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Ohio's New Medical Marijuana Laws

In 2016, Ohio became the 26th state to legalize the use of marijuana for certain specified medical conditions. Medical marijuana facilities and patient registries are expected to be fully operational in the near future, although the product will likely not be available for purchase until the end of the year. School districts should be aware of how the medical marijuana law might impact current policy and operations.

Overview of State Law

Under state law, individuals who suffer from any of 21 identified medical conditions (listed below) may register with the state to use marijuana for those conditions. In addition to these 21 conditions, the state medical board may be petitioned to add other conditions to this list.

When registering with the state, an individual's application must be accompanied by a licensed physician's recommendation. Caregivers of medical marijuana users also must register with the state to avoid criminal prosecution for possession of marijuana and to assist registered patients.

Qualifying Medical Conditions

AIDS and HIV	Inflammatory bowel disease
Alzheimer's disease	Multiple sclerosis
ALS ("Lou Gehrig's disease")	Pain – chronic, severe, or intractable
Cancer	Parkinson's disease
Chronic traumatic encephalopathy	Posttraumatic stress disorder
Crohn's disease	Sickle cell anemia
Epilepsy or seizure disorder	Spinal cord disease or injury
Fibromyalgia	Tourette's syndrome
Glaucoma	Traumatic brain injury
Hepatitis C	Ulcerative colitis

Marijuana may be used in oils, tinctures, plant material, edibles, patches, and vaporizers; however, smoking marijuana through combustion is prohibited. The term "medical marijuana" is a misnomer, as the plant material that will be processed in approved and registered facilities for medical purposes is the same as "regular" marijuana.

Federal Laws and Regulations

Regardless of Ohio's legalization of marijuana for medical purposes, marijuana is still classified as a Schedule I prohibited substance under federal law. Because of this federal classification, physicians may not "prescribe" marijuana for medical purposes but may only recommend use of the substance for certain medical conditions. The

Cincinnati: 1714 West Galbraith Road • Cincinnati, OH 45239 • (513) 421-2540 • Toll-Free Number: 1 (888) 295-8409

Cleveland: 6000 Lombardo Center • Suite 120 • Cleveland, OH 44131 • (216) 487-6672

Columbus: 300 Marconi Boulevard • Suite 205 • Columbus, OH 43215 • (614) 705-1333

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Americans with Disabilities Act requires that employers provide reasonable accommodations to employees with certain disabilities so that they may perform the requirements of their job; however, the ADA does *not* require employers to permit the use of medical marijuana as a reasonable accommodation. Similarly, the Family Medical Leave Act does not require employers to grant leave for employees so that they may obtain marijuana treatments for a serious health condition. Neither federal or state law interferes with an Ohio employer's right to maintain a drug-free workplace, to implement a zero-tolerance drug policy, or to subject an employee to a drug test. Currently, pending federal legislation to enact the [STATES Act](#) would give states the freedom to decide how to legalize or regulate marijuana.

School District Employees

Ohio employers are not required to permit their employees to use marijuana for medical purposes at work and may continue to take adverse employment action against employees for their use of marijuana for medical purposes – even if the employee has a physician's recommendation, is registered with the State Board of Pharmacy, and uses the marijuana outside of work hours. School districts may elect to make accommodations and modify policies to allow employees to use marijuana for medical purposes in some circumstances, although employees must continue to comply with state and federal regulations that prohibit use of drugs in safety-sensitive positions. School districts should be clear that employees may not be under the influence of marijuana when they are responsible for the safety or supervision of students and staff.

For workers' compensation purposes, if an injury occurs at the workplace and the employee tests positive for marijuana, a rebuttable presumption arises that the use of marijuana was the cause of the injury, even if the employee has a physician's recommendation. To overcome this presumption, the employee must demonstrate that the marijuana use did not factor into the cause of the injury. If unsuccessful, the employee would not be eligible to receive workers' compensation benefits. Similarly, with unemployment compensation, an employee's use of medical marijuana is just cause for termination, and no benefits would be provided to an employee in this scenario.

