



*A Century of
Serving Students*



**Stark County
Educational Service Center**

Governing Board

2013-2014

The Governing Board of the Stark County Educational Service Center (Stark County ESC) is dedicated to excellence in education through cooperation with its member school districts.



Richard
Wingerter
President



Jim
Holmes
Vice President



Gene
Feucht
Member



Mary
Olson
Member



Jack
Sickafoose
Member

Goals

Collaboration

To increase and enhance learning opportunities for students by improving communication and collaboration within our ESC, the broader educational community, and among other agencies and businesses.

Staff Development

To improve student learning by implementing exemplary staff development programs which enhance leadership capabilities for administrators, teachers, and other staff members.

Technology

To improve student learning, administrative and management functions through technology.

Direct Services

To improve student learning and administrative operations by providing the maximum services to school districts within the resources available.

Administration



Larry
Morgan
Superintendent



Jim
Nicodemo
Assistant
Superintendent



Tamra
Hurst
Treasurer,
Director of Business
Operations



Mary Jo
Shannon Slick
General Counsel

Message from the Superintendent

100 Years

Celebrating 100 Years of Excellence



Larry Morgan
Superintendent

This 100th anniversary report is in tribute to the educators of the Stark County Educational Service Center school districts, especially to those dedicated and determined local leaders – both past and present – whose vision and cooperation laid the foundation for an outstanding school system.

The heritage of the Stark County Schools is excellence through cooperation – excellence in curriculum and instruction, excellence in management and support services, excellence in community relations and corporate partnerships. Our achievements have been made possible by the teamwork of educators at all levels who establish expectations, then commit the time and resources to see them realized.

The focus of our pursuit of excellence remains the best possible education for our community's students. Our educational effectiveness is readily evidenced in our high levels of academic achievement and correspondingly low absenteeism and dropout rates.

We salute the 15 local schools districts, 6 city school affiliates, 1 exempted village school district and 1 career technical center for their unrelenting commitment to excellence over the past 100 years. Based upon the record of the past, the future promises expanded opportunities and enhanced accomplishments for the students we serve.

Sincerely,

A handwritten signature in dark ink that reads "Larry Morgan". The signature is fluid and cursive, written in a professional style.

Larry Morgan
Superintendent

Mission

The Stark County ESC is committed to meeting district needs by providing quality educational programs, support, and services.

Messages from the Past

1992-1993

MESSAGE FROM THE SUPERINTENDENT

Nearly ten years after the landmark report on our nation's schools entitled "A Nation At Risk," which warned the nation about the need to restructure American education, many still believe that most schools are not able to perform to today's higher expectations.

The problem is basically two-fold. First, at the national, state and local levels, we are unable to agree on what it is that we want from public elementary and secondary schools; and second, we do not have agreement on the severity of the problem. There are those that believe the current system is not broken - that it only needs to be tinkered with, and others suggest that we should start over and reinvent schools from top to bottom. In Stark County, we have agreed that we can do things differently and that we can build upon our past strengths.

This report will capture for you, the changes that have been occurring in the Stark County Schools as we restructure to improve learning. Today, we have agreement by many on the need to do things



Dr. Hinds, Superintendent

differently and the need to build upon the rich educational traditions of the past. However, at the same time, we realize that an increasing number of citizens have concerns regarding how much our existing educational institutions will change. At no time in our history has it been more important for each citizen to become actively involved and to express his/her beliefs and concerns regarding what it is they expect from public elementary and secondary schools in Stark County.

Curtis J. Hinds
Superintendent

Stark County School District

1992 - 93 Stark County Board of Education



*John Regula
President*



*Walter Kurzen
Vice President*



*Bonnie Gwin
Member*



*Dr. R.G. Drage
Member*



*Jack Sickafoose
Member*

Investing in Futures

What are our 'bottom-line' achievements?

Public schools are a "big business."
But one that provides a significant return
on the money invested.

But, what's the bottom line?

Are we making the best use of public
monies; and are we delivering an "ex-
cellent" educational product?

Statistics provide the best insights to
these "bottom-line" questions.

What are taxpayers currently paying per
hour, per child in the Stark County public
school system?

In Stark County's 12 local schools and
one vocational school, the hourly rate is
\$1.52 per student.

Unbelievable? Yes.

But true.

Stark County's 38,000 students are each
educated for an unbelievable \$1.52 an hour.

Statewide, the rate is slightly higher —
\$1.71. Our districts' teacher-pupil ratio is
1:21 while the statewide ratio stands at 1:19.

In our 13 county schools, each youngster
is educated at a lower yearly cost — \$2,183
— and yet our teachers' average salary
(\$21,603) is slightly higher than the state's
annual salary payment to teachers
(\$21,364).

Nationwide, the average annual cost for
educating each student is \$2,500 or \$2.35
per student.

So, for a \$1.52 an hour, Stark County
students are provided with an "outstand-
ing" education.

And what criteria do we use to judge our
product to be "outstanding"?

More statistics.

In the 1983-1984 school year, 600 seniors



DR. M. HERMAN SIMS
Stark County Superintendent

earned advance placements in college pro-
grams; 46 seniors took part in early-
admissions programs at local colleges; and
79 percent of our vocational graduates have
already found work in their chosen field.

Our 1983-1984 ACT test scores reveal our
county students to be significantly above
national averages. Comparatively speaking,
our youngsters scored higher in every sub-
ject than most students, nationwide.

In English, our 1,647 county youngsters
scored 18.5 — the national average is 18.1.

In math, our youngsters scored 18.5 —
the national average is 17.3.

In social studies, we scored 17.6 — na-
tionally, it's 17.3.

In science, we scored 21.8 — nationally it
is 21.

In written composition, our youngsters
scored 19.3 while the national average is
18.5.

In the area of special education, more
"special" students are being "mainstream-
ed" (included in regular classroom settings)
than ever before in the county. Four new
classes for low-incidence multihandicapped
were began this last year. And more gains
are planned.

Low absenteeism plays a significant part
in the student's overall achievement record.
And Stark County is proud of its affir-
mative attendance program which helped
produce an overall attendance rate of 95.1
percent, countywide.

Statewide, the attendance rate is 93.5.

Further breakdown of the attendance
figures reveal that 95.1 percent of our
kindergarten students were in attendance
last year; 95.7 percent of our elementary
students; 95.2 percent of our junior high
students; 96 percent of our vocational
students; and 94 percent of our high school
students were in attendance last year.

And to whom do we attribute all of these
gains?

The teachers, classified employees, ad-
ministrators and board members of the
13-district Stark County School System; the
taxpaying community that has supported us
for so many years; and the parents who en-
courage their children to work for educa-
tional excellence.

This annual report attempts to highlight
the year-long efforts of all our staffers in
our 13 school districts — Canton South,
Fairless, Jackson, Lake, Marlinton,
Minerva, Northwest, Osnaburg, Perry,
Plain, Sandy Valley, Tuslaw and the R.G.
Drage Career Center.

We're good, but we're getting better en-
couraged greatly by the public awareness
generated for educational excellence during
the last year.

Local schools — there's no better invest-
ment.

Public schools — there's no better place
to learn.

The Stark County Board of Education 1983-1984



HARRELL BARTLEY
Board Member



WALTER KURZEN
Board Member



DR. R.G. DRAGE
Board President



NANCY GORDON
Board Member



JOHN REGULA
Board Member

TO THE CITIZENS OF STARK COUNTY

On behalf of the Stark County Board of Education, I proudly present to the public this Annual Report which depicts the many and varied services provided to the seventy-two schools in the Stark County district as well as contracted services to other school districts, during the fiscal year (July-1977 through June-1978). Especially because of notable increases in state and federal funding, the scope of services has expanded rapidly in recent years.

The splendid relationship between the County Office staff and the personnel of our twelve local districts is the key to our successful contributions to quality educational programs and instructional enrichment. Within this framework we are striving constantly to improve efficiency while providing the most meaningful education for students that available finances will permit.

It is with pride that this data concerning the responsibilities and services of our office is submitted. Your personal inquiries of interest are welcomed. In-depth information beyond the facts herein described will be provided upon your request.



R. G. Drage, Ph. D.
Superintendent and Clerk-Treasurer
Stark County Schools

STARK COUNTY DEPARTMENT OF EDUCATION
7800 COLUMBUS ROAD N. E.
LOUISVILLE, OHIO 44641
TELEPHONE (216) 875-1431 or 453-7711



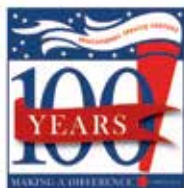
THESE CITIZENS REPRESENT YOU

Seated from left to right:

Mr. Donald Swigart, Mr. Dale Campbell, Vice-President, Mr. George H. Biehl, President, Mrs. Nancy Gordon and Mr. Robert Schory.

The Stark County ESC

Past
&
Present



April 17, 2014

Larry Morgan, Superintendent
Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709

Dear Superintendent Morgan and Stark County ESC Governing Board Members:

On behalf of the Executive Committee and Membership of the Ohio Educational Service Center Association, I would like to extend our congratulations on the 100th Anniversary of the Stark County Office of Education and Educational Service Center (ESC).

In 1914, the Ohio General Assembly created county offices of education, later known as ESCs, to coordinate Ohio's one-room school houses, develop a model course of study, and ensure the efficient and effective delivery of a standardized approach to schooling. This collaborative, consortia service delivery model is alive and well today. And, as such, the intent of the Ohio General Assembly remains clear as to the value and role of ESCs.

For the past 100 years, the Stark County ESC has been a critical friend and partner in the development, deployment and implementation of cost effective educational and operational programs and services to the client districts of Stark County and the surrounding region.

Under the careful direction of Superintendent Morgan, the Stark County ESC has maintained a high standard of excellence and serves as a model to other ESCs and related organizations across the state of Ohio.

It remains an honor and privilege to work with, and represent the interests of, the Stark County ESC, its governing board and client school districts to ensure that all students achieve high levels of success regardless of where they live and attend school.

Congratulations on 100 years of service to Stark County schools and students. We wish you the best of luck in the next century of service to your client schools and the communities they serve.

Respectfully,

Craig E. Burford
Executive Director



1911 • Harrisburg High School



1914-1919 Mr. J.J. Armstrong

In 1914, when James Cox was Governor of Ohio and Vernon Riegel was Director of Education, the State Legislature passed a law creating county boards of education. The law provided for the selection of county board members by the presidents of the local school boards. The first Stark County Board members were Mr. W.J. Pontius, President; Mr. J.W. Myers; Mr. R.B. Wingate; Dr. R.T. Temple; and Mr. E.E. Leighy.

They first met on July 18, 1914, to organize and to hire a county superintendent. The board considered five applications for the position and, after much discussion and several ballots, it selected John J. Armstrong as the first superintendent of Stark County Schools. He served in this capacity until 1919 (5 years).

Superintendents	Years of Service	Dates of Service
Mr. John J. Armstrong	5	1914-1919
Mr. J. Aurelius Smith	6	1919-1925
Mr. Harvey D. Teal	4	1925-1929
Mr. Leonidas J. Smith	6	1929-1935
Mr. Estell D. Maurice	5	1935-1940
Mr. Thomas C. Knapp	22	1940-1962
Dr. Raymond G. Drage	17	1962-1979
Dr. M. Herman Sims	10	1979-1989
Dr. Curtis J. Hinds	6	1989-1995
Mr. Larry L. Morgan	19	1995-Present



ARMSTRONG
Mr. John J.
1914-1919



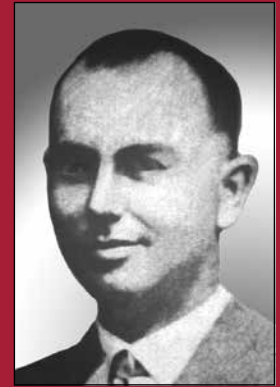
SMITH
Mr. J. Aurelius
1919-1925



TEAL
Mr. Harvey D.
1925-1929



SMITH
Mr. Leonidas J.
1929-1935



MAURICE
Mr. Estell D.
1935-1940

1919-1940 Mr. J.A. Smith, Mr. H.D. Teal, Mr. L.J. Smith, Mr. E.D. Maurice

Two of the major concerns facing the first five superintendents were school district annexation and consolidation. The law, with regard to school annexation, was loosely constructed and permitted annexation of one school district by another. Since the right to protest has always been a prerogative of the American people, not one proposal for redistricting was suggested without a protest. Stark County's first superintendent, J.J. Armstrong (1914-1919), met with strong opposition from the county's large German farming population. Nearly all his consolidations of districts and student transfers were rejected by voters when submitted to referendum. Armstrong's first four successors - J.A. Smith, H.D. Teal, L.J. Smith, and E.D. Maurice - were more successful in implementing the process of consolidation and standardization.

In 1925, H.D. Teal was appointed to the superintendency of the Stark County Schools. During his tenure, he focused on county-wide examinations and county-wide textbook



adoptions. Under the leadership of Mr. Teal and Mr. Smith, the consolidation movement in Stark County increased considerably.

During 1930-40, superintendents L.J. Smith and E.D. Maurice laid the groundwork for additional consolidation of school districts. In 1935, the foundation program of education was established. A provision was included which required county boards of education to submit periodic reorganization plans to the State Department of Education. In 1943, a law was passed that required county boards of education to prepare and submit reorganization plans to the State Department of Education once every two years.

1914-1915

During the 1914-1915 school year, there were approximately 316 educators in the Stark County Schools' member districts. Today, there are over 3,200 educators in the Stark County ESC member districts.

Lake Local Schools' One-Room Schoolhouse





KNAPP
Mr. Thomas C.
1940-1962



DRAGE
Dr. Raymond G.
1962-1979



SIMS
Dr. M. Herman
1979-1989



HINDS
Dr. Curtis J.
1989-1995



MORGAN
Mr. Larry L.
1995-Present

1940-1962 Mr. T.C. Knapp

Stark County's longest tenured superintendent, T.C. Knapp (1940-1962), took the helm just before the post-war combination of the booming population and the nearly universal desire for a high school diploma. State financial aid was increasingly sought.

On election day in November 1954, Stark County voters approved a record number of 11 school bond issues for construction totaling \$11,855,300, but each succeeding year saw greater sensitivity and resistance from property owners to the constantly rising demand for tax dollars for education.

Under the leadership of T.C. Knapp, the consolidation of many small districts resulted in the establishment of the 13 local school districts. Also, Stark County school enrollment increased from 12,000 to 39,000.

1962-1979 Dr. R.G. Drage

A new mission and a new style of leadership came to the Stark County Local School System in 1962 when Dr. R.G. Drage assumed the superintendency. A product of a one-room schoolhouse in Tuscarawas Township and a veteran

26-year educator, Drage headed a growing team of staff members whose chief priorities were service and instructional leadership. Greater emphasis was placed on assessing the requirements and viewpoints of local districts, and on providing in-service opportunities and instructional guidance through a staff of specially trained consultants. The scope of educational opportunities, particularly for students with special needs, was also emphasized.

By 1964, workshops and supportive printed materials were made available to teachers of the more than 38,000 students attending classes in the now 13 locals. And from 1965 through 1968, the county system launched a Computer Service Division, a Special Education Programming Center, an Education Resource Center for the dissemination of shared audiovisual materials, and a Joint Vocational School named in Drage's honor.

From 1914 through 1978, the Superintendent of Stark County Schools also served as its Treasurer. In 1979, the Board separated the positions of Superintendent and Treasurer with the Treasurer serving alongside the Superintendent.

1940-1962

Initiatives for county-wide master planning of such necessities as water and sewer supplies for the new school buildings, massive polio inoculations, and fleets of school buses and drivers stretched the authority of and demands upon the county office.

Bus Service (approximately 1915)
(l to r): Charles Miller and Lodi DeHoff



1979-1989 Dr. M.H. Sims

With the appointment of Dr. M. Herman Sims to succeed Dr. Drage in 1979, the Stark County School System came full circle by restoring the emphasis on local control and grass-roots decision-making. His administrative team maintained the local and statewide political advocacy pioneered by T.C. Knapp and Dr. Drage. Also, Dr. Sims focused on developing partnerships with the local businesses in Stark County and the non-profit agencies. During the 1980's, there was a large increase in the use of technology support services at the Stark County Board of Education. The key to his success was the development of a specialized and diverse personnel support team inspired by visions of the future for Stark County Local educators and their students.

1989-1995 Dr. C.J. Hinds

With the increased emphasis on services to the local districts and the new alliances that had been formed with the business and non-profit community, the facility at Molly Stark could no longer house the staff of the County Board of Education. On behalf of the Board, Superintendent Dr. Curtis J. Hinds worked with the Board of Commissioners and business leaders from the Diebold and Timken Companies to raise funds for the purchase of Edgefield Elementary School from the Plain Local Board of Education. This purchase represented the first time the County Board owned its own facility. Remodeling of the Edgefield facility created housing for all of the county staff, excepting the print shop and the Stark/Portage Area Computer Consortium.

Diebold Teacher Tech Center

The Edgefield building also served as home to the new Diebold Teacher Tech Center, which provided in-service in the use of technology for Diebold employees, Stark County educators, students, and community members. The Diebold Corporation and a grant from the State Legislature provided funding for this center. This unique and innovative partnership between schools and the business community

placed Stark County as one of three public school systems recognized by the National School Boards Association for its leadership in the advancement of technology as a tool for the improvement of student learning.

Student Exchange Program

A highlight of the Diebold partnership was a student exchange program between the schools of Stark County and the former Soviet Union. The Diebold Corporation helped facilitate communications to coordinate the travel and lodging of representative students. This enabled a unique sharing of culture, knowledge of technology, beliefs, and dreams for the future between U.S. students and those in the Soviet Union.

Legislative Action Changes Name

In 1989, legislation was passed that allowed city school districts to affiliate with the County Board of Education for services. This legislation also required each County to develop a comprehensive service plan that outlined how the County Board would provide service to member and affiliate districts and how that service would be evaluated.

STARK County School District
Vision • Service • Leadership

State and National Grants

The service center plan allowed the County to attract state and national grants. Through a grant application, the State Department of Education named the County as the site for its East Regional Professional Development Center. The center served the following counties in Ohio: Ashland, Holmes, Medina, Portage, Stark, Summit, and Wayne.

Another grant was awarded to develop and implement programs for Early Childhood Education. In addition, grant funds were received from the National Science Foundation for staff development in science education.

Stark/Portage Area Computer Consortium

The expanding role of the Educational Service Center and the isolation of the print shop and Stark/Portage Computer Consortium (SPARCC) from the rest of the staff created a

1964

The Stark County Board, which governed the largest local school system in Ohio, had taken on many functions - setting curricular parameters in seven basic subject areas through graded courses of study; adopting lists of approved textbooks; examining and certifying bus drivers; recruiting teachers; enforcing compulsory attendance laws; and much more.

1959 Louisville Yearbook Photo



need for the expansion of the Edgefield facility. With the support of member districts, the Stark/Portage Area Computer Consortium and the Board of County Commissioners, funds were made available for an addition to house these units at the Edgefield site.

1995-Present Mr. L.L. Morgan

Mr. Larry Morgan, appointed in 1995, has maintained the rich heritage that he inherited from the leadership and legacy of previous superintendents. During his 19 years as county superintendent, the services provided have been expanded in many ways.

Stark County ESC and R.G. Drage Career Technical Center Partnership

Soon after Mr. Morgan became Superintendent in 1995 he was approached to assist the R.G. Drage Career Technical Center to improve its financial condition. A partnership between the Stark County ESC and Drage was forged with the naming of Mr. Morgan as the Superintendent of Drage, a service for which he receives one dollar (\$1.00) annually. This cost saving measure has allowed R.G. Drage to become financially stable while expanding its career and technical offerings for students. In 2004, it also resulted in a collaboration that produced the new R.G. Drage Career Technical Center auditorium that is utilized not only for student activities but, also for professional development across the region. In addition, this new complex includes the Bill Mease Center for Science and Mathematics, perhaps the finest facility of its kind in the nation. Access to this professional development center along with the significant support of grants, both public and private, is expanding opportunities for the development of leadership skills and best practice teaching techniques.

Stark County Schools' Council of Governments

The Stark County Schools' Council of Governments health insurance program provides health, life, dental and

prescription drug coverage at rates that are much lower than a single district could procure on its own.

Organized in 1984 and designed to provide cost savings to the more than 80 participating members, the health insurance program has an annual budget exceeding one hundred seventy-three million dollars (\$173,000,000). The participating members include school districts, educational service centers and related agencies with a total of over 14,000 lives covered in the plan.

Over the past 20 the program has saved its members in excess of two hundred million dollars (\$200,000,000) and has served to meet the goal of providing adequate insurance coverage at an affordable price to all its members.

As chairman of the Stark County Schools' Council of Governments and as chairman of The Stark County Health Care Coalition, Mr. Morgan continues to be a key player in the success of the Stark County Schools' health insurance program.

In-House Legal Counsel

Sixteen years ago, the Stark County ESC, in an effort to help its member districts in a more effective and efficient manner, hired in-house counsel, Ms. Mary Jo Shannon Slick. Ms. Slick is available to give legal advice to district personnel as well as handle litigation, labor issues, administrative appeals, student issues and other areas of school/employment law.

This innovative approach has eliminated duplication of services as well as coordinated county-wide legal strategies, saving hundreds of thousands of dollars in legal expenses. One example of coordinated service is in the area of requests by commercial property owners for a reduction in real and personal property taxes. Schools have successfully challenged unmerited requests for reductions in valuation of property that would have taken thousands of dollars from already financially strapped districts.

Collaborative Approach for Tax Abatement

The schools have also taken a collaborative approach when cities and the county want to grant tax abatement to com-

1995

With the development of the service plan, the name of the organization was changed from Stark County Schools to the Stark County Service Center. Later legislation renamed all county offices in Ohio to be called Educational Service Centers (ESCs).



Shared Services

The Stark County ESC provides numerous services for the 15 local school districts, 6 city school affiliates, 1 Exempted Village school district, and 1 career technical center it serves as well as to other non-member districts located outside of the county.

panies. The schools have asked for direct compensation from the companies to make up for some of the lost revenue so that the tax burden doesn't fall as heavily on residential taxpayers. These abatement agreements have resulted in win-win opportunities for the schools and the companies.

Collaborative Partnerships

In 2010, the Stark County Family Council joined the Stark County ESC, which serves as its administrative Agent, in an effort to strengthen even further Stark County's commitment to promoting school success for Stark County's children and youth. The Stark County Family Council manages the Help Me Grow program under the leadership of Dr. Anju Mader. Family Council has also implemented a WrapAround program that works with the family to develop a supportive team who work together to develop creative ways to address needs and make sure there are no barriers to a youth's progress and development.

Begun in 2006, the Dual Credit initiative in Stark County is designed to encourage high school students to attend college by giving them opportunities to earn college credits while still in high school. Partnering with area colleges and universities, every Stark County high school offers dual credit courses with 3,534 students enrolled for the 2013-2014 school year.

The Stark County P-16 Compact, a collaboration of district superintendents, college presidents, foundation, business and civic leaders, began in 2002 as the Stark Education Partnership, formed Ohio's first P-16 (preschool through college) collaborative. The purpose of this compact is to convene key members of the community to solve community educational issues.

