they are participating in the attacks. None was ever sprayed with the cold water. Nevertheless, no monkey will ever again approach the stairs. They will starve first.

Ladies and gentleman, like the monkeys, far too often, the school boards and associations have not pursued new concepts for fear of criticism or worse. Since your election, how many times have you been told that's not how we do things or we tried that idea and it didn't work.

Delegates to Ohio School Boards Association's 64th annual business meeting, I believe that 2019 will be remembered in OSBA history as a year of revitalization, a year of growth and a year of progress. It will be remembered as a year that the association braved the cold water.

Every institution must think strategically about what its mission is now and what it should be in the future. It needs to understand why its members join and what they value. It must identify its strengths and question if its resources are deployed where they produce the best results. This type of self-inspection that will clarify and focus an association's mission and vision. At OSBA, it produces effective stewardship and allows us to anticipate and effectively manage change.

OSBA's mission is to lead the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service, unwavering advocacy and creative solutions. It is our vision to become the recognized and respected voice of public education, leading through demonstrated expertise, active and engaged membership and superior service in a competitive, global environment. OSBA's Visionary Initiatives for Strategic Action — our strategic plan — provides the roadmap to that vision, and the four points of our compass guide us to the four pillars of our work.

The first pillar is that public school board members and their leadership teams' value and utilize OSBA as the source of assistance, guidance, unity and support. We strive to increase our influence in the field of education governance. We strive to increase service competitiveness in the marketplace. We strive to increase outreach to ensure collaboration with individuals and organizations that shape the future of public schools. And we are committed to expand opportunities for networking among board members.

This year, our membership engagement team conducted numerous needs assessments to gather reliable data for decision-making on programs and services. As a result, we brought new training to members throughout the state. We delivered on members' requests to identify services for external funding, financial aid and grant-writing. To that end, we now partner with Forecast5 Analytics to provide data analysis software designed specifically for Ohio's schools.

We recently conducted a roundtable of over 20 major statewide associations to collaborate on the topics for a Mental Health and Social-Emotional Learning Summit scheduled for February 25 in Columbus. The free event is designed for school board members, administrators, educators, counselors, psychologists, support staff, mental health professionals and parent leaders.

Our second pillar is that Ohioans will value, respect and support public education through OSBA initiatives. We are working hard to increase access to accurate information about public education. We have undertaken the responsibility of improving the perception of public schools. And we are helping school boards enhance fiscal responsibility through top-flight training and cutting-edge services.

The relaunch of the Ambassadors for Public Education program is in full swing. The team was established to help

local school board members increase public awareness of the issues facing our school districts, communities, state and country.

The legislative division developed essential advocacy tips and training for its liaisons. The division met with all new legislators in the 133rd Ohio General Assembly and provided each with the OSBA Legislative Platform, our legislative recommendations and priorities. We also distributed these documents to House and Senate education committee members. This helped our advocacy team work with the legislature and administration during the budget process to increase school funding.

Student achievement stands strong as our third pillar. We will raise the general knowledge and awareness about how board and district leadership impacts achievement and we will assist school boards in providing students of all backgrounds and abilities a high-quality education that prepares them for lifelong success.

We created a diversity and equity committee to address barriers in student learning. We plan to conduct highly interactive, audience-led training summits around some of the most vexing social issues of the day, such as poverty, diversity, inclusion, equity and homelessness.

And our fourth pillar — best practices. OSBA pledges to embrace innovative and effective management practices. We constantly monitor governance structures to provide the most effective leadership. We are completing a full-scale process and workflow analysis, exploring technology solutions to increase efficiency.

OSBA now utilizes outside assistance to increase and diversify the applicant pool for our internal job vacancies. We have created an internship program for diverse students. And we have just undertaken a communication audit, including a review of the association's social media strategies, corporate image and website.

Despite all of the new initiatives on your behalf, we should not take for granted the ongoing work that is a bedrock of OSBA. Any list of highlights tempts us to take for granted the day-to-day accomplishments. In 2019, your consultants traveled across Ohio to share their expertise, your trainers led workshops and we communicated enormous amounts of information to you. However, several accomplishments are definitely worth noting.

Your legislative team represented you well at the Ohio Statehouse and along with the National School Boards Association also represented you on Capitol Hill. They successfully advocated for an increase in state funding for districts that saw enrollment growth from 2016 to 2019. Funding was increased by \$675 million over the biennium with School Wellness and Success Funds and we successfully lobbied for bus purchasing grants.

Our legal division responded to nearly 4,000 phone calls and our Legal Assistance Fund provided economic support and services to districts facing legal challenges with potentially statewide implications. Our support in these cases contributed to favorable judicial decisions that benefited our members, their districts and students.

Our technology and search team developed a revolutionary web-based application system for superintendent searches. Nearly a dozen states now subscribe to OSBA's system giving us unequalled access to the deepest applicant pools in the nation.

OSBA has experienced tremendous growth in partnerships. I would like to thank our long-time education partners, the Buckeye Association of School Administrators and Ohio Association of School Business Officials for their continued collaboration and support. Our three associations support the Ohio School Plan, one of the largest and most successful alternative insurance programs in the state.