Ohio's law allows an employer to refuse to hire a job applicant because of use, possession, or distribution of medical marijuana.

Patient Protections

One section of the Revised Code delineates the rights of patients who are registered with the state to use marijuana for medical purposes. Patient rights include the right to use and possess marijuana up to a maximum of a 90-day supply; to possess any paraphernalia or accessories for the use of medical marijuana; and to avoid arrest or criminal prosecution for obtaining, using, or possessing medical marijuana and the necessary paraphernalia and accessories. Registered caregivers have the same rights to possess marijuana, paraphernalia, and accessories for medical purposes, but do not have the right to use it without a physician's recommendation and registration. Operating a vehicle is prohibited while under the influence of marijuana. No minimum age is specified for patients to use medical marijuana.

Activities Prohibited Near Schools

No marijuana cultivator, processor, retail dispensary, or testing laboratory may be located within 500 feet of a school, except for academic research institutes.

What's New for Schools in the Education Deregulation Bill

Senate Bill 216, the "education deregulation" bill, was signed by Gov. Kasich on August 3, 2018. The effective date for the bill, along with the other bills he signed on August 3, is November 2, 2018. A number of provisions that were in the original bill survived to the end, but many did not. Still other provisions were amended during the legislative process, so it differs significantly from the version that was introduced. Below is an overview of the

contents of the bill, except for the new teacher evaluations framework, which Ennis Britton reported on in the [August 2018](#) issue of *School Law Review*.

Assessments and Vendors

Assessment vendors. ODE will request that each contracted assessment vendor provide an analysis explaining how questions and end-of-course exams align to academic content standards. This analysis will be provided to all districts and schools for all grade levels, beginning with the 2019–2020 school year and beyond. Vendors will be requested to provide information and materials to school districts for assistance with the assessments, including practice assessments and other preparatory materials, beginning in 2019–2020.

Third-grade assessments. Beginning with the 2019–2020 school year, school boards may adopt a resolution to give third-grade assessments in English language arts, math, or both in paper format. To do so, school boards must submit a resolution to ODE by May 1 prior to the school year for which it will apply. If submitted, the school must give the assessment on paper, unless for a special education student for whom online assessment is an appropriate accommodation.

Beginning with the 2019–2020 school year, schools in which less than 80 percent of students score proficient or higher on third-grade English language arts must establish a reading improvement plan supported by reading specialists and approved by the board of education.

Compliance Checklist

ODE is required to establish, distribute, and monitor a “Consolidated School Mandate Report.” By November 30 of each year, each district or school will file this report with ODE, noting compliance with certain mandates by checking Yes or No. For any item checked No, the district or school will submit a written explanation and action plan to its board of education within 30 days. The checklist covers the following mandates:

- Training on use of physical restraint or seclusion
- Training on harassment, bullying, or intimidation
- Training on CPR and AED
- Training on crisis prevention intervention
- Establishing a wellness committee
- Compliance with nutritional standards
- Screening for hearing, vision, speech, communications, health or medical problems, and for any development disorders pursuant to R.C. 3313.673
- Compliance with inter- and intra-district open enrollment

State Report Cards

Report cards will include the percentage of teachers who are “properly certified or licensed” per R.C. 3319.074. The statute no longer requires “highly qualified” teachers and other requirements that were part of the federal No Child Left Behind Act (NCLB) but have since been removed from the new Every Student Succeeds Act. See below under “Teacher Requirements” as well.

Subgroups of fewer than the number of students shown below will not be included in annual measurable objectives:

- 2017–2018: Fewer than 25
- 2018–2019: Fewer than 20
- 2019–2020: Fewer than 15

Academic Distress Commissions

ODE must review “all policies and procedures” regarding academic distress commissions and prepare a report, which must include recommendations for all academic distress commissions that exist as of November 2, 2018. The report is due by May 1, 2019, and will include a review of the duties and powers of the CEO, the CEO’s plan

to improve the district, report card results for the district, and more. The Joint Education Oversight Committee will review the report and hold at least one public hearing.

