

**2023**

**OFFICIAL BUSINESS**





Ohio School Boards  
Association

## 2023 OFFICIAL BUSINESS

TO: OSBA Board of Education Members

FROM: Sally S. Green, President-elect

DATE: Sept. 13, 2023

RE: **2023 DELEGATE ASSEMBLY MATERIALS AND INFORMATION**

This memo provides important information regarding the OSBA Delegate Assembly that will take place Nov. 13 at the Capital Conference.

The 2023 Capital Conference is just around the corner. An expanded program, an outstanding line-up of speakers for our general sessions, hundreds of informative breakout sessions, a Student Achievement Fair, and a bigger and better exhibition of school products and service providers await your attendance. All this and the opportunity to network with thousands of Ohio's educational leaders — your peers. Don't miss this opportunity to bring a team from your district. If you're not registered, do so today! You don't want to miss the OSBA Capital Conference!

One of the most important parts of our Capital Conference is the gathering of OSBA membership to publicly articulate our association's policy positions on critical issues facing education. This important work will be performed by the delegates on **Monday, Nov. 13**. The 68th Ohio School Boards Association Delegate Assembly will convene in the Union Station Ballroom of the Greater Columbus Convention Center at **2:30 p.m.** The critical work will center on refining the OSBA Legislative Platform. The delegates' work is not to pass laws, but to consider proposed amendments to our legislative platform. The platform guides our advocacy efforts and communicates OSBA's positions on important education issues to legislators and the citizens of Ohio. It sets forth our united agenda for public education.

Under my leadership, the OSBA Legislative Platform Committee met on Saturday, Aug. 12 to review and deliberate on the proposed amendments to the platform. The product of the committee's work, deliberations, and recommendations is provided for your review. The Legislative Platform Committee's recommendations for amending the OSBA Legislative Platform have been added to the platform in the proper plank. Deletions to the platform appear as ~~strike throughs~~, additions appear in **BOLD CAPS**.

Please review and discuss these recommended changes in your school district prior to the Delegate Assembly.

8050 North High Street  
Suite 100  
Columbus, Ohio 43235-6481

(614) 540-4000  
(800) 589-OSBA

[www.ohioschoolboards.org](http://www.ohioschoolboards.org)

*Leading the way as the respected voice of Ohio public education.*

Boards of education were provided with an opportunity to offer proposed amendments to OSBA's Legislative Platform this spring. Those amendments were reviewed and discussed by the OSBA Legislative Platform Committee in August. If your board of education is interested in proposing an additional amendment to OSBA's Legislative Platform, please know that procedures must be followed in order for the Delegate Assembly to consider your board's proposal in November.

Specifically, any proposed amendment must first be approved by an OSBA member board of education via a resolution that specifies the proposed amendment revision language. The duly adopted resolution must be signed and dated by the treasurer. Before the Delegate Assembly may consider any proposed amendment, a two-thirds (2/3) favorable vote of all voting delegates is required. If the proposed amendment is brought to the floor for consideration, it would then require a three-fourths (3/4) vote of all voting delegates for adoption.

The following attachments are provided for your information and review:

—OSBA Legislative Platform with recommended amendments by the Legislative Platform Committee.

—Proposed rules for the 2023 Annual Business Meeting.

—Report on the OSBA Legislative Platform Committee meeting, August 12, 2023.

The work of the Delegate Assembly is extremely important in redefining and focusing our legislative agenda. Building on the efforts of past delegate assemblies, our task is to modify and refine the OSBA platform.

Should you have any questions on the materials or proposed changes, please call Renee Gibson at (800) 589-OSBA.

We look forward to seeing you in November!

## **NOTICE**

**A virtual briefing on the proposed amendments to the *OSBA Legislative Platform* will be conducted on Thursday, Nov. 2, at 6 p.m. This meeting replaces the briefing that was traditionally held on Monday morning during the Capital Conference. If you wish to attend the briefing, please register at [www.ohioschoolboards.org](http://www.ohioschoolboards.org). A recording of the briefing will be sent to each district's registered delegate and alternate.**

1   **2024 Proposed Ohio School Boards Association Legislative Platform**  
2

3   **Preamble**

4     The purpose of the Ohio School Boards Association (OSBA) Legislative Platform is to state  
5     publicly OSBA’s positions on a variety of issues facing public education. The platform conveys  
6     to legislators, policymakers, the public and the media where OSBA stands. The platform guides  
7     OSBA’s advocacy efforts.  
8

9     Each item in the platform has been approved by at least 75% of the voting delegates in the  
10    OSBA Delegate Assembly, where every member board of education has a vote.  
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12    The level of specificity in the language is by design. The platform is sufficiently precise to state  
13    OSBA’s position, but it is not so specific that it ties OSBA’s hands and prevents OSBA from  
14    achieving the best result consistent with the platform. Latitude is given to the staff to interpret  
15    and apply the statements in the platform. The staff is accountable to the membership and keeps  
16    the membership informed about progress in implementing the platform.  
17

18    Recognizing that support of public education is an investment in Ohio’s future, OSBA works in  
19    cooperation with parents, students, staff, community groups, members of educational  
20    organizations, state and local policymakers and others to make the support of public education a  
21    state priority. OSBA promotes and supports reform that provides for a system of public schools  
22    that is accountable to the communities they serve and prepares students to be productive citizens  
23    in a competitive and global society.  
24

25   **Students and learning**  
26

27    The education of Ohio’s public school students is OSBA’s top priority. Every child can learn,  
28    and every child will learn if the conditions are right. The key component to establishing the right  
29    educational environment is the relationship among students, parents, the school district and the  
30    community. Each needs to be accountable for sharing in the process.  
31

32    OSBA believes that all students must have equal access to a high-quality education that prepares  
33    them for higher education or career entry. Every student must be provided with challenging  
34    instructional programs presented by competent and caring teachers in a safe and supportive  
35    setting.  
36

37    **Adult education**

38    Ohio’s adult residents and employees have ongoing needs for education and training. Ohio’s  
39    public school districts should help meet the adult education needs of the communities they serve.  
40    Public school district facilities and programs should be made available for these purposes as  
41    determined by locally elected boards of education and as resources permit.  
42

43    *OSBA supports legislation that*

- 44    ● Develops and funds adult education programs in Ohio’s public schools.  
45

