



**CENTERVILLE
CITY SCHOOLS**

Board of Education Handbook 2025-2026



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INTRODUCTION

Welcome to the Centerville City Schools (CCS) Board of Education (BOE). Board service is both a tremendous challenge and a rewarding honor. Being elected by a community to act as a representative of the local school district board of education is an important responsibility. The BOE's leadership is a crucial piece of effective and efficient school governance, supporting the district in meeting the academic, developmental and social needs of all students.

Purpose of this Handbook

This handbook serves as a general reference for the members of the Centerville City School District BOE, and provides information about the roles and responsibilities of each board member. It is imperative that all members fully understand their roles and work as a cohesive team to govern the district.

It is important to note that this handbook does not replace BOE policies. All board members should be well acquainted with the board-adopted comprehensive policy manual. The policy manual can be found [here](#) or on the [CCS website](#).



Centerville City Schools
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CENTERVILLE CITY SCHOOLS DISTRICT OVERVIEW

Strategic Plan

MISSION:

The mission of Centerville City Schools is to empower, challenge, and support every learner to grow every day.

VISION:

Our vision is to create a collaborative learning environment that responds to the needs of each learner, fosters growth, and prepares individuals to be responsible community-minded members of society.

FOCUS AREAS:



Teaching & Learning

Supporting growth of the whole learner, academically, intellectually, and emotionally, through safe environments and evidence-based practices



Leading & Innovating

Taking risks and improving one's community while encouraging others as they do the same



Diversifying & Including

Incorporating all voices that encompass our diverse community to strengthen every aspect of our mission



Communicating & Understanding

Sharing information vital to building trust, defining ways to measure our impact, celebrating successes and learning from our challenges



Resourcing & Supporting

Providing the support structures necessary to sustain and maximize growth

CORE PRINCIPLES:

Centerville City Schools believes that:

- learning is attainable for all
- valuing the unique gifts and experiences of each individual enriches our district and community
- building supportive relationships is necessary for learning
- fostering a growth mindset builds resilience and perseverance
- empowering our students, staff, families, and community to take risks inspires innovation and leadership
- resourcing our students and staff with meaningful support and inspiring tools maximizes potential
- leveraging evidence-based data and feedback helps us understand our impact and progress
- nurturing meaningful partnerships and trust requires open lines of communication
- sustaining growth requires forward-thinking and a fiscally responsible plan

PORTRAIT OF AN ELK:

What are the hopes and dreams our community has for our young people? How will their learning experiences help students develop the mindsets they'll need for success in a rapidly changing world?

As part of the action plan for the Leading & Innovating focus area, a group of teachers, students, parents, administrators, and community leaders met and shared their perspectives throughout the spring of 2023, eventually developing a "Portrait of an Elk."

The Portrait of an Elk highlights five important skills that all students will develop during their time in Centerville Schools and supports the district's vision of creating a learning environment that prepares individuals to be responsible, community-minded members of society.

- **Adaptability:** Courageously and effectively adjusting to new and unpredictable situations, embracing change, innovating and continuously learning new skills in response to the evolving demands of a rapidly changing world

- **Communication:** Using clear and concise expression of thoughts, actively listening and empathizing in diverse contexts, while adapting to the constantly evolving digital landscape
- **Critical Thinking:** Analyzing, evaluating and synthesizing information from diverse sources to make informed decisions, while considering the ethical, cultural and global implications of solutions to difficult or complex situations
- **Empathy:** Understanding and sharing the feelings and experiences of others and using that understanding to inform compassionate action and positive change
- **Tech Literacy:** Leveraging the appropriate tools to innovate, communicate and connect in ethical and productive ways to positively impact our local and global communities



The vision of Centerville City Schools is to create a collaborative learning environment that responds to the needs of each learner, fosters growth, and prepares individuals to be responsible, community-minded members of society.



Adaptability

Courageously and effectively adjusting to new and unpredictable situations, embracing change, innovating, and continuously learning new skills in response to the evolving demands of a rapidly changing world



Empathy

Understanding and sharing the feelings and experiences of others, and using that understanding to inform compassionate action and positive change



Communication

Using clear and concise expression of thoughts, actively listening, and empathizing in diverse contexts, while adapting to the constantly evolving digital landscape



Tech Literacy

Leveraging the appropriate tools to innovate, communicate, and connect in ethical and productive ways to positively impact our local and global communities



Critical Thinking

Analyzing, evaluating, and synthesizing information from diverse sources to make informed decisions, while considering the ethical, cultural, and global implications of solutions to difficult or complex situations

Centerville City Schools' Portrait of an Elk was created in collaboration with parents, students, community leaders, teachers, and administrators.



History of the District

Centerville traces its beginnings to Aaron Nutt, Benjamin Robbins, and Benjamin Archer who came in 1796 to survey the land with the intent of settling it.

The following year Dr. John Hole settled in the area along what is now referred to as Hole's Creek with his wife and five children.

Edmund Munger arrived in 1799 with his family. He was a strong proponent of formal schooling. The seven Munger children attended what people of the time called a neighborhood school. It was a building made of logs cut from the surrounding hardwood forests. Attendance at those neighborhood schools was irregular, especially for boys who were needed at home to help with farm chores.

By 1825, the Ohio legislature realized that funds set aside in each township to raise revenue for schools were insufficient for serving Ohio's rapidly growing communities. The result was a law authorizing a state-wide school tax.

This law encouraged the construction of additional, sturdier school buildings. Brick replaced the log cabin, and the number of schools in Washington Township increased to nine. They were called district schools.

In 1863 the Centerville and Washington Township communities had approximately 550 students. This number remained in the hundreds until 1955 when the number of pupils grew to more than 1,110. This doubled by 1960, and by 1969, when the district became known as Centerville City Schools, enrollment surpassed 6,800 students. In 2002 the census included more than 7,600. Students attended an all-kindergarten building, six elementary schools, three middle schools, and one high school.

Today, Centerville City Schools serve more than 8,000 students, offering a variety of educational programs to a diverse student population. The district operates two primary schools (grades PreK-1), six elementary schools (grades 2-5), three middle schools (grades 6-8), one high school, and the School of Possibilities.

Reference: *Centerville-Washington Township Schools - 1803-2003: A Great Place to Learn* by Pamela Ferris-Olson.

School Facilities

Board of Education Offices

111 Virginia Ave
Centerville, OH 45458
Phone: 937-433-8841

Centerville High School

500 E. Franklin Street
Centerville, OH 45459
Central Unit: 937-439-3500

Phone: 937-312-1273

School of Possibilities

105 Virginia Avenue
Centerville, OH 45458
Phone: 937-438-6092

Magsig Middle School

192 W. Franklin Street
Centerville, OH 45459
Phone: 937-433-0965

Tower Heights Middle School

195 N. Johanna Drive
Centerville, OH 45459
Phone: 937-434-0383

Watts Middle School

7056 McEwen Road
Centerville, OH 45459
Phone: 937-434-0370

Cline Elementary School

99 Virginia Avenue
Centerville, OH 45458
Phone: 937-435-1315

Driscoll Elementary School

5767 Marshall Road
Washington Twp., OH 45429
Phone: 937-434-0562

Dr. John Hole Elementary School

180 W. Whipp Road
Washington Twp., OH 45459
Phone: 937-434-0725

Normandy Elementary School

401 Normandy Ridge Road
Washington Twp., OH 45459
Phone: 937-434-0917

Stingley Elementary School

95 Linden Drive
Centerville, OH 45459
Phone: 937-434-1054

Weller Elementary School

9600 Sheehan Road
Washington Twp., OH 45458
Phone: 937-885-3273

Primary Village North

6450 Marshall Road
Centerville, OH 45459
Phone: 937-438-6062

Primary Village South

8388 Paragon Road
Washington Twp., OH 45458

Centerville Preschool

At PVN and PVS
Phone: 937-438-6030, Ext. 4709

Enrollment and District Statistics

From the 2023-24 [QUALITY PROFILE](#) and the [Ohio Department of Education and Workforce \(DEW\) enrollment data](#)

Student Enrollment K-12: 8,382

High School & School of Possibilities: 2,755

Middle Schools: 1,867

Elementary Schools: 2,448

Primary Schools: 1,091

Preschool: 221

District attendance area maps are available on the district [website](#).



STATE REPORT CARD

Centerville Schools was one of only 68 school districts to earn an overall rating of 5 stars on the 2023-24 Ohio School Report Card – the highest possible mark school districts can receive.