Community Schools

In a new section of the Revised Code, if any business or family relationship exists between an operator and the governing authority (or any officers or employees) of a community school, the management company must agree to indemnify the community school for financial losses up to the amount of the moneys received by the management company. A “management company” is defined the same as an “operator.”

Students previously enrolled in community school will not be considered reenrolled the next year if they fail to participate in the first 72 consecutive hours of learning opportunities without legitimate excuse.

Notification to Parents of Teacher Qualifications

Districts must annually provide notice to parents that they may request information regarding professional qualifications of teachers, including whether the teacher has satisfied all requirements for licensure or certification in the subject area and grade level or whether the teacher received a waiver for any requirements, and whether a paraprofessional provides any services to student, and if so, his or her qualifications. If requested, this information must be provided in a timely manner.

Teacher Requirements

Teachers of a core subject area are no longer required to be “highly qualified” as that term was defined in NCLB. Core subject areas include reading and English language arts, math, science, social studies, foreign language, and fine arts. The subject areas of government, economics, history, and geography are no longer defined as core subject areas. As of July 1, 2019, districts may not employ teachers to teach in core subject areas unless they are properly certified or licensed.

Teachers of core subject areas will no longer be required to take exams to prove their knowledge of the subject area when certain circumstances are triggered, such as low teacher ratings or low school building academic performance rankings.

Paraprofessional Requirements

Paraprofessionals are no longer required to be “highly qualified.” As of July 1, 2019, however, districts may not employ paraprofessionals to provide academic support in a core subject area unless they hold a valid educational aide permit and satisfy at least one of the following conditions:

- Designated as “ESEA Qualified” on educational aide permit
- Complete 2 or more years of coursework at accredited institution
- Hold an associate degree or higher from accredited institution
- Attain a qualifying score on ODE’s academic assessment

Nonteaching Employee Contracts

The contract sequence for nonteaching employees will change in a favorable way for school employers. The end result of this change is that continuing contract is delayed for several years with multiple 2-year contracts. The contract sequence for newly hired regular nonteaching school employees is as follows:

1. One 1-year contract
2. First 2-year contract
3. Second 2-year contract
4. Third 2-year contract
5. Continuing contract

Teaching Licenses

Grade band changes. For licenses issued after November 2, 2018, the grade bands for resident, professional, senior professional, and lead professional educator licenses will be as follows:

- Pre K–5
- Grades 4–9
- Grades 7–12

This change does not apply to licenses issued before November 2 nor to licenses to teach in the following areas:

- Computer information science
- Bilingual education
- Dance
- Drama or theater
- World language
- Health
- Library or media
- Music
- Physical education
- English as a second language
- Career technical education
- Visual arts
- Any license issued to an intervention specialist including gifted intervention specialist
- Any other license that does not align to grade band specifications

Substitute teaching educator licenses. Beginning July 1, 2019, ODE will issue and renew substitute educator licenses under a new section of the Revised Code, and only under that section. Licenses issued under the former section will remain in effect until the term for that license or the renewal term ends; then, the new law will be in effect for subsequent licenses. Applicants are required to hold a postsecondary degree, but not in any specified subject area. If the license holder's postsecondary degree is in education or a subject area directly related to the subject they will teach, they may work an unlimited number of days. If the license holder's postsecondary degree is in a subject area not directly related to the subject they will teach, they may teach for one full semester, subject to board approval. In this scenario, the superintendent may request additional semester-long periods for the license holder to teach as a substitute; there is no limit to the number of extensions that may be requested. Note that career tech substitutes are not required to hold a postsecondary degree.

