

2024

OSBA



CAPiITAL

CONFERENCE

2024 OSBA DELEGATE HANDBOOK

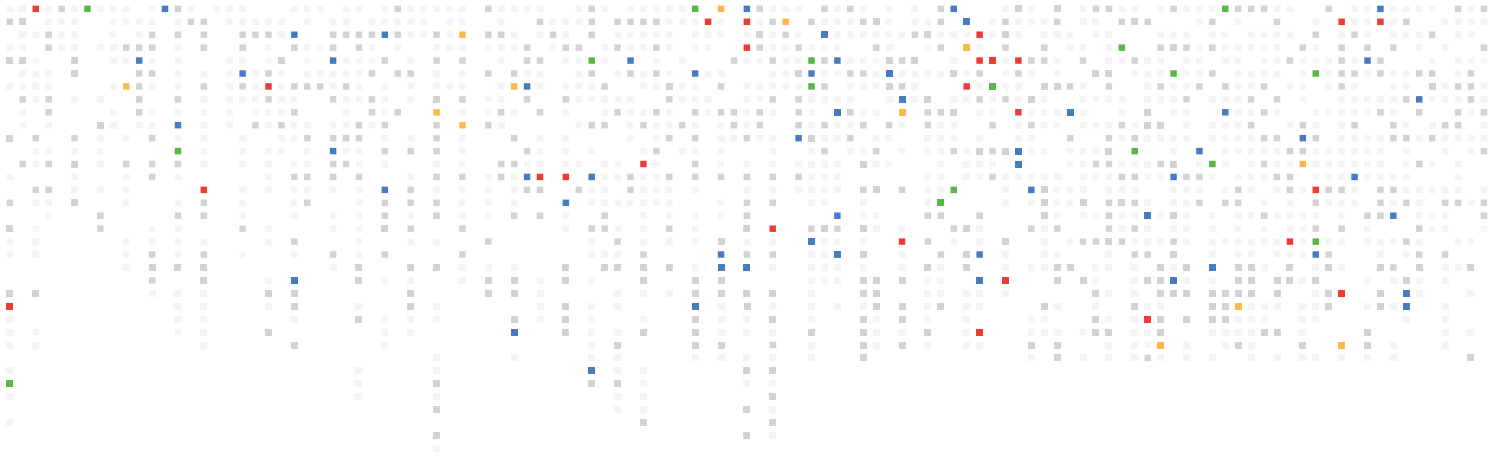
Greater Columbus
Convention Center
Union Station Ballroom
Monday, Nov. 11, 2024
2:30 p.m.

ANNUAL BUSINESS MEETING OF THE OHIO SCHOOL
BOARDS ASSOCIATION DELEGATE ASSEMBLY



OHIO SCHOOL BOARDS
ASSOCIATION

[CONFERENCE.OHIOSCHOOLBOARDS.ORG](https://conference.ohioschoolboards.org)



AGENDA

**Annual Business Meeting of the
Ohio School Boards Association
Delegate Assembly**

Greater Columbus Convention Center
Union Station Ballroom

Monday, Nov. 11, 2024 • 2:30 p.m.

AGENDA

1. Call to order
Sally S. Green,
OSBA president, board member,
Tuscarawas Valley Local (Tuscarawas)
2. Introduction of platform guests
3. Special introductions
4. Ohio Superintendent of Public Instruction
Paul Craft
5. Ohio Teacher of the Year
Daneé Pinckney,
Twinsburg High School, **Twinsburg City**
6. *Kids* PAC — your political action committee
7. Reports of committees
 - A. Rules and Credentials Committee
Susie Lawson, committee chair, **Tri-County ESC** and
Wayne County Schools Career Center
 - B. Nominating Committee
Christine Varwig, committee chair,
OSBA immediate past president,
board member, **Toledo City**
8. Election of the 2025 president-elect
9. Introduction of the 2025 president-elect
10. Report of the chief executive officer
Dr. **Kathy McFarland**, chief executive officer, OSBA
11. Report of the Legislative Platform Committee
Thomas C. Patterson, committee chair,
2024 OSBA president-elect,
board member, **Sandusky City**
12. Platform amendments introduced from the floor
13. New business
14. Adjournment

**Annual Business Meeting of the
Ohio School Boards Association
Delegate Assembly**

Greater Columbus Convention Center
Union Station Ballroom

Monday, Nov. 11, 2024 • 2:30 p.m.

2024 OSBA EXECUTIVE COMMITTEE

Sally S. Green, president
Tuscarawas Valley Local
(Tuscarawas)

Thomas C. Patterson, president-elect
Sandusky City

Christine Varwig, immediate past president
Toledo City

Bruce Alexander
Akron City

Alice Browning
Crooksville EV

Mary Cleveland
Princeton City & Great Oaks Career Campuses

Kevin Landin
Ottoville Local (Putnam)

Dr. **Tina D. Pierce**
Columbus City

2024 LEGISLATIVE PLATFORM COMMITTEE

Thomas C. Patterson, chair

CENTRAL REGION

Dr. Marguerite Bennett

Mount Vernon City and Knox County

Career Center

Jermaine Ferguson

Marysville EV

Emily Gephart

Grandview Heights City

Mary M. Pierce

Fairfield County ESC and

Eastland-Fairfield Career & Technical Schools

NORTHEAST REGION

Terry Groden

North Olmsted City

Albert Haberstroh

Trumbull County ESC & Trumbull

Career & Technical Center

Cathy L. Krupko

Marlington Local (Stark)

Susie Lawson

Tri-County ESC and Wayne County

Schools Career Center

NORTHWEST REGION

Brian L. Baker

Northwest Ohio ESC and Four

County Career Center

Erik K. Germann

Lincolnview Local (Van Wert)

Sue Larimer

Perrysburg EV

Dr. **Paul R. Lockwood II** North

Point ESC and EHOVE Career Center

SOUTHEAST REGION

Stephanie Lang

Fort Frye Local (Washington)

Adam Massie

Wellston City

Carol A. Porter

Gallia-Vinton ESC

John Riebesell

Ridgewood Local (Coshocton)

