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Public Relations and Politics: A Winning Combination For Public School Bond Issues and Tax Referendums

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**Public Relations and Politics:
A Winning Combination For Public School Bond Issues
and Tax Referendums**

Cindy L. Gibson
B.S. Public Relations

An Abstract Presented to the Faculty of the
Graduate School of Lindenwood University
in Partial Fulfillment of the Requirements for the
Degree of Master of Corporate Communications

ABSTRACT

In 1990 voters in the Ritenour School District approved the first of several bond issues that provided for the renovation of district facilities. Following approval of the bond issues, the district successfully passed a Proposition C Rollback Waiver, a type of tax increase only found in Missouri.

Finding the additional funds to effectively manage today's schools is a national concern. Ritenour School District leaders, like so many other public school officials throughout the United States, sought the financial assistance of their community by conducting tax levy and bond issue elections.

Like most successful political campaigns, school referendums require solid public relations principles - research, analysis, communication and evaluation. However, most school elections are actually "won" long before the tax increase or the bond proposal is placed on the ballot. A school district that consistently receives voter approval will also have an on-going commitment to honest, open communication with its public. This effective public relations program continually works to inform the community's residents and plays an important role in gaining the trust of those who live and work within the district.

This thesis studies public relations practices and analyzes the political strategies, techniques and implementation of effective school district tax levy and bond issue elections. The study specifically studies the role public relations and its role before, during and after an election conducted by a school district. Documented research and personal interviews provide the basis for the study.

While every campaign is different, certain components are found in almost every successful election. This study discusses the planning, the research, the strategies, regulations and challenges of an educational election. Such items as the importance of an existing public relations program, survey techniques, analysis of data, forming political strategies, forming communication/public relations

strategies and committee member and school district personnel roles are also reviewed.

The study concludes with the review of case studies of two elections, one bond issue and one tax rate increase, which demonstrate the effectiveness of solid public relations practices when applied to educational political campaigns.

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COMMITTEE IN CHARGE OF CANDIDACY:

Professor Michael Castro,
Chairperson and Advisor

Adjunct Assistant Professor Tom Dehner

Adjunct Assistant Professor Ben Kuehnle

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Chapter I

INTRODUCTION

Each year hundreds of public school districts throughout the United States ask their residents for financial assistance by conducting tax levy and bond issue elections. As the country's schools face record enrollments, with even higher numbers projected for the new decade, communities are being asked to fund the construction of additional schools and to support the cost for additional teachers in amounts never seen before.

The American Association of School Administrators predicted that in 1998 public and private school enrollments would top 52 million, "continuing an upward trend until 2007, and increasing the competition among districts for qualified teachers and for moneys to fuel facilities construction" (Holmes).

As student enrollment reaches new records, housing these students and providing resources for their education has become a national issue. In his annual Back-to-School Special Report in 1996, United States Secretary of Education Richard Riley stated that to maintain current K-12 student service levels in 2006, the nation will need about 190,000 additional teachers, over 6,000 more schools and approximately \$15 billion in additional annual operating expenditures (1).

Recent studies lend strong credibility to the predictions by national and local school leaders regarding escalating educational, financial and facility needs. School districts across the country

report sharp jumps in construction completed in 1998 - better than \$14.6 billion up from \$12.7 billion in 1997 (Third Annual Construction Report). As the trend of increased school enrollment continues into the next century, school districts with already stressed budgets will continue to experience both parental and financial pressures to build more classrooms and hire more teachers.

As new schools are completed, parents demand more teachers be hired to keep class sizes as low as possible. Secretary Riley noted in his Back-to-School Special Report that the size of their children's schools and the size of their child's class are foremost issues for parents.

Class size is a persistent issue, and it will be even more so in the coming years. In 1993-94 the national average for class size was 25.2 students in elementary schools and 23.2 in secondary schools. Many of the states that already have large schools and crowded classrooms will be the states that continue to have significant enrollment increases. In the next 10 years, more than 6,000 new schools must be built to accommodate the children who make up the baby boom echo. Many local school boards, therefore, will face the task of finding the resources to build new schools and recruit additional well-trained teachers to keep class size down. (4)

And the task of finding those additional funds is not easy. Managing and financing such explosive growth is a constant concern for local school officials who must rely on declining federal and state dollars and a voting public who is skeptical of any tax increase no matter how good the cause.

Dramatic examples of this growth phenomenon and its associated costs abound. Take the case of the Clark County (Las Vegas) Nevada School District which has ranked among the fastest growing in the nation for the last decade. Enrollment in 1987 was

95,416 students. By 1997 the enrollment had nearly doubled to 179,169. The school district expects to open 15 new schools by 1999, yet with enrollment expected to top a quarter million by 2002, many more schools will be needed and local residents and businesses will be asked to fund, in record amounts, the needed schools. (Riley 3).

Asking residents for approval of another bond issue is necessary, but difficult for Clark County school officials because voters already approved a \$605 million bond in 1994 to finance the construction of 24 new schools and renovations at 114 existing schools. Escalating enrollment quickly outpaced those projects, thus forcing officials to go back to the voters in 1997 seeking approval of a \$643 million bond issue (Riley 3).

Bond issue costs are predicted to continue to set new records as student enrollments increase. Not unique to any section of the country nor any size of school district, bond issue amounts throughout the country are rapidly increasing. And the amounts are mind boggling to everyone involved, especially the local taxpayers who must foot the bill for the additional educational dollars.

In 1997 the Baton Rouge, Louisiana Public Schools asked parish voters to approve a bond issue for nearly a billion dollars. In 1998 in Los Angeles, California, local school district voters approved the largest education bond issue in history, \$3.5 billion.

Even in smaller districts with relatively stable enrollments the total dollar amounts of bond issues, equally large in proportion to the district's assessed valuations, are raising the eyebrows of local voters. The Ritenour School District in St. Louis County, Missouri,

has 6,700 students. The district's enrollment places it at the midpoint compared to the other 23 St. Louis County districts, but well below enrollment figures in Clark County Nevada School District.

Yet Ritenour voters, like Clark County voters, were asked to approve a record dollar amount bond issue to improve schools. Being a well established community, Ritenour's need to restore and renovate its old buildings is comparably burdensome to Clark County's need to build new schools for a growing enrollment. Ritenour residents were asked to approve a \$30 million bond issue in 1990 to renovate nine schools. The actual amount needed, according to district architects, was actually over \$56 million, but Ritenour's bonding capacity only allowed the district to seek \$30 million.

Ritenour is a small, post-World War II lower middle class community where the average home is valued at about \$59,000. A \$30 million bond issue, the highest ever proposed by the district, was difficult for working parents, let alone retirees and senior citizens, to fully grasp. The amount was simply unimaginable to many residents. Yet, thanks to the efforts of hundreds of volunteers and solid public relations strategies, voters approved the sale of the bonds and have since approved additional bonds for \$6.5 and \$9 million to continue renovations to their local schools.

Ritenour, like most school districts, also has the constant and companion concern of the escalating operating costs. More teachers to keep class sizes low and higher employee salaries and benefits to remain competitive constitute the most substantial part of these increases. These "people" expenses are typically the largest operating budget item for school districts. In addition, however, other costs

such as bus transportation, basic utilities, technology, school supplies, textbooks, insurance and cafeteria commodities continue to increase. These items, also essential components to maintaining and improving schools and academic success, represent significant costs. All these rising and competing costs have a major impact on the school district's budget. How well these costs are met clearly impacts the quality of education provided to students.

To address these operating needs in their district, Ritenour School District board members placed a Proposition C Rollback Waiver on the November 1998 ballot. Voters approved the rollback waiver, authorizing the district to retain the annual half-cent state sales tax instead of refunding it to individual homeowners through a tax levy reduction, as provided under Missouri's Proposition C legislation. The first voter approved tax increase since 1987, this election victory is expected to increase district revenue by approximately \$1.8 million annually.

Like Ritenour School District officials, public educators throughout the nation struggle today with the difficult task of providing schools that meet the high expectations of students, their parents, and the greater community, while increasing costs on all fronts vie for scarce resources. While it may be increasingly acute, this dilemma is not new to Ritenour nor to the public school systems throughout America.

What is new, however, after more than two decades of sharply declining and then stable enrollment, are the vast amount of dollars now required to meet the capital needs of building and furnishing new schools and renovating old ones. Add this major cost to

accompanying increases for operational costs for additional teachers, support services, and expensive state and federal mandates, most of which are dependent on local voter-approved revenue, and the necessity for learning how to conduct successful bond issue and tax levy campaigns becomes highly apparent.

Throughout public school history, residents have been asked to support their schools by approving additional moneys to build or renovate schools or to cover increasing operational cost.

Although circumstances are much different now, citizens voting for funds to build and support their schools is also not a new phenomenon. In 1888, more than 100 years ago, Ritenour School District archives indicate that the Board of Education, at its annual meeting, decided to ask residents to approve funds to build and furnish a new school. By a hard-to-believe vote total, and a harder-to-believe favorable vote of 16-1, the proposal passed and the school was built at an even-harder-to-believe cost of \$2,245 (Williamson 10).

As the century opened and new needs evolved, the District also suffered its share of reversals. Proposals to build an additional school and to increase taxes by 5 cents per \$100 assessed valuation were soundly rejected by large margins. Persistence, however, paid off as the voters did finally pass a \$5,000 bond issue on April 7, 1903, again by an overwhelming vote of 49-5, or 90.7 percent.

Thus, the historical record is clear that the communities have struggled to gain adequate funding for their children's education since the time they began building schools. Just how the early communities grappled with and met this challenge is not very clear.

But as school elections became vital elements in meeting capital and operating needs for districts, school officials searched for more effective strategies to assure successful election outcomes. At the same time, educators were forced to also balance their delicate, and sometimes conflicting, role in the political arena as champion of the community's youth as well as of higher taxes.

In an increasing formalized way, the National School Public Relations Association (NSPRA) evolved as a leader over the years in developing election campaign strategies. Formed initially in 1935 as the School Public Relations Association (SPRA), at a National Education Association meeting in Denver, the organization was established to assist school district's public relations professionals by sharing new techniques and new program methods. Later becoming NSPRA, the organization soon developed and promoted solid public relations practices as a foundation for successful school election campaigns, an emphasis and service which it has continued to the present day.

In the organization's newsletter, Trends In School Public Relations, the first note of a successful educational election is found in the October, 1947 newsletter on the heels of World War II and the birth of the greatest baby boom ever. A following issue from December 1947 offers SPRA members help for their school campaigns. "Four new publications offer practical, timely assistance to the thousands of school districts forced by increased costs of operation and expanding enrollments to go to the voters for increased tax support" (Trends 1).

As discussed, the need for communities to support their educational institutions is nothing new. In 1952 Scott Cutlip and Allen Center published, Effective Public Relations. They began their chapter about practices of communication in public education with this sentence: "The progress of the school as an institution of democracy depends upon the support of the public it serves" (Cutlip 561). School referendums are difficult to win in the best of economic and political times. While local school boards and district educators work to inform the public of the desperate need in area schools, citizen-based campaign committees must convince voters to mark their ballots in support of the schools.

So how do school districts secure the votes to approve such large bond issues and tax levies in today's volatile political climate? The task for both groups often appears monumental as financial amounts can be staggering and political agendas can often polarize a community. Public relations professionals continue to search for the winning combination of communications and politics that will transfer to election day successes.

Most successful school referendums hold in common with the successful political campaigns the solid public relations principles applied by political strategist and savvy campaign managers - research, analysis, communication and evaluation.

However, like most political elections, most school elections are actually "won" long before the tax increase or the bond proposal is placed on the ballot. A school district that consistently receives voter approval will more than likely have an on-going commitment to honest, open communication with its public. The school district will

continually study the needs and values of residents and monitor the satisfaction levels of community members.

Voter demographics, characteristics and patterns are also analyzed regularly by school officials. This effective overall public relations program provides on-going communication with the community's residents, businesses, and government leaders. It plays an important role in gaining the trust of voters long before they enter the polling booth and will play an important role in the success of any public school district bond issue or tax levy campaign.

The focus of this project is to provide an objective review of the planning, research, strategies, regulations and challenges required for success in educational election campaigns. By studying two highly successful, yet very different Ritenour School District elections, insights in several educational election areas will be provided: How an educational campaign is organized to assure the best possible chance for victory; and what roles to do other elements such as existing public relations programs, survey techniques and results, analysis and communication of data, formation of political strategies, formation of communication/public relations strategies, community committee members and volunteers, and school district personnel play in ballot issues.

Chapter II

REVIEW OF LITERATURE

Despite the shortage of formal research on the topic, savvy school leaders have understood for many years the importance of involving the public in the schools. School districts have a long history of working to gain the public trust. The very structure of a public school system lends itself to basic public relations practices, that in turn, help to solidify voter trust and ultimately, voter approval at the polls. As the following articles and selected publications illustrate, school districts with successful on-going, research-based public relations programs, have already established the necessary foundation needed for successful bond issue or tax levy campaigns.

School districts are served by elected Boards of Education who are accountable to the public who voted them into office. Committees at both the district and individual school level provide partnerships with parent, employee and community groups.

In a book that provides a thorough study of the complexities of politics, the techniques for conducting successful campaigns, and the methods of gaining power within the existing political structure, University of Florida professors, Michael Y. Nunnery and Ralph B. Kimbrough offer an authoritative sourcebook for educational campaigns. Even though the book was written in 1971, the public relations foundations and political strategies remain very relevant to current election processes.

They write in their book, Politics, Power, Polls and School Elections, that "the exercise of political leadership is an ongoing process, not a role assumed only during elections," (3). In other words, schools must utilize ongoing public relations programs to better achieve political leadership in the community.

On close examination, we find that we have been more engaged in political activity than we usually realize. The well-organized school public relations program, the citizens' committees, cooperative school surveys, and other forms of citizen involvement are all political activities. If educators assess their activities realistically, they will find that political leadership equates with professional leadership in influencing public opinion. (3)

Like Nunnery and Kimbrough who meld tried and true public relations foundations into successful educational campaigns, other authors also offer similar strategies. The National School Public Relations Association's publication written by Jeanne Magmer and Gay Campbell, Win at the Polls, begins by reviewing the five basic steps of the communications process - research, analysis, planning, implementation and evaluation. Throughout the publication, each step is discussed and actual samples from school district campaigns are provided to add even greater understanding of the material (2).

Solid public relations programs play an important role in school bond issue and tax levy elections. The relationship a district has with its voters prior to an election is a key factor in a district's success at the ballot box. Voters who understand the mission and vision of the district, who have opportunities for formal and informal communication, and who believe the district is responsive to their

wants, will be much more likely to have ownership in school improvement efforts, including school elections.

Magmer and Campbell write that successful election campaigns are the payoff of a comprehensive, continuous public relations program that builds positive relationships with voters, engages the public in school activities, and gives community members a sense that they own their own schools (2).

By thoroughly reviewing each step of the communication process, Win at the Polls offers good advice for someone new to school elections as well as for the seasoned veteran. Samples of successful campaign planning and literature are included for further information.

Effective Public Relations, a much-praised public relations textbook written by Scott Cutlip and Allen Center, is an excellent source for gaining understanding of the public relations foundations essential for any credible program either in the corporate arena or in an educational setting. Cutlip and Center offer great detail to the work associated with public relations. The recommendations and strategies suggested by Nunnery and Magmer are strongly supported by the long-time public relations foundations offered by Cutlip and Center in their text.

While Magmer, Nunnery and Cutlip and Center, offer a complete analysis from beginning research to ending evaluation, the additional literature selected provides an in-depth, focused perspective of one public relations element - specifically as it relates to an educational campaign. From the additional sources, a deeper understanding was obtained of the planning, research, strategies,

regulations and challenges associated with educational election campaigns.

Even though educational leaders have historically communicated with and involved external audiences in schools, according to Dr. Rod Wright, president of Attitude Research Corporation and educational campaign expert, similar communication strategies have not always been a part of non-educational political campaigns. In fact, Wright says it is not until the 1968 Richard Nixon presidential campaign that the first signs of marketing, advertising, and public relations ideology were infused into the political campaign plan. Being the forerunner of today's modern campaigns is credited to Matthew Reese, a nationally-known political consultant (Wright).

In 1960, a young Matthew Reese was campaigning for presidential hopeful John Kennedy in West Virginia. Reese's strategy of combining research, targeted messages, direct mail and grass roots door-to-door campaigning earned him plenty of attention. According to Wright, other major campaigns followed for Reese, including Joe Teasdale's 1976 governor's race in Missouri, and the 1978 national right-to-work labor issue in Missouri. Reese's innovative use of marketing and public relations in political campaigns is still being used effectively today, especially in educational campaigns.

Many of the political strategies Reese developed are also used by Wright at Attitude Research Corporation. As specialist in political and issues research, Wright and ARC have earned high acclaim for work in educational bond issue and tax levy campaigns and programs

that develop community support for educational reform efforts. Wright works with school districts throughout the country and for the Missouri Department of Elementary and Secondary Education in Jefferson City, Missouri. He also teaches political science at Webster University in Webster Groves, Missouri.

School leaders have found help for their bond issue and tax levy campaigns from many sources, and for many years. In reviewing Trends In School Public Relations, an early newsletter of the National School Public Relations Association, asserts that "increased cost of operation and expanding enrollments were forcing school districts to go to the voters for increased tax support" (1).

As a service to their membership, the 1947 newsletter offers several publications and various campaign tips for the school leader facing an election. While the newsletter does not address the communication process as we know it today, it does offer a historical look at early suggestions for successful school campaigns. Again, the suggestions may not be researched-based strategies, but a surprising number of tips are found in today's school campaign plans. Campaign suggestions from the 1947 Trends newsletter include:

- 1) secure cooperation of parent-teacher and civic groups
- 2) arrange for personal contact with voters
- 3) steady flow of information better than occasional splurge
- 4) campaign must be tailored to meet local needs
- 5) campaign must have basic selling message and slogan
- 6) the less statistical data given . . . earlier to focus attention on understandable issues. (1)

Standing the true test of time, all of these 1947 suggestions would most certainly be included in the overall campaign strategy of a successful school election conducted in the 1990's.

Prior to finalizing the nuts and bolts of a campaign, however, school officials must gather specific information to support it. They must determine the need for either a bond issue or a tax levy, or in some situations, both. Several issues - district needs, community demographics, voter history, elections laws, financial impact, and voter attitudes - must be thoroughly researched by educators before placing a bond issue or tax referendum on the ballot. Educators must understand the issues, have scientific-based data to support their decisions and use the information to formulate their campaigns.

As we capitalize on the proven techniques of these various sources, we can also benefit from United States Secretary of Education Richard W. Riley's "Investing in America's Future," a statement he offered as a back-to-school report in 1997 which provides a good long-range vision to the future needs of schools.

In his report, Riley addresses the current state of school enrollments, offers long-range demographic forecasts and uses current school district case studies to provide insight into the school facility crisis facing America today. His report offers educators solid, well-researched information about the overall state of school buildings, public school enrollments, teacher shortages, and the need for additional funding for public schools both now and in the future. In relation to the Ritenour School District bond issue and tax referendum elections, Riley's report outlines an important national

perspective which might otherwise have been perceived as only a local, community issue.

Like Secretary Riley, many national educational associations provide their membership with data on specific topics related to public schools. As a service to their members, the American Association of School Administrators publishes on their website daily features titled, Leadership News and stat-a-day @ aasa that address current topics or trends in public education.

In February 1998, the Leadership News feature story was, "Educators Needed to Keep Buildings on Federal Agenda." The article reviews pending federal legislation for school construction, recently approved tax provisions, and proposals by President Bill Clinton to help communities renovate or build new schools. The article, while very brief, does give quick, bulleted statistics and examples of how school districts are successfully seeking the aid of the federal government to offset the cost of school construction projects. This information poses a new possibility of finding alternative funding solutions versus conducting an election to seek local money as the source of funding building renovations.

Another American Association of School Administrators' feature written by Natalie Carter Holmes summarizes a personal testimony from Virginia City Beach superintendent, Tim Jenney. Superintendent Calls for State, Federal Investment to Answer 'Baby Boom Echo,' offers a glimpse of the challenges his district is facing. The price tag for needed construction and renovation in Jenney's district stood at \$644 million in 1998 thanks to 2,000 additional students who enrolled that year alone. In 1998, the district asked

voters to approve a \$65.3 million referendum, one-tenth of what's needed. Jenney says, he foresees the same scenario every three years for the foreseeable future. Jenney said this was simply too much to ask of local taxpayers, and he called for more state and federal aid to address school districts' needs for capital.

Understanding the financial impact a bond issue or tax levy will have on a school district and the community is also important pre-election information school leaders must secure. What are the total financial needs of the district? How much can the community realistically afford? How soon is the money obtained by the district? What are the financial regulations mandated by the state or county where the election will take place?

A 1996 study by Douglas S. Reed at Georgetown University, Court-Ordered School Finance Equalization: Judicial Activism and Democratic Opposition, examines the effects of state supreme court decisions on the actual distribution of school funds within four states. Connecticut, New Jersey, Texas and Kentucky each had court-ordered restructuring of school funding. While not included in this study, Missouri is included in the list of states experiencing court-ordered restructuring of its school funding formula.

From his study, Reed concludes state courts can have substantive effects on the equity of school finance. However, "efforts to do so, . . . will engender equally substantive mass political opposition - some of which will be racially based" (14).

Educators who believe finance reform efforts in their state may offer a quick fix alternative to local political elections will find this

information helpful in weighing the political and social climate for successful financial reform at the state level.

In a similar study, William W. Cooley, a professor of education at the University of Pittsburgh, authored, "A Call for Multiple Intrastate Studies," for the National Center for Educational Statistics. In his report, Cooley contends "most states struggle with the difficult tasks of making funding more equitable from the perspective of the student and the taxpayer, and making the schools more efficient and accountable to promote wise spending of scarce state resources" (1).

Cooley further explains, though, how money makes a difference in schools - another key selling point for educators to take to their public. He concludes that "hiring teachers with stronger literacy skills, hiring more teachers (when students per teacher ratios exceed 18), retaining experienced teachers and attracting more teachers with advanced training are all measures that produce higher test scores in exchange for more money. In comparing districts, districts that spend more per pupil tend to pay teachers more and have more teachers. These districts, he says, also tend to have higher test scores.

As educators struggle with the financial realities of operating schools, explaining the causes or needs to the general public often provokes negative criticism towards the school district. To combat the criticism, school officials must provide a clear, easy-to-understand financial history of district funds including expenditures, revenues, tax rates, district reserves and salaries. It is important to show clearly that the school district has been efficient in its use of

public funds. National and local census information obtained from university research departments, or from government offices is also helpful in comparing school district information to state or local demographics. Comparisons to neighboring school districts are also effective means to communicate district financial information.

The United States Department of Education also offers answers to frequently asked questions as a part of its website. "Federal Support for Education" is one topic presented. This site provides another source for educators to find quick, national statistics that can be used in comparison to local community information.

But often other factors - reasons beyond the control of the school district - are major reasons for a district's financial need and are easily understood by community residents. Otis K. Lovette in his 1996 article, "Why School Costs Have Increased So Greatly During the Past 20 Years - Educators Must Carry This Information to the Public," The Journal of Educational Relations, offers such examples which contribute to financial stress today.

Lovette credits the proliferation of imposed state and federal mandates to schools as a major cause of increased education costs. Many changes over which educators and school boards had little or no control were imposed from outside the school.

Lovette discusses a long list of mandates which include, desegregation busing, education of illegal aliens, bilingual education, removal of asbestos, American with Disabilities Act provisions, mandates to reduce class size or increase teacher salaries, paid police/security, alternative settings, air conditioning, technology and the greatly increased cost of purchasing, full day

kindergarten, early childhood education, and before-and-after school care. These items, Lovette contends, when explained properly to the public, help them realize how education has changed, and why education costs continue to increase. Because the costs of many of these changes affects the quality of their schools and their children's education, explaining these items to voters also demonstrates why supporting school tax referendums is in their own self interest.

In addition to having good financial information, school officials must also have a thorough knowledge of the demographics of their community and the voters in their community. Campaign experts believe the difference in winning and losing an election is often the research behind it. School officials who research previous elections, community attitudes, possible side issues, and voter trends soon have solid data needed to develop campaign strategies. Because every community is different, educators must find out everything possible about theirs before placing bond issues or tax referendums on the ballot.

Philip K. Piele and John Stuart Hall's book, Budgets, Bonds and Ballots: Voting Behavior in School Finance Elections, was written as a summary and analysis of more than 10 years of research on voting in school finance elections conducted after 1960. While somewhat dated, the research provides excellent models for self-analysis of current community voting patterns, and also offers theoretical conclusions on many aspects of voter behavior.

For example, Piele and Hall conclude from their research that voters come to the polls, if they believe they will receive immediate

and long-term benefit from the result of the election, not because of any perceived civic duty or responsibility.

Citizens vote when the anticipated benefit of voting exceeds the cost . . . a citizen's perception of the return he would receive from voting is based on (1) his degree of interest in a specific election, and the impact he believes his vote will have in deciding the outcome; and (2) the extent to which he believes his participation as payment in return for long-range values associated with living in a participatory democracy. When these short- and long-term benefits appear to outweigh the cost of voting, the individual will vote. (37)

According to Piele and Hall, communicating the "what's in it for me" information is critical for school leaders designing campaign strategies. The greater an individual's attachment to the community, the more likely he will turn out for school finance elections (50).

Piele and Hall also identify characteristics of voters most likely to vote and those most likely to vote yes in school elections. Again, while the research is over 20 years old, the characteristics remain and offer a basis for current survey questioning and current campaign planning. Piele and Hall suggest voters most likely to participate in a school finance election are: parents of school age children, high income, high education, middle-aged, whites, homeowners, and highly interested in schools. Those most likely to vote yes are: parents of school age children, high income, high education, younger, blacks, and highly interested in schools and community.

In a July 1994 article in Urban Education, "Voter Characteristics and Support For Local School Taxes," voter characteristics in two Louisiana city-parish elections were reviewed. Much like Piele and Hall, the article finds race, party identification,

and social status as factors in the elections. The article also supports earlier data that a voter's perception of education, negative or positive, has an impact on voter preferences for school elections.

Many communities, the Ritenour community included, are composed of high numbers of senior citizens who play an important role in community elections. In a December 1992 article in Social Science Quarterly, James W. Button, a professor at the University of Florida, studies school finance elections in six Florida counties. He concludes that the aging, who register and vote in significantly higher proportions than younger persons, tend to oppose school bond issues.

Buttons suggests in Florida that the aging have gained an enormous political advantage over younger residents because older persons register and vote in much greater proportions. He states over and over that age is a very important factor in explaining how a person voted in school elections. Most older voters voted in opposition to school bonds even when factoring in variables such as party, income, race, and social class as previously shown in Piele and Hall's study and the Louisiana city-parish elections study.

While this is undoubtedly a sound generality, it is nevertheless important to try to determine whether it holds true in one's own community and to take care not to alienate potentially supportive, older voters such as grandparents.

In a 1994 article in Education Week, "Winning School Levy Campaigns," Robert V. Friedenbergl addresses another characteristic of voter behavior not studied in other sources. In his study of school elections in Riverside, California, he reports that the scheduling of

the election, either in an odd year or in an even year, also has an effect on the percentage of people who vote. He reports that "scheduling of elections in even-numbered years will significantly increase voter participation at the polls." Even-numbered year elections are often consolidated with general elections. Thus the local district is forced with deciding which is advantageous in its own case.

Having solid, research-based data as the foundation for a school election is important for school officials planning a finance campaign. Equally as important to an election is how election information is presented to the public.

Media consultant Barrie Tron offers strategies for gaining valuable media coverage in his 1996 Campaigns & Elections article, "Staging Media Events: What We Learned from the Contract With America." The article focuses on his "creation" of the Republican Contract With America event on Capitol Hill. And while school districts do not have the Capitol as a backdrop or \$40,000 to spend on a JumboTron for media events, the basic ideas are easily applied to smaller events.

Tron states that defining the goal is number one. "Define your message and what you want to accomplish with your event. . . Focus on what needs to be accomplished in any given event."

Other key points Tron includes in his article are: strong visual backdrop, beware of mother nature if going outside - have a backup location, plan for acts or mistakes by people, get the message out about the event by targeting audiences, and use the best people for optimum media coverage.

As Tron recommends targeting audiences to assure good attendance at special events, another article targets residents for a different type of pre-election support. Curtis A. Smith in his 1993 American School Board Journal article, "Blueprint for Success," writes that the key to passing bond issues at the polls is to involve the public from early in the planning. Smith contends that by having community members involved in the decision-making about new facilities, they develop a sense of ownership of the plan and are more likely to vote in support of "their" plan.

In his brief article, Smith details the make-up of the community group, or the facility task force, and reviews the time schedule needed for the group to properly complete the work. He suggests three to five years for a community group to research the need, retain an architect and develop solutions.

Sometimes the message school districts take to the public is written or spoken, and other times it is visual. School bond issue campaigns are often the ideal situation to take the message to voters by way of a video according to Laurie Freeman in her 1996 article, "Homemade Video Sells Construction Project," for School Planning & Management.

Her article reviews the decision and the process one small school district took in deciding to make a non-professional, 20-minute video showing the needed renovations, overcrowded classrooms, and small offices. "The edited video conveyed district officials' intense effort to find a sensible, financially-sound solution. And it graphically displayed the school's cramped and deteriorating conditions," Freeman said. She believes the decision to

not have the video professionally created worked in favor of the district. “. . .this grassroots quality helped convince voters that the school administrators had the community’s best interests at heart. It’s a technique other cash-conscious districts might want to consider when the next referendum rolls around.”

To get a “YES” vote on election day, the voter must buy into the principles of the issue or candidate on the ballot. This is the bottom line message found in every book, magazine, newspaper, speech, or publication touting the how-to’s of successful political campaigns. And, the bottom line is the same for educational bond issue and tax referendum campaigns.

How do educators get voters to the bottom line? The strategies and practices used by school district leaders to gain the confidence of community voters have evolved throughout history often mirroring the development of non-educational political campaigns. One can assume this “copycat” effect is simply a result of so few current resources that specifically address educational elections.

The preceding articles and books offer current thinking as well as time-tested strategies for conducting a successful school campaign. But political tax and bond issue campaigns don’t follow a simple recipe card. Each campaign is different, each community is different, and voter responses are always an unknown right up to the last minute. However, as shown in the selected literature, there are certain components - research, analysis, planning, implementation and evaluation - common to every successful school bond issue or tax levy election. The selected articles illustrate one of the significant reasons school districts are better served having a comprehensive,

continuous public relations program - successful campaigns are often the payoff.

Chapter III

SELECTIVE REVIEW AND EVALUATION OF RESEARCH

Public Relations, politics and education. Which word does not belong with the other ones? If presented these three words, it seems reasonable to believe most individuals would choose the word education as the one that does not fit with public relations or politics. However, as shown in previous chapters, each of the elements have a significant relationship to the other. And while many might advocate for schools to be free of politics and public relations, a school district's educational opportunities are dependent on its community's political decisions.

Few educators receive formal training in politics. This lack of formal training and the lack of understanding of the role politics plays in education, is confronted by University of Florida professors Michael Y. Nunnery and Ralph B. Kimbrough in their book, Politics, Power, Polls, and School Elections.

The authors state in the preface of their book that they believe knowledgeable and ethical political activity by school administrators can increase the educational opportunities of local school districts. They state:

They (school leaders) must exercise strong influence not only in direct-education proposals - school referenda, millage [tax] elections, and so on - but also in political campaigns deciding issues on public transportation, zoning laws, even the building of a multimillion-dollar factory in the district, which would force the school system to serve an expanded population. School officials need to act with skill, insight, and commitment

in political campaigns deciding issues that affect the total good of the community. (iii)

In order for educators to do this, however, Nunnery and Kimbrough state that educators "need to know the complexities of politics, the techniques for conducting successful campaigns, and the methods of gaining power within the existing political structure; then they must convert this knowledge into successful action" (iii).

Their book, Politics, Power, Polls, and School Elections provides a research-based, guide and sourcebook for any school official, but especially for superintendents, board of education members, and central office personnel looking for training in the political process as it relates to education and school district elections.

Because the book is much more than a how-to, step-by-step campaign plan, public relations professionals will discover the book offers excellent strategies for educational elections, but does so through the use of solid public relations practices as they relate to an educational election or the educational political process. A case study is also provided to demonstrate an actual election conducted by a school district. References to other educational elections are included throughout the book, too.