46    **Alternative schools**

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

51

52 *OSBA supports legislation that*

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

55

### 56 **Assessments**

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

62

63 *OSBA supports legislation that*

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

73

74 *OSBA opposes legislation that*

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

83

### 84 **Curriculum**

85 Public education is the responsibility of the state and locally elected boards of education.

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

93 writing. Access to career-technical courses, such as, but not limited to agriculture and  
94 environmental systems, business administration, engineering and science technologies, career  
95 based intervention programs, education and training, and family and consumer sciences is vital.  
96 Preschool and all-day/every-day kindergarten programs, accompanied by clear academic  
97 standards and a comprehensive curriculum, have been proven to raise the achievement levels of  
98 all students and to reduce the achievement and readiness gaps in students first entering school.  
99

100 A comprehensive curriculum is one focused on approaches toward learning, cognitive and  
101 general knowledge (including mathematics, science, and social studies), language and literacy  
102 development, arts, physical well-being, motor development and social-emotional development.  
103

104 *OSBA supports legislation that*

- 105 ● Enables locally elected boards of education to make decisions regarding the adoption of  
106 curriculum, textbooks and instructional materials, with advice and input from staff, parents,  
107 students and community members.  
108

### 109 **Discipline**

110 Student conduct standards are integral to maintaining an optimal learning environment. All  
111 students have the right to learn in a school environment that is safe and free of distraction.  
112

113 *OSBA supports legislation that*

- 114 ● Furthers the ability of educators to maintain control of their classrooms, buildings, facilities  
115 and other school property, and offers appropriate discipline measures as determined by locally  
116 developed, board-approved policy and/or district procedures.
- 117 ● Prohibits the mandating of zero tolerance policies and instead enables discipline of students to  
118 be dealt with individually in a way that is appropriate for their age, gender, mental health  
119 condition, emotional development and special educational needs and appropriately protects the  
120 school's educational environment.  
121

### 122 **Drug addiction prevention**

123 Drug addiction is a national, state and local crisis. The rate and incidence of heroin and other  
124 opioid abuse among Ohioans is staggering. Local school districts are called upon to educate  
125 students and families about the tragic consequences of drug addiction. It is essential that we  
126 provide students with information, skills and support to help them abstain from such harmful  
127 behaviors and their consequences.  
128

129 *OSBA supports legislation that*

- 130 ● Provides new and additional dedicated funds to assist schools in the battle against drug  
131 addiction, heroin and other opioid abuse.
- 132 ● Provides sufficient funding to implement trauma-informed training and school program  
133 development.  
134

### 135 **Racism/Equity**

136 There is no place for racism or hatred in our schools. We acknowledge the historical,  
137 generational and compounding reality of the systems, structures and practices that have created  
138 and continue to afford advantages to some groups while perpetuating inequities for others. Race,

139 ethnicity and socioeconomic background inequalities produce unequal opportunities for student  
140 success. Strong public schools are the great equalizer, and education provides the foundation to  
141 change perceptions and attitudes. It is imperative that Ohio implement meaningful solutions that  
142 eliminate racism, social injustice, disparate discipline and bias, as well as foster equity to provide  
143 a catalyst for sustained improvement for students of color and impoverished communities.  
144

145 Inequitable systems of school finance at the federal, state and local levels, including special  
146 grants, caps and guarantees, fail to provide schools with adequate or sufficient funding to achieve  
147 a world-class education necessary to prepare students for the future. OSBA is committed to  
148 ensuring school boards have the resources they need to provide students of all backgrounds and  
149 abilities with a high-quality education. It is essential that we create an inclusive environment that  
150 ensures that our students have a future that allows all students to be successful, no matter their  
151 race, ethnicity or socioeconomic background.  
152

153 *OSBA supports legislation that*

- 154 ● Creates an inclusive environment that ensures that our students have a future that allows all  
155 students to be successful, no matter their race, ethnicity or socioeconomic background.
- 156 ● Provides districts with the resources and tools they need to provide students of all backgrounds  
157 and abilities a high-quality education.
- 158 ● Removes and actively repairs racial and social inequities to ensure positive educational  
159 outcomes for our students in alignment with our mission and vision.
- 160 ● Funds racial and social justice programs in Ohio’s public schools.
- 161 ● Addresses racial disparities in discipline through restorative justice.
- 162 ● Funds equitable education throughout the state of Ohio.

163  
164 *OSBA opposes legislation that*

- 165 ● Limits resources and/or opportunities for students of color and those who are traditionally  
166 underserved based on their race, ethnicity or socioeconomic background.

### 167 168 **School year/school day**

169 Flexible instructional scheduling is important because time on task is critical to effective and  
170 efficient learning.  
171

172 *OSBA supports legislation that*

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

### 175 176 **State report card**

177 Reports of school district quality should provide accurate reflections of district, staff and student  
178 achievement. Publication of district and school report cards must be accurate, fair and credible.  
179 Reports should be communicated to the public in a clear and concise manner.  
180

181 *OSBA supports legislation that*

- 182 ● Makes the overall rating on the state report card a meaningful indicator of the quality of a  
183 school district.
- 184 ● Provides school districts with an appropriate amount of time to inform parents, students, staff  
185 and communities about changes to assessments and report card standards.

- 186 ● Includes cohort graduation rates of students four and six years after entering the ninth-grade  
187 cohort group.  
188 ● Ensures the graduation rate as computed by the Ohio Department of Education does not  
189 penalize districts for allowing students with disabilities additional time to complete graduation  
190 requirements as stated in federal requirements.  
191 ● **ALLOWS STUDENTS WITH DISABILITIES ON AN IEP WHO HAVE MET ALL**  
192 **GRADUATION REQUIREMENTS AND WHO WISH TO CONTINUE THEIR**  
193 **EDUCATION (DEFER THEIR DIPLOMA) TO COUNT AS A GRADUATE USING THE**  
194 **GRADUATION RATE FORMULA FOR THEIR SCHOOL AND DISTRICT.**  
195 ● **ALLOWS STUDENTS WITH DISABILITIES ON AN IEP WHO CONTINUE THEIR**  
196 **EDUCATION (DEFER THEIR DIPLOMA) TO MAINTAIN ALL SUPPORTS**  
197 **PROVIDED BY FEDERAL LAW.**

198  
199 *OSBA opposes legislation that*

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

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

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

209  
210 *OSBA supports legislation that*

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

219  
220 *OSBA opposes legislation that*

- 221 ● Mandates the implementation of any safety and security measure that is not fully funded by the  
222 state.  
223 ● Mandates any security measure to be implemented without the approval of the local school  
224 district board of education.