220
regular and special education courses offered at CHS

27
AP courses

19
career education courses



98.1%
4-year graduation rate was 10% higher than the state average

59%
of the Class of 2017 graduated from college within 6 years, putting CHS in the top 8% in the state



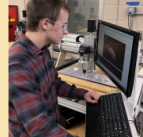
27
National Merit Semifinalists and Commended Scholars

183
juniors and seniors were inducted into the National Honor Society



496
juniors and seniors participated in 19 distinct Career Education programs, with 12 offered at CHS and 7 at Kettering Fairmont High School

238
seniors enrolled in Career Education programs earned the \$3,000 Tech Prep Scholarship from Sinclair College



1,339
college credits earned by students enrolled in Career Education programs, a 45% increase from the previous school year

12
seniors in the Advanced Manufacturing program earned their Certified Production Technician Short-Term Certificate



3,433
college credits earned by 497 Centerville students through College Credit Plus – 1,516 more credits than the previous year

28%
of students in grades 2-12 were identified as gifted

29%
of middle school students participated in an advanced math program

28%
of fourth and fifth grade students participated in an advanced math program

ALL
elementary schools have a Gifted Intervention Specialist, and there are gifted coaches for the middle and high school levels

52%
of Ohio's State Tests taken by our students resulted in Accomplished, Advanced, or Advanced Plus scores

ALL
of Centerville's state identified subgroups exceeded performance goals for Ohio's State Tests in English language arts and math

482
students in grades K-5 received additional literacy support through individualized or small group instruction

2,996
students in grades 6-12 enrolled in French, German, or Spanish world language classes

47
seniors earned Ohio's Seal of Biliteracy, demonstrating a high level of proficiency in English and at least one other world language



1,569

participants on 31 high school athletic teams



719

participants on 23 middle school athletic teams



316

juniors and seniors recognized as Scholar Athletes



35

senior athletes will play at the college level



204
students from all grade levels participated on 31 Destination Imagination teams, with 17 teams advancing to the state competition and 10 qualifying for the 2024 Global Finals tournament.



33
seniors were recognized during the sixth annual CHS Arts Signing for planning to pursue a creative, art-based area of study after high school.



5-time
recipient of the Best Communities for Music Education designation from The NAMM Foundation for outstanding commitment to music education.



860

CHS students in AP courses



1,785

AP exams administered



81%

of AP exams with score of 3 or above



32%

increase in exams given since 2019

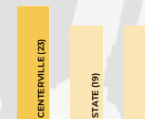


91%

of 2024 graduates plan to attend a 2- or 4-year college or university

2% plan to join the military, 3% will attend a trade school or training program, and 4% will work full-time

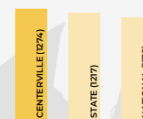
Class of 2024 Average ACT Scores



*With a few exceptions, all students in the Class of 2024 were required to take the ACT.

5
juniors at CHS achieved a perfect composite score of 36 on the ACT, which is earned by only 0.3% of test takers

Class of 2024 Average SAT Scores

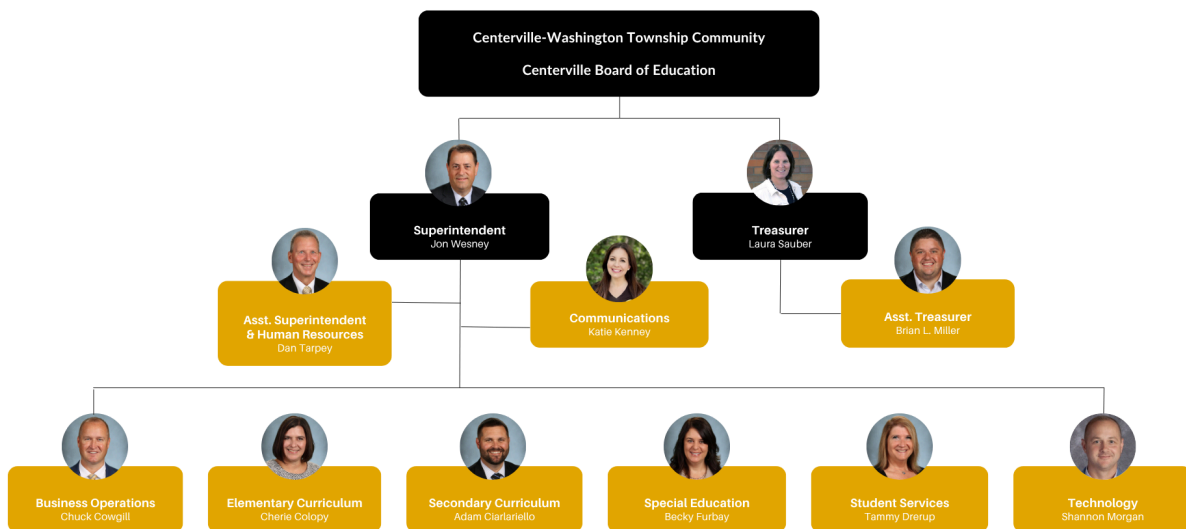


11

10
juniors at CHS earned a composite score of 35 on the ACT, scoring higher than 99% of all test takers

Administration

ORGANIZATIONAL CHART



Business Operations:

- District-wide purchasing
- Maintenance/custodial
- Master facilities planning
- Transportation
- Student Nutrition
- Safety & security

Curriculum, Instruction & Assessment:

- Federal grants administration
- Testing

- Library & media services

Student Services:

- School health
- Student attendance and truancy
- Home instruction
- Student 504 plans
- Students who are homeless
- Title IX
- Voyager after school program
- Student success and wellness
- Centerville Preschool

- Gifted services
- Literacy support
- Math support
- English learners

ADMINISTRATIVE CONTACT INFORMATION:

Superintendent

Jon Wesney

Jon.Wesney@centerville.k12.oh.us

937-433-8841

Treasurer

Laura Sauber

Laura.Sauber@centerville.k12.oh.us

937-433-8841

Assistant Superintendent & Director of Human Resources

Dan Tarpey

Dan.Tarpey@centerville.k12.oh.us

937-433-8841, Ext. 2054

Director of Business Operations

Chuck Cowgill

Chuck.Cowgill@centerville.k12.oh.us

937-433-8841, Ext. 2020

Director of Secondary Curriculum

Adam Ciarlariello

Adam.Ciarlariello@centerville.k12.oh.us

937-433-8841, Ext. 2009

Director of Elementary Curriculum

Cherie Colopy

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937-433-8841, Ext. 2048

Communications & PR

Katie Kenney

Katie.Kenney@centerville.k12.oh.us

937-433-8841, Ext. 2005

Director of Technology

Shannon Morgan

Shannon.Morgan@centerville.k12.oh.us

937-433-8841, Ext. 2010

Director of Student Services

Tammy Drerup

Tammy.Drerup@centerville.k12.oh.us

937-433-8841, Ext. 2032

Director of Special Education

Becky Furbay

Becky.Furbay@centerville.k12.oh.us

937-433-8841, Ext. 2033

Budget and Financial Information

Five-Year Forecast: The school district uses the five-year forecast as a tool to assess and communicate the financial health to the state and the community. This is a living document that is used for planning by providing a projection of school district operational revenues and expenditures. It is developed based upon the current snapshot that reflects all known activities of the future along with educated assumptions and predictions of what may happen.

Ohio Revised Code (ORC) [5705.391](#) and Ohio Administrative Code (OAC) [3301-92-04](#) require a BOE to submit a five-year projection of operational revenues and expenditures along with assumptions to the Department of Education and Workforce (DEW) prior to November 30 of each fiscal year and to update this forecast between April 1 and May 31 of each fiscal year. DEW encourages school districts to update their forecast whenever events take place that will significantly change the forecast.