2014

This historical overview brings us to the present. As we celebrate the 100th anniversary, we can be proud of the past, the present, and confident of the future.

2014 T.C. Knapp Elementary, Perry Local PETS Club



The Offices of the County Superintendent

1914-2014



*The Daily News,
Renamed in 1929 as
the Mellett Building
1923-1929
401 West Tuscarawas St.,
Canton*

***The Renkert Building
1914-1923***

306 Market Ave. N., Canton

***The Courthouse Annex
1929-1936***

*Located on the corner of
Market Ave. N and
2nd Street NW, Canton*



The Harter Estate • 1936-1945

*Located on Market Ave. N. and 11th Street, Canton,
where the Cultural Center for the Arts and the Canton
Civic Center now stand.*



Photo Courtesy of The Repository / Bob Rossiter

***Molly Stark Hospital Complex • 1966-1992
7800 Columbus Rd., Louisville***



Edgefield Administrative Center 1992-Present

2100 38th St. NW, Canton

2014 also marks 100 years since the construction of the original Edgefield building, the first modern elementary for Plain Township.



**Ohio Educational
Service Center Association**

Facility & Office Space Funding

History and Background

Educational service centers have been meeting the needs of local school districts across this state in one form or another since 1914. The 80th General Assembly first enacted laws to create county school districts and the office of the county superintendent of schools to ensure that a standard level of quality existed in all village and rural school districts throughout the state.

Today, there are 55 ESCs providing vital services to 100% of Ohio's 614 school districts—services that many districts could not otherwise provide.

City and exempted village districts are not required to receive any services from an educational service center, but all except a few large city districts may contract to do so. Under current law, educational service centers have no local taxing authority. They receive funding from the local districts included within their territory and from city and exempted village districts that choose to contract for those services. The current statutorily established contribution from school districts is \$6.50 per pupil. ESCs also receive a flat stipend from the state for each pupil in each city, local, or exempted village district receiving county services.

Office Space Funding

Since the late 1950s, educational service centers have had office space provided to them by the Boards of County Commissioners. In 2002, the financial support from this source was revised by State legislature to phase out over the following four years (2003-2006). The ESCs were left without office space or a source of revenue to support their physical infrastructure needs.

**From
Jeff Wendorf
Superintendent,
Lake Local**

The district now known as Lake Local was formed in 1957 with the consolidation of the Uniontown and Hartville districts.

When asked about the ESC, Superintendent Jeff Wendorf stated, “Lake Local has a very positive working relationship with the Stark County ESC. There are many support services provided by the ESC that the district could not provide on its own. Legal support, contract negotiation services, curriculum guidance, and fiscal guidance are just a few areas that not only save the local district hundreds of thousands of dollars, but provide expertise and guidance in areas that a local district cannot provide. The ESC model is viewed as a benchmark around the State and functions as one of the premier Educational Service Centers. We are lucky to be in partnership with the Stark County ESC.”

Stark County ESC Services Today

2014



Ms. Tamra Hurst
Treasurer,
Director of Business Operations

*“The citizens
you represent are
well-served by
your effective and
accountable financial
practices.”*

— Dave Yost
Auditor of the
State of Ohio

**Our
mission
is to save
taxpayers’
dollars**

Fiscal Services

The treasurer’s office serves as the fiscal agent for more than 90 funds. The general fund supports the on-going efforts of all districts by providing staff for teaching, supervising, and assessing programs. The provision of staff development for teachers and administrators is a major benefactor of these monies.

	1914	1964	2014
Annual Budget	\$1,969	\$215,461	\$215,649,134
Number of Funds	1	3	93
Number of Employees	0	27	389

Stark County ESC revenues come primarily from three sources: local, state and federal funding. Appropriations for the Stark County ESC are distributed over several primary service areas. The most significant of these are salary and benefits which represent 85% of General Fund expenditures.

The Stark County ESC operates with combined accounts totaling \$215,649,000. These funds supply the support for a work force of 389 employees whose function is to provide important services to the 64,937 students.

In addition, the Stark County ESC provides fund management and fiscal accounting for the Stark Portage Area Computer Consortium (SPARCC), the Stark County Schools Council of Governments, the Stark County Family Council and the State Support Team Region 9.

The Stark County ESC manages over \$5,400,000 in local, state and federal grant dollars including funds received from Sisters of Charity Foundation, United Way of Stark County, Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Development Services Agency, Title III – Limited English Proficiency, Individuals with Disability Act (IDEA), and Early Childhood Education.

The Stark County ESC Fiscal Department has been awarded the Ohio Auditor of State Award for FY11, FY12 and FY13. This award is presented for exemplary financial reporting in accordance with Generally Accepted Accounting Principles (GAAP).

Since February 2013, the Treasurer at the Stark County ESC also serves as Treasurer of the R.G. Drage Career Technical Center. This partnership allows for cost savings and efficiency of operations.

Business Operations

The purpose of the Business Operations department of the Stark County ESC can be stated in one simple sentence: Our mission is to save taxpayers’ dollars. By coordinating cooperative purchasing ventures and providing services on a county-wide basis, we strive to increase the available resources of our member districts allowing them to provide maximum services to their clientele.

The Stark County ESC provides services on a county-wide basis for member districts. These include a total of 16 roundtables for Business Managers, Communications Coordinators, Facilities Managers, Food Service Directors, Transportation Supervisors, and Treasurers. A key part of these services revolves around professional development for non-certified staff. Opportunities for growth in the areas of business operations, custodial operations, food service, transportation and workers compensation are provided annually. Bloodborne Pathogens, Forklift Licensing, Asbestos Refresher Training, Bus Driver In-Service, and Serv

Safe Training are offered. The Stark County ESC staff is dedicated to providing professional growth opportunities to the non-certified staff to assist them in working toward the goal of raising student achievement county-wide.

Direct services provided to districts include: certification of substitute teachers and bus drivers, BCI/FBI background fingerprint checks, courier service, graphic design services, and the Stark County ESC print shop. Opened in 1963, the print shop provides low-cost, high-quality printing, copying and design services to all areas of the educational community with the goal to enhance student learning and administrative operations. In 1993, the Stark County ESC employed a graphic designer to assist customers with design and marketing projects.

Business Operations staff participate in Leadership Stark County Education Day, assist in analyzing the financial status of districts, coordinate the Stark County Fair Band Show (now in its 74th year) coordinate the annual Bus Driver and Mechanic Recognition Banquet (the 63rd during 2013), and participate on the Stark County Local Emergency Planning Committee and the Stark County Child Fatality Review Board.

Legal Services

So many aspects of education today are intertwined with numerous and complex legal issues. Prior to 1997, each of the then 18 districts used various attorneys locally and in other counties. Since 1997, the Stark County Stark County ESC has acted as a “gate-keeper” to both provide legal services from an in-house attorney as well as coordinate the use of outside counsel.

This approach has saved hundreds of thousands of dollars county-wide for taxpayers. Just as important, however, is that it has allowed school districts to develop a united and coordinated approach to educational legal issues. Such a program has sent a strong message to those who would try to take advantage of schools using a “divide and conquer” approach.

The Stark County ESC’s services also include in-service programs for school employees on a wide variety of current legal issues that affect their professional decisions. Other services include: protecting the districts’ tax base in abatement issues and valuation hearings, representation in state and federal civil rights actions and employee issues before the State Employment Relations Board, and assisting in the administration of the county-wide insurance program for school employees.

As an added benefit, easy access by district personnel to legal counsel serves to reduce the amount and costs of litigation.



Ms. Mary Jo Shannon Slick
General Counsel

Instructional Services

Through the history of the Stark County ESC, the Instructional Services Department has always focused on assisting districts in improving student achievement. That focus remains the same today with a variety of programs.



The Instructional Services Department provides a number of programs to support districts and teachers through professional development activities, such as:

- 17 lead teacher programs
- 13 administrator and coordinator programs
- Literacy programs
- Dual Enrollment programs for students
- Gifted Education programs
- Administrator and teacher evaluation programs
- Math and science programs through the Science And Math on the Move (SAMM) program



Mr. Mike Bayer
Director, Instructional Services

The following chart summarizes what has remained the same, as well as some of the changes over the years through Instructional Services.

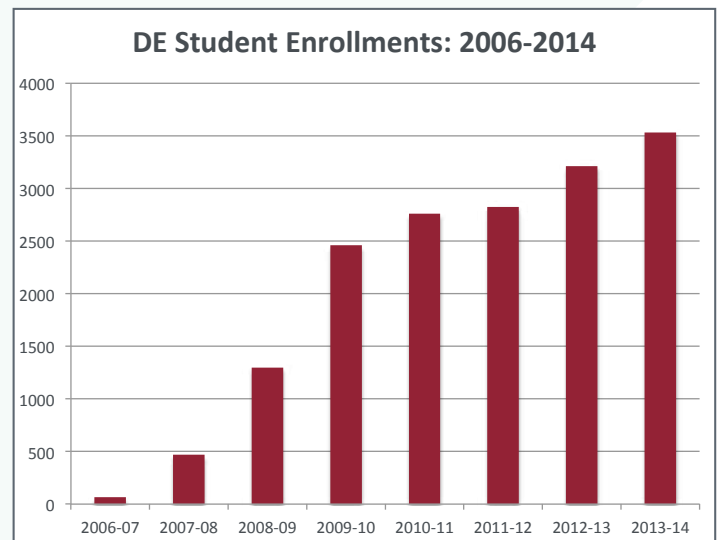
Instructional Services HISTORICALLY	Instructional Services CURRENTLY
* Focused on assisting districts in improving student achievement	* Continues to focus on assisting districts in improving student achievement
* Provided professional development for administrators and teachers	* Continues to provide professional development for administrators and teachers
* Developed Graded Courses of Study on a six-year cycle	* Supports districts in implementing the new statewide learning standards which provide the course of study for each grade level
* Made textbook selections on a six-year cycle	* Supports districts in selecting new textbooks based on district available funds
* Provided content specialists for certain curricular areas	* Provides content consultants to support districts through a variety of lead teacher and other programs
* Instituted Project to Redesign the Instruction of Science and Mathematics (PRISM) to accelerate curriculum instituted by a council of local business representatives (1984-85)	* Continues, through district support, with the Science And Math on the Move (SAMM) which began in 1994 as a technology lending program with start up funds from the Timken Foundation and other foundations
* Received three National Science Foundation grants: SEEDS (91-96, \$3 million), SATURN (99-04, \$2.5 million) and MSP (02-07, \$7.7 million) to improve math and science education	* Continues to search grant opportunities to provide enhanced services to the districts

Course
Enrollments
increase
from 65 to
3,534 in
8 years

Dual Enrollment

In 2006, the Ohio legislature awarded regional grants to support the development of dual enrollment programs in high schools. Working with area colleges and local school districts, the Stark County ESC instituted a program that provided high school students access to college level courses at their high school and taught by teachers who became adjunct professors. From this beginning, the Stark County

Dual Enrollment program has become one of the leading programs in the state.



Mr. Joe Rohr
Supervisor, MD

Student Services

Multiple Disabilities

Student Services operates 21 Multiple Disabilities classrooms in collaboration with the local school districts throughout Stark County. The local school districts utilize these classrooms to serve low-incidence students in a public school setting. Services are provided from kindergarten to high school. Classrooms are organized by age and grade level as elementary, middle school, high school and transition high school.

The Multiple Disability classrooms are academically based for students with cognitive, behavioral, and communication disorders. The instruction is language intensive and developed around each child's Individual Education Plan (IEP). Instruction is implemented in small group and one-to-one settings. The program of instruction is dynamic in that it changes

as necessary to meet each student's individualized needs while considering their individualized learning styles and developmental needs. Students in the Multiple Disability Program participate in the regular education setting based on ability and as stipulated in their IEP. Classroom enrollment is up to eight students per class.

Students in the Multiple Disabilities classroom are serviced by the Stark County ESC's therapists and related service personnel. Depending upon each child's IEP, the student may be seen by a speech language pathologist, occupational therapist, physical therapist, a behavior intervention specialist and/or job coach. In addition, Stark County ESC's division of Student Services provides services of the assistive technology and augmentative communication team that works with students in need of assistive technology.

Elementary Classrooms

The elementary classrooms focus on academic readiness, social behavior, fine motor, self-help, and development of communication skills. Students in the elementary classrooms participate in gym, art, music, lunch, assemblies, and field trips with the general education classrooms. Additionally, students may participate in the general education classrooms on a daily basis for various activities based on ability and IEP goals.

Intermediate Classrooms

The intermediate classrooms focus on functional academics that include reading and teaching students to gain meaningful information from words and/or pictures. Necessary communication skills are taught so students may effectively exchange ideas and information. The math curriculum consists of: recognizing numbers in dates, calendar, and daily activities; and counting objects in functional situations, as well as applying addition and subtraction concepts to daily activities. Money skills and telling time are also taught. Students at this level begin food preparation activities and continue to go out into the community to develop appropriate social behavior. Self-help, cooking skills and community experiences are also introduced at this level.



MD Classrooms and Locations

Plain Local

- Warstler Elementary
- Glenwood Intermediate
- Oakwood MS
- GlenOak HS I
- GlenOak HS II
- Day Integrated Learning Center - Transition Learning Center I
- Day Integrated Learning Center - Transition Learning Center II

Lake Local

- Lake MS
- Lake HS I
- Lake HS II

Sandy Valley Local

- Sandy Valley Elementary
- Sandy Valley MS
- Sandy Valley HS

Minerva Local

- Minerva Elementary
- Minerva MS
- Minerva HS

Fairless Local

- Fairless Elementary Primary
- Fairless Elementary Intermediate
- Fairless MS
- Fairless HS I
- Fairless HS II



Middle School Classrooms

The middle school classrooms build on the students' previously learned skills with an emphasis on language and writing skills incorporated into functional activities. Learning and expressing personal information needed to fill out job applications, and reading food and restaurant menus, recipes and community signs are emphasized. Math skills related to using measurements, calculators and money provide students with hands-on community-based opportunities.

High School Classrooms

The high school classrooms expand the focus on functional academics in the classroom as well as the community. Students develop pre-vocational skills by engaging in job training activities that emphasize work production, time on task, increased work quality and appropriate behaviors and attitudes on the job. Actual on-the-job experience is provided. Independent living skills are taught within a group home setting. Students are also given the opportunity to participate in age-appropriate recreational leisure activities in the community. Daily living skills are taught in a functional group home setting and travel training on SARTA is introduced.

Transition High School Classrooms

The transition high school classrooms are vocationally based. Students utilize their past training in job activities to explore different job opportunities that are best suited to them. A job coach is provided to give the students and employers support to ensure individual success. Travel training on SARTA is provided to teach independence in transportation. Independent living skills that emphasize apartment living, job interviewing skills and appropriate social behavior in the work place are taught.

Transition High School Classroom Community Partners Include:

Alliance Community Hospital
Big Lots - Alliance
Braumbaugh Nature Center
Cibo's Restaurant
First Christian Church
Gentlebrook Swimming Pool
Giant Eagle - Strip
Giant Eagle - Washington Square
Goodwill Industries
Goodwill - Alliance
Goodwill Store - W. Tusc.
Great Trail Nursing Home
Grinders - Minerva
Habitat Restore
Hardee's - Minerva
Humane Society
Kmart in Massillon
Legends of Massillon
Marc's - Alliance

Massillon Boys and Girls Club
Mulligan's Restaurant
Navarre Altercare
Navarre VFW
New Pointe Church
North Canton YMCA
Office Max - Massillon
Office Max - the Strip
PBS
Pet Supplies Plus - W. Tusc.
Pizza Hut - Portage St.
Sandy Valley Bus Garage
Stark County Building Association
Stark County ESC
Unitarian Universalist Church
Winking Lizard - Fulton Rd
Winking Lizard - Washington Square
YMCA of Navarre

Emotional/Behavioral Disabilities

The Stark County ESC began providing local districts with consultative services for students with behavioral disabilities in 1977-1978. The first classroom for students with emotional and behavioral disorders, then identified as Severe-Behavior Handicap (SBH), was implemented in the 1983-1984 school year. This classroom was housed at the Edgefield office location and served students ages 10-14 years old. Two more collaborative classrooms were established by the Stark County ESC in 1995, and by 1998-1999 a high school alternative educational program designed to serve and meet the unique needs of identified SBH students was created. Two of these three classrooms are housed at R.G. Drage, providing the opportunity for this “hands-on” student group to graduate with a marketable skill. Also, during the 2013-2014 school year, post-secondary transition services focused on employability skills and post-secondary education and training.



EBD
Classrooms
1983 - 1 Classroom
2014 - 11 Classrooms



An Advisory Council was developed to assist in accessing community-based employment opportunities for high school students. Currently, the program for Students with Emotional/Behavioral Disorders (EBD) serves children and youth in Grades K-12 from approximately 17 Stark County school districts. Eleven classrooms are

geographically located across Stark County to meet the needs of all students with EBD. Each classroom is staffed with an Intervention Specialist and a Paraprofessional. Students receive daily instruction in the Common Core Academic Standards across all content areas. The educational staff also provides a highly structured learning environment with an additional focus on evidence-based behavior modification strategies. Students have access to related services such as mental health intervention and support, post-secondary transition services, speech, and occupational therapy, as needed. The program is modeled to help students reach their full potential toward becoming productive citizens in their communities.



Dr. Patricia L. Hinkel
Special Education Supervisor,
EBD

Language
Development
1986 - 6 Children
2014 - 622 Children

Early Childhood

In 1986, the Stark County ESC started an experimental language preschool class for children who struggled with language development. Six children attended this class facilitated by an early childhood educator. In 1988, an additional preschool class with teacher and teacher assistant was established, and an itinerant teacher was added to provide itinerant services.

Twenty-eight years later – 2014 – the Stark County ESC Early Childhood Department partners with 11 school districts to provide comprehensive services for 626 children ages three to five and their families. Seventy-two staff members provide classroom and itinerant services, adapted physical education, speech, occupational and physical therapies, social work, nutrition, health services, psychological services and supervisory services.

Programs are offered to families who are economically disadvantaged, to children who are typically developing and to children with disabilities.



Ms. Susan Keller
Coordinator, Early Childhood



**Home
Schooling**
1992 - 366 Students
2014 - 708
Students



Ms. Darlene Drage
Consultant, Home Schooling



Dr. Debra Shaub
Consultant, Home Schooling

With federal/state funding and a strong, resourceful collaboration with school districts, the Stark County ESC operates 16 early intervention integrated classrooms serving 291 children with special needs and 157 typically developing classmates and 4 early childhood classrooms serving 108 children throughout the county. In addition to classroom services, 3 early intervention specialists provide itinerant services to 70 children in community schools, homes, Head Start, and privately-owned centers.

A unique special education early childhood program is the Stark Project for Education Audition in Kids (SPEAK) classroom. This regional, full-day program offers an oral/auditory class for children ages three to five who have a hearing loss and choose to use spoken language as their primary mode of communication. Eleven children with hearing loss are currently enrolled, each with a cochlear implant and /or hearing aids. This distinctive program's mission is to teach children with hearing loss to listen, speak and understand when someone is speaking to them. The primary goal of SPEAK is to prepare children to return to their home school district to be educated with their hearing peers.

Community partnerships strengthen programs within a community. The Stark County ESC works in collaboration with school districts, Head Start, Help Me Grow, and Stark County Board of Developmental Disabilities to provide early childhood services to families as stipulated in written agreements signed by superintendents and directors of programs.

Parents are their children's most valuable teacher. Our early childhood program has an active parent involvement component. Partnerships with parents begin at enrollment and continue throughout the transition to kindergarten. Because communication is vital, information is shared in a variety of ways – Parent Policy Council's monthly meetings, newsletters, written resource materials, emails, family involvement days, parent conferences, phone conversations, and social networking. Research tells us that early family involvement in education increases the likelihood that families will stay engaged in their children's education.

The Stark County ESC is very proud of the many successes that the early childhood program has spearheaded over nearly three decades of serving families. Preparing as many preschool children as possible to enter school-age programs ready to learn is a great accomplishment.



Home Schooling

Home schooling increased in Stark County after a 1989 change in the Ohio Administrative Code. Home educated children are excused from public school attendance so that they can be instructed by their parents. In 1992-1993, there were 336 students registered for home schooling. The number increased to 814 students in the 2001-2002 school year, and has since decreased to 708 students registered during the 2013-2014 year.

Families intending to home educate their children receive a packet of information which includes a Home Education Notification form. Families complete and return the form which details courses, texts, number of hours of home schooling per year, and qualifications and signature of parent. The consultant checks details within the Notification and issues an acceptance letter to parents that is signed by the district Superintendent. If details are incomplete, families are notified and work with us to complete the forms. Home educated children must take a standardized test or have his/her portfolio examined by a licensed teacher to be eligible for home schooling the following year.

The 2013-2014 school year brought with it a change of leadership in the Home Schooling office. Ms. Darlene Drage retired after overseeing Home Schooling for 20 years. Her years of service have been invaluable. The Stark County ESC welcomes Dr. Debra Shaub to her new position, as she continues to provide support to home schooled students.



Stark/Portage Area Computer Consortium

The Stark/Portage Area Computer Consortium (SPARCC) provides data management and technology related services to its member and affiliated school districts. A primary focus of SPARCC is to offer quality service and support at an affordable cost. This, combined with sound structure and governance, provides the framework for the smooth operation of the member districts.

In 1976, the Stark County Board of Education operated a Department of Data Processing, Pupil Personnel and Guidance which provided data processing services to school districts in Stark County. Olyn Boyle was the director of this department, which was located on the grounds of the Molly Stark Hospital complex. In 1977, the department installed a computer system that enabled school districts to process their payroll records online with as many as 16 people connected at any one time.

Oh how things have changed since that decade! Today, SPARCC is one of 22 Information Technology Centers (ITC) located throughout the state of Ohio. As such, it is part of the Ohio Education Computer Network (OECN) and serves school districts in Stark, Portage and Carroll counties. SPARCC provides data management and technology related services to its member and affiliated school districts. Each of the ITCs are connected to the Ohio high-speed network which enables school districts to connect almost instantaneously to anywhere in the world.

The OECN was created in 1979 and SPARCC was one of the original sites providing services to school districts in its respective region of the state. At that time, the office was known as an "A Site" while member districts were designated as "C Sites." Since that time, service providers such as SPARCC have had several different designations. Today it is known as an Information Technology Center.

At the inception of its operation, a primary focus of SPARCC was to offer quality service and support at an affordable cost. Districts simply could not afford to purchase the computing



Mr. David Forman
Director, SPARCC

SPARCC's guiding principle of providing cost effective services has not changed over the years; however, today the operation spans a much wider array of services than when it began. In the beginning, support for financial and student data applications was all that was offered. Today, we offer support for those applications plus the following services:

- Internet Access
- Library Automation Software
- Remote Backup Services
- EMIS Contracted Services
- Payroll Contracted Services
- TestingWerks and GiftedWerks Data Analysis Tools
- Pinnacle and ProgressBook Gradebook Software Packages
- Network Support
- VoIP Telephone Services
- Wireless Management Support
- IEP Software Hosting
- Website Hosting



On the left, computer operator Mick Smith in April 1991, with a new 4mm cassette tape used for back-up. One 4mm cassette held about the same amount of data as 18-20 of the large 9-track tapes also shown. On the right, the SAN (Storage Area Network) in April 2014. The SAN has a 26 Terabyte capacity which holds about the same amount of data as 39,000 4mm cassettes or 702,000-780,000 large 9-track tapes.