### 225 **Technology**

226 Every public school district should have access to modern technology, regardless of the wealth  
227 or geographical location of the district, because students with limited access to educational  
228 technology are at an educational and economic disadvantage. Affordable broadband and full  
229 access to the Internet for students, staff and communities is critical. Appropriate and ongoing  
230 training is essential for effective use of technology.  
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*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 effective. Ongoing professional development prepares board members to provide leadership and make critical educational decisions that support student achievement.

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*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.

324 *OSBA supports legislation that*  
325 ● Supports and encourages districts to follow best practices regarding efficiencies and cost  
326 savings that may result from shared services and programs.

327  
328 *OSBA opposes legislation that*  
329 ● Requires mandatory consolidation of school districts and or services.  
330 ● Requires districts to join other joint vocational entities.

331  
332 **Deregulation**  
333 Freedom from excessive and constraining governmental regulation encourages innovative reform  
334 efforts to improve student achievement. Public school districts should be granted exemptions  
335 similar to those granted to nonpublic and charter/community schools.

336  
337 *OSBA supports legislation that*  
338 ● Expands deregulation to give locally elected boards of education the authority to exempt  
339 themselves from state statutes and administrative codes that do not apply to chartered nonpublic  
340 schools or to charter/community schools.  
341 ● Gives educational service center governing boards the discretion to transfer regulatory  
342 functions to locally elected boards of education.

343  
344 **Educational services**  
345 Regional educational service organizations may provide locally elected boards of education the  
346 opportunity to purchase and offer services in a more efficient and less costly manner. The  
347 decision to participate in a regional system must be the responsibility of the locally elected board  
348 of education.

349  
350 *OSBA supports legislation that*  
351 ● Ensures school districts have access to quality regional educational services through the state's  
352 educational delivery system.  
353 ● Requires those responsible for delivering these regional educational services to be held  
354 accountable to locally elected school board members.

355  
356 **Legislative process**  
357 The Ohio School Boards Association believes that every piece of legislation introduced in the  
358 Ohio General Assembly should follow a consistent and thorough deliberative process, allowing  
359 ample opportunity for public review and comment, with the rules established by the Ohio  
360 Constitution.

361  
362 *OSBA opposes legislation that*  
363 ● Once having been introduced, is later attached to a different and/or larger piece of legislation  
364 before it has been thoroughly and properly vetted and heard by both chambers of the General  
365 Assembly.

366  
367 **Locally elected boards of education**  
368 Control of the public school system by locally elected board members produces an educational  
369 system designed to meet the needs of the community's children. The locally elected school board

370 provides citizens with a direct means to influence local education policies, programs, costs and  
371 outcomes.

372

373 *OSBA supports legislation that*

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

378

379 *OSBA opposes legislation that*

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

383

### 384 **Open enrollment**

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

388

389 *OSBA opposes legislation that*

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

392

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

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

400

401 *OSBA supports legislation that*

- 402 ● Provides school districts with the flexibility to sell or lease real property in a manner that  
403 offers the most benefit to the school district as determined by the locally elected board of  
404 education.
- 405 ● Repeals the right of first refusal to purchase property by private, charter/community, college-  
406 preparatory boarding schools, STEM schools and on-line schools.
- 407 ● Allows local school boards the flexibility to make facility sales and purchasing decisions based  
408 on the needs of the district.

409

410 *OSBA opposes legislation that*

- 411 ● Provides facilities funding to private and charter/community schools.

412

### 413 **Service funds**

414 Financial resources are necessary to support the professional development of school board  
415 members to attend appropriate workshops, seminars, conferences and local board development  
416 activities to enable board members to be effective public officials and policymakers.

417  
418 *OSBA supports legislation that*

419 ● Supports the authority of public school districts to create a service fund in which it sets aside a  
420 sum each year from its general fund.

421  
422 **State Board of Education**

423 The State Board of Education has a constitutional and statutory obligation to set forth the needs  
424 of public education in its budget and policy recommendations to the governor and members of  
425 the General Assembly. OSBA supports a State Board of Education composed entirely of elected  
426 members.

427  
428 *OSBA supports legislation that*

429 ● Provides for an elected State Board of Education.  
430 ● Provides for a reduction in the number of appointed board members.  
431 ● Provides for the regulation of education standards by an elected State Board of Education.  
432 ● Provides no appointed board members.

433  
434 *OSBA opposes legislation that*

435 ● Attempts to remove regulatory control of educational standards from the State Board of  
436 Education as it fulfills its statutory responsibilities, including, but not limited to, the creation of a  
437 professional practice board.

438  
439 **Vouchers**

440 Although OSBA supports educational options within the public school system as determined by  
441 locally elected boards of education, granting state-funded vouchers to students to attend  
442 nonpublic schools reduces the level of funding available to support and improve the public  
443 school system.

444  
445 *OSBA supports legislation that*

446 ● Requires that schools accepting voucher students be held to the same standards and  
447 accountability requirements as public schools.  
448 ● Requires that schools accepting voucher students be held to the same performance reporting  
449 requirements as public schools.

450  
451 *OSBA opposes legislation that*

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

455  
456 **Finance**

457  
458 Stable and adequate funding is essential to a sound educational system. OSBA supports the  
459 creation and establishment of an adequate and equitable funding system for Ohio public schools.

460 The association believes that this is a constitutional responsibility of the General Assembly, with  
461 oversight from the courts. The association pledges to work with the governor and members of the  
462 General Assembly to create such a funding system.

463

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

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

468

469 *OSBA supports legislation that*

470 ● Provides full state funding for all-day/every-day kindergarten that incorporates a  
471 comprehensive curriculum.

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

475

#### 476 **Assessment rates**

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

482

483 *OSBA supports legislation that*

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

486

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

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

491

492 *OSBA supports legislation that*

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

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

497

498 *OSBA opposes legislation that*

499 ● Changes average daily membership to average daily attendance.