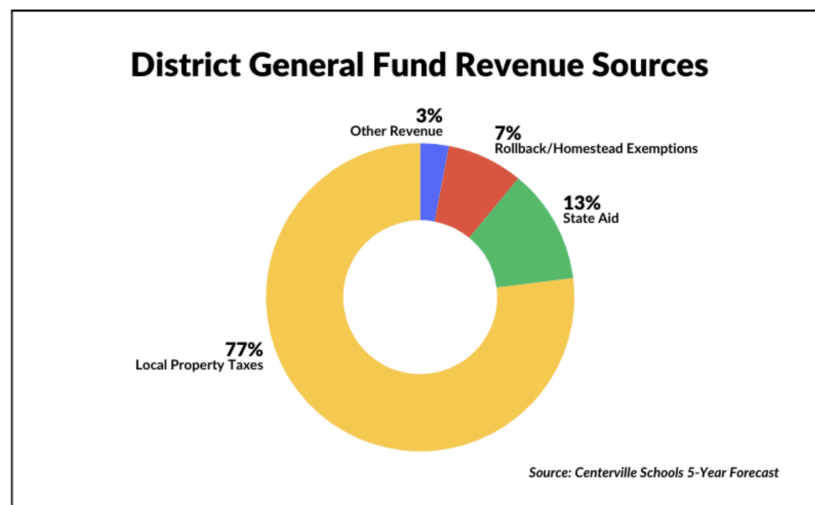
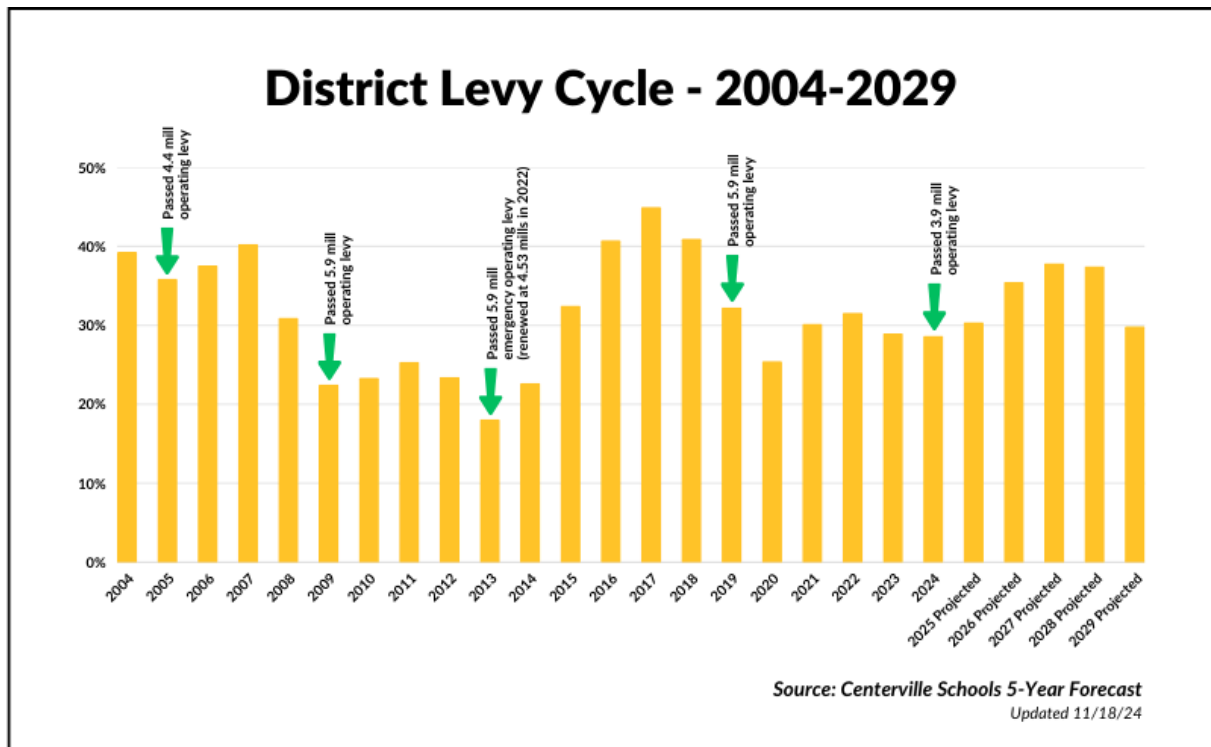
Required funds to be included in the forecast are:

- General fund (001) Debt funds that are paid through the general fund
 - Any special cost center associated with the general fund
- Emergency levy funds (016)
- Debt service (002) activity that would otherwise have gone to the general fund
- Disadvantaged Pupil Impact Aid (DPIA) funds (447)
- Poverty Based Assistance (PBA) funds (494)

The current forecast can be found on the [Ohio DEW site](#), or on the [Treasurer page of the CCS website](#).

Historical Levy Information

The CCS website has an excellent [FAQ page](#) for levy information.



District Calendar



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2025-26 District Calendar

Approved by the Centerville Board of Education on 6/24/2024

AUGUST 2025	SEPTEMBER 2025	OCTOBER 2025
M T W T F	M T W T F	M T W T F
1	1 2 3 4 5	1 2 3
4 5 6 7 8	8 9 10 11 12	6 7 8 9 10
11 12 13 14 15	15 16 17 18 19	13 14 15 16 17
18 19 20 21 22	22 23 24 25 26	20 21 22 23 24
25 26 27 28 29	29 30	27 28 29 30 31
NOVEMBER 2025	DECEMBER 2025	JANUARY 2026
M T W T F	M T W T F	M T W T F
3 4 5 6 7	1 2 3 4 5	1 2
10 11 12 13 14	8 9 10 11 12	5 6 7 8 9
17 18 19 20 21	15 16 17 18 19	12 13 14 15 16
24 25 26 27 28	22 23 24 25 26	19 20 21 22 23
	29 30 31	26 27 28 29 30
FEBRUARY 2026	MARCH 2026	APRIL 2026
M T W T F	M T W T F	M T W T F
2 3 4 5 6	2 3 4 5 6	1 2 3
9 10 11 12 13	9 10 11 12 13	6 7 8 9 10
16 17 18 19 20	16 17 18 19 20	13 14 15 16 17
23 24 25 26 27	23 24 25 26 27	20 21 22 23 24
	30 31	27 28 29 30
MAY 2026	JUNE 2026	JULY 2026
M T W T F	M T W T F	M T W T F
1	1 2 3 4 5	1 2 3
4 5 6 7 8	8 9 10 11 12	6 7 8 9 10
11 12 13 14 15	15 16 17 18 19	13 14 15 16 17
18 19 20 21 22	22 23 24 25 26	20 21 22 23 24
25 26 27 28 29	29 30	27 28 29 30 31

	School not in session
	Teacher work day (no school for students)
	Schools closed due to holiday

1st quarter: 41 days
2nd quarter: 43 days
3rd quarter: 46 days
4th quarter: 46 days
Total student days: 176

August 2025

4-8	New Teacher Academy
11	Teacher in-service day (no students)
12	Teacher work day (no students)
13	First day for K-12 students
20	First day for PreK students

September 2025

1	Schools closed for Labor Day
12	Teacher in-service day (no students)

October 2025

10	End of 1st quarter
13	Teacher in-service day (no students)
22-23	Parent-teacher conferences at all levels
23-24	Schools closed due to conferences (teachers do not report on Friday)

November 2025

14	Teacher in-service day (no students)
26-28	Schools closed for Thanksgiving Break

December 2025

19	End of 2nd quarter
22-Jan 2	Schools closed for Winter Break

January 2026

16	Teacher in-service day (no students)
19	Schools closed for MLK Jr. Day

February 2026

13	Teacher work day (no students)
16	Schools closed for Presidents Day

March 2026

13	End of 3rd quarter
20-27	Schools closed for Spring Break

April 2026

24	Teacher work day (no students)
----	--------------------------------

May 2026

23	Class of 2026 Graduation
25	Schools closed for Memorial Day
28	Last day of school & end of 4th quarter
29	Teacher in-service day (no students)

Board of Education Meeting Calendar

(adopted annually on or before the January Organizational Meeting)



CENTERVILLE CITY SCHOOLS
Board of Education

2025 Schedule for Board of Education Meetings

Work Session See Chart for Location 6:30 p.m.	Regular Board Meeting Centerville High School - South Commons 7:00 p.m.
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Thursday, January 9 - Organizational Meeting, 7:30 a.m., Board Office Conference Room Records Commission Meeting will follow the Organizational Meeting
--

	Work Sessions			Regular Meetings	
January	Tuesday	21	CHS	Monday	27
February	Tuesday	18	PVN	Monday	24
March	Combine with regular board meeting - start time 5:00	17	CHS	Spring Break starts March 21-28	17
April	Monday	21	Tower Hts	Monday	28
May	Monday	19	SOP	Tuesday	27
June	Monday	16	PVS	Monday	23
July	Monday	21	John Hole	Monday	28
August	Monday	18	Stingley	Monday	25
September	Combine with regular board meeting - start time 6:00	15	CHS/Transportation	Monday	15
October	Monday	20	Weller	Monday	27
November	Monday	17	Magsig	Monday	24
December	Combine with regular board meeting - start time 6:00	15	CHS	Winter Break starts on December 22	15

***New Work Session Locations Approved at the January 27, 2025 Regular Board of Education Meeting.**

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111 Virginia Avenue, Centerville, OH 45458
937-433-8841 | www.centerville.k12.oh.us

Edited 1/16/25

BOARD OF EDUCATION

Board Member Authority and Duties

The role and function of a local school district board of education can be misinterpreted by the public and in some instances, by board members themselves.