SST9
Formed in
2007
Combining
SERRCs &
RPDCs

equipment needed to process their financial and student data. By pooling their funds into one shared service operation, the districts were able to process their data by sharing the resources available from computing centers such as SPARCC.

SPARCC now serves 35 public school districts, 7 community schools, 14 parochial schools and 2 Educational Service Centers. There are approximately 70,000 students within the SPARCC member school districts and thousands more in affiliated districts and schools.

The challenge for SPARCC today is to provide cost effective services in an era of increasing expectations. We look forward to meeting this challenge. Additional information may be found at www.sparcc.org.



Ms. Teresa Purses
 Director, SST9

State Support Team Region 9

Professional Development and Technical Assistance



Ohio's State System of Support was developed to integrate the supports and services of the Regional Professional Development Centers (RPDCs) and the Special Education Regional Resource Centers (SERRCs). In 2007, the Ohio Department of Education combined the RPDCs and SERRCs to form 16 State Support Teams (SSTs).

As part of this regional system of support designed to provide systemic and systematic professional development and technical assistance to school districts, educational service centers (ESCs), community schools, early childhood centers and families, SST9 serves a three-county region that includes Stark, Holmes, and Wayne. SST9 is responsible for building regional capacity for district, building, and community school implementation of the Ohio Improvement Process (OIP), as well as specialized work in the areas of special education and compliance, early learning and school readiness, and literacy. This work is undertaken to improve capacity at all levels of the educational system, while supporting parents/families who have children with disabilities.

The SST 9 staff partners with districts in development of a unified system of education using a connected set of tools to improve instructional practice and student performance on a continuing basis. The unified system builds the internal capacity of every district to move all students, particularly those with disabilities, to higher levels of performance.

Some examples of professional development and ongoing support provided by the State Support Team include: Positive Behavioral Interventions and Supports, Response to Intervention for both elementary and secondary, Paraprofessional Series, Special Education Legal Series, Social and Emotional Development of Young Learners, Comprehensive Program Planning for Individuals with Autism Spectrum Disorders, Universal Design for Learning, Literacy Series including Academic Vocabulary, Close Reading and Writing in Response to Text, Compliance Trainings for Special Education and Early Childhood, Special Education Legal Series, Intentional Teaching of Literacy for Early Learners, Teacher Based Team and Building Leadership Team trainings, Effective Assessment Systems, and many more!

SST9 holds an annual Parent and Educator Conference for Families and Educators of Children with Diverse Needs. In 2013-2014, the theme was *Building Blocks to Promote Success for Children, Families and Educators*. Over 300 family members and educators attended the conference which featured topics such as the following: Tired of Walking on Egg Shells?: Critical Considerations to Reduce Challenging Behaviors and Unaccommodating Accommodations in Schools and Home Settings; Building Skills vs. Doing Skills; Parent and Teacher Communication: Collaborating for Success; The Brain and Social Emotional Resilience; Prepared to be Inspired: Learning about High Expectations for Students with Significant Disabilities; and Internet Safety.

The State Support Team is responsible for the regional delivery of services in the following areas:

- Early learning and school readiness
- Improving results for all students
- Parent support and resources
- Positive behavioral interventions and supports
- Secondary transition
- Ohio school improvement
- Special education technical assistance and compliance to districts

State Support Team consultants are available in special education, special education parent support, early childhood, early literacy and school improvement. For a complete listing of staff and their specialties, visit the SST website at www.sst9.org, which also includes exciting opportunities in professional development, as well as links to many other online resources.



Stark County Family Council

Established in the early nineties, the Stark County Family Council is a partnership of local governmental entities, community organizations and families working together to improve the well-being of children and families.

As a cross-system planning body, the Stark County Family Council works to promote a quality system of care for families with children ages birth through 21.

There are hundreds of excellent child and family service entities throughout Stark County. Each one operates independently and focuses on a specific area of service such as: education, mental health, developmental disabilities, substance abuse, child welfare, juvenile justice, etc. While each agency functions independently, many of them are serving the same families and deal with similar issues. The Stark County Family Council was created to open a dialogue among service organizations and families in order to create a broader awareness of important child and family issues.

The Family Council has made an enormous impact on child and family outcomes in Stark County. Helping families obtain and sustain wellness and stay together remains the number one priority. Efforts have also increased the county's ability to maximize resources, generate additional state and federal revenue, develop needed programs and services, and strengthen the community's capacity to serve children and families.

Shared vision, shared planning, shared resources and shared accountability enable the Stark County Family Council to collectively make a bigger impact. **By working together, we can achieve more for Stark County's children and families.**

Since the Stark County Family Council's beginnings, the education system has been an active and valued partner. Membership of the Family Council Board of Trustees and many of its committees include leadership from the Stark County ESC and various school districts. The Stark County ESC has been serving as the fiscal agent of the Stark County Family Council since 2010.

Today, there is legislation in state statute that requires a Family & Children First Council in every county throughout the state (ORC 121.37).

For more information, contact Janice Houchins, Executive Director, Stark County Family Council at (330) 492-8136 ext. 1481 or Janice.Houchins@email.sparcc.org. Additional information about the Stark County Family Council may be found at www.starkfamilycouncil.org.



Ms. Janice Houchins
Director, Family Council

By
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Dr. Anju Mader
Director, Help Me Grow



Stark County Help Me Grow

The Help Me Grow program is designed to ensure Ohio's children receive a healthy birth and the resources to warrant a healthy and productive start in life. An integral part of Ohio's prenatal to age three system of supports, the services offered by Help Me Grow equip parents with the means to help their child acquire the early building blocks necessary for long term success in life and in school. These initial achievements last a lifetime, as scientific evidence strongly suggests that a child's success is significantly determined by the quality of nurturing in the first three years of life.

Help Me Grow believes all young children deserve the same opportunities to realize their full potential in life, regardless of economic, geographic, and demographic considerations. The parenting education and child development resources provided to families allows them to maximize this critical period of development in their child's life, providing a foundation for lasting success.

The Stark County Help Me Grow program has been located at the Stark County ESC since July 2009 and is comprised of the following programs:

- Help Me Grow Part C/Early Intervention program has five principal goals, reiterated in the Individuals with Disabilities Education Act (IDEA-1986):
 1. Enhance the development of infants and toddlers with disabilities
 2. Reduce the educational costs to society by minimizing the need for special education and related services
 3. Maximize the potential for individuals with disabilities to live independent lives in society
 4. Enhance the capacity of families to support the development of their children
 5. Enhance states' ability to coordinate funding to provide services for infants and toddlers with disabilities
- The Help Me Grow Home Visiting program began in July 2012, and the Help Me Grow MIECHV program began in September 2013, and each program has four central goals:
 1. Increase healthy pregnancies
 2. Improve parenting confidence and competence
 3. Increase family connectedness to community and social supports
 4. Improve child health, development, and readiness

These programs receive over 800 referrals per year and consistently serve over 600 children throughout the calendar year.

Located
at the
Stark County ESC
since
July 2009

Help Me Grow believes all young children deserve the same opportunities to realize their full potential in life, regardless of economic, geographic, and demographic considerations.



iCARE³

Stark County's CARE Team Initiative

The concept of iCARE³ originated from a combination of two programs during the fall of 1991. Judge Reader from Stark County Family Court began a program called the Juvenile Services Task Force. The goal of this program was to begin discussions on how to coordinate cases and services through communication and planning for students who were involved in many agencies. Furthermore, the Alliance Police Department designated juvenile resource officers to work on a case-by-case basis with the Alliance City schools. In 1992, Quest Recovery Services chose Stanton Middle School for a mentoring grant to work with 30 students in Grades 6, 7, & 8. In 1994, Rick Hull introduced the CARE Team concept to Fairless Local Schools. In 2005, Dr. Greg Hinson became the first CARE Team director for Stark County schools. Carol Lichtenwalter and Krista Allison served as subsequent directors, and since 2011, Kay Port has been the director of iCARE.

Due to the demands placed on public education to meet both academic and nonacademic needs of all students, CARE Teams slowly developed across the county in preschool through Grade 12. Presently, the Stark County's CARE Team Initiative (iCARE³) resides in 11 districts and 52 buildings. The philosophy of iCARE³ is to **Coordinate and Align Resources to Engage, Empower and Educate** our youth, families, and community to equip them with the skills for life-long success and learning. The CARE Team model is developed and comprised of teachers, administrators, family support specialists, and staff from multiple community agencies including law enforcement, mental health, drug and alcohol, and other social service agencies. Each CARE Team works together in a school-based environment to address challenges facing the student population and their families. The goal of iCARE³ is to provide a comprehensive system of learning supports needed to ensure all students have an equal opportunity to succeed in school. The United Way of Greater Stark County allocates funding for the Stark County CARE Team Initiative. For additional information, visit icare.sparcc.org.



Options Program for Youth

The Options Program for Youth is a risk reduction program for juveniles who have been charged with a first time alcohol or drug charge from the Stark County Juvenile Court. The program offers a curriculum of 12 hours of instructor facilitated material on how juveniles can make better decisions that will result in more positive outcomes. The Options Program started in 2005 as a collaborative with the Stark County ESC, Stark County Juvenile Court, and Quest Recovery Services. Facilitators from the Canton City Schools, Domestic Violence Project, and other agencies volunteered their time to be trained in the curriculum. With the help and leadership from the Stark County ESC, Options has become a successful community resource. Options started with classes ranging from 8 to 10 students, with a class about every other month. Now, Options has a class every month with 10 to 12 youth and has served over 1,000 youth.



Ms. Kay Port
Director, iCARE³

By
working
together, we can
achieve more for
Stark County's
children

The Options Program started in 2005 as a collaborative with the Stark County ESC, Stark County Juvenile Court, and Quest Recovery Services.



Ms. Kathryn Zindren, LSW, LICDC
Coordinator -
Substance Abuse Programs,
Stark County Juvenile Court



Dr. Adrienne O'Neill, Ed.D.
President, SEP



Stark Education Partnership (SEP)

The Stark Education Partnership (SEP) is pleased to have partnered with the Stark County ESC over the past 25 years in achieving many historic educational firsts.

In 1992, all 17 Stark County school districts came together for the first time to pursue a common agenda for mathematics professional development. This was the largest collaboration among school districts for professional development ever seen in the state of Ohio.

In 1994, using SEP funds to support teacher developed curricula, the Stark County ESC's Dr. Jane Hazen Dessecker spearheaded the effort to obtain a \$3 million National Science Foundation (NSF) grant. This was the largest Local Systemic Initiative (LSI) grant ever awarded in Ohio. Science Education Enhancing the Development of Skills (S.E.E.D.S.) supported professional development for 1,000 elementary teachers. S.E.E.D.S. won an Ohio BEST practices award in 1997, and was recognized nationally by the National Education Association and the National Staff Development Council.

A \$1 million NSF grant followed to support Science and Math on the Move (SAMM), an idea developed by former Ambassador W.R. Timken, Jr. to train high school teachers in the use of high-tech science and math equipment and to deliver the equipment for use with students. SAMM was further supported by SEP, area foundations and the districts themselves. A new \$7.5 million NSF Math and Science Partnership (MSP) grant was awarded in 2002. It was one of only three that size given anywhere in the nation in 2002.

SAMM was named by Harvard's John F. Kennedy School of Government as one of *111 Bright Ideas in Government* for 2013.

Based on a pilot program funded by SEP in 2006, the Stark County ESC worked with area districts to build the state's second largest dual credit enrollment program. To facilitate this growth, SEP and the Stark County ESC collaborated on an \$113,000 TG grant in 2007 to credential high school teachers as college adjuncts. To date, nearly 7,000 Stark County students have benefited from taking dual credit courses at their high schools. Impact can be seen in college enrollment. While in 2001, only 49% of Stark's graduates entered college, 73% of the Class of 2011 have enrolled. Few regions in the country have seen such growth.

Since the initial dual credit pilot in 2006, the Stark County ESC and SEP have partnered to produce yearly evaluations of dual credit in Stark County. These reports have been published by the U.S. Department of Education's Educational Resources Information Center (ERIC). In 2010, the College Board recognized Stark County's dual credit program as the Midwest's best "Getting Ready for College" initiative.

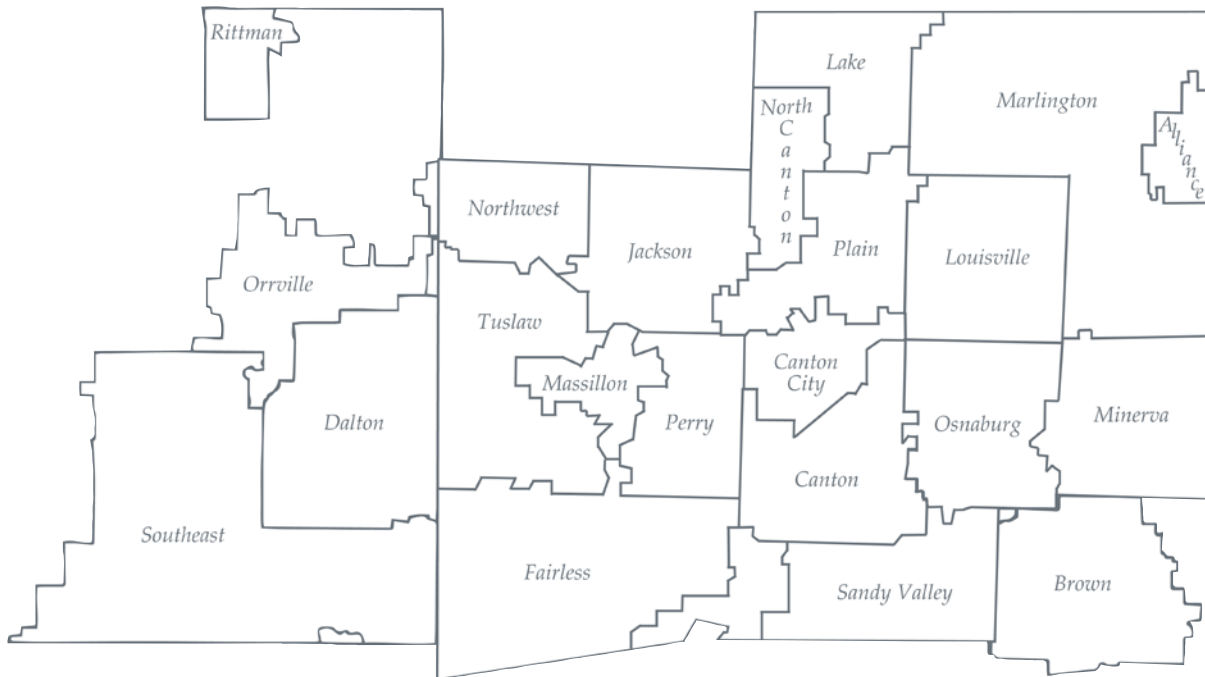
As the new decade continues, SEP is pleased to be partnering on new Stark County ESC ventures, including the Ohio Higher Education Alignment grant. SEP serves as the evaluator on the Stark County ESC's implementation of the Olweus Program, already being called the "national model for county-wide implementation" by Dr. Susan Limber, director of the Center on Youth Participation and Human Rights, at Clemson University.

SEP
is pleased to have
partnered with the
Stark County ESC
over
25 years

Since the initial dual credit pilot in 2006, the ESC and SEP have partnered to produce yearly evaluations of dual credit in Stark County. These reports have been published by the U.S. Department of Education's Educational Resources Information Center (ERIC). In 2010, the College Board recognized Stark County's dual credit program as the Midwest's best "Getting Ready for College" initiative.

District Student Enrollment

2013-2014



<u>District</u>	<u>Students</u>	<u>District</u>	<u>Students</u>
Alliance City	3,041	North Canton City	4,634
Brown Local	711	Northwest Local.....	2,005
Canton City	9,536	Orrville City.....	1,632
Canton Local	2,183	Osnaburg Local	880
Dalton Local	882	Perry Local	4,973
Fairless Local.....	1,634	Plain Local	6,132
Jackson Local	5,985	Rittman Exempted Village	1,074
Lake Local.....	3,538	Sandy Valley Local.....	1,471
Louisville City.....	3,125	Southeast Local.....	1,540
Marlington Local	2,434	Tuslaw Local.....	1,476
Massillon City	4,084		
Minerva Local.....	1,967	TOTAL	64,937

1912-1914

In 1912, Stark County had 189 separate school districts guided by township clerks, the county auditor, and a few district superintendents. They served approximately 8,300 pupils, an average of 44 students per school. Quality of education varied widely and the State had little communication with the educators who served the more than 8,000 rural students.



District Superintendents

2013-2014

From
Connie Griffin
Superintendent,
Brown Local

The district now known as Brown Local was granted a charter as a Carroll County School District on July 10, 1989, and was re-approved on June 10, 1968, as Brown Local Schools.

Brown Local began its affiliation with the Stark County ESC on June 5, 2012. Superintendent Connie Griffin had this to say about the partnership, *"The Stark County ESC is a strong collaborative partner that serves as an advocate for our school district. Quality services, support and programs are provided by the Stark County ESC with a focus on improved student learning and distinctive administrative leadership support."*



Mr. Scott Beatty
Dalton Local



Mr. Broc Bidlack
Fairless Local



Mr. Chris DiLoreto
Jackson Local



Mr. Rik Goodright
Massillon City



Mr. Joe Chaddock
Minerva Local



Mr. Michael Hartenstein
North Canton City



Mr. Marty Bowe
Perry Local



Mr. Brent May
Plain Local



Ms. Cynthia Smythe
Director, R.G. Drage



Mr. Jeff Talbert
Alliance City



Ms. Connie Griffin
Brown Local



Mr. Adrian Allison
Canton City



Ms. Kim Redmond
Canton Local



Mr. Jeff Wendorf
Lake Local



Mr. Steve Milano
Louisville City



Mr. Joe Knoll
Marlington Local



Dr. Mike Shreffler
Northwest Local



Mr. Jon Ritchie
Orrville Local, Rittman EV,
Southeast Local



Mr. Todd Boggs
Osnaburg Local



Mr. David Fischer
Sandy Valley Local



Mr. Bill Green
Stark County DD



Mr. Al Osler
Tuslaw Local

The district now known as Canton Local was formed in 1926 with the consolidation of Prairie College and Fairview in Canton Township.

Canton Local has been affiliated with the Stark County ESC since 1914. When asked about the Stark County ESC, Superintendent Kim Redmond stated, *“The Stark County ESC brings all the Stark County districts together for open communication, common purchasing and shared services and this allows all of us to be stronger as a result.”*

Photos Courtesy of Lifetouch National School Studios, Inc. / Todd Weber

2013-2014 District Boards of Education

2014

And Their Years of Service at the Beginning of the 2013-2014 School Year

Alliance City Jeff Talbert, Supt.0 Kirk Heath, Treas.8 Mike Dreger, Pres.8 John Gasparik, VP0 Jim Edwards.....14 John Frazier0 William Koch.....0	Jackson Local Chris DiLoreto, Supt.2 Linda Paris, Treas.7 Thomas Winkhart, Pres.12 Kenneth Douglas, VP9 Scott Gindlesberger10 Christopher Goff.....6 Katrina Barton0	North Canton City Michael Hartenstein, Supt.1 Todd Tolson, Treas.13 Betty Fulton, Pres.2 Nancy Marion, VP8 Jennifer Kling.....2 Bruce Hunt.....0 Julie Mathie-Cross0	Rittman Ex. Village Jon Ritchie, Supt.6 Mark Dickerhoof, Treas.5.5 Dale Hartzler, Pres.12 Doug Stuart, VP10 Walter Marquart12 Pam Wolfe.....8 Dave Plahuta.....6
Brown Local Connie Griffin, Supt.15 Julie Erwin, Treas.1 Tami Hultit, Pres.8 Dechelle Thompson, VP6 A. Wallace Anderson10 Chad Browning.....2 Ron Ruegg.....2	Lake Local Jeff Wendorf, Supt.5 Nicole Nichols, Treas.1 David Poling, Pres.12 Derrick Bailey, VP4 Jennifer Anderson.....0 Jon Troyer.....2 David VanderKaay18	Northwest Local Mike Shreffler, Supt.2 Dan Levengood, Treas.11 James Gindlesberger, Pres.6 Bruce Beadle, VP4 Rita Gearhart5 John Hexamer2 Stephen Jones2	R.G. Drage Career Tech. Ctr. Larry Morgan, Supt.18 Cynthia Smythe, Dir.6 Tamra Hurst, Treas.5 Robert Foltz, Pres.17 Frank Antonacci, VP13 A. Wallace Anderson6 Bruce Beadle2 Ron Feucht.....3 Vicki Horvath5 Ken Killian.....3
Canton City Adrian Allison, Supt.5 Jeffrey Gruber, Treas.5 Lisa Gissendaner, Pres.2 Ryan Brahler, VP2 J.R. Rinaldi.....6 Ida Ross-Freeman.....2 Rich Milligan.....13	Louisville City Steve Milano, Supt.0 James Carman, Treas.1 Cheryl Shepherd, Pres.10 Donald Keefe II, VP11 Frank Antonacci.....15 Brenda Ramsey-L'Amoreaux ...2 Mark Sigler.....26	Orrville City Jon Ritchie, Supt.7 Mark Dickerhoof, Treas.10 Greg Roadruck, Pres.24 Sue Corfman, VP10 Mike Guster3 Patrick Lorson.....8 Wayne Steiner12	Sandy Valley Local David Fischer, Supt.0 Darryl Woolf, Treas.1 Scot Bowman, Pres.2 Lynne Herstine, VP2 Dennis Corsi12 Joseph Wigfield2 Isaiah Winters1
Canton Local Kim Redmond, Supt.7 Jason Schatzel, Treas.2 Dave Brothers, Pres.16 Scott Hamilton, VP16 John Martin14 Rick Knight.....5 Christine Scarpino.....16	Marlington Local Joe Knoll, Supt.1 Derek Nottingham, Treas.1 Mark Ryan, Pres.7 Carolyn Gabric, VP9 James Fisher5 Philip Francis7 Gary Scott.....1	Osnaburg Local Todd Boggs, Supt.0 Christine Robenstine, Treas. 15 Linda Motts, Pres.6 Dorothy Yohe, VP12 Henry Boyle1 Stephan Kimbel0 Randy Pero.....0	Southeast Local Jon Ritchie, Supt.5 Sandy Hadsell, Treas.2 Sue Williams, Pres.18 Valorie Lewis, VP8 David Troyer6 Joe Lemon2 Tim Suppes.....2
Dalton Local Scott Beatty, Supt.7 Matt Jordan, Treas.5 Phil Schlabach, Pres.5 Curt Denning, VP12 Robin McFarren.....6 Mark Hirst.....2 Lisa Gwin0	Massillon City Rik Goodright, Supt.3 Sandy Moeglin, Treas.2 Gary Miller, Pres.22 Ron Pribich, VP7 Liz Hersher0 Mike Slater.....2 Mary Strukel2	Perry Local Marty Bowe, Supt.1 Jeff Bartholomew, Treas.1 Marlene Capuano, Pres.7 Betsy Elum, VP5 Jim Casey14 Michael Brenner.....5 David Ramos.....0	Tuslaw Local Al Osler, Supt.25 Barbara Markland, Treas.4 Vicki Horvath, Pres.17 Jeannette Harig, VP7 Randy Bleigh.....15 Larry Koons.....0 Jim Shaffer0
Fairless Local Broc Bidlack, Supt.2 Mark Phillips, Treas.6 Charles Snyder, Pres.4 Kenneth Killian, VP4 Jody Seward.....16 Val Gemma20 Hope Hill0	Minerva Local Joe Chaddock, Supt.2 Larry Pottorf, Treas.1 Robert Foltz, Pres.20 Stanley Pennock, VP22 Susan Crawford.....16 Jeff Evans.....8 J. Robert Yeagley.....1	Plain Local Brent May, Supt.4 Kathy Jordan, Treas.19 John Halkias, Pres.14 Eugene Cazantzes, VP2 Kristen Guardado.....13 Monica Gwin.....11 Ambrose Perduk, Jr.3	

Historical Documents and Comparisons

Then
and
Now

Teacher Licensure

1914

Large numbers of teachers in rural schools and elementary schools of village districts had very meager training. Probably not over 50% were graduates of high school and not less than 16-18% had an education beyond the elementary grades. As high as 31% of teachers in elementary schools of many small cities were high school graduates. Probably as high as 60% of high school teachers in townships, special, villages and small city districts were not college graduates and as high as 19% were not high school graduates. Sixty percent of the teachers in one-room schools had taught five years or less.