It is these basic public relations principals that allow the book to span the decades and remain an excellent guide for school leaders today. Despite being published in the early 1970's, Nunnery and Kimbrough's thorough study of the educational political process from ground zero through election day is based on public relations

strategies and practices which continue to be implemented in today's successful school elections.

The authors begin by absolving the traditional conflict many educators face. Should schools and school leaders be insulated from politics? Nunnery and Kimbrough say no and even counter this idea with the belief that the people, including school leaders, have the right, if not the obligation, to exercise political pressure to influence the policies by which schools operate.

If true, then schools may become subjected to crosspressures from the community "because the general public rarely achieves consensus on the purposes of schools" (3). When these crosspressures occur school officials must provide the leadership needed to guide the community to decisions best for students and the school system.

Clearly school leaders cannot remain insulated from the public and the powers of interest. School officials must make a choice as to what is best for the educational system and help voters understand the issues. Educational officials need to furnish leadership in school elections.

Just as successful elections increase the opportunities for schools, unsuccessful elections reduce the number of educational opportunities for students. Nunnery and Kimbrough write that school leaders must provide political direction both in local and in state elections if the improvement of education depends on a favorable outcome (4).

School leaders understand the effects on students and a school district if communities do not financially support their schools.

Failure of a bond election often results in downgraded education caused by overcrowded classrooms, double sessions and unsafe buildings.

And the effects go beyond brick and mortar. Poor morale among teachers, other school employees, parents and students closely follows on the heels of defeated elections and worsening school conditions.

And it is not only the students and the schools that ultimately suffer. The authors write that several defeated school elections can impede the economic and social development of a city. Thus the quality of public education in the United States is related to "the ability of school leaders to influence the political system within which the school functions" (5).

From a study of over a hundred school districts, Nunnery and Kimbrough have concluded that public opinion is the result rather than the basis of political activity, and school leaders can influence public opinion through their own political leadership. They explain:

Considerable evidence discloses that the educational policies of school districts are not dictated by socioeconomic conditions. An analysis of 122 school districts in four states indicated very little consistent relationship between socioeconomic factors (i.e., income, unemployment, density of population, age of population, and about 20 other measures) and school fiscal policies. The quality of education is related to the maturity of the political system served (i.e., the extent to which the system is open to the emergence of new leadership and ideas) and the ability of school officials to exercise leadership in influencing the system. Thus, effective political activity by schoolmen [sic] will improve school quality whatever the socioeconomic background of the school district may be. (5)

Having established the school leader's role in educational politics, Nunnery and Kimbrough systematically study the various aspects of school elections. It is in these detailed studies that the authors show the importance of practicing solid public relations techniques. Several chapters explore in great detail the value of research, surveying and evaluation of historical data in the establishment of a strong foundation for a school election.

One of the basic elements of any political system is the political power structure. A community's power structure has great influence on the opinions of many voters. If enough of these community leaders support the school proposal, its chances of passage are greatly improved.

Wise school officials learn the differing factors of the power structure. Who are the formal and informal groups of a community? How influential are the community leaders? What are the norms of the power structure? What is the communication flow for these groups? How accurate is their understanding of school issues, needs, policies, etc.?

School leaders should study citizen participation and the extent to which they take part in school elections. For example, low citizen participation could result in perhaps only a few influential people from the power structure actually making decisions. The greater the understanding of the power structure partnered with a school district's ability to communicate and influence the community's leaders, the greater the impact on school elections. "School campaigns should be tailored to the kind of political power system the educator is seeking to influence" (34).

Another way education officials can have an impact on a school election is by understanding voter behaviors. When educational leaders understand voter behavior in their school districts, they are in a better position to build strategies, to exert leadership, to influence elections and to provide the conditions for quality education within their community (39).

Nunnery and Kimbrough recommend previous election campaigns of a school district as an excellent source of information about voter behavior. According to the authors, savvy educators will study many aspects of past elections held in their district before planning strategies for upcoming elections. School officials planning an election can save considerable time and wasted efforts by obtaining a thorough understanding of their community and voter behaviors.

Questions school officials should ask include: What were the campaign issues? What were voting patterns by various demographic groups? What was the popularity of the superintendent? What was the popularity of the school board? What percentage of eligible voters actually voted? Who were the major opinion leaders of the campaign? Are there any trends that repeat? What time of year did the election take place? Even knowing weather conditions is valuable information as some voters may not vote in poor weather for example.

While school leaders can gain valuable insight into voters in their community by studying past elections, what are the implications of this research? Nunnery and Kimbrough provide generalizations established from their research about voter behaviors. And while the

authors caution that voter behavior is different in different school districts, many of the concepts discussed are significant factors in planning a school election campaign.

School leaders should remember - voting is more likely a sociological phenomenon than an individual decision; personal influence is very powerful; personal influence of opinion leaders is a critical factor; informal subsystem groups play a key role in molding opinion; voters make up their minds about school elections very early in the campaign; if voters feel cross-pressured by issues or groups, they may not vote at all; family ties are important to voting patterns; and those actively involved in civic affairs often vote independently (51-55).

Voter behavior is a critical piece of the campaign strategy, but perhaps the most important element to a successful election is accurate public opinion polling which supplies voter feedback.

The authors explain the significance of public opinion polling and then offer great detail to the various types of polls, polling methods and use of the data obtained from the polls. Nunnery and Kimbrough write:

In modern political campaigns opinion polls are used to secure feedback. Considerable effort is devoted to carefully planning and executing polls to ensure that a properly selected group of voters is contacted, their opinions are solicited in a structured fashion, the opinions obtained are analyzed in an objective manner and the data are carefully considered in choosing campaign tactics. (59)

The major reason for spending the time, money and effort to conduct polls is to provide a basis for responding effectively to the various pressures and interest present among the several audiences of

the school district. Stated another way, the authors simply explain, "if the data obtained from polls are not used by school leaders in deciding on election strategies, there is little justification for conducting polls" (93).

Data from polls provide information critical to the foundation of the school election campaign. Nunnery and Kimbrough state that data from the polls should be used by school leaders to aid in making a decision about conducting the election; identifying and responding to the interests and concerns of various groups; deciding on communication techniques; identifying areas of potential support and opposition; identifying the kind of information that should be communicated to the voters; and identifying the steps needed to create a more favorable climate among the voters (97).

The authors express caution on the matter of sources of funds to pay for the opinion polls. While laws vary from state to state, community norms may often dictate if schools should pay for opinion polls for school elections.

Many school districts with active public relations programs conduct opinion polls and/or surveys as part of the established communications program. These type of polls conducted prior to a decision to call for an election might be financed by the district. The assumption is made that the survey is done to gather information about the district and the opinions of the district's citizens.

However, polls conducted during an announced election should be paid for from private sources. The reasoning, as the authors state, is that in many localities using public funds for such

purposes is questionable and often such an expenditure will violate community norms (99).

Having established the necessary background information for an election, Nunnery and Kimbrough move to the hands-on, practical considerations of a campaign - the campaign organization.

"The annals of experience are replete with attempts to run school election campaigns without organization. This is ridiculous," state the authors (108). According to Nunnery and Kimbrough, in hotly contested elections the side that has the best organization will win.

Obviously, there is no single blueprint for organizing a school election. The organizational structure that worked very effectively in one school district cannot simply be copied in another district and be expected to work in the same manner or even bring the same results. However, Nunnery and Kimbrough offer some basic steps in establishing a school election organizational arrangement. These steps provide the basic design of a campaign, yet must be modified to fit individual school districts and communities.

Surveys and testimonials based on experience emphasize that whatever organizational structure is developed, it must ensure that (a) there is overall coordination of the campaign; (b) there is wide, visible, and well-organized lay citizen participation in the campaign; (c) information about the election and the proposal reaches each household; (d) effective and informed speakers are available for civic clubs, service clubs, and the like; (e) campaign literature is carefully developed and widely distributed; (f) personal contact is made with most if not all voters; (g) most or all potential 'yes' voters are identified, registered (if necessary), and encouraged to vote on election day; (h) funds are raised to finance the campaign adequately; (i) public endorsements are secured from influential persons and groups; (j) functional contact is made with the mass media; (k) there is contact with special interest groups - taxpayer groups,

service clubs, realtors, unions, civic clubs, other taxing bodies, and the like; (l) campaign workers are secured and oriented; (m) information is provided to campaign workers to enable them to answer questions most often raised by voters and; (n) campaign workers are regularly provided with information on the progress of the campaign. (109)

Just as public relations programs play a role in effective communication with communities and voters prior to an election, communication during an election is just as important. Nunnery and Kimbrough state that there is some evidence that the extent of communication and the degree to which people are informed of school needs are crucial factors in an election outcome (114).

Campaign literature is often the main source of communication during an election. However, the authors caution not to "put all your eggs in one basket" and to make information available to voters from a variety of sources. A good media mix is the best solution (115).

However, a great deal of emphasis and attention should be given to campaign literature and Nunnery and Kimbrough offer a basic checklist in regard to the format and content of school election literature.

The authors suggest keeping the following ideas in mind when designing campaign literature:

- 1) Simplicity is important - three or four main points in a readable format. Keep a positive approach, not threatening.
- 2) Emphasize objectives - what is the 'payoff' message to voters.
- 3) Focus on children - make materials child-centered and stress services to children not cost to taxpayers. Make sure materials provide an emotional appeal to the voter (117).

Having provided a detailed and informative study on planning a school election campaign, the authors also briefly discuss a few final details including fund raising, following legal requirements, dealing with opposition and celebrating after victory.

The dynamics of school election campaigns as presented by Nunnery and Kimbrough offer an informative, detailed look at implementing a successful school election in almost any school district. Beginning with implementation of a district's long-range, carefully-planned public relations program through election day activities, Politics, Power, Polls, and School Elections offers a comprehensive sourcebook for school leaders or public relations professionals.

The authors offer a book that teaches school officials skillful leadership in politics. The book presents a thorough understanding of the political structure in which school districts function and it offers detailed guidelines for developing campaign strategies in a systematic, research-based and field-tested format.

According to the authors, Politics, Power, Polls, and School Elections was created to serve as a sourcebook for colleges and universities in training school administrators. However, its true value may be as one of the best published studies of the educational political structure and the role of public relations in that structure.

Chapter IV

RESULTS

If understanding the structure of an educational election is the first step to the successful passage of a school bond issue or tax levy, then having an effective public relations program in place is the foundation. As illustrated in previous chapters, a comprehensive, continuous public relations program that builds positive relationships within a community, partnered with extensive research of demographic information and voting behaviors, provides school leaders with the necessary tools for a successful election.

Successful elections directly impact the quality of education provided to students. Escalating maintenance and renovation costs are challenged by the increasing operating costs school districts face. In addition to keeping schools in good shape or constructing new facilities, districts must seek additional funds for such things as more teachers to assure class sizes are small and to provide bus transportation, basic utilities, technology, textbooks, insurance and competitive salaries. Because state and federal funds are often directed to specific educational programs, the bill for these other expenses usually falls on the shoulders of the district's local community residents.

This was exactly the situation in the Ritenour School District in 1990. It had been over 20 years since taxpayers had approved a bond issue for the school district and a high tax levy was approved

two years earlier to payoff district financial debts. Balancing lean funds with costly maintenance for aging buildings and ever-increasing operational costs, the district's schools were becoming a black eye for the community and unsafe for students and staff.

Determined to find a way to build new facilities, yet not put a financial burden on taxpayers, school leaders developed a 10-year plan to address the district's poor building conditions and lack of funding for student and staff needs. At the heart of the Ritenour long-range improvement plan were two key elections. First was a \$30 million bond issue proposal placed on the ballot in 1990 designed to provide major building renovations for all Ritenour schools. Then eight years later, a Proposition C Rollback Waiver was put on the November 1998 ballot to secure additional moneys for the district's operating expenses. These two highly successful, yet very different campaigns demonstrate the political effectiveness of a solid public relations program and the proper use of election techniques described in previous chapters.

Ritenour School District's \$30 million Bond Issue Campaign

With deteriorating and unsafe school buildings, the Ritenour School District received notice from the Missouri Department of Education that unless immediate action was taken to improve its facilities, the district's "AAA" rating was in serious jeopardy of being revoked.

Two previous attempts at passage of the bond issue were unsuccessful and voter apathy was prevalent. The district, in fact, had less support from voters in the second election than it did when

the proposal was placed on the ballot the first time. Clearly, school officials needed to regroup and re-evaluate the political structure and the bond issue campaign prior to submitting the proposal to voters for a third time.

School officials, particularly the public relations and special projects staffs, began to ask questions and to study the previous campaigns for clues to indicate why the proposals were defeated on election day. They believed they had effectively conveyed the desperate need for the building renovations to the whole community including businesses, religious groups, civic organizations, senior citizens and parents. A public relations program had been in place and continued to actively communicate, through the use of various media, the poor building conditions. The election campaign was structured to reach all voters and to secure the "yes" vote.

As the public relations and special projects staffs reviewed the public relations and campaign practices, the major elements seemed to be in place except for one very important step - research. Despite the seemingly good plan, the district had not implemented the first step of successful school elections. The two failed elections were not based on scientific research but were based on "gut" feelings of board of education members and selected school administrators.

Convincing school leaders and board of education members to implement the research component was difficult. The school district had not conducted any type of community survey, either professional or in-house-created, in recent history. Many of the board members were long-time members of the board and had lived in the community for decades and believed they were very in touch with district

residents. In fact, several board of education members were very connected to various school groups such as band parents, athletic boosters, elementary parents, etc. The group missing from the board connections, however, was the average resident who did not have children in the district. Since 1990 federal census figures showed over 75% of the Ritenour community fell into this group, it was easy to show how critical their votes could be to an election. Once this was established, the board and other officials agreed to conduct an opinion poll to gage the feelings of the whole community, not just special interest groups.

Searching for a solution, the school district commissioned a public opinion survey designed to measure attitudes of the district's registered voters in regard to the bond issue proposal, key campaign strategies and other district programs. A goal of the survey was to measure overall voter receptivity to the proposal and to provide data to assist in designing strategies and targeting materials needed for a successful campaign.

When district officials received the data from the opinion poll, the survey identified three arguments residents positively reacted to in support of Ritenour's bond issue proposal. The arguments found most persuasive to registered voters were:

- 1) Loss of "AAA" rating would be devastating to community;
- 2) Negative impact on property values if schools are not supported;
- 3) Unsafe schools are not acceptable.

Also noted in the survey data was a need to increase the community's understanding of Ritenour's high quality of education.

The district's two-year public relations plan to communicate the message of unsafe buildings had worked only too well. According to the survey, the community understood the poor building conditions, yet associated the deteriorating buildings with a deteriorating school system. New strategies were implemented to communicate that the district's problems were only with the quality of the buildings and not with the overall educational program.

Another key finding in the survey provided school officials with vital information for future planning. In the previous elections, school officials threatened to close five school buildings and operate split sessions for secondary students if the bond issue was unsuccessful. Parents involved with the elections found this very upsetting and worked hard during the campaign to assure this major inconvenience did not take place. It is important to note however, that when tested in the opinion poll this argument received little support from voters. This was a significant finding because it showed Ritenour officials that a key piece of the previous proposals, their "gut" feeling, was simply not an effective strategy to influence voters to support the bond issue. Closing of schools and implementing split sessions was dropped from future district plans and not included in the 1990 campaign materials.

The research clearly showed closing schools and moving to split sessions would have little impact on the majority of the voters. Since approximately 75% of the voters in the Ritenour School District do not have children attending school, this was a logical and important finding.

Ritenour officials decided to take a year to fine tune the campaign structure and bond issue proposal. With the assistance of the campaign committee, school leaders analyzed the new data obtained from the professionally conducted opinion poll and successful campaign practices used by other school districts from the St. Louis area and from across the country. They also allowed the public relations office to implement programs designed to improve the community's perception of the quality of education taking place inside Ritenour schools.

The opinion survey also probed the community's sources of information to determine how their perception of the district was formed. This feedback was used as the backbone of the year-long public relations campaign to improve understanding of the school district programs.

Several tools were used to communicate this message including: direct mail brochures, district newspapers, news and photo releases to media, guest presentations to civic groups, special events to bring the community into the schools, student performances at community businesses, numerous features about student awards and recognition, slide presentations, etc.

While the public relations effort was implemented, school officials met with parents, community leaders and other key stakeholders to evaluate the renovation plan. The closing of schools and split sessions were eliminated from the proposal and a longer construction schedule was planned. More information about costs and specific renovations for each school building was obtained with the assistance of the architects hired by the district for the project.

With a new renovation plan in place, district leaders turned to community members to reorganize the citizens campaign committee and the bond issue campaign structure. This time, using data from the public opinion survey and guidance from colleagues who had conducted successful elections, a new committee and a new campaign was created.

Parents, teachers, students, district support staff members and community members actively took part in the planning and implementation of the bond campaign strategies. The Citizens For Ritenour's Future, also called the "I CARE" Committee, was organized into specific groups with subcommittee chairs. Each group planned and implemented their individual responsibilities under the direction of the central committee and the campaign chairpersons. Committee chairs and committee members actively recruited additional volunteers.

This time the Committee was designed to maximize personal contact. The Committee divided the community using the district's established elementary school attendance boundaries. Volunteers from the middle and high schools worked in their elementary area so as not to overlap contacts. The Committee simply subdivided itself - one building level chair who supervised 10 captains and each captain supervised 10 team members - until each volunteer was responsible for approximately 25 households. Then over 600 volunteers actively worked the list of registered voters from those households in their area by going door-to-door introducing themselves, dropping off a flyer or asking to put up a yard sign.

A data base was developed to keep information obtained from the voters after every canvass or contact. The goal of the Committee was to identify the "yes" voters by personal contact, continue to cultivate the "yes" voters and ignore the "no" voters, then work to get the "yes" voters to the polls. Analysis of previous election data, specifically elections in November and those with school issues on the ballot, indicated approximately 6,500 to 7,000 "yes" votes would be needed to win. This was determined by studying the number of total voters, then the number of voters who voted against school issues, tax increases or similar issues. The Committee focused its efforts on finding the "yes" voters and getting them to the polls.

The Ritenour Board of Education announced in September of 1989 its plans to put the \$30 million bond issue on the April 1990 ballot. At the same time the revised renovation plan was made public by the district and was mailed to residents. The Committee and the district continued to work together creating election strategies using data from the community opinion poll and best practices from other school districts' successful elections. A calendar of events, a new logo, new campaign materials, a video and new presentations were also developed. Each school secretary was trained and approved to register new voters and efforts to recruit all eligible non-registered voters proved successful.

As election day approached, the Committee and district officials reviewed the recommended steps and believed everything was in place for a successful election.

The public relations program was in place and focused on data from the opinion survey. Previous campaigns were reviewed and new

plans developed. A professional survey of the community was conducted and data used to target materials and strategies. The district identified parents and eligible high school students who were not registered to vote and conducted drives to register all possible voters. The Committee was organized to get the necessary "yes" votes out and an election calendar scheduled campaign events for the optimum benefit.

Despite conducting a campaign that was research-based and carried out according to tried success strategies, the ultimate test of the effectiveness of the new campaign would be the passage of the \$30 million bond proposal.

On April 3, 1990 the voters in the Ritenour School District approved the bond issue proposal by an overwhelming 72%, over 11,500 "yes" votes.

Ritenour School District's Proposition C Rollback Waiver Campaign - Proposition R

In the eight years following the 1990 \$30 million bond issue election, the Ritenour School District continued to work its long-range renovation plan and placed three no-tax increase bond issues on the ballot, one in 1994, 1996 and 1998. Each of these elections was conducted using many of the same strategies of the 1990 campaign. New logos, new names and new materials were used, but the core campaign structure remained the same - professional survey to identify key issues, a well-organized citizens' committee, identification of "yes" voters and a high profile campaign. These three elections were also successful, each on the first ballot.

was faced with fewer teachers and larger class sizes, old, outdated textbooks, elimination of programs and a general downgrading of educational quality.

School officials decided to conduct another election but this time they would propose a Proposition C Rollback Waiver to the voters. Somewhat unfamiliar legislation, Proposition C had been on Missouri books for nearly ten years. However, few residents even remembered the proposition or understood its connection to education or their own property tax rate.

On November 2, 1982, Missouri voters approved Proposition C, a constitutional amendment that calls for a one cent increase in the state sales tax. Proposition C legislation dedicates collected funds to education and to state residents with one half of the money going to Missouri public schools and the other half used to reduce local property tax rates.

In recent years, public school districts have asked voters to approve a rollback waiver of Proposition C. If approved, the Proposition C rollback waiver allows the school district to receive full benefit of the state's one-cent tax. Districts receive the half cent already allocated for education, plus the half cent targeted to reduce the local property tax rate. By giving their approval to the Proposition C rollback waiver, voters are waiving the reduction, the rollback, of their property tax rate and allowing the local school district to collect those monies.

According to district estimates, approval of the waiver would generate approximately \$1.8 million in additional revenue per year for the Ritenour School District. However, district surveys and focus

was faced with fewer teachers and larger class sizes, old, outdated textbooks, elimination of programs and a general downgrading of educational quality.

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According to district estimates, approval of the waiver would generate approximately \$1.8 million in additional revenue per year for the Ritenour School District. However, district surveys and focus

groups indicated the community's lack of understanding of the Proposition C waiver. Efforts to explain the complicated state regulations left voters confused and not willing to vote "yes" for something they could not easily understand. Voters expressed strong negative feelings associated with Proposition C because they did not understand the ammendment. In fact, the survey indicated 61% of the residents would not support the proposal. With this information in hand, district officials decided to not feature the "Proposition C" name but rename the ballot proposal, Proposition R (for Ritenour) and call it a type of tax increase. All campaign literature stated that Proposition R was, in fact, a Proposition C rollback waiver, but focused on the Prop R name instead of Prop C.

The early summer 1998 pre-election activities also indicated another problem facing the district. The Ritenour community and its group of district volunteers were election weary. The Committee chairs and volunteers were simply tired of campaigning, going door-to-door, organizing election events, raising campaign funds and all the many details associated with an election. While many residents and parents indicated they would support Proposition R, they just did not want to volunteer the time and energy required to gain its passage. District officials found themselves alone with a handful of volunteers to conduct the Proposition R campaign.

School leaders spent a great deal of time reviewing past election results, voter behaviors and community survey data before making the decision to proceed with the election proposal.

Research indicated that the Superintendent and Board of Education ratings were the highest in many years and confidence in



the school district was also high. Despite having an election almost every other year, voters continued to support the district in its elections. Discussions with key community leaders also indicated their willingness to support the proposal publicly and to secure the financial backing needed for the campaign. With strong support from parents and civic leaders, the Board of Education decided to place Proposition R on the November 1998 ballot.

With a skeleton committee of district personnel, parents and a few community volunteers, the Proposition R campaign was developed. Using successful practices from recent elections and the data from the community survey, the Citizens For Ritenour 2000 Committee organized and modified campaign strategies for Proposition R. The goals were the same as in previous elections - identify "yes" voters, target the message according to research, create as much personal contact as possible - but the implementation was changed to accommodate the lack of volunteers.

While adhering to the key elements of a successful election, the Proposition R campaign required new methods and activities coordinated with the district's public relations department to achieve the goals. To save time and money the Committee and the district decided to create materials that, with slight modifications to reflect legal requirements, could be used by each group. A great deal of the communication was initiated using direct mail instead of door-to-door canvassing and additional direct mail pieces were added to campaign activities list.

Typically, several Committee members would serve as speakers for the campaign and present election information to

numerous community and school groups. However, since this subcommittee never materialized, the district superintendent and Ritenour board members took the task and spoke to community groups and attended countless district events to distribute informational flyers.

When the Committee could not recruit enough people to conduct a door-to-door flyer drop, hundreds of high school students volunteered their time on Saturday mornings to distribute flyers to homes. Endorsements were copied from other campaign materials and placed in community newspapers as advertisements. Enlargements of campaign flyers were changed to reflect legal requirements then printed as posters used in the schools. These activities were scheduled on the campaign calendar and implemented at selected times to build momentum going into election day.

One of the most basic public relations principles calls for customer feedback prior to, during and after a campaign. While most districts and election committees conduct a survey prior to the election, communication during and after an election is typically done by personal contact with volunteers due to cost constraints.

However, due to the lack of volunteers and the lack of personal contact with the voters, the Committee's ability for feedback was greatly diminished. With the election day only two weeks away, the Committee and the district did not have any data to indicate the effectiveness of the campaign materials with the voters, or even if the Proposition R proposal had a chance to win. The Committee decided to commission a short, two-question, overnight survey to gauge the campaign status. Legal requirements do not

allow a school district to conduct an election-related survey after announcing a proposal so the Committee solicited funds from a local business to pay for the survey.

When the results came in the next morning, the news was not good. According to survey results, the Proposition R proposal was losing by nearly 10%, a tremendous amount to overcome in such a short period of time.

The Committee and district officials reviewed the campaign to date. Knowing that many of the campaign promotional pieces were scheduled to get to the voters the last few days prior to the election, they felt the gap between percentage points would narrow a little but probably not 10 points.

Again the Committee and the district turned to the opinion survey conducted earlier to search for strategies to quickly implement to sway votes to their side. In the opinion poll completed a few months prior to the announcement of the election and in polls from previous years, one point continued to rank high on the list of items important to voters - "the value of my property is directly linked to the quality of schools in my community." And, on the latest survey, another key point received favorable response for the first time - "my community and school district are moving in the right direction."

The Committee wanted to amplify these points with the voters. But how? What would get the voters attention in such a short time frame, yet have the impact to change votes from "no" to "yes"? A small brochure and an ad were created using these points and photos of boarded-up houses. The headline stated, "You don't have to look far to see what happens when communities do not support their

schools." Committee members recruited high school and middle school students to place the brochure on the door of every house in the district three days before the election. The ad ran in the local newspaper two days prior to the election.

One November 3, 1998 voters in the Ritenour School District approved Proposition R by a vote of 7,874 in favor and 4,403 opposed.

This vote allowed the district to receive an estimated \$1.8 million per year to use for operating expenses such as improved technology, news classroom textbooks and materials and increased staffing to reduce class sizes.

Clearly the success of the Proposition R election, as in the previous 1990 bond issue campaign, is attributed to carefully planned and executed public relations and political strategies. The ability to implement solid campaign techniques developed from professional research, the understanding of successful election dynamics and the use of effective communication practices contributed to the community's support for both the bond issue and Proposition R proposals.

Chapter V

DISCUSSION

In November of 1990 and in November of 1998, the Ritenour School District and the citizens' campaign committee were successful in the passage of two high profile proposals, the \$30 million bond issue in 1990 and the Proposition C Rollback Waiver in 1998. These victories and the additional no-tax bond issues approved by voters during the years between the two elections were cause for celebration. The community and the students of the Ritenour School District were winners.

In both elections, significant political strategies proved to be the turning point for victory. The effective use of public relations practices before, during and after each campaign provided the necessary foundation to conduct the elections.

What was the thinking behind the campaign plans? What strategies worked, which did not? Why were these elections successful when others before them had failed? Analysis of the two campaigns offers an understanding of the success of the Ritenour School District's 1990 bond issue and the 1998 Proposition C Rollback Waiver.

Reasons behind the success of these two campaigns are many, but one factor serves as the catalyst. That factor is research. Research proved to be the most critical step in the organization of both campaigns. Research of past elections, voter behaviors and public opinion allowed the Committee and the district to find the "hot

buttons” of the registered voters and to then target the messages to them.

In the National School Public Relations Association’s publication, Win At The Polls, the authors Gay Campbell and Jeanne Magmer state that “many experienced finance campaigners believe that research makes the difference between winning and losing” (67). This certainly was true in the two discussed campaigns.

Prior to each of the elections, the Ritenour School District commissioned a public opinion survey to gauge the community’s understanding of the district’s needs, the educational priorities of the community and various demographic information. The surveys provided a wealth of information about the educational wants of various groups such as parents, senior citizens, adults without children and families whose children attend parochial schools.

The surveys also flushed out the “hot buttons” of the voters. Hot buttons are the issues that evoke emotion. Hot buttons cause a voter to go to the polls no matter what obstacles the voter may encounter on election day. Identification of the hot buttons proved to be one of the most critical pieces of information gained from the survey because they provided the foundation for the campaign strategies in both elections.

Discussion of the Ritenour School District’s 1990 Bond Issue Election Strategies

As discussed in previous chapters, the 1990 bond issue was the third attempt by the district to secure funding for the renovation or replacement of the nine school buildings and the one

administrative center. The district and the citizen's committee faced an uphill battle in the efforts to pass the \$30 million bond issue.

Dr. Rod Wright, president of Attitude Research Corporation and an educational campaign expert, worked with the district on its public opinion survey several months prior to the actual election.

"Our survey indicated that the community had lost confidence in the district," stated Wright. "The two previous failed elections and the materials associated with those campaigns had only served to broaden the problem in the community's eyes. The district needed to narrow the definition of the problem. The problem was the condition of the buildings and not the whole district."

In response to the survey data, the district implemented a public relations program titled, "A Class Act," that touted the accomplishments and achievements of the district and its students. Through the district publications and presentations "A Class Act" effectively served to remind residents the high quality of the district's educational programs. While the community's trust in the district was far from what school officials desired, a later benchmark survey indicated the satisfaction level of district residents had improved.

With the bond issue proposal announced to the community, the district and the citizens' committee began to organize and plan for the campaign. Again, analysis of the survey data offered the foundation for the successful election.

The Committee first wanted to create a new logo for the campaign. In an effort to separate from the previous two failed

elections, the Committee designed a new logo featuring children of all ages and ethnic groups, even a child in a wheelchair.

With organized opposition expected, the Committee also looked for a creative logo to offset the opposition's "vote no" literature and signs. A slogan that simply stated, "I CARE" was incorporated into the campaign logo and strategies. It was easy to ask voters to "CARE" and difficult for the opposition to say "I DON'T CARE."

Development of the campaign strategies created by the district and the Committee focused on the data obtained from the survey. The public opinion survey indicated three arguments persuasive in support of the bond proposal. 1) 76%-unsafe schools; 2) 75%-loss of AAA rating; and 3) 82%-protection of property values. These "hot buttons" were implemented into every piece of literature, canvassing scripts, letters, advertisements and telephone calls. Both the district and the committee worked to incorporate these three factors into all aspects of the campaign. By targeting the message using data from the survey, the campaign was focused on the issues voters placed high in value.

The survey offered other valuable information used by the district and the committee during the campaign. According to survey data, voters rated the district's newspaper, The Ritenour News, 37%, and the local community newspaper, The St. Louis County Star Journal, 34%, as having the highest media credibility of local media outlets. However, they also gave high marks, 52%, to television news reports.

In response, media plans included the district's special editions of the Ritenour News devoted exclusively to the bond proposal. Throughout the publication the reader found articles devoted to the three hot buttons. The Committee organized press tours designed to get television crews into the schools so they might film building conditions for broadcast.

These and other efforts conveyed the critical need for building renovations throughout the Ritenour School District. The creative use of the data obtained from the opinion poll proved to be invaluable in developing effective campaign strategies.

In the 1990 bond issue campaign the district and the committee effectively used proven successful public relations and election practices before, during and after the campaign. Did these practices prove to be the turning point in the third election. The only answer is a resounding yes!

In the April 1990 election, the municipalities in the Ritenour district had the highest voter turnout in St. Louis County. Previous April elections averaged only 5,878 "yes" votes. This April election, the bond issue proposal alone received 11,576 "yes" votes. Board of Education candidates on the same ballot only received 28% of the votes. Clearly, the bond issue had become the issue on the April ballot.

One newspaper editorial in the St. Louis County Star Journal summed the effectiveness of the campaign best. "The size of the voter turnout showed that every age group and every economic status contributed to this victory... People who were once adamantly opposed, changed their minds and got behind the campaign with a

blazing show of community spirit almost unknown in these times”
(Star Journal).

Discussion of the Ritenour School District's 1998 Proposition C
Rollback Waiver Election Strategies

Thanks to the passage of the 1990 \$30 million bond issue and three additional no-tax increase bond issues in 1994, 1996 and 1998, the Ritenour School District buildings had gone from some of the worst to some of the best facilities in St. Louis County. Students, parents, staff and residents began taking great pride in the schools' transitions.