500

#### 501 **Base-formula amount**

502 The provision and funding of a thorough and efficient system of common schools are the  
503 responsibilities of the state of Ohio. In practice, the funding of public education is a shared  
504 responsibility of the state of Ohio and the local community. The capacity of local communities to  
505 generate revenue varies widely across the state. Without the state providing sufficient funds for

506 all, some children will be denied the right to an adequate education. Local communities must  
507 retain the ability to exercise discretion in offering educational programs that exceed the defined  
508 level of an adequate education.

509  
510 *OSBA supports legislation that*

- 511 ● Establishes a process for determining the components and costs of a high-quality education.
- 512 ● Provides that the state shall pay 100% of the cost for an adequate education for every child and
- 513 100% of the cost of categoricals that enable every school district to provide such an education to
- 514 every student.

515  
516 *OSBA opposes legislation that*

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

519  
520 **Categorical parity**

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

525  
526 *OSBA supports legislation that*

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

536  
537 *OSBA opposes legislation that*

- 538 ● Equalizes the funding weights for unique needs categories, in addition to the cost of a basic
- 539 education to provide educational services to career-technical education students, economically
- 540 disadvantaged students, English learners, gifted students, and students with disabilities.

541  
542 **Charter/community school funding**

543 Full transparency of the costs of both public schools and charter/community schools dictates that  
544 the flow of tax dollars be accurately reflected. Any transfer of state tax dollars to  
545 charter/community schools must be based on accurate enrollment information. The public school  
546 district of residence must be immediately notified when a student enrolls or withdraws from a  
547 charter/community school. The current practice of deducting funding for charter/community  
548 school children from the state funds provided to traditional public school districts is unnecessary  
549 and confusing. State funding for charter/community schools must flow directly to the  
550 charter/community school sponsor. All local dollars generated through local levies must remain  
551 with the local taxing authority.

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*OSBA supports legislation that*

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

*OSBA opposes legislation that*

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

**Court-ordered judgment counted as debt**

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

*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.



598 *OSBA supports legislation that*  
599 ● Develops a process for fair financial compensation to those school districts that provide the  
600 educational services to students that are within the jurisdiction of the county developmental  
601 disabilities agency, but whose developmental disabilities board declines to provide financial  
602 compensation to the actual provider.

603  
604 **Diversion of voter-approved tax revenue**

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

608  
609 *OSBA supports legislation that*

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

611  
612 *OSBA opposes legislation that*

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

614  
615 **Earmarking/tax increases**

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

621  
622 *OSBA supports legislation that*

623 ● Provides the necessary revenues to support an adequate and equitable system of funding public  
624 schools in Ohio and to permit them to offer a high-quality educational program to every student.

625 ● Provides an increase in state revenues either through the enactment of an increase in the state  
626 sales tax and/or the state personal income tax and/or the commercial activities tax.

627 ● Separately appropriates all lottery and casino profits funding to be allocated to districts on a  
628 per-pupil basis.

629  
630 **Educational service centers funding**

631 Educational Service Centers (ESCs) serve as a vital link and partner in the educational process.  
632 Governed by locally elected boards of education, ESCs are considered to be school districts  
633 under state law and as local education agencies under federal law. ESCs provide a wide variety  
634 of direct and support services, including curriculum development, staff development, technology  
635 assistance and special education services to the public school districts they serve, as well as  
636 shared services with other governmental bodies. ESCs save the state of Ohio and school districts  
637 money through cost-effective, collaborative ventures that expand equitable access to resources  
638 and maximize operating and fiscal efficiencies. Despite diminishing levels of state financial  
639 support, ESCs have maintained high levels of service by becoming more entrepreneurial in their  
640 operations.

641  
642 *OSBA supports legislation that*

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

647  
648 **Election opportunities**

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

654  
655 *OSBA opposes legislation that*

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

658  
659 **Facilities**

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

665  
666 *OSBA supports legislation that*

- 667 ● Provides funds and resources to support school safety programs.  
668 ● Provides for safe facilities that meet building codes, are conducive to providing educational  
669 services and support the inclusion of technology in the classroom.  
670 ● Uses median income of the district's residents as a measure of fiscal capacity, in addition to  
671 recognized valuation.  
672 ● Immediately reflects in the facilities funding formula changes in valuation resulting from  
673 legislative or judicial action.  
674 ● Requires school buildings determined to be unsafe by local fire and health departments to be  
675 upgraded immediately.  
676 ● Authorizes locally elected boards of education that have unsafe buildings in their district to  
677 impose an emergency capital improvements levy to upgrade and correct the unsafe conditions in  
678 the facility.  
679 ● Requires the state to provide its full faith and credit as backing for all local facility bonds.  
680 ● Repeals the 1/2-mill maintenance requirements.  
681 ● Provides funds to support mandated programs, such as all-day kindergarten, preschool  
682 programs and accessibility needs.

683  
684 **Fees**

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

687  
688 *OSBA supports legislation that*

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

690

691 *OSBA opposes legislation that*

- 692 ● Requires districts to incur a debt limit that will harm a district's financial position.

- 693 ● Attempts to pass on to school districts any fees by government entities to pay for services that  
694 are the normal responsibility of that entity.

695

### 696 **Gambling**

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

705

706 *OSBA supports legislation that*

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

710

711 *OSBA opposes legislation that*

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

714

### 715 **Impact fees**

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

720

721 *OSBA supports legislation that*

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

725

### 726 **Inflationary growth**

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

732

733 *OSBA supports legislation that*

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

736

### 737 **Local taxing options**

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

741

742 *OSBA supports legislation that*

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

745

### 746 **Medicaid**

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

752

753 *OSBA supports legislation that*

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

757

### 758 **Phantom revenue/chargeoff**

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

762

763 *OSBA supports legislation that*

764 ● Aligns the local share (charge off) of the cost of a high-quality education program with the tax  
765 reduction floor.

766 ● Bases the local share on actual local revenues available at the chargeoff rate.

767 ● Eliminates all forms of phantom revenue.

768

### 769 **Pooling**

770 Locally elected boards of education must rely upon voter support to raise local tax revenues.

771 Local property taxes raised to support public education must only be used for public education  
772 purposes.

773

774 *OSBA opposes legislation that*

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

776

### 777 **Prekindergarten funding**

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

781  
782 *OSBA supports legislation that*

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

785  
786 **Property tax relief**

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

789  
790 *OSBA supports legislation that*

791 ● Increases property tax relief, while ensuring that all taxpayers pay a fair share of the cost of  
792 public education.