The New School Code of 1914 specified that “the county superintendent shall have direct supervision over the training of teachers in any training courses which may be given in any county school district and shall personally teach not less than 100 nor more than 200 periods in any one year.” The county was given the responsibility for teacher training, and the authority to issue certain teaching certificates as well. The state board of school examiners would issue three grades of life certificates. Teaching certificates of limited terms, however, were to be issued by either city or a county board of school examiners.

2010-Present

Ohio’s 4 Tiered Licensure Structure

Proposed Resident Educator License/Alternative Resident Educator License – 4-year nonrenewable (may be extended on case-by-case basis)

Resident Educator License Requirements

- Bachelor’s degree
- An approved program of teacher preparation
- Examinations prescribed by State board of Education (licensure exams)
- 12 semester hours of reading for early childhood, middle childhood, intervention specialist and early childhood intervention specialist licenses

Alternative Resident Educator License Requirements

- Bachelor’s degree
- Major in the subject to be taught or extensive work experience
- Completion of an Intensive Pedagogical Training Institute (IPTI)
- Content area examination
- This license will also be issued for career-technical workforce development areas utilizing existing processes for licensing these teachers and including an IPTI

Proposed Professional Educator License – 5-year renewable

Requirements

- Bachelor’s degree (except career-technical workforce development)
- Successfully completed the Ohio Resident Educator Program
- Alternative License holders successfully complete additional requirements to obtain Professional license

Senior Professional Educator License – 5-year renewable (A)+(B)+(C)

(A) Degree Requirement

- Master’s degree or higher from an institution of higher education accredited by a regional accrediting organization

(B) Experience

- Nine years under a standard teaching license with 120 days of service as defined by ORC, of which:
- At least five years are under a professional/permanent license/certificate

(C) Demonstration of Practice at the Accomplished/Distinguished Level:

Successful completion of the Master Teacher Portfolio

Lead Professional Educator License – 5-year renewable (A)+(B)+(C)

(A) Degree Requirement

- Master’s degree or higher from an institution of higher education accredited by a regional accrediting organization

(B) Experience

- Nine years under a standard teaching license with 120 days of service as defined by ORC, of which:
- At least five years are under a professional/permanent license/certificate or a Senior Professional Educator License

(C) Demonstration of Practice at the Distinguished Level:

- Earn the Teacher Leader Endorsement AND successful completion of the Master Teacher Portfolio OR;
- Hold active National Board Certification NBPTS

STARK COUNTY BOARD OF EDUCATION

1914

ORGANIZATION

J. W. PONTIUS

DR. R. T. TEMPLE

J. W. MYERS

A. B. WINGATE

E. E. LIEGHLEY

1914

The first meeting
of the Stark County
Board of Education was
held in Canton, Ohio,
on July 18, 1914

FIRST MEETING OF THE STARK COUNTY BOARD OF EDUCATION.

Canton, Ohio, July 18th, 1914.

Pursuant to the Legislative Act passed by the Eightieth General Assembly at its special session which began January 19, 1914- House Bill No. 13, Section 4732, relating to the Supervision of rural and village schools, the Board of Education of Stark County elected in accordance with Section No. 4729 of said House Bill, No. 15, met to organize and perform other duties incumbent upon them.

Members present, W. J. Pontius, member for 5 years

D R. R. T. Temple, " " 4 "

J. W. Myers, " " 3 "

A. B. Wingate, " " 2 "

E. E. Lieghley, " " 1 "

By motion, J. W. Myers was chosen temporary chairman for the purpose of organization.

By motion of A. B. Wingate, W. J. Pontius was elected un-animously as President of the Board for one year.

By motion of Dr. Temple, J. W. Myers was elected unanimous-ly as Vice President of the Board for one year.

By motion of J. W. Myers, A. B. Wingate was elected un-animously as Secretary to serve until a County Superintendent of Schools was elected and assumed his office.

Mr. Pontius accepted the office of President in a very ear-nest speech and then called for the election of a County Superinten-dent.

The following gentlemen were named as candidates for the po-sition of County Superintendent of Schools:

J. S. Speelman, Sharon Center, Ohio.

R. F. Klar, Beach City, Ohio.

S. D. Sanor, Homeworth, Ohio.

2.

W. A. Forsythe, Louisville, O.
J. J. Armstrong, Akron, Ohio.
Chas. Schovaneck, Cleveland, O.
Wm. T. Harris, Gulf Port, Miss.
F. C. Nydegger, Navarre, Ohio.

By motion, the Board proceeded to ballot resulting as follows:

First Ballot - Temple and Pontius for Armstrong
Wingate and Leighley for Klar
Myers for Forsythe

Or, Armstrong two votes, Klar two votes, and Forsythe one vote.
No election.

The balloting continued with a like result in each ballot until the sixth ballot when the Board recessed for luncheon.

After luncheon, the Board continued to ballot hoping that some ballot would elect a Superintendent. Every ballot was identical until the hour of three P.M. when by motion of Temple, the Board agreed to eliminate one of the candidates in the contest regularly voted for, by a secret ballot.

The motion stated that every member of the Board write the name that he desired not to appear in the 23rd ballot upon paper and upon count the name appearing the most number of times was eliminated from said ballot.

The result was as follows:

For the elimination of Klar, three votes,
" " " " Forsythe, two votes
" " " " Armstrong, no votes.

The next ballot being the 23rd, Klar's name was not used.

The 23rd ballot resulted as follows: Forsythe, 2 votes
Armstrong, 3 "

3.

Pontius, Temple, and Wingate had voted for Armstrong, and Leighley and Myers had voted for Forsythe.

By motion of J. W. Myers, the election of J. J. Armstrong was made unanimous.

The President called for the fixing of the salary of the Superintendent-elect.

By motion of Wingate, seconded by Temple, the salary of the Superintendent elect was fixed at \$3200 per year. Vote as follows: Wingate, yes; Leighley, Yes; Myers, yes; Pontius, yes; Temple, yes.

By motion of Myers, the term of office of the Superintendent-elect was fixed at the period of three years. Vote as follows: Myers, yes, Wingate, yes; Leighley, yes; Pontius, yes; Temple, yes.

By motion of Myers, the Board agreed unanimously on the 2nd Tuesday of each month as the time for the regular meetings of the Board.

After instructions to Pontius and Wingate to further prepare the chosen Headquarters in the Renkert Building, adjourned to meet at the call of the President of the Board.

W. J. Collins President
W. B. Wingate Secretary

#2 3/10/15

Brought forward \$12.05
 2 ounces #33 Rubber Bands @ .20----- .40
 6 reams 13# textile 8 1/4 x 14 @ 1.00----- 6.00
 1 can #767 Mimeo. Ink----- 2.00
 1 bottle dermax----- .25
 1 lb. #31 rubber bands----- .75
 1 4-Line K.H. rubber stamp----- .55
 1 box 8 1/2 x 13 black Prof. carbon----- 3.00
 3 bottles dermax @ .25----- 8.75
 4 cans black ink #767----- .50
 1 #2 capitol inkwell----- .99
 600 #1B O.K. fasteners @ 1.65----- .84
 400 #2B O.K.----- .84
 4 reams 13# textile bond 8 1/4 x 14----- 4.00
 1 bottle dermax----- 40.08
 3/2/15 1 bottle dermax----- .25
 Total 40.33

R. T. Temple

11/10/14 Dinner at Bender's----- .80
 12/8/14 R.R. Minerva to Canton----- .35
 " " Breakfast & Lunch----- .95
 " " Street Car from Canton to Alliance----- .40
 2/1/15 R.R. from Alliance to Minerva----- .40
 " " P.R. Minerva to Canton and return----- .70
 " " Lunch----- .50
 2/8/15 R.R. Minerva to Canton----- .70
 " " Dinner----- .60
 2/20/15 R.R. Minerva Canton and return----- .50
 " " Lunch and Dinner----- 1.00
 3/10/15 R.R. from Minerva to Canton----- .70
 Total 7.60

W. J. Pontius

Feb. 12 & 13 Car Fare to Columbus and return
 attending State School Officials meeting as
 per resolution of County School Board-----4.90
 Hotel Bill and street car expense-----5.00
 March 10th Expense attending school board
 meeting Dinner, Supper and car fare-----1.00
 Total 10.90

A. E. Wingate

Feb. 12 & 13 Attending State Meeting of School
 Board members:
 Car Fare Columbus and return-----5.70
 Board and Lodging two days-----4.30
 March 10th - Attending Board meeting
 Car fare----- .60
 Meals----- 1.20
 Total 11.80

Elmer Leighley

March 10th Car fare and livery rental----- .55
 Meals----- 1.00
 Stamps----- .25
 Total 1.80

6/19/15.

#3

Supervision District No. 1			Supervision District No. 2		
District	No. of teachers		District	No. of teachers	
Marlboro Special	4		Washington Township	-	11
Marlboro Township	10		Paris Township	-	10
Lexington Township	9		Hostetter Special	-	2
Washington Township	-		Minerva Village	-	13
Motz School No. 3	1				
Greentown Special	5				
Supervision District No. 3			Supervision District No. 4		
Himishillen Township	11		Canton Township	-	12
Osnaburg Village	4		Pike Township	-	9
Osnaburg Township	10		East Sparta Special	-	3
Mapleton Special	1		Magnolia Village	-	5
Sandy Township	3		Music	-	1 NOTE
Waynesburg Village	6				
Supervision District No. 5			Supervision District No. 6		
West Brookfield Village	3		Sugar Creek Township	-	11
Perry Township	11		Beach City Village	-	6
Bethlehem Township	9		Brewster Village	-	5 + 1
Navarre Village	7		Willmot Village	-	3
Music	1		Special #2	-	1
			Special #4	-	1
			Tuscarawas Township	-	1
			Brush College	-	1
Supervision District No. 7			Supervision District No. 8		
Lawrence Township	12		Plain Township	-	12
Tuscarawas Township	17		New Berlin Village	-	6
Music	m 1		Jackson Township	-	13
			Music	-	1

NOTE: - Based on the estimate of probable employment of a music teacher.

The motion was carried with the following vote:

Pontius, Yes; Temple, Yes; Myers, Yes; Wingate, Yes;
 Leighley, Yes.

Mr. Temple was excused at 4:30 P.M.

It was then moved by Mr. Myers and seconded by Mr. Leighley that the board reconsider their action of August 10th, 1914, with reference to the County Teachers' Institute. Motion was carried with vote as follows:

Pontius, Yes; Myers, Yes; Wingate, Yes; Leighley, Yes.

August 6, 1924 Financial Report

Amount due from the state as the state's share of the salary of the County Superintendent and of the salaries of the Assistant County Superintendents for 6 months.

Name of County Superintendent	Annual Salary	State's Share of Salary of County Supt. for 6 Months
J. A. Smith	\$4000.00	\$500.00
Names of Assistant County Superintendents	Annual Salaries	State's Share of Salaries of Assistant Co. Supts. for 6 Months
Harvey D. Teal	\$4000.00	\$375.00
F. C. Rydegger	3000.00	375.00
W. G. Seese	3000.00	375.00
TOTAL	\$10,000.00	\$1125.00

STATE OF OHIO Stark COUNTY, ss:

Personally appeared before me J. A. Smith, Clerk of the County Board of Education of said county, who, being duly authorized by said County Board of Education, and being duly sworn according to law, deposes and says that the statements given above are true and correct.

J. A. Smith
(Clerk of County Board of Education)

Sworn and subscribed before me this 6th day of August, 1924.

Notary Public

Form 1

STARK County, Ohio

REPORT OF
COUNTY BOARD OF EDUCATION
TO THE
COUNTY AUDITOR

Make four copies of this report.

Send one to the County Auditor, one to the Auditor of State, one to the Director of Education, and keep one for office file.

VERNON M. RIEGEL
Director of Education.

Received and Filed in Auditor's Office

760-6-24

August 6, 1924 Financial Report cont.

Form 1

Secs. { 4744-2
4744-3

Certification of the County Board of Education

TO THE

COUNTY AUDITOR OF S.T.A.R.K. COUNTY, OHIO.

(Send a copy of this report to the Auditor of State, also a copy to the Director of Education).

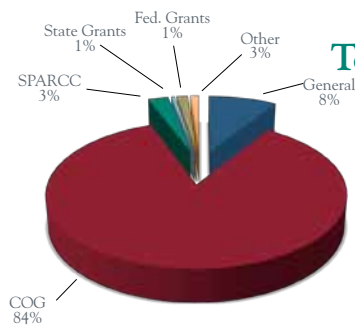
RURAL AND VILLAGE SCHOOL DISTRICTS	Number of Teachers	Share of Salary of Co. Supts.	Share of Salaries of Ass't. Co. Supt.	Share of Expenses of County Normal	Share of Contingent Expenses of County Board of Education	TOTAL
Bethlehem Twp.	10	78.54	94.90	30.00	70.00	273.44
Canton Twp.	24	188.48	227.75	72.00	168.00	656.23
East Sparta	6	47.12	56.94	18.00	42.00	164.06
Greentown	6	47.12	56.94	18.00	42.00	164.06
Hostetter Sp.	2	15.71	18.98	6.00	14.00	54.69
Jackson Twp.	14	109.95	132.85	42.00	98.00	382.80
Lake Twp.	18	141.36	170.81	54.00	126.00	492.17
Lawrence Twp.	14	109.95	132.85	42.00	98.00	382.80
Lexington Twp.	11	86.39	104.38	33.00	77.00	300.77
McFarren Sp.	1	7.85	9.49	3.00	7.00	27.34
Mapleton Sp.	2	15.71	18.98	6.00	14.00	54.69
Marlboro Sp.	4	31.41	37.96	12.00	28.00	109.37
Marlboro Twp.	9	70.68	85.40	27.00	63.00	246.08
Nimishillen Twp.	16	125.65	151.83	48.00	112.00	437.48
Osnaburg Twp.	11	86.39	104.38	33.00	77.00	300.77
Paris Twp.	12	94.24	113.87	36.00	84.00	328.11
Perry Twp.	17	133.51	161.32	51.00	119.00	464.83
Pike Twp.	10	78.53	94.90	30.00	70.00	273.43
Plain Twp.	18	141.36	170.81	54.00	126.00	492.17
Sandy Twp.	3	23.56	28.47	9.00	21.00	82.03
Sugar Creek Twp.	12	94.24	113.87	36.00	84.00	328.11
Swan Sp.	2	15.71	18.98	6.00	14.00	54.69
Tuscarawas Twp.	19	149.22	180.30	57.00	133.00	519.52
Uniontown Sp.	7	54.97	66.43	21.00	49.00	191.40
Washington Twp.	19	149.22	180.30	57.00	133.00	519.52
West Brookfield Sp.	4	31.41	37.96	12.00	28.00	109.37
Beach City	7	54.97	66.43	21.00	49.00	191.40
Brewster	8	62.83	75.92	24.00	56.00	218.75
Canal Fulton	7	54.97	66.43	21.00	49.00	191.40
East Canton	6	47.12	56.94	18.00	42.00	164.06
Louisville	15	117.80	142.34	45.00	105.00	410.14
Magnolia	6	47.12	56.94	18.00	42.00	164.06
Minerva	24	188.48	227.75	72.00	168.00	656.23
Navarre	10	78.53	94.90	30.00	70.00	273.43
North Canton	15	117.80	142.38	45.00	105.00	410.14
Waynesburg	11	86.39	104.38	33.00	77.00	300.77
Wilnot	2	15.71	18.98	6.00	14.00	54.69
TOTAL	382	3000.00	3625.00	1146.00	2674.00	10445.00

June 30, 2013 Financial Report

Balance Sheet

From 1914 until 1979, the Superintendent of the Educational Service Center also served as the Treasurer of the Service Center. Bea Pim was appointed Treasurer in 1979, followed by Daniel Wilson in September of 1980. Gwen Swan served from October 1, 1981 until August of 1983. Clifford Pocock served from 1984 until his death in 2006. Tamra Hurst served as interim treasurer from October 2006 until the appointment of Jeff Bartholomew in January of 2007. Mr. Bartholomew left in February 2013 and Tamra Hurst was appointed as his successor. The treasurer of the Stark County ESC is directly responsible for adhering to board policy, state statute, and/or state or federal regulations. The treasurer works closely with the superintendent to report, monitor, and plan fiscal operations.

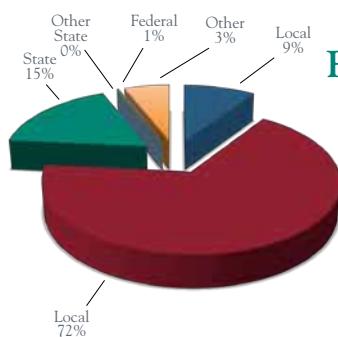
The
Treasurer
is fiscally responsible
for an annual budget
of over
\$205,500,000



Expenditures by Fund Group

Total Expenditures by Fund Group

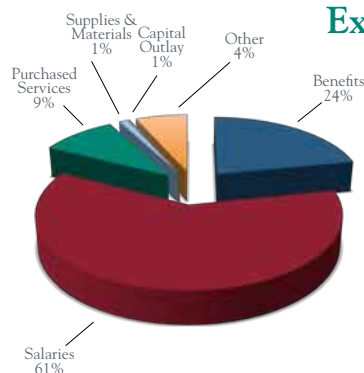
COG	84%	—	\$173,337,718.20
General	8%	—	18,467,395.29
SPARCC	3%	—	5,514,066.94
State Grants	1%	—	808,487.31
Federal Grants	1%	—	2,350,295.42
Other	3%	—	5,163,183.75
Total	100%		\$205,641,146.91



General Fund Revenue

Revenue

			General Fund	All Funds
Balance 7/1/12			\$ 1,180,192.33	\$ 91,480,739.66
Local Sources	72%	—	\$14,005,676.62	\$195,120,267.68
State Sources				
Found.-Local Shares	9%	—	1,839,471.31	1,839,471.31
Found.-State Shares	15%	—	2,882,758.98	2,882,758.98
Other State Sources	0%	—	0.00	1,355,204.96
Federal Sources	1%	—	35,081.21	2,702,308.58
Other Sources	3%	—	730,560.10	602,509.23
Total	100%		\$19,493,548.22	\$204,502,520.74



General Fund Expenditures

Expenditures

Salaries	61%	—	\$11,303,776.03	\$ 15,445,262.42
Benefits	24%	—	4,357,430.86	173,632,202.17
Purchased Services	9%	—	1,638,778.84	12,380,307.68
Supplies & Materials	1%	—	167,066.13	1,556,096.89
Capital Outlay	1%	—	25,791.13	262,315.69
Other	4%	—	974,552.30	2,364,962.06
Total	100%		\$18,467,395.29	\$205,641,146.91

Ending Balance 6/30/13			\$ 2,206,345.26	\$ 90,342,113.49
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From
Al Osler
Superintendent,
Tuslaw Local

On July 2, 1956, upon the recommendation of Stark County Superintendent Thomas C. Knapp, the Lawrence Local and Tuscarawas Local school districts dissolved and formed the Tuslaw Local School District, using the first syllable of each township name to form the new district.

The Tuslaw district has been affiliated with the Stark County ESC since its beginning, and the township schools were affiliated prior to the consolidation. When asked about Tuslaw's affiliation with the Stark County ESC, Superintendent Al Osler stated, "Tuslaw maintains an excellent relationship with the Stark County ESC. Because it is one of the smaller districts in the county, Tuslaw depends on and appreciates the services offered. Services such as the Stark County Council of Governments' insurance programs, co-operative purchasing, professional development, curriculum and grant writing, legal counsel, and collective bargaining are some of the services essential to our small district."

COMMENCEMENT

Of Tuscarawas Township, Stark Co., Ohio,
EIGHTH GRADE SCHOOLS
will be held in the
M. E. CHURCH, EAST GREENVILLE, OHIO
FRIDAY EVENING, MAY 23,
1930, at Eight O'clock.

Program of Exercises

Orchestra
March of the Graduates
Invocation Rev. Elliott
Song Marie Tyrrell, East Greenville School
Reading Jessie Drennen, Bowman
Trio Helen Doubledde, Zelma Bittie, Mildred Aman
Reading Mary Schafer, Pigeon Run
Piano Solo Opal Culler, Stanwood
Reading Violet Budrow, Beech Grove
Ukelele Club Sixteen
Reading Bernice Crofut, Moffitt Heights
Piano Solo Mary Konen, Pleasant View
Reading Harold Hostettler, Brush College
Saxophone Solo Lester Shilling, Bowman
Class Address A. L. Reynolds, Superintendent Orrville Schools
Presentation of Diplomas, John Brenner, Pres. Board of Education.

Bates Printing Service

STATE OF OHIO DEPARTMENT OF EDUCATION



Certificate of Promotion to High School

This is to Certify That Leroy Easterly
has completed the Course of Study of the elementary schools of Tuscarawas Township school
district, Stark County, or its equivalent, and is hereby given this certificate
of promotion to high school. The holder of this certificate of promotion is entitled to free
tuition under the restrictions which are prescribed by law.

Issued by the County Superintendent of Stark County
this 23rd day of May 1930

L. G. Smith
County Superintendent.

*Sections 3367, 3746, 3749-1, 3751, General Code.

STATE OF OHIO-STARK COUNTY

CONTRACT BETWEEN TEACHER AND BOARD OF EDUCATION

An agreement entered into between **Floyd Smith**

and the Board of Education of **North Lawrence** School District, in Stark County, Ohio.