The Ohio legislature has essentially delegated the organization, administration and governance of the public schools to boards of education. While the scope of responsibility of a BOE is quite broad, its authority is not unlimited. The courts have held that the BOE has only such authority as is expressly given by statute or necessarily implied. Courts have generally supported the sound judgment of a BOA when acting in good faith, is not arbitrary or unreasonable, and is not in clear violation of the law.

The primary function of the district BOE is policy making for school governance. A board should have current, clear and concise policies to do the job it was elected to do and affect the orderly administration of the district's schools. The task of understanding and approving the policies within the district's policy manual falls directly on the BOE. Once policies are adopted and administrative guidelines established, the superintendent and treasurer are responsible for implementation and enforcement.

Members of the board of education do not function as administrators.

The BOE only has two direct employees: the superintendent and treasurer. The function of hiring and evaluating staff is not within the direct authority of the board or its individual members with the exception of the superintendent and treasurer. It is important for the BOE to ensure that a sound process is in place for the evaluation of all staff, and to hold the superintendent and treasurer accountable for those evaluations and for the administration of all board policies. The board is responsible for adopting an evaluation procedure and regularly evaluating the superintendent ([ORC 3319.01](#)) and the treasurer ([ORC 3313.22](#)).

The BOE is also accountable to and should advise the superintendent and treasurer on concerns of the community. Members should be vigilant in distinguishing between listening to understand community stakeholders and interceding as an individual in matters that pertain to the entire BOE, administration or specific staff/students.

Board members are required to adhere to the rules of the BOE for its own governance via its adopted [Bylaws](#) which are found in the board policy manual, policies po0100-po0175.1.

PUBLIC EXPRESSION OF BOARD MEMBERS

- Individual members only have authority when the BOE is convened in public session and is contained within the full BOE action or opinion.
- Board policy [po0148](#) provides guidelines regarding public statements from board members, including:
 - The board president functions as the official spokesperson for the BOE.
 - From time to time individual BOE members make public statements to local media and/or state officials
 - BOE members should, when writing or speaking on school matters, make it clear that their views do not necessarily reflect the views of the BOE.
 - Exceptions can include:
 - Correspondence, such as legislative proposals, when the member has received official guidance from the BOE on the matter
 - Routine, not for publication, correspondence of the Superintendent or other board employees
 - Campaign articles, position papers, or post election statements
 - Routine thank you letters of the President of the Board
 - Statements on non school matters, not identifying author as a BOE member
 - Personal statements not intended for publication

BOARD MEMBER CODE OF ETHICS

The CCS BOE policy manual lists the Board Member Code of Ethics as Policy [po0123](#). Ohio laws set minimum ethical standards for public officials, including school board members, school district employees and members of school district financial planning and supervision commissions. The ethics law is found in [ORC Chapter 102](#). Additionally, there are two ethics restrictions found in the criminal code ([ORC 2921.42](#) and [ORC 2921.43](#)) and two statutes, ([ORC 3319.21](#) and [ORC 3313.33](#)), that apply specifically to school BOE members. It is important to read and understand these statutes.

Ohio School Boards Association (OSBA) lists guidelines to be a good BOE member:

- Remember that my first and greatest concern must be the educational welfare of all students attending the public schools;
- Obey the laws of Ohio and the United States;
- Respect the confidentiality of privileged information;
- Recognize that as an individual board member I have no authority to speak or act for the board;
- Work with other members to establish effective board policies;
- Delegate authority for the administration of the schools to the superintendent, treasurer and other staff;
- Encourage ongoing communications among board members, staff and the community;
- Render all decisions based on the available facts and my independent judgment rather than succumbing to the influence of individuals or special interest groups;
- Make every effort to attend all board meetings;
- Become informed concerning the issues to be considered at each meeting;
- Improve my boardmanship by studying educational issues and by participating in professional development programs;
- Support the employment of staff members based on qualifications and not because of influence;
- Cooperate with other board members and administrators to establish a system of regular and impartial evaluations of all staff;
- Avoid conflicts of interest or the appearance thereof;

- Refrain from using my board position for the benefit of myself, family members or business associates;
- Express my personal opinions but, once the board has acted, accept the will of the majority.

Board Officers

In accordance with Ohio statute [ORC 3313.14](#) and board policy [po0152](#), the BOE elects a President and Vice President at its January organizational meeting to serve a one-year term. Any member may be voted into either position by a simple majority vote of members present.

BOARD PRESIDENT

The president presides over all board meetings and carries out other important leadership responsibilities, such as:

- Create meeting agendas in cooperation with the superintendent and treasurer;
- Maintain the orderly conduct of all board meetings;
- Sign all approved meeting proceedings;
- Act as the BOE representative signing contracts, memoranda of understanding or agreement, [ORC 5705.412](#) certificates and other official board documents, when required;
- Ensure that the community has a voice at meetings (within board policy);
- Call special meetings of the BOE as necessary;
- Meet and regularly communicate with the superintendent and treasurer;
- Serve as the BOE liaison to facilitate effective communication among the board members, the superintendent, the treasurer, and the community;
- Respond to emails addressed to the entire BOE;
- Direct media inquiries to Superintendent and Communications Specialist.

VICE PRESIDENT

The vice president is authorized to fulfill all responsibilities and duties held by the president, in the event of that person's absence.

Board/Superintendent Relationship

One of the BOE's greatest responsibilities is the selection and employment of a competent superintendent. The only positions reporting directly to the BOE are the superintendent and treasurer. The success of the school district depends to a great extent on the working relationship between the board and its superintendent. The most important element of this relationship is trust. Each member of the board needs to understand the role of the board and the role of the superintendent and respect those roles.

Ohio defines the role of the superintendent as the district's chief educational leader with direct responsibility for the administration and operation of the school district. The superintendent is charged with implementing board-approved policies and presenting recommendations for board consideration and approval. Communication is crucial to allow the board to function in its role of governance, oversight and accountability.

Reference Board Policies: [po1210-po1240.01 Superintendent Relationship](#)

Board/Treasurer Relationship

The treasurer reports directly to the BOE and is responsible for the accounting of all money received and spent by the district. The treasurer maintains the official financial records and must keep the board well informed of all financial forecasts. It is vital that the treasurer works in concert with the board and superintendent to ensure that the district operations have the proper financial capacity. The treasurer also oversees all school records in accordance with state law.

In addition to the treasurer's financial duties, he or she acts as the BOE secretary. The secretary is responsible for maintaining the official minutes of all board meetings including the date, time, location, board member roll, record of all actions taken and approved by the board, ethics training compliance, adherence to Robert's Rules of Order, and involvement of Board counsel.

Reference Board Policies: [po1310-po1340 Duties of the Treasurer](#)

Evaluation of the Superintendent and Treasurer

The BOE is required to adopt procedures for the evaluation of its superintendent ([ORC 3319.01](#) and [po1240](#)) and treasurer ([ORC 3313.22](#) and [po1330](#)). The BOE must consider the evaluation when deciding to renew or not to renew the employment of the superintendent or treasurer.

Employment of School Personnel

Other than the superintendent and treasurer, the BOE acts on the hiring of all other school employees as recommended. No teacher may be initially hired by the district unless such person is first nominated by the superintendent. The board is able to designate someone other than the superintendent to nominate a teacher for employment if the superintendent's nomination would create a conflict of interest in a public contract ([ORC 3319.07](#)).

In rare cases, the board may vote to re-employ someone even when that is contrary to the recommendation of the superintendent with a three-fourths vote.

Termination of School Personnel

Employees may not be terminated or non-renewed without official BOE action.

Filling Board Member Vacancies

A vacancy on a BOE can occur for several reasons, including, but not limited to:

- Death of the sitting member
- Move to a residence outside the district
- Resignation
- Removal from office
- Failure of a person elected to office to qualify within 10 days after the organizational meeting or of his or her appointment or election
- Accepting a public office incompatible with the office of the board of education

When a vacancy occurs, the BOE must fill the seat (not earlier than 10 days after the vacancy occurs) at the next regular or special meeting. If the remaining board members

cannot agree by a majority vote on a suitable replacement within 30 days, the probate court in the county in which the district is located will appoint a replacement.