793 ● Eliminates the overreliance on local property taxes.

794 ● Enhances the Homestead Exemption Program to provide additional financial assistance for  
795 senior citizens.

796  
797 *OSBA opposes legislation that*

798 ● Achieves increased property tax relief from the existing funding for elementary and secondary  
799 education.

800  
801 **Public/nonpublic school funding**

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

805  
806 *OSBA supports legislation that*

807 ● Grants Ohio's public schools at least the same per-pupil amount as the chartered nonpublic  
808 schools in Ohio receive.

809 ● Directs any and all funds, returned to the state by charter/community schools, to traditional  
810 public schools of residence.

811 ● Requires all private non-public schools receiving public tax money to be held to the same  
812 accountability standards governing Ohio's public schools including licensure requirements.

813 ● Requires all private non-public schools receiving public tax money to be subject to the same  
814 financial reporting, audit requirements and sunshine laws as Ohio's public schools.

815  
816 *OSBA opposes legislation that*

817 ● Diverts state dollars from public education to support nonpublic schools.

818  
819 **Pupil transportation**

820 Pupil transportation presents a significant challenge for many districts. In many areas of the state,  
821 students would face great challenges in getting to school were it not for the option to ride a  
822 school bus. Rural districts often encompass a large geographic area but have low-density

823 populations. Funding for transportation services should incentivize efficiencies and account for  
824 specific circumstances among districts.

825

826 *OSBA supports legislation that*

827 ● Provides sufficient funding for every child who rides a school bus.

828 ● Rewards schools for efficiency.

829 ● Incentivizes school districts to transport students residing within one to two miles of their  
830 school.

831 ● Incentivizes school districts to provide transportation for high school students.

832 ● Fully compensates districts for the transportation of students to schools which are not part of  
833 the district.

834 ● Provides for better support of rural districts with low density and low wealth.

835 ● Operates separately from the education funding formula to ensure districts actually receive the  
836 state transportation levels to which they are entitled.

837 ● Limits the requirement for public school districts to provide transportation to only those days  
838 that are synchronous with the public school district adopted calendar.

839 ● Fully funds districts for the cost of transportation of special education students, foster children,  
840 and homeless students who receive transportation accommodations.

841

#### 842 **Robin Hood**

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

844

845 *OSBA supports legislation that*

846 ● Provides the funding changes necessary for adequacy and equity, without lowering the funding  
847 of other districts.

848 ● Supports a high-quality educational program for all public school students, regardless of their  
849 geographical location in the state.

850

#### 851 **School bus purchase and transportation reimbursement**

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

855

856 *OSBA supports legislation that*

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

859 ● Reinstates state funding for bus purchase reimbursements and operating expenses.

860 ● Makes a state appropriation to replace all buses that are more than eight years old and do not  
861 have the latest safety features.

862

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

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

867

868 *OSBA supports legislation that*

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

872  
873 **School district levy reduction/repeal**

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

877  
878 *OSBA opposes legislation that*

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

881  
882 **School district liability**

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

885  
886 *OSBA supports legislation that*

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

889  
890 *OSBA opposes legislation that*

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

892  
893 **School-funding factors**

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

896  
897 *OSBA supports legislation that*

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

900  
901 **Self-insured workers' compensation program**

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

904  
905 *OSBA supports legislation that*

- 906 ● Allows all public school districts in Ohio to self-insure for the purposes of workers'  
907 compensation programs.

908  
909 **State fuel tax exemption**

910 All local governments, including school districts, should be exempt from all state taxes in order  
911 to avoid the imposition of a double tax on local taxpayers.

912  
913 *OSBA supports legislation that*

- 914 ● Exempts fuel purchased by boards of education from the state fuel tax.

915

916 **State investment in education**

917 The Ohio Constitution requires the Ohio General Assembly to provide for a thorough and  
918 efficient system of common schools. The state's commitment to public education was  
919 strengthened by the 1851 Ohio Constitution's mandate that "it shall be the duty of the general  
920 assembly to ... encourage schools and the means of instruction and to make such provision, as  
921 will secure a thorough and efficient system of common schools throughout the State." An  
922 investment in education is an investment in the future of Ohio's citizens and must be the top  
923 priority of everyone.

924

925 *OSBA supports legislation that*

- 926 ● Makes the support of public education the state's number one priority.

927

928 *OSBA opposes legislation that*

- 929 ● Attempts to shift the responsibility of costs to locally elected boards of education.

930

931 **Tangible personal property tax replacement**

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

937

938 *OSBA supports legislation that*

- 939 ● Reinstates state reimbursement that fully matches the loss of the local tangible personal  
940 property tax base.

- 941 ● Assesses no interest payment in cases when repayment is necessary due to an error on the part  
942 of the taxpayer.

943

944 **Tax abatements**

945 Tax abatements siphon critical funding away from public school districts, leaving local taxpayers  
946 to make up the difference.

947

948 *OSBA supports legislation that*

- 949 ● Requires that locally elected boards of education be involved in all discussions and decisions  
950 regarding tax abatements.

- 951 ● Grants locally elected boards of education the authority to enter into negotiations to receive  
952 compensation for lost revenues with entities granting abatements and with businesses receiving  
953 abatements.

- 954 ● Grants locally elected boards of education veto power if, in the board's judgment, the  
955 abatements adversely impact the district.

- 956 ● Requires locally elected boards of education to receive state-mandated compensation based on  
957 all payroll generated from the abatement (whether tenant or owner).

- 958 ● Requires locally elected boards of education to receive all reports, studies and information  
959 available regarding the abatement.



- 960 ● Allows locally elected boards of education to have standing to institute legal action if the  
961 recipient of an abatement has not complied with the terms of a tax abatement.  
962 ● Prohibits a township, municipality, or county from imposing a unilateral tax exemption upon a  
963 school district.

964  
965 **Tax policy**

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

971  
972 *OSBA supports legislation that*

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

977  
978 **Taxing/spending limitations**

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

981  
982 *OSBA supports legislation that*

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

985  
986 *OSBA opposes legislation that*

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

988  
989 **Unfunded/underfunded mandates**

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

993  
994 *OSBA supports legislation that*

- 995 ● Prohibits the U.S. Congress, the Ohio General Assembly and federal or state administrative  
996 agencies from enacting or promulgating statutes or rules that result in unfunded and underfunded  
997 mandates.