SOUTHWEST REGION

Terry Gibson

Lockland Local (Hamilton) and

Great Oaks Career Campuses

Sandy Harrod

Hamilton County ESC and

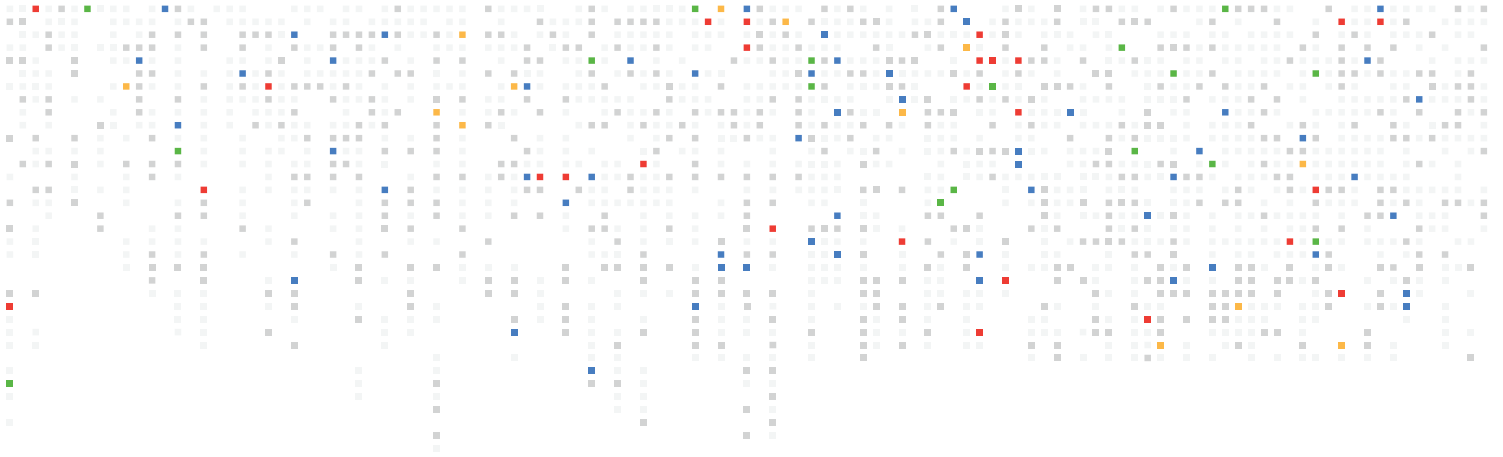
Great Oaks Career Campuses

Daniel Marcum

New Miami Local (Butler)

Krista Stump

Greenville City



PARLIAMENTARY PROCEDURE & RULES

PROPOSED RULES FOR THE 2024 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. **SPEAKING ON THE FLOOR**

Microphones will be placed in the front of the meeting room. Before a delegate may make a motion or discuss the merits of any motion, the delegate must rise and go to the microphone and inform OSBA staff of the purpose of their comments (e.g. speaking in favor of the motion, speaking in opposition to the motion, or raising a procedural motion or inquiry). The delegate will then be given a card reflecting the purpose of their comments.

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 those speaking in favor of the motion and those speaking against the motion. 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 their stated purpose 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.

6. **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.

7. **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

PROPOSED RULES FOR THE 2024 ANNUAL BUSINESS MEETING

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.

8. **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.

9. **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.

10. **USE OF RECORDING DEVICES**

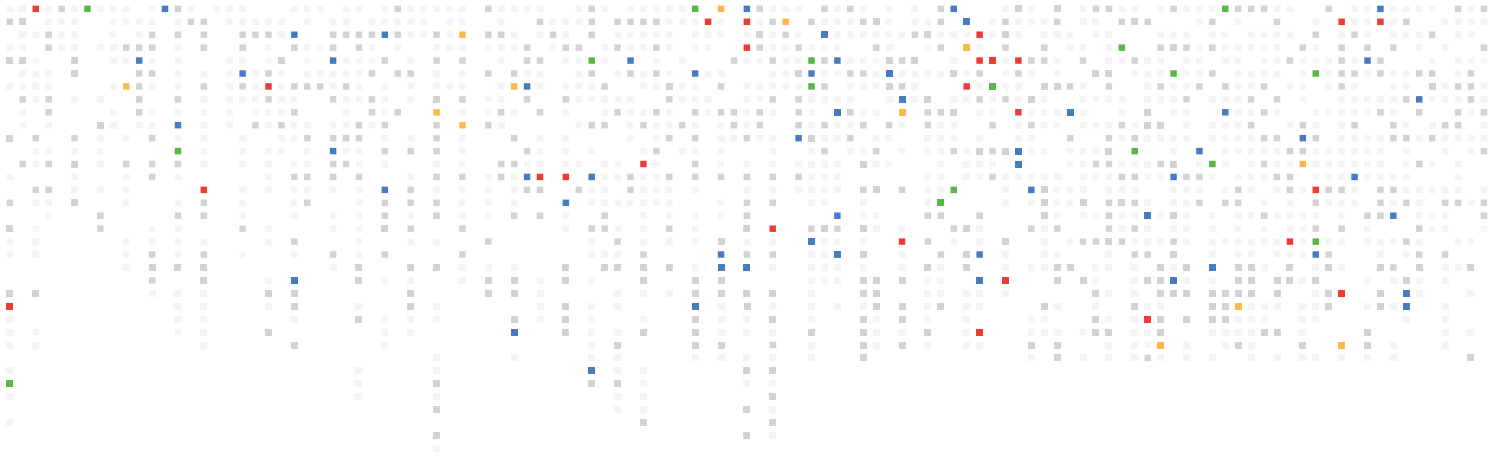
During the annual meeting, delegates and guests are prohibited from photographing, recording or broadcasting any delegate or any part of the business portion of the annual meeting without first obtaining the consent of the OSBA President. The OSBA President may revoke such consent at any time during the meeting.

11. **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.

12. **ROBERT'S RULES OF ORDER**

Rules not covered by this report or by the OSBA Constitution and Bylaws shall be those set forth in Robert's Rules of Order (most recently revised).



NOMINATING COMMITTEE REPORT

REPORT OF THE OSBA NOMINATING COMMITTEE

The OSBA Nominating Committee will recommend to the 2024 OSBA Delegate Assembly the name of Mary Cleveland, a member of the Princeton City Board of Education and Great Oaks Career Campuses Board for the office of 2025 president-elect. The nomination and election will take place during the Annual Business Meeting of the OSBA Delegate Assembly to be held on Monday, Nov. 11.