We also partner with the Ohio Schools Council to offer Power4Schools, an electricity purchasing program that saved schools nearly \$52 million through last year. A new contract with ENGIE Resources will offer participating districts the lowest energy prices in the program's history.

OSBA and OASBO partnered to create Ohio SchoolComp, the largest, most stable workers' compensation pool in Ohio. Administered by CompManagement, SchoolComp consistently delivered the most reliable quotes and greatest savings. Projected savings of nearly \$3.6 million for the 2020 program will bring the total savings to \$43 million. In addition, the Group Retrospective Rating program returned \$23 million in premium refunds to participants.

OSBA continues to expand relationships with other groups that also seek to strengthen Ohio's education system. We participate on scores of committees around Ohio, promoting the perspective of local school board members. We engage in vital collaborations with the business community and higher education. Our work with the Ohio Department of Education and State Board of Education is expanding.

We have raised our profile with the news media and are even more engaged with NSBA. OSBA President John Halkias was elected to serve on the NSBA Board of Directors and OSBA's 2013 president Charlie Wilson will be installed as the federation's next president. OSBA staff present sessions at the NSBA annual conference, while several more chair or serve on national committees — all a powerful reflection of Ohio's commitment to NSBA and to public education at the highest levels. We would like to thank Executive Director Tom Gentzel and President Beth Branham for being here this week and for their dedicated work on behalf of Ohio's school boards.

Our work to seek additional improvements to school funding continues. OSBA pledges to work with Governor DeWine, who has begun to fulfill his pledge to address funding, but now must turn to the larger picture of reform. We plan to collaborate with business, labor, and community organizations to help him in those efforts remaining open to any avenue that yields success.

As we close, there are several groups I want to recognize. The board of trustees, legislative platform committee and many other OSBA committees work tirelessly on behalf of you and public schools. Our officers at this head table deserve a special salute. President John Halkias, President-elect Lee Schreiner and Immediate Past-president Randy Smith have done a stellar job leading OSBA in support of public education. You may never recognize the sacrifice of time, miles and personal life that go along with the job. They've performed selflessly, and I'd like to thank them for their leadership.

I would be remiss if I did not make a special mention of my OSBA colleagues. We added five new members to our team this year. We've replaced some very accomplished staff members with talented, dedicated and enthusiastic individuals who make us an even stronger team. They believe in you. They are proud to serve Ohio's school board members. I am proud to be working alongside of them.

Even though we are a solid and strong organization, the tasks we face together as guardians of public education have never been greater. OSBA will continue to vigilantly address the challenges to public education. Our task is — together with you — to strongly support changes that promote a high-quality education for every child and vigorously oppose those that would impede it.

It's time to brave the ice water. Ideas that may not have worked years ago might have been ahead of their time. Communities that did not embrace change in the past may now be ready to. Our fellow "monkeys" may be more willing to take risks than their predecessors. Perhaps it's time to reach for the banana again. In our experiment, if

just one monkey persevered and grabbed the banana, the others would have followed his bold, new approach to success.

If public education is to survive, locally elected board members must fuel its transformation. OSBA looks forward to meeting this challenge with you. Our staff welcomes your ideas. We want to be more member driven. In the end, school boards can and must become better. OSBA can and must become better. We — as a dedicated team — can expect no less.

Thank you for everything you do each and every day, not just for your community, but also for the 1.8 million children in Ohio’s public schools. OSBA looks forward to working with you in the coming year.

## **10. REPORT OF LEGISLATIVE PLATFORM COMMITTEE**

President Halkias referred to the Legislative Platform Committee discussions, input and deliberations at the August meeting. Resolutions were discussed and voted on individually. President Halkias called on Chairman Lee Schreiner, South-Western City, to present the proposed platform amendments as recommended by the Platform Committee. The following amendments were approved by the Delegate Assembly modifying OSBA’s legislative platform.

Section: Student and learning  
Plank: Drug addiction  
Change: Adds new language

*OSBA supports legislation that*

(131)**PROVIDES SUFFICIENT FUNDING TO IMPLEMENT TRAUMA-INFORMED**  
(132)**TRAINING AND SCHOOL PROGRAM DEVELOPMENT.**

Section: School governance  
Plank: Locally elected boards of education  
Change: Adds language

*OSBA supports legislation that*

(335)**AMENDS OHIO REVISED CODE AND INCREASES THE RATE OF MAXIMUM**  
(336)**COMPENSATION FOR SCHOOL BOARD MEMBERS, AND PROVIDES FOR**  
(337)**INFLATIONARY GROWTH, IN ORDER TO BETTER ENSURE THAT BOARD**  
(338)**MEMBERS ARE COMPENSATED MORE COMMENSURATELY WITH THE**  
(339)**RESPONSIBILITIES OF THEIR POSITION.**

Section: Finance  
Plank: Categorical parity  
Change: Removes and adds new language

***Categorical parity***

(483)Children with ~~special~~ **UNIQUE** educational needs place extraordinary demands on public school (484)district revenues. Because of the wide disparities in the capacity to generate local revenues that (485)exist across school districts, additional state revenues must be made available to ensure that (486)children

with special educational needs are served appropriately.