- 998 ● Requires that fiscal impact statements accompany all school-related proposed statutes or rules.

999  
1000 *OSBA opposes legislation that*

- 1001 ● Does not have funding associated with it.

1002  
1003 Personnel  
1004

1005 The effective recruitment and retention of high-quality staff are critical for the success of any  
1006 school district. Properly trained and highly motivated personnel can provide maximum learning  
1007 opportunities for students. Ongoing evaluation of staff performance is essential.  
1008

1009 Ohio enacted a comprehensive collective bargaining statute in April 1984. The enactment of the  
1010 collective bargaining bill and a series of court cases, particularly in the area of teacher evaluation  
1011 and nonrenewal, have made it difficult for locally elected boards of education to effectively  
1012 manage schools. OSBA believes that changes and modifications to Ohio Revised Code Chapter  
1013 4117, as well as to Chapter 3319, are necessary.  
1014

### 1015 **Collective bargaining**

1016 OSBA believes that some board affairs may not be appropriate matters for formal negotiations  
1017 such as, but not limited to, the length of the school day and school year, class size, curriculum,  
1018 course of study, and textbook and instructional materials selection.  
1019

#### 1020 *OSBA supports legislation that*

- 1021 ● Restores management rights to the collective bargaining statutes.
- 1022 ● Recognizes the right of employees to organize for professional organization goals, without  
1023 interference, coercion or reprisal from the board or its representatives, and guarantees employees  
1024 the right to refrain from joining any organization.
- 1025 ● Permits parties to negotiate mutually satisfactory dispute resolution processes.
- 1026 ● Provides penalties and sanctions imposed upon striking public employees that are an effective  
1027 deterrent to such strikes.
- 1028 ● Limits picketing at the residence and/or places of business of public officials.
- 1029 ● Requires a 10-day written notice prior to the commencement of picketing, striking or other  
1030 concerted refusal to work.
- 1031 ● Allows locally elected boards of education to suspend individual employment contracts for all  
1032 types of employees for economic considerations.
- 1033 ● Limits the ability of a local collective bargaining agreement from impeding a district's ability  
1034 to suspend individual employment contracts.
- 1035 ● Supports innovative approaches to employee compensation initiated on the local level.  
1036

#### 1037 *OSBA opposes legislation that*

- 1038 ● Places restrictions on the exercise of free choice of either party in designating its  
1039 representatives to the bargaining team.
- 1040 ● Mandates joining an organization by a scheme of fees, assessments or other coercion by an  
1041 organization upon nonmembers.
- 1042 ● Permits any person or agency to intervene in negotiations or a job action without the  
1043 agreement of all parties.
- 1044 ● Permits strikes by public employees.
- 1045 ● Imposes binding arbitration as a method of resolving collective bargaining disputes.  
1046

### 1047 **Confidentiality of personnel applications**

1048 Maintaining confidentiality permits districts to attract the best candidates possible for  
1049 employment or promotions.  
1050

1051 *OSBA supports legislation that*  
1052 ● Provides through the Ohio Public Records Act that applications for employment, including  
1053 applications for promotion, are confidential and not subject to disclosure except at the discretion  
1054 of the locally elected board of education.

1055  
1056 **Evaluations**

1057 Evaluations serve as both an evaluative process and a communication tool between the employer  
1058 and employee. Evaluations communicate desired outcomes to employees and help employees see  
1059 how their work and expected contributions benefit their schools.

1060  
1061 *OSBA supports legislation that*

- 1062 ● Provides for evaluations of all school employees.  
1063 ● Permits the removal of employees who do not correct identified deficiencies and improve their  
1064 performance.  
1065 ● Creates a probationary period for those employees who have deficiencies noted in the  
1066 evaluation process so that they may correct deficiencies. Failure to correct deficiencies after  
1067 appropriate intervention may be cause for termination.  
1068 ● Authorizes the components of evaluations to be developed locally, including job descriptions  
1069 and performance standards.  
1070 ● Mandates that personnel evaluations of employees be confidential records which may be  
1071 released only at the discretion of the board.

1072  
1073 *OSBA opposes legislation that*

- 1074 ● Requires evaluations of school personnel in a manner that hinders a board's ability to  
1075 nonrenew an employee.

1076  
1077 **Health care**

1078 Health care pooling may offer significant savings for districts.

1079  
1080 *OSBA supports legislation that*

- 1081 ● Supports the concept of expanding health care pooling, provided that school districts maintain  
1082 local decision-making authority, that their employees maintain quality benefit levels and that  
1083 significant cost savings or other efficiencies are created by the pooling.

1084  
1085 **Professional development**

1086 Students must be prepared to compete in the global marketplace. Consequently, teachers must be  
1087 prepared to provide modern methods and instructional strategies that meet the academic needs of  
1088 students.

1089  
1090 *OSBA supports legislation that*

- 1091 ● Requires institutions of higher education for teachers to include in their curriculum courses in  
1092 technology, classroom management, trauma-informed training, crisis management and behavior  
1093 management, including training in appropriate behavioral intervention techniques.

1094  
1095 **Retirement systems**

1096 Ohio school employee retirement systems offer benefits to their members and may help attract  
1097 and retain employees. OSBA supports the school employee retirement systems and has not  
1098 opposed benefit enhancements in the past. However, when determining pension benefits and  
1099 eligibility, the State Teachers Retirement System (STRS) and State Employees Retirement  
1100 System (SERS) should consider current demographic realities such as life expectancy and the  
1101 number of years employees remain in the workforce.

1102

1103 *OSBA supports legislation that*

1104 ● Includes representation of locally elected boards of education on the STRS and SERS boards.

1105

1106 *OSBA opposes legislation that*

1107 ● Provides future benefit enhancements proposed by STRS and SERS unless the enhancement is  
1108 accompanied with a reduction in the 14% employer's share and repeal of the SERS surcharge.

1109 ● Increases the employer's share to cover increases in costs.