Mary Cleveland is in her fourth year on the association's Board of Trustees and in her 11th year on the Princeton City Schools Board of Education and Great Oaks Career Campuses Board. She has served on OSBA's Executive Committee, Southwest Region Executive Committee and Legislative Platform Committee, and was the 2023 Southwest Region president. Cleveland also has served on the association's Capital Conference Planning Task Force, Credentials Committee and Arrangements and Hospitality Team.

Professionally, Cleveland has a diverse background in corporate, education and nonprofit sectors. As a mission advancement, major gifts adviser with the American Heart Association, she collaborates with volunteers and individual donors. In 2017, she earned the coveted American Heart Association Rome Betts for Excellence Award for her outstanding work. Recognized as a community leader in "Who's Who in Black Cincinnati," she has volunteered with numerous organizations, including the Great Rivers Council of the Girl Scouts of America and the Summer Work Experience in Law (SWEL) program.

Under the association's constitution, Thomas C. Patterson, a member of the Sandusky City Board of Education, will automatically become president on Jan. 1, 2025. Tom is in his eighth year on the association's Board of Trustees. He has served on OSBA's Executive Committee, Northwest Region Executive Committee, Nominating Committee, Governance Review Committee and Legislative Platform Committee. He was the Northeast Region president in 2020. Patterson has also served on the association's Board Member Cabinet, Capital Conference Planning Task Force, 2022 VISA Team and Urban Network. In 2020, Patterson was named recipient of the 15-Year Veteran Board Member award, and he was recognized with the Master Board Member Award in 2024.

Sally S. Green, a member of the Tuscarawas Valley Local Board of Education, filled the office of president in 2024 and will become immediate past president, an office that will automatically retain her as a member of the OSBA Executive Committee, Board of Trustees and Northeast Region Executive Committee.

Christine Varwig
Chair

Doug G. Stuart
Northeast Region

Ed Penrod
Southeast Region

Whitney Duemmel
Central Region

Kevin Landin
Northwest Region

Bobbie Grice
Southwest Region

PATTERSON, CLEVELAND PREPARED TO LEAD OSBA IN 2025

Two devoted leaders are poised to guide OSBA in 2025 in its ongoing mission to support public education across the state. **Mary Cleveland**, an experienced school board member from southwest Ohio, has been nominated as OSBA's president-elect for 2025, with the potential to lead as president in 2026 if elected by OSBA's Delegate Assembly in November. Meanwhile, **Thomas C. Patterson**, a long-serving board member from **Sandusky City**, will take the reins as OSBA's 2025 president. Together, these leaders bring abundant experience and a deep commitment to public education to their new roles.



Mary Cleveland

A champion for public education and community service

Cleveland's journey in public education began over a decade ago when she was first elected to the **Princeton City** Schools Board of Education in

November 2013. Now in her 11th year, she also serves as the chair of the Great Oaks Career Campuses board, demonstrating her commitment to both traditional and career-technical education.

"Every child deserves access to a quality education that recognizes their unique potential and equips them with the tools to succeed in life," Cleveland said. "That's why I've dedicated my life to advocating for inclusive and enriching educational experiences."

Cleveland's leadership extends beyond her local school boards; she is an active and influential member of OSBA, serving on the OSBA Board of Trustees and OSBA Executive Committee. Her past roles include president of the Southwest Region Executive Committee in 2023.

Cleveland's dedication to public education is rooted in her multifaceted background. With

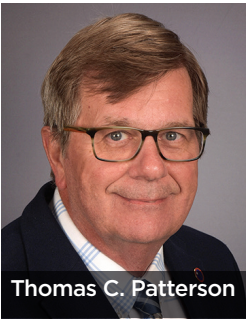
experience in the corporate, education, legal and nonprofit sectors, she has a deep understanding of the challenges and opportunities facing Ohio's public schools. Her contributions have not gone unnoticed — Cleveland was recently recognized as the 2024 Ohio Association for Career and Technical Education Career Tech Outstanding Board Member, an honor that reflects her contributions to advancing career and technical education in Ohio.

"Education is more than a pathway to a career — it's the key to unlocking the full potential of each individual, fostering innovation, creativity and a sense of purpose that will guide them throughout their lives," she said. "A strong educational foundation is the greatest gift we can give to our children. It's an investment in their future, in our community and in the world they will inherit."

Beyond her work in education, Cleveland is a recognized community leader. For her contributions to various community organizations, she has been featured in "Who's Who in Black Cincinnati." Her volunteer work includes significant involvement with the Great Rivers Council of the Girl Scouts of America and the Down Syndrome Association of Greater Cincinnati. Cleveland is also an advisor to nonprofits such as the Preston Brown and Nuway foundations and the Neuro Visual Institute.

Cleveland's academic background includes a bachelor's degree in business administration from Thomas More University and a juris doctorate from Salmon P. Chase College of Law.

Long-time residents of Sharonville, Cleveland and her husband of 40 years, Errol, a retired Cincinnati firefighter, have raised four children. They are also proud that the next generation of Princeton City Vikings has begun, with granddaughter Layla, a first grader, and grandson Lucas, a preschooler, currently attending schools within the district.



A legacy of leadership and dedication

Patterson's involvement with OSBA spans nearly two decades, beginning in 2006 when he first became active in the association. Over the years, he has witnessed the profound impact OSBA

has on school districts across Ohio, and his commitment to the association's mission has only deepened.