A person selected to fill a vacancy will hold office for the shorter of the following periods:

- Until the completion of the unexpired term, or
- Until January 1 immediately following the next regular BOE election, if the election occurs at least 90 days after the person is appointed.

References: Board Policy 0145 [po0145-Filling a Board Vacancy](#), [OSBA Fact Sheet: Filling Board of Education Vacancies](#), [ORC 3313.11](#)

Onboarding and Orientation of New Board Members

A consistent, welcoming process for the onboarding and orientation of new board members – whether appointed or elected – is important for everyone on the leadership team. All board members need to understand the basic laws and ethics associated with being on a BOE as well as the information particular to their own district.

A helpful list of those things that should be shared, discussed and provided to all new board members is included in this document. A best practice is with an introductory meeting, as soon after appointment or election takes place, with any new board member, the board president, the superintendent and treasurer.

OSBA offers multiple [resources](#) including workshops and training for new and veteran school board members. All school board members are encouraged to attend sessions that would strengthen their work as a board member.

All new board members will have a mentor assigned to them to help acclimate them throughout their first year. The board president will work with the current board members to determine who the best fit is for the new board member.

Reference: [Onboarding Checklist for New Board of Education Members](#)

Removal from Office

All elected officials in Ohio are subject to removal from office for misconduct through a court proceeding pursuant to [ORC 3.07](#) and [ORC 3.08](#). Grounds for removing a board member may include:

- Willfully and flagrantly exercising authority or power not authorized by the State of Ohio
- Refusing or neglecting to perform any official duty
- Gross neglect of duty
- Gross immorality
- Drunkenness
- Misfeasance, malfeasance, or nonfeasance

To initiate proceedings for removal, a recall petition must be signed by at least 15% of the total vote cast for governor at the most recent election for office of governor. The petition must state the charges alleged against the said board member. The law directs that a hearing on the removal be conducted within 30 days. At the hearing, the judge, or if requested, a jury, may order the removal of a board member.

Compensation of Board Members

Board members may be compensated for their service in an amount determined by the Board, not to exceed the maximum allowable compensation permitted by law. ([ORC 3313.12](#))

The Ohio Constitution prohibits increases or decreases in compensation for public officials during a term of office ([OH. Const. Art. II, Sec. 20](#)). This prohibition precludes public officials from using their influence to obtain a legislative salary increase and protects officials from a reduction in their compensation by the appointing authority or the public after their term of office begins.

A BOE may pass a resolution or change board policy to change board compensation amounts at any time, but those changes will apply only to board members beginning new terms or for those appointed to a vacancy after the change is made.

References: [Board Policy po0147-Compensation](#)
[OSBA fact sheet: Board Member Compensation, Benefits and Expense Reimbursement](#)

Professional Development

Board members are expected to seek opportunities for continued professional growth while serving in office. Each BOE may authorize its members to be compensated for attending approved training programs ([ORC 3313.12](#)). The rate of compensation shall be as authorized by law. Just as boards may choose the rate of compensation up to the statutory maximum for attending meetings, they are authorized to set the amount for attending a training program.

Reimbursement of Expenses

[ORC 3315.15](#) permits districts to create a “service fund” which can be used to pay expenses actually incurred by board members in the performance of their official duties. This fund may not exceed the equivalent of \$2 per student enrolled in the district, or \$20,000, whichever is greater. It also may be used to pay the expenses actually incurred by board members-to-be for training and orientation occurring between the date of election or appointment and the date of administration of the oath of office.

Expenses of a board member incurred in the performance of his/her duties and expenses of a member-elect in training and orientation will be paid from the BOE service fund, provided that such member or member-elect submits a written statement with detailed receipts of his/her expenses for approval by the BOE at its next regular meeting. This fund pays for registration, travel and other expenses, and is different from board member compensation for attending training.

References: Board Policy [po0147- Compensation](#)

[OSBA fact sheet: Board Member Compensation, Benefits and Expense Reimbursement](#)

BOARD MEETINGS

Board meetings are crucial to the work of the school district BOE. As public officials, the law requires that the board conduct its business in public. No vote is valid unless it is recorded in a public session. The way in which the board conducts its business in public reflects on the quality of the work of the entire district.

Attendance at Board Meetings

A quorum of members is required for a board meeting to be considered official. This is defined as at least three members of a five-member board, or four members of a seven-member board.

As a member of the BOE, your attendance is crucial to the board's ability to conduct its business. This includes all regularly scheduled sessions, special meetings, retreats and workshops, and emergency sessions.

[ORC 3313.11](#) provides a process for the removal of a board member if he or she is absent from meetings for a period of 90 days for reasons deemed by the remaining board members as insufficient. Removal of an absent member requires a two-thirds vote of the remaining members.

Types of Board Meetings

A "meeting" is defined as any prearranged discussion of the public business of a board of education, committee, or subcommittee by a majority of its members.

There are several types of board meetings with specific requirements and expectations for each.

REGULAR MEETINGS

In general, regular meetings include all those that are scheduled at or before the annual organizational meeting and are typically where the majority of actions/votes will occur. They are required to occur at least once every 2 months per Ohio law.

- Regular meetings: CCS BOE generally has a monthly regular meeting on the fourth Monday of each month at 7pm.

- Organizational meeting: City, local, exempted village and JVS boards are required to hold a regular “Organizational Meeting” no later than January 15 each year. At this meeting, the board must elect a president and vice president, each to serve a one-year term. Other items typically included in the organizational meeting agenda are:
 - Oath of office for new members
 - Establishing dates, times and locations for the year’s regular meetings
 - Approving annual membership in the OSBA
 - Adoption of the district’s tax budget per [ORC 5705.28](#)
 - Board committee appointments
 - Approval of procedures, contracts or authorizations necessary for the daily operations of the school district

- Board work sessions and retreats: These are usually meetings at which the board will discuss matters but take no action.
 - If scheduled at the organizational meeting, work sessions are considered regular meetings for purposes of notice to the public.
 - If the meeting was not set by the BOE in January at the organizational meeting, then it is considered a special meeting and is required to follow those standards for public notice.
 - Although votes are not typically taken at these meetings, the Open Meetings act will likely still apply, including the requirements to properly notice the meeting, make it open to the public and produce minutes.

- Executive session: This is a portion of a meeting that is not conducted in public. It is only to be used for the specific reasons clearly indicated in the Sunshine Law (discussed later in this manual). It is vitally important for all board members to observe 100% confidentiality of any items or issues that are discussed in executive session as permitted by law. Any discussion of executive session content outside of the session is a serious breach of trust, a sign of poor boardsmanship, and may require other action as determined by board counsel.

SPECIAL MEETINGS

In general, special meetings are those that were not scheduled at or before the annual organizational meeting.

- Special meetings: These are typically meetings called to address issues that cannot/should not be delayed until the next regular meeting but are not considered emergent. The Open Meetings Act ([ORC 121.22](#)) applies and notice must be given to the board members at least 2 days in advance and to the news media or anyone who has requested notification at least 24 hours in advance.
- Emergency Meetings: These are special meetings that a BOE may hold to discuss a matter of exceptional urgency that requires immediate board action. In the event of an emergency, the standard rule of 24-hour notice to the media and 48-hour notice to board members is replaced with a requirement to provide notice as soon as is reasonably practicable.

Meeting Agendas

Meeting agendas and related meeting materials are distributed to board members prior to the meeting. Currently, the CCS superintendent sends a weekly “Friday Update” that will include agendas and relevant materials. As a board member, you are expected to review these materials and become familiar with the meeting agenda items before arriving at any board meeting. Questions about the agenda and meeting materials should be directed to the board president, the board vice president, the superintendent or treasurer prior to the meeting.

CREATING THE AGENDA

It is the responsibility of the superintendent, in cooperation with the board president and treasurer, to prepare an agenda of the items of business to come before the board at each meeting.

AMENDMENTS TO THE AGENDA

Amendments may be made to the agenda prior to its adoption during the meeting. A majority vote adopts an agenda. After it is adopted, only a 2/3 vote or unanimous consent may change the agenda.

Meeting Protocol

Meetings follow the guidelines set forth in “Robert’s Rules of Order.” The treasurer acts as the official record keeper and is responsible for keeping the minutes of the meeting’s proceedings. In the event that the treasurer is absent or unable to perform his or her duties, the board must elect a treasurer pro tempore from its membership to serve in the treasurer’s capacity as the meeting record-keeper. The Board can request a staff member sit at the meeting table to help with taking notes for the minutes and calling the roll. Typically for CCS BOE meetings, the assistant treasurer is selected for this role.