Thanks to post-election communications, district residents and school employees were kept informed of the status of each bond issue. Through district newspapers, neighborhood and civic club presentations, direct-mail letters and newspaper advertisements, the community and staff knew project schedules and completion dates.

The district's bond issue projects were completed on time, within budget and delivered all renovations as promised to the community. With each completed project, the community's confidence and trust in the district improved. The district's annual survey confirmed the resident's high satisfaction marks for the district.

With the facilities improved, school officials turned their attention to the last leg of their long-range improvement plan - additional revenue for the operating fund. Typically, school districts in need of more money for such things as transportation, utilities, employee salaries and benefits, textbooks and supplies, will propose a tax increase to the voters of the district. Ritenour needed the

money, but was hesitant to ask voters to raise their taxes since Ritenour's tax rate already was above the County average.

An alternative to a straight tax increase was a rollback of the state's Proposition C Waiver. If approved, the rollback of the waiver would allow the district to receive full benefit of the state's one-cent tax for education. The proposal asked voters to approve a waiver of the rollback which is required each year under Missouri Proposition C guidelines. If successful, approval of the waiver would bring in an estimated additional \$1.8 million per year into the district, yet taxpayers would not feel the pinch of a straight tax increase.

District officials and a handful of parents began planning for the election. Expecting a difficult campaign, the district and the citizens' committee reviewed many of the techniques and strategies from the 1990 campaign, now nearly completed 10 years ago.

Again, the district commissioned a public opinion survey to find the "hot buttons" and to gauge the overall acceptance of the Proposition C Rollback Waiver.

Analysis of the survey indicated several key points that again proved critical to the campaign design. Survey data showed:

- 1) the proposal was opposed by 61% of the residents;
- 2) the community believed the area was moving in the right direction;
- 3) parents strongly supported the proposal;
- 4) superintendent and Board of Education had high credibility;
- 5) technology for students was a strong desire of the residents;

6) voters did not understand the Proposition C Rollback Waiver;

7) and the pride in schools and community continued to be important to residents.

Even though the opinion poll indicated opposition to the proposal, several of the key points favored the district. Because the additional revenue was so greatly needed by the district, Ritenour officials decided to continue with their plans to put the issue on the November 1998 ballot, except they gave it a new name, Proposition R, so as to lessen the association with the misunderstood Proposition C title.

As the behind-the-scenes planning and organization began, district officials and Committee members started the volunteer recruiting efforts. However, it soon became apparent that the hundreds of volunteers needed for the high-profile campaign were not going to participate this time.

A new Volunteer Campaign Handbook was created to help recruit parents and residents to serve on the Committee. This helped secure a few key chairpeople, but did not help entice the large numbers of volunteers needed. The survey suggested that the community was "election weary" and this proved to be true. Volunteers in the 1998 campaign were few and far between.

District officials and Committee leaders decided to combine communication efforts to save time, energy and money. Literature, ads, flyers and signs were designed with minor changes to reflect legal needs. Coordinating literature saved money and gave the appearance of an extensive, high-profile communication effort. This

strategy proved to be an important decision for both groups as it allowed the same message to reach voters via several different media, yet saved money and time.

The most critical element to the Proposition R campaign though, was a benchmark survey conducted two weeks prior to election day. With few volunteers, a door-to-door canvass was out of the question, yet the Committee and the district needed some way to gauge voter opinion at this point of the campaign. The Committee secured the funds to conduct a short, overnight survey to test the acceptance of Proposition R. The survey was conducted and the results were not good. Proposition R was behind by 10%.

"The Ritenour community thought they could get by without supporting Proposition R," explained Attitude Research President Dr. Rod Wright, who conducted the survey. "The buildings looked good, things were comfortable and they simply thought they could back off from this election and not approve Proposition R" (Wright).

Historically, the campaigns conducted in the Ritenour community that succeed are the ones that generate strong emotional opinions from the voters. To benefit from this, campaign strategies always focused on children and strong messages such as, "Our Schools Are Unsafe" or "We Deserve Safe Schools" or "Please CARE, Vote Yes." Yet, Proposition R had not generated the emotional appeal found in previous elections.

A new brochure and ad were designed to create high emotional feelings. Again, using identified "hot buttons" stressing how good schools effect property values and community pride, the brochure featured deserted, run down, boarded up houses and simply stated,

"You Don't Have To Look Far To See What Happens When Communities Don't Support Their Schools."

The photo of the house and the message targeted the community's strong understanding that good schools relate to solid property values. They also questioned the community's pride. "Do you want this to happen to your neighborhood?" It forced the voters to not only make a good choice for students, but for themselves, too.

On November 3, 1998 voters in the Ritenour School District approved Proposition R, 64% in favor and 36% opposed. Despite not following many of the traditional campaign practices due to its small volunteer core, the campaign was successful. Again the principles of public relations - research, analysis, design and evaluation - proved effective practices.

The Ritenour School District public relations department has earned numerous state and national awards over the years. The effective use of data for not only political campaigns, but other marketing and administrative projects has gained the approval of the National School Public Relations Association and public relations practitioners including Dr. Wright. "When I go to school districts around the country, I always refer to Ritenour's PR program as a model. More than any other school district I know, Ritenour's opinion research is translated into action steps," stated Wright. "I've seen first hand the positive results the cutting edge campaign materials and strategies have brought to the school district and the community" (Wright).

Like many school districts, bond issues and tax referenda will continue to be a part of the Ritenour School District's future. Not

only in St. Louis, but across the country, public school buildings require billions and billions of renovations and repairs. Finding ways to secure the needed voter approval and the additional funding will challenge school leaders and concerned citizens for years to come. School leaders who implement solid, comprehensive, continuous public relations programs and techniques similar to ones found in the Ritenour School District will find successful elections and the community's approval as the payoff.

APPENDICES

Throughout the 1990 Bond Issue and the 1998 Proposition R campaigns, both the Ritenour School District and the Citizens' For Ritenour's Future Committee created campaign materials designed to communicate the targeted messages to district voters.

The 1990 Bond Issue campaign earned the highest award presented by the National School Public Relations Association, a national Golden Achievement Award. Selected pages from the award-winning presentation are included.

The following pages also feature samples of campaign materials from both elections discussed in previous chapters. Included are samples of pre-campaign research documents, a benchmark survey and a volunteer handbook.

Following the successful 1998 Proposition R campaign, the author of this paper was invited to present the campaign's unique strategies at the Missouri School Public Relations annual spring conference. Since the MoSPRA conference in 1998, this workshop was presented to the Kansas City Chapter of Women in Communications and several St. Louis University doctoral classes. The presentation's Powerpoint slides are included.

APPENDIX A

Appendix A, Against All Odds, is a collection of materials used during the 1990 bond issue election. Documents included are from the research conducted prior to the campaign and several letters, flyers and advertisements used during the campaign. Also included are materials used in a presentation made to the Missouri School Boards Association in the spring of 1991 by the author and a team of other Ritenour administrators and board of education members.

In 1991, Against All Odds received the National School Public Relations Association's Golden Achievement Award, one of the association's highest honors.

Against All Odds

*Winning a Major Bond Election
With Everything Against You*

I Care



**Submitted By
The Ritenour
School District**

St. Louis, Missouri

Ritenour Bond Issue

National School Public Relations Association

**Golden Achievement Awards
1991**

1990 Bond Issue Campaign Activities

SEPTEMBER

September 9 Renovation Plan released

NOVEMBER

November 14 Renovation schedule and contingency plan mailed

November Obtain list of registered voters from county election offices

DECEMBER

December Professional community survey completed

December 22 Individual School Packets to parents

1. school now attending
2. school(s) will attend
3. cost breakdown for each
4. safety code explanation
5. month and annual cost charts

December School voter registration drives begin

JANUARY

January Phone calls asking for workers

1. 100 workers per elementary attendance area
per room, key parents, parent per route

January Divide elementary attendance areas into routes and select captains

January Fund Raising

January Prepare publicity, flyers and obtain printers

FEBRUARY

February 10 Door-to-Door = Positive flyer

February Absentee ballot info postcard sent to alumni at college

February School Meetings - each school

1. PM meetings
2. Parents As Teachers group meeting

February Chamber of Commerce activities letter sent

February Voter registration postcard sent

February 15 Open Forum meeting - St. John's Church

- February 20 Meet with County Executive H.C. Milford/Airport Expansion
- February School Newsletters begin
- February Committee letter to business requesting support
- February Business association packets delivered to businesses/Chamber of Commerce
- February News releases and calls to media for Dept. of Elementary & Secondary Education presentation

MARCH

- March Publicity begins
 1. Buttons
 2. Yard Signs - March 24
 3. Endorsements Ads
 4. Car/Window Signs -also to businesses
 5. Orange ribbons tied throughout district
 6. T-shirts sold
- March 1 Press Tours - newspapers, television, radio
- March 1 DESE presentation to community
- March Special interest group meetings
churches, civic, senior citizens, parents etc.
- March 10/17 Door-to-Door = Lose AAA flyer
 1. Determine if household is yes, no or maybe
- March 10 Baseball card show and Sock Hop
- March Flyer to businesses (pizza, florist, etc.)
- March Board and letter from County Executive mailed to residents
- March Superintendent's letter to businesses with signs
- March NEA and other neighboring districts' letters to their employees living in Ritenour
- March 26 Commissioner of Education visits schools - media coverage
- March 26-30 Final Week Activities
 1. Postcard from Block Leaders or PTA - Urgent
Remember to vote and hand addressed
 2. Principal's letters mailed
 3. Neighbor letter mailed
 4. Ritenour News mailed
 5. Board "truth" letter mailed
 6. Please Care signs in schools
- March 31 Parade and Rally

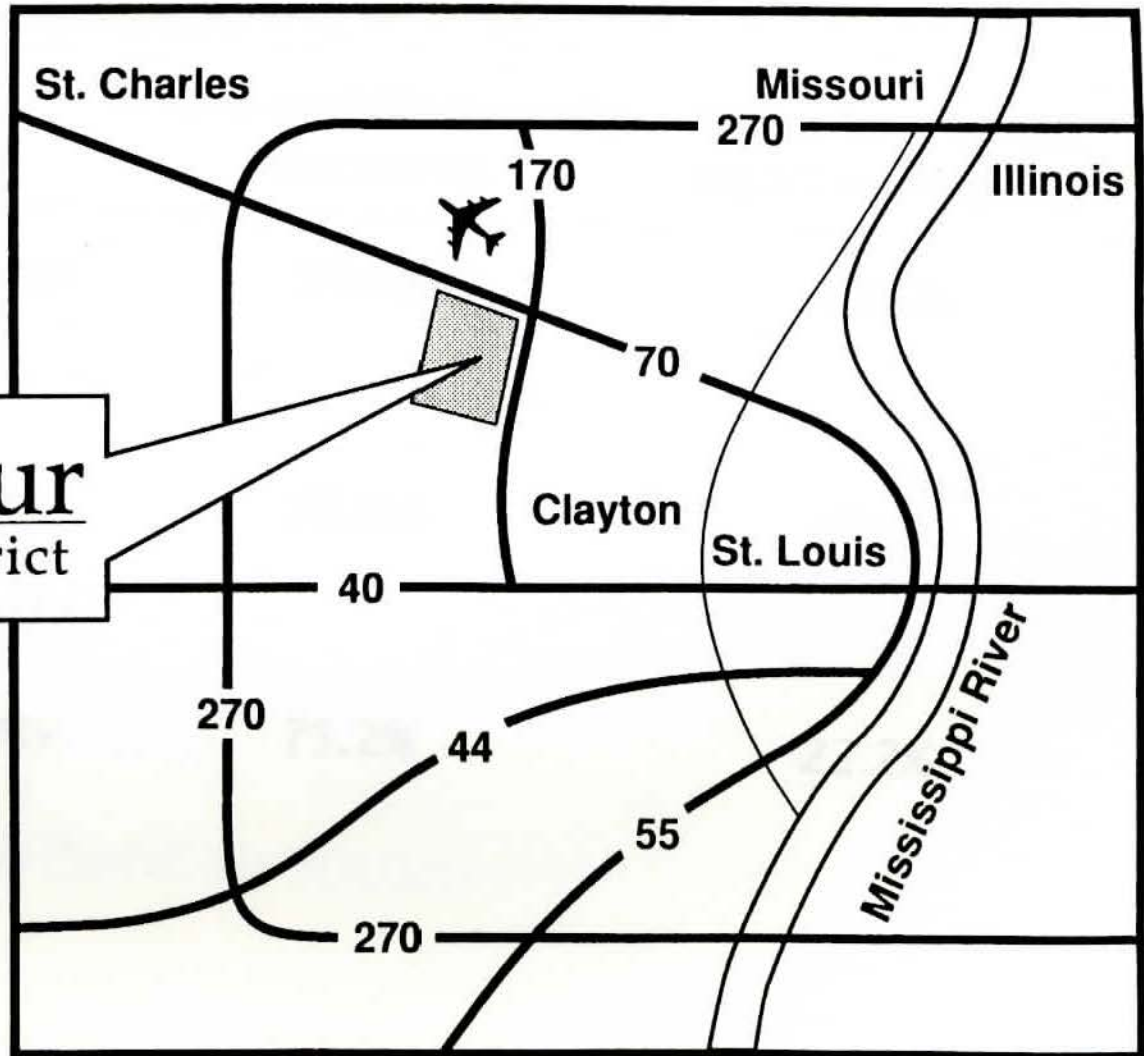
APRIL

- April 1 Watchdog Warning flyer door-to-door
- April 1 TV news special - area school elections
- April 2 Phone Calls - what time will you vote tomorrow?
- April 2 Remember to vote stickers
- April 3 Election Day Activities - Remind to Vote!
1. Phone Calls
 2. Door-to-Door to yes houses, have you voted?
 3. Rides to Polls or babysitting
 4. Parents take vacation day to help
 5. Buses to pick-up voters
 6. Lunch with your child or grandchild at school
 7. Poll Handouts
 8. Deliver food to workers
- April 3 Victory Party at High School

INDIVIDUAL BUILDING ELECTION ACTIVITIES

1. Window contest - best decorated window saying "Please care."
2. Building newsletters to parents
3. Parents lunch with musical presentation by students (election day)
4. Student bake sale to raise money
5. Festival of the Arts -to emphasis importance of bond issue
6. "I CARE" logo displayed life size by sidewalk residents used to enter voting place.
7. Grandparents breakfast
8. Garage sale to raise funds
9. Shuttle buses to pick-up voters and bring to polling places.
10. Classroom competition to see who registers most voters. Winner gets a pizza party.
11. Tasting party and recipe give-away to raise money.
12. Student letters to the newspapers.
13. Elementary pep rallies.
14. Poster contest. Winner placed in local businesses.
15. "Voting is as American as Apple Pie" - slices given to voters.
16. Teacher/Parent volleyball game and chili supper to raise money.
17. Singing telegrams to raise money.
18. Middle school students created and performed a skit on the bond issue.

Arguments in Support of Bond Proposal



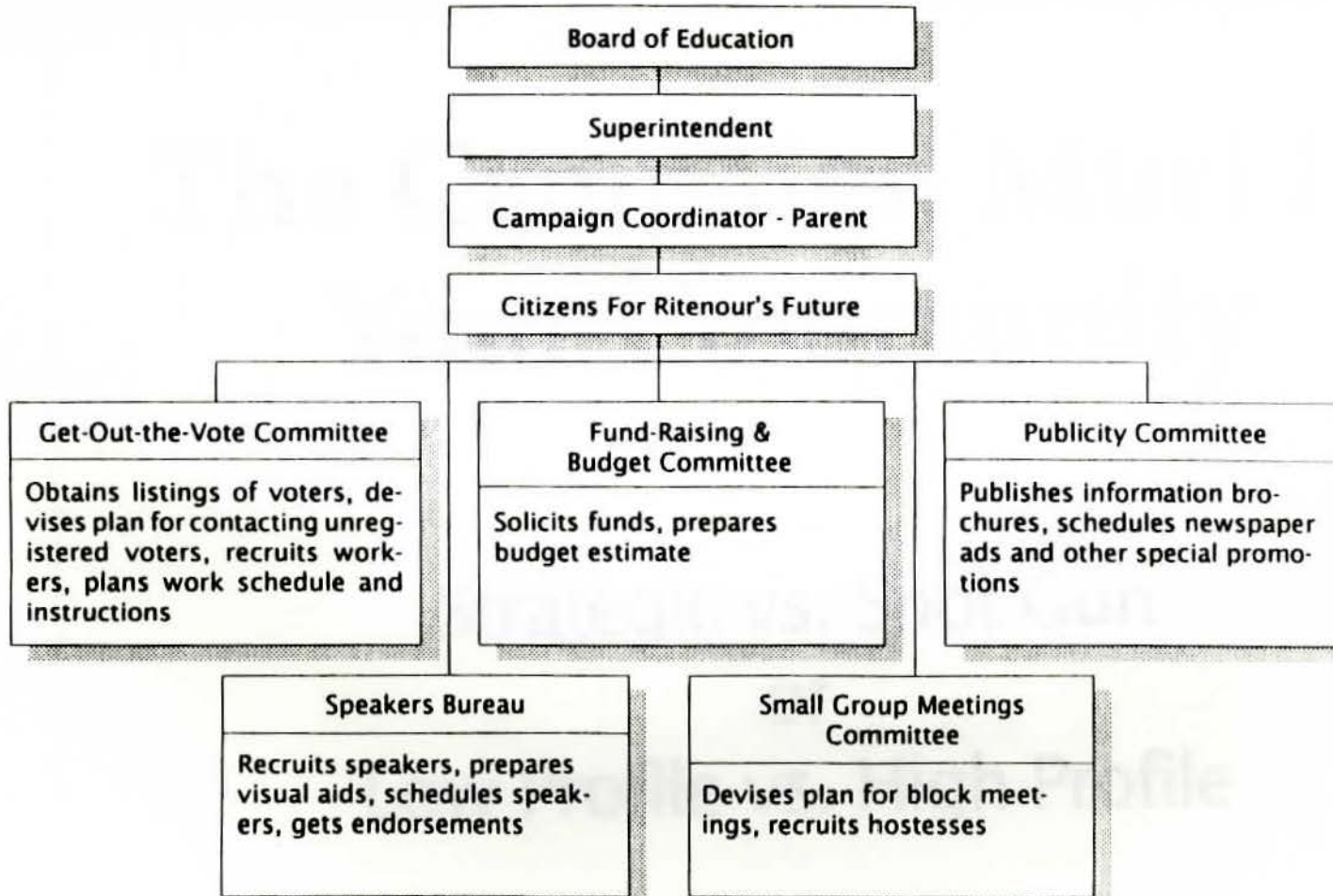
Arguments in Support of Bond Proposal

Argument	% Very and Moderately Persuasive	% Not Very & Not At All Persuasive
Close five buildings and operate split sessions.	58.6%	38.1%
Building inspector described buildings as extremely unsafe.	75.8%	20.9%
All St. Louis County districts have Triple A rating loss would be blow to community.	75.2%	22.2%

Ritenour Benchmark Survey Results

Favor Bond Proposal	54.7%
Lean Favor	5.0%
Undecided	2.6%
Lean Oppose	3.6%
Oppose Bond Proposal	34.1%

BOND ISSUE ORGANIZATION CHART

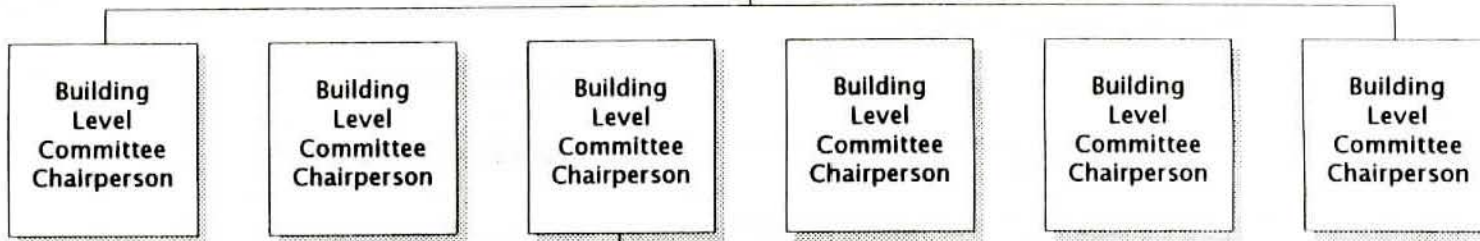


The Campaign Must Fit Your Community

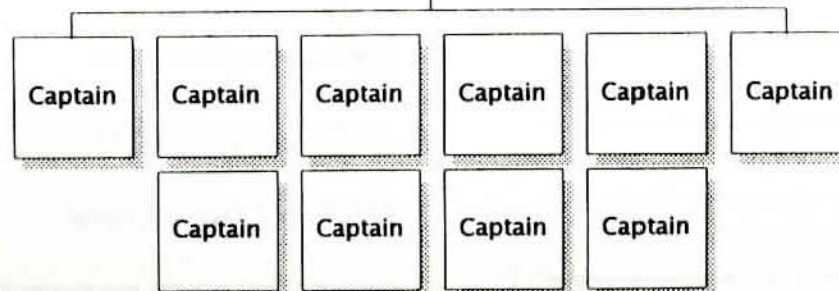
Strategic vs. Shot Gun
or
Low Profile vs. High Profile

Citizens For Ritenour's Future

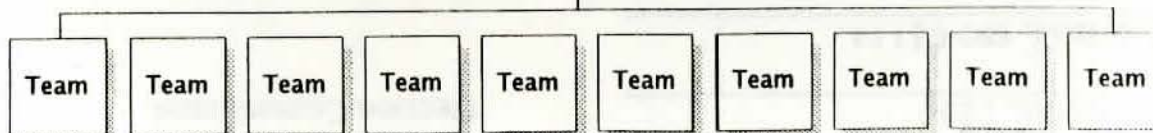
Chairperson



Supervises 10 Captains Per School



Supervises 10 Team Members



An Ideal Team Consists of Parents, Teachers & Students

Data Base

Information

Source of Information

Name Doe, John

Election Commission

Address Addie, 1234

Election Commission

Overland, MO 63114

Precinct & Township Mid 7

Election Commission

Phone 429-3500

Haines (Reverse Directory)

Year of birth 40

Election Commission

Elementary attendance area 2

District Information

Parent or NP P

District Information

Voted No '88 1 (Yes)

Election Commission

Voted April '89 0 (No)

Election Commission

Voted April '90 1 (Yes)

Election Commission

Yes X

No _____

} Positive Canvass

Voter Canvass

Yes X

No _____

Undecided _____

} Voter Canvass

Voter Canvass

25 HOUSEHOLD CANVASS

1. Identify a person with these households.
2. They will canvass, deliver information, get additional information, direct persons to someone for answers to questions, send postcards or pick another neighbor as source of post cards, make two reminder calls, and drive them to polls if necessary.
3. In general once YES household is identified "they will adopt that household" for the rest of the campaign.
4. Actually the 25 households become 15-18 with approximately 40 voters.
5. To help in doing this the workers need:
 - a. directions and list of households
 - b. list containing
 1. street alpha by number
 2. names of registered voters in households
 3. the elementary attendance area (for voting)
 4. phone number
 5. parent code (P) which helped to identify potential workers for the list if needed
 6. voting history (April 88) 1 for yes, 0 for no
 7. voting history
 8. space for current election
 9. year of birth
 10. visit with good news flyer - yes or not available
 11. canvass (yes, no, undecided)
6. Canvass team had two copies of the list. They kept one and supplied captains with updated second copy.
7. This information becomes basis for post cards and any "holes" that needed filled by someone else if they system breaks down.
8. Packets were organized to contain:
 - a. instructions, map and script
 - b. materials for distribution
 - c. questions forms
 - d. volunteer forms
 - e. 25 household list plus duplicate copy
9. Packets organized by elementary attendance area.
Approximately 100 per school x 25 = 2,500, 6 schools x 2,500 = 15,000 households.
10. Each captain had 10 workers.

11. If person(s) were never reached, then literature was left and a follow-up phone call seeking to determine whether they were supporters.
12. Once a household said NO then they were not bothered or contacted again. The focus was to identify the YES voter and get them to the polls.

BUILDING LEADERS

1. February 27 - Make reminder calls to captains and other leaders asking to recruit workers and make reminder calls to workers Friday evening, March 2 about the canvass. We will be going to our neighbors on the lists letting them know of our concern for the children's safety and the loss of the AAA rating. We will leave a flyer at each house (except those who told us NO the last time) but we will only talk to houses on our lists.
2. March 3 - Meet at schools at 9:00 am. Make sure packets go out with the person assigned to it and that a record is kept. The captains will be communicating with and receiving updates from workers so team lists must be accurately kept.

Get packets back but make sure the workers have their original list and brochures from remaining houses on their list. They will need to make several more attempts to contact households before updating the captains lists.

Use a PA to communicate!! Maybe even a portable chalkboard if available.

3. You must be very organized for this activity. A record must be kept of who has each packet and to whom they will update this information. Workers will need to go back on several attempts to contact all households on their list. They should then either by phone or in person update the captains copy so that we have accurate lists for other activities.
4. Go over the canvass instructions and script carefully. They need to know what to do but also understand this activity is the key to winning. With this information every future activity is directed at getting these "yes" households to the polls on April 3. That is why they have been asked to "adopt" this list of voters. If everyone refines the 25 down to 15 and gets all in those households to vote we will win. The election will be won by each of us getting our list to vote. We Can Win!! There were nearly 11,000 yes's in November 1988. Our job is to find them and get them to vote.

Make sure people know why they are doing this! Go over the financial chart with workers also.

5. Tell canvass workers not to be discouraged if only around 50% of households respond "yes". We can win if we find "our" 50% and see to it that "ours" vote. We've got to be better organized and work harder than our opponents.
6. Tell people how to use the lists. We eventually need a Y, N, or U next to every voter household profile.
7. Let people know this canvass is not the end but the means to the end. This is the way the most successful political machines win: door to door, face to face, follow-up on election day.
8. Tell workers to see if they can find additional workers when people tell them "yes". Especially people who would be willing to sign their name on a post card to be sent to the "yes" people on your list--their neighbors.

Would they put a sign in their yard? Help install signs? Work a poll? Make phone calls?
9. Make sure you go over everything on the brochure with workers. Take a little extra time since we've been out pretty early on Saturdays. Make sure they know what AAA means, what happens if you loose it. Make sure they know who is calling our schools unsafe and unfit for kids--the state of Missouri. They need to have "concern" in their voice when they show this brochure to their neighbors.
10. This activity is not a literature drop - it is a canvass and a willingness to follow up later. If the few are willing to do more than one packet make sure they realize that this means more follow up for them. They must adopt a second list of "yes" households.
11. Captains must be willing to recruit workers and remind them to be at school (Friday night reminder call). Captains must get updated information from their workers so the committee has accurate information. This means calling them and going over the lists to transfer new information or going to their houses and transferring it to the captains copy.
12. Praise your captains and workers. Let them know they are saving this community and doing what is right for their children.

Krats
Stre
Volun

13. Envelopes should contain:

2 copies of list and enough brochures
map - mark it so they know where to go

1 canvass instruction sheet

1 script

15 "Count on Me" forms

5 "I have a question" forms

1 frequently asked questions sheet

5 "A class act" flyer (if you have them) Some NA (not available) households may like to have this to if they are "yes".

1 cost chart

14. The workers should return packet but keep original list and enough of the AAA flyers to complete the list.

15. All of this should be done again for March 10 if needed.

16. Workers should return everything except their copy of list by March 12.

17. Building leader must make sure that updated copies are completed and turned in, "question" and "count on me" forms.

Captain Name _____
Address _____

Kratz A #1

Street _____ to _____

Volunteer(s)

Name _____
Address _____
Phone _____

Captain A Name _____
Address _____
Phone _____

Canvass #1 Packets

1. Positive Flyers
2. How-to-Canvass Directions
3. Script
4. Map of Route
5. 2 Copies of 25 Households Computer List
6. Do You Have a Question Sheet

Note: This door-to-door canvass is an important part of our efforts to pass a critically needed bond proposal for our school district. Please follow the instructions carefully. If you have any questions, please ask before you go out. Good luck, and thanks for your help!

- 1) In your packets, you will find a computer list indicating the area in which you are to canvass. The list contains the names of registered voters. Also, the names of "non-registered-to-vote" parents living in the area you are to canvass are printed on 3x5 cards. You will also find a map, brochures, and "I have a question" forms.
- 2) We will canvass (talk to) registered voter households and parents who are not registered. For other addresses (those that are not on the computer list or not listed on the 3x5 cards), we will simply place a brochure in the door and not canvass. For these households, remember to place the brochure in the door, and not in the mailbox.
- 3) For parents who are not registered, we will deliver the canvass message, and then make an indirect mention of the need to register. You could say: "You know, a lot of our parents are not registered, so we're reminding everyone that the cutoff for the April election is March 14th—you have to be registered by then. Because we want to make sure that everyone can vote, we're having voter registration at the high school today."
- 4) For the individual to whom you talked, record the outcome of each contact on the computer list with an "x" in the appropriate column. You either talked to someone (so indicate by placing an "x" on the line under the "Y"), or no one was home (place an "x" under the "NA"). In addition, if the person volunteers their feelings about the bond election, you can indicate that on the lines under the second "Y" (yes in favor of the proposal), the "N" (not in favor), or "U" (undecided). Do not ask the person about the proposal, only record this information if it is volunteered.

OTHER IMPORTANT REMINDERS:

- ✓ Always be courteous--never argue. The more you argue, the more likely it is that argumentative people are likely to work against us. Don't waste your time.
- ✓ Clearly introduce yourself and your partners, and explain your connection to the Ritenour School District (parent, where you live etc.).
- ✓ Be familiar with the materials in your packet: brochure, "I have a question" form, etc.
- ✓ Follow the message closely. It's important that residents hear the points that are in **bold** in the sample message. These points are listed in the brochure. You can mark them in a brochure, and open the brochure and point them out while you are talking.
- ✓ Leave a brochure with everyone to whom you talk.
- ✓ Don't answer questions you're unsure of. Have the person fill out a question form, and someone from the committee will contact them by phone or letter with an appropriate answer.
- ✓ Try to avoid talking about the upcoming election. Explain that you are visiting people to talk about the quality of Ritenour's education program—not about the bond proposal.
- ✓ Return your materials. Report on your day's results and congratulate yourself on a good day's work!

Remember—the Sock Hop tonight, at 7:30, at the High School!

Canvass Message—Ritenour School District

Hi, my name is *(full name)*. *(Canvassers should introduce themselves and explain their connection to Ritenour School District.)*

With all the talk about ballot proposals, a lot of people have lost sight of our school district's excellent quality of education—what goes on inside the buildings—not the condition of the buildings themselves. For example *(name of person)*, did you know that during the past five years, the **amount of scholarship and grant money received by our students has gone up more than one-thousand three hundred percent**—from \$38,000 to one-half million dollars? *(Pause, let person respond).*

IF NOT: That's why we're going door-to-door today, to let people know about the quality of our school district's educational program.

OR

IF YES: Most people are not aware of this, and that's why we're going door-to-door today—to let people know about the quality of our district's educational program.

(Name of Person), we've prepared a brochure about our district that we'd like to leave with you, but I'd like to take just a minute to highlight a few things that are in it.

- ✓ For example, did you know that a **higher percentage of Ritenour students go on to college than Pattonville students?** *(Pause).*
- ✓ Or that our **test scores** at every grade level are at or above the national average?
- ✓ And that Ritenour was honored in 1989 by the having the **Missouri State Math Champion?** Our pre-school was named **one of the top six in Missouri.** And so was our **Chapter 1 reading program**—in fact, we were the **only St. Louis area school district receiving this honor.**

In several weeks, we're going to come back and visit with you about the crisis our district is facing because of rundown and unsafe school buildings. But before we do that, we just wanted to take a minute and let our neighbors know that **what goes on inside the buildings is something we should be proud of.**

(Name of Person)—thanks for talking with us today. We'll leave this brochure with you so you can read more about the quality of education in the Ritenour School District.