Said **Floyd Smith** hereby agrees, (1) to teach in the public schools of said School District for the 1938.1939 School term; said school term to begin on a date to be fixed hereafter for the said Board of Education; (2) to abide by and maintain faithfully the rules and regulations adopted by said Board for the government of said School District; (3) to carry promptly into effect all directions of the Superintendent; (4) to attend the Stark County Teachers' Institute, all teachers' meetings, and all educational meetings, unless excused by the Superintendent; (5) to observe the following section 7707 General Code of the State of Ohio:

"Teachers must exercise reasonable care in regard to school property, apparatus and supplies entrusted to their keeping. They should strive to guard the health and physical welfare of the pupils in their schools, give sufficient instruction in the studies pursued, and endeavor to maintain good discipline over all the pupils under their charge. But no teacher shall be required by any Board to do the janitor work of any school room or building, except as mutually agreed by special contract, and for compensation in addition to that received by him for his services as a teacher."

(6) that if (lady) teacher marries after signing this contract, said contract automatically becomes void.

Said Board reserves the right, privilege and option to discontinue the services of the teacher, and terminate the contract at any time prior to the completion of the full school term, if the Board of Education in its judgment deems it expedient by reason of shortage of funds.

The Board agrees to serve a written notice upon the teacher at least (15) days before the date of termination of the contract, informing the teacher that his or her services are to be discontinued and the contract terminated on said date.

And in consideration of such services the said Board of Education agrees to pay

said **Floyd Smith** the sum of **\$154.00** Dollars, monthly, at the office of the treasurer of the Board of Education.

Entered into this **7th** day of **June**, 1938.

(Teacher) _____

President of Board of Education

Assigned to **Newman** School Clerk of Board of Education _____



Buildings

Jackson High School opened in 1976 and students occupied the new addition, shown above, in 2008. During the 2013-2014 school year, the high school housed 1,946 students in Grades 9-12. Pictured right is Jackson Local's Historical One-Room Schoolhouse. It was built in 1870 and closed in 1930. It housed an average of 25 students per year.





Classrooms

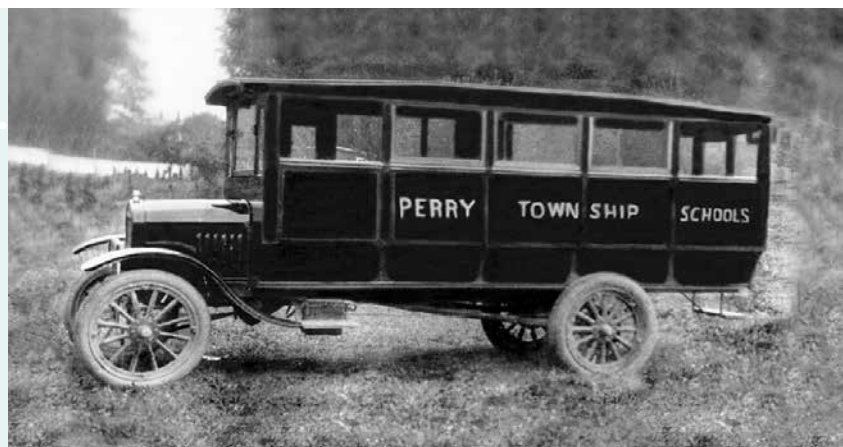
In 1914, many classrooms were still housed in the one-room schoolhouse with students ranging from elementary to high school age. Older students used inkwells with pen and paper, while younger students used slates. Teachers were positioned at and taught from the front of the room. Today's classrooms are either age or subject specific. Students often work at computer stations or in clusters and instructors utilize the entire classroom.





Busses

The first school bus in Stark County was purchased August 7, 1924, at a cost of \$846. It had a Ford chassis and a Wayne body. Calvin Custer was the driver and mechanic. The newest bus in Stark County was purchased March 26, 2014, at a cost of \$80,533. It has an International chassis and body. Jim Pucci, Bryan Faulk and David Schmucker are the mechanics.



Ohio's ESCs Today

Past
&
Present

Ohio ESC Region Map



Region Representatives

Region	Representative	ESC
1	Sandy Frisch	ESC of Lake Erie West
2	Doug Crooks	North Point ESC
3	Bob Mengerink	ESC of Cuyahoga County
4	Matt Galemme	Geauga County ESC
5	John Rubesich	Ashtabula County ESC
6	Andrew Smith	Mercer County ESC
7	Linda T. Keller	Mid Ohio ESC
8	Will Koran	Medina County ESC
9	Mel Lioi	Tri County ESC
10	Kevin Turner	Preble County ESC
11	Ty Ankrom	Pickaway County ESC
12	David Branch	Muskingum Valley ESC
13	Jon Graft	Butler County ESC
14	Tony Long	Southern Ohio ESC
15	Steve Martin	Ross Pike ESC
16	Chris Keylor	Ohio Valley ESC



ESCs a vital link in Ohio's public education system

Craig Burford, executive director, Ohio Educational Service Center Association

Educational service delivery in Ohio is a massively complex system. Educational and related support services to Ohio schools are provided by a variety of publicly funded service providers: educational service centers (ESCs), information technology centers (ITCs) and educational technology centers.

Nevertheless, the system has been effective in meeting regional and local needs and priorities with limited resources through shared services and other collaborative models. The largest among these, Ohio's 55 ESCs, are an

important component of Ohio's State System of Support. This system includes ESCs and State Support Teams that serve as a distribution and support network to help school districts implement and sustain school improvement and other education reform efforts that improve instructional practice and increase student achievement.

Educational service centers

Ohio's ESCs are defined as school districts in state law (Ohio Revised Code Section (RC) 3311.055) and local education agencies (LEAs) in federal law (20 United States Code Section 1401). ESCs were first established as county offices of education in 1914 to ensure "that every child in Ohio might attend a properly supervised school."

Over time, county offices evolved from regulatory agencies to service-oriented agencies and, in the mid-1990s, became ESCs and experienced several statutorily required mergers and consolidations. Subsequent voluntary mergers have occurred in the past decade, resulting in the current network of ESCs. Today, Ohio's ESCs employ more than 12,625 full- and part-time staff. More than 90% of those staff members are in school buildings and districts every day, providing services to students, teachers and other district personnel.

ESCs provide support and services that many districts do not have the ability or expertise to provide on their own. Last school year, ESCs served more than 1.7 million students in 614 public school districts, 234 nonpublic schools and 148 charter schools. Of these students, more than 233,000, or nearly 14% of the state's student population, received more direct, intensive and specialized services. These students range from the most gifted to the most at-risk, including special needs students and other at-risk populations such as dropouts and adjudicated youth.

ESCs also are large-scale providers of professional development to teachers, administrators and related service personnel. In the 2011-12 school year, ESCs hosted more than 6,275 different professional development activities

ESC support services

ESC noninstructional support services:

- Insurance consortia (38 ESCs)
- Group purchasing consortia (21 ESCs)
- Bus driver certification and physicals (52 ESCs)
- Teacher licensure (54 ESCs)
- Ohio Bureau of Criminal Investigation/FBI background checks (52 ESCs)
- Transportation (21 ESCs)
- Juvenile court liaisons (33 ESCs)
- Student attendance officers (40 ESCs)

ESC instructional services:

- Itinerant special education and related services staff (55 ESCs)
- Preschool special education (53 ESCs)
- Shared teachers (38 ESCs)
- Ohio Improvement Process (52 ESCs)
- Curriculum and assessment (52 ESCs)
- Alternative schools (49 ESCs)
- Head Start (14 ESCs)
- Special education transition coordinators (35 ESCs)
- Public preschool (39 ESCs)
- After-school programs (27 ESCs)
- Summer enrichment (35 ESCs)
- Home schooling (52 ESCs)

attended by 174,000 teachers and administrators. During that same school year, for every \$1 received in state operating funding, ESCs provided \$34 in programs and services to school districts — services that districts chose to purchase from ESCs to drive down districts costs, support teaching and administrative personnel and provide direct services to students and the personnel who serve their unique needs.

ESCs and shared services

Recognizing the importance of the ESC consortia model, House Bill (HB) 153 (129th General Assembly) required all districts with an average daily membership (ADM) of 16,000 or fewer to align to an ESC of their choice. This added 30 additional school districts to those required to align to and receive services from an ESC. In addition, HB 153 permitted the remaining seven school districts with more than 16,000 ADM to voluntarily align to an ESC. The bill also authorized ESCs to enter into service contracts with any other local political subdivision of the state.

In addition to requiring district alignment to ESCs, HB 153 included a requirement that the director of the Governor's Office of 21st Century Education conduct a shared services survey and make recommendations relative to increased shared services through the regional education delivery system.

The shared services survey of Ohio's school districts, regional education providers and other local political subdivisions was conducted in October 2011. More than 5,700 local political subdivisions were surveyed. There were 1,789 valid responses, a 31% response rate. In the education community, the response rate was 98%, with 598 school districts; 100% of the state's 56 ESCs (a merger after the survey left Ohio with 55 ESCs); 22 ITCs; one science, technology, engineering, math (STEM) school; and 49 joint vocational school districts responding to the survey.

What did the survey reveal? It demonstrated that 97.45% of school districts use the services of Ohio's ESCs. It also showed that the regional network is an important support system for schools. Smaller school districts were more likely to participate in shared services related to education instructional support, curriculum development, special education, information technology and school-based Medicaid services. Larger districts were more likely to use the system and other shared services models for purchasing and vehicle and facilities management services. ESCs are the primary provider of services to school districts.

However, the survey also revealed there are many opportunities for school districts and local governments to collaborate in more strategic ways to maintain service levels and lower costs. Why is this important? First are state and local budgetary realities. There also is an increasing demand from taxpayers for a return on their investment.



ESCs are grouped into a 16-region structure to support state and regional school improvement initiatives.

In addition, school districts continue to need support and assistance in a host of areas — particularly in a fiscally challenging environment. These include implementation of the third-grade reading guarantee; Race to the Top; Common Core standards; superintendent, principal and teacher evaluation systems; improved operational efficiencies; and other education reform efforts. And, the Ohio Department of Education (ODE) needs a statewide system of support to provide universal access to school improvement, special education and other required support services.

ESCs and Ohio's State System of Support

In addition to their direct, local relationship with school districts, ESCs lead the way in deploying statewide initiatives for ODE. ESCs have provided district and building-level training around state content standards and assessments, student growth measures and learning objectives, and various other education reform initiatives. For example, more than 500 ESC personnel have been trained in the Ohio Improvement Process (OIP), Ohio's school improvement methodology that uses a connected set of tools to continually improve instructional practice and student performance.

Sixteen ESCs also serve as State Support Teams (SSTs) under the Educational Regional Service System (ERSS) and provide school improvement services to the lowest-performing school districts, as well as universal access to districts for special education professional development and support services.

House Bill 115 (126th General Assembly) established ERSS and the 16-region structure to support state and regional



school improvement initiatives and promote a simplified approach to regional service. The purpose of the system was to support state and regional education initiatives and efforts to improve school effectiveness and student achievement.

It was the General Assembly's intent, articulated in RC 3312.01, that the educational regional service system reduce unnecessary duplication of programs and services and provide a more streamlined and efficient delivery of educational services without reducing the availability of services school districts need. As a result, the number of regional service providers has been reduced from 181 to 85.

Other system improvements included:

- a limit of 7% on fiscal fees and State Controlling Board approval of fiscal fees exceeding 4% to drive more money to providing direct services;
- reduction in the number of contractual agreements between the state and fiscal agents;
- creation of a common set of 16 delivery regions for deploying statewide initiatives;
- creation of regional advisory councils with broad representation of education stakeholders;
- adoption of regional education delivery standards;
- annual, online evaluations of ESC fiscal agents and SSTs.

In the 2012-13 school year, the 16 SSTs served 484 public and community schools in No Child Left Behind Act differentiated accountability and 267 Elementary and Secondary Education Act waiver Focus and Alert Schools across the state.

Return on investment

Ohio's ESCs offer a tremendous return on investment — for school districts and the state. In fiscal year 2011, for every \$1 invested by the state in the ESC operating subsidy, ESCs identified, secured and leveraged an additional \$3.72 in local, state and federal grants for client school districts.

If one factors in the estimated shared services savings as referenced in the Kasich administration's June 2012 "Beyond Boundaries" report, the return on investment increases to more than \$5 in estimated savings and leveraged grant funds for every \$1 in state funding. This does not even take into consideration additional efficiencies and cost savings generated through the use of fractional labor and other consortia-based service models. This is a tremendous return on investment.

Gallia-Vinton ESC in southeastern Ohio is a leading example of how an ESC can maximize state, local and federal resources on behalf of its client school districts. This is particularly true for smaller, rural school districts that may be more reliant on ESC services. But, it also is true for larger districts that recognize the value of the economies of

ESC return on investment

	Grand total
Funded ADM	\$1,340,112
State subsidy	\$46,500,000
Per-pupil subsidy	\$34.70
Local grants-expenditures	\$64,587,389
For every \$1 of subsidy	\$1.39
State grants-expenditures	\$20,953,371
For every \$1 of subsidy	\$0.45
Federal grants-expenditures	\$87,490,372
For every \$1 of subsidy	\$1.88
Subtotal additional dollars leveraged for districts	\$3.72

*FY 2011 ESC Expenditure Data (Source: ODE)

scale available through the use of ESC services.

A closer examination of Gallia-Vinton ESC shows that for every \$1 in the statutorily required local funding contribution (the \$6.50 deduction) and every \$1 in state funding (per-pupil subsidy) combined, the ESC provides \$10.78 of grant-funded services and shared services savings.

How and why does this work? Because historic funding models serve as a catalyst for shared services. Those models use a state/local partnership approach, including the state subsidy and local contributions via supervisory services units, and the \$6.50 deduction. Through this model, districts have the flexibility to purchase the programs and services they need based on local needs and priorities.

ESCs — the bottom line

ESCs are a vital component of the public education delivery system in Ohio. These organizations are more than just intermediaries. They serve as a direct line of support to both the state in the design and deployment of education initiatives, and to school districts in the implementation and long-term sustainability of these efforts.

As such, the state of Ohio should continue to support these types of shared services funding and service delivery models that maximize resources, drive efficiencies and provide high-quality programs and services to school districts and other local political subdivisions. ■

Editor's note: For more information on ESCs and the Ohio Educational Service Center Association, visit www.oesca.org, call (614) 846-3855 or email info@oesca.org.



Service is Our Purpose

Ohio's ESCs are Making a Difference: Every Day in Countless Ways

What is an ESC?

- ESCs are local political subdivisions.
- ESCs are school districts under state law – 3311.055 Ohio Revised Code.
- ESCs are local education agencies or LEAs under federal law – 20 USCS §7801(17) (ESEA, IDEA, HEA, Perkins).
- ESCs are governed by publicly-elected boards of education.

What is an ESCs relationship to Ohio School Districts?

- ESCs are large-scale service providers offering administrative, academic, fiscal and operational support services to Ohio's school districts, chartered nonpublic schools, community schools, and STEM schools.
- Every district with enrollment of 16,000 students (ADM) or fewer is required to be aligned to an ESC. Districts are able to realign to a different ESC (anywhere in the state) every 2 years, consistent with the state budget process, if they are not satisfied with the services they are receiving.
- Districts with enrollment over 16,000 students may align to an ESC.
- Districts may purchase services from any ESC at any time – even ESCs to which they are not aligned.
- ESCs are consortia by definition and don't exist if not for their client school districts. Under section 3311.0510. (A) of the Ohio Revised Code, if all of the client school districts of an ESC terminate their agreements the governing board is abolished and the ESC is dissolved by order of the superintendent of public instruction.

General ESC Information:

- Ohio's ESCs employed 12,628 full- and part-time individuals in the 2011-2012 academic year (approx. 8,936 are full-time employees). This is an average of 234 employees per ESC – 88% of these employees are in the districts, building and classrooms of client districts every day.
- 6,079 ESC personnel are certified staff; 4,752 are classified staff; 1,093 are contract staff.
- In the 2011-2012 school year, Ohio's ESCs provided direct services to 226,943 students - many of whom are at-risk students. Other ESC programs and services also impact over 1.75 million students.
- During the 2011-2012 school year ESCs hosted 6,277 different professional development activities attended by 174,010 total attendees.
- ESCs served 614 public schools, 208 charter schools, and 291 nonpublic schools.
- Out of 614 public school districts, 607 (98.85%) are required to align to ESCs under 3313.843 of the Ohio Revised Code but only 576 (94%) are state-funded members of an ESC.
 - Thirty-one school districts (all city and/or exempted village districts) are client districts of ESCs but are not included for the purposes of state funding because ESCs are flat-funded on a guarantee.
 - Only 7 districts, those over 16,000 ADM, are not required to align to an ESC.
- ESCs serve school districts as small as 74 students and as large as 207,000 students.
- 510 ESC personnel have been trained in the Ohio Improvement Process (OIP) to provide a network of school improvement services for school districts and charter schools.
- 16 ESCs hold contracts to serve as State Support Teams (SSTs) and intervene with the lowest performing school districts and charter schools and ensure universal access to special education-related support services. The 16 ESC-led SSTs serve 484 Public and Community Schools in Differentiated Accountability and 267 ESEA Waiver, Focus and Alert Schools.
- Over 100 ESC personnel have been trained to support all school districts and community schools in implementation of the Common Core standards, Student Growth Measures (SGMs) and Student Learning Objectives (SLOs).

ESC Finances & Economic Impact

- ESC funding comes from a variety of sources: Local (46%), State (19%), Federal (7%), Other (28%)
- In 2011, ESCs provided nearly \$1.2 billion in support services to Ohio Schools and other local government agencies
- ESCs paid nearly \$16 Million into state and local economies through payroll taxes

Student Programs

- 76% (47) provide online student courses
- 93% (50) of ESCs operate gifted and talented programs
- 76% (41) operate public preschools
- 19% (10) operate Head Start programs
- 85% (46) operate Alternative Schools
- 52% (28) run dropout recovery programs for at-risk youth
- 31% (17) provide educational programming to youth in residential day treatment centers
- 37% (20) provide after school programs
- 40% (22) provide summer enrichment programs
- 44% (24) coordinate Dual Credit programs in partnership with districts, higher education and the state.
- 26% (14) provide services to ELL/LEP students
- 31% (17) operate and support Safe and Drug Free School programs

High Quality Professional Development

- 96% (52) provide training and other services related to the Ohio Improvement Process (OIP)
- 72% (39) coordinate professional learning communities
- 80% (43) of ESCs provided professional development services in the area of 21st Century Skills
- 81% (44) conducted leadership development seminars and services
- 87% (47) provide school improvement related professional development
- 94% (51) provide professional development in Curriculum, Instruction and Assessment
- 87% (47) provide ongoing support on standards and standards implementation
- 69% (37) provide professional development on the effective use of instructional technology

Community/Charter Schools

- 12 ESCs sponsor 94 Charter Schools or 27.4% of Ohio's 342 Charter Schools
- 56.38% of ESC-sponsored charter schools were ranked Continuous Improvement or higher in 2011 compared to 49.12% of other non-ESC sponsored charter schools
- The average attendance rate for ESC-sponsored schools in FY 2011 was 89.88% compared to 86.11% for other, non-ESC sponsored charter schools
- The average graduation rate for ESC-sponsored charter schools in FY 2010 (2011 LRC) was 48.33% compared to 31.47% for other, non-ESC sponsored charter schools

Juvenile Justice & At-Risk Youth

- 78% (42) employ attendance officers for Ohio school districts
- 33% (18) provide juvenile court liaisons; Those 18 employ 24 juvenile court liaisons
- 41% (22) provide educational programs and support services to DYS facilities and regional or county detention centers
- 48% (26) provide IEP development and support services to incarcerated youth
- 35% (19) provide transition support services to juvenile offenders upon re-entry into the school district setting

Implementation of Federal and State Regulations

- 91% (49) of ESCs provide Bus Driver Certification and Physicals
- 13% (7) operate the state's 7 school bus driver training programs
- 93% (50) assist districts and the state with teacher licensure
- 93% (50) conducted FBI and BCI Background Checks
- 93% (50) oversee homeschooling in their respective regions
- 78% (42) employ attendance officers for Ohio school districts
- 93% (50) provide Child Abuse Awareness and Prevention Training
- 52% (28) provided EMIS coordination and support services

Special Education Services

- 89% (48) of Ohio's ESCs operate classroom cooperatives for students with emotional disabilities
- 83% (45) operate classroom cooperatives for students with multiple disabilities
- 85% (46) run programs and services for students with autism spectrum disorders

- 96% (52) operate preschool special education programs
- 87% (47) employ occupational therapists and 76.36% (42) physical therapists
- 59% (32) employ Parent Mentors
- 98% (53) provide school psychology services
- 93% (50) provide speech-language pathology services
- 48% (26) provide services to the visually impaired
- 54% (29) provide audiology services
- 70% (38) employ transition coordinators to provide transition support services
- 93% (50) provide special education supervisory services to assist districts in meeting federal and state FAPE requirements

Community Partnerships

- 78% (42) coordinate and/or support family and civic engagement teams and related training
- 61% (33) operate and chair Business Advisory Councils
- 39% (21) of ESCs are members of and participate in Regional P-16 Councils
- 98% (53) are members of Family and Children First Councils – *many are fiscal agents and chairs of the Family and Children First Councils*
- 61% (33) actively participate in Workforce Development Boards
- 61% (33) are involved in Community Foundations
- 100% (55) are members of Regional Advisory Councils (RACs) of the Educational Regional Service System (ERSS)

Cooperative Endeavors

- 46% (25) provide technology end-user support services
- 61% (33) provide general administrative staff and back office support to schools
- 72% (39) seek, write and administer grants on behalf of school districts
- 63% (34) provide human resource services and support to schools
- 41% (22) operate insurance consortia on behalf of school districts and other local government partners
- 69% (37) provide meeting space for school districts and local government partners
- 39% (21) provide cooperative transportation services
- 39% (21) operate cooperative purchasing consortia
- 39% (21) of ESCs employ shared administrators on behalf of school districts
- 46% (25) administer state grants and federal title programs on behalf of school districts

Shared Services

ESCs are actively engaged in shared services. Governor Kasich's "Beyond Boundaries" report revealed that 97% of districts, 95% of CTE/JVSD, 58% of community schools, 76% of ITCs, and 51% of County Boards of Developmental Disabilities rely on ESC services. In 2011-2012, ESCs:

- Purchased \$39,660,954 through shared service arrangements;
- Generated \$16,698,247.95 in shared services revenue; and
- Accomplished \$58,464,534 in estimated savings

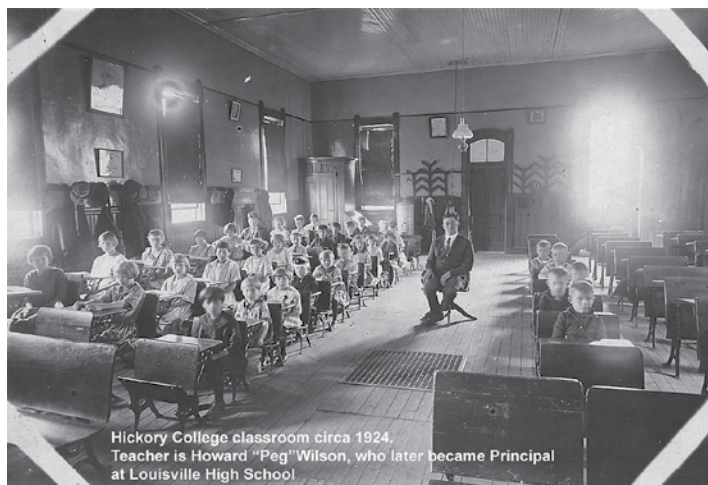
Ohio's ESCs continue to make a difference every day in support of school district efforts to improve educational outcomes for all students regardless of where they live and attend school.