ROLE OF THE BOARD PRESIDENT

The board president has a crucial role as the meeting’s parliamentarian. He or she is responsible for maintaining proper meeting decorum in accordance with “Robert’s Rules of Order.” It is imperative that the president be well-versed in the points of meeting procedure. The president will take control of the meeting if the proceedings become disorderly and ensure that all board members have a fair and equal voice.

MOTIONS

Superintendent recommendations and other agenda items before the BOE must be put in the form of a motion (so moved by a member of the board), and seconded by another member before they may be discussed and brought to a vote. The point of the motion is to ensure that only one idea at a time is before the board for discussion. This maintains an orderly progression for the meeting. Once a vote is taken, that motion may not be reconsidered in the same session.

PUBLIC PARTICIPATION

The BOE recognizes the value to school governance of public comment on educational issues and the importance of allowing members of the public to express themselves on school matters of community interest. The board offers public participation to members of the public and does not discriminate based on the identity of the speaker, content of the speech, or viewpoint of the speaker. The BOE is also committed to conducting meetings in a productive, efficient manner completed in a reasonable amount of time. This should not be a time of public debate. All members of the board and public should be aware of and abide by the public participation policy ([CCS Board Policy po0169.1](#)). The presiding officer of each BOE meeting shall administer the rules of the BOE.

CCS BOE Public Participation rules include:

- Public participation shall be permitted before the Board takes official action on any issue of substance. The portion of the meeting for participation of the public shall be limited to thirty (30) minutes, unless extended by a vote of the Board.
- Attendees must register their intention to participate in the public participation portion of the meeting in writing prior to the Board meeting. A sign-up sheet for public participation will be available 30 minutes prior to each meeting.
 - Individuals may not register others to speak during public participation.
 - Participants must first be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name and whether the participant is a resident or non-resident, and if, appropriate, their group affiliation.
- Each statement made by a participant shall be limited to three (3) minutes duration unless extended by the presiding officer.
- During public participation, no participant may speak more than once.
- Audio or video recordings are permitted. The person operating the recorder should contact the Superintendent prior to the Board meeting to review the possible placement of the equipment, and must agree to abide by the following conditions:
 - No obstructions are created between the Board and the audience.
 - No interviews are conducted in the meeting room while the Board is in session.
 - No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session and not disrupt the meeting.
- The presiding officer may:

- Interrupt, warn, or terminate a participant's session when the participant make comments that are repetitive, obscene, and/or comments that constitute a true threat (i.e., statements meant to frighten or intimidate one or more specified persons into believing that they will be harmed by the speaker or someone acting at the speaker's behest);
- request any individual to stop/speaking and/or leave the meeting when that person does not observe reasonable decorum or is disruptive to the conduct and/or orderly progress of the meeting;
 - request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the conduct and/or orderly progress of the meeting;
- call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;
- waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.

VOTING

It is important for every board member to be familiar with the legal rules relating to voting. In most cases, a simple majority is sufficient to carry a motion provided a legal quorum is in attendance, but in some instances, that is not sufficient. [ORC 3313.18](#) specifies that the following items require a majority vote of ALL members for passage:

- to adopt a resolution authorizing the purchase or sale of real or personal property;
- to employ a superintendent, treasurer, teacher or other employee;
- to elect or appoint an officer;
- to pay any debt or claim; and
- to adopt any textbook.

It is the responsibility of each member to vote. However, in some instances, abstention, or the removal of oneself from the voting, may be required by law. For instance, a board member may not vote or participate in the making of a contract of a public-school teacher or instructor where the board member is related to the individual under consideration as father, brother, mother, or sister ([ORC 3319.21](#)). Members are also forbidden under [ORC 2921.42](#) to secure approval of an individual contract with his or her spouse. [ORC 3313.33](#) prohibits a board member from having any pecuniary interest either directly or indirectly in any contract of the board.

There are exceptions to these general rules. In cases where there is a question about voting, it is important to consult the board counsel.

Reference: [OSBA Fact Sheet: Voting Makes a Difference](#)

LEGAL OVERVIEW

Corporate Powers of the Board

[ORC 3313.17](#) “The board of education of each school district shall be a body politic and corporate, and, as such, capable of suing and being sued, contracting and being contracted with, acquiring, holding, possessing, and disposing of real and personal property, and taking and holding in trust for the use and benefit of such district, any grant or devise of land and any donation or bequest of money or other personal property.”

Ohio’s Sunshine Law–Open Meetings Act

Ohio's Sunshine Law, updated as of April 3, 2025 ([ORC 121.22](#)), requires that all acts and most deliberations of public bodies, including the BOE, as well as their committees and subcommittees, be conducted in public. The board must provide notice of when those meetings will occur and keep minutes of the proceedings.

WHAT BOARD MEMBERS NEED TO KNOW

As a BOE member, it is important to remember that if a majority of the members (three or more of a five-member board) are assembled **and** discussing public school business, that could be construed as a meeting and subject to the Sunshine Law. A majority of the Board is also prohibited from conducting business electronically or via any “daisy chain” or quorum meetings not convened in public. The law allows for a majority of board members to be present at any given meeting as long as they are observers and not engaging in any board-related discussion.

The law also states that:

- A resolution, rule or formal action of any kind is invalid unless adopted in an open meeting of the public body. A resolution, rule or formal action adopted in an open meeting that resulted from deliberations in a meeting not open to the public is invalid unless the deliberations were for a purpose specifically authorized by Division G or J of ORC section 121.22 and conducted in an executive session that was held in compliance with the section. A resolution, rule or formal action adopted in an open meeting is invalid if the public body acted in violation of the section.
- Any person may bring an action to enforce this section within two years after the date of the alleged or threatened violation.

EXECUTIVE SESSIONS

The rules of executive session are clearly stated in the Sunshine Law. For a board to enter into executive session, there must be a motion, second and roll call vote. The purpose or purposes of the session must be stated in the motion and while in session those are to be the only topics of discussion. No official action or vote may be taken in executive session. Strict confidentiality should be observed in any executive session discussion. Sharing content outside of executive session is a sign of poor boardsmanship and may carry legal liability. Legal topics for executive sessions that apply to a BOE include:

- The appointment, employment, dismissal, discipline, promotion, demotion or compensation of an employee or official, or the investigation of charges or complaints against an employee, official, licensee or student, unless the employee, official, licensee or student requests a public hearing.

- The purchase of property for public purposes, or the sale of property at competitive bidding, or the disposition of unneeded, obsolete or unfit-for-use school property.
- Conferences with the board's attorney to discuss matters which are the subject of pending or imminent court action.
- Preparing for, conducting, or reviewing negotiations or bargaining sessions with employees.
- Matters required to be kept confidential by federal law or rules or state statutes.
- Specialized details of security arrangements and emergency response protocols for a public body or a public office.
- To consider confidential information related to marketing plans, specific business strategy, production techniques, or personal financial statements of an applicant for economic development assistance, or related to negotiations with other political subdivisions respecting requests for economic development assistance.

PENALTIES FOR VIOLATION OF THE SUNSHINE LAW

The Sunshine Law makes it clear that any board action is invalid if the board violated any of the notice provisions of the law. A court may issue an injunction compelling members of the board, committee or subcommittee to comply with the Sunshine Law.

If the court issues an injunction, it is required to assess a civil penalty of \$500 against the BOE, committee/subcommittee and require that entity to pay court costs. The court also requires the public body to pay the attorney fees of the party who brought the suit, although fees can be reduced if the court determines that the public body acted reasonably in believing it was not violating the Sunshine Law, and that its conduct served a public purpose. An individual board member who knowingly violates an injunction granted by a court may be removed from office.

Reference: [OSBA Fact Sheet: Understanding Ohio's Sunshine Laws: The Open Meetings Act](#)

Public Records Law

Like the Open Meetings Act, the Public Records Law requires public offices to keep and make available for inspection and copying records pertaining to school business. In most districts, the treasurer is responsible for keeping all records and complying with public record requests. Any member of the public may make a request but must follow the board's public records request policy. [ORC 149.43](#) underwent revisions that took effect April 9, 2025.

It is important to remember that under [ORC 1306.01](#), any document, device, or item, regardless of physical form or characteristic, including an electronic record which serves to document the organization, functions, policies, decisions, procedures, operations, or other activities of the office are deemed public records. This may include personal emails or text messages.