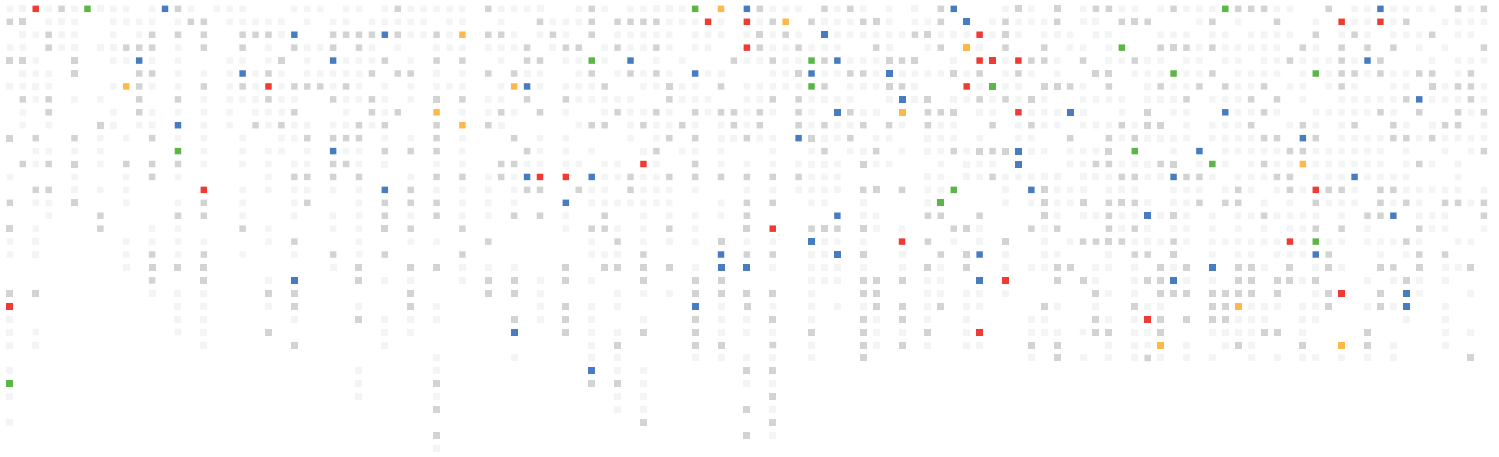
Patterson currently serves on OSBA's Board of Trustees, Board Member Cabinet and Legislative Platform Committee, among other committees. He is also a member of the Northwest Region Executive Committee, where he served as president in 2020. Patterson's leadership within OSBA is characterized by his deep understanding of the issues facing Ohio's public schools and his ability to collaborate effectively with fellow board members to find solutions.

Patterson's dedication to his community extends beyond his work with OSBA. He is actively involved with several local organizations, including the Sandusky Rotary Club — where he serves as sergeant at arms — and the Sandusky

Yacht Club, where he contributes to the Marine and House Committee. Additionally, Patterson is involved with the Sandusky Power Squadron, a unit of the United States Power Squadrons, where he participates in promoting safe boating practices.

Patterson's family shares his commitment to education. He and his wife, Cindy, have been married for over 50 years and have four children, three of whom work in public education. The family's strong connection to Bowling Green State University is evident, with multiple generations of Pattersons holding degrees from the institution. Patterson himself is a 1967 graduate of Sandusky High School. After a successful career in logistics and purchasing at Industrial Nut Corp., he retired in 2019, dedicating more time to his community and public education.

As OSBA president in 2025, Patterson will bring his extensive experience, both professionally and within the association, to guide OSBA in supporting Ohio's school board members and the districts they serve. His leadership will be instrumental in continuing the association's mission — advocating for high-quality public education throughout the state.



LEGISLATIVE PLATFORM

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

2025 Proposed Ohio School Boards Association Legislative Platform

Preamble

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

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

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

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

Students and learning

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

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

Adult education

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

OSBA supports legislation that

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

Alternative schools

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 graduation requirements and who
192 continue their education (defer their diploma) based on an IEP team decision, to count as a
193 graduate using the graduation rate formula for their school and district.
194 ● Allows students with disabilities on an IEP who continue their education (defer their diploma)
195 to maintain all supports provided by federal law.

196

197 *OSBA opposes legislation that*

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

200

201 **Student and school employee safety**

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

207

208 *OSBA supports legislation that*

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

217

218 *OSBA opposes legislation that*

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

223

224 **Technology**

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

230

231 *OSBA supports legislation that*

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

234

235

School governance

236

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

242

Academic distress commission

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

246

247 *OSBA supports legislation that*

248 ● Fully includes locally elected boards of education and district administration in the decision-
249 making process.

250 ● Provides for the composition of the commission and review team to reflect the demographics
251 (geographic, economic and social) of the school district.

252 ● Provides transparency in the way district commissions are formed and chaired.

253 ● Provides a transparent understanding of the goals and purpose for the work of the distress
254 commissions.

255 ● Provides clear accountability measures for the commissions, the districts and CEO's appointed
256 to the district in collaboration with the locally elected board of education.

257 ● Places a focus on student achievement.

258 ● Provides supplemental or additional funding for implementation of commission work.

259 ● Places an emphasis on identifying and seeking the input of community services agencies.

260 ● Repeals Amended Substitute House Bill 70 (131 GA).

261

262 *OSBA opposes legislation that*

263 ● Allows for the exclusion of the locally elected board members from the discussion and work of
264 the commission.

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

268

Board member training

270 Effective school board members are aware of and knowledgeable about key issues affecting the
271 operations of public districts and schools. Awareness of key legislative and judicial decisions,
272 educational reform initiatives and research-based instructional strategies to enhance student
273 achievement is critical for board members to be effective. Ongoing professional development
274 prepares board members to provide leadership and make critical educational decisions that
275 support student achievement.

276

277 *OSBA supports legislation that*

278 ● Strongly encourages professional development for all elected school board members.

279

280 *OSBA opposes legislation that*

281 ● Mandates board member training.

282

283 **Charter/community schools**

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

294

295 *OSBA supports legislation that*

296 ● Holds charter/community schools and their operators to the same compliance and reporting
297 requirements as public schools.

298 ● Requires charter/community school students to meet the State Board of Education’s minimum
299 standards to be granted a high school diploma.

300 ● Requires that charter/community schools be subject to full fiscal and administrative oversight
301 by a locally elected board of education.

302 ● Requires a charter/community school, receiving public tax dollars to disclose performance
303 metrics, including but not limited to, the overall performance index and four-year graduation rate
304 on all advertising.

305 ● Prohibits a charter/community school from advertising if that school does not meet or report
306 minimum academic and/or financial standards established by the state of Ohio.

307 ● Prohibits a charter/community school from any and all advertising if, and while, that school is
308 being formally investigated by any governmental agency for possible misuse of taxpayer funds.

309

310 *OSBA opposes legislation that*

311 ● Authorizes the sponsorship of charter/community schools by an entity other than the locally
312 elected board of education.

313 ● Creates a charter/community school that adversely impacts a public school district.

314

315 **Consolidation/shared services**

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

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

321

322 *OSBA supports legislation that*

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

325

326 *OSBA opposes legislation that*

327 ● Requires mandatory consolidation of school districts and or services.