*OSBA supports legislation that*

(489)Establishes that the state, in addition to determining the cost of a high-quality educational (490)program, must determine the additional costs necessary to provide services to students with (491)~~special~~ **UNIQUE** educational needs, such as (492)students who are economically disadvantaged, students with disabilities and students who require career-technical education or gifted (493)educational services. (494)Indexes the cost of providing educational services to students with ~~special~~ **UNIQUE** (495)educational needs against the cost of providing a high-quality educational program for regular (496)students, so that each component increases proportionately and in parity with those costs. (497)Fully funds at 100% of the cost, the services needed for every child with ~~special~~ **UNIQUE** (498)educational needs.

*OSBA opposes legislation that*

(501)Equalizes the funding weights for ~~special~~ **UNIQUE** needs categories, in addition to the cost of (502)a basic education to provide educational services to special education, career-technical education (503)and gifted students.

President Halkias asks if there are any comments or questions from the floor.

Kevin Johnston, Preble County Educational Service Center stated that on line 486, the third word “children with special” that was omitted and motioned to strike the word special and change to the word Unique. Victor Colaanni, Northwest Local (Stark) seconded the motion. President Halkias stated that the item was moved and seconded to amend the amendment. After a vote, the amendment to the amendment passed.

Section: Personnel  
Plank: Collective bargaining  
Change: Removes and adds language

*OSBA supports legislation that*

(992)Limits the ability of a local collective bargaining ~~contract~~ **AGREEMENT** from impeding a (993)districts ability to suspend individual employment contracts.

Section: Personnel  
Plank: Professional development  
Change: Adds language

*OSBA supports legislation that*

(1050)Requires institutions of higher education for teachers to include in their curriculum courses in (1051)technology, classroom management, **TRAUMA-INFORMED TRAINING**, crisis management (1052)and behavior management, including training in appropriate behavioral intervention techniques.

## **11. PLATFORM AMENDMENTS INTRODUCED FROM THE FLOOR**

President Halkias thanked Chairman Schreiner, members of the Legislative Platform Committee and the OSBA Executive Committee for their work and their efforts. President Halkias asked for new amendments from the floor. Seeing none, President Halkias moved to item #12.



## **12. NEW BUSINESS**

President Halkias asked if any new business needed to come before the Delegate Assembly. Seeing none, President Halkias proceeded to item #13.

## **13. Kids PAC — YOUR POLITICAL ACTION COMMITTEE**

President Halkias encouraged members of the OSBA delegate assembly to support Kids PAC, the resource that supports OSBA's lobbying efforts at the Statehouse.

The Golden Apple Award for their summa cum laude contributions to Kids PAC of \$250 was presented to Karen Dendorfer, Terry Groden, Jennifer Hogue, Sharon Manson, Thomas C. Patterson, A. Lise Ricketts, Lee Schreiner, Doug G. Stuart and Larry Walton.

President Halkias presented the Valedictorian Award for contributions to Kids PAC of \$500 to Russell Garrison, Sally Green, Al Haberstroh, Linda A. Jordan, Susie Lawson, Rick Lewis and Frank Mahnic Jr. Rick Lewis then presented President Halkias with the award.

## **14. ADJOURNMENT**

President Halkias declared the meeting adjourned at 3:45 p.m.

### **ACTION BY BOARD OF TRUSTEES:**

Approved by the OSBA Board of Trustees\_\_\_\_\_.

## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Ohio School  
Boards Association

## Capital Conference

Nov. 7-10, 2020

A virtual experience

# Leadership for Learning

Learning sessions | Exhibits | Networking

# REGISTER NOW!

## Join us virtually for the OSBA Capital Conference & Trade Show Nov. 7–10, 2020

Each year, Ohio's public education leaders attend the OSBA Capital Conference to find inspiration, innovations and insights and refresh their commitment to their students, schools and communities.

This year will be no different, as the virtual experience will offer boundless opportunities to acquire new knowledge, learn new strategies and build upon your leadership skills — all from the comfort of your home or office.

The agenda is filled with an impressive array of topics and will include two General Sessions, more than 60 learning sessions, cutting-edge vendor exhibits, student performances, a new student art show, networking opportunities and much more.

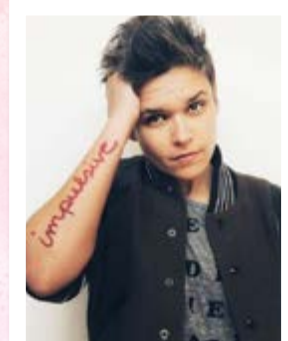
No matter your role, the conference is sure to renew and refresh you and elevate your skills to the next level. Embrace the conference philosophy of leadership for learning and register today for this exciting professional development opportunity.



Opening General Session

**Kai Kight**

Innovative composer,  
violinist and inspiring  
keynote speaker



Monday Town Hall

**Kate Fagan**

New York Times  
best-selling author, writer  
and podcast host

Register online at  
<http://conference.ohioschoolboards.org>

For conference updates and other information, visit  
<http://conference.ohioschoolboards.org/FAQ>.