Reference: CCS BOE policy [po8310](#) Public Records

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) ([20 U.S.C. § 1232g](#); [34 CFR Part 99](#)) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

"Education records" are records that are directly related to a student and that are maintained by an educational agency or institution or a party acting for or on behalf of the agency or institution. These records include but are not limited to grades, transcripts, class lists, student course schedules, health records (at the K-12 level), student financial information (at the postsecondary level), and student discipline files.

These records are not only protected from the general public, other parents and students, but also, the BOE members. Basically, being a board member does not eliminate the level of privacy of student records. A legitimate educational interest is required to have access to student records.

Source: [34 CFR § 99.2](#)

OHIO PUBLIC SCHOOL FINANCING

School districts in Ohio are financed with a combination of federal, state, and local funds. Local funding is generated from property tax levies.

What is a property tax levy?

A property tax levy collects taxes on the value of a property as determined by the county auditor. This includes residential/agricultural (Class I) and commercial/industrial (Class II) properties. Public utility personal property (TPP) is also taxed, although as of early 2025 those laws are changing. Ohio law prescribes how a BOE may propose additional local property tax levy revenue for a district. School districts can place a

property tax levy on the ballot up to two times a year typically. If a majority of voters who vote on the issue approve the tax, county officials charge and collect the tax under the terms specified in the tax levy proposal. The funds collected are then disbursed to the district. When a levy is placed on the ballot, it must identify as its objective a legally defined school district purpose. Permissible uses for a tax levy depend on the type of levy, but may include:

- Operating expenses
- General ongoing improvements
- Specific permanent improvements
- Purchase of educational technology
- Debt service for bonds issued for school construction

Board of Education Involvement in Levy Campaigns

[ORC 3315.07](#) specifically prohibits a BOE from spending public money to support or oppose the passage of a levy or bond issue. [ORC 9.03](#) allows a BOE to use public funds to publish and distribute communications that include information about the plans, policies and operations of the district to community members. However, activity by board members in active support of the levy committee must be done on their own time and at their own expense.

Under [ORC 3313.77](#), a BOE may allow community groups to use its facilities for educational, religious, civic, social, recreational or other board-approved purposes that promote the welfare of the community. The board should have a content-neutral policy that provides equal access to its facilities for all committees, PACs or organizations, regardless of whether they support or oppose the levy.

Reference: 2023 [Ohio Auditor of State FAQs](#)

Common Types of School Property Tax Levies

GENERAL (MILLAGE-BASED) LEVY

A property tax used for any school district purpose. General levies identified to provide operating funds are commonly known as operating levies, while those used for permanent improvements can be known as permanent improvement (PI) levies. The BOE proposes a levy as a specific dollar amount of new revenue. The county auditor reviews the proposed ballot initiative and determines the millage necessary to collect the dollar amount. These levies are subject to the property tax reduction factor.

EMERGENCY LEVY

A property tax that serves as a limited operating levy proposed for a specific dollar amount. Because the dollar amount of taxes charged by the levy must stay constant, the millage rate increases or decreases as property values change. These levies are NOT subject to the property tax reduction factor.

BOND LEVY/BOND ISSUE

Authorizes a specific dollar amount to be borrowed to finance construction and other permanent improvements. When approved, it levies a property tax sufficient to pay the bond issue's principal and interest over its term, typically this levy remains in place until the debt is fully paid, generally it has a maximum term of 40 years. Often the school district makes a millage promise when on the ballot and tries not to allow the millage of this bond levy to increase provided there are no extenuating circumstances requiring an increase.

DUAL PURPOSE LEVY

Single ballot issues for both a PI levy or bond issue combined with an operating levy. The issue may be continuing or limited. A PI/operating levy may be either a property tax or a school district income tax, but a bond/operating levy must be a property tax. The BOE, at the time it seeks the ballot issue, must state how much of the tax levy will be used for each purpose.

INCREMENTAL LEVY

A property tax phased in for the full amount of the millage increase. It is also commonly known as a phased-in levy. It is a limited levy, with a maximum term of 10 years. Unlike an operating levy, an incremental levy imposes additional millage on a regular schedule throughout the life of the levy. The advantage is that the increments are imposed as the full voted millage, not as effective millage, meaning there is a limited amount of growth allowed in the levy. Up to five changes may be proposed during the life of the levy.

What Is a Mill?

The unit of value for expressing the rate of property taxes in Ohio is the mill. A mill is defined as one-tenth of one percent or one-tenth of a cent (0.1 cents) in cash terms. Millage is the factor applied to the assessed value of property to produce tax revenue.

INSIDE/UNVOTED MILLS

- Millage imposed by local governments without voter approval

- Ohio Constitution limits these taxes to 1%, or 10mills
- This revenue is distributed amongst various entities (public schools,city, county, fire, police, etc.) within the taxing district (for CCS this is Montgomery County)

OUTSIDE/VOTED MILLS

- Millage approved by voters and subject to the property tax reduction factor

EFFECTIVE MILLS

- The difference that can exist between a tax levy millage rate approved by the voters and the actual amount of millage charged against the valuation due to the HB 920/property tax reduction factor.

THE HOUSE BILL 920 FACTOR

House bill 920 was passed by the Ohio General Assembly in 1976 as a measure to protect taxpayers and offset inflationary increases in property values. It is also known as the “property tax reduction factor.” This means that the amount of outside millage taxes collected on property will not exceed the amount collected in the first year that the levy was collected. It means that the millage collected per levy can change with changes in property value to keep the dollar amount collected the same. This is why there is often a reference to “effective millage,” and why districts often return to the ballot for additional levy revenue every 4-6 years in the current system.

APPENDIX

[CCS District Policy Manual](#)

[Ohio Legislature](#)

- Find contact information for legislators as well as information regarding current legislation before the general assembly.

[Ohio School Board Association \(OSBA\) Fact Sheets:](#)

[Filling board of education vacancies](#)

[Onboarding Checklist for New Board of Education Members](#)

[Board member compensation, benefits and expense reimbursement](#)

[Voting Makes a Difference](#)

[Understanding Ohio's Sunshine Laws: The Open Meetings Act](#)

[Ohio Auditor of State FAQs 2023](#)

[Understanding school levies](#)

[Glossary of Acronyms](#)

Following are some of the many abbreviations commonly used among educators, but perhaps unfamiliar to BOE members.

AAA (American Arbitration Association) Aids in resolving disputes outside the court system.

AASA (American Association of School Administrators) Provides a number of services for school administrators, including conducting studies and surveys on educational issues.

AASPA (American Association of School Personnel Administrators) Works to establish acceptable school personnel standards, techniques and practices.

ACLU (American Civil Liberties Union) Protects individual rights set forth in the U.S. Constitution.

ACT (American College Testing Program) Standardized test taken by high school students seeking admission to college.

ACTE (Association for Career and Technical Education) Promotes and improves vocational education in high school, postsecondary and adult education.

ADA (Americans with Disabilities Act) Federal law protecting the rights of persons with disabilities.

ADM (average daily membership) The enrollment of students receiving services under the superintendent's supervision.

AERA (American Education Research Association) The major professional organization of educators involved in educational research.

AFL-CIO (American Federation of Labor/Congress of Industrial Organizations) The largest federation of unions in the United States.

AFSA (American Federation of School Administrators) Union for school administrators.

AFSCME (American Federation of State, County and Municipal Employees) The largest public employee and health care workers' union in the country.

AFT (American Federation of Teachers) An integral part of the American labor movement and a member affiliate of the AFL-CIO.

AGO (Attorney General's Opinion) Interpretation of a legal question by the Ohio attorney general (OAG), usually at the request of a local or state government official.

AP (Advanced Placement) Test taken by high school students to earn college credit.

ASCA (American School Counselors Association) Promotes the rights and welfare of children and improves professional standards in school counseling.

ASBO (Association of School Business Officials International) Promotes improvement and advancement of school business officials, school board members and others interested in school business management.

ASCD (Association for Supervision and Curriculum Development) Supports educators as they develop, evaluate and improve curricula.

BASA (Buckeye Association of School Administrators) A professional association for Ohio's public school administrators.

BCI (Bureau of Criminal Investigation) Investigative arm of the Ohio attorney general's office.

BRF (Bond Retirement Fund) School district fund dedicated to the payment of debt service charges.

BWC (Bureau of Workers' Compensation) State agency that administers worker injury claims.

CBE (competency-based education) State testing program to assess student achievement in grades one through eight.

CCSSO (Council of Chief State School Officers) A nationwide organization of the 58 public school officials who head departments of public education in the U.S. states, territories, D.C., Department of Defense Education Activity, and Bureau of Indian Education.

CGCS (Council of the Great City Schools) Conducts studies of problems shared by urban schools.