328 ● Requires districts to join other joint vocational entities.

329

330 **Deregulation**

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

334

335 *OSBA supports legislation that*

336 ● Expands deregulation to give locally elected boards of education the authority to exempt
337 themselves from state statutes and administrative codes that do not apply to chartered nonpublic
338 schools or to charter/community schools.

339 ● Gives educational service center governing boards the discretion to transfer regulatory
340 functions to locally elected boards of education.

341

342 **Educational services**

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

347

348 *OSBA supports legislation that*

349 ● Ensures school districts have access to quality regional educational services through the state's
350 educational delivery system.

351 ● Requires those responsible for delivering these regional educational services to be held
352 accountable to locally elected school board members.

353

354 **Legislative process**

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

359

360 *OSBA opposes legislation that*

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

364

365 **Locally elected boards of education**

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

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

370

371 *OSBA supports legislation that*

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

376

377 *OSBA opposes legislation that*

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

381

382 **Open enrollment**

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

386

387 *OSBA opposes legislation that*

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

390

391 **Sale/lease of real property**

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

398

399 *OSBA supports legislation that*

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

407

408 *OSBA opposes legislation that*

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

410

411 **Service funds**

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

416 *OSBA supports legislation that*

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

419

420 **State Board of Education**

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

426 *OSBA supports legislation that*

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

431

432 *OSBA opposes legislation that*

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

436

437 **Vouchers**

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

443 *OSBA supports legislation that*

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

448

449 *OSBA opposes legislation that*

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

453

454

Finance

455

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

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

461

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

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

466

467 *OSBA supports legislation that*

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

473

474 **Assessment rates**

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

480

481 *OSBA supports legislation that*

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

484

485 **Average daily membership (ADM)**

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

489

490 *OSBA supports legislation that*

- 491 ● Supports enrollment calculations that allow school districts to prepare and provide programs
- 492 and services in a way that does not harm the educational experiences of students.
- 493 ● Stabilizes school funding by limiting the number and frequency of enrollment counts to three
- 494 or fewer spaced at appropriate intervals.

495

496 *OSBA opposes legislation that*

- 497 ● Changes average daily membership to average daily attendance.

498

499 **Base-formula amount**

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

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

507

508 *OSBA supports legislation that*

509 ● Establishes a process for determining the components and costs of a high-quality education.

510 ● Provides that the state shall pay 100% of the cost for an adequate education for every child and
511 100% of the cost of categoricals that enable every school district to provide such an education to
512 every student.

513

514 *OSBA opposes legislation that*

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

517

518 **Categorical parity**

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

523

524 *OSBA supports legislation that*

525 ● Establishes that the state, in addition to determining the cost of a high-quality educational
526 program, must determine the additional costs necessary to provide services to students with

527 unique educational needs, such as students who are economically disadvantaged, students with
528 disabilities and students participating in career-technical education or gifted educational services.

529 ● Indexes the cost of providing educational services to students with unique educational needs
530 against the cost of providing a high-quality educational program for regular students, so that each
531 component increases proportionately and in parity with those costs.

532 ● Fully funds at 100% of the cost, the services needed for every child with unique educational
533 needs.

534

535 *OSBA opposes legislation that*

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

539

540 **Charter/community school funding**

541 Full transparency of the costs of both public schools and charter/community schools dictates that
542 the flow of tax dollars be accurately reflected. Any transfer of state tax dollars to

543 charter/community schools must be based on accurate enrollment information. The public school
544 district of residence must be immediately notified when a student enrolls or withdraws from a

545 charter/community school. The current practice of deducting funding for charter/community

546 school children from the state funds provided to traditional public school districts is unnecessary
547 and confusing. State funding for charter/community schools must flow directly to the

548 charter/community school sponsor. All local dollars generated through local levies must remain
549 with the local taxing authority.

550

551 *OSBA supports legislation that*

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

572

573 *OSBA opposes legislation that*

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

581

582 **Court-ordered judgment counted as debt**

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

584

585 *OSBA supports legislation that*

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

589

590 **Developmental disabilities services**

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

595

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

601
602 **Diversion of voter-approved tax revenue**

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

606
607 *OSBA supports legislation that*

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

609
610 *OSBA opposes legislation that*

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

612
613 **Earmarking/tax increases**

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

619
620 *OSBA supports legislation that*

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

623 • Provides an increase in state revenues either through the enactment of an increase in the state
624 sales tax and/or the state personal income tax and/or the commercial activities tax.

625 • Separately appropriates all lottery and casino profits funding to be allocated to districts on a
626 per-pupil basis.

627
628 **Educational service centers funding**

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

639
640 *OSBA supports legislation that*

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

645

646 **Election opportunities**

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

652

653 *OSBA opposes legislation that*

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

656

657 **Facilities**

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

663

664 *OSBA supports legislation that*

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

681

682 **Fees**

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

685

686 *OSBA supports legislation that*

- 687 ● Eliminates or reduces state-imposed fees for board of election expenses and auditor fees.
688 ● **ALLOWS DISTRICTS TO CHARGE FOR LABOR COSTS DIRECTLY ASSOCIATED WITH**
689 **RECEIVING AND FULFILLING A PUBLIC RECORDS REQUEST.**

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/peel**

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 ● **REQUIRES SCHOOL TAX LEVY MONEY WHICH HAS BEEN VOTED UPON TO BE USED**
965 **FOR THE FUNDING OF SCHOOLS BE EXEMPT FROM TAX INCREMENT FINANCING**
966 **(“TIF”) ALLOWED UNDER ORC 5709.40 AND COMMUNITY REINVESTMENT ACT**
967 **(“CRA”) ABATEMENTS.**

968
969 **Tax policy**

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

975
976 *OSBA supports legislation that*

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

981
982 **Taxing/spending limitations**

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

985
986 *OSBA supports legislation that*

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

989
990 *OSBA opposes legislation that*

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

992
993 **Unfunded/underfunded mandates**

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

997
998 *OSBA supports legislation that*

- 999 ● Prohibits the U.S. Congress, the Ohio General Assembly and federal or state administrative
1000 agencies from enacting or promulgating statutes or rules that result in unfunded and underfunded
1001 mandates.
1002 ● Requires that fiscal impact statements accompany all school-related proposed statutes or rules.