Household	Address	City	State	Zip	1	0	.	60	---	---	---	---				
# Household	ASHBY RD	ASHBY RD		2308	2308 ROGERS ROGERS, ROSETTA G	2		426-2684	1	0	.	60	---	---	---	---
# Household	ASHBY RD	ASHBY RD		2319	2319 SCHWEBEL SCHWEBEL, DOROTHY A	2			1	0	.	38	---	---	---	---
# Household	ASHBY RD	ASHBY RD		2319	SCHWEBEL, RAY W JR	2		000-0000	1	0	.		---	---	---	---
# Household	ASHBY RD	ASHBY RD		2330	2330 RASICO RASICO, DAVID W	2		428-8242	1	0	.		---	---	---	---
# Household	ASHBY RD	ASHBY RD		2334	2334 BURKS BURKS, VINCEANNA J	2		000-0000	1	0	.	58	---	---	---	---
# Household	ASHBY RD	ASHBY RD		2338	2338 LUDWINSKI LUDWINSKI, CLARA V	2		428-8242	0	1	.	-1	---	---	---	---
# Household	ASHBY RD	ASHBY RD		2338	LUDWINSKI, HENRY T	2		428-8242	0	1	.	-1	---	---	---	---
# Household	ASHBY RD	ASHBY RD		2338	2338 WARHOOVER WARHOOVER, IAREN A	2			1	0	.		---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1900	1900 CROMER CROMER, EDITH N	2			1	0	.	06	---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1901	1901 WHITE WHITE, JAMES M	2		000-0000	1	0	.	50	---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1901	WHITE, JULIA J	2		000-0000	1	0	.	49	---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1907	1907 GRAELER GRAELER, BERTHA E	2		428-3024	1	1	.	-1	---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1907	GRAELER, ERNST E	2		428-3024	1	1	.	-1	---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1907	GRAELER, LEE A	2		428-3024	1	0	.		---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1908	1908 OLDENBURG OLDENBURG, FAMELA JEAN	2		000-0000	0	1	.	59	---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1911	1911 DENNISON DENNISON, CHERRI L	2		000-0000	1	0	.	56	---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1912	1912 BUEHRER BUEHRER, CLARENCE H	2		426-4029	1	1	.	27	---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1912	BUEHRER, LINDA K	2		426-4029	1	0	.	42	---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1916	1916 VOLZ VOLZ, PAMELA KAYE	2	P	428-3349	1	1	.	55	---	---	---	---
# Household	BRYANT AVE	BRYANT AVE		1919	1919 ROACH ROACH, AURELIA R	2		428-3627	1	0	.	-1	---	---	---	---

Academic Achievement

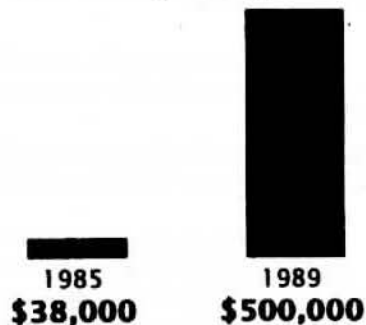
- Test scores at EVERY grade level at or above national norms
- College credit courses offered at high school
- Nearly 100 scholarships and grants awarded to Ritenour seniors
- New high school honors diploma awarded for unique college prep curriculum
- Ritenour students annually selected to prestigious Missouri Scholar's Academy
- 1989 Missouri State Math Champion
- Average ACT Score*

United States	18.7
Ritenour	19.7
Missouri	19.0

*St. Louis County Star Journal, May 24, 1989

Post High School Success

Class of 1989 over \$500,000 scholarships and grants



Students going on to higher education highest in over 20 years



Leader in Staff Development

- One of first districts in Missouri to have staff development program - workshops, outside classes, continued college training and speakers
- Experienced Professional Staff
13 years average experience

PhD	-	1%
MA	-	55%
BA	-	44%
- Total Programs & Opportunities 1988-89
253
- Total Participants
984
- 75% staff participation in extensive re-training programs



Ritenour School District
 Dr. John W. DeArman
 Superintendent of Schools
 2420 Woodson Road
 St. Louis, MO 63114
 429-3500

Ritenour School District



A Class Act

Award Winning Programs

- Preschool named one of top six in Missouri
- Chapter One Reading program named one of top six in Missouri & only one in St. Louis



Special Programs

- Pioneer in computer-assisted instruction for students
- Computer labs in every school - Some of the best in St. Louis**
- First in St. Louis to install satellite learning - Provides college credit courses to high school students by television satellite**
- Special instruction for academically gifted and remedial students
- Radio station and television studio at high school (donated to district; external funding by St. John and County Cable Commission)

"I enjoy having computers because they help you learn on computers instead of with a book, piece of paper and a pencil."

Crystal Beelek, Marion Elementary, 4th Grade

Athletics & Activities

- Extracurricular activities **AT ALL SCHOOLS**
- Missouri 4-A State Track Champions 1989
- Annual Elementary Art Show at Northwest Plaza
- Over 1,200 high school students participated in 712 after school activities 1989
- All-Conference, All-Metro and All-State athletic selections**
- Student Leadership Retreat combines high school students, business leaders and professionals **First in St. Louis County**
- Flag Corp, Band, Rhythmettes and Cheerleaders - State and National Awards

Learning is for Life

- Over 3,000 citizens** participated in community education programs last year
- Programs for **preschool through senior citizens**
- Senior Citizens Dining Center
- Adult Diploma and GED programs
- YMCA Latchkey program at all elementary schools
- Buildings and fields used extensively by the community
- Ritenour Welfare provides eye-glasses and emergency relief to needy Ritenour families (funded through community service organizations)

"From the Student Council to the Debate team, from excellent teachers to caring students, I feel Ritenour has more than prepared me for college and for life."

Kevin Fore, Ritenour High School, Class of 1990

**Keep Ritenour Schools AAA
VOTE YES ON APRIL 3**

I have a question for the Citizens For Ritenour's Future:

Name: _____
 Last First Middle

Address _____ Phone _____

Question: _____

Paid for by
Citizens For Ritenour's Future
Jack Burleson, Treasurer

Canvasser _____

Canvass #2 Packets

1. AAA Flyer
2. Directions
3. Script
4. Computer List of 25 Households
5. Telephone Follow Script
(to complete packets)
6. Telephone Script
(Monday Night Calls to Yes Households)
7. Telephone Script
(Election Afternoon Remind Calls to Vote)

This door to door canvass is an important part of our efforts to pass the bond issue. Thank you for volunteering to make this list "your assignment and main contribution" in this campaign. Today we begin to identify the "yes" households. It is important to contact each household on the list. If you don't contact a household today, please make every effort to contact them by going back again. Please follow the instructions carefully. If you have any questions, please ask before you go out. Good luck and thanks for your help.

- 1) In your packets, is a computer list indicating the area you are to canvass. The list contains names of registered voters. You will also find a map, brochures, "I Have A Question" and "Count On Me" forms, an estimated monthly cost chart, and frequently asked questions and responses for your information.
- 2) We will canvass (talk to) registered voter households only. At other addresses (not on your computer list) simply place a brochure in the door. **DO NOT TALK TO THEM.** For these households, remember to place the brochure in the door, and **NOT IN THE MAILBOX!!**
- 3) After talking to a household, record the outcome of each contact on the computer list. If the person indicates that they are in favor "YES", mark a "Y" under the "Y" column. If they say "NO", mark an "N" under the "N" column. If they are "UNDECIDED", mark a "U" under the "U" column.
- 4) You are **NOT** expected to answer everyone's questions. If you feel you must respond look to see if this question is on the fact sheet. If they have a question encourage them to fill out the "I Have A Question" form (peach) and someone will get back to them. Return forms at school's check-in location.
- 5) If they are a "YES" and want to help in some way, have them fill in the "Count On Me" form (white). Return forms at school's check-in location.
- 6) If they ask about the cost, show them the chart. Find the market value of their house and let them see how "little it will cost." Tell them this chart will be in the March Ritenour News.

OTHER IMPORTANT REMINDERS

Always be courteous—never argue. The more you argue, the more likely it is that argumentative people are likely to work against us. Don't waste your time.

Clearly introduce yourself and your partner. Explain your connection to the Ritenour School District (parent, teacher, employee, where you live, etc.).

Be familiar with materials in your packet: brochure, forms, etc. Read over carefully.

FOLLOW THE MESSAGE CLOSELY! It's important residents hear the bold points in the sample message. These points are listed in the brochure. You can mark them in a brochure, and open the brochure and point them out while you are talking.

Leave a brochure with everyone to whom you talk.

Don't answer questions you're unsure of. Have the person fill out a question form, and someone from the committee will contact them by phone or letter with an answer.

Return your materials. Report on your results and congratulate yourself on a good day's work!

Keep your original list and enough brochures to contact people on your list who were not home today. Your completed list will be used by you for reminder calls and election day activities.

CANVASS MESSAGE

"Hi! My name is (full name)." Canvassers should introduce themselves and explain their connection to the Ritenour School District.

"I want to discuss with you two problems regarding the Ritenour School District."

Did you know that **our schools are unsafe and our buildings have been called "The worst in St. Louis County,"** by the Missouri Department of Education.

The state says our buildings are beginning to hurt our educational program. **If we lose the bond issue they will recommend we lose our AAA rating.**

Realtors tell us **losing AAA will cost you an immediate loss of 10% on your house.** Our community can't afford not to support this.

The kids can't vote. We must provide for them and ourselves as a community. Please take the time to read this very important message in this brochure.

Can the children count on your support April 3?

If Yes:

Would you be willing to put a sign in your yard or work a poll? (Fill out form.)
Thanks for the support and I'll be talking with you later.

If No:

Thanks for your time.

If U:

Do you have any questions which I can turn in and have someone call with the answer? We want you to make an informed decision.

"Ritenour's buildings are the worst in St. Louis County."

*Claire Hennessy-McGowan, State Supervisor,
Missouri Department of Elementary and Secondary Education*

State To Recommend Pulling of AAA Rating

Richard Phillips, Coordinator of Supervision of Instruction for the Missouri Department of Elementary and Secondary Education answers questions about Ritenour's bond issue.

If the bond issue fails, will the State recommend pulling our AAA rating?

"Absolutely. I have alerted the Commissioner of Education about the conditions in the Ritenour School District and we are in agreement to recommend pulling Ritenour's AAA rating if improvements are not made. The State Board shares the same concerns about unsafe buildings."

How important are building conditions and safety?

"Although there are many standards to judge a district, safety is a district's first obligation to students and staff. It doesn't do any good to have quality programs if your buildings are not safe."

Do building conditions really affect education?

"Yes. Facilities have a direct bearing on the learning climate and the quality of the learning process."

Are Ritenour's buildings unsafe?

"Yes. Conditions are not safe or healthy. Plaster falling in school buildings is not safe. Buildings don't have proper ventilation or lighting. The wiring and plumbing are inadequate. Your buildings are not healthy places for kids to learn. Transportation is a safety concern. I have a real concern about the unloading and loading of youngsters from buses."

THIS IS THE ONLY ISSUE!

Ritenour is going to lose its AAA rating if we don't do something about our unsafe buildings.

The only way we can correct building safety problems is by approving the bond issue!

IT'S THE LAW!

Bond issue funds can **ONLY** be used for construction, renovation, repairs, equipment and purchase of land.

**NOT SALARIES
OR SUPPLIES!**

I Care



VOTE YES
Ritenour Bond Issue
April 3, 1990

OUR SCHOOLS ARE UNSAFE!



**If You Care
VOTE YES
April 3, 1990
Ritenour Bond Issue**

Paid for by Citizens For Ritenour's Future, Jack Burfman, Treasurer

OUR KIDS DESERVE SAFE BUILDINGS!

Vote YES To Keep Ritenour AAA

What is the AAA rating?

The AAA rating is the highest classification given to a school district by the State of Missouri.

What makes a district AAA?

The Missouri Department of Elementary and Secondary Education gives a AAA rating to districts which have achieved an outstanding level of service in numerous areas.

Some of the items measured by the State of Missouri:

- safe school sites and buildings designed for learning
- curriculum
- high school graduation requirements
- libraries
- pupil-teacher ratio
- teacher-administrator ratio
- counselors and special education
- student activities
- transportation

Ritenour received a warning this year from the State.

According to the State of Missouri, school buildings should provide a healthy, safe, attractive, clean and comfortable environment and be adequate in size and arrangement for the number of students and the educational program. Ritenour's buildings do not meet any current standards or building codes.

Why is our AAA rating in jeopardy?

Ritenour buildings are not safe. The primary standard on the State's checklist is safe school sites and buildings. Safe buildings are critical to a successful school district and have a tremendous impact on all other items on the State's checklist. The State knows unsafe buildings have a negative effect on other standards.



A large section of plaster at Ritenour Middle School has crumbled on the hallway floor after falling from the ceiling. The 5-foot by 8-foot section caught on one side, before falling nail-side down five minutes before the dismissal of school.

Any Additional Questions - 436-9383

Downgrade To AA Affects Everyone

- Ritenour would be the only district in the entire St. Louis area without the AAA rating.
- An immediate drop of 10% in housing values would occur according to realtors. As property values continue to drop, homes will become harder to sell.
- Our students would be placed at a disadvantage when competing for scholarships and admittance to colleges.
- The community and school district will be perceived as low quality.
- Business growth would be slowed if not stopped completely.
- A community with a negative image does not attract younger families.
- Local governments and churches would be affected if families leave the district.

Show Your Care & Keep Ritenour AAA - Vote Yes April 3

How Much Will It Cost?

The bond issue will cost the owner of a \$50,000* house less than 20¢ per day

The tax rate will increase annually until 1993 to an estimated peak of 69 cents per \$100 assessed valuation and then begin to decline.

For the average taxpayer, payment the first year would be \$1.74 a month. Payment in the peak year, 1993, the tax would be \$5.46 a month. After 1993, the rate will begin to decline.

Estimated Monthly Costs Above 1989 Level

Value of House	1990	1991	1992	1993	1994	1995
\$50,000*	\$1.74	\$3.48	\$5.22	\$5.46	\$5.22	\$4.99

DO NOT ADD COLUMNS TOGETHER

Amounts in each column represent the increase paid over current taxes.

*The average house in Ritenour is worth about \$60,000.

Keep Ritenour Schools AAA VOTE YES ON APRIL 3

You can COUNT ON ME to help keep our district's AAA rating!

Name: _____
Last First Middle

Address _____ Phone _____

Other voters at this address: _____

I WILL:

- | | |
|---|--|
| <input type="checkbox"/> Vote YES on April 3 | <input type="checkbox"/> Volunteer to work as a canvasser |
| <input type="checkbox"/> Put up a yard sign | <input type="checkbox"/> Volunteer to work on election day |
| <input type="checkbox"/> Donate \$ _____ to help keep our district's AAA rating | |

Signature _____

Paid for by Citizens For Ritenour's Future • Jack Burleson, Treasurer

TELEPHONE CANVASS TO FINISH UP ALL PACKETS

May I please speak to _____ or _____.

Mr. or Mrs. _____ this is _____ and I'm working with other volunteers from _____ school on the upcoming Ritenour Bond Issue.

In the past few weeks we've distributed literature to your house about the unsafe conditions in our schools and the loss of AAA and its effects on property values.

Have you had a chance to read that information? There has also been a lot on the television news.

Can the children count on your support on the April 3rd Bond Issue?

If Yes: Thanks so much for your support. Every vote is important. Would you like a yard sign? Again, thanks and we'll be in touch later.

If No: Thanks for your time.

TELEPHONE SCRIPTS

MONDAY EVENING SCRIPT

Directions: Please make these calls between 6:00 pm and 9:00 pm on Monday, April 2, 1990. These calls are an essential part of the campaign. Please try to call back periodically. The calls are to "yes" and "undecided" households. Thanks!!

Hello, may I please speak to _____ or _____?
Mr. (Mrs.) _____ this is _____ calling to remind you that tomorrow is election day. Tomorrow will decide whether Ritenour kids continue to go to school in unsafe buildings and whether the loss of AAA will lower your property values by 10%. Can the kids count on your support?

The election is going to be close and every vote is important. Thanks for your time.

** If respondent indicates in any way that they are not a yes at this time do not include them in your Tuesday (election day) reminder calls.

TUESDAY AFTERNOON AND EARLY EVENING APRIL 3, 1990 ELECTION DAY SCRIPT

Directions: Please begin making these calls any time after 3:00 pm on Tuesday, April 3, 1990. Continue attempting to reach everyone until 6:30 pm. The election will be won or lost on voter turnout. We must get every "yes" household to vote. Thanks!!

Hello, may I please speak to _____ or _____?
Mr. (Mrs.) _____ this is _____ calling. We're just doing last minute reminder calls to everyone that the polls close in _____ hours (minutes). Remember the kids--they need everyone to vote today to save our schools and community.

(If they say they've voted already, remind them to get all voters in their house to go vote.)

Thanks for your time.

1987-88 Levy

Ritenour School District

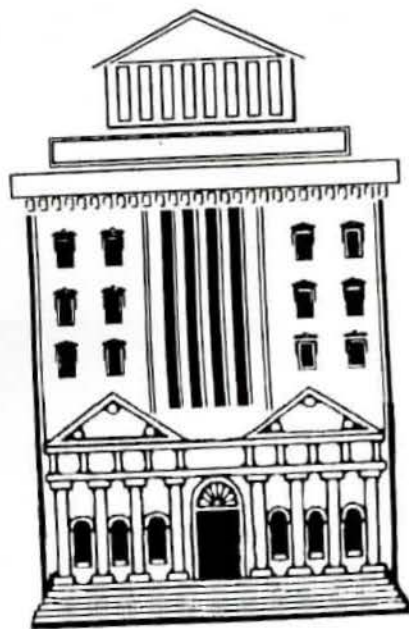


Bond Issue

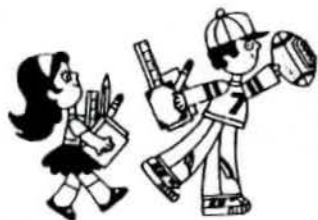
Monthly Bills

- Books
- Utilities
- Salaries
- Transportation
- Supplies
- Equipment

School Improvements



Financial Institution



Ritenour Family



Pay Check



Monthly Bills

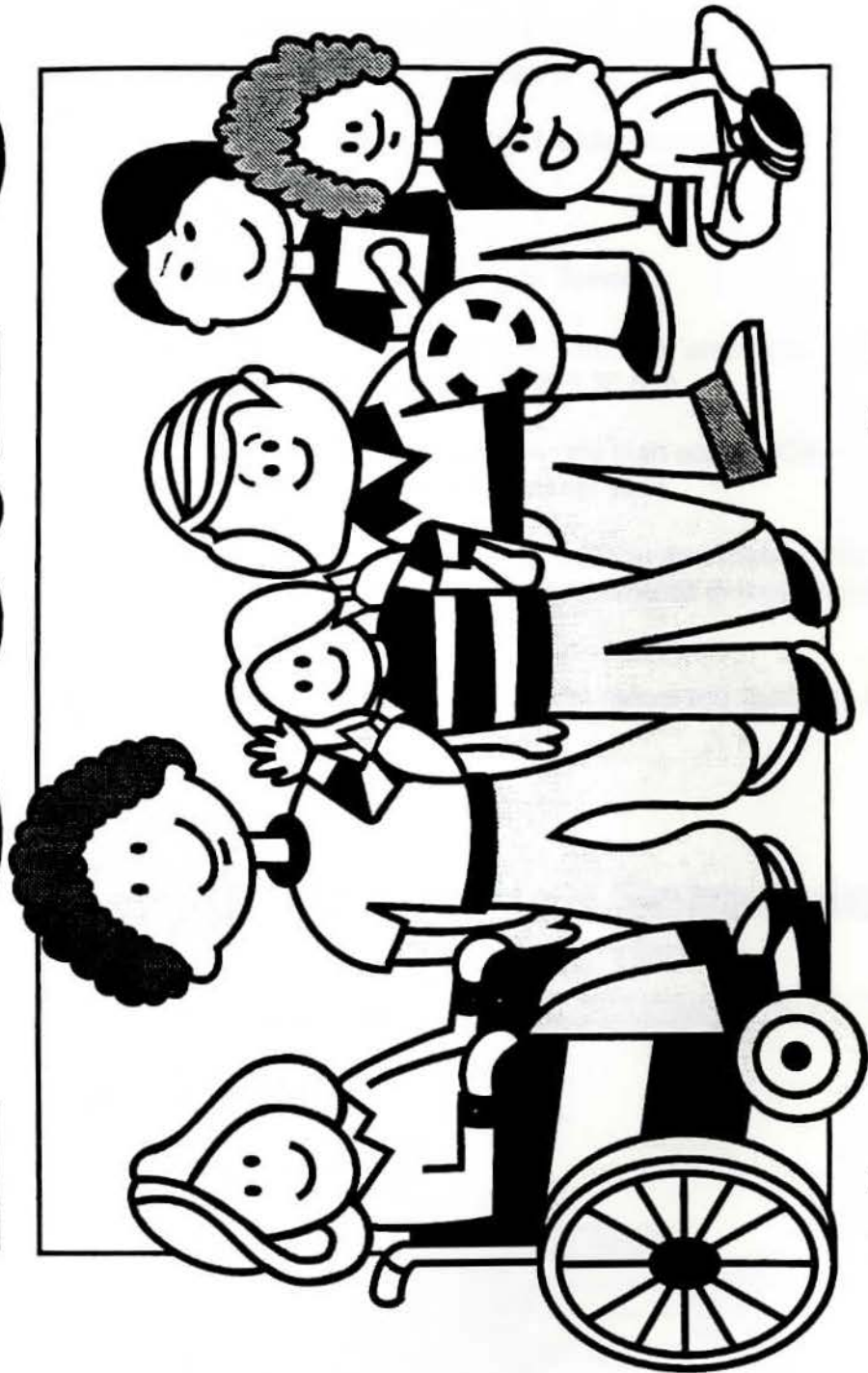
Groceries
Utilities
Insurance
Auto Payment
Mortgage



Home Improvement Loan



ILcare



Ritenour Bond Issue

RITENOUR SCHOOL DISTRICT

Contingency Plan For Use of School Facilities

The following plan was approved by the Board of Education September 28, 1989 to be implemented September, 1990 should the bond issue fail to win approval April 3, 1990.

1. Close Armbruster, Home Heights, Marion, Marvin and Ritenour Middle schools.
2. Move Marion and Marvin students to Hoech.
3. Move all Ritenour Middle and Hoech Middle students to the High School.
4. Using the high school building, operate high school classes from 6:00 a.m. until 12:00 noon, with middle school students housed at high school from 12:00 noon to 6:30 p.m.
5. Place community education offices in the administrative center or the high school. Offer all community education programs in the evening only at regular school sites.
6. Move all special programs from closed buildings to Buder, Kratz, Iveland and Wyland Elementary schools. This will require the use of 10-12 classrooms and bring enrollments in these schools to above capacity.
7. Board up vacated schools and use the money saved to maintain the remaining buildings as well as possible.

Proposed Ritenour Renovation Schedule* should bond issue win approval April 3, 1990

1990	1991	1992	1993
June 90 • Roofs, windows, doors, outside walls, concrete work at Buder, Iveland, Kratz, Marion, Marvin, Wyland, RMS, HMS, RHS & Admin. Ctr.	Aug 92		
June 90 • Marion	Aug 91		
	June 91 • Marvin	Aug 92	
	June 91 • Ritenour Middle	Aug 92	
	January 91 • Iveland	June 92	
		January 92 • Buder	June 93
		June 92 • Kratz	Aug 93
		June 92 • Wyland	Aug 93
		June 92 • Hoech	Aug 93
June 90 to Aug 90 • RHS	June 91 to Aug 91 • RHS	June 92 to Aug 92 • RHS	June 93 to Aug 93 • RHS
	June 91 • RHS Music	Dec 92	
		Sept 92 to March 93 • Administrative Ctr.	

*Please note dates do not reflect construction delays or weather delays

ESTIMATED

MONTHLY COSTS



Ritenour Bond Issue

ABOVE 1989 LEVELS FOR YEARS 1990-2010

Value of House	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	GRADUAL REDUCTION 2000-2010
\$ 30,000	1.04	2.09	3.13	3.28	3.13	2.99	2.85	2.75	2.61	2.52	0
\$ 40,000	1.39	2.79	4.18	4.37	4.18	3.99	3.80	3.67	3.48	3.36	0
\$ 50,000*	1.74	3.48	5.22	5.46	5.22	4.99	4.75	4.59	4.35	4.20	0
\$ 60,000	2.10	4.18	6.27	6.55	6.27	5.99	5.70	5.51	5.22	5.03	0
\$ 70,000	2.44	4.88	7.31	7.65	7.31	6.98	6.65	6.43	6.10	5.87	0
\$ 80,000	2.79	5.57	8.36	8.74	8.36	7.98	7.60	7.35	6.97	6.71	0
\$ 90,000	3.13	6.27	9.40	9.83	9.40	8.98	8.55	8.26	7.84	7.55	0
\$ 100,000	3.48	6.97	10.45	10.92	10.45	9.97	9.50	9.18	8.71	8.39	0

DO NOT ADD COLUMNS TOGETHER

*The average house in Ritenour is worth about \$50,000. For the average taxpayer, payment the first year would be \$20.90, or \$1.74 a month. Payment in the peak year, 1993, the tax would be \$65.55, or \$5.46 a month.

These estimates do not include Proposition C or reassessment roll-backs.

The actual value of the average Ritenour house is \$49,746.

Amounts in each column represent the increase paid over current taxes.

Media Credibility

Nationally

TV 52%

Newspaper 25%

Radio 9%

Locally

District Newspaper 37%

Community Newspaper 34%

City Newspaper 16%

URGENT!

Election Day Is
Tuesday, April 3

This Is The Day To Say

- **YES** To Safe Schools
- **YES** To Saving AAA Rating
- **YES** To The Future Of
The Ritenour Community

PLEASE VOTE YES
RITENOUR BOND ISSUE

Thank you!

Citizens For Ritenour's Future

Gail Schafgenetzil
Edel Enck

Paid for by the Citizens For Ritenour's Future,
Jack Burlison, Treasurer

EVERY VOTE COUNTS!

To vote on the Ritenour Bond Issue
April 3, you must be registered at your
present address by March 14.

According to the Election Board
Commission you are not registered at
this address. Please register at your
local school or library.

**YOUR VOTE IS IMPORTANT
TO RITENOUR KIDS**

SHOW YOU CARE!

Thank you!

Citizens For Ritenour's Future

Paid For By the Citizens For Ritenour's Future,
Jack Burlison, Treasurer

I Care



VOTE YES
Ritenour Bond Issue

Gail Schafluetzel
Ethel Endsworth
Co-Chairpersons
Jack Burleson
Treasurer
Mike Rohman
Walter Branneky
Business-Co-Chairpersons

CITIZENS FOR RITENOUR'S FUTURE

March 27, 1990

Dear Neighbor,

APRIL 3 IS A VERY IMPORTANT DAY FOR OUR COMMUNITY AND OUR SCHOOL DISTRICT. On this day, voters will be asked to approve the Ritenour bond issue. Passage of the bond issue is a must; without it, we lose our AAA rating.

State officials have gone on record: if we don't fix our buildings, they will downgrade the district to a AA rating. A downgrade to AA will be a disaster because it affects everyone.

- Ritenour would be only district in St. Louis area without a AAA rating.
- An immediate drop of 10% in housing values.
- Graduates will be at a disadvantage when competing for scholarships and admittance to colleges.
- Our community and school district perceived as low quality.
- Business growth would be slowed if not stopped completely.
- Negative image would not attract younger families and homes would become harder to sell.
- Local governments and churches affected when families leave the area.

The bond issue requires a four-sevenths majority to win and a low voter turnout is expected on election day. Your YES vote is needed on April 3! Please encourage your family and friends to join you. We'll need every vote we can get. If just a few of our supporters forget to vote, the results could be devastating for our children and community.

**Show you care and keep Ritenour AAA
Vote YES Ritenour bond issue.**

Sincerely,

TED SMITH REALTY
TED SMITH, PRESIDENT
8964 St. Charles Rock Road
St. John, MO 63114
427-7700

LARRY MAY REAL ESTATE
10656 St. Charles Rock Road
St. Ann, MO 63074
423-9602

SUNRISE REALTY
MIKE CARTER, PRESIDENT
4444 Woodson Road
Woodson Terrace, MO 63134
428-5600

GUNDAKERS REALTORS
BETTER HOMES & GARDENS
ED RANEY, BRANCH MANAGER
12310 Natural Bridge Road
Bridgeton, MO 63044
291-8181

ROBERT C. PECK
AND ASSOCIATES REALTY
9642 Midland Blvd.
Overland, MO 63114
427-8200

CENTURY 21
CLIFFORD HINDMAN
REAL ESTATE CO.
11429 St. Charles Rock Road
Bridgeton, MO 63044

CENTURY 21
BETTY VAUGHN
& ASSOCIATES
3459 Ashby Road
St. Ann, MO 63074
429-5252

Realtors Say **YES** To **Ritenour** **Bond Issue**

As realtors, we know the renovation of Ritenour's buildings is vital if we are to maintain the desirability of our area to home owners and new buyers.

The loss of the AAA rating would have a serious negative impact on the property values of our neighborhood homes.

Please protect your investment and vote YES for the Ritenour bond issue.



VOTE YES APRIL 3

I.M.S. COMPANY REALTORS
GALLERY OF HOMES
JEANNE L. INGERSOLL
9539A Lackland Road
St. Louis, MO 63114
423-4146

BRANSTETTER REAL ESTATE
STEVE BRANSTETTER,
PRESIDENT
10521 St. Charles Rock Road
St. Ann, MO 63074
429-5266

PIONEER REAL ESTATE
SERVICES, INC.
RICKEY A. HARRIS, DAN BUESCHER
DAVE KASPRCZYK
9519 Lackland Road
St. Louis, MO 63114
426-2274

BERRY COMPANY REALTORS
PAUL L. BERRY, PRESIDENT
2319 Woodson Road
St. Louis, MO 63114
427-1500

CHARLES F. VATTEROTT
FAMILY OF COMPANIES
10449 St. Charles Rock Road
St. Ann, MO 63074
427-4000

McKEE REALTY
JIM WEST
4000 Woodson Road
St. Louis, MO 63134

RE-MAX METRO REAL ESTATE
HANK SOLTERMANN
12502 Lusher
St. Louis, MO 63138
427-3247

PAID FOR BY THE CITIZENS FOR RITENOUR'S FUTURE, JACK BURLESON, TREASURER

Fund Raising

- Business & Individuals
- PTA Activities
- T-Shirts
- Buttons
- Printing
- \$10 on the 10th
- Soc Hop
- Baseball Card Show
- School Group Activities

\$10 ON THE 10TH

The results of the January phone survey are complete. A large majority of residents surveyed indicated they wanted the bond issue resubmitted. The Board has voted to place the issue on the April 4th ballot. We all need to work together to pass the bond issue. You can volunteer your services in more than one way:

1. Telephone calls - reminder calls to supporters.
2. Saturday flyer drops - especially April 1st.
3. Post cards and mailings - subsidize the campaign by mailing postcards to parents of your students.
4. \$10 on February 10th to be used for printing, postage, flyers, yard signs, election day literature, etc. We will take contributions anytime you can give. This campaign will be a grassroots effort so every dollar is very helpful.

Sign up sheets will be in the buildings at a later date. If you choose to donate money, make checks payable to **Citizens for Ritenour's Future**. A collection envelope will be in the principal's office.