Early college high school license. A nonrenewable 4-year initial early college high school educator license for teachers at an early college high school will be issued for teachers of grades 7–12 in College Credit Plus, international baccalaureate, and advanced placement courses. The license will be valid only at the employing school. After 4 years, the teacher may apply for a renewable 5-year professional educator license in the same subject area. Applicant requirements are as follows:

- Graduate or terminal degree in a field related to the subject area taught
- Passing score on a state board exam in the subject area taught
- Experience teaching students at any grade level
- Proof that an early college high school intends to employ them

Supplemental teacher license. The state board will establish rules for a new supplemental teaching license, which will be issued upon request of the superintendent. For this license, applicants must meet the following criteria:

- Hold a current professional/permanent Ohio certificate or a resident, professional, senior professional, or lead professional educator license
- Good moral character
- Employed in a supplemental licensure area or teaching field
- Complete a state board exam in the licensure area – Note: May work a maximum of 60 days while completing this requirement
- Complete additional coursework while employed under supplemental license, and complete testing for full licensure in the supplemental area

The district must assign the teacher a mentor – an experienced teacher with a license in the same or related content area as the supplemental license. Before obtaining a supplemental license in another area, the license holder must complete the supplemental licensure program or equivalent and be issued a standard teaching license in the area of the currently held supplemental license. To advance to a standard license, the superintendent must verify successful teaching for two or more years in the area of licensure. Applicants must complete state board requirements for the license.

Preschool Staffing Ratio

The current staffing ratios for preschool children with disabilities are retained in the law. New language has been added that a minimum of 10 hours of services per week will be provided for each child served by a center-based teacher unless an IEP specifies otherwise.

Gifted Education

International baccalaureate is now an option for the services that may be included in a plan for gifted students.

Q&A on the New Teacher Evaluation System Framework

Ennis Britton has received many questions from school districts regarding implementation of the new Ohio Teachers Evaluation System framework in the newly enacted Senate Bill 216. Below is some guidance that school districts will find helpful in drafting and implementing their new OTES policies.

Q. When is the effective date of SB 216?

A. Gov. Kasich signed the bill on August 3, 2018. The effective date of the bill is November 2, 2018. However, many provisions in the bill will not be effective until a later date. As discussed below, details about implementation of the revised OTES were included in the uncodified section of the bill.

Q. When is the state board required to create the new OTES framework?

A. The Ohio Board of Education is required to adopt the revised OTES framework by **May 1, 2020**, and to update the OTES framework by **July 1, 2020**.

Q. When does my district need to adopt an updated OTES policy?

A. The deadline for school boards to update their OTES policy is no later than **July 1, 2020**.

Q. How long may districts continue to use their current OTES policy for teacher evaluations?

A. Districts that are not participating in the pilot program must follow their current OTES policy for the next two school years: 2018–2019 and 2019–2020. The first year of implementation for districts that do not participate in the pilot will occur in 2020–2021 at the earliest. Districts with current collective bargaining agreements that are executed before November 2, 2018, and do not expire until 2021 or later may not be required to implement until after the CBA expires.

Q. Our teachers and administrators want to use the new OTES framework in SB 216. If our district drafts a policy before July 1, 2020, may we implement the new policy before that date?

A. No. The only way a district may conduct evaluations using the new OTES framework is by participating in the pilot program.

Q. Our current collective bargaining agreement with teachers expires in the summer of 2019. SB 216 states that after the expiration of any CBA in effect on the effective date of the bill (Nov. 2, 2018), districts must implement their new OTES policy. Why can't we use our new OTES policy for the 2019–2020 school year?

A. Even though the statutory language in SB 216 indicates that districts are to use the new OTES policy when the CBA that is in effect on November 2, 2018 expires, the uncodified section of the bill includes a **delayed implementation plan** for the new OTES framework. Although the statutory language seems to contradict this, the uncodified section of the bill clearly states that districts that are not participating in the pilot program must use their current OTES policy for the next two school years. ODE has confirmed this interpretation.

Q. What is the pilot program?

A. The Ohio Department of Education is tasked with organizing and developing a pilot program “to guide implementation” of the new OTES framework. If you recall, this same process was used with the OTES framework upon its initial implementation several years ago. The pilot group must be of adequate size and diversity. ODE must provide professional development and technical assistance to pilot districts. Based on feedback from the pilot districts, ODE will make recommendations and improve professional development on the new OTES framework.