Without question, Ohio's 55 ESCs have a tremendous level of knowledge, expertise and capacity to assist the state of Ohio and school districts in the implementation and long-term sustainability of education reform efforts and to achieve improved outcomes for all kids regardless of where they live and attend school.

Questions about the OESCA member survey can be directed to info@oesca.org.

The History Behind Ohio's ESCs

In the
Beginning



Hickory College classroom circa 1924.
Teacher is Howard "Peg" Wilson, who later became Principal
at Louisville High School

Ohio's County Boards of Education

1914-2014

County boards of education were established in 1914 in response to recommendations from the Ohio State School Survey Commission. Senate Bill 9, passed on February 4, 1914, provided for the standardization of schools and established the county boards of education. The statute also described the county superintendent's qualifications.

One major responsibility given to county boards of education was to reorganize rural and village districts through consolidation and centralization, thereby reducing the number of districts and one-room schools. Another responsibility given to county boards of education was that of teacher supervision, which had an enormous positive impact on instruction of that day.

Since 1914, county superintendents have been involved in various areas of administration and perform many services, which include, but are not limited to the following: cooperative programs, supervision, liaison between the local school districts and the Department of Education, health insurance programs, special education services, legal services, negotiations, technology, dual enrollment and grant writing. Many of these services have been initiated by the county offices of education without being legislatively mandated.

County Superintendents

The accomplishments and achievements of county superintendents and county boards of education have helped to make significant advancements in Ohio's educational system over the past one hundred years.



The following excerpts were taken from:

History of Ohio's County Boards of Education

The Ohio School Survey of 1913

On February 26, 1913, the legislature passed "An Act to Create a Commission to Conduct a Survey of the Public Schools, Normal Schools, and the Agricultural Schools of the State, defining its powers and providing appropriations therefor."

Section 1 of the Act authorized the governor to appoint a three-member commission to conduct the survey, determine how efficiently the schools were operated, and prepare a report including recommendations to the governor. Other sections prohibited commission members from being compensated other than for necessary travel expenses, but did provide that the commission could employ necessary staff to accomplish this work. A sum not to exceed then thousand dollars was appropriated to cover the cost of the survey. The governor also wanted the survey to be conducted relatively quickly so the recommendations could be received and acted upon by the same legislature that authorized the survey.

Governor Cox named Edith Campbell of Cincinnati, William Allendorf of Sandusky, and Oliver Thatcher of Wilmington to serve as members of the Ohio State School Survey Commission. Thatcher was selected to serve as chairman. The Commission met in Columbus on March 12, 1913. The first order of business was to select a person to serve as director of the project. A similar survey had just been completed in the state of Wisconsin under the direction of the Bureau of Municipal Research of New York. The Ohio Commission requested the Bureau to assist it in its efforts and the Bureau recommended Horace Brittain to direct the survey. The New York Training School for Public Service in the Bureau of Municipal Research provided Brittain's service at no cost to the state of Ohio.

The survey was launched with enthusiasm. Each county auditor in the state was required to submit data on the number and size of schools in the county, along with fiscal data concerning the schools. Most of the school superintendents in the city, village, and township districts submitted information. The approximately nine thousand teachers who attended Teachers' Institutes that summer were asked to supply information for the survey. Presidents, deans, professors, and even students in the normal schools were also asked to participate. Hundreds of responses were received from questionnaires

sent to labor unions, chambers of commerce, and women's organizations. In addition, citizens from all over the state sent hundreds of letters containing suggestions and information.

Ohio was experiencing a migration from rural areas to cities and villages during this period. Although some of this migration was due to increased industrialization in the cities, some people theorized that part of the migration was due to the fact that schools in the cities were considered superior to those in the rural areas. Consequently, a great amount of effort was expended in making certain that the status of rural education was examined as thoroughly as possible. In fact, the report stated that "the commission felt that the rural and small village schools, so long neglected by the state and often unable for financial reasons to maintain schools of the highest efficiency, had the first claim upon the state. The commission clearly recognized that the welfare of the rural and village communities depends largely upon that of the rural districts and the villages, that the rural problem is a city problem, the city problem a rural problem, and that city and rural problems affect vitally the interests of the state as a whole."

The survey was completed in January of 1914. The comprehensive document was more than three hundred pages long.

The School Survey Day was observed in accordance with the governor's proclamation. A great deal of enthusiasm was manifest. Discussions were held in many school buildings across the state. Delegates were elected to the Educational Congress as had been suggested by Governor Cox. It was a unique day in the educational history of Ohio.

The Educational Congress convened in Columbus on December 5 and 6. The meeting was well attended. Governor Cox addressed the delegates. The problems of rural education were discussed in great detail. Finally, a number of resolutions were adopted to be sent to the General Assembly.

The Establishment of County Boards of Education

The New School Code of 1914 provided for the establishment of a county board of education in each county of the state. The laws also specified exactly how and when the boards would be selected and how they would come into being.

The presidents of the village and rural boards in each county were to meet on the second Saturday of June, 1914. The county auditor had the responsibility of determining the time and place of the meeting, and was required to give each board president ten days notice of where the meeting would be held. The auditor was also required to pay from the county treasury the necessary and actual expenses of each participant attending the meeting.

The board presidents were to meet and elect one of their number to serve as chairman and another to serve as clerk. The presidents were then to elect five people to serve as members of the county board of education. One person was to be elected for one year, one for two years, one for three years, one for four years, and one for five years. Those selected could, but were not required to be members of a village or rural board of education. If there was a village district in the county, at least one member had to be a resident of a village. At least three members had to be residents of rural school districts. Furthermore, “not more than one member of the county board shall reside in any one village or rural school district within the county school district.” The chairman and clerk of the meeting were to certify the results of the election to the county auditor.

Each person elected to the county board of education was required to take an oath of office within ten days of notification. The original county board members were to meet on the third Saturday of July 1914, and on the third Saturday in March each year thereafter. The first order of business was to elect a president and a vice-president, each of whom was to serve for one year. A temporary secretary was also to be chosen to keep a record of the proceedings of the board. The temporary secretary would serve only until a county superintendent was elected. At that point the superintendent was to act as secretary to the board.

At the organization meeting, the board was to fix the time for holding its regular meeting. Regular meetings were to be held at least every two months. The regular meetings of the county board of education were to be held at the office of the county superintendent. The county commissioners of each county were to “furnish offices in the county seat for the use of the county superintendent.” In all cases, the original offices of the county superintendent were in the court house of the county.

The county board of education was to appoint a county superintendent of schools no later than July 20, 1914. The term was to begin on the first day of August and was not to exceed three years. The “half (of the county superintendent’s salary) paid by the county school district shall be pro-rated among the village and rural school districts in the county in proportion to the number of teachers employed in each district.”

Qualifications for county superintendent candidates were spelled out in the statutes. Five different sets of criteria were included in section 4744-1 of the general code. The requirements were rigorous in comparison to requirements for being a rural classroom teacher, but the intent of the new code was to upgrade rural education.

The county board of education was also required by the statutes to make a survey of its district as soon as possible after organizing. The law stated that “the board shall arrange the

schools according to topography and population in order that they may be most easily accessible to pupils. To this end the county board shall have power by resolution at any regular or special meeting to change school district lines and transfer territory from one rural or village district to another.... In changing boundary lines the board may proceed without regard to township lines and shall provide that adjoining rural districts are as nearly equal as possible in property valuation. In no case shall any rural district be created containing less than fifteen square miles.” The county board of education was given extraordinary power in this respect. The statutes provided no mechanism for a remonstrance by the affected electorate.

Related to the authority to redistrict the county was the requirement that “the county board of education shall within thirty days after organizing divide the county school district into supervision districts, each to contain one or more village or rural school districts. In the formation of the supervision districts consideration shall be given to the number of teachers employed, the amount of consolidation and centralization, the condition of the roads and general topography. The territory in the different districts shall be as nearly equal as practicable and the number of teachers employed in any one supervision district shall not be less than twenty nor more than sixty.” The county board of education could redistrict the county into supervision districts upon request of three fourths of the presidents of the village and rural boards of education.

Each of the supervision districts was to be under the direction of a district superintendent. The district superintendent was to be nominated by the county superintendent and elected by the presidents of the village and rural boards of education within the supervision district. If there were three or fewer village and rural districts involved, then the election was to be by all the board members meeting in joint session. The village and rural district could, by majority vote, elect a district superintendent who had not been nominated.

The qualifications for a district superintendent were also described in the new statute. Three different combinations of training and experience were given. The requirements were less stringent than for the county superintendent, but they were written so as to select persons with significant supervisory backgrounds. The balance of the district superintendent’s salary not paid by the state was to be paid by the supervision district, pro-rated on the number of teachers in each village or rural district. The district superintendent was to be paid from the county board of education fund.

The county board of education was mandated to “publish with the advice of the county superintendent a minimum course of study which shall be a guide to local boards of education in prescribing the courses of study for the school under their control. The county board may publish different courses of

study for village and rural school districts.”

The rural and village school districts were required to transport pupils who lived more than two miles from the nearest school. If a local board neglected or refused to provide transportation for eligible pupils, the county board of education was directed to provide the transportation and charge the cost to the local school district.

The mandated duties and responsibilities of the county superintendent and the district superintendents included in the statutes were similar to those that had been recommended in the school survey report. The appointment statute for the county superintendent of schools said that “he shall be in all respects the executive officer of the county board of education, and shall attend all meetings with the privilege of discussion but not of voting.” Another section of code stated that “the county superintendent shall hold monthly meetings with the district superintendents and advise with them on matters of school efficiency. He shall visit and inspect the schools under his supervision as often as possible and with the advice of the district superintendent shall outline a schedule of school visitation for the teachers of the county school district.” In addition, once each year the county superintendent was to arrange a time and place for all of the members of the rural and village boards of education to meet to discuss school matters, and was to act as chairman of this meeting.

One of the most significant responsibilities of the county superintendent was the training of teachers. Many of those who were teaching in one-room rural and village schools had less than a high school education themselves. Their only opportunity for in-service training was to attend teachers’ institutes. Those who were effective teachers could go to a larger district when they had sufficient experience. They would be replaced in the rural school by a beginner with little or no training. In many instances the township schools had been little more than training schools for the larger districts. The survey report had been insistent on the need for improving training and certification procedures for teachers in the smaller schools.

The new code specified that “the county superintendent shall have direct supervision over the training of teachers in any training courses which may be given in any county school district and shall personally teach not less than one hundred nor more than two hundred periods in any one year.” In addition, the county board was to determine by February 1 each year whether a teachers’ institute was to be held that year. The institute could remain in session no more than five days. The law stated that “at least one day of such session shall be under the immediate direction of the county superintendent who shall arrange the program for such day.” Schools could be dismissed for the term of the institute. If the institute were held when schools were not in session, then the teacher was entitled to two dollars per

day for not more than five days. The money was to be “paid as an addition to the first month’s salary after the institute, by the board of education by which such teacher or superintendent is employed.” If no institute was held in the county during the year, the rural or village board was authorized to pay ten dollars to each teacher who attended six weeks of a recognized summer school for teacher training.

The county was given the responsibility for teacher training, and the authority to issue certain teaching certificates as well. The state board of school examiners would issue three grades of life certificates. Teaching certificates of limited terms, however, were to be issued by either city or a county board of school examiners.

The county board of school examiners was to meet to organize during the month of September. The county superintendent was to act as clerk of the board. It was his responsibility to file required reports with the Superintendent of Public Instruction and the county auditor. Examinations were to be given to teachers on the first Saturday of September, October, January, March, April and May, and on the last Friday of June and August. Teacher examinations were to be prepared under the direction of the Superintendent of Public Instruction and “sent, under seal, to the clerks of such boards of examiners not less than five days before each examination, such seal to be broken at the time of the examination at which they are to be used, in the presence of the applicants and a majority of the members of the examining board.”

Candidates who successfully passed the written examination as well as “a practical test in actual teaching” were granted either a one-year or a three-year certificate by the county board of school examiners. The law stipulated that “not more than three one-year certificates and not more than one three-year certificate may be issued to any one person. Such three-year certificate may be renewed twice only on proof of successful teaching.” Certificates were valid only in the county school district which issued them. The five- and eight-year certificates were to be discontinued, although those holding them could continue to renew them on evidence of successful teaching experience. The survey commission had recommended a reduction in the number of certificates available to teachers as well as more stringent requirements for granting certificates.

In summarizing the duties of the county superintendent in 1914, the list included:

1. Hold monthly meetings with the district superintendents and advise them on matters of school efficiency.
2. Visit and inspect the schools under his supervision as often as possible.
3. Outline a schedule of school visitation for the teachers of the county school district with the advice of the district superintendent.

4. Exercise direct supervision over the training of teachers in any training courses given in any school district within the county board's jurisdiction.
5. Teach at least one hundred but not more than two hundred periods per year in teacher training programs.
6. Determine that all legally required reports are prepared and sent to the county auditor.
7. File all reports required by the State Superintendent of Public Instruction.
8. Act in all respects as the executive officer of the county board of education.
9. Serve as secretary of the county board of education.
10. Serve as a member of the county board of school examiners.
11. Serve as clerk of the county board of school examiners.
12. Order and supervise administration of tests given for teacher certification.
13. Nominate district superintendents to rural and village boards of education.
14. Nominate directors and instructors for teacher training schools.
15. Prepare minimum courses of study for publication by the county board of education.
16. Arrange for an annual meeting for all members of village and rural boards of education in the county to discuss county school district matters.
17. Issue certificates of promotion to pupils who have completed elementary school work indicating that they are eligible for admission to high school.
18. Inspect schools making application for state aid under the standardization statutes, and endorse requests when appropriate.
19. Cooperate with the district superintendents in holding teachers' meetings and attend as many meetings as his other duties will permit.

The list of duties of the district superintendent in 1914 is summarized as follows:

1. Visit the schools under his charge and spend not less than three-fourths of his working time in actual classroom supervision.
2. Direct and assist teachers in the performance of their duties.
3. Classify and control the promotion of pupils.
4. Report to the county superintendent annually, and more often if required, as to all matters under his supervision.
5. Act as the chief executive officer of all boards of education within his supervision district.
6. Attend any and all board meetings within the supervision district to deliberate, but not to vote.
7. Nominate teachers to boards of education within the supervision district.
8. Assemble the teachers of the district as often as advisable to confer about the courses of study, discipline, school management, and other school work, and to promote the general good of all the schools in the district.
9. Recommend text books and courses of study for board adoption to the village and rural boards of education.
10. When requested by the county board of education, teach in teachers' training courses.
11. Certify to the county superintendent each year the names of those students who are eligible for admission to high school.

The duties of the original county boards of education are summarized as follows:

1. Elect a county superintendent for a term not to exceed three years, and set the salary of the superintendent.
2. Divide the county school district into supervision districts.
3. Appoint district superintendents for a term of one year if the supervision district fails to do so by September 1.
4. With the advice of the county superintendent, publish a minimum course of study as a guide to village and rural boards.
5. Appoint the county board of school examiners.
6. Provide and supervise teachers' institutes.
7. Certify annually to the county auditor the number of teachers and superintendents to be employed, and the amounts to be apportioned to each district for superintendents' salaries.
8. Hold regular meetings at least once every month.
9. Provide transportation for eligible pupils when the local board fails to do so.
10. Certify to the state auditor any amounts due from the state treasury.
11. Authorize the board president to sign all vouchers and items of expense in connection with the affairs of the board of education.
12. Create school districts from one or more school districts or parts thereof.
13. Appoint a board of education for a newly created school district.
14. Perform the mandated duties of a rural or village school district if that local board fails to do so.
15. Supervise and control the county school district.

County School Districts: The Early Years

Teachers in rural and village districts started back to school with the realization that they were going to be supervised much more than ever before. On one hand, they may have felt somewhat threatened by the idea of a frequent visitor evaluating their efforts. On the other hand, they might welcome the help that they could receive from someone with more training and more experience. They realized that they were going to be required to spend more time and effort upgrading their skills. But increased competence could mean greater satisfaction and confidence in the classroom as well as greater job security.

Members of boards of education also had some changes to ponder. When schools closed at the end of the 1913-1914 academic year, Ohio had eighty city school districts, 758 village districts, 522 special districts, and 1,314 township districts. The township districts were further divided into 10,120 sub-districts. There were a total of 12,820 school board members in Ohio. Now there would be only city, village, rural and county districts. The village and rural districts would be within the jurisdiction of the county districts with the exception of those villages that had declared themselves exempt from county supervision. There would be 440 new board members on county boards, but all the sub-districts were dissolved and special districts were now categorized as either city, village, or rural.

Board members in the rural and village districts realized that the new county board had the responsibility of forming supervision districts. The county board of education also had the power to change school district boundaries and to transfer territory from one rural or village district to another in order to form a more efficient and accessible school system. Although these new county board members had been elected by their own board presidents, no one could be certain as to how arbitrarily the new county boards of education would exercise their powers. On one hand, the local board members knew that the new school laws were intended to equalize educational opportunities and improve the educational process; but on the other hand, there was uneasiness as to how much restructuring might occur.

The New School Code was an attempt to equalize educational opportunity for all children in Ohio. One of the most significant parts of the law was the emphasis on supervision of instruction. This was a great departure from the previous system. The city and larger village school districts already had supervisory procedures in place. They also had teachers that were generally better trained and more experienced. But in the smaller and more rural districts there was virtually no supervision. The level of the typical teacher's training was absolutely minimal. Consequently, the establishment of the

district superintendent and the mandate that this person spend three fourths of his working time in actual supervision held great promise for improving classroom instruction. The state legislature had committed itself to the process by subsidizing not only the salary of the county superintendent, but by subsidizing the district superintendents' salaries as well. Supervision thus became a focal point for the county school district. Classroom visits and evaluation conferences quickly became an expected and accepted part of the educational scene in rural Ohio.

Related to the matter of supervision was the mandate for a minimum course of study. The teacher in the one-room rural school was accustomed to a solo effort. For all practical purposes, the textbook was the course of study. The teacher either went through the entire textbook or selected those portions that he or she was comfortable with and skipped the rest. There was no uniformity among the individual school buildings in the district and certainly none among the districts within the county. There is little wonder that students who graduated from these elementary schools were required to take a test before they were admitted to first-grade high schools.

Obviously, county boards were not ready to publish a minimum course of study by the beginning of the first year of their existence. One county board, however, claimed to have published a course of study on September 21, 1914. Records indicated that twelve county boards of education published courses of study in 1914 and another thirteen did so in 1915.

One of the early courses of study was published in Allen County under the direction of C.A. Arganbright, the county superintendent. The Tentative Course of Study for Use in the Rural Schools of Allen County, Ohio introduced itself to the staff with the statement,

It is prescribed by section 4737 that the County Board of Education shall publish with the advice of the County Superintendent a minimum course of study.

The schools of the County are very varied in the length of school year and in text books used. There are, however, enough of general features in the school work in every grade that some general provisions of a course of study can be made applicable.

This course has cost considerable in time and money it is urged that the teachers consult its pages carefully and derive whatever benefit may be obtained therefrom.

In the foreword of the same document the statement was made, "Now we find we teach too many useless subjects in Arithmetic, such as True Discount, Cube Root, Compound Proportion: too many useless facts in Geography and Physiology, and too much formal Grammar, to the exclusion of more practical and better subjects, like Agriculture and Domestic Science." The course of study then reminded teachers that a

section of the General Code stated, "Agriculture shall hereafter be taught in the common schools of all village and rural districts in Ohio supported in whole or in part by the State."

The quality and design of courses of study varied widely. There were no guidelines for the development of courses of study. Even though many of them were primitive by contemporary standards, they provided a basic curriculum tool that had been missing up to this time. The teacher who had always worked independently and without guidance now had some idea of what was expected. The courses of study also provided a way of achieving some degree of uniformity within the districts of the county.

Another major objective of the New School Code was to achieve centralization and consolidation. The State School Survey Commission concluded that there were far too many small schools in Ohio. S. K. Mardis, State School Inspector, had written in 1911 about the deplorable condition of the small, poor rural schools in the state. Samuel Lewis, first State Commissioner of Common Schools, had written seventy-five years earlier that one two-room school was better than two one-room schools. He pointed out that it was more economical to build a two-room building. More importantly, he argued that two teachers could offer much more effective instruction. Thus the community, the teachers, and the pupils would benefit from larger schools.

There were more than nine thousand one-room elementary schools in Ohio during the first year of operation of county school districts. The annual report of the Superintendent of Public Instruction, Fran B. Miller, contained a considerable amount of statistical data. The information in Table 1 summarizes the data from that report relative to the number and sizes of school buildings that were operated during the 1914-1915 academic year. It is apparent from the data that cities and larger villages had relatively few one-room elementary schools, while in rural districts, ninety percent of the elementary schools were in the one-room category.

TABLE 1						
School Buildings by Type of District - 1914-15						
Number of Buildings				Total Number Class Rooms	Average Rooms Per Building	
	One-Room Elementary	Two or More Room Elementary	High School	Total		
Cities	78	811	108	997	11,346	11.4
Villages	132	642	143	917	4,947	5.4
Rural	9,198	1,023	204	10,425	11,973	1.1
Total	9,408	2,476	455	12,339	28,266	2.3

Adapted from: Frank B. Miller, *Sixty-Second Annual Report . . . for the Year Ending August 31, 1915.*

Table 2 shows the net enrollment of students by type of district for the 1914-1915 school year. Nearly one-half of all children in school were enrolled in the eighty city districts. A disproportionately low percentage of pupils were

attending high schools. Of course, many rural pupils went to cities or the larger villages for their high school education. High school (grades 9-12) enrollment for all districts was only about one-eighth as great as elementary (grades 1-8) enrollment.

Table 2					
Net Enrollments by Type of District - 1914-15					
	Elementary	% of Total	Secondary	% of Total	Total
Cities	367,232	46.6	60,040	57.9	427,272
Villages	123,331	15.6	31,688	30.6	155,019
Rural	298,007	37.8	11,948	11.5	309,955
Total	788,570	100.0	103,676	100.0	892,246

Adapted from: Frank B. Miller, *Sixty-Second Annual Report . . . for the Year Ending August 31, 1915.*

By combining information from Tables 1 and 2, an important conclusion may be drawn. Some 60,000 pupils were attending 108 high schools in city districts - an average of 556 pupils per high school. However, 12,000 pupils were attending 204 rural high schools - an average of 59 pupils per high school. Ninety percent of rural elementary pupils were attending one-room schools. These statistical data gave credibility to the notion that there were too many small schools in rural Ohio, both at the elementary and secondary levels. It was also clear that there was a great discrepancy between the educational opportunities available to children in city and rural districts.