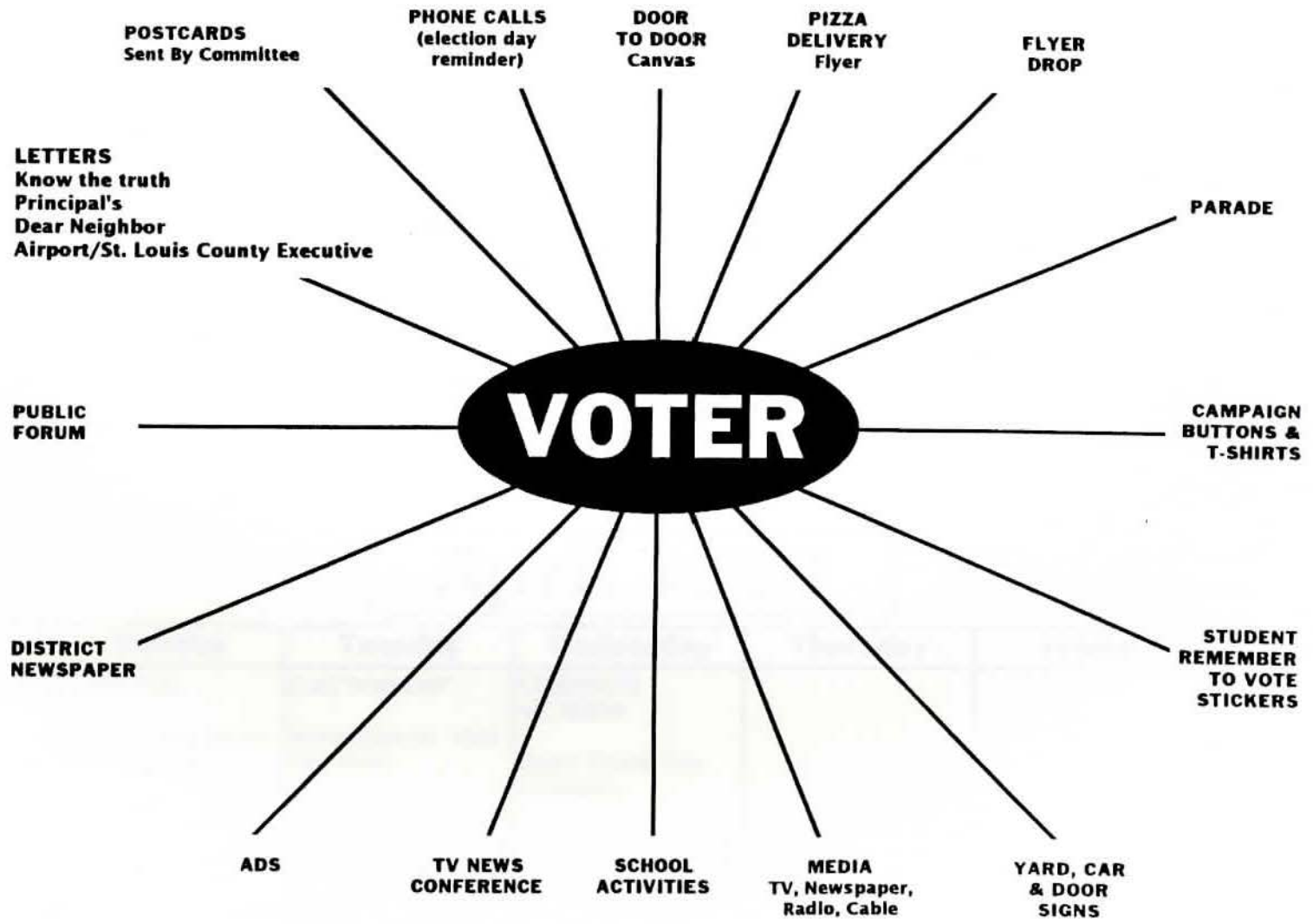
We came very close in November. Through your efforts you can help pass the bond issue to provide better learning conditions for students and working conditions for teachers and other staff members.


Inell McMillon, RNEA President


Helen J. Meredith, RFT President


Joanne Neely, RCTA President

9 Contacts With Voters



March 1990

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
16th Airport Letter Mailed 17th - 18th Yard Signs Go Up 18	Thank You Letter To Community Gov'ts Mailed 19	20	21	Board's "Know The Truth" Letter Mailed 22	Grandparent's Day In Schools 23	District Newspaper Mailed To All Residents 24
25	TV News Conference With Commissioner "Urgent" Postcards Mailed 26	"Dear Neighbor" Letter Mailed 27	Endorsement Ads in Local Paper Principal's Letter Mailed To Parents 28	Principal's Letters Mailed To Parents 29	30	Parade 31

April 1990

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
"Did You Know" Ads in Paper Flyer In Response To Opposition Distributed Door-To-Door 1	I CARE Day Stickers Sent Home With Students 2	ELECTION DAY Remember to Vote Activities 3	CELEBRATE VICTORY!! Begin Thank You Activities 4	5	6	7
Volunteer Telephone Calls			8	9	10	11
8	9	10	11	12	13	14

I Care



VOTE YES Ritenour Bond Issue

Gail Schafluetzel
Ethel Endsworth
Co-Chairpersons
Jack Burleson
Treasurer
Mike Rohman
Walter Branneky
Business-Co-Chairpersons

CITIZENS FOR RITENOUR'S FUTURE

NOW IS THE TIME TO RALLY FOR RITENOUR'S KIDS!

The buildings of the Ritenour School District are in need of major repair and renovation for the safety of our children, as was evidenced by the collapse of a section of ceiling at Ritenour Middle School in December. In addition to the safety issue, the community is at risk from the loss of the district's AAA rating. It will take passage of the Ritenour Bond Issue on April 3, 1990 to provide the funds necessary to do the work to bring the schools up to Building Officials & Code Administrators (BOCA) codes and Department of Elementary and Secondary Education facility requirements.

Enclosed is a letter from the Ritenour Board of Education, sent to all district residents outlining what will happen if it fails, loss of the AAA rating, boarding up of schools, etc. Loss of AAA rating will have far-reaching effects (see attachment), curtailing business growth and affecting our jobs and economy.

1967 was the last time Ritenour voters approved a bond issue. 1990 will be a year of significant change and your help is needed to support and pass the Ritenour Bond Issue.

Thank you for your support!

Michael S. Rohman
Business Co-Chairperson
427-0510

YES! I WILL SUPPORT THE RITENOUR BOND ISSUE

- _____ Enclosed is my tax-deductible donation.
This helps pay for flyers, yard signs, postage and newspaper ads.
- _____ You may place a sign in my business.
- _____ You have my permission to use the name of my business endorsing the bond issue.

Name of Business _____

Signature _____

Send donations to: Citizens for Ritenour's Future
c/o Jack Burleson, Treasurer
8725 Burton Avenue
St. Louis, MO 63114

Paid for by Citizens for Ritenour's Future
Jack Burleson, Treasurer

HOW CAN THE CHAMBER AND BUSINESSES HELP THE RITENOUR BOND CAMPAIGN?

suggested Activities:

Display literature in stores - drop in bags, place on counters

Place signs in windows

Display volunteer campaign worker cards on counter

Make copies of the renovation plan available to employees and customers (discuss at staff meetings so employees understand the information)

Participate in the speakers' bureau

Wear campaign buttons and make them available to customers

Help with fund raising - an estimated \$10,000 is needed to run the campaign

Purchase ads in newspapers

Make office and store telephones available for use for follow-up calls

Donate supplies - paper, sign posts, postcards, food for poll workers, etc.

Sponsor poll shifts or sites - release employees to work the polls

Participate in the door-to-door campaign - sign-up block workers, be responsible for contacting 25 homes

Display "Vote Yes Ritenour Bond Issue" on store marquees

Send letters to members of the community describing the effect a loss would have on the area and on businesses.

If you can help, please call Cindy Gibson -- 426-9513

OR
429-3500

Ritenour School District

BOARD OF EDUCATION
CARL J. VORST
PRESIDENT
ROSEMARY K. JENNEWAIN
VICE-PRESIDENT
GEORGE R. ALBIN, III, D.D.S.
CAROL J. GAINES
LAWRENCE T. H. KUO

March 16, 1990

Dear Ritenour Resident:

Attached is a copy of a letter from Mr. H. C. Milford, County Executive, dealing with the expansion of Lambert Field.

As you know, school district personnel have spoken out strongly against airport expansion, which would take away homes and businesses in the district. Many of you have expressed the fear that the airport would move south of I-70, perhaps as far as St. Charles Rock Road.

In an effort to clarify this issue, board members and administrators met with Mr. Milford, who has been involved in airport expansion discussions. We are very pleased with the information received from the County Executive. As his letter states, airport expansion south of I-70 in our community has been rejected as too costly and disruptive. This is good news for all of us. We can go ahead with our plans knowing our homes and businesses will not be destroyed and our community will remain intact.

This is truly good news for all of us and we are pleased to share it with you.

Sincerely,

RITENOUR BOARD OF EDUCATION

Carl J. Vorst

Carl J. Vorst
President

George R. Albin III

George R. Albin III
Director

Rosemary K. Jennewain

Rosemary K. Jennewain
Vice President

Carol J. Gaines

Carol J. Gaines
Director

Lawrence T. H. Kuo

Lawrence T. H. Kuo
Director



OFFICE OF THE COUNTY EXECUTIVE
SAINT LOUIS COUNTY
CLAYTON, MISSOURI 63105

H. C. MILFORD
COUNTY EXECUTIVE

February 22, 1990

Dr. John W. DeArman
Superintendent of Schools
Ritenour School District
2420 Woodson Road
St. Louis, Missouri 63114

Dear Dr. DeArman:

I appreciated the opportunity to meet with you yesterday and to discuss the concerns in your area about Lambert Airport's expansion plans.

I have participated in a number of meetings with the Airport personnel and City officials and the plan that has always been discussed as the preferred option is the plan that expands the Airport north of Interstate 70 and westward into Bridgeton. An earlier alternative that would have expanded the Airport south of I-70 was rejected as being far too costly and disruptive.

It is important for all of us to remember that a public environmental impact analysis process must be completed before any plan is finalized, and that the Federal Aviation Administration must approve the ultimate plan before federal funding will be made available to implement it.

As I indicated to you yesterday, the County Executive is not the decision maker in this case so that I can only report to you what information has been provided to me and the assurances I have been given. I do believe it will be helpful to County residents now that we have five strong members sitting on the Airport Commission who can ensure the lines of communication remain open and that County interests will be heard.

Sincerely,


H. C. Milford
County Executive

HCM:dj

I Care



VOTE YES
Ritenour Bond Issue

Gail Schafluetzel
Ethel Endsworth
Co-Chairpersons
Jack Burleson
Treasurer
Mike Rohman
Walter Branneky
Business-Co-Chairpersons

CITIZENS FOR RITENOUR'S FUTURE

March 19, 1990

I would like to personally thank each and every community in the Ritenour School District for supporting our children and our schools in maintaining a AAA school rating.

We as "Citizens for Ritenour's Future" understand the concerns of the leaders of our communities for keeping Ritenour a AAA district.

We understand the direct impact on our property values. We understand the downgrade to a AA rating's effect on the communities' standards of living and it is not confined to just one neighborhood. We understand it is impossible to hide from the inevitable, and we must now stand together for the good of us all.

Having the support of the leaders of each and every community in the Ritenour School District sends a strong message to all concerned.

Again, I would like to thank the leadership of our communities for taking the time and initiative to join in our effort.

Everyone remember to vote on April 3, 1990. It is OUR Future.

"Citizens for Ritenour's Future"
Political Contact Chairman

Timothy A. Corry

March 22, 1990

**AN OPEN LETTER FROM THE BOARD OF EDUCATION TO THE
CITIZENS OF THE RITENOUR SCHOOL DISTRICT**

You Have the Right to Know the Truth!

In order to attempt to defeat the bond issue, opponents have made a number of deliberately false and misleading statements about the school district. We will answer each of the following of their charges with the truth. Our responses are as follows:

1. *The Charge—Taxes are always going up in the school district.*

The TRUTH—There has been only one tax increase in the school district in the past twenty-three years.

2. *The Charge—The district has wasted money.*

The TRUTH—The Ritenour District is one of the most financially conservatively managed districts in the area. Over the past five years, the school district budget has increased an average of only 1.77%. During this period, the Consumer Price Index has increased an average of 4.0% per year. During the past five years, the school district has cut a total of \$5,329,415.00 from the budget. In the current year alone, expenditures have been cut \$746,196.00.

3. *The Charge—The buildings can be renovated for \$10 million to \$15 million.*

The TRUTH—Uninformed individuals are pulling figures from the air. They have produced no plan. They have done no studies. They have had no inspections of our buildings by qualified architects and engineers. The school district, on the other hand, employed a team of architects and engineers who examined every building from basement to roof. The fact is, if all needed work was done, the bond issue would cost over \$38 million. The Board of Education, however, has set a limit of \$30 million.

4. *The Charge—The buildings should not have been allowed to get in their present state of disrepair.*

The TRUTH—We agree. However, there has been insufficient money available to make major repairs. Our buildings range in age to over 80 years old and regular repairs are no longer sufficient. The last bond money available for building use was voted 23 years ago. Since then every bond issue has been defeated and there has never been enough money in the regular budget for major repairs our old buildings demand. However, you should know that \$4,380,685.25 has been spent on building maintenance since 1984.

5. *The Charge—The district spent \$1 million on the high school track.*

The TRUTH—The track cost \$50,800.00 and all repairs to the track have been made at the contractor's expense. Most of the money spent on the athletic fields went to repair the electrical system as well as the drainage system which had collapsed, making the fields virtually unusable for physical education classes. Remember, the athletic fields are a physical education classroom for 2,000 high school students.

6. *The Charge—The money from the sale of DeHart School has been wasted.*

The TRUTH—A total of \$450,000.00 was received from the sale of DeHart School. This was more than the appraised value of the property. The money is now in the bank and it will be used to make the first payment on the bonds.

7. *The Charge—The bond issue has too many frills.*

The TRUTH—This charge is absolutely untrue. The construction plan is a lean, basic renovation program. Of the amount proposed:

- \$24,450,000 is for roofs, electrical systems, plumbing systems, floors, walls, windows, doors, asbestos removal, tuckpointing and fire safety systems.
- \$5,550,000 is for additional classrooms and building equipment.
- This is a basic, no frills reasonable proposal.

8. *The Charge—The administrative center has been remodeled while the school buildings have been allowed to run down.*

The TRUTH—This is another example of efforts by the opposition to deliberately mislead the public. The majority of the administration building has been untouched for almost 30 years. The roof leaks; many of the windows are rotten; plaster has fallen from the ceiling; paint is peeling from the walls; the basement floods and the plumbing system is over 80 years old. Less than one-third of the building has had some renovation. **Less than two-tenths of one percent of the budget has been spent on the administrative center.** It is the oldest school building in St. Louis County still being used today. We strongly urge you to visit the administrative center to see for yourself.

9. *The Charge—If the district didn't spend so much to bus desegregation students into the district, we could fix the buildings.*

The TRUTH—This charge is also absolutely false. No district money is used for desegregation. Ritenour is required by federal court order to participate in the desegregation program. All money for desegregation comes from the State of Missouri. The State pays the following:

- Basic aid equal to that paid for each resident student.
- All aid necessary for books and supplies.
- All transportation expenses.
- An incentive of \$2,389 is paid to the district for each city student enrolled.

10. *The Charge—They are planning to give the money to the teachers.*

The TRUTH—State law (R.S.Mo 164.131) requires bond money be spent only for the following:

- New construction
- Renovation
- Repairs
- Purchase of property/land
- Purchase of equipment

The law specifically forbids the expenditure of bond money for any other purpose.

11. *The Charge—They'll just allow the buildings to run down again.*

The TRUTH—A special fund has been approved to provide necessary monies to keep the buildings on a set preventative maintenance schedule so they will never again fall into their present state of deterioration.

12. *The Charge—Administrators in Ritenour are paid too much.*

The TRUTH—Two-thirds of Ritenour administrators are paid salaries below the average paid by other county schools for the same jobs.

DON'T BE MISLED BY THE FALSE AND MISLEADING STATEMENTS OF THE OPPOSITION!

RITENOUR BOARD OF EDUCATION

Richard J. Vorst President	Rosemary K. Jennewein Vice President	George R. Albin III Director	Carol J. Gaines Director	Lawrence T. H. Kuo Director
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Richard J. Vorst *Rosemary K. Jennewein* *George R. Albin III* *Carol J. Gaines* *Lawrence T. H. Kuo*

March 28, 1990

Mr. and Mrs. J. Abbott
1207 #2 Oxford Hill Court
Saint Louis, Missouri 63146

Dear Mr. and Mrs. Abbott:

Apart from what you have read in the newspapers or heard from other sources, I feel I need to share with you my thoughts about the Ritenour bond issue.

Last week, I had a quick meal at a local McDonald's in the area. The facility has been there less than 5 years, and is showing signs of wear. A set of plans was displayed for the renovation of this restaurant....McDonald's knows that unpleasant surroundings will drive customers away.

Wyland School has served the children and the community of the Ritenour School District for 32 years. Most of its furnishings are original. Our library has been inadequate for years. The classrooms are overcrowded. The roof leaks, and the list goes on and on.

Property values in the Ritenour School District depend on the quality of our school programs and conditions of the buildings. If we fail to provide a quality building for our students, it affects their learning. Residents with children will move and potential residents will not come to live in our community.

McDonald's understands that I will not return to their restaurant to purchase a meal if the building is rundown. For the cost of my meal at McDonald's each month, you can build a quality school and preserve this community's future.

Remember the purchase of your next "Happy Meal", is more than the monthly property tax increase for the average homeowner in Ritenour for 1990. Two "Happy Meals" will cover the monthly cost for the next 10 years.

Wyland kids need every parent's support on April 3rd. Please take the time to vote. It is very important. Please vote YES.

Sincerely,

Barry O. Weston, Ed.D.
Principal, Wyland School

Paid For By: Citizens for Ritenour's Future, Jack Burleson, Treasurer

**Building and Construction Trades Council
of St. Louis, AFL-CIO**



Asbestos Workers

Awning and Tent Workers & Decorators

Boilermakers

Bricklayers

Cement Masons

Chauffeurs-Building & Construction

Electrical Workers

Elevator Constructors

Glaziers

Hoisting Engineers

Iron Workers

Laborers

Marble Setters Helpers

Marble Polishers

Marble Finishers

Painters

Pipe Fitters

Plasterers

Plumbers

**United Union of Roofers,
Waterproofers & Allied Workers**

**Sheet Metal Workers -
Commercial & Residential**

**Sheet Metal Workers -
Kitchen Equipment Shopmen**

Sprinkler Fitters

Mosaic & Terrazzo Workers

Terrazzo Finishers

Tile Layers & Marble Masons

Tile Workers & Finishers

Cares



**About - The Safety of Our School Buildings
The Loss of AAA Rating
The Future of Our Community**

VOTE YES APRIL 3

RITENOUR BOND ISSUE

PAID FOR BY CITIZENS FOR RITENOUR'S FUTURE, JACK BURLESON, TREASURER

I Care



**About - The Safety of Our School Buildings
The Loss of AAA Rating
The Future of Our Community**

VOTE YES APRIL 3

RITENOUR BOND ISSUE

55

PAID FOR BY CITIZENS FOR RITENOUR'S FUTURE, JACK BURLESON, TREASURER

DID YOU KNOW . . .

In the Ritenour School District there are 60,000 citizens. Only 27,500 are registered to vote and less than 44% decided the outcome of the bond issue election in 1989. Protect your investment.

I Care



VOTE YES April 3

RITENOUR BOND ISSUE

Paid for by the Citizens for Ritenour's Future, Jack Bureson, Treasurer

DID YOU KNOW . . .

The Citizens for Ritenour's Future has received over \$17,000 in donations from parents, businesses, friends and neighbors of the Ritenour community.

I Care



VOTE YES April 3

RITENOUR BOND ISSUE

Paid for by the Citizens for Ritenour's Future, Jack Bureson, Treasurer

DID YOU KNOW . . .

The Ritenour School District HAS spent over \$4 million on building repairs in the past few years.

I Care



VOTE YES April 3

RITENOUR BOND ISSUE

Paid for by the Citizens for Ritenour's Future, Jack Bureson, Treasurer

RITENOUR NEWS

March 1990

Unsafe Schools Threaten Ritenour's AAA Rating

State officials have issued a warning to the Ritenour School District. If district voters do not pass the proposed \$30 million bond issue in April, the state will recommend pulling the district's AAA rating.

Richard Phillips, Coordinator for the Missouri Department of Elementary and Secondary Education, told school officials, parents and staff members if Ritenour's unsafe building conditions are not repaired, he will recommend to the Commissioner of Education Robert Bartman and the State Board of Education the district be downgraded to AA.

Phillips made his comments at a special Ritenour-Board of Education meeting March 1. Over 125 people listened as Phillips explained the Department of Education's growing concern about the condition of Ritenour's buildings and the reasons why the district's AAA rating is in jeopardy. Phillips said Ritenour's buildings are not just the worst in St. Louis County, they are the worst in the state.

"Every district's first obligation is to the safety of it's students and staff. I have a real concern about the unsafe and unhealthy conditions I observed in this district," said Phillips. "Kids are telling us they don't feel safe in their environment. They feel uneasy about ceilings falling down and hot water spewing out from radiators. I was appalled at the conditions in which your kids are going to school."

If the rating is reduced to AA, Ritenour would be the only district in St. Louis and St. Louis County rated less than AAA.

"The state feels strongly that your kids, your teachers and other employees of the district deserve better," said Phillips. "The quality of education is being adversely affected because of the housing issue. What is at stake here is the quality of educational services for your kids. Nothing could be more important than that."

For more information about the loss of AAA rating and the effects on the community, see inside.



A large section of plaster at Ritenour Middle School lies crumbled on the hallway floor after falling from the ceiling. The 5-foot by 8-foot section caught on one side, before falling nail-side down five minutes before the dismissal of school.

Inside

- What is AAA Rating?
- Loss of AAA Rating Effects
- Business Community Concerns
- Board Candidate Profiles

RITENOUR NEWS

Ritenour School District, 2420 Woodson Road, St. Louis, MO 63114 • 429-3500

March 1990

Loss of AAA Affects Whole Community

The loss of a AAA rating by a school district has a devastating effect on the entire community. According to Richard Phillips, Coordinator for the Missouri Department of Education, Ritenour's loss of its AAA rating will have several effects on the district and the community.

"One of the first effects is the perception outside teachers and administrators develop about your district. When you go through the

process of employing new people the perception would be that the quality of services in Ritenour have been reduced, which in fact they have because of the services affected by the loss of AAA," said Phillips. "Many of your quality teachers would look for employment somewhere else because they don't want to work for a district that might be inferior."

Ritenour's loss of their AAA rating would also have a serious

effect on the future of the community. Phillips stated he has witnessed first-hand the reluctance of the business community and home buyers to come into an area because a district is rated lower than AAA. "I can assure you there will be a negative impact on the marketing ability of property in this area because of the rating of the district."

Despite unfavorable effects on the district and community, Phillips expressed concern about the effect

deteriorated schools are having and will have on Ritenour students.

"The kids do not perceive themselves as going to a school district as high in quality as others. You are in an area where all schools around you are AAA rated. In a competitive sense, you would not be regarded as having the same quality educational programs as other school districts in the immediate area. This will very definitely have a negative affect on your children."

Downgrade To AA Affects Everyone

- Ritenour would be the only district in the entire St. Louis area without the AAA rating.
- An immediate drop of 10% in housing values would occur according to realtors. The longer Ritenour is AA the more property values will continue to drop and the harder it will become to sell homes.
- Our students would be placed at a disadvantage when competing for scholarships and admittance to colleges.
- The community and school district will be perceived as low quality.
- Business growth would be slowed if not stopped completely.
- A community with a negative image does not attract younger families.
- Local governments and churches would be affected when families leave the district.

State To Recommend Pulling of AAA Rating

Richard Phillips, Coordinator of Supervision of Instruction for the Missouri Department of Elementary and Secondary Education answers questions about Ritenour's bond issue.

If the bond issue fails, will the State recommend pulling our AAA rating?

"Absolutely. I have alerted the Commissioner of Education about the conditions in the Ritenour School District and we are in agreement to recommend pulling Ritenour's AAA rating if improvements are not made. The State Board shares the same concerns about unsafe buildings."

How important are building conditions and safety?

"Although there are many standards to judge a district, safety is a district's first obligation to students and staff. It doesn't do any good to have quality programs if your buildings are not safe."

Do building conditions really affect education?

"Yes. Facilities have a direct bearing on the learning climate and the quality of the learning process."

Are Ritenour's buildings unsafe?

"Yes. Conditions are not safe or healthy. Plaster falling in school buildings is not safe. Buildings don't have proper ventilation or lighting. The wiring and plumbing are inadequate. Your buildings are not healthy places for kids to learn. Transportation is a safety concern. I have a real concern about the unloading and loading of youngsters from buses."

Local Businessmen Agree - Loss of AAA Affects Community

Frank Munsch, Overland Mayor

"I feel very strongly that if we lose our AAA rating our property values will start to decline."

Row Stille, Chuck-A-Burger

"I am very concerned. It is important to have a AAA rated school district because it has a direct bearing on the image of the district and the image of the whole community. It is important to the self-esteem of the residents and small businessmen like myself."

Ted Smith, Ted Smith Realtors

"As a past president of the Chamber of Commerce, I understand the special relationship between the business community and our schools. As a realtor, I know home property values and the public's perception of good schools go hand-in-hand."

Gordon Crowe, Community Federal

"There is a very strong relationship between the health of local business, home values, attracting new residents with school age children and an overall quality of life for all concerned. If Ritenour loses the AAA rating, the entire business community will suffer. Loss of the AAA rating will be extremely detrimental to all of us."

What is the AAA rating?

The AAA rating is the highest classification given to a school district by the State of Missouri.

What makes a district AAA?

The Missouri Department of Elementary and Secondary Education gives a AAA rating to districts which have achieved an outstanding level of service in numerous areas.

Some of the items measured by the State of Missouri:

- safe school sites and buildings designed for learning
- curriculum
- high school graduation requirements
- libraries
- pupil-teacher ratio
- teacher-administrator ratio
- counselors and special education
- student activities
- transportation

Ritenour received a warning this year from the State.

According to the State of Missouri, school buildings should provide a healthy, safe, attractive, clean and comfortable environment and be adequate in size and arrangement for the number of students and the educational program. Ritenour's buildings do not meet any current standards or building codes.

Why is our AAA rating in jeopardy?

Ritenour buildings are not safe. The primary standard on the State's checklist is safe school sites and buildings. Safe buildings are critical to a successful school district and have a tremendous impact on all other items on the State's checklist. The State knows unsafe buildings have a negative effect on other standards.

Renovation Plans

On Tuesday, April 3 voters will be asked to decide on a \$30 million renovation plan that will authorize the school district to sell bonds over a four-year period for the purpose of construction, renovation, repairs, and the purchase of land and equipment. **Unlike a tax levy, by law a bond issue does not allow for the purchase of books or supplies or payment of salaries.**

Included in the plan is replacement of plumbing, electrical and heating systems, windows, doors, roofs, tuckpointing, walls, energy-saving improvements and general repairs. Life threatening problems such as electrical hazards, fire hazards, asbestos and falling ceilings would be corrected.

Below is a list of repairs and renovations included in the plan.

new construction	restroom improvements
roofing/insulation	door hardware/handrills/etc.
doors/frames	carpentry
window replacement	intercoms/clocks/alarms
demolition	bleachers
remodeling	cafeteria/classroom equipment
site work/utilities	sprinklers-fire safety
exterior concrete/asphalt	plumbing
masonry/tuckpointing	heating/ventilation
walls/ceilings/floors	asbestos removal
painting	elevator (high school)
lockers/chalkboards	legal fees/bonds

Life Safety Code Modifications

The following life safety modifications are included in plans for each Ritenour building scheduled for renovation.

- Provide fire-rated stairway enclosures.
- Install automatic sprinklers in storage and mechanical rooms and other hazardous spaces.
- Install fire-rated doors in all stairs and corridors.
- Remove asbestos insulation.
- Install fire-rated corridor partitions.
- Install exit signs and emergency lighting with battery backup.
- Provide adequate fire extinguishers.
- Provide fire alarm system.
- Provide proper ventilation of restrooms, specialty classrooms and storage/mechanical rooms.
- Provide interior finishes which meet approved flame-resistant ratings.
- Install fire stops in attic spaces.
- Install additional handrails and repair existing handrails.
- Eliminate dead end corridors.
- Install wire glass in required openings.

IT'S THE LAW!

Bond issue funds can **ONLY** be used for construction, renovation, repairs, equipment and purchase of land.

NOT SALARIES OR SUPPLIES!

(R.L. MO 104 - 121 & 108.100)

How Much Will It Cost?

The bond issue will cost the owner of a \$50,000* house
\$1.74 per month in 1990

The tax rate will increase gradually until 1993, and then begin to decline.

For the average taxpayer, payment the first year would be \$1.74 a month. Payment in the peak year, 1993, would be \$5.46 a month. After 1993, the rate will begin to decline.

ESTIMATED MONTHLY COSTS

ABOVE 1989 LEVELS FOR YEARS 1990-2010

Value of House											GRADUAL REDUCTION 2000-2010
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	
\$ 30,000	1.04	2.09	3.13	3.28	3.13	2.99	2.85	2.75	2.61	2.52	0
\$ 40,000	1.39	2.79	4.18	4.37	4.18	3.99	3.80	3.67	3.48	3.36	0
\$ 50,000*	1.74	3.48	5.22	5.46	5.22	4.99	4.75	4.59	4.35	4.20	0
\$ 60,000	2.10	4.18	6.27	6.55	6.27	5.99	5.70	5.51	5.22	5.03	0
\$ 70,000	2.44	4.88	7.31	7.65	7.31	6.98	6.65	6.43	6.10	5.87	0
\$ 80,000	2.79	5.57	8.36	8.74	8.36	7.98	7.60	7.35	6.97	6.71	0
\$ 90,000	3.13	6.27	9.40	9.83	9.40	8.98	8.55	8.26	7.84	7.55	0
\$ 100,000	3.48	6.97	10.45	10.92	10.45	9.97	9.50	9.18	8.71	8.39	0

DO NOT ADD COLUMNS TOGETHER

Amounts in each column represent the increase paid over current taxes.

*The average house in Ritenour is worth about \$50,000.

“Ritenour’s buildings are the worst in St. Louis County.”

*Claire Hennessy-McGowan, State Supervisor,
Missouri Department of Elementary and Secondary Education*

*Complete
Bond Issue Information
Inside This Issue*

Tax Credit Available To Senior Citizens

Under the Missouri Department of Revenue’s Senior Citizens Circuit Breaker Plan, persons age 65 or older may qualify for a tax refund. Single taxpayers with an annual income less than \$13,500 (\$15,500 per couple), are eligible for a tax refund of up to \$750. Income is the gross income, including social security, pensions and savings interest. If you own your home, the refund is based on your property tax. If you are a renter, the refund is based on a percentage of your rent.

For more information or assistance in completing application forms, call The Mideast Area Agency on Aging at 962-0808 or Missouri Department of Revenue at 968-4740.

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RITENOUR SCHOOL DISTRICT

2420 Woodson Road
St. Louis, MO 63114
429 - 3500

Board of Education

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Dr. John W. DeArman	Superintendent

Published by the Ritenour Public Relations Office
in the interest of better communication
between school and community.

Cindy L. Gibson, Director of Public Relations

I Care



About -

The Safety of Our School Buildings

The Loss of AAA Rating

The Future of Our Community

THE RITENOUR BOND ISSUE

*The bond issue will cost
the owner of a \$50,000* house*

LESS THAN 20¢ PER DAY

* The average house in Ritenour is worth about \$50,000.

PLEASE CARE

The Missouri Taxpayer's Watchdog Association

- is a group based outside the Ritenour area paid to defeat our Bond Issue
- helped defeat the Kansas City School Bond Issue resulting in:
 - Nearly doubling the tax rate
 - Federal Court intervention and the loss of local control

Missouri Taxpayer's Association says: "Return the schools to the people." What people? Only 17 of their members live in the Ritenour District.

Chris Acker, their paid office manager, is running for our school board. *Who will she represent?*

REMEMBER THIS:

Citizens for Ritenour's Future is a Ritenour-based volunteer organization with over a 1000 active members.

We are your neighbors...

WE CARE

**Vote YES Tuesday, April 3
For the Ritenour Bond Issue**



Paid For by The Citizens For Ritenour's Future, Jack Burleson, Treasurer

The so-called Watchdogs are determined to defeat the bond issue and keep our kids in unsafe buildings. These are their paid employees.