Q. How can our district participate in the pilot program?

A. ODE will issue a request for school districts to volunteer to participate in the pilot program. Superintendents will want to watch for a notice from ODE that they are seeking districts to participate in the pilot for OTES; however, a district may participate in the pilot group *only with the approval of the governing board of education*. Therefore, superintendents should discuss with the board of education regarding the district’s OTES policy and willingness to participate in the pilot before responding to ODE’s request. A representative from ODE indicated that the goal date for ODE to have the pilot group in place is **December 2018**. This probably means that ODE will send out the request for districts to participate sometime in the next couple of months.

Special Education Spotlight: School Districts and Child Find

The Sixth Circuit Court of Appeals recently held that a school district did not violate the Individuals with Disabilities Education Act (IDEA) when it used response-to-intervention (RTI) processes to determine whether a recently evaluated kindergartener with deficits in certain areas required special education services. The court ruled that the district complied with its child find obligations and was not in violation of the IDEA.

The school district initially screened Tennessee preschooler M.G. in October of 2010. After finding that she might be developmentally delayed, the district evaluated her in December of 2010 to determine her eligibility for special education services under the IDEA. This testing included evaluating her need for physical and occupational therapy, which ultimately revealed that her lack of motor skills was not detrimental to her educational performance and that she was not eligible for special education. M.G.’s parents took her to many private doctors and received varying results. In March of 2011, a doctor supplied M.G. with a prescription for private occupational, physical, and speech therapies. However, the parents did not provide the school with this prescription and much of the other medical documentation until the 2012–2013 school year.

When M.G. entered kindergarten in August of 2011 at age 4, she was behind her peers academically and appeared to have speech and motor-skills impairments. In October 2011, the school district developed an RTI plan which required her kindergarten teacher to work one-on-one with her three times a week to assist with her reading and letter-naming fluency. In February 2012, the district’s general education intervention team met to address a number of concerns, including her motor skills. According to this plan, occupational and physical therapists observed M.G. at school and concluded that she was making adequate progress and did not need therapy services for educational purposes.

The following year, both M.G.’s parents and the school district agreed to place M.G. back in kindergarten when it became apparent that first grade was too challenging for her academically. A Section 504 plan was developed in October 2012. It included all of the accommodations that M.G.’s parents requested, including an occupational

therapist to observe M.G. in the classroom and then consult with her teachers about proper ways to respond to her needs. The occupational therapist observed M.G. on three different occasions and found that M.G. did suffer from some motor-skills deficits, but her motor skills generally were within the normal range for a child her age and she did not require direct occupational therapy. However, M.G. continued to fall behind academically. A second evaluation could not be completed because M.G.'s parents withdrew her from the school district in June 2013.

In September 2013, the parents filed a due process complaint alleging a denial of a free appropriate public education under the IDEA and that the district's failure to provide occupational therapy to M.G. constituted violations of the IDEA and Section 504 of the Americans with Disabilities Act.

Under the IDEA, states must establish policies to identify, locate, and evaluate children with disabilities. [34 C.F.R. § 300.111(a)(1)(i)]. To fulfill this child-find obligation, states must make sure that schools take proper steps to identify and evaluate children who are suspected of having a disability and in need of special education, even though they are advancing from grade to grade. To prove a violation of the child-find obligation, a plaintiff must show that "school officials overlooked clear signs of disability and were negligent in failing to order testing, or that there was no rational justification for not deciding to evaluate." *Clay T. v. Walton Cty. Sch. Dist.*, 92 F.Supp. 817, 823 (M.D. Ga. 1997).

In December 2010, the school district's evaluation found that M.G. was not eligible for special education services. The plaintiffs claimed that the district violated the child-find requirement by failing to evaluate M.G. between December 2010 and April 2013, when she should have been reevaluated as early as August 2011 and no later than January 2012. The court ultimately ruled that the school district did not overlook clear signs of disability nor did it lack rational justification in deciding not to reevaluate M.G. until 2013. The district used an RTI plan and an intervention team and eventually an individualized Section 504 plan to ensure that she was making progress. Additionally, the fact that the district conducted a complete evaluation in 2010 bolsters the conclusion that the district acted appropriately in using alternative strategies before conducting a second IDEA evaluation.