Centralization was seen as the answer to the problem of small rural schools. Ideally, several one-room elementary schools in a rural district would be abandoned in favor of a single centralized school where a teacher might be expected to teach only one or two grade levels rather than eight. Transportation and construction costs were enormous obstacles to overcome in the area of centralization. It took nearly a half century for the one-room school to disappear from Ohio and take its place in educational history.

Consolidation was the other half of the reorganization issue. Consolidation of two or more small rural districts would result in a new district big enough to build and support a first or second grade high school. A larger student population would make it possible to have instructors teaching only in the fields of their greatest expertise. Again the problems of transportation and the cost of construction hindered progress in the consolidation effort.

Highway transportation was a major problem for Ohio in 1914. It is true that rail lines connected most of the cities and villages in the state. But paved roads outside the towns and into the countryside were few in number and poor in quality. It was mentioned earlier that one county manual mentioned having a "Good Roads Evening" to focus attention of the people on the necessity of improving the highway system. The motto "Lift Ohio out of the Mud" was suggested. People were beginning to realize that the economy of the

state would be hammered if adequate roads were not built. Certainly school consolidation could not be accomplished if there was no adequate way for pupils to be conveyed to the schools. Five years later, then-Assistant Superintendent Vernon Riegel wrote that “transportation is one of the most important factors in the consolidation of schools and if this fails the whole venture is doomed. . . Transportation begets good roads and it is worth many times its cost if it is the means of bringing to a community that which is so necessary to its convenience and prosperity.” The desire for centralization had positive affect on the development of improved roads in the state of Ohio.

Construction was another factor that deterred centralization and consolidation from happening as fast as they might otherwise. This became a function of relative local wealth, since counties that were more affluent had a better chance of raising money for new school construction. The less affluent counties simply were not able to centralize as quickly because of the problem of raising money locally.

Political considerations had their impact on questions of consolidation as well. The issue quickly became lost in an atmosphere of emotion and nostalgia. People wanted to keep “their schools” in their own neighborhoods. Feelings of proprietorship and protection erupted whenever there was talk of school consolidation.

The Lean Years

The progress made by county school districts in the first five years of their existence continued into the decade of the twenties. The number of rural districts decreased slowly through the process of consolidation. At the time the number of city districts increased as some of the villages grew larger. More villages became large enough to declare themselves exempt from the supervision of the county board of education, so the number of exempted village districts also increased.

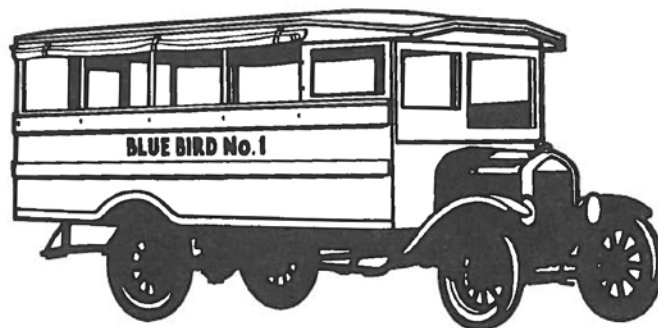
The number of centralized elementary schools in rural districts continued to grow. This was accompanied by a comparable decrease in the number of one-room elementary schools. The number of rural high schools also grew as communities strove to provide a complete educational program for their pupils. This was not an unmixed blessing, however. The proliferation of high schools in the consolidated districts resulted in the construction of a large number of relatively small high schools. The pride in and allegiance to these small high schools presented a real obstacle to the further consolidation that would be attempted by later generations.

School enrollment also increased during the twenties. This was due to a variety of reasons. The first was simply the growth in the population of Ohio. From 1910 to 1920 the population of the state grew from 4,767,121 to 5,759,394.

It grew to 6,646,697 by 1930. When county school districts were organized in 1914, Ohio had the fourth highest population of all the states in the country. The second reason for increased enrollment was the fact that the combination of bigger and better schools and mandated transportation provided more and better opportunities for young people to be educated. Many more pupils began to enroll in high school programs. Finally, the compulsory attendance law began to be enforced with greater diligence. Truant officers were to work as far as practicable under direction of the district superintendents. Thus the New School Code, by establishing county school boards and appointing county superintendents, had a direct impact on the increased enrollment in the public schools.

The construction of new school buildings across the state, particularly in rural school districts, added a significant amount of debt to the various communities. Since the debt was to be amortized over a considerable period of time, and since the economic picture was fairly bright, this was not of particular concern to the public. After all, World War I, the “war to end all wars,” had concluded successfully and there seemed to be an atmosphere of euphoria across the country.

The annual report of the Director of Education (as the Superintendent of Public Instruction was titled during this period) was optimistic at the middle of the decade. It showed that there were more than 1000 centralized and consolidated schools, where 10 years earlier there had been 50. The number of one-room schools had shrunk from more than 9400 to about 5500. An average of more than 1 one-room school had been closed every day for a period of 10 years. The average enrollment in one-room schools was 23, but 1,987 one-room schools had fewer than 20 pupils, and 373 had fewer than 12 pupils each. Clark, Crawford and Cuyahoga counties boasted that there were no one-room schools still in operation. The report stated that “109,280 elementary and high school pupils were transported in 1924-1925 at a total cost of \$2,432,901; the average is 22.25 per year per pupil or 15 cents a day . . . It will be noted that there are 1,547 horse drawn vehicles and 2,395 motor vehicles used in transporting pupils to and from school.”



School buses made centralized schools possible
Courtesy of Blue Bird Body Company, Fort Valley, Georgia

The picture suddenly became bleak when the stock market crashed in October 1929. The economy staggered, struggled to get back on sure footing, and then finally plunged into the abyss that was to become known as the "Great Depression." The country's economic problems precipitated social problems. The great majority of the country's people were affected by the Depression. People lost their jobs and their homes. Families were separated. Schools were certainly not insulated from the country's problems; they, too, were unable to escape the havoc that was wreaked on the entire economic system. This was especially true of rural schools.

The bonded indebtedness of the public schools in Ohio amounted to more than \$238 million when the Depression struck. Money to pay the interest on the bonds and to retire the bonds took precedence over any other debts of the school district. Furthermore, the bonds had to be paid off at face value even though the value of the dollar had plummeted. Many districts began to spend as much as twenty to thirty percent of their total revenues for interest and debt retirement. Consequently, current operating funds took the brunt of the problem of reduced revenues. In addition, a few school districts that had money in banks either could not retrieve it or lost it when banks close or failed. There was no insurance on deposits at the time. Worst of all, it was all but impossible to think of passing additional tax levies when the unemployment rate exceeded twenty percent and people were literally standing in soup lines.

Closing more than a thousand one-room schools in the next three years was not enough to pull rural districts back from the brink of bankruptcy. B. O. Skinner, Director of Education wrote in his biennial report for 1931-1933 that "the economic cataclysm that has been evident industrially since 1929 began to make a marked encroachment upon the school systems in 1931-1932. Circumstances combined with the business depression make this one of the most critical that education has had to face for many years". He noted that the aggregate tax valuation for the entire state in 1928-29 was \$13,798,645,043. By 1932 the valuation was approximately ten billion dollars.

Skinner laid the groundwork for modifying the tax structure for the support of education. Citing the fact that local property taxes paid ninety-six percent of the cost of education, he wrote, "Ohio taxpayers have awakened to the fact that the general property tax cannot be successfully administered from the standpoint of justice, equity and sufficiency . . . State aid distributed in logical and defensible manner so as to promote equalization of economic opportunity is the most desirable means of promoting school maintenance." He also recognized that "the greatest need for revenues is in the local districts."

Skinner appointed a new Ohio School Survey Commission in April of 1932. It organized on May 9 with Charles H. Jones of Jackson as chairman, Leyton E. Carter of Cleveland as

vice chairman, and L. L. Rummell of Columbus as secretary. The commission was made up of an additional nine men and four women from around the state. The commission hired Paul R. Mort, a widely respected authority in the field of school finance and Director of the School of Education, Teachers College, Columbia University, to direct the study. He assembled a research staff and five special investigators who were prominent educators themselves. In addition, a technical advisory committee was appointed which was composed of thirty educators and citizens of the state. Two members of the advisory committee were county superintendents, E. O. McCowen of Scioto County and J. R. Williams of Lake County.

On January 1, 1935, the retail sales tax began to be collected. The published rate was three percent, but sales of less than nine cents were not taxed; sales of forty cents or less were taxed one cent; sales of between forty-one and seventy eight cents were taxed three cents. Vendors were required to give a tax receipt with each purchase. These were to be procured from the state in advance. The receipts were printed on yellow paper and different colors of ink were used for the different denominations of "stamps." This practice continued for about twenty years until automatic cash registers with printed tapes became common in the retail industry.

County boards of education and county superintendents began collecting data to prepare their district maps and plans of organization. There was resistance to their efforts in some areas, but they were generally successful in eliminating more one-room school building and small, inefficient school districts.

The United States Office of Education funded a series of educational studies in the various states beginning about 1935. These were among many "pump-priming" efforts of the federal government to increase employment and the flow of money in the economy. The typical education study employed school and university personnel in conducting surveys, and on the basis of the results of those surveys, in making recommendations for the improvement of the schools. In Ohio, the U.S. Office of Education funded a cooperative study with the Department of Education. Each county was to have an individual study and set recommendations, and a general study of the state was also to be conducted. T. C. Holy of The Ohio State University was director of the project and he was assisted by John A. McKnight. The state study, published in 1937, was entitled Ohio Study of Local School Units. Copies of each county study were placed on file in the office of the county superintendent for that county.

Data for the state and local studies were being collected during the period that each county was preparing its annual plan of organization. The study teams and the county superintendents had the opportunity to provide suggestions and information to each other in conducting the studies.

The Ohio Study of Local School Units identified ten major trends in Ohio schools. These included:

1. Effort has been made by the state to compensate for differences in financial ability of school districts to support a satisfactory program of public education.
2. Extension of compulsory attendance requirement was made through the enactment of the Bing Law of 1921, fixing an age limit of from five to eighteen years. Also, there is no a better enforcement of this compulsory law, particularly since the enactment of the School Foundation Program Act, in which the state subsidy is based on average daily attendance.
3. High school enrollments have rapidly increased and elementary enrollments have gradually decreased, the latter being largely due to the decline in birth rate. In 1921 the birth rate per one thousand inhabitants in the state was 22.2 per cent as compared with 13.8 percent in 1933.
4. One-room schools have been rapidly replaced by consolidated and centralized schools.
5. School buildings, sites, and equipment have been greatly improved. Between 1915 and 1936, the expenditures for these two purposes amounted to \$347,070,005.
6. Better trained and better paid teachers are found in both elementary and high schools.
7. Higher standards, both statutory and regulatory, apply to all schools in the state.
8. Improved organization and supervision, particularly in the county school districts, began in 1914 when the position of county superintendent was created.
9. There has been general acceptance of the principle that high school tuition and transportation should be paid from public funds.
10. There has been general recognition of the fact that small schools, particularly high schools, are expensive to operate and generally are unable to provide a satisfactory educational program.

The school foundation law requiring the county boards education to prepare plans for organization was designed to force more redistricting. It worked. In 1930, when the effects of the Depression began to be felt, there were 4,310 one-room schools in Ohio. In 1945 the number of one-room schools was 2,792; in 1936 it was 2,387; in 1937 it was 1,889; and in 1938, there were only 1,646 still in existence.

The decrease in the number of school districts was also noteworthy. When county boards of education were established in 1914 there were 80 city districts and 2,594 rural, village, and special districts. In 1930 the number of rural and village school districts was 2,033. By 1935-1936 the number of districts within the county systems was 1,731; the following year it was reduced to 1,593; and in 1938, it was 1,547.

The General Assembly passed another bill which affected county boards of education, but in a much different way than the foundation program. Until 1935, teaching certificates other than life certificates were issued by either city or county boards of school examiners. Through a law which became effective on September 5, 1935, all teaching certificates of all grades were to be issued by the state Department of Education. This relieved county superintendents of the responsibility of testing and certifying teachers locally and it assured uniform application of certification regulations.

The decade also saw county superintendents voluntarily moving into some new areas of activity. County superintendents had been active in developing a wide variety of social, academic, and athletic events among their schools in the early years. Now some of them had introduced administrative innovations. For example, some county superintendents started systems of voluntary purchasing of supplies on a county-wide basis. Among those were Crawford, Erie, and Fairfield counties. They estimated that they saved approximately twenty percent through this plan of purchasing. Another county superintendent was attempting to develop a county-with transportation system which he estimated would save thirty-three thousand dollars annually.

The decade saw not only the most serious financial crisis that the state's public schools had ever faced, but it also saw the state somewhat reluctantly create a new tax for the benefit of schools. It also saw the development of the first foundation program in which the state accepted its role as an active partner in financing schools. To maintain that partnership required money, so the one-year temporary retail sales tax quickly became a permanent tax.

The first quarter century of the county school system had established the county board of education as a vital link in the administration, organization, and supervision of rural and village districts. Although the number of districts had decreased, the new, larger districts were populated by the same pupils and patrons. The larger districts and school building provided not only greater economies, but a significantly improved program and a greatly expanded secondary school population in the county districts.



1939-1940 • Nimishillen Township

The War Years

As the decade of the thirties came to a close and the forties began, the country was extricating itself from the most calamitous depression in its history. It did not realize that it was about to be plunged into the most devastating war in its history. This event was destined to dominate the attention and energy of the country to the point that almost every other pursuit of society would play a secondary role to “the war effort.”

The Ninety-fourth General Assembly convened in 1941. It seemed there was always a problem of funding the state foundation program. The legislature was not satisfied that schools were as efficient as they could be. Looking back to the successes of the Ohio State School Survey Report of 1913 and the report of the Ohio School Survey Commission in 1932, the legislature determined that another survey was in order. Consequently, in 1941 it enacted House Bill 285 which stated in part, “This Commission shall make a careful and thorough study of the school laws of Ohio and their application to the organization, administration, supervision and financing of the public school system, and shall, on or before January 15, 1943, submit to the General Assembly and the Governor a report which shall include a proposed recodification of the school laws of Ohio and prepare bills of suggested changes needed, and such other recommendations pertinent to the management and financing of Ohio’s public school system, as it may deem advisable.”

The commission reported on the status of the foundation program. It called the foundation program “the most equitable system yet devised in Ohio” for the distribution of state funds. At that time the program was based on the cost of a minimum program of \$45 for each elementary pupil, \$67.50 for each high school pupil, \$1,500 for each approved one-teacher school and \$2,400 for each approved two-teacher school, plus approved tuition and transportation costs. The actual “flat distribution” was \$30.60 for each elementary pupil and \$45.90 for each secondary pupil.

It was at this time that the legislature determined to abolish the classifications of village and rural school districts. Henceforth, each was to be known as “local school districts” and was to continue to be part of the county school district.

The sub-committee on transportation supported the idea of the county unit. This was largely because of “the fact that the State Department of Education, in discharging its responsibility for school transportation in county districts, must deal with some 1400 different school districts, many of which are too small to conduct an economical system of transportation.”

The Growth Years

The end of World War II marked the beginning of a new economic and social era in America. Veterans of the armed forces began to return to civilian life during the latter part of 1945 and the first half of 1946. The rate of marriages soared as the weddings that had been postponed during the late Depression years and war years now took place. This caused an explosion in the birth rate and gave rise to the term “baby boom.”

New housing began to develop as newly married couples sought suitable quarters. The migration from rural areas to cities that had been typical fifty years earlier was now reversed.

The economy flourished as the country began once again to produce consumer goods. During the Depression people could not afford to buy automobiles and major appliances, and during the war they were not produced because the manufacturing capacity of the country was dedicated to the war effort.

The Depression had made it difficult for many young people to go to college, and service in the armed forces made it impossible for them to attend. The demands for higher education had gone unfulfilled for a number of years. Before the war was over, Congress passed what was known as the “GI Bill” which provided certain benefits to veterans of World War II. Among the features of the bill was an educational subsidy program.

The office of the county superintendent of schools should be organized to include service functions for all districts in the county for which such services can be more economically and effectively provided in that manner. In order to provide needed services to districts too small to manage and finance them economically, and to provide a ready means by which larger districts may cooperate in financing and operating specialized services, the office of the county superintendent of schools should be organized and empowered to:

- a. Exercise the same administrative and supervisory duties for school districts under 500 pupils as is now exercised by the superintendents of schools in city districts.
- b. Provide supervision of instruction and other needed services for all local districts in the county.
- c. Assist other districts in the county in providing, at their request, services which can be more economically and effectively provided on a cooperative basis than could be provided by the individual districts. Such services might include guidance and psychological services, special education of atypical children, in-service training of teachers, and planning of transportation.
- d. Provide consulting services to districts on problems on which special help may be needed.
- e. Serve as an advisory and technical officer to the county

citizens' committee on district organization. The committee was not able to examine the special conditions of each individual school district or of each particular county. However, there are indications that some counties might be served best by a single school district for the entire county. In such cases there would be no longer need to be separate local boards.

This recommendation represented a departure in thinking as far as the duties of county superintendents were concerned. The focus historically was on administrative functions. Now the concept of "service functions" was introduced. The staff of a typical county board of education at this time was a superintendent, a secretary, and a truant officer. State support for district superintendents had been terminated years earlier.

The Expansion Years

The Ohio State School Survey Commission Report of 1914 suggested that "a system of state wide and as nearly as possible full time supervision should be inaugurated providing for combined county and district supervision applying to all districts outside the cities." County boards of education were established to implement a supervisory program that would "enable every child in Ohio to attend a properly supervised school." The Eightieth General Assembly followed the recommendations of the commission and enacted laws that provided for district superintendents to spend three fourths of their working time in direct supervision of teachers. The plan called for a district superintendent to have an average of forty classroom teachers to supervise with a minimum of twenty and a maximum of sixty teachers. The state provided half the salary of the district superintendents up to seven hundred fifty dollars per year. Approximately six hundred district superintendents with supervisory assignments were appointed during that first year.

During its first two years the State Board undertook the development of new standards in several areas. It had Department of Education staff and advisory committees working simultaneously on standards for elementary schools, high schools, special education programs and teacher certification.

There were 1,049 local school districts in the county system at the end of the 1955-1956 academic year. Six years later there were 608 local districts, a reduction of 441 districts or forty-two percent. County superintendents were involved extensively in this process.

Teacher training programs and teacher certification requirements also were subjected to new, more stringent standards. Teachers and administrators holding certificates granted under old standards were permitted to renew certificates, but upgrading required meeting the new standards. Temporary certificates were issued for the next several years during a shortage of qualified teachers.

Special education programs were also affected by standards adopted by the State Board of Education. Schools with limited resources had typically done little for special students. The new standards required programs in general education to meet the needs of exceptional children. Raymond Horn was appointed director of special education in 1959, committing the division to provide special education programs that would be appropriate for pupils with special needs.

New certification standards for school psychologists were included in the revised certification standards. The legislation that provided for funding of supervisory units also provided for funding of units for child study. This enabled county boards of education to appoint school psychologists to work in the local districts within the county.

The late fifties and early sixties were exciting times for Ohio's county school districts. The State Board of Education had been established and was beginning to function in its role of improving the educational system by adopting standards in a variety of areas. The legislature had provided funding units for supervision, special education, and school psychology. County boards of education were able to expand their services significantly by staffing the new units to which they were entitled. Teachers and students in the local school districts benefited from the services that were now available to them. County superintendents were again able to accomplish the goal that their predecessors had been given nearly fifty years earlier – "to enable every school child in Ohio to attend a properly supervised school."

The Controversial Years

The One-hundred-sixth General Assembly enacted Amended House Bill 810 during the summer of 1965. The act had two main provisions. First, the State Board of Education was to "prepare and submit to the General Assembly, not later than January 1, 1967, a master plan for the organization of the school districts of this state. The primary objective of the master plan shall be to make each school district in the state an administrative unit that can economically provide and financially support a program of education sufficiently broad to meet the various post high school career needs of its students, including those entering college, those entering technical schools, those entering the labor market, and those entering other post high school careers."

The second provision of the act was to create "an Ohio school survey commission consisting of four members of the senate.... And four members of the house of representatives, not more than two of whom (from each house) shall be members of the same political party, and three members appointed by the governor, not more than two of whom shall be members of the same political party." The Ohio School Survey Commission was required "to study and make recommendations

to the 107th general assembly concerning:

- a. The revision of the financial structure of public education;
- b. The present organization of the school districts;
- c. The feasibility of reorganizing the state department of education as the state board of education;
- d. The improvement and financing of adult, vocational, and special education;
- e. The consolidation of special education laws;
- f. The clarification of all education laws.

The Ohio School Survey Commission organized in December of 1965. It elected Senator Oakely Collins of Ironton to serve as chairman and Representative Ralph Regula of Navarre to serve as vice chairman. Senator Oliver Ocasek of Northfield was elected secretary. The commission met eighteen times during the next fourteen months. "Meetings were held in conjunction with members of the State Board of Education, with the project staff of the Master Plan for School District Organization in Ohio, with officials of the Department of Education, and with members of the Ohio Tax Study Commission."

The project staff spent the next several months gathering various kinds of data pertaining to the study. It collected data on population trends, current and projected school enrollments, school finances, business and economic projections, and sociological changes that were taking place in Ohio. It also studied various models of school district organization and noted the advantages and disadvantages of each.

Some of the findings of the project staff included the following:

1. While the state experienced a population increase of over 22 per cent from 1950 to 1960, the public school enrollment increased 42.7 percent from October of 1955 to October of 1965. The addition of nearly fifty per cent enrollment in a ten-year period has created a major strain of local and state finances, both for operational expenses and for capital outlay.
2. The number of local school districts in the nine metropolitan counties (Clark, Cuyahoga, Franklin, Hamilton, Lucas, Mahoning, Montgomery, Stark and Summit) decreased by 10 from 1955-1956 to 1965-1966. However, the enrollments in the local districts of those counties increased from 155,632 to 247,835, an increase of 59.2 per cent in a ten-year period.
3. The growing population is concentrating in metropolitan areas while several counties of Ohio are declining slightly in population, but maintaining a stable public school enrollment.
4. The number of local districts in counties was reduced

by nearly one-half between 1910 and 1950 from 2,574 to 1,262. This number was again halved to 668 by 1960 and was down to 495 by 1966.

5. A structure organization must be designed to provide the desired educational opportunities for all children whether they live in a density area of 6.6 pupils per square mile (Vinton County) or 698.8 per square mile (Cuyahoga County).

The Master Plan for School District Organization was transmitted to the State Board's committee on school district organization in November 1966, and was received by the State Board of Education in December 1966. The Ohio School Survey Commission had been informed of the progress of the master plan project staff on a regular basis. The commission published its report in January of 1967.

The Cooperative Years

The Ohio School Survey Commission and the State Board of Education Committee on the Master Plan for School District Organization were created in 1965. The reports of the commission and the committee were made in 1967.

One of the significant partnerships that developed in the sixties was that of county boards of education and the Division of Vocational Education at the state Department of Education. At the State Board of Education meeting on June 11, 1962, the State Board promoted Byrl Shoemaker from supervisor of the trades and industries section to director of the Division of Vocational Education. Shoemaker proved to be an aggressive advocate of vocational education. Most large city school districts had a vocational or "trade" school and many rural districts had some vocational agriculture programs. The majority of high school students, however, had very limited access to vocational programs. Shoemaker had a vision of vocational education programs being available to every Ohio high school student who chose to enroll in one.