So-called Watchdog Employees Living In The Ritenour District

Chris Acker	Pamela Cozart	Rosalie Lane
Deborah Adkinson	Jereld Hanks	Patrick D. Moeckel
Margaret Brenner	Barbara Hayes	Scott A. Moeckel
Danny Brock	Shella Hogan	Tina Moeckel
Patricia J. Cawthon	William Kelly	David Paruch
Pamela Copeland	JoAnn LaJoie	

So-called Watchdog Employees From Other States

Ann Kennedy Cahokia, Illinois	Samantha McCoy Shawnee Mission, Kansas	Vanessa Tinklepaugh Shawnee Mission, Kansas
Bonita Kennedy Cahokia, Illinois	Rodney Payne Overland Park, Kansas	Robert A. Ross Clarksville, Tennessee
Shannon M. Stewart Cahokia, Illinois		

So-called Watchdog Employees From Outstate Missouri*

Kansas City, Missouri 29 employees	Jefferson City, Missouri 1 employee	Gower, Missouri 1 employee
Springfield, Missouri 17 employees	Belton, Missouri 2 employees	Dadeville, Missouri 1 employee
Joplin, Missouri 4 employees	Raytown, Missouri 1 employee	Ironton, Missouri 1 employee
Independence, Missouri 2 employees		

**AND
71 So-called Watchdog Employees
From St. Louis County Outside Ritenour***

*Note: Names on file. Information taken from official reports by the Taxpayer's Watchdog Association to Roy D. Blunt, Secretary of State, Campaign Reporting Division, Jefferson City, MO.

**KEEP
RITENOUR
AAA**

I Care



**VOTE YES
#120
Ritenour
Bond Issue**

RRAMBA
ROCK ROAD AREA MERCHANTS AND BUSINESS ASSOCIATION

Cares



**VOTE YES APRIL 3
Ritenour Bond Issue**

PAID FOR BY ROCK ROAD AREA MERCHANTS & BUSINESS ASSOCIATION

**Don't Forget To
VOTE**



**RITENOUR
BOND
ISSUE**

SENIOR CITIZEN INCOME TAX CREDIT (CIRCUIT BREAKER)

REQUIREMENTS:

1. Resident of Missouri for all of 1989
2. Age 65 or over (if married, one spouse must be 65 or over)
3. Income cannot exceed 15,500 if married or 13,500 if single
Income includes ALL of the following:
 - a. wages, salary, tips
 - b. Social Security
 - c. interest income
 - d. dividend income
 - e. pension or annuity
 - f. railroad retirement
 - g. veterans benefits etc.
4. Must have a copy of paid Real Estate Bill OR
5. Renters must have a paid rent receipt. (Senior Citizens who rent are also eligible if they meet the other requirements. 20% of gross rent is considered property taxes paid)

Refund of this tax are based on a sliding scale determined by income and amount of Real Estate Tax paid.

Some restrictions may apply.

This refund is retro-active for three years. If you think you are eligible for this year 1989 or any of the past three years, please call me. I will fill out the necessary papers for you free of charge for those of you willing to help the children of the future in the Ritenour School District.

Judith Morris
Tax Practitioner
423-2825
3410 Charlack
St. John, Mo. 63114

If you are unable to leave your home, I will be glad to come to you.

APPENDIX B

Appendix B is the 1998 Proposition R Volunteer Campaign Handbook created by the author who served as the publicity chair of the Citizens For Ritenour 2000 citizens committee.

This handbook was designed to help in the recruitment of volunteers and the solicitation of money by outlining chairpersons' responsibilities and making public the anticipated budget.

Many of the ideas in the handbook were shared by the Parkway School District's citizen's committee and the district's Public Relations Office.

YES

Proposition R



FOR KIDS' SAKE

Ritenour School District
Prop C Rollback Waiver Election
November 3, 1998

Volunteer Campaign Handbook
Citizens For Ritenour 2000

Section 1



Introduction: Letter from Committee Co-Chairs



Committee Structure



Budget



Suggested Committee & District Projects

Prop R : *YES For Kids Sake*

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Dear Friend of the Ritenour School District,

Thank you for joining our campaign committee's efforts to pass Proposition R on November 3. Proposition R supports the Ritenour School District and supports our children. As co-chairs of the Committee For Ritenour 2000, we sincerely appreciate your commitment to work throughout the fall to assure victory on election day. On behalf of the committee, the school district and Ritenour kids, your help is warmly received and greatly appreciated.

This is an exciting time in the Ritenour School District. We have "come a long way, baby!" as the saying goes. In only a few short years, our school buildings have gone from the worst in St. Louis County to some of the best. Everyday our kids attend great schools where Ritenour employees work together to provide an educational experience that allows all children to achieve their best. And achieve they do! Last year more high school students took the SAT test than ever before. And their scores were the highest since in many years and above the state average. Academic achievement continues to steadily rise thanks to dedicated teachers, excellent management from district administration and strong community support of district improvement plans.

As we face a new century, the challenges our children will encounter are many. It is vitally important that we have a school district that can prepare our children for success. We know the Ritenour School District can do the job for our kids, but we also know the district needs our help. For the past several years, district revenues have not kept pace with inflation. Solid financial management of district funds has stretched every dollar to its fullest use. But funds are running out and we have only a short time until the quality of education in Ritenour schools will decline. We can't afford to go backwards. Our community and our kids must keep improving.

Ritenour residents believe in good schools. In a survey conducted last spring, over 95% said it is vitally important to property values to maintain the quality of our schools. We need your help to keep Ritenour schools on track. Thank you for becoming an active member of the Citizens For Ritenour 2000's campaign to pass Proposition R. We need your enthusiasm and support, and most importantly, we need your YES vote on November 3!

Sincerely,

Linda Cox
Co-Chair
Citizens For Ritenour 2000

Diana Fisher
Co-Chair
Citizens For Ritenour 2000

Prop R : YES For Kids Sake

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Budget Estimates Prop R Tax Levy Campaign "YES For Kids Sake"

Literature ----- \$8,400

Graphic design & production	N/C
Printing (3 drops @ \$394)	1,200
Paper (11 cases @ \$90/case)	990
Postcards (3,000 @ .20 each)	600
YES Brochure (25/M; 2-color)	
Printing	2,200
Mailing	2,400
Letter to Frequent Voters	
Labels	70
Postage	840
Misc. supplies	100

Promotional Materials ----- \$2,065

Yard Signs (1,500)	1,000
Yard sign sticks (500 1x2x8 @ .79)	N/C
Staple guns & staples	50
T-Shirts (100 @ \$6/each)	600
Buttons (1,000 @ .40/each)	400
Volunteer cards (ream card stock)	15
Thank you notes (use extra stock from drops)	
Committee stationary (use extra stock from drops)	

Advertisements ----- \$810

Localite (2 ads @ \$189/each)	378
Journal (2 ads, @ \$216/each)	432

Misc. Expenses ----- \$1,540

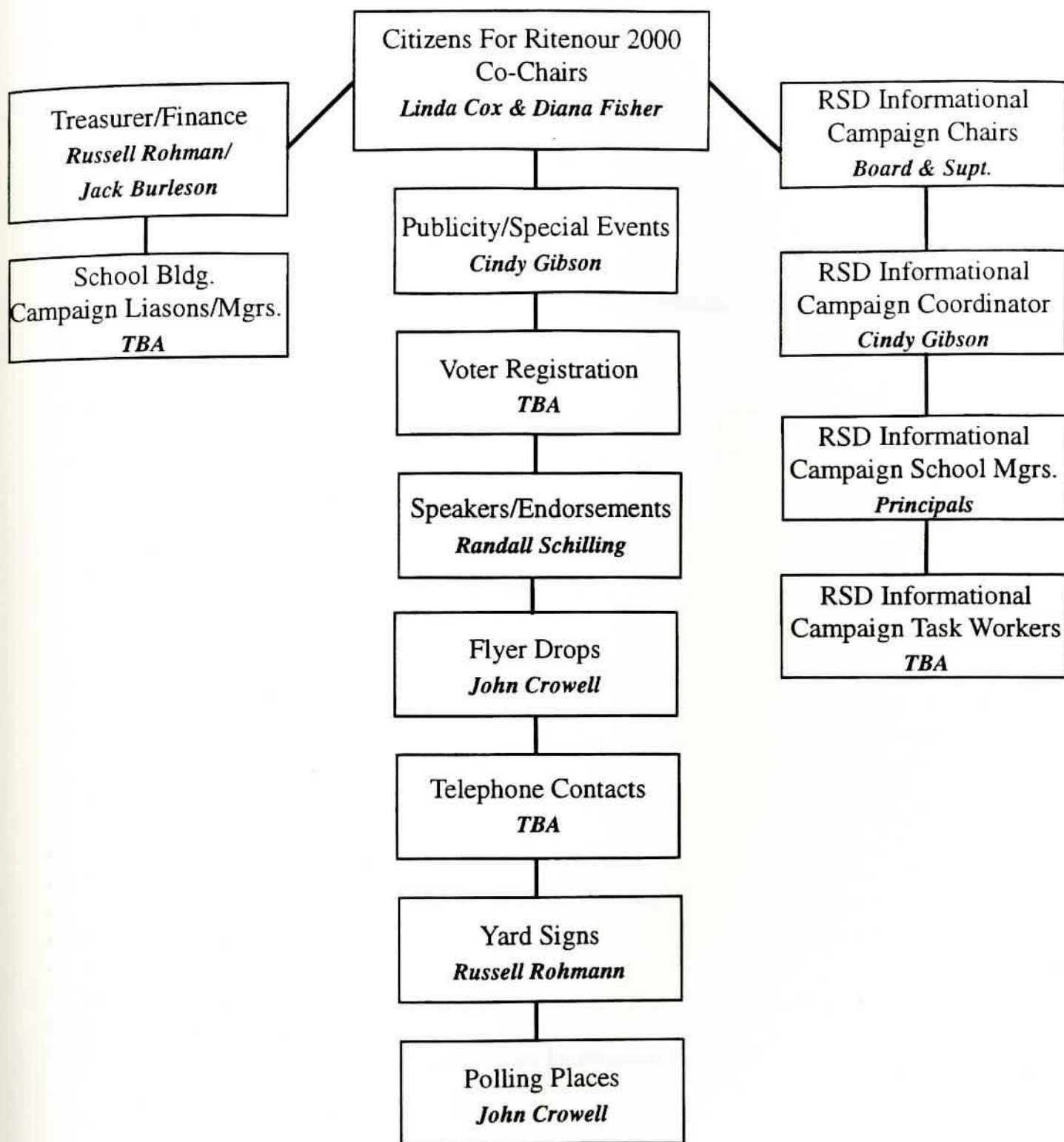
Postage	960
Refreshments	500
Envelopes	80

TOTAL ESTIMATED EXPENSES ----- \$12,815

Prop R : YES For Kids Sake

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Committee Structure



Prop R : YES For Kids Sake

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

YES for Kids Sake

Prop R Campaign Projects • November 3, 1998

Committee Campaign Projects

- Yard signs
- Car signs
- Buttons
- Newspaper endorsements - Chamber, realtors, ministers, businesses, civic groups
- Thank you victory ad, notes to volunteers
- Voter registration postcards
- Teacher postcards to parents
- Volunteer postcards to neighbors
- Door-to-door flyers
- Polling site handouts
- PTA/Committee phone calls
- Billboards (if donated)
- Large signs for strategic placement in community (4' x 8')
- Homecoming float or participation in parade
- YES brochure to residents
- YES letter to frequent voters

District & School Building Election Projects

- Voter registration identification
- Flyers for conferences
- Posters for each school
- Q & A sheet for parents, staff, school volunteers
- *Ritenour News*
- Articles and ads for school newspapers
- Letters from principals to parents
- Informational activities for parents
- Employee newsletter information
- Speaker tour
- Homecoming float or participation in parade
- Election day activities
- Identification & recruitment of key building reps for committee service

Prop R : *YES For Kids Sake*

Section 2



Key Campaign Points



Voter Information



Question & Answer Sheet

Prop R : *YES For Kids Sake*

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Questions & Answers About Proposition R

What is Proposition R?

Proposition R is a proposal to allow the district to receive full benefit of the state's one-cent tax for education. Proposition R is asking voters for a waiver of the rollback which is required each year under state proposition C guidelines.

How much money will Proposition R raise?

It will raise about \$1.8 million in the year 2000, according to this year's estimates.

How will the money be spent?

According to Superintendent Paul Doerrer and the Board of Education's plan, the money will be targeted to those areas most in need. For the first three years, the plan calls for:

Technology

- new computers for all schools
- new classroom computers connected to network
- instructional software for students
- staff technology training
- maintenance and operation of computers

Staffing

- maintain low class sizes
- additional teachers to reduce class sizes where needed
- full-time librarians at all schools
- additional support staff as needed including secretaries, maintenance staff and computer technician
- meet state standards for personnel requirements

Program Maintenance

- keep instructional materials current
- up-to-date textbooks for all students
- cover increasing costs of transportation, utilities, supplies and other purchased goods
- eliminate budget deficit
- maintain financial stability of district

Will money go towards employee salaries?



The Board has established a goal to keep all Ritenour employee salaries ranked 8th in St. Louis County. The goal is designed to have a competitive salary plan in order to attract and retain good staff, yet one that falls within a reasonable financial structure. Money from Proposition R would help to maintain the salary structure.



Why does the district need the money?

The district's operating fund tax rate has not changed since voter's gave approval in 1987. Revenue is simply not keeping pace with school needs. Like the expenses in your home, the district's expenses continue to increase. Everything associated with our schools cost more each year. Items such as textbooks, computers, buses, electricity, food, telephones, cleaning supplies and buildings/grounds maintenance all cost more.

Will passage of Proposition R raise my taxes?

The rollback of proposition funds would allow the district to set its tax rate at the level previously approved by voters. Because the district would no longer have to "rollback" the levy, the December 1999 property tax bills would increase by 46 cents according to current calculations. Passage of Proposition R would amount to about a \$52 increase per year for residents who own a home valued at \$60,000.



What happens if Proposition R fails?

Without the additional operating funds, many cutbacks would occur in our schools. The current academic and co-curricular programs would not be able to be maintained. Class sizes would increase. The district would not add staff or keep our students competitive in technology.

What is required for passage of Proposition R?

A simple majority is needed to pass Proposition R.

Why should I support Proposition R?

The Ritenour School District and its students desperately need the revenue Proposition R will provide. Passage of Proposition R will keep Ritenour schools among the best in the area. It is important the quality of our schools measures up to neighboring districts so our students have the same opportunities as other students.



Supporting Proposition R is a good investment for everyone! Investing in a quality school district is a good return on your investment. Proposition R will assure that your property does not decrease in value and that quality education remains a vital part of our community.

Key Campaign Points

The Ritenour Board of Education has placed Proposition R on the November 3 ballot to provide more technology for students and keep the educational quality of the schools from falling behind. Proposition R is a proposition C rollback waiver proposal.

If approved by voters, Proposition R would allow the district to receive the full benefit of the state's one-cent sales tax for education which would otherwise be "rolled back" under a state law known as proposition C.

Did You Know.....

- ✓ **It's only about \$1.00 per week!** The rollback amount of 46 cents would apply to the December 1999 property tax bills and would be about a \$52 increase per year for residents who own a home valued at \$60,000. That's less than the cost of one new high school textbook!
- ✓ **Prop R would raise \$1.8 million!** Passage of Proposition R would result in an additional \$1.8 million for the district operating budget according to current calculations.
- ✓ **16 out of 23 County school districts have already approved their rollback.** Only Brentwood, Clayton, Hancock, Ladue, Lindbergh, Pattonville and Ritenour have not approved the rollback.
- ✓ **Ritenour has solid financial management.** The average increase in Ritenour's operating budget for the past eight years has been 3.0% annually, slightly less than the Consumer Price Index and the Cost of Living Adjustment annual increase.
- ✓ **Class sizes are good.** The average class size has been quite favorable in recent years, averaging 23.5 at this time. In a recent survey, RSD teachers listed low class sizes as one of the keys to academic improvement. We must pass Prop R to keep our class sizes low, and to lower where needed.
- ✓ **Last tax increase for operating levy was in 1987.** It's important to remember that bond issue moneys can only be used for items like building repairs and renovations--not operating expenses like transportation, utilities, new staff members, textbooks or supplies.

Prop R : YES For Kids Sake

Voter Information

When is the election?

Tuesday, November 3, 1998. Polls are open from 6 a.m. to 7 p.m.

Who may vote?

Any Ritenour resident, 18 years or older, who is a registered voter may vote in this election.

How do I register?

Anyone needing to register may do so at any of the Ritenour School District schools, at any St. Louis County Library, or at the St. Louis County Board of Election Commissioners office located at 12 Sunnen Drive in Brentwood. Registering is easy and can also be done by mail. For more information, contact 951-0133.

Where can I vote?

Just prior to the November 3 election, each registered voter will receive a postcard from the Board of Election office designating the polling place for the voter.

Can I vote absentee?

Yes. Absentee voting begins September 22 and can be done in person or by mail. Residents can also vote absentee in person on Saturday, October 17, 24 or 31 at the Board of Election offices. Absentee voting by mail ends October 28. To have an absentee ballot mailed to you, call 951-0133.

How many votes are required for passage of Prop R?

A simple majority (one half of all votes plus one) is needed for passage.

How will Proposition R appear on the ballot?

The Proposition will read:

"Shall the Board of Education of the Ritenour School District be authorized each year to eliminate the reduction in the operating levy for school purposes as provided under Section 164.013 R.S.Mo? (Approval of this proposition would permit the Ritenour School District to receive the full benefit of the state's one-cent sales tax for education without reducing its operating levy.)"

YES 177

NO 178

Prop R : YES For Kids Sake

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Section 3



Campaign Strategy



Committee Responsibilities



Flyers, Informational Sheets, Calendars

Prop R : *YES For Kids Sake*

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Campaign Strategy

- ✓ **Broaden the base of informed voters.** The district will do a good job of informing parents about the election and the advantages if Prop R is approved. As a committee, we must work to inform the over 75% of residents who do not have children in school.
- ✓ **We need a simple majority to win.** Unlike previous elections, we need a simple majority to win. EVERY VOTE COUNTS! We must find our "yes" votes, then make sure they get to the polls and vote!
- ✓ **Personal touch will make or break us.** Personal phone calls, postcards, letters, visits, and endorsement ads will communicate one-on-one the need for Prop R!

Prop R : *YES For Kids Sake*

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School Building Campaign Liasons/Managers

School Building Campaign Managers are vital members of the Citizens For Ritenour 2000 committee. You are the liason between the committee and your school. You will need to work closely with your principal, your PTA and the committee to coordinate campaign activities and your school's activities.

Contact Citizens For Ritenour 2000 chairs if you need assistance, information or supplies. We are here to help you!

Your responsibilities include:

- recruit volunteers from your school community for each campaign activity.
- meet with your school principal and committee as needed.
- encourage ideas to tailor campaign to your school community.
- keep list of volunteers to make thank you note writing easier.
- promote sign-up for yard signs.
- coordinate efforts with other committee groups.
- report all of your school's campaign ideas/activities to committee.

It is probably a good idea to meet with your principal regularly to update him or her on campaign activities. This will help keep everyone focused on our task and allow for frequent opportunities to troubleshoot and add creative touches that you'll want to include in your school's activities.

Thanks for taking on this important job!

Prop R : *YES For Kids Sake*

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Publicity/Special Events

Successful campaigns are the ones that have effectively communicated information and the need to voters. Successful campaigns in Ritenour have historically been very visible, high energy and strategic. Your job will be to coordinate and publicize all areas of the campaign. You will need to work closely with school officials and the committee to coordinate campaign messages and projects.

Contact Citizens For Ritenour 2000 chairs if you need assistance, information or supplies. We are here to help you!

Your responsibilities include:

- know what's happening at schools and be aware of events that could be tied into campaign.
- meet with your school principal and committee as needed.
- develop promotional and informational materials.
- keep list of volunteers to make thank you note writing easier.
- coordinate efforts with other committee and school groups.
- report all of your school's campaign ideas/activities to committee.

Campaigns should be creative, strategic, truthful, exciting and fun! Your job is to coordinate projects for the greatest impact on voters. Take every opportunity to promote Prop R! Get voters excited about helping kids and helping our community!

Thanks for taking on this important job!

Prop R : *YES For Kids Sake*

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Voter Registration / Absentee Ballot Coordinator

Registering residents to vote is the beginning of the campaign process and requires meeting specific deadlines established by the St. Louis County Board of Election Commissioners. Your responsibility is really two-part. One, to encourage all Ritenour parents and eligible students to become registered voters. And two, to provide absentee ballot applications to voters who will be unable to get to the polls on November 3.

Contact Citizens For Ritenour 2000 chairs if you need assistance, information or supplies. We are here to help you!

Your responsibilities include:

- make sure schools have ample supply of necessary registration materials.
- meet with your school principal to target special events where we can register parents.
- post registration signs at school entrances.
- work with high school principals to target recent alumni to register and have vote absentee.
- make sure all eligible high school 18 years olds are registered.
- **KNOW REGISTRATION AND ABSENTEE DEADLINES!**

October 7 is last day to register to vote in November election

Absentee voting begins September 22.

Vote absentee in person on Saturdays, too - October 17, 24 or 31.

Voter registration is critical to the campaign! We need every YES vote possible.

Thanks for taking on this important job!

Prop R : *YES For Kids Sake*

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Speaker / Endorsements Coordinator

Successful campaigns in Ritenour are grass roots, honest, high exposure and centered around small information meetings throughout the community. As coordinator of speakers and endorsements, you will work with the community to develop outreach activities and opportunities for district officials or campaign chairs to speak. Getting the word out about the importance of Prop R is extremely important to the outcome on November 3. As you work throughout the community, it is also important that we gather a list of names of individuals, business, civic leaders, etc. to use as endorsements in campaign literature.

Contact Citizens For Ritenour 2000 chairs if you need assistance, information or supplies. We are here to help you!

Your responsibilities include:

- organize informational meetings.
- identify groups (civic, church, etc.) for informational presentations.
- coordinate speaking schedule with superintendent and committee chairs.
- work with district officials to develop "talking points" sheet for speakers.
- solicit/obtain endorsements.
- identify key groups to solicit letter of support - retirees, AARP, Ministerial Alliance, realtors.
- keep list of volunteers to make thank you note writing easier.
- work with publicity coordinator to develop endorsement ads.

Thanks for taking on this important job!

Prop R : *YES For Kids Sake*

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Flyer Drop Coordinator

Flyer drops are one of the most important elements of a successful Ritenour campaign. Flyer drops allow every single home in the Ritenour community to receive information about Prop R at a minimum cost. The key to a successful flyer drop activity is recruiting plenty of volunteers to complete the drop in about 1 to 2 hours. Flyer drops are a lot of work, but serve many purposes. Obviously, getting information to residents is the main goal, but the event also serves to pull parents, students, teachers, administrators and residents together. It is important for school groups to see all volunteers. Saturday morning flyer drops are fun and help to "rally the troops" going into election day.

Contact Citizens For Ritenour 2000 chairs if you need assistance, information or supplies. We are here to help you!

Your responsibilities include:

- working closely with principals to recruit staff.
- recruiting volunteers for flyer drops.
- working closely with committee chairs to assign volunteers to routes.
- purchase refreshments.
- assemble all packets and materials for use at each flyer drop.
- purchase all materials for packets.
- prepare maps, rubber bands, flyers, directions, etc.
- keep list of volunteers to make thank you note writing easier.
- make sure RHS foyer is available and reserved.
- contact district facilities director to make sure custodians are available for set-up.
- create signs for each school table, volunteer directions.
- make sure someone is available to help volunteers who are not assigned to school.
- have a help table available for explaining maps, process, etc.
- collect all packets as volunteers return from distribution of flyers.

Many people want to help, but can not actually walk a route. These individuals are perfect for stapling yard signs, folding or stuffing letters, signing postcards, etc. Recruit volunteers for these activities, too.

Thanks for taking on this important job!

Prop R : *YES For Kids Sake*

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Telephone Contacts

Contacting registered voters with a personal phone call a few days prior to the election is an important strategy of the campaign. Phone calls can also be made the night before and on election day as reminders to vote. Phone calls are scripted to save time and assure the correct message is given to the person being called.

Contact Citizens For Ritenour 2000 chairs if you need assistance, information or supplies. We are here to help you!

Your responsibilities include:

- set the dates and times for phone calls.
- ask local businesses to make phones available after hours.
- recruit volunteers for phone calling.
- conduct training session on how to make calls.
- you'll be given a list of voters, their phone numbers, and a script. Make sure enough copies are available for volunteers and record yes voters if they indicate.
- purchase refreshments for volunteers if needed.
- keep a list of volunteers so you can send thank you notes.

Thanks for taking on this important job!

Prop R : *YES For Kids Sake*

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Yard Signs

In Ritenour, yard signs are critical to the success of the campaign. Yard signs show support and are constant reminders to residents to VOTE YES! Yard signs show visible support and are contagious!

Contact Citizens For Ritenour 2000 chairs if you need assistance, information or supplies. We are here to help you!

Your responsibilities include:

- recruit home owners and businesses for yard signs
- work with publicity coordinator to develop card to help solicit.
- recruit volunteers for distribution and pick-up.
- coordiante volunteers to put yard signs up.
- confirm you have plenty of sticks, staples, staple guns, etc.
- make sure majority of signs go up on one weekend.
- keep list of volunteers to make thank you note writing easier.

Thanks for taking on this important job!

Prop R : *YES For Kids Sake*

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Polling Place Coordinator

Every polling place in Ritenour will need to be staffed with Citizens For Ritenour 2000 volunteers. With lots of issues on the ballot, a high voter turnout is expected and this is our last opportunity to remind voters to VOTE YES for Prop R. A complete listing of polling sites in Ritenour will be provided to you.

Contact Citizens For Ritenour 2000 chairs if you need assistance, information or supplies. We are here to help you!

Your responsibilities include:

- recruit poll workers for each site and time slot. Key times are 6-10 a.m. & 3-7 p.m.
- work with publicity coordinator to develop polling place materials.
- put up yard signs at each polling site prior to polls opening.
- assemble packets for poll workers - flyers, directions, schedules, buttons, etc.
- remind workers all electioneering must be at least 25 feet from entrance.
- work with committee chairs on schedule for visiting workers and providing refreshments.
- keep list of volunteers to make thank you note writing easier.

Thanks for taking on this important job!

Prop R : YES For Kids Sake

Paid for by Citizens For Ritenour 2000, Russell Rohman, Treasurer

Prop R Benefits Ritenour Students

Help Keep Quality Education in Our Schools

VOTE NOVEMBER 3!

The Ritenour Board of Education will commit Proposition R moneys to areas that benefit student learning the most. For the next three years, technology, staffing and program maintenance will each receive one third of Proposition R revenue, about \$600,000 a year.

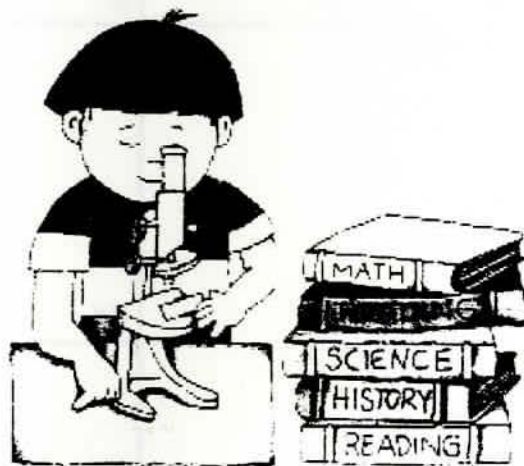


Technology

- new computers for all schools
- new classroom computers connected to network
- instructional software for students
- staff technology training
- maintenance and operation of computers

Current Programs

- keep textbook and classroom supplies up-to-date
- cover increasing costs of transportation, utilities, supplies and other purchased goods
- eliminate budget deficit
- maintain financial stability of district



Staffing

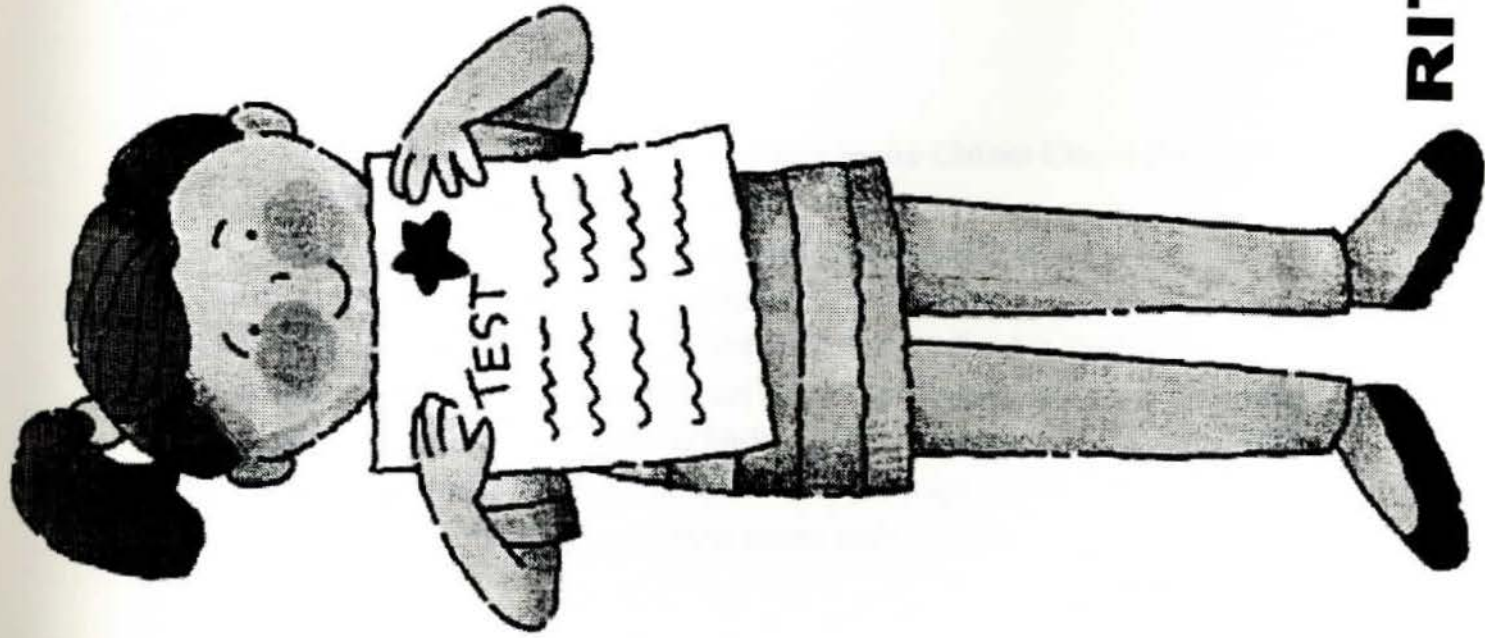
- maintain low class sizes
- additional teachers to reduce class sizes where needed
- full-time librarians
- additional support staff as needed - secretaries, maintenance staff, computer technician

October 1998

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
			Last day to register to vote			Flyer drop
4	5	6	7	8	9	10
						Yard signs up
11	12	13	14	15	16	17
						Flyer drop
18	19	20	21	22	23	24
Ad in Journal	Ritenour News drops	Postcards mailed	Last day for absentee voting Principals' letter mailed Ad in Journal	Neighbor letters mailed	Remember to vote stickers home with students	Flyer drop or mail
25	26	27	28	29	30	31

November 1998

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Phone calls 1	Phone calls Poll Workers confirmed 2	Phone calls Poll activities CELEBRATE OUR VICTORY! 3	John Crowell is "officially" retired! He's free to go! 4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



YES PROPR #177

FOR
KIDS.

SAKE

RITENOUR SCHOOL DISTRICT

Paid for by the Citizens For Ritenour 2000, Russell Rohman, Treasurer

Proposition R

Helps Kids & Home Owners

YES for Ritenour Kids

YES for Secure Property Values

Vote November 3



**You can get
a tax credit
and still
support our
kids!**

The Missouri Department of Revenue's Senior Citizen Circuit Breaker Plan can make taxes easier on older adults' budgets.

Single taxpayers with annual incomes less than \$25,000 a year (\$27,000 per couple), are eligible for a tax refund. If seniors own their own home, the refund is based on their property tax. If seniors are renters, the refund is based on a percentage of their rent. See the Missouri Department of Revenue form MOPTC.

For more information, call the Mideast Area Agency on Aging at 962-0808 or Missouri Department of Revenue at 301-1660. The agency also offers assistance in completing the application forms each year from January to April.

APPENDIX C

Following the 1998 successful Proposition R election, the author was asked to present the campaign at the Missouri School Public Relations Association's 1999 Spring Conference at Lake of the Ozarks, Missouri.

Appendix C, For Kids' Sake, is the presenter's notebook used during the workshop.