The parents further argued that the district violated the IDEA by failing to provide direct physical and occupational therapy which should have been a core part of M.G.'s education. The court disagreed, looking to the multiple evaluations conducted by occupational therapists who observed M.G. in the classroom setting and concluded that she did not need such therapy. The parents challenged the therapists' conclusion with the private doctor's prescription for occupational and physical therapy. However, the IDEA requires schools to provide services only to students who require them to receive the "full benefit of special education instruction." The court found the numerous assessments that M.G.'s deficits were not impacting her educational performance to be more persuasive than a single doctor's prescription.

What This Decision Means for Your District

Although an initial screening and evaluation might find a student ineligible for special education and related services, districts may need to take many additional steps, such as conducting multiple evaluations, developing an RTI plan, and conducting assessments with licensed pupil services personnel. Districts that follow the appropriate steps – and document each of these steps in the child's record – will likely be more successful in a child-find dispute.

– *M.G. v. Williamson County Schools*, 71 IDELR 102, 720 F. App'x 280 (6th Cir. 2018).

Ennis Britton Presents ... Section 504 Legal Compliance Seminar

*A unique professional development opportunity
for special education professionals and other school personnel*

Join Ennis Britton's team of Special Education attorneys for this full-day seminar to learn about legal topics specific to Section 504 of the Rehabilitation Act of 1973. The seminar will begin at 9:00 a.m. and conclude at 4:00 p.m.

Dates and Locations

- October 15: **Cincinnati** – Butler County ESC
October 16: **Columbus** – Central Ohio ESC
October 17: **Northwest Ohio/Toledo** –
Northwest Ohio ESC
October 18: **Cleveland** – Cuyahoga County
ESC
October 19: **Mahoning Valley** – Mahoning
County ESC

Agenda

Two general sessions

- Basics of Section 504
- Compliance Officer Training

Two breakout sessions

- Accommodations OR
Trauma & Mental Health
- Service Animals OR
Extracurricular Activities

One Q&A session

Cost: \$150 – Materials, lunch, and beverage service are included in the cost. Clients will be billed on their monthly invoice. Nonclients will be invoiced separately.

Participants will receive materials that may be added to the Ennis Britton special education binder which was distributed during the October 2017 special education legal compliance seminar. Participants may purchase additional Ennis Britton special education binders for \$50. The binders will include materials from both seminars.

This seminar is open to all special education directors and school staff in Ohio. Participants must be registered to attend. Please note that space is limited; therefore, districts with more than five participants may need to have additional registrants placed on a waiting list.

To Register: Call Nancy at 513.674.3451 or email nbrooks@ennisbritton.com. Please provide your name, title, email address, school district, the seminar location you plan to attend, and whether you need a binder.

Firm News: Capital Conference Reception

**You are cordially invited to attend Ennis Britton's reception at the
OSBA Capital Conference to celebrate another successful year!**

Monday, November 12, 2018
4:00 p.m. to 6:00 p.m.
Hyatt Regency Columbus
Franklin Rooms A–C

Please R.S.V.P. to Barbara A. Billow
bbillow@ennisbritton.com

All Capital Conference attendees are welcome to attend.

Upcoming Deadlines

As your school district prepares for the next couple of months, please keep in mind the following upcoming deadlines. For questions about these requirements, please contact an Ennis Britton attorney.

- **September 30** – Deadline to file business advisory council plan with ODE (RC 3313.821)
- **October 1** – Deadline for board to adopt annual appropriation measure (RC 5705.38)
- **October 9** – Deadline for voter registration for November election (RC 3503.01, 3503.19)
- **October 15** – Deadline for certification of licensed employees to State Board of Education (RC 3317.061)
- **October 31** – End of first ADM reporting period (RC 3317.03)
- **November 1** – Deadline for classroom teachers to develop online classroom lessons (“blizzard bags”) in order to make up hours for which it is necessary to close schools (RC 3313.482)
- **November 6** – General election day (RC 3501.01)

Upcoming Presentations

SAVE THE DATE!