1003
1004 *OSBA opposes legislation that*

- 1005 ● Does not have funding associated with it.

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Personnel

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

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

Collective bargaining

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

OSBA supports legislation that

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

OSBA opposes legislation that

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

Confidentiality of personnel applications

1052 Maintaining confidentiality permits districts to attract the best candidates possible for
1053 employment or promotions.

1054

1055 *OSBA supports legislation that*

1056 ● Provides through the Ohio Public Records Act that applications for employment, including
1057 applications for promotion, are confidential and not subject to disclosure except at the discretion
1058 of the locally elected board of education.

1059

1060 **Evaluations**

1061 Evaluations serve as both an evaluative process and a communication tool between the employer
1062 and employee. Evaluations communicate desired outcomes to employees and help employees see
1063 how their work and expected contributions benefit their schools.

1064

1065 *OSBA supports legislation that*

1066 ● Provides for evaluations of all school employees.

1067 ● Permits the removal of employees who do not correct identified deficiencies and improve their
1068 performance.

1069 ● Creates a probationary period for those employees who have deficiencies noted in the
1070 evaluation process so that they may correct deficiencies. Failure to correct deficiencies after
1071 appropriate intervention may be cause for termination.

1072 ● Authorizes the components of evaluations to be developed locally, including job descriptions
1073 and performance standards.

1074 ● Mandates that personnel evaluations of employees be confidential records which may be
1075 released only at the discretion of the board.

1076

1077 *OSBA opposes legislation that*

1078 ● Requires evaluations of school personnel in a manner that hinders a board's ability to
1079 nonrenew an employee.

1080

1081 **Health care**

1082 Health care pooling may offer significant savings for districts.

1083

1084 *OSBA supports legislation that*

1085 ● Supports the concept of expanding health care pooling, provided that school districts maintain
1086 local decision-making authority, that their employees maintain quality benefit levels and that
1087 significant cost savings or other efficiencies are created by the pooling.

1088

1089 **Professional development**

1090 Students must be prepared to compete in the global marketplace. Consequently, teachers must be
1091 prepared to provide modern methods and instructional strategies that meet the academic needs of
1092 students.

1093

1094 *OSBA supports legislation that*

1095 ● Requires institutions of higher education for teachers to include in their curriculum courses in
1096 technology, classroom management, trauma-informed training, crisis management and behavior
1097 management, including training in appropriate behavioral intervention techniques.

1098

1099 **Retirement systems**

1100 Ohio school employee retirement systems offer benefits to their members and may help attract
1101 and retain employees. OSBA supports the school employee retirement systems and has not
1102 opposed benefit enhancements in the past. However, when determining pension benefits and
1103 eligibility, the State Teachers Retirement System (STRS) and State Employees Retirement
1104 System (SERS) should consider current demographic realities such as life expectancy and the
1105 number of years employees remain in the workforce.

1106

1107 *OSBA supports legislation that*

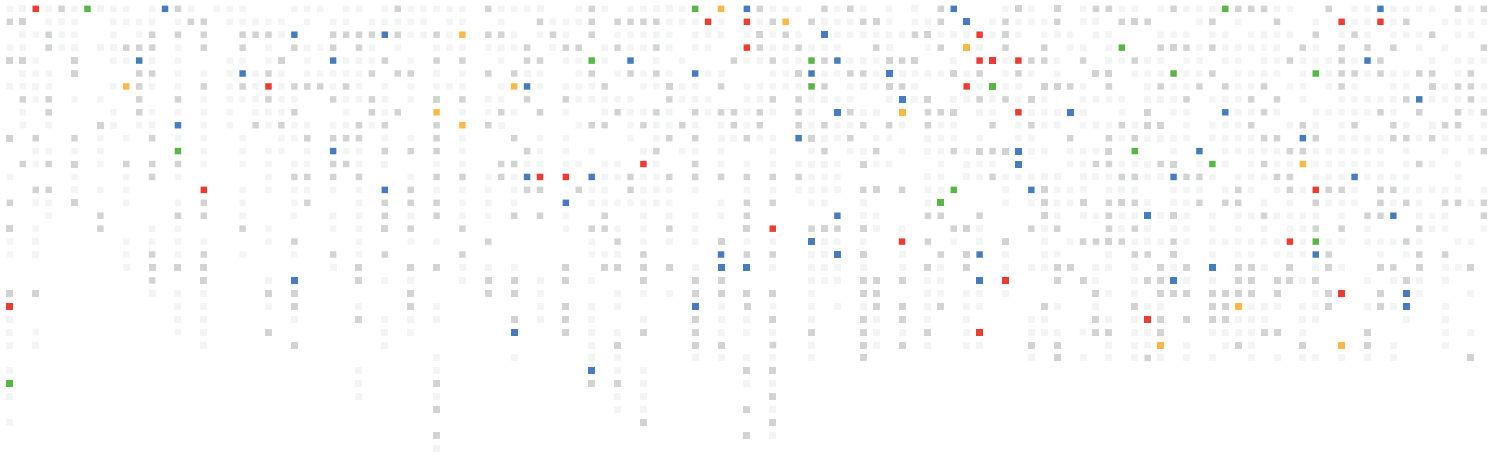
1108 ● Includes representation of locally elected boards of education on the STRS and SERS boards.

1109

1110 *OSBA opposes legislation that*

1111 ● Provides future benefit enhancements proposed by STRS and SERS unless the enhancement is
1112 accompanied with a reduction in the 14% employer's share and repeal of the SERS surcharge.

1113 ● Increases the employer's share to cover increases in costs.



REFERENCE MATERIALS

A RESOLUTION RECOMMENDING AMENDMENT
TO THE OHIO SCHOOL BOARDS ASSOCIATION
2024 LEGISLATIVE PLATFORM

WHEREAS, Woodmore Local School District is a member of the Ohio School Boards Association (OSBA), and

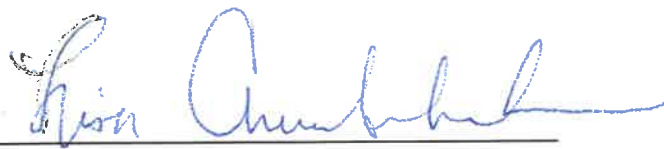
WHEREAS, the OSBA advocates through a "legislative platform" that is reviewed and amended each year by OSBA member districts, and

WHEREAS, the legislative platform adds to current language and propose to State Legislators to debate and discuss adding to current ORC the following recommendation, and

The Ohio Revised Code currently outlines legislation that allows public records request, that the requestor can be charged for labor of search, locating, and examining of public records by either the public body and/or legal consultants, and

NOW THEREFORE, BE IT RESOLVED, on June 20, 2024, the Woodmore Local School District Board of Education recommends the following language changes be added to the legislative platform.