The For Kids' Sake workshop was also presented to the Kansas City Chapter of Women in Communications in April 2000 and to several St. Louis area school district Public Relations staffs.

FOR KIDS' SAKE

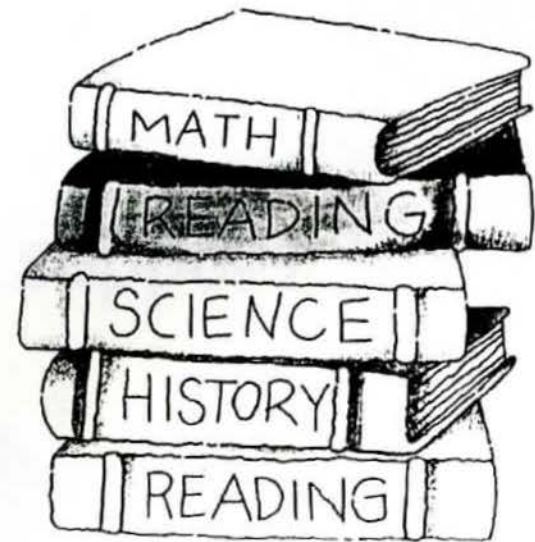


Ritenour School District
Proposition R Campaign
November 1998



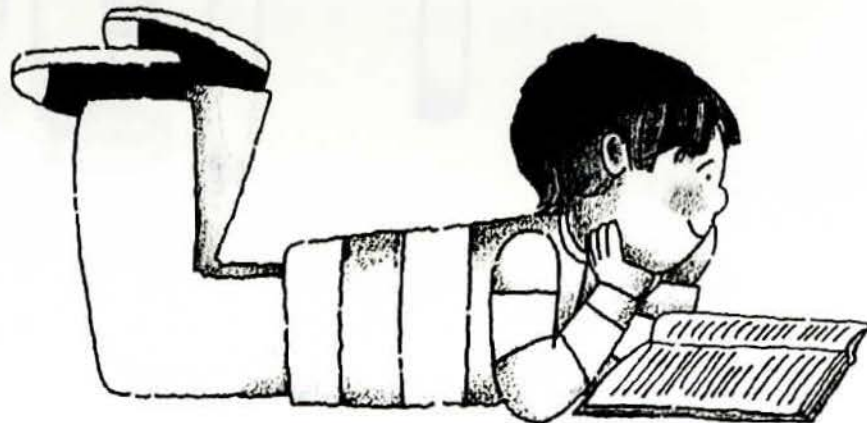
Honest Assessment

- ◆ community, volunteers & staff "election weary"
- ◆ greatly-needed \$\$\$\$
- ◆ many issues on ballot
- ◆ debate over items
- ◆ teacher salary issue

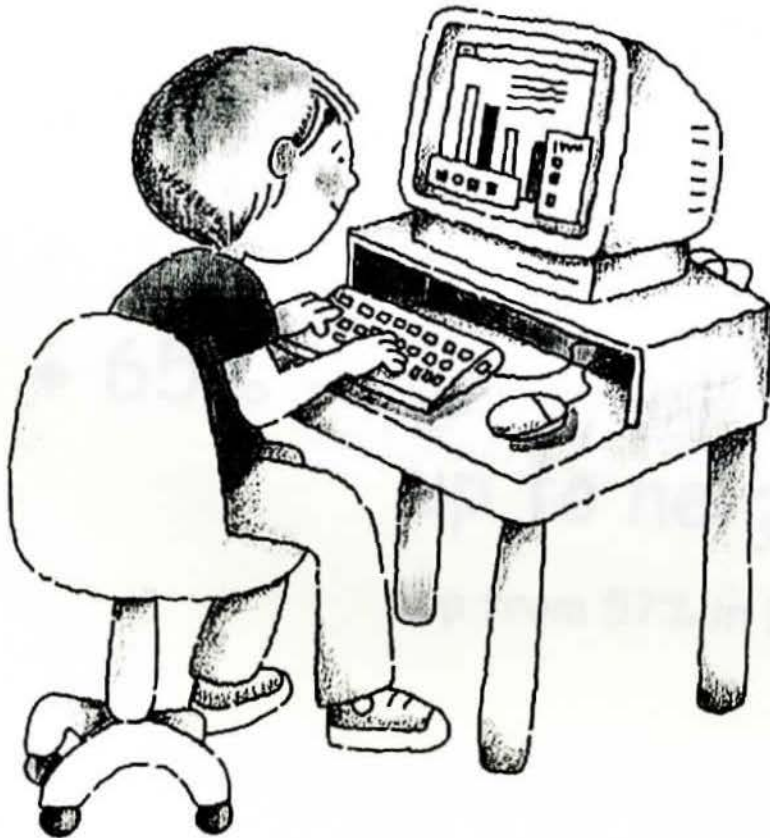


Pre-Election Survey Says . . .

- ◆ believe area moving in right direction
- ◆ 61% oppose Proposition C rollback
- ◆ 54% approve on reconsideration
- ◆ sense good parent support



Other Survey Trends



Superintendent and Board have high credibility

Technology is very strong "want"

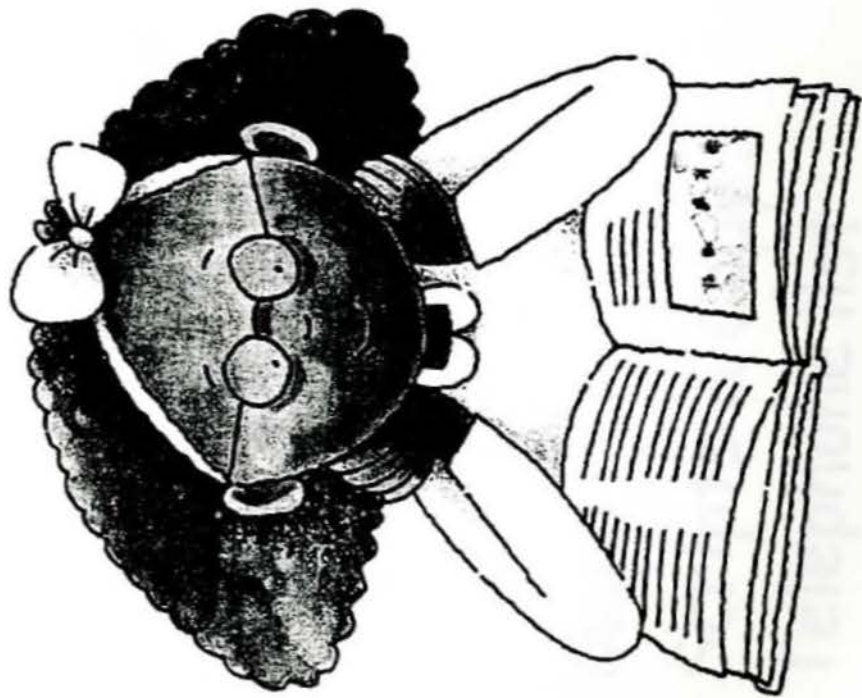
Pride issue is critical

Find HOT Buttons & Use Them!

- ◆ 95% - maintain property values
- ◆ 93% - up-to-date technology
- ◆ 93% - basics plus skills are needed
- ◆ 65% - quality of my school measures up to neighboring schools

(up from 57% in 1996)

Campaign Strategies?



Target votes?

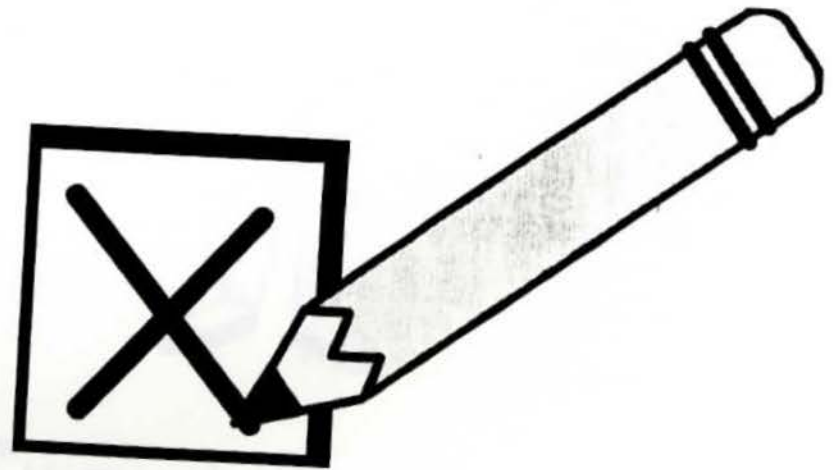
Finances?

Workers?

Media?

Elections 101- The Details

- ◆ Identify "YES" voters
- ◆ Direct mail
- ◆ Advertising
- ◆ Maps
- ◆ Scripts & Copy
- ◆ Telephone list
- ◆ Fund raising
- ◆ Supplies
- ◆ ...the list never ends



It's OK To Be Sneaky!

I Care



- ◆ Logo - use kids!
- ◆ Color - readability & "viewability"
- ◆ Alternate Ads - T-shirts, pins, stickers
- ◆ Ballot Language - push attorneys!

And then there was one...

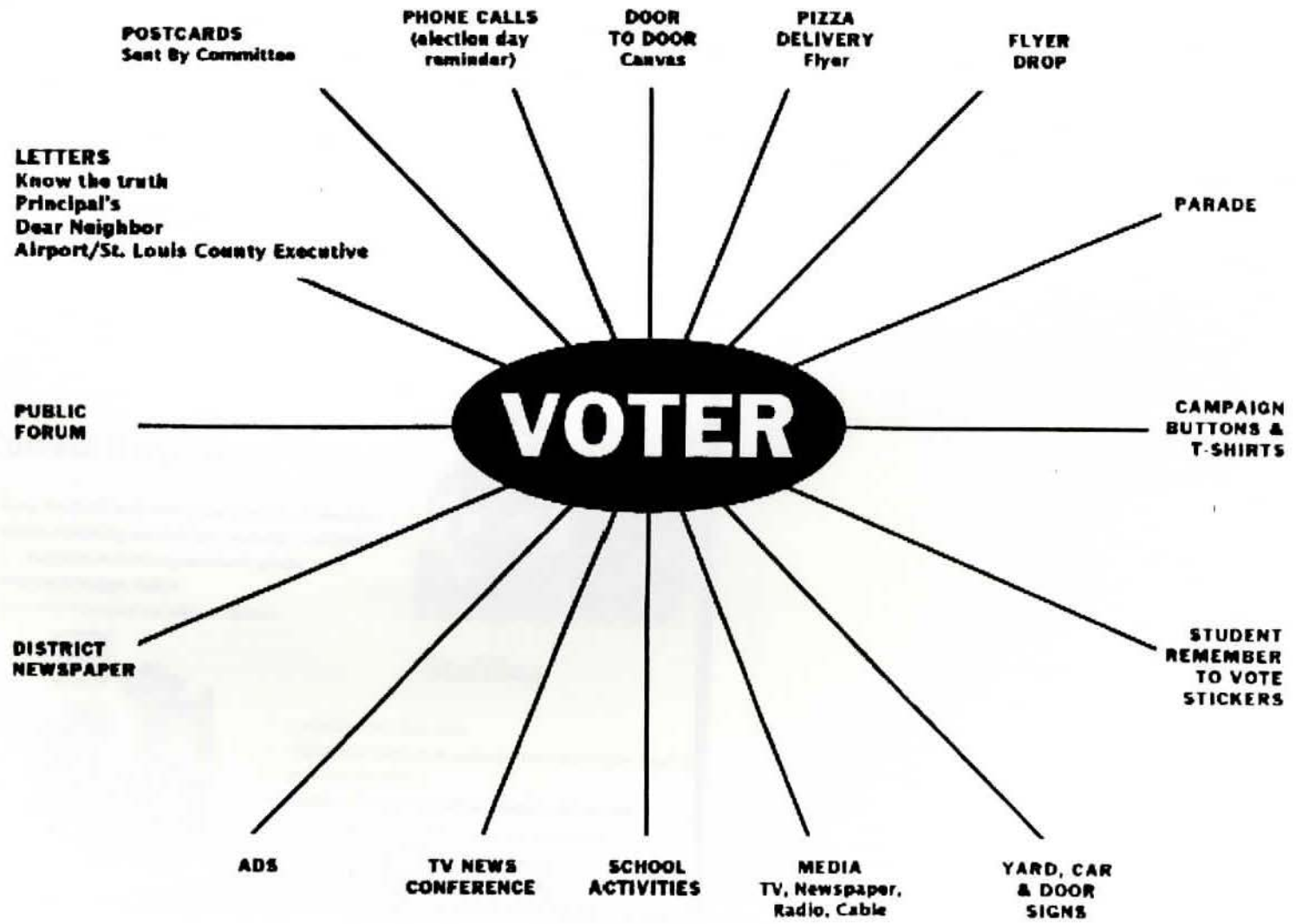
Combine committee
& school efforts

9+ Theory

Use same logo,
same words,
same messages
on everything



9 Contacts With Voters



Prop R Benefits Ritenour Students

Help Keep Quality Education in Our Schools

VOTE NOVEMBER 3!

The Ritenour Board of Education will commit Proposition R moneys to areas that benefit student learning the most. For the next three years, technology, staffing and program maintenance will each receive one third of Proposition R revenue, about \$600,000 a year.

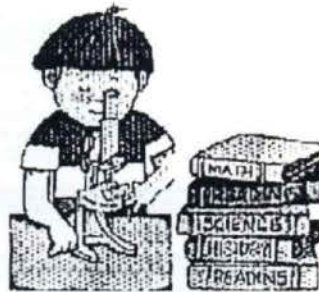


Technology

- new computers for all schools
- new classroom computers connected to network
- instructional software for students
- staff technology training
- maintenance and operation of computers

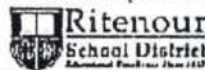
Current Programs

- keep textbook and classroom supplies up-to-date
- cover increasing costs of transportation, utilities, supplies and other purchased goods
- eliminate budget deficit
- maintain financial stability of district



Staffing

- maintain low class sizes
- additional teachers to reduce class sizes where needed
- full-time librarians
- additional support staff as needed - secretaries, maintenance staff, computer technician



Posters & Flyers

Questions & Answers About Proposition R

What is Proposition R?

Proposition R is a proposal to allow the district to receive full benefit of the state's one-cent tax for education. Proposition R is asking voters for a waiver of the rollback which is required each year under state proposition C guidelines.

How much money will Proposition R raise?

It will raise about \$1.8 million in the year 2000, according to this year's estimates.

How will the money be spent?

According to Superintendent Paul Dwyer and the Board of Education's plan, the money will be targeted to those areas most in need. For the first three years, the plan calls for:

Technology

- new computers for all schools
- new classroom computers connected to network
- instructional software for students
- staff technology training
- maintenance and operation of computers

Staffing

- maintain low class sizes
- additional teachers to reduce class sizes where needed
- full-time librarians at all schools
- additional support staff as needed including secretaries, maintenance staff and computer technicians
- meet state standards for personnel requirements

Program Maintenance

- keep instructional materials current
- up-to-date textbooks for all students
- cover increasing costs of transportation, utilities, supplies and other purchased goods
- eliminate budget deficit
- maintain financial stability of district

Will money go towards employee salaries?



The Board has established a goal to keep all Riteour employee salaries ranked 8th in St. Louis County. The goal is designed to have a competitive salary plan in order to attract and retain good staff, yet one that falls within a reasonable financial structure. Money from Proposition R would help to maintain the salary structure.

Why does the district need the money?

The district's operating fund tax rate has not changed since voters gave approval in 1987. Revenue is simply not keeping pace with school needs. The expenses in your home, the district's expenses continue to increase. Everything associated with our schools cost more each year. Items such as textbooks, computers, buses, electricity, food, telephones, cleaning supplies and buildings/grounds maintenance all cost more.

Will passage of Proposition R raise my taxes?

The rollback of proposition funds would allow the district to set its tax rate at the level previously approved by voters. Because the district would no longer have to "rollback" the levy, the December 1999 property tax bills would increase by 46 cents according to current calculations. Passage of Proposition R would amount to about a \$52 increase per year for residents who own a home valued at \$40,000.



What happens if Proposition R fails?

Without the additional operating funds, many cutbacks would occur in our schools. The current academic and curricular programs would not be able to be maintained. Class sizes would increase. The district would not add staff or keep our students competitive in technology.

What is required for passage of Proposition R?

A simple majority is needed to pass Proposition R.

Why should I support Proposition R?

The Riteour School District and its students desperately need the revenue Proposition R will provide. Passage of Proposition R will keep Riteour schools among the best in the area. It is important the quality of our schools measures up to neighboring districts so our students have the same opportunities as other students.



Supporting Proposition R is a good investment for everyone! Investing in a quality school district is a good return on your investment. Proposition R will assure that your property does not decrease in value and that quality education remains a vital part of our community.

Flyers & Newspaper Ads



YES

**PROP R
#177**

FOR
KIDS'
SAKE

Ritenour School District

- Please put a sign in my yard or business.
- Use my name in any publication/ad endorsing Proposition R.
- I want to help! Here is my check for
\$ _____ (payable to Citizens For Ritenour 2000)

Name _____

Address _____

City _____ Zip _____

Day Phone _____

Evening Phone _____

Parent Non-Parent Businessperson

Child(ren)'s School _____

Printed by Citizens For Ritenour (CFR) District Office

Volunteer Cards & Donation Cards

Personal Postcards



Paid For By Citizens For Ake* Oct 2005,
Russe/Rahman*, Timajun*

YES

Nov. 3

PROP R #177

It's good for kids & for our community!

- ◆ **VOTE YES** so your child has the same opportunities as other children
- ◆ **VOTE YES** to keep our schools among the best
- ◆ **VOTE YES** to keep property values strong

Newspaper Ads



Vote YES

Prop R #177

Families look for homes in good school districts. Without Prop R, Ritenour School District will not attract families looking for quality education. Property values will decrease — you could lose thousands of dollars in the value of your home.

Costs are going up ...

For the average Ritenour homeowner, Prop R is \$52 a year — that's not enough to buy one high school history book!



Paid for by Citizens for Ritenour 2000, Russell Rohman, Treasurer

*We Agree!
Prop R...*



Ritenour Board of Education
Front Row: Randall Schilling, Director; Margaret Getz, Director;
Carol Gaines, Director; Michael Rohman, President. Back Row:
Paul Doerter, Superintendent; Arthur C. Kellum, Esq., Director;
Dr. George Albin III, Director; and Ruth Greco, Vice President.

*is Good For Kids
and For Our Community!*



Newspaper Ad

Local Leaders Help

Community Leaders Agree . . .

Vote YES Prop R #177



Our elected officials know quality schools are a big part of good neighborhoods. Proposition R will keep Ritenour strong and keep your property values high.

Archie Ledbetter, Mayor
Breckenridge Hills

Peggy Tinsley, Mayor
Charlack

Adolph Westrich, Mayor
Edmundson

Bob Dody, Mayor
Overland

Claude Buchheit, Mayor
St. Ann

Gus Degardin, Mayor
St. John

Marti Arnold, Chairperson
Sycamore Hills

Virginia Bira, Mayor
Veila Park

William Ratchford, Mayor
Winifrem Terrace

- Quality schools
- Stable neighborhoods
- High property values

EVERY VOTE COUNTS!
Your support is vital.
Our children & our
communities need your
YES vote!



VOTE YES • PROP R FOR KIDS' SAKE

Citizens For Ritenour 2000
2425 Wismer • Overland, MO 63114 • 427-8413

Diana Fisher • Linda Cox
Co-Chairpersons

Russell Robinson
Treasurer

October 16, 1998

Dear Hoeh Parent,

In recent weeks you have been hearing and reading about Ritenour's Proposition R which will be voted on during the November 3 election. I would like to share some thoughts as to how your support will benefit Ritenour children.

The bond issues of 1990, 1994, and 1998 brought major improvements to the learning environment and continue to keep our schools at a level that brings pride and stability to our community. Thank you for your support.

Unlike the bond issues, however, Proposition R will focus directly on the classroom and programs that support instruction. Two areas that parents have expressed concern will be directly improved by the successful passage of Proposition R:

- Reducing class size will be a major priority toward meeting minimum state standards and expanding existing programs.
- Technology for the classroom will be addressed to provide increasing opportunities for students to compete in the 21st century.

Your child needs your support on November 3. Proposition R is important to your child and the continued quality of programs in the Ritenour School District.

Please VOTE YES on Proposition R #177 - for our kids' sake!

Sincerely,

Ms. Karen Bradley
Principal, Hoeh Middle School

Parent Letter From Principals

Local Endorsements

Cruise to the polls to help our kids
& our community!



**VOTE YES
PROP R #177**

Ritenour School District • Nov. 3

Paid For By Citizens For Ritenour 2000, Russell Robinson, Treasurer



Proposition R

Helps Kids & Home Owners

YES for Ritenour Kids
YES for Secure Property Values

Vote November 3



You can get
a tax credit
and still
support our
kids!

The Missouri Department of Revenue's Senior Citizen Circuit Breaker Plan can make taxes easier on older adults' budgets.

Single taxpayers with annual incomes less than \$25,000 a year (\$27,000 per couple), are eligible for a tax refund. If seniors own their own home, the refund is based on their property tax. If seniors are renters, the refund is based on a percentage of their rent. See the Missouri Department of Revenue form MOPTC.

For more information, call the Mideast Area Agency on Aging at 962-0808 or Missouri Department of Revenue at 301-1660. The agency also offers assistance in completing the application forms each year from January to April.

Circuit Breaker Flyer

\$ Do you need a few extra dollars? \$
\$ How about a few hundred dollars? \$



Older adults can get a tax credit and support our kids!

The Missouri Department of Revenue's Senior Citizen Circuit Breaker Plan can make taxes easier on older adults' budgets.

Single taxpayers with annual incomes less than \$25,000 a year (\$27,000 per couple), are eligible for a tax refund. If seniors own their own home, the refund is based on their property tax. If seniors are renters, the refund is based on a percentage of their rent. See the Missouri Department of Revenue form MOPTC.

For more information, call the Mideast Area Agency on Aging at 962-0808 or Missouri Department of Revenue at 301-1660. The agency also offers assistance in completing the application forms each year from January to April.

**Prop R is Good for Kids
and You. Vote Nov. 3!**

Newspaper Ad

YES

Prop R #177

Help Our Kids &
Help Our Community!



**Vote
YES for**

- Quality schools
- Stable neighborhoods
- High property values

Ritenour School District

Paid For By Citizens For Ritenour 2000
Russell Robinson, Treasurer

Poll Handouts

Two Weeks Until Victory

Quick, overnight 300 count survey to
finalize campaign actions

42% Yes

52%

And the survey says....

There Must Be Some Mistake. . .

Prop R

42% Yes

52% No

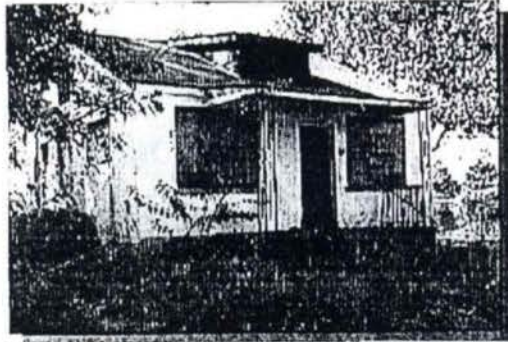
Go To Plan B. . .



Plan B

- ◆ deep breaths, restore heartbeat
- ◆ continue planned activities
- ◆ increase personal contacts
 - ◆ phone calls
 - ◆ post cards
- ◆ stress the hot buttons
- ◆ take a risk!

**YOU
DON'T**



**HAVE TO
LOOK
FAR ...**

Final Prop R Brochure Cover

Strategy

- ◆ pride
- ◆ property values
- ◆ fear

"The" Brochure

to see what happens
when we don't support
our schools.



Don't let your
neighborhood
be next!

**VOTE YES
PROP R #177**



**Older
adults
can get a
tax credit
and still support kids**

The Missouri Department of Revenue's Senior Citizen's Credit Breaker Plan can make a difference in older adults' budgets.

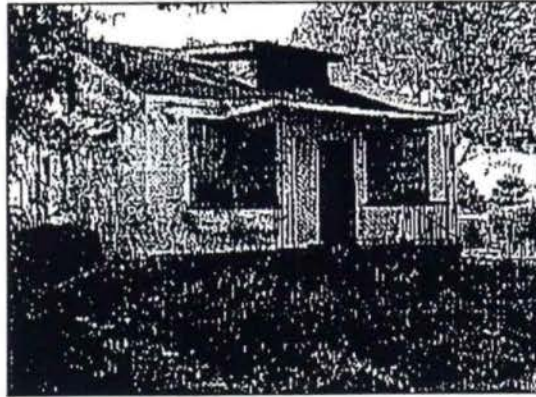
Single taxpayers with annual incomes less than \$25,000 a year (\$27,000 for couples) are eligible for a tax refund. If you own your own home, the refund is based on their property tax. If you are an tenant, the refund is based on a percentage of their rent. See the Missouri Department of Revenue's form MOPTC.

For more information, call the Missouri Department of Revenue or Missouri Department of Revenue at 391-1661. The agency also offers assistance in completing the application form each year from January to April.

Impact of Proposition R

Market Value of Your Home	Annual Prop R Cost	Weekly Prop R Cost	Similar Expense
\$40,000	\$35	67c	Morning Coffee
\$50,000	\$44	84c	Order of French Fries
\$60,000	\$52	\$1	Lunch Ticket
\$70,000	\$61	\$1.18	A Gallon of Plain-unt Gatorade

It's Your Choice.



It's your home.

Your property values
are linked to stable
communities and
good schools.

Vote **YES** Prop. R #177

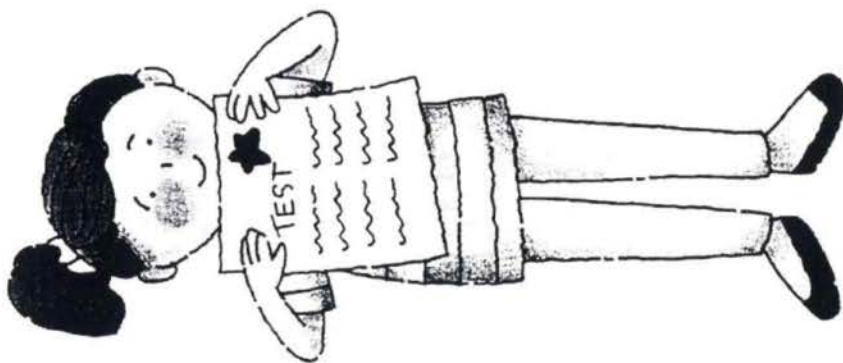
Paid For By Citizens For Choice 2000, Robert Roberts, Treasurer

“The” Ad

64%

36% No

And the Winner Is. . .



WE WIN!!!

64% Yes

36% No

APPENDIX D

Appendix D is a collection of materials used by the Ritenour School District during and after the 1998 Proposition R campaign.

Samples of news releases, flyers and scripts demonstrate the district's techniques of informing the voters of key points of the Proposition R issue.

Also included are samples of post-election reports.



Dear Ritenour Friends,

Thanks to your overwhelming support of the no-tax increase bond issue last April, our students and our community are benefiting from the many projects already completed or underway in the schools. I am happy to report that the Ritenour School District's 1998 bond issue projects are on schedule and are expected to be fully completed in the next two years.

You'll remember the 1998 bond issue projects address health and security issues, facility improvements and maintenance and will complete the next step of our district technology plan - improved telecommunications systems and increased Internet connections for the schools.

As we have done in the past, it is our goal to keep you well informed about the progress of our bond issue projects, as well as student achievement, school improvement efforts and district issues. This is an exciting time in the Ritenour School District. I invite you to visit our schools, spend time with our students and share in our success.

Sincerely,

Paul W Doerrer

Paul W. Doerrer
Superintendent of Schools

April 1998

- Voters approve no-tax increase bond issue—68% vote in favor.

May 1998

- Preliminary work to sell bonds completed.
- Board of Education approves the sale of bonds.
- District keeps AAA financial rating — important for best ratings for bond sales.
- 1998 bonds sold.

June 1998

- Board authorized bid request of asbestos removal and demolition of Home Heights School.
- Board authorized bid request for general improvements at high school.
- Board authorized bid request for heating and air conditioning improvements at Buder, Wyland, Hoech Middle, Ritenour Middle and RHS.
- Board approved first furniture order.

August 1998

- Site survey of high school property completed.
- General facility improvements completed at RHS including security fencing around air conditioning units, marker board installation in "T" section, air conditioning in technology equipment room, north gym resurfaced.
- First order of furniture placed in schools - tables for all schools, RHS student desks, replacement student desks for all schools, teacher and secretarial furniture for selected rooms.
- Ritenour Middle main gym floor resurfaced.

Projects In Progress 1998-99*

- Continuation of furniture replacement as needed at all schools (est. completion August '99).
- Asbestos removal at Home Heights School (est. completion October '98).
- Home Heights School site survey (est. completion October '98).
- Hoech Middle School site survey (est. completion October '98).
- RHS roof replacement over pool and north gym areas (est. completion December '98).
- Wyland Elementary roof replacement over cafeteria: fascia/soffit work (est. completion December '98).
- Technology infrastructure upgrades completed at all schools (est. completion September '99).
- Building security and access controls at all schools (est. completion August '99).

*Additional projects for 1998-99 will be added throughout the year.
1999-2000 projects will be added as scheduled

Prop C Rollback Waiver Information

St. Louis County	No Attempt	Year Approved	Type of Waiver	Notes
- Affton	No attempt	Apr. 98		
- Bayless		Apr-94	Full Waiver	
- Brentwood - NO	No attempt			
- Clayton - NO				
- Ferguson Florissant		Feb-97	Full Waiver	
- Hancock - NO		1992-1993	Full Waiver - Approved by Bd.	Financially Distressed Submitted in November
- Hazelwood	No attempt			
- Jennings	No attempt			
- Kirkwood R-II	No attempt	June 98		
- Ladue - NO	No attempt			
- Lindbergh R-VIII	No attempt			
- Maplewood Richmond Hts.		1997	Full Waiver	Financially Distressed
- Mehlville R-IX		Aug-86		
- Normandy		1991		
- Parkway C-2		Nov-95	Full Waiver	
- Pattonville R-III - NO	No attempt			
- Riverview Gardens		Apr-94	Full Waiver	
- Rockwood R-VI		1995		
- Special School District				
- University City		Aug-96		
- Valley Park		1995		
- Webster Groves		Jun-94		
- Wellston		Aug-97	Full Waiver	
St. Charles County				
- Fort Zumwalt		1996-1997		
- Francis Howell		Apr-95		
- Orchard Farm	No attempt			
- St. Charles Co. R-V				
- St. Charles R-VI		1995-1996	Partial (3 year)	
- Wentzville R-IV		Aug-94	Partial (3 year)	
- Wentzville R-IV		Apr-97	Full Waiver	

16 of 23 passed St. Louis County
 4 of 5 passed St. Charles County
 Maxprpc2

Prop R Telephone Scripts

Monday Night Calls

These calls are an essential part of the campaign. Make sure you are talking to a parent or and adult in the household. Please make these calls between 6:00 and 9:00 p.m. on Monday, November 1. This script may be used "live" or modified to leave on an answering machine.

"Hello, my name is _____. I am a Ritenour teacher (or Ritenour parent or Ritenour volunteer) calling to remind you that tomorrow is an important election day for children in the Ritenour School District and our community. I hope you and other registered voters in your home are planning to vote yes for Proposition R. Can the kids count on your support?"

If you receive a POSITIVE response:

"Great! I'm glad I called. The election is going to be really close and every YES vote is really important. Thank you."

If you receive a NEGATIVE response:

"Thank you for your time."

Tuesday Night Calls

Please begin making these calls any time after 3:00 p.m on Tuesday, November 2. Continue attempting to reach everyone until 6:30 p.m. The election will be won or lost on voter turnout. We must get every YES household to vote. Thanks!

"Hello, my name is _____. I am a Ritenour teacher (or Ritenour parent or Ritenour volunteer) and we're making last minute reminder calls to everyone that the polls close in _____ hours (minutes). I hope you remember the kids - they need everyone to vote YES for Proposition R."

If they say they have voted already, remind them to get all voters in their household to go vote YES, too.

Answers About Proposition R

Proposition R?