CIP Continuous improvement plan.

COBRA (Consolidated Omnibus Budget Reconciliation Act of 1986) Federal law that allows employees to continue to receive health insurance after they leave a school district.

DEW (Department of Education and Workforce) Ohio's state department of education

DOE (U.S. Department of Education) Federal government agency.

ECS (Education Commission of the States) Collects information on laws and standards in education and about administrators, principals and teachers. Also researches state policy issues.

EEOC (Equal Employment Opportunity Commission) Federal agency formed in 1964 to enforce federal laws, making it illegal to discriminate against a job applicant or employee on the basis of on race, color, sex (including gender identity, pregnancy and sexual orientation), religion, national origin, age, disability or genetic information.

ELL English language learner.

ELA (Education Law Association) Works to improve education by promoting interest in and understanding of the legal framework of education and the rights of students, parents, school boards and school employees.

ERI (early retirement incentives) Programs that provide monetary incentives to school district employees who retire early.

ESC (Educational Service Center) Name given to Ohio county offices of education in 1995.

ESEA (Elementary and Secondary Education Act) The original federal education act enacted in 1965.

ESEA was updated in 2002 as the No Child Left Behind Act and reauthorized in 2015 as Every Student Succeeds Act (ESSA).

ESSA (Every Student Succeeds Act) The most recent reauthorization of ESEA.

ETS (Educational Testing Service) Provides evaluative instruments, research, and services related to educational testing programs such as the PSAT, SAT, GRE and GMAT. Also conducts the National Assessment of Educational Programs (NAEP).

EV (exempted village school district) Name given to Ohio school districts centered in villages.

FAPE (free appropriate public education) Special education and related services that are provided at public expense without charge.

FERPA (Family Educational Rights and Privacy Act) Federal law that addresses inspection and disclosure of student records.

FLSA (Fair Labor Standards Act) Federal law concerning wages and benefits for school district and other employees.

FMLA (Family and Medical Leave Act of 1993) Federal law that authorizes unpaid leave for employees who are ill, become parents or who must care for sick relatives.

FTE (Full Time Equivalent)

GED (General Education Development test) Test that allows students who did not graduate from high school to obtain an equivalent diploma.

GF (General Fund) School district fund receiving all monies dedicated to the payment of current operating expenses.

GMAT (Graduate Management Admissions Test) Test taken by college students seeking admission to graduate school in business.

GRE (Graduate Record Examination) Test taken by college students interested in studying for advanced degrees in academic fields.

GRF (General Revenue Fund) Major fund of state government from which services are funded.

IDEA (Individuals with Disabilities Education Act) Federal law passed in 1975 to provide for the education of children with disabilities.

IEL (Institute for Educational Leadership) Coordinates programs at national, state and local levels that are designed to support and enhance the capabilities of educators and policymakers.

IEP (individualized education program) Plan devised by a school district for the education of a child with disabilities.

JVSD (joint vocational school district) Name given to school districts providing career and technical training to public school students and adults.

LAF (OSBA Legal Assistance Fund) Provides supportive assistance to boards of education in cases or controversies of statewide significance, primarily at the appellate level.

LEP (limited English proficient) Students and families for whom English is not the primary language.

LPDC (local professional development committee) Local committee comprised of teachers and administrators which approves professional development plans of educators needed to obtain or retain licensure.

NABSE (National Alliance of Black School Educators) Promotes awareness, professional expertise and commitment among black educators.

NAEP (National Assessment of Educational Progress) Authorized by Congress, NAEP determines the nation's progress in education.

NAESP (National Association of Elementary School Principals) Sponsors programs designed to teach principals about new curricula and technology, to clarify educational issues and trends, and to inform them of new educational research developments.

NAIS (National Association of Independent Schools) Assists independent elementary and secondary schools to strengthen their programs and more effectively serve their students and families.

NAPE (National Association of Partners in Education) Promotes the value of school volunteer and partnership services.

NASBE (National Association of State Boards of Education) Improves the policymaking skills and leadership abilities of state boards of education.

NASSP (National Association of Secondary School Principals) Conducts activities and events to enhance the effectiveness of middle and high school principals.

NBPTS (National Board for Professional Teaching Standards) Seeks to strengthen the profession of elementary and secondary teaching and thereby raise the quality of education in the U.S.

NCES (National Center for Education Statistics) An agency of the U.S. Department of Education. Collects and disseminates statistics and other data related to education in the U.S.

NCLB (No Child Left Behind Act) 2002 reauthorization of ESEA.

NCSL (National Conference of State Legislators) Works to improve the quality and effectiveness of state legislators.

NEA (National Education Association) A national teacher's union.

NGA (National Governors' Association) Serves as a vehicle through which governors influence the development and implementation of national policy and apply creative leadership to state problems.

NSBA (National School Boards Association) An organization for state school board associations and local school boards. It seeks to improve the leadership and policymaking abilities of board members.

NSPRA (National School Public Relations Association) An association that promotes better public understanding of the objectives, accomplishments and needs of education.

OAC (Ohio Administrative Code) Publication containing rules and regulations of Ohio's executive agencies.

OACBDD (Ohio Association of County Boards of Developmental Disabilities) Ensures the availability of programs, services, and supports that assist eligible individuals with developmental disabilities.

OAESA (Ohio Association of Elementary School Administrators) Promotes quality education and advances elementary school administration.

OAG (Ohio attorney general) Elected official charged with enforcing and administering Ohio's laws.

OAPE (Ohio Association of Professional Educators) Group dedicated to classroom teaching in a nonunion environment.

OAPSE (Ohio Association of Public School Employees) Represents nonteaching public school employees affiliated with AFL-CIO and AFSCME.

OASBO (Ohio Association of School Business Officials) Promotes professional growth and welfare of business officials in schools.

OASCD (Ohio Association for Supervision and Curriculum Development) A statewide professional organization dedicated to improving instructional supervision and curriculum development.

OASSA (Ohio Association of Secondary School Administrators) State association for administrators actively engaged in administration or supervision of secondary or middle school students.

OESCA (Ohio Educational Service Center Association) Group including Ohio's educational service centers, formerly known as county boards of education.

OCRC (Ohio Civil Rights Commission) State agency charged with enforcing anti-discrimination laws in employment and other venues.

OCSBA (Ohio Council of School Board Attorneys) An organization for attorneys who represent or have represented Ohio boards of education.

OEA (Ohio Education Association) A state teacher's union that promotes the interests of teachers and the improvement of education in Ohio.

OFT (Ohio Federation of Teachers) Works to raise the standards of teaching by securing the conditions essential to the best professional service.

Ohio ACTE (Ohio Association for Career and Technical Education) Promotes and protects vocational education and vocational educators.

OHSAA (Ohio High School Athletic Association) Administers interscholastic sports programs.

OHSPRA (Ohio School Public Relations Association) The state chapter of the national association, OHSPRA members work to improve school public relations.

ORC (Ohio Revised Code) Also referred to as RC.

OSBA (Ohio School Boards Association) Serves Ohio public school board members and the diverse districts they represent through superior service, unwavering advocacy and creative solutions.

OFCC (Ohio Facilities Construction Commission) Provides funding, management oversight and technical assistance in construction and renovation of school facilities.

OSHA (Occupational Safety and Health Act) Name given to both state and federal laws that promote workplace safety.

OWE (occupational/work experience programs) School district programs that prepare vocational education students for entry into the workplace.

PDK (Phi Delta Kappa) A professional honorary society for men and women in education.

PERS (Public Employees Retirement System) Provides retirement, disability and survivor benefits to public employees.

PSAT (Preliminary Scholastic Aptitude Test) Test taken by high school students to prepare for taking the Scholastic Aptitude Test (SAT).

PTA (Ohio Parent-Teacher Association) Works to promote the health, education and welfare of children and youth.

PTR (pupil:teacher ratio)

RC (Revised Code) Also known as the Ohio Revised Code.

SAT (Scholastic Aptitude Test) Test taken by high school students seeking admission to colleges or universities.

SBOE (State Board of Education) Elected or appointed members with statutory authorities defined by Ohio Revised Code.

SERB (State Employment Relations Board) Administers and enforces Ohio's public employee collective bargaining law.

SERS School Employees Retirement System.

SDIT (school district income tax) Tax imposed on income of residents by school districts after voter approval.

STRS State Teachers Retirement System.

ULP (unfair labor practice) Conduct by employers or employees defined as unfair under Ohio's collective bargaining law.

USC (United States Code) Multi-volume compilation of federal laws.