OSBA supports legislation that would allow districts to charge for labor costs directly associated with receiving and fulfilling a public records request.



Lisa Cruickshank – Treasurer

Yeas: 5 Nays: 0

The Clark-Shawnee Local School District Board of Education, Clark County, Ohio, met in regular session on the 23rd day of April, 2024, with the following members present:

Mr. DeHart
Mr. Galbreath
Mrs. Garrett
Dr. Page
Mrs. Pierce

Dr. Page, moved the adoption of the following resolution:

RESOLUTION

WHEREAS, Clark-Shawnee Local School District is a member of the Ohio School Boards Association (“OSBA”), and

WHEREAS, the OSBA advocates through a “legislative platform” that is reviewed and amended each year by OSBA member districts, and

WHEREAS, the current legislative platform contains language related to supporting legislation that prohibits townships, municipalities, or counties from imposing a unilateral tax exemption upon a school district.

NOW THEREFORE, BE IT RESOLVED, that the Clark-Shawnee Local School District Board of Education (“Board”) recommends the following language changes be added to the legislative platform:

OSBA supports legislation that:

- prohibits a township, municipality, or county from imposing a unilateral tax exemption upon a school district.
- requires school tax levy money which has been voted upon to be used for the funding of schools be exempt from Tax Increment Financing (“TIF”) allowed under ORC 5709.40 and Community Reinvestment Area (“CRA”) abatements.

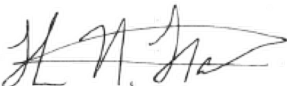
Mr. DeHart seconded the motion.

Upon roll call vote resulted as follows:


Mrs. Pierce,	AYE
Mr. DeHart,	AYE
Mr. Galbreath,	AYE
Mrs. Garrett,	AYE
Dr. Page,	AYE

ADOPTED: April 24, 2024

ATTEST:



Treasurer



President

SUMMARY OF MINUTES OF THE 68TH ANNUAL BUSINESS MEETING OF THE OSBA DELEGATE ASSEMBLY

Greater Columbus Convention Center | Monday, Nov. 13, 2023

The 68th Annual Business Meeting of the OSBA Delegate Assembly convened in the Union Station Ballroom of the Greater Columbus Convention Center, Columbus, Ohio, on Monday, Nov. 13, 2023. OSBA President Christine Varwig, Toledo City, presided.

1. CALL TO ORDER

President Varwig called the 68th Annual Business Meeting of the OSBA Delegate Assembly to order.

2. INTRODUCTION OF PLATFORM GUESTS

President Varwig introduced the following head table guests: Nicole Piscitani, OSBA deputy director of legislative services; Jennifer Hogue, OSBA director of legislative services; Kathy McFarland, OSBA chief executive officer; Sally S. Green, OSBA president-elect; Mary Remson, parliamentarian and Sara C. Clark, OSBA chief legal counsel.

3. INTRODUCTION OF SPECIAL GUESTS

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

4. INTRODUCTION OF GOVERNOR OF OHIO

President Varwig introduced and welcomed Governor Mike DeWine. Gov. Dewine thanked President Varwig for the introduction. He then addressed the delegates.

5. OHIO INTERIM SUPERINTENDENT OF PUBLIC INSTRUCTION

President Varwig introduced and welcomed Ohio Interim Superintendent of Public Instruction, Dr. J. Christopher Woolard. Dr. Woolard thanked President Varwig for the introduction. He then addressed the delegates.

6. OHIO TEACHER OF THE YEAR

Ohio Interim Superintendent of Public Instruction, Dr. J. Christopher Woolard introduced State Teacher of the Year, Mark Lowrie with the Gahanna-Jefferson City schools. Mr. Lowrie addressed the delegates. President Varwig then presented Rick Lewis with the OSBA Exceptional Leadership Award. Mr. Lewis thanked President Varwig and addressed the delegates.

7. Kids PAC — YOUR POLITICAL ACTION COMMITTEE

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

The Golden Apple Award for their summa cum laude contributions to Kids PAC of \$250 was presented to Al Haberstroh, Jennifer Hogue, Will Waidelich and Thomas C. Patterson.

President Varwig presented the Valedictorian Award for contributions to Kids PAC of \$500 to Russell Garrison, Sally S. Green, Susie Lawson, Kathy Leavenworth and Doug G. Stuart.

8. REPORTS OF COMMITTEES

Susie Lawson, Tri-County ESC and Wayne County Schools Career Center, served as chair of the Rules and Credentials Committee. Additional committee members included Sara Brumfield, Federal Hocking Local (Athens); Deborah Marie Dunlap, Reynoldsburg City; Darrell Thomas, Urbana City and Irshad Bannister, Washington Local (Lucas). Chair Lawson reported that the committee met on June 29 for the purpose of reviewing the rules and the process and role of credentialing for the 2023 OSBA

Delegate Assembly. Ms. Lawson stated that Article 6, Section 2 of the OSBA Constitution provides that 25% of the board members constitutes a quorum for the transaction of business.

The Rules and Credentials Committee chair declared a quorum with 355 delegates/alternates present and moved for adoption of the Credentials Committee report. **Motion carried.** Chair Lawson then moved to adopt the rules as printed in the delegate book for the 2023 Delegate Assembly. **Motion carried.**

Robert M. Heard Sr., OSBA past president, board member from Cleveland Municipal and chair of the Nominating Committee, gave the report of the committee. Mr. Heard stated that the committee met on July 22 to consider two applicants for the position of president-elect for 2024. The members of the committee were Renda Cline, Central Region; Sally S. Green, Northeast Region; Christopher Widman, Northwest Region; Ed Penrod, Southeast Region and Lynda O'Connor of the Southwest Region. As directed by the Nominating Committee, the Mr. Heard nominated Thomas C. Patterson, Sandusky City, for the office of 2024 president-elect of the Ohio School Boards Association. Dr. Paul Lockwood, EHOVE Career Center, North Point ESC and Carol Ann Molnar, Oregon City, provided honorary seconds to the motion.