# Proposed Rules for the 2023 Annual Business Meeting

1. **CREDENTIALS** — All delegates present at the annual meeting shall have their credentials filed with the Chief Executive Officer and approved by the Credentials Committee. Credential badges and ribbons shall be displayed where easily recognized. Delegate ribbons must be presented to the Sergeant-At-Arms to permit the delegate to be admitted to the meeting. A delegate may represent only one board.
2. **SEATING** — All delegates shall sit in designated areas. Any delegate leaving the floor shall check out with the Sergeant-At-Arms and shall check in before returning to his or her seat.
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. **MICROPHONES** — Microphones are placed in front of the meeting room and are identified as “procedural,” “pro” and “con” microphones.
  - A. The “procedural” microphone will be available to those who wish to offer:
    1. A motion
    2. An amendment to a motion
    3. Requests for information about the subject being discussed
    4. Parliamentary inquiries about the rules or procedures of the business meeting
    5. A point of order when a delegate thinks the rules of the meeting are being violated
    6. Other procedural motions, such as a motion to close debate, recess or adjourn, limit or extend the time of debate, or postpone consideration.
  - B. The “pro” microphone will be available to those persons recognized by the chair who wish to speak in support to a motion on the floor.
  - C. The “con” microphone will be available to those persons recognized by the chair who wish to speak in opposition to a motion on the floor.
6. **SPEAKING ON THE FLOOR** — Before a delegate may make a motion or discuss the merits of any motion, the delegate must rise and go to the microphone that most closely reflects the purpose for which they seek recognition.

The chair will recognize delegates, who are standing behind each microphone in a single file, in the order of their entry into that file, alternating between the pro and con microphones. The chair reserves the right to recognize any person at any time, including a person who has not approached a microphone or a person unable to stand in line.

After being recognized by the chair, the delegate must give their full name, district name and purpose of their comments.

*Ex) "John Doe, Ohio School District. I speak in favor of the motion."*

Any person whose remarks are not consistent with the purpose of the microphone they have been permitted to use shall be called to order by the chair.

No delegate shall speak longer than three 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 as long as any other delegate who has not spoken on the question desires the floor. All members of the Executive Committee and the Legislative Platform Committee shall have the privilege of speaking to any issue but not the privilege of voting on issues unless they are also delegates.

**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 poll of the delegates.

**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. USE OF RECORDING DEVICES** – During the annual meeting, delegates and guests are prohibited from photographing, recording or broadcasting any delegate or any part of the business portion of the annual meeting without first obtaining the consent of the OSBA

President. The OSBA President may revoke such consent at any time during the meeting.

12. **APPROVAL OF MINUTES** — The Board of Trustees shall act as a minute's committee to approve the minutes of the Annual Meeting of the Delegate Assembly.

13. **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).

**2023 Legislative Platform Committee Meeting  
Saturday, August 12, 2023**

**1. Welcome, Introductions & Roll Call**

OSBA President-elect Sally S. Green called the meeting to order at 9:32 a.m. on Saturday, August 12, 2023. She welcomed the committee and reviewed their role in meeting. She then introduced Jennifer Hogue, director of legislative services, who also welcomed the committee members, thanked them for attending and explained the purpose and procedures for the meeting. Jennifer Hardin, senior deputy director of legal, went on to further explain the authority of the committee to make recommendations to the Delegate Assembly. Roll call was taken during the introductions.

**OSBA staff in attendance** – Dr. Kathy McFarland, Jennifer Hogue, Nicole Piscitani, Scott Palider, Renee Gibson, Mark Bobo and Jennifer Hardin

**Executive Committee Members present** – Christine Varwig, Sally S. Green and Lynda O'Connor

**Members present** – Beryl Piccolantonio, Mary M. Pierce, Dr. Marguerite Bennett, Emily Gephart, Jacqueline Arendt, Kathy Quintiliano, Susie Lawson, Dr. Lisa Thomas, Thomas C. Patterson, Dr. Paul R. Lockwood II, Brian L. Baker, Bob Vasquez, Stephanie Lang, Mary Cleveland, Sandy Harrod and Terry Gibson

**Members not present** – Robert M. Heard Sr., Renda M. Cline, Doug G. Stuart, Christopher Widman, Mary Pat Hanson, Carol A. Porter, Debra L. Grooms, Jamie S. Murphy and Thomas H. York

**Discussion on Proposed Amendments to the OSBA Legislative Platform**

**Resolution 2023-1** – Submitted by **Brooklyn City Schools** and **North Royalton City Schools**. Adds language in the Students and learning section, Curriculum plank.

**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 and environmental systems, business administration, engineering and science technologies, career-based intervention programs, education and training, and family and consumer sciences is vital. Preschool and 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.
- **SUPPORTS AN ACADEMICS FIRST APPROACH TO EDUCATION.**
- **SUPPORTS THE RIGHTS OF PARENTS TO BE THE DECISION MAKER FOR THEIR CHILD'S WELLBEING AND TO INSPECT ANY INSTRUCTIONAL MATERIALS USED AS PART OF THE EDUCATIONAL CURRICULUM FOR THEIR STUDENT.**

Stephanie Lang moved the resolution; Lynda O'Connor seconded the motion. Discussion followed. Stephanie Lang motioned to amend the resolution. The motion did not receive a second. President-elect Green called for a vote on Resolution 2023-1. **The motion did not receive the required number of votes to be recommended to the Delegate Assembly.**

**Resolution 2023-2** – Submitted by **Brooklyn City Schools** and **North Royalton City Schools**. Adds language in the Students and learning section, Drug addiction plank.

#### **Drug addiction prevention**

Drug addiction is a national, state and local crisis. The rate and incidence of drug 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 their consequences.

*OSBA supports legislation that*

- Provides new and additional dedicated funds to assist schools in the battle against drug addiction and drug abuse.
- Provides sufficient funding to implement trauma-informed training and school program development.
- **SUPPORTS DRUG-FREE SCHOOL FACILITIES AND DOES NOT SUPPORT THE RECREATIONAL USE OF MARIJUANA FOR MINORS.**

Stephanie Lang moved the resolution; the motion did not receive a second. **Due to the lack of a second, the motion was not recommended to the Delegate Assembly.**

**Resolution 2023-3** – Submitted by **Bexley City Schools, Columbus City Schools, Gahanna-Jefferson City Schools, Toledo City** and **Worthington City Schools**. Adds and deletes language in the Students and learning section, Racism/equity plank.