The statutes permitted the creation of a joint vocational school district by two or more school districts. A county board of education had the authority to conduct a study to determine the need for a joint vocational district and to develop a plan for the creation of a joint vocational school district covering the territory of two or more districts within the county. On October 7, 1963, the legislature enacted a law and amended several other statutes that gave county boards of education much broader authority in planning joint vocational school districts. County boards could now create vocational school districts consisting of territory in two or more counties.

A county board of education could actually be the joint vocational school board of education if only local districts from that county were in the joint district. County boards

of education had been given the authority to expend money for educational studies and surveys in 1957.

The combined efforts of the Division of Vocational Education and county superintendents resulted in the promotion of vocational education all over the state of Ohio. County superintendents initiated surveys and studies in their jurisdictions. They held meetings with local boards of education and citizens' groups to explain what could be done to provide vocational education. Proposals to establish joint vocational school districts were developed.

The entire process, from initiating a survey through establishing a joint vocational school district, took months, and sometimes years, in some areas. It took additional time to get levies passed and buildings constructed in these new districts. In many cases the county superintendent assumed the collateral duty of vocational school district superintendent after the district was established. Some county superintendents continued in this role until the joint vocational school became operational. At that point another person was appointed superintendent either of the joint vocational school or the county office. In a few cases, a single person held both positions for years. Within a relatively few years, nearly fifty joint vocational school districts were formed in Ohio.

The second cooperative effort that had a substantial impact on education beginning in the sixties was one between the Department of Education's Division of Special Education and county boards of education. Mention was made earlier of the unit funding that was made available for supervisory positions beginning in 1956. Units for child study or school psychology were also made available at about the same time. In succeeding General Assembly biennial budgets, additional units were funded for staffing special education classes. Following this was an increase in the number of supervisory units available for special education programs.

The director of Special Education, Raymond Horn, had authorized additional and more stringent standards for the State Board of Education to consider. These were adopted in 1962. The new standards included some areas of handicap that had not been addressed earlier. Paid internships for school psychologists were added. Reimbursements for transportation of handicapped were also included. Horn reorganized the Division of Special Education at about the same time.

County boards of education soon began to act as facilitators in gaining special education units for their counties. They arranged for cooperative ventures where one district would provide housing for a unit and other districts would send pupils to the unit. This worked especially well in the low incidence handicap area. In some cases the unit was funded directly to the county board of education and the county board actually appointed the teacher and managed the unit. In either event, the county superintendent and staff became increasingly involved in the extension of programs to the

handicapped students in their counties.

During the same period of time that vocational education was expanding, special education was also expanding. The increased activity in special education resulted ultimately in the establishment of two kinds of centers to enhance the delivery of services to special students. In 1969 federal discretionary funds were used to create eight Instructional Materials Centers (IMC) and nine Program Planning and Development Centers (PPDC) around the state. The goal of the IMC was "to develop and/or provide materials for special educators in order to improve the quality of special education programs and services within their regions." The PPDC was "to assist the local school districts by coordinating special education resources and by planning for expanded programs and services within their regions." It soon became apparent that combining these two entities would be economically efficient and educationally effective. The merger resulted in the establishment of the Special Education Regional Resource Center (SERRC). The SERRC became "the organizational structure for multi-district special education services provide at the regional level." By 1974 there were a total of sixteen SERRCs covering all regions of the state. County boards of education continued to support the expansion of special education programs in cooperation with the Division of Special Education and the Special Educational Regional Resource Centers.

Cooperative efforts between county boards of education and the Division of Special Education helped create the rapid growth that occurred in special education programs. Between 1960 and 1970 the number of children served in special education programs increased from approximately eighty-one thousand to more than two hundred thirty thousand. The involvement and leadership of county superintendents helped to promote the multidistrict cooperation that was essential to achieving the goal of providing appropriate services to each handicapped pupil.

The third major area of cooperation in which county boards of education played a significant role was data processing. A few large school districts had installed computers in the early sixties. The cost of equipment and software, together with the shortage of technical personnel, put electronic data processing out of the reach of all but a few districts. But the potential of computers as a management and administrative tool was recognized widely in the educational community.

In 1976 the auditor of the state of Ohio introduced the new Uniform School Accounting System (USAS). The new system replaced an older, simpler system that could provide administrators with the kind of information that would help them make good management decisions. The new system would make it possible to determine specific costs of various programs and operations. It became apparent very quickly that in order to derive the potential benefit of the new sys-

tem, computer technology should be used. Fortunately, by the middle-seventies, technological advances in computer hardware, software, and remote communications equipment had brought the cost of computers and ancillary equipment to more reasonable levels. Remarkable progress continued as the computer industry outdid itself in terms of research and development.

In June of 1979 the One-hundred-thirteenth General Assembly enacted legislation that in effect established the Ohio Education Computer Network (OECN). Rather than carve the state up into arbitrary districts, school systems were encouraged to voluntarily organize into cooperative ventures. The typical arrangement was to establish an "A" site which houses and operates the computers and appoints the staff. Services were then provided through state-of-the-art communications equipment to the individual districts as "C" sites. Each "C" site had access to modern equipment through its terminals, but had no need to hire technical personnel to participate in the system.

Almost immediately after enactment of the enabling legislation, 7 "A" sites serving 57 "C" sites became operational. Most of these were located at their local districts. Within four years there were a total of 27 "A" sites providing services to 559 "C" sites. More than half of these "A" sites are located at county boards of education. Those districts with fewer than 1,500 students that would have been ignored in the regional concept of a decade earlier were given the opportunity to have access to the latest computer technology at a reasonable cost through the Ohio Educational Computer Network. More importantly, the "C" sites had many more options than the USAS. Many of the "A" sites provided pupil scheduling, grade reporting, attendance reporting, word processing, instructional management systems, and guidance information systems.

The OECN was so successful that it has brought national recognition to Ohio, just as did Ohio's earlier efforts in special and vocational education. County superintendents and county boards of education were in the forefront in the organization of the OECN just as they were in the expansion of special education programs and vocational education programs. The period from the middle-sixties to the middle eighties marked two decades of cooperation for educational progress on the part of county boards of education. The net result was that pupils in small and relatively poor districts were given opportunities equal to those of all other students in Ohio schools.

A Proud Heritage

The 1988-1989 academic year marks the seventy-fifth year of operation of county school districts in Ohio. An anniversary year seems an appropriate time to reflect on accomplishments

and achievements. It is also a time to attempt to envision what the institution should be in the future.

The first significant legislation dealing with the public schools was passed in 1821. This law provided for the establishment of school districts within townships. A law passed in 1825 gave the township the responsibility to support the public schools in the township. In 1838 laws were passed which designated the township clerk as ex-officio township superintendent of schools. The county auditor was given duties that caused that office to function in part as a county school superintendent. The law also established the position of State Superintendent of Common Schools.

Samuel Lewis was appointed first State Superintendent of Common Schools. After three years in the position, he concluded that if the state really wanted to elevate the schools to a proper standard, there must be appointed in each county one person whose function it would be to attend to school duties. Seventy-five years later his vision became a reality.

County boards of education were established in 1914 in response to strong recommendations from the Ohio State School Survey Commission. One major responsibility given to county boards of education was to reorganize rural and village districts through consolidation and centralization, and thereby reduce the number of districts and one-room schools. The 2,595 rural, village, and special districts that existed in 1914 became 1,765 in 1935, 1,049 in 1955, and 375 in 1985. The reduction in the number of one-room schools in rural districts was even more dramatic. The number of one-room schools shrank from about nine thousand four hundred in 1914 to about five thousand five hundred in 1925, and to less than two thousand eight hundred in 1935. The efforts of county superintendents and county boards of education in these reductions are a matter of record.

A second responsibility given to county boards was that of teacher supervision. At the time county boards were established, the typical rural teacher had no academic training beyond high school. The only professional training was what the teacher received in five-day teacher institutes or occasional summer classes. The quality and quantity of those new supervisory services had an enormous positive impact on instruction of that day, as documented in literature of the time. County boards met this responsibility as long as they were funded to do so. Unfortunately, the state withdrew its financial support after a few years. Local districts that were having difficulty paying teachers simply did not want to pay the additional cost of supervision. County districts had no taxing authority and were dependent on funds from either the state or local districts.

The county boards' third responsibility was to act as a liaison between the local districts and the Department of Education. Prior to the creation of the county superintendency, county auditors were responsible for sending certain statistical and

fiscal information to the Department. After county superintendents began to function, they assumed this responsibility. For the first time in Ohio's history, every school district had a professional educator to form the link between the local school and the Department of Education.

County superintendents did not limit their activities to staffing the units that became available to them. They were creative in developing a variety of cooperative programs. They established cooperative purchasing programs which saved local districts significant amounts of money. They used this experience to go into other areas, such as the cooperative purchase of liability insurance. An area that has saved local districts millions of dollars is the cooperative health insurance consortium where districts participate in a minimum premium or partially self-funded program.

Six former county superintendents have served as assistant superintendents of public instruction. These include former Butler County superintendent Joseph W. Fichter, who was the assistant from 1931 to 1935; Brown County superintendent Dick Smith, who was the assistant from 1937 to 1941; and Jefferson County superintendent Delbert Woodford, who was the assistant from 1941 to 1945. Three former county superintendents have been appointed assistants since the State Board of Education was established. These include former Montgomery County superintendent M. Byron Morton, Franklin County superintendent Thomas J. Quick, and former Columbiana County superintendent William L. Phillis.

Five county superintendents have been elected by their peers to serve as president of the Buckeye Association of School Administrators. These include Dallas E. Gardner of Wood County, Harold Daup of Richland County, Robert P. Shreve of Mahoning County, Richard E. Maxwell of Holmes County, and Bradley E. Cox of Hancock County. Two former county superintendents from Stark County served as national president of the Rural Education Association, T. C. Knapp and Raymond G. Drage. June Gabler, former superintendent of Lucas County, later became president of the American Association of School Administrators.

A Promising Future

When it became apparent to the people that the quality of education in Ohio was not on the level of other industrial states, Governor Cox encouraged the General Assembly to establish a school survey commission. The result of the study was "The New School Code." These laws included the establishment of a county board of education to ensure that every youngster in Ohio could attend a properly supervised school.

The growth in school enrollments in the twenties coupled with the economic depression of the thirties plunged the schools into a financial crisis. The survey commission ap-

pointed at that time recommended imposing a state tax to increase the state's share of funding for public education. It also recommended a new plan for distributing state monies as a way of equalizing educational opportunity for school children. The result of the study was the enactment of the "School Foundation Program Law" and the retail sales tax.

The population explosion after World War II and the resulting financial and organizational problems that affected the schools resulted in the formation of the school survey committee of 1953. This committee recommended that all districts should be required to operate a twelve-year program or be consolidated. It recommended that high schools should have a minimum enrollment of two hundred forty pupils. It suggested that county boards of education should be organized to provide service functions as well as administrative functions. It also recommended that Ohio should have an elected State Board of Education. Both of these recommendations soon found their way into law or state standards.

Another school survey commission was established in 1965 to respond to problems of school funding, the organization of school districts, and the improvement of special and vocational education. The commission's recommendation on establishing a network of Area Educational Centers never materialized. Its recommendations on expanding vocational and special education were followed and laws were amended to help school districts pass levies. The recommendations for increased funding were not immediately realized, but the stage was set for the state income tax which was initiated within a few years.

Franklin B. Walter succeeded Martin Essex as Superintendent of Public Instruction in 1977. Walter was keenly aware of the importance of public input in developing public policy. Therefore, he continued and greatly expanded the practice of establishing state advisory councils. These councils and committees give suggestions to the Department of Education for implementing new programs and improving existing ones.

Franklin B. Walter has served as the chief state school officer in Ohio for a longer period than any of his predecessors. In a statement in the brochure "Ohio's Vital Learning Link," published by the Ohio County Superintendents Association, Walter stated, "Ohio's county offices of education have been leaders in the movement toward educational excellence in our state. Through cooperative planning, purchasing and coordination of effort, the county offices provide cost-effective assistance to local districts and other schools or districts through a wide range of services which utilize new technologies and highly trained personnel. The resulting improved educational programs benefit students, parents, communities, and the state."

The following was taken from:

100th Anniversary/ OESCA PowerPoint

The Evolving Role of ESCs

- House Bill 13 (1914) - Creation of the County Boards of Education and the County Superintendent to ensure “that every child in Ohio might attend a properly supervised school.”
- 1950's - Ohio School Survey Commission move the County Boards of Education into more service functions (1955)
- 1960's - Emphasis on special education and vocational education training.
- 1970's - Continued emphasis on Special Education and renewed focus on professional development.
- 1980's - ODE began issuing charters to county boards based on minimum standards) 1989
- 1990's - Transformation to Full Scale Service Provider
- Sub. H.B. 302 - Requires Annual Submission of Service Plans
- S.B. 140 - Expands ESC service role to city/exempted village districts
- H.B. 117 (1995) - County Offices become Educational Service Centers and County Boards become Governing Boards. Financial incentives provided to encourage mergers.
- A.M. Sub. H.B. 95
 - o Eliminated requirement that ESCs submit annual service plans;
 - o Introduced district choice of ESCs;
 - o Removed ESC responsibility for the creation of a new local school district;
 - o Allows ESCs to sponsor Community Schools (Charters) statewide;
 - o Eliminated requirement of ESC approval of employment of administrators by local school districts;
 - o Eliminated requirement that ESCs approve employment of teachers by local school districts;
 - o Charged the state board of education with creating the Ohio Regional Education Delivery System (OREDS).

- H.B. 106
 - o ESC boards lose authority to fill vacancies on local boards – this function transferred to probate courts (ORC 3313.85)
- Senate Bill 189 - Capital Reappropriations Bill
 - o Further expanded district choice of ESCs
 - o Established State Board Review
 - “...the State Board shall consider the impact of an annexation on both the school district and the educational service center to which the district is proposed to be annexed, *including the ability of that service center to deliver services in a cost-effective and effective and efficient manner.*”
- A.M. Sub. H.B. 115 (ORC 3312.01(A))

Created the Educational Regional Service System with the express purpose to “*support state and regional education initiatives and efforts to improve school effectiveness and student achievement. Services, including special education and related services, shall be provided under the system to school districts, community schools established under chapter 3314 of the revised code, and chartered non-publics.*”
- Legislative intent was expressly provided – “*It is the intent of the General Assembly that the educational service system reduces the unnecessary duplication of programs and services and provides for a more streamlined and efficient delivery of educational services without reducing the availability of the services needed by school districts and schools.*”

The Evolving Role: The Change Continues

- A.M. Sub. H.B. 153: FY 2012-2013 Biennial State Operating Budget
 - o Authorizes ESCs to enter into service contracts with any other political subdivision of the state. It specifies that ESCs may enter into contracts with a board of county commissioners and a board of township trustees without competitively bidding.
 - o Requires every school district with a student count of 16,000 ADM or less to enter into an agreement for services with an ESC for which it may receive that statutory per pupil payments.
 - o Permits all school districts with student counts greater than 16,000 ADM to enter into agreements for services.
 - o Eliminates State Board review and approval of district transfers of ESCs and permits any district to terminate its agreement with its current ESC by notifying the ESC governing board by January 1 of the odd-numbered year of the termination. The termination is effective on June

30 of that year. Initial alignment takes place December 31, 2011.

- Requires the director of the Governor's Office of 21st Century Education to conduct a "shared services" survey of Ohio's public, community, JVS and STEM school districts, educational service providers and other local political subdivisions by October 15, 2010.
- The Director of the Governor's Office of 21st Century Education is charged with reviewing ESCs and other services providers for integration into a new Regional Shared Service Center system and making legislative recommendations related to this system integration to the Governor and General Assembly no later than January 1, 2012.

Other State Budget Changes & ESCs (HB 153)

- Provides a process for the closure of an ESC if all districts choose to align to another ESC.
- Permits a merged ESC governing board in certain circumstances to appoint an executive committee, rather than the board, to organize its electoral territory into sub districts when 2 or more ESCs merge into one larger ESC.
- Permits an ESC to delay reorganizing its electoral sub districts until July 1, 2012, rather than within 90 days of the official results of the federal decennial census as required under current law.
- Permits an ESC governing board, which is elected from and by the voters in the ESCs territory, to appoint additional members representative of the city and exempted village districts in its territory.
- Removes the requirement that local school districts adopt their textbooks or electronic textbooks from lists provided by the ESCs.
- Removes permissive language that allows the superintendent of an ESC to be the designee of a superintendent of a local school district within the ESC's service territory in issuing age and schooling certificates.
- Eliminates the requirement that ESCs maintain membership records of pupils attending local school districts in their respective service territories.
- Requires ODE, annually, to rank order each school district, community school and STEM school according to: 1) Performance Index Score, 2) Student Performance Growth as measured by Value-Added, 3) Career-Technical Performance Measures, 4) Current Operating Expenditures Per Pupil, 5) Percentage of total current operating expenditures spent for classroom instruction, and 6) Performance of identified gifted students.

These rankings, in part, may serve as incentive for district participation in shared service and related consortia programs.

AM. SUB. H.B. 59 What Happened and What's Next?

What Kasich Proposed

- State Operating Subsidy Cut 22.5% in FY 2014 and an additional 27.27% in FY 2015.
 - Per Pupil equivalent of \$13.87 down from \$37/ADM 10 years ago
- Elimination of \$6.50 deduct
- Elimination of supervisory units
- Replacing preschool special education units and gifted units with per pupil funding model to districts
- Redefined ESCs as Regional Public Service Agencies
- Elimination of ESC Mandated
- Elimination of ESC Boards and New Appointed Governance Proposed

What Passed

- State Operating Subsidy increased 26% in year one.
 - \$43.5 M in '14; \$40 M in '15
 - Money follows the district/students
- Elimination of supervisory units
- Replacing preschool special education units with per pupil funding model to districts
- Elimination of ESC Mandated Services
- Requirement to post ESC services and costs online

CONTINUED EMPHASIS ON DISTRICT CHOICE

- Increased State Subsidy, but...
 - Reduced in Mandatory Local Contributions
 - Continued Shift Toward Funding Districts
 - Continued Choice
 - Money follows the student
 - Signal toward future reductions

Unresolved Issues

- ESC Governance
- ESC Accountability
- ESC Definition

Education Reform

7 Fundamental Policy Shifts

There are seven fundamental and interrelated shifts happening simultaneously and creating tremendous implementation challenges for districts, community schools and the state.

1. New Standards: State and National
2. New Assessments Including Online Assessments
3. New Accountability Structures and More Available Data
4. Teacher and Principal Evaluations
5. School Improvement and Related Turnaround Alternatives
6. New Forms of Instruction and Service Delivery Models
7. Limited Resources and Expenditure Standards

The Role of ESCs Supporting Client Districts

Relevant, Customized, Scalable Solutions

“The capacity of the intermediary organization and its alignment with district needs greatly affects partnership success.”

“Without a match between capacity and needs, intermediary organizations risk being relegated to vendor status and seen as tangential to the district’s core reform efforts;

Practical tools are needed that are considered relevant and legitimate to the district’s local context; and

Multiple types of “scale up” strategies can be relevant to system wide change efforts (top-down and bottom-up).”

Future of ESCs

Services, Funding, Accountability & Governance

Flat or Reduced Funding Levels

Competitive Environment

Continued Local/State Funding Model w/move away from state support

Permissive Authority v. Mandated Services

Greater Accountability for Results

More Inclusive Territory & Governance Structure (city/ev)

Larger Customer Base Inclusive of Local Government

Continued Focus on Customer Choice

Consolidation/Merger Driven by Market Forces & Performance

The following is from KnowledgeWorks.org

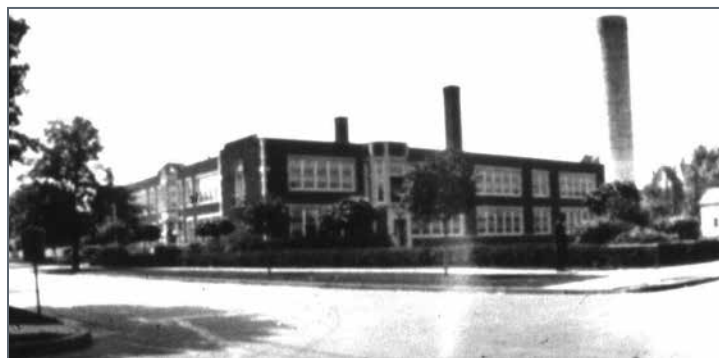
A Glimpse Into the Future of Learning

These changes point the way toward a diverse learning ecosystem in which learning adapts to each child instead of each child trying to adapt to school.

- Learning will no longer be defined by time and place – unless a learner wants to learn at a particular time and a particular place.
- Learners and their families will create individualized learning playlists reflecting their particular interests, goals and values.
- Those learning playlists might include public schools but could also include a wide variety of digitally-mediated or place-based learning experiences.
- Whatever the path, radical personalization will become the norm, with learning approaches and supports tailored to each learner.
- Educators’ jobs will diversify as many new learning agent roles emerge to support learning.
- A wide variety of digital networks, platforms, and content resources will help learners and learning agents connect and learn.
- Some of those tools will use rich data to provide insight into learning and suggest strategies for success.
- At the same time, geographic and virtual communities will take ownership of learning in new ways, blending it with other kinds of activity.
- As more people take it upon themselves to find solutions, a new wave of social innovation will help address resource constraints and other challenges.
- Diverse forms of credentials, certificates, and reputation markers will reflect the many ways in which people learn and demonstrate mastery.
- Work will evolve so rapidly that continuous career readiness will become the norm.
- “School” will take many forms. Sometimes it will be self-organized.

Credits & References

1. Jackson Local Schools
2. Lake Local Schools
3. Lifetouch National School Studios, Inc.
Todd Weber
4. Louisville Historical Society
Ron and Betty Derry
5. Louisville Public Library
6. McKinley Presidential Library & Museum
(Research Library & History Gallery)
Mark G. Holland, Library Archivist
7. Ohio Department of Education
History of Ohio's County Boards of Education
by the Ohio Department of Education;
Permission granted to use materials requested
8. Ohio Educational Service Center Association
(OESCA)
Craig Burford, Executive Director
Donna Burge, Administrative Assistant
9. Stark County ESC
Administration, Staff and Archives
10. Perry Local Schools
11. Plain Local Schools
12. The Canton Repository
13. Tuslaw Local Schools



Built 1922 • Louisville High School



1935 Third Floor Addition • Louisville High School



1959 Classroom • Louisville High School

100th Anniversary of the Stark County ESC

1914 - 2014

Anniversary Committee

Larry Morgan – Superintendent

Jim Nicodemo – Assistant Superintendent

Tamra Hurst – Treasurer

Sue Hoffmeyer – Instructional Services Consultant

Lori Timms – Administrative Secretary

Linda Schmucker – Graphic Designer/Web Administrator

Jackie Schmidt - Secretary

Monica Plauger – Service & Support Assistant

Brian McKelley – Print Shop Supervisor

Bill Hammen – Consultant

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