2018–2019 ADMINISTRATOR’S ACADEMY SEMINAR SERIES

December 6, 2018: Employment Law Update

Stay up-to-date on important issues and changes with FMLA, FLSA, ADA, employee leave, and other employment-related topics.

April 18, 2019: Student Privacy

Keep current on FERPA, CIPA, COPPA, and other federal and state laws that impact student – and staff – privacy issues in your district.

July 11, 2019: 2018–2019 Education Law Year in Review

Find out the new education-related laws that passed in the budget bill and other legislation, as well as important court decision and other changes that affect Ohio schools.

You spoke, and we listened! Based on client input regarding the preferred format for Ennis Britton’s Administrator’s Academy Seminar Series, these presentations will now be offered via live video webinar, professionally produced by the Ohio State Bar Association.

Participants must be registered to attend each event. All three webinars will be archived for those who wish to access the event at a later time. If you cannot attend the live date, you may register to be sent the archive link when it becomes available. You may register on our [website](#) or contact Nancy via [email](#) or phone at 513-674-3451.

OTHER UPCOMING PRESENTATIONS

September 4: Butler County ESC – Principals

– Bronston McCord

September 5–14: BASA Regional Workshops

9/5: ESC of Northeast Ohio – Giselle Spencer

9/6: Montgomery County ESC – Erin Wessendorf-Wortman

9/7: Logan Hocking High School – Hollie Reedy

9/14: Wood County ESC – Jeremy Neff

September 7: Ohio School Boards Association – Collective Bargaining Workshop

– Bill Deters

September 7: Ohio Association of School Personnel Administrators – Boot Camp

– Bill Deters and Jeremy Neff

September 18: Brown County ESC & Southern Ohio ESC

– Pamela Leist and Erin Wessendorf-Wortman

September 20: OASPA Fall Conference

– Megan Bair and Bronston McCord

October 2: BASA Fall Conference

– Bronston McCord

October 3: Ohio Association of School Business Officials

– Bronston McCord

October 23: Butler County ESC – Counselors

– Pamela Leist

November 11–13: OSBA Capital Conference

11/11, 2:30 p.m. – John Britton

11/12, 10:30 a.m. – Ryan LaFlamme, Giselle Spencer, Michael Mayell & Keith Countryman

11/12, 10:30 a.m. – Pamela Leist, Nancy Mulvey & Ed Theroux

11/12, 10:30 a.m. – Bill Deters & Jenni Logan

11/12, 1:00 p.m. – John Britton

11/13, 10:30 a.m. – Jeremy Neff, Erin Wessendorf-Wortman & Sara Gehring

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Want to stay up-to-date about important topics in school law?

Check out Ennis Britton's [Education Law Blog](#).

Webinar Archives

Did you miss a past webinar or would you like to view a webinar again? If so, we are happy to provide that resource to you. To obtain a link to an archived presentation, contact Nancy via [email](#) or phone at 513-674-3451. Archived topics include the following:

- Three Hot Topics in Special Education
- School Employee Nonrenewal
- What You Should Know about Guns in Schools
- Crisis, Media, and Public Relations
- New Truancy and Discipline Laws
- Supreme Court Special Education Decisions
- Employee Licensure
- Transgender and Gender-Nonconforming Students
- Ohio Sunshine Laws
- School Employee Leave and Benefits
- Managing Workplace Injuries and Leaves of Absence
- Low-Stress Solutions to High-Tech Troubles
- 2017–2018 Education Law Year in Review
- Special Education Scramble
- Student Discipline
- Requirements for Medicaid Claims
- Effective IEP Teams
- Discrimination: What Administrators Need to Know
- OTES & OPES Trends and Hot Topics
- Student Residency, Custody, and Homeless Students
- Fostering Effective Working Relationships with Boosters

Ennis Britton Practice Teams

At Ennis Britton, we have assembled a team of attorneys whose collective expertise enables us to handle the wide variety of issues that currently challenge school districts and local municipalities. From sensitive labor negotiations to complex real estate transactions, our attorneys can provide sound legal guidance that will keep your organization in a secure position.