**Variations of the resolution below were submitted by districts. The committee will need to make decisions about each of those variations as they consider the resolution. Staff has highlighted the portions of the resolution where differences exist. The following notes attempt to explain the highlighted portions and the decision points that will be before the committee.**

1. **Item appearing in the yellow highlight** – Toledo City Schools submitted a resolution that included the word “INEQUITY” while others did not include that language. The committee will need to decide whether to use the word “inequity” where it appears highlighted in the resolution below.
2. **Language in the blue highlights**- Toledo City Schools submitted a resolution that included the same language submitted by the other districts but changed the order of “SOCIOECONOMIC BACKGROUND” and “OR ANY OTHER LEGALLY PROTECTED CATEGORY.” The committee will need to decide the order of “socioeconomic background” and “or any other legally protected category” where it appears highlighted in the resolution below.

### Racism/equity

There is no place for racism, **INEQUITY** or hatred in our schools. We acknowledge the historical, generational and compounding reality of the systems, structures and practices that have created and continue to afford advantages to some groups while perpetuating inequities for others. ~~Race, ethnicity and socioeconomic background inequalities~~ **INEQUITIES** 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 (**INCLUDING INJUSTICES BASED ON: RACE, COLOR, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, DISABILITY, AGE, RELIGION, MILITARY STATUS, ANCESTRY, GENETIC INFORMATION, OR ANY OTHER LEGALLY PROTECTED CATEGORY**), disparate discipline and bias, as well as foster equity to provide a catalyst for sustained improvement for students of color, and impoverished **AND DISADVANTAGED** 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, **COLOR, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, DISABILITY, AGE, RELIGION, MILITARY STATUS, ANCESTRY, GENETIC INFORMATION, SOCIOECONOMIC BACKGROUND, OR ANY OTHER LEGALLY PROTECTED CATEGORY** ~~or socioeconomic background.~~

OSBA supports legislation that

- Creates an inclusive environment that ensures that our students have a future that allows all students to be successful, no matter their race, ethnicity, **COLOR, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, DISABILITY, AGE, RELIGION, MILITARY STATUS, ANCESTRY, GENETIC INFORMATION, SOCIOECONOMIC BACKGROUND, OR ANY OTHER LEGALLY PROTECTED CATEGORY** ~~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 race, ethnicity, **COLOR, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, DISABILITY, AGE, RELIGION, MILITARY STATUS, ANCESTRY GENETIC INFORMATION, SOCIOECONOMIC BACKGROUND, OR ANY OTHER LEGALLY PROTECTED CATEGORY** or socioeconomic background.

Beryl Piccolantonio moved the resolution; Dr. Lisa Thomas seconded the motion to approve the resolution. President-elect Green called for discussion. After much discussion, President-elect Green called for a roll call vote on Resolution 2023-3 which resulted in a 9-10 vote. **The motion did not receive the required number of votes to be recommended to the Delegate Assembly.**

**Resolution 2023-4** – Submitted by **Norwood City Schools**. Adds language in the Students and learning section, State report card plank.

#### **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 allowing students with disabilities additional time to complete graduation requirements as stated in federal requirements.
- **ALLOWS STUDENTS WITH DISABILITIES ON AN IEP WHO HAVE MET ALL GRADUATION REQUIREMENTS AND WHO WISH TO CONTINUE THEIR EDUCATION (DEFER THEIR DIPLOMA) TO COUNT AS A GRADUATE USING THE GRADUATION RATE FORMULA FOR THEIR SCHOOL AND DISTRICT.**
- **ALLOWS STUDENTS WITH DISABILITIES ON AN IEP WHO CONTINUE THEIR EDUCATION (DEFER THEIR DIPLOMA) TO MAINTAIN ALL SUPPORTS PROVIDED BY FEDERAL LAW.**
- Moves toward a varied system of assessments that allows students to demonstrate academic competency and mastery in ways beyond state standardized tests.
- Replaces the current system with an accountability system that is a meaningful indicator of the quality of a school district, a holistic representation of the efforts within the district to develop the whole child.

OSBA opposes legislation that

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

Terry Gibson moved; Lynda O'Connor seconded the motion. Discussion followed. President-elect Green called for a vote on Resolution 2023-4. **The motion received the required number of votes and will be recommended to the Delegate Assembly.**

**Resolution 2023-5** – Submitted by **Brooklyn City Schools** and **North Royalton City Schools**. Adds language in the Students and learning section, Student and school employee safety plank.

#### **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.
- **SUPPORTS PROTECTING CHILDREN'S DATA COLLECTION AND PERSONAL PRIVACY.**
- **SUPPORTS PROTECTING STUDENTS FROM EXPOSURE TO PORNOGRAPHIC MEDIA (BOOKS AND ELECTRONIC) IN OUR 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.

Stephanie Lang moved the resolution; the motion did not receive a second. **Due to the lack of a second, the motion was not recommended to the Delegate Assembly.**

**Resolution 2023-6**– Submitted by **Bexley City Schools**. Adds language in the Students and learning section, Student and school employee safety plank.

#### **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.
- **EXPANDS BACKGROUND CHECKS FOR GUN PURCHASERS AND/OR RAISES THE MINIMUM AGE TO BUY AN AR-15-STYLE SEMI-AUTOMATIC RIFLE FROM 18 AND/OR INCLUDES “RED FLAG” PROVISIONS THAT ALLOW POLICE TO TEMPORARILY REMOVE GUNS FROM OWNERS DEEMED TO POSE A DANGER, AND/OR CONTAINS SIMILAR PROVISIONS.**

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.

Beryl Piccolantonio moved the resolution; Jacqueline Arendt seconded the motion to approve the resolution. President-elect Green called for further discussion. Discussion followed. President-elect Green called for a vote on Resolution 2023-6. **The motion did not receive the required number of votes to be recommended to the Delegate Assembly.**

### 3. Legislative Update

Scott Palider shared a PowerPoint presentation that provided a detailed overview of current legislation.

### 4. Kids PAC

Nicole Piscitani explained the nuances of Kids PAC and the importance of supporting the PAC. She spoke about the significance of giving to Kids PAC and how the PAC supports Ohio legislators who are supportive of public education.

### 5. Closing Comments

President-elect-elect Green thanked the committee for their participation and expressed her appreciation for their strong commitment to students. The meeting adjourned at 12:13 p.m.