Proposition R is a proposal to allow the district to receive the full benefit of the state's one-cent tax for Proposition R. Proposition R is asking voters for a waiver of the rollback which is required each year under state Proposition C guidelines.

How much money will Proposition R raise?

Proposition R will raise about \$1.8 million in the year 2000, which is an increase from this year's estimates.

Where will the money be spent?

According to Superintendent Paul Doerr and the Board of Education's plan, the money will be targeted to those areas most in need. For the first three years, the plan is as follows:

Technology

- new computers for all schools
- new classroom computers connected to network
- instructional software for students
- staff technology training
- maintenance and operation of computers



Classroom

- maintain low class sizes
- additional teachers to reduce class sizes where needed
- full-time librarians at all schools
- additional support staff as needed including secretaries, maintenance staff and computer technician
- meet state standards for personnel requirements

Facilities Maintenance

- keep instructional materials current
- up-to-date textbooks for all students
- cover increasing costs of transportation, utilities, supplies and other purchased goods
- eliminate budget deficit
- maintain financial stability of district

What will Proposition R do for teachers and towards employee salaries?

The Board has established a goal to keep all Ritenour employee salaries ranked 8th in St. Louis County. The goal is designed to have a competitive salary plan in order to attract and retain good staff, yet one that falls within a reasonable financial structure. Money from Proposition R would help to maintain the salary structure.

Why does the district need the money?

The district's operating fund tax rate has not changed since voters gave approval in 1987. Revenue is simply not keeping pace with school needs. Like the expenses in your home, the district's expenses continue to increase. Everything associated with our schools cost more each year. Items such as textbooks, computers, buses, electricity, food, telephones, cleaning supplies and buildings/grounds maintenance all cost more.

Will passage of Proposition R raise my taxes?

The rollback of proposition funds would allow the district to set its tax rate at the level previously approved by voters. Because the district would no longer have to "rollback" the levy, the December 1999 property tax bills would increase by 46 cents according to current calculations. Passage of Proposition R would amount to about a \$52 increase per year for residents who own a home valued at \$60,000.



What happens if Proposition R fails?

Without the additional operating funds, many cutbacks would occur in our schools. The current academic and co-curricular programs would not be able to be maintained. Class sizes would increase. The district would not add staff or keep our students competitive in technology.

What is required for passage of Proposition R?

A simple majority is needed to pass Proposition R.

Why should I support Proposition R?

The Ritenour School District and its students desperately need the revenue Proposition R will provide. Passage of Proposition R will keep Ritenour schools among the best in the area. It is important the quality of our schools measures up to neighboring districts so our students have the same opportunities as other students.



Supporting Proposition R is a good investment for everyone! Investing in a quality school district is a good return on your investment. Proposition R will assure that your property does not decrease in value and that quality education remains a vital part of our community.



Ritenour
School District
Educational Excellence Since 1867

News Release

FOR IMMEDIATE RELEASE

For more information contact Cindy L. Gibson,
Director of Community Services 314-426-9513

10/8/98

Board Targets Key Areas For Prop R Money

Technology, Staffing, Program Maintenance Are Most In Need

The Ritenour Board of Education has earmarked three key areas to receive Proposition R moneys for the next three years. The areas of technology, staffing, and program maintenance will each receive one third of Proposition R revenue, about \$600,000 a year according to the plan presented by the Board at its October 8 business meeting. The money is targeted to those areas most in need for student achievement and district improvement.

According to Board of Education president Michael Rohman, the plan addresses those areas where the district is falling behind. "Technology is one of our highest priorities for improvement," said Rohman. "Ritenour was one of the first districts to have computer-assisted instruction for its students, but we simply have not have been able to keep pace with the technology our students' need."

"We have a desperate need for additional secretaries in our schools, for full-time librarians, and maintenance support staff. If we are to keep our low class sizes at all grades," he continued, "we need to hire some additional teachers to reduce class sizes in a few rooms."

"We are making good educational improvements for our children and our community," said Rohman. "A school district is one of our community's most important assets. If voters approve Proposition R, they will assure our schools will remain a source of pride for everyone."

###

October 1998

SUPERINTENDENT OF SCHOOLS
PAUL W. DOERRER, PH.D.

Dear Ritenour Residents:

The Ritenour Board of Education has placed **Proposition R** on the November 3 ballot because we believe **Proposition R** is good for kids and good for the Ritenour community.

Proposition R is a proposal to allow Ritenour to receive full benefit of the state's one-cent sales tax for education. If approved, **Proposition R** would provide a 5% increase to Ritenour's overall budget. This action was not taken lightly. You've told us in the past not to wait until a problem is so monumental it poses a crisis for the school district. The placing of **Proposition R** on the ballot is a solid plan to head off financial problems and provide much needed educational improvements for our students.

For Ritenour children to stay competitive with students from other districts, additional funding is desperately needed. We have targeted the money to areas that will most effect student achievement and district improvements:

- meet state standards for class sizes
- increase technology, including computers, in classrooms
- provide full-time librarians
- cover increasing costs of textbooks, transportation, utilities, supplies
- maintain financial stability of district

Like you, we also vote and pay taxes. We know how important it is to use tax money carefully, and we do. We have a record of only asking for increases when truly needed and using the money just as we promised.

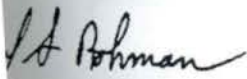
In 1990 voters approved a tax increase bond issue that permitted the district to borrow money to renovate our buildings. Two no-tax-increase bond issues followed. Soon our buildings went from among the worst to sources of pride. Remember, though, bond issue funds can only be spent to improve buildings.

Now, we must address educational issues inside our buildings. Only money in the operating fund can be used for books, utilities, supplies, transportation, technology and keeping class sizes low. The last time the district received an increase to the operating fund was in 1987, over 10 years ago! In fact, in the last 28 years, the district has only increased the operating fund twice: once in 1970 and then in 1987.

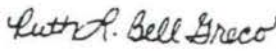
If **Proposition R** fails, needed things will not occur. Over time, the loss of **Proposition R** revenue will have a devastating effect on our children's education, our staff and finally, our community.

Together, we build our future. **Proposition R** is the best way to meet Ritenour's financial need. It is affordable. It is time for us to continue the proud traditions of success and progress.

Yours truly,



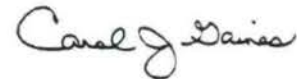
Michael S. Rohman
President



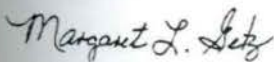
Mrs. Ruth Bell Greco
Vice President



Dr. George Albin, III
Director



Mrs. Carol Gaines
Director



Mrs. Margaret Getz
Director



Mr. Arthur C. Kellum, Esq.
Director



Mr. Randall Schilling
Director



Ritenour
School District
Educational Excellence Since 1867

SUPERINTENDENT OF SCHOOLS
PAUL W. DOERRER, Ed.D.

October 1998

Dear Ritenour Voter,

We have a fine school district in Ritenour—one we can all be very proud of, and with good reason. We have excellent neighborhood schools with a caring, and well trained staff. Ritenour rigorously prepares our children for the challenges that lie ahead of them. As a group, the academic achievements of Ritenour students have steadily risen, and their test scores are often better than others in the area. Our students are active members of our community and they need our help. Today, on behalf of our students and school district, I want to share with you information regarding a very important issue - **Proposition R**.

Proposition R is a proposal to allow Ritenour to receive full benefit of the state's one-cent tax for education. **Proposition R** will generate an estimated \$1.8 million for the district's operating fund. However, the district will not receive any of the new revenue until January of 2000. **Proposition R** is good for Ritenour students and for our community.

Ritenour schools continue to get better and better. Because of these improvements, our students, the community, and you have benefitted from a higher quality school district. **Passage of Proposition R** on November 3 allows Ritenour to maintain the many gains its had over the years, and continue the progress to even higher levels.

In the last 28 years, Ritenour has increased the operating tax levy only two times; once in 1970 and the latest in 1987. Of course, since then our costs have increased just like yours in your home. Ritenour is known for its strong financial management and over the years, we have been able to "wring every drop from every dollar" as they say. However, the Ritenour School District now is at a point where more operating fund money is desperately needed if we are to continue the same quality programs for our students; your children, grandchildren and neighbors' children.

Your continued support of Ritenour is very much appreciated. If you have any questions about **Proposition R**, please call me at 429-3500. I will be happy to discuss this important matter with you personally.

Sincerely,

Paul W. Doerrer
Superintendent of Schools

Out of Town? You Can Still Vote It's Easy!

Vote Absentee Ballot

✓
Absentee voting
begins September 22

✓
Vote in person
or by mail

✓
Vote on
Saturdays too!
October 17,
24 or 31
9 a.m. - 1 p.m.
St. Louis
County Board
of Elections
12 Sunnen Dr.
Maplewood

Call
951-0133
to get ballot
sent to you!

THE ST. LOUIS COUNTY BOARD OF ELECTION COMMISSIONERS MAIL APPLICATION FOR OFFICIAL ABSENTEE BALLOT

RETURN TO:

Board of Election Commissioners, 12 Sunnen Dr., St. Louis, MO 63143

IMPORTANT NOTICE: State law requires this application to be made in person by the voter, or by the voter's guardian or relative within the second degree of consanguinity or affinity. This application must be made no later than 5:00 p.m. on the Wednesday immediately prior to the election. Any person who knowingly makes a fraudulent absentee application shall be guilty of a class one election offense.

Voter's Name _____ Birthdate _____ Election Date _____

County Address _____ City _____ ZIP _____

PLEASE CHECK ONE OF THE BOXES IN EITHER SECTION 1 OR SECTION 2 BELOW TO INDICATE THE REASON YOU WISH TO VOTE BY ABSENTEE BALLOT.

Section 1 I expect to be prevented from going to the polls on election day due to: (check one)

- Absence from St. Louis County on election day
- Incapacity or confinement due to illness or physical disability. (Notary is not required)
- Employment by the Election Authority at a location other than my polling place
- Religious belief or practice
- Incarceration, although I have retained all necessary qualifications for voting

Section 2 I am a resident of the state of Missouri and: (check one)

- A member of the U.S. armed forces in active service
- An active member of the U.S. Merchant Marine
- A civilian employee of the U.S. government working outside the United States
- Honorably discharged or service terminated in one of the groups mentioned above within sixty (60) days of this election
- A dependent or spouse of one of the above
- A registered voter in _____ County, Missouri, and moved from that county to St. Louis County after the fourth Wednesday prior to this election
- A former resident of Missouri and authorized to vote for federal offices by federal law

Address to which ballot is to be mailed:

_____ City _____ ZIP _____

_____ () _____

Signature or Mark (A mark must be witnessed)

Phone number where you can be reached

COPY

\$ 10

On The 10th


The Ritenour Board of Education has placed Proposition R on the November 3 ballot in order to provide more technology for students, hire additional staff and keep the educational quality of our schools from falling behind. Proposition R is a proposition C rollback waiver proposal.

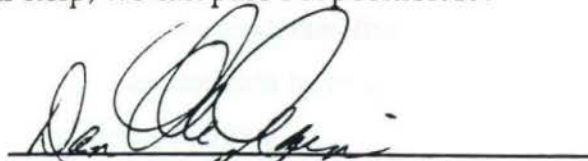
If approved, Proposition R would allow Ritenour to receive the full benefit of the state's one-cent sales tax for education which would otherwise be "rolled back" under a state law known as proposition C. Passage of Proposition R would result in an additional \$1.8 million annually for the district operating budget.


Approval of Proposition R is good for students and for us! The election is extremely close and very important so we need your help to assure passage of Proposition R on November 3! You can help by doing these things:

1. Saturday flyer drops/neighborhood canvas in October.
2. Postcards - subsidize the campaign by mailing postcards to parents of your students who are registered to vote.
3. \$10 on October 10th to be used for printing, postage, flyers, yard signs, election day literature, etc. Your contribution is greatly needed - every dollar is helpful!

Please make checks payable to **Citizens For Ritenour 2000**, the residents' committee. A collection envelope will be in the principal's office. Let's give our students, colleagues and community our best support. With your help, we can pass Proposition R!


Julie Villmer, RNEA President


Dan McClain, RFT President


Jon Webster, Support Staff Advisory

News Release

FOR IMMEDIATE RELEASE

For more information contact Cindy L. Gibson,
Director of Community Services 314-426-9513

10/8/98

Prop R Will Bring More Technology Into Schools, Keep Quality Education

District Must Maintain Good Programs, Highest Rating

The Ritenour Board of Education has placed Proposition R on the November 3 ballot to provide more technology for students and keep the educational quality of the schools from falling behind. Proposition R is a proposition C rollback waiver proposal.

If approved by voters, Proposition R would allow the district to receive the full benefit of the state's one-cent sales tax for education which would otherwise be "rolled back" under a state law known as proposition C. Passage of Proposition R would result in an additional \$1.8 million for the district operating budget according to current calculations.

The rollback amount of 46 cents would apply to the December 1999 property tax bills and would amount to about a \$52 increase per year for residents who own a home valued at \$60,000.

"Keeping pace with technology is so important for our students," said Paul Doerrer, Superintendent of Schools. "With today's job market and future job markets, we must provide up-to-date technology so our children can compete."

Passage of Proposition R would also allow the district to continue its high quality education and keep improving in those areas still in need. "Ritenour is committed to keeping its high standards of education for all of our students," said Doerrer.

"We have the highest accreditation awarded by the state and it is vital for our community and homeowners' property values that we maintain this high standard. Proposition R will provide the means to assure our students have up-to-date instructional materials and textbooks, that we have adequate staff to meet the needs of our schools and to meet state standards, and we can continue to handle increasing cost of utilities, transportation and supplies without deficit spending."

###

MEMORANDUM

TO: Administrators

FROM: Max Wolfrum *mw*

RE: Election Critique

DATE: December 11, 1998

RECEIVED
COMMUNICATIONS
DEC 11 1998

Being interested in the significance of data, I pondered the November 3 election returns and concluded the attached observations.

The general conclusion, as you already knew, is that it was a consistently gratifying show of support throughout the District. One rather inconspicuous item I notice is that there were 924 fewer registered voters in November than there were just six months earlier for the April election. That's almost 4%. Don't know whether or not that's significant or what the explanation is??

1. The "yes" vote was 68.3%.

2. Among the seven winning elections since 1970, the 04/07/98 vote compared as follows to the average:

	<u>Average</u>	<u>04/07/98</u>
a. Total vote	9,574	7,172
b. % of total voting	36.7	28.0
c. Total yes vote	6,232	4,898
d. % yes vote	67.91	68.29

3. All previous successful elections were won on either exceptionally heavy or exceptionally light votes. This one was a little different with a "low average" turnout.

4. It's rather impressive that the issue passed at every one of the 28 polling places with the range of yes voters from a low of 57.1% at Indian Trails Library 2 where only 21 people voted to a high of 88.2 at St. Patrick's where only 17 persons voted. Excluding these two, since hardly enough people voted to be representative, the range was from a low of 61.5% at Iveland to a high of 79.4 at Marvin, a remarkable consistency throughout the district. A further breakdown by the 48 precinct combinations shows that four of them did not get 4/7; however, only 10, 21, 22 and 81 total votes were cast in those 4 precincts.

5. Nineteen of the 28 polling places got a 2/3 majority:

Hoech - St. Patricks - High School - Woodson Terrace - Marion - Overland VFW - Edmundson - West Side Baptist - Ritenour Middle - St. Gregory's Buder - Overland Community Center - Marvin - Overland Baptist - St. John City Hall - Rock Road Library - First Baptist, St. John-Indian Trails Library 2 - Hope Lutheran.

6. The 9 sites passing but not achieving a 2/3 majority were:

Kratz - Iveland - St. Louis Chinese Baptist - St. Ann Civic Center - Overland Presbyterian Church - Community Fire House 2 - Wyland Presentation School - Indian Trails Library 2

7. The pattern of this election in comparison to the last one is somewhat different. The southern portion of the district, particularly the southwestern, did better last time than the north did. This time it's almost the opposite, possibly a function of the higher % of Overland area turnout. While the north half of the district clearly did better this time, everyone did well.

8. The Wyland polling place produced the highest number of yes votes - 481, with Iveland the highest number of no's - 294, as well as the second highest yes of 469. Iveland had the highest total vote of 763. It also has the largest number of registered voters - 1,933.

9. Four polling places had a voter turnout of over 40%; five more over 35%:

Wyland Elementary School	49.7	66.5			
Overland Community Center	42.0	67.7	Marion Elementary School	38.6	70.2
Overland Baptist Church	41.5	68.8	Overland Presbyterian	38.2	64.3
Buder Elementary School	41.3	<u>70.7</u>	Indian Trails Library 1	36.5	<u>72.3</u>
		68.3			64.5
Iveland Elementary School	39.5	61.5			
St. Louis Chinese Baptist	39.0	65.0	Total	41.2	66.2

The above figures indicate the highest voter turnout in Overland where there were other high profile issues.

10. Conversely, the nine lowest turnout areas were:

Ritenour High School	14.6	70.8	Marvin Elementary School	16.8	74.4
Rock Road Library	15.6	73.9	Hope Lutheran	18.2	67.9
Woodson Terrace City Hall	16.0	<u>70.6</u>	St. John City Hall	18.3	68.9
		71.5	First Baptist St. John	18.7	<u>76.8</u>
					73.5
West Side Baptist Church	16.7	72.8			
Overland VFW	16.8	72.1	Total	16.7	72.8

These results show that the vote was highly supportive and gratifying in both high and low turnout areas; however, it was 6.6% higher (72.8%) in the 9 polling places with the lowest % of turnout (16.7%) than in the 9 with the highest % of turnout (41.2% with 66.2% passage).

11. The chart below shows the clear but not exact correlation between higher % of favorable vote and lower % of turnout versus lower favorable vote and higher turnout. While some elections have been won with very low vote totals, it should be noted that the 1994 Prop C Election lost on a low vote total of 4,578.

% Favorable		% Turnout	
<u>High To Low</u>		<u>High To Low</u>	
Marvin Elementary School	79.4	Wyland Elementary School	49.7
First Baptist, St. John	76.8	Overland Community Center	42.0
Hoech Middle School	74.6	Overland Baptist Church	41.5
Edmundson City Hall	74.1	Buder Elementary School	41.3
Rock Road Library	73.9	Iveland Elementary School	39.5
Ritenour Middle School	72.8	St. Louis Chinese Baptist	39.0
West Side Baptist	72.8	Marion Elementary School	38.6
Indian Trails Library 1	72.3	Overland Presbyterian Church	38.2
Overland VFW	72.1	Indian Trails Library 1	36.5
Ritenour High School	70.8	Edmundson City Hall	34.2
Buder Elementary School	70.7	Presentation School	33.5
Woodson Terrace	70.6	Community Fire House 2	33.4
Marion Elementary School	70.2	Indian Trails Library 2	31.3
St. Gregory's	69.5	Ritenour Middle School	30.0
St. John City Hall	68.9	St. Gregory's	20.9
Overland Baptist Church	68.8	Hoech Middle School	20.6
Hope Lutheran	67.9	Kratz Elementary School	18.8
Overland Community Center	67.7	First Baptist St. John	18.7
Wyland Elementary School	66.5	St. John City Hall	18.3
Presentation School	65.5	Hope Lutheran	18.2
St. Louis Chinese Baptist	65.0	Marvin Elementary School	16.8
Community Fire House	64.8	Overland VFW	16.8
Overland Presbyterian	64.3	Westside Baptist	16.7
Kratz Elementary School	62.1	Woodson Terrace	16.0
Iveland Elementary School	61.5	Rock Road Library	15.6
Indian Trails Library 2	57.1	Ritenour High School	14.6

% Favorable
High To Low

% Turnout
High To Low

Marvin Elementary School	79.4	Wyland Elementary School	49.7
First Baptist, St. John	76.8	Overland Community Center	42.0
Hoech Middle School	74.6	Overland Baptist Church	41.5
Edmundson City Hall	74.1	Buder Elementary School	41.3
Rock Road Library	73.9	Iveland Elementary School	39.5
Ritenour Middle School	72.8	St. Louis Chinese Baptist	39.0
West Side Baptist	72.8	Marion Elementary School	38.6
Indian Trails Library 1	72.3	Overland Presbyterian Church	38.2
Overland VFW	72.1	Indian Trails Library 1	36.5
Ritenour High School	70.8	Edmundson City Hall	34.2
Buder Elementary School	70.7	Presentation School	33.5
Woodson Terrace	70.6	Community Fire House 2	33.4
Marion Elementary School	70.2	Indian Trails Library 2	31.3
St. Gregory's	69.5	Ritenour Middle School	30.0
St. John City Hall	68.9	St. Gregory's	20.9
Overland Baptist Church	68.8	Hoech Middle School	20.6
Hope Lutheran	67.9	Kratz Elementary School	18.8
Overland Community Center	67.7	First Baptist St. John	18.7
Wyland Elementary School	66.5	St. John City Hall	18.3
Presentation School	65.5	Hope Lutheran	18.2
St. Louis Chinese Baptist	65.0	Marvin Elementary School	16.8
Community Fire House	64.8	Overland VFW	16.8
Overland Presbyterian	64.3	Westside Baptist	16.7
Kratz Elementary School	62.1	Woodson Terrace	16.0
Iveland Elementary School	61.5	Rock Road Library	15.6
Indian Trails Library 2	57.1	Ritenour High School	14.6

Election Results

April 7, 1998

POLLING PLACE	ALBIN	SCHILLING	YES	% YES	NO	TOTAL	REGISTERED	
							VOTERS	%VOTING
Buder Elementary School	340	210	394	70.7	163	557	1,350	41.3
Community Fire House #2	117	81	153	64.8	83	236	706	33.4
Edmundson City Hall	86	49	123	74.1	43	166	486	34.2
First Baptist Church St. John	106	85	126	76.8	38	164	879	18.7
Hoech Middle School	122	95	176	74.6	60	236	1,148	20.6
Hope Lutheran Church	67	54	89	67.9	42	131	719	18.2
Indian Trails Library 1	43	20	47	72.3	18	65	178	36.5
Indian Trails Library 2	5	8	12	57.1	9	21	67	31.3
Iveland Elementary School	381	329	469	61.5	294	763	1,933	39.5
Kratz Elementary School	118	88	123	62.1	75	198	1,079	18.4
Marion Elementary School	149	83	186	70.2	79	265	686	38.6
Marvin Elementary School	154	125	197	79.4	51	248	1,480	16.8
Overland Baptist Church	179	100	207	68.8	94	301	725	41.5
Overland Community Center	125	78	159	67.7	76	235	559	42.0
Overland Presbyterian Church	308	200	346	64.3	192	538	1,407	38.2
Overland VFW Hall	28	26	44	72.1	17	61	364	16.8
Presentation School	118	63	133	65.5	70	203	606	33.5
Ritenour High School	104	70	121	70.8	50	171	1,173	14.6
Ritenour Middle School	172	124	187	72.8	70	257	856	30.0
Rock Road Library	78	50	102	73.9	36	138	883	15.6
St. Ann Civic Center	7	6	8	61.5	5	13	147	8.8*
St. Gregory's Gym	143	88	164	69.5	72	236	1,128	20.9
St. John City Hall	146	87	157	68.9	71	228	1,247	18.3
St. Louis Chinese Baptist Church	323	211	372	65.0	200	572	1,468	39.0
St. Patrick's School	8	5	15	88.2	2	17	247	6.9*
West Side Baptist Church	92	48	134	72.8	50	184	1,102	16.7
Woodson Terrace City Hall	145	104	173	70.6	72	245	1,534	16.0
Wyland Elementary School	440	253	481	66.5	242	723	1,454	49.7
Totals	4,114	2,740	4,898	68.3	2,274	7,172	25,611	28.0

* These extremely low % turnouts suggest some kind of discrepancy. Perhaps many St. Ann Civic Center (AP30) voters near the airport no longer live there. The St. Patrick's School (CC25) Elmwood area has also been torn down and rebuilt. Thus, many voters who registered at these addresses probably no longer live there.

**Election Results by Polling Place and Precinct
April 7, 1998**

Polling Place Precincts	Registered Voters	% Voting	Yes Votes	
			Count	Percentage
Buder	1,350	41.3	394	70.7
Mid 9	908	53.4	336	71.5
Mid 27	332	20.2	48	72.7
Mid 30	110	19.1	10	47.6
Community Fire House				
Mid 4	706	34.7	153	64.8
Edmundson City Hall	486	34.2	123	74.1
AP 7	261	34.1	66	75.0
AP 52	225	34.7	57	73.1
First Baptist St. John				
Mid 17, 52	879	18.7	126	76.8
Hoech Middle School				
AP11, 40, Mid 46	1,148	20.6	176	74.6
Hope Lutheran Church				
AP54	719	18.2	89	67.9
Indian Trails Library 1				
Nor 23, Mid 29	178	36.5	47	72.3
Indian Trials Library 2	67	31.3	12	57.1
Nor 65	36	30.6	4	40.0
Nor 66	17	41.2	4	57.1
Nor 26	9	33.3	3	100.0
Nor 19	5	20.0	1	100.0
Iveland Elementary School	1,933	39.5	469	61.5
Mid 5, 53,54	1,002	39.6	242	62.4
Mid 8, 26, CC 26,48	931	41.1	227	60.5
Kratz Elementary School	1,079	18.4	123	62.1
AP 1, 3	580	17.8	69	67.6
AP 2, 51	393	21.4	44	54.3
AP 48	106	15.1	10	66.7
Marion Elementary School				
Mid 6, 11, 25	686	38.6	186	70.2
Marvin Elementary School				
AP 9, 13, 20	1,480	16.8	197	79.4
Overland Baptist Church				
Mid 14	725	41.5	207	68.8

Election Results by Polling Place and Precinct
April 7, 1998

Polling Place Precincts	Registered Voters	% Voting	Yes Votes	
Overland Community Center Mid 48	559	42.0	159	67.7
Overland Presbyterian Church Mid 12	1,407	38.2	346	64.3
Overland VFW Hall Mid 33	364	16.8	44	72.1
Presentation School Mid 13	606	33.5	133	65.5
Mid 40	521	35.3	122	67.4
	85	25.9	11	50.0
Ritenour High School Mid 47	1,173	14.6	121	70.8
Mid 21, 41	630	15.7	68	70.1
	543	13.6	53	71.6
Ritenour Middle School Mid 16, 20, 51, Nor 27	856	30.0	187	72.8
Mid 15, 36	420	31.4	98	74.8
	436	29.6	89	70.6
Rock Road Library AP 24	883	15.6	102	73.9
AP 25	444	16.4	48	72.7
	439	17.1	54	75.0
St. Ann Civic Center AP 30	147	8.8	8	61.5
St. Gregory's Gym AP 8, 12, Mid 23, 32	1,128	20.9	164	69.5
St. John City Hall Mid 34, 38, AP 15	1,247	18.3	157	68.9
Mid 19, AP 14	827	18.7	108	70.1
	420	17.9	49	66.2
St. Louis Chinese Baptist Church Mid 43	1,468	39.0	372	65
Mid 44	1,226	43.8	340	64.8
	242	19.4	32	68.1
St. Patrick's School CC 25	247	6.9	17	88.2
West Side Baptist Church Mid 22	1,102	16.7	134	72.8
Mid 7, 37, AP 22	668	20.5	100	73.5
	434	11.1	34	70.8

Election Results by Polling Place and Precinct
April 7, 1998

<i>Polling Place Precincts</i>	<i>Registered Voters</i>	<i>% Voting</i>		<i>Yes Votes</i>	
Woodson Terrance City Hall	1,534	-	16.0	173	70.6
AP 5, 6, 46, 59	651	16.1		76	73.8
AP 39, 57	540	17.8		66	69.5
AP 18	258	15.5		25	64.1
AP 21, 63	85	9.4		6	75.0
Wyland Elementary School	1,454		49.7	481	66.5
Mid 2, 45	1,048	51.7		340	64.4
Mid 3, CC 27, Nor 28	406	49.3		141	72.3

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OFFICIAL RESULTS
 RITENOUR SCHOOL DISTRICT
 ST. LOUIS COUNTY, MISSOURI
 TUESDAY, NOVEMBER 3, 1998

** RITENOUR SCHOOL DISTRICT (29 POLLING PLACES) ****
 1 Registered Voters -
 2 Ballots Cast -
 3 Percent of Registered Voters

PROP R -ELIMINATE REDUCTION IN OPERATING LEVY- SIMPLE
 4 YES
 5 NO

	1	2.....3	4.....5	
1 AP 1,2,3,6,20,48,51	1,114	547 49.10	312 206	
2 AP 11,40, MID 32,46	1,226	731 59.62	432 251	
5 AP 5,18,21,39,46,57,59,63	1,476	732 49.59	469 222	
6 AP 7,52	465	259 55.70	165 84	
7 AP 8,12	563	298 52.93	181 102	
8 AP 9,13	1,396	730 52.29	445 253	
0 AP 24,25	809	385 47.59	239 121	
5 AP 30	127	53 41.73	32 17	
6 AP 54	698	406 58.17	247 131	
0 CC 48	4	2 50.00	0 2	
6 CC 25	258	90 34.88	56 18	
4 MID 2,3,45	1,364	795 58.28	480 283	
5 CC 27	36	9 25.00	9 0	
6 MID 5,8,53	1,249	675 54.04	396 252	
7 MID 26,54	576	260 45.14	144 101	
8 CC 26	27	7 25.93	6 1	
0 MID 6,11	661	357 54.01	215 135	
1 MID 25	3	3 100.00	2 1	
2 MID 7,22	858	420 48.95	269 127	
3 AP 22	126	44 34.92	33 9	
4 MID 37	53	22 41.51	9 12	
5 MID 9,23,30	1,399	832 59.47	503 299	
6 MID 12	1,311	663 50.57	371 264	
7 MID 13,40	586	296 50.51	188 98	
8 MID 14	705	364 51.63	232 122	
9 MID 17,52	862	469 54.41	312 144	
0 AP 14,15	474	238 50.21	156 74	
3 MID 21,41,47	1,121	504 44.96	292 168	
6 MID 33	357	170 47.62	106 44	
7 MID 43	1,176	657 55.87	379 252	
8 MID 27,44	575	314 54.61	206 96	
0 MID 15,16,36,51	727	399 54.88	260 126	
1 MID 20,29	55	23 41.82	17 5	
3 MID 48	551	288 52.27	179 97	
4 MID 19,34,38	726	356 49.04	224 116	
5 MID 4	679	336 49.48	210 114	
8 NOR 23,27,28	230	129 56.09	80 43	

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Post-It® Fax Note	7671	Date	11-12	# of pages	2
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Co./Dept.	Ritenour School	Co.	BOEC		
Phone #		Phone #	951-0119		
Fax #	426-7144	Fax #			

OFFICIAL RESULTS
 RITENOUR SCHOOL DISTRICT
 ST. LOUIS COUNTY, MISSOURI
 TUESDAY, NOVEMBER 3, 1998

*** RITENOUR SCHOOL DISTRICT (29 POLLING PLACES) ****

PROP R -ELIMINATE REDUCIION IN OPERATING LEVY- SIMPLE

1 Registered Voters - 4 YES
 2 Ballots Cast - 5 NO
 3 Percent of Registered Voters

	1	2	3	4	5	
NO	65,66	47	24	51.06	13	8
Y	19,26	17	11	64.71	5	5
TOTAL	24,687	12,898	52.25	7,874	4,403	

THE BOARD OF ELECTION COMMISSIONERS OF ST. LOUIS COUNTY, MISSOURI, ACTING AS THE VERIFICATION BOARD PURSUANT TO 115.507, R.S. MO 115.507, HEREBY CERTIFY THE FOREGOING TO BE A TRUE AND CORRECT ABSTRACT OF VOTES CAST FOR THE CANDIDATES AND OR PROPOSITIONS, AT THE GENERAL ELECTION HELD IN ST. LOUIS COUNTY, MISSOURI, ON NOVEMBER 3, 1998.

IN TESTIMONY WHEREOF, WE HAVE HEREUNTO SET OUR HAND AT OUR OFFICE IN MAPLEWOOD, ST. LOUIS COUNTY, MO, THIS 12TH DAY OF NOVEMBER, 1998.

Vivian G. Schmidt
 VIVIAN G. SCHMIDT, CHAIRWOMAN

John Moten Jr.
 JOHN MOTEN JR., SECRETARY

Richard W. Sullivan
 RICHARD W. SULLIVAN, MEMBER

Barbara A. Enneking
 BARBARA A. ENNEKING, MEMBER

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