When you have questions in general areas of education law, our team of attorneys help you make competent decisions quickly and efficiently. These areas include:

Labor & Employment Law

Student Education & Discipline

Board Policy & Representation

There are times when you have a question in a more specialized area of education or public law. In order to help you obtain legal support quickly in one of these areas of law, we have created topic-specific practice teams. These teams comprise attorneys who already have experience in and currently practice in these specialized areas.

Construction & Real Estate

Construction Contracts • Easements •
Land Purchases & Sales • Liens •
Mediations • Litigation

Team Members:

Ryan LaFlamme
Bronston McCord
Giselle Spencer
Gary Stedronsky

Workers' Compensation

Administrative Hearings •
Court Appeals • Collaboration with TPAs •
General Advice

Team Members:

Ryan LaFlamme
Pam Leist
Giselle Spencer
Erin Wessendorf-Wortman

Special Education

Due Process Claims • IEPs • Change of
Placement • FAPE • IDEA • Section 504 •
any other topic related to Special Education

Team Members:

Megan Bair
John Britton
Bill Deters
Michael Fischer
Pam Leist
Jeremy Neff
Hollie Reedy
Giselle Spencer
Erin Wessendorf-Wortman

School Finance

Taxes • School Levies •
Bonds • Board of Revision

Team Members:

Megan Bair
John Britton
Bill Deters
Ryan LaFlamme
Bronston McCord
Jeremy Neff
Hollie Reedy
Giselle Spencer
Gary Stedronsky

Attorney Directory

Megan Bair

6000 Lombardo Center, Suite 120
Cleveland, Ohio 44131
P: 216.487.6675
C: 330.519.7071
Email: mbair@ennisbritton.com

John Britton

6000 Lombardo Center, Suite 120
Cleveland, Ohio 44131
P: 216.487.6673
C: 216.287.7555
Email: jbritton@ennisbritton.com

William M. Deters II

1714 West Galbraith Road
Cincinnati, Ohio 45239
P: 513.421.2540
C: 513.200.1176
Email: wmdeters@ennisbritton.com

J. Michael Fischer

1714 West Galbraith Road
Cincinnati, Ohio 45239
P: 513.421.2540
C: 513.910.6845
Email: jmfischer@ennisbritton.com

Ryan M. LaFlamme

1714 West Galbraith Road
Cincinnati, Ohio 45239
P: 513.421.2540
C: 513.310.5766
Email: rlaflamme@ennisbritton.com

Pamela A. Leist

1714 West Galbraith Road
Cincinnati, Ohio 45239
P: 513.421.2540
C: 513.226.0566
Email: pleist@ennisbritton.com

C. Bronston McCord III

1714 West Galbraith Road
Cincinnati, Ohio 45239
P: 513.421.2540
C: 513.235.4453
Email: cbmccord@ennisbritton.com

Jeremy J. Neff

1714 West Galbraith Road
Cincinnati, Ohio 45239
P: 513.421.2540
C: 513.460.7579
Email: jneff@ennisbritton.com

Hollie F. Reedy

300 Marconi Boulevard, Suite 205
Columbus, Ohio 43215
P: 614.705.1332
C: 614.915.9615
Email: hreedy@ennisbritton.com

Giselle Spencer

6000 Lombardo Center, Suite 120
Cleveland, Ohio 44131
P: 216.487.6674
C: 216.926.7120
Email: gspencer@ennisbritton.com

Gary T. Stedronsky

1714 West Galbraith Road
Cincinnati, Ohio 45239
P: 513.421.2540
C: 513.886.1542
Email: gstedronsky@ennisbritton.com

Erin Wessendorf-Wortman

1714 West Galbraith Road
Cincinnati, Ohio 45239
P: 513.421.2540
C: 513.375.4795
Email: ewwortman@ennisbritton.com

Cincinnati Office: 513.421.2540

Cleveland Office: 216.487.6672

Columbus Office: 614.705.1333