9. ELECTION OF PRESIDENT-ELECT

President Varwig asked if there were any further nominations for the office of president-elect. Seeing none, President Varwig call for a vote on the nomination of Thomas C. Patterson as 2024 president-elect. Dr. Paul Lockwood, EHOVE Career Center, North Point ESC and Carol Ann Molnar, Oregon City, provided honorary seconds to the motion. **Motion carried.**

10. INTRODUCTION OF PRESIDENT-ELECT

President Varwig congratulated Tom Patterson and presented him with a personalized copy of Robert's Rules of Order. Mr. Patterson addressed the delegates.

11. REPORT OF THE CHIEF EXECUTIVE OFFICER

Dr. Kathy McFarland, chief executive officer, gave the following remarks:

Hi. Thank you. No music today. The State of the Union Address is an opportunity for the Chief Executive Officer of the association to review the past year's accomplishments and preview the focus for the upcoming year. The following is a rapid fire of only a few highlights of 2023.

From our Legal Division, OSBA's attorneys have spent hundreds of hours this year responding to calls that came in on the Legal Hotline. OSBA's Legal Assistance Fund has been involved in important cases of statewide significance, such as Ohio's Sunshine Laws, pupil transportation, vouchers, sovereign immunity, and more. OSBA's Scholarship Foundation awarded 16 scholarships and book grants to students from across the state, ranging in value from \$500 to \$1,000.

In advocacy, our legislative team has successfully lobbied for an additional \$1.5 billion in public school funding over the next two years; funding for a study on the needs of economically disadvantaged students, updated cost inputs in the Fair School Funding formula, lobbied for an increase in the minimum state share of school funding from 5% to 10% and the removal of the mandatory retention under the third grade reading guarantee.

In board membership, the creation of the OSBA Forum, a monthly discussion about the pressing issues within public education with the membership rate of 99% for 2023. OSBA has received over 100 applicants for statewide advisory committees.

In communications, OSBA's social media posts have been viewed more than 1 million times. OSBA's website had close to 120,000 users in the first 10 months of 2023. We have registered close to 4500 individuals for workshops and webinars this year. The media used OSBA as a resource over 650 times.

Since July 1, we've added 27 informative and instructional video resources on the OSBA website.

We're almost there. Board and management services assisted member districts with a record number of strategic plans in 2023. Our Policy team continues to lead the way in customer service with policy maintenance and updating services, and the Policy Development Quarterly. Transportation services has become a hub for the most current information and research on student transportation and bus safety.

Looking forward, we launched a new strategic plan that will focus the work of the OSBA team for the next five years. A few areas of focus for us as a team is to continue to enhance engagement of school board members and their leadership teams. Expand networking opportunities for school board members and the districts they serve. Communicate the value and quality of public education in Ohio! And as always, for the OSBA team to continue to get better so we can better serve our members. One of my favorites...increase opportunities for student voice.

Which brings me to introducing a few of our guests today! Over the past few months, I have had the pleasure to work with students from districts from around the state. OSBA believes in the importance of student voice and providing opportunities for students to be involved in local government. At this time, will the students in the back please stand. These students voluntarily participated in the OSBA student governance initiative pilot program. OSBA provided an opportunity for these students to learn about local governance in order to foster student engagement in school, communities, and democracy.

Their 6-week program included modules that covered:

- An Introduction to the Ohio School Boards Association
- An Overview of The Legislative Process
- Why Serve on Your Local Board of Education?
- A Review of Parliamentary Procedure
- The Legal, Legislative and Policy Connection
- And the final Module: Attend the Annual Business Meeting of the OSBA Delegate Assembly at the 2023 Capital Conference.

Thank you, students. We love that you are here with us today.

So, I'm going a little off script. So, I text one of my team members who's working with the students, "Hey it would be nice for the students to meet the governor." So, I think that's a really great experience. I hope you enjoyed that. Put it on social media 'cause remember, if it's not on social media, it didn't really happen.

All right. Here we go. Hey today is an opportunity for us to model for our young scholars how adults participate in the decision-making process to establish the legislative platform that OSBA will use to guide the work of our members.

Let us show our young adults how to be respectful, kind, civil and patient as we engage in this important work. Thank you very much.

12. REPORT OF THE LEGISLATIVE PLATFORM COMMITTEE

President Varwig referred to the Legislative Platform Committee discussions, input and deliberations at the August meeting. President Varwig called on Chair Sally S. Green, Tuscarawas Valley Local (Tuscarawas) to present the proposed platform amendment as recommended by the Platform Committee. The following amendment was considered by the Delegate Assembly to modify OSBA's legislative platform.

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.

President Varwig asked if there were any comments or questions from the floor. Seeing none, a vote was taken. **Amendment carried.**

13. PLATFORM AMENDMENTS INTRODUCED FROM THE FLOOR

President Varwig thanked Chair Green, members of the Legislative Platform Committee and the OSBA Executive Committee for their work and their efforts. President Varwig asked for new amendments from the floor. Alissa Gault, Avon Local School District (Lorain), proposed to amend the amendment from the previous item of business. Mary Remson, parliamentarian, advised that Ms. Gault would need to offer a motion to reconsider to revisit the previous amendment. Ms. Gault offered the motion to reconsider and JoAnna Timura, North Ridgeville City, seconded the motion. President Varwig then called for a vote on the motion to reconsider. **Motion to reconsider failed.**

Michael Cole, Columbus City, rose to offer a platform amendment from the floor, but did not have the required signed resolution needed to proceed.

President Varwig asked if there were any additional comments or questions from the floor. Seeing none, President Varwig moved to item #14.

14. NEW BUSINESS

President Varwig asked if any new business needed to come before the Delegate Assembly. Seeing none, President Varwig moved to item #15.

15. ADJOURNMENT

President Varwig thanked Chair Green, members of the Legislative Platform Committee and the OSBA Executive

ACTION BY BOARD OF TRUSTEES:

Approved by the OSBA Board of Trustees Feb. 10, 2024.

NOTES

NOTES



**OHIO SCHOOL BOARDS
ASSOCIATION**