



Ohio Legislative Service Commission

Comparative Synopsis

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S.B. 316

129th General Assembly

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
<p>Third-grade reading guarantee – retention</p> <p>SC-0640-1</p>	<p>Raises the "cut" score by applying the retention provisions to students who do not receive at least a "proficient" score on the third grade reading achievement assessment.</p> <p>Maintains current law requiring a district or community school to either (1) retain the student in third grade, (2) promote the student to fourth grade if the principal and reading teacher agree that other evaluations of reading skill demonstrate academic preparedness for fourth grade, or (3) promote the student to fourth grade if the student will be provided intervention services in fourth grade. However, adds a stipulation prohibiting promotion if the student has been on a reading improvement and monitoring plan for two or more years. (Because the requirement for reading improvement and monitoring plans is new, the retention change would not apply until the end of the 2013-2014 school year.)</p>	<p>Retains the current practice of applying the retention requirements to students who score in the "limited" range.</p> <p>Beginning with students entering third grade in the 2013-2014 school year, generally prohibits school districts and community schools from promoting to fourth grade a student scoring in the "limited" range on the third grade reading achievement assessment, but makes several exceptions (see below).</p>

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	<p>(1) Exempts from retention limited English proficient students who have less than two years of instruction in an English as a second language program.</p> <p>(2) Specifies that, for a special education student whose individualized education program (IEP) requires the student to take the achievement assessments, the decision whether to retain the student must be based on the student's ability to meet the academic goals in the IEP.</p> <p>(3) Retains the current law permitting promotion to fourth grade of students whose principals and reading teachers agree that other evaluations of reading skill demonstrate academic preparedness for fourth grade, but prohibits promotion of a student who has been on a reading improvement and monitoring plan (see below) for two or more years.</p> <p>(4) Retains the current law permitting promotion to fourth grade if the students will be provided intervention services in fourth grade, but prohibits promotion of a student who has been on a reading improvement and monitoring plan (see below) for two or more years.</p>	<p>Exempts from retention the following:</p> <p>(1) Limited English proficient students who have been enrolled in U.S. schools for less than two full school years and have had less than two years of instruction in an English as a second language program;</p> <p>(2)(a) Special education students whose IEPs exempt them from retention under the third-grade guarantee, and (b) special education students whose IEPs or 504 Plans show that they have received intensive remediation in reading for more than two years, and who have previously been retained in any of grades K to 3, but who still demonstrate a deficiency in reading;</p> <p>(3) Students who, as determined by their principals, either (a) demonstrate an acceptable level of performance on an alternative standardized reading assessment, or (b) demonstrate through a student portfolio mastery of the state English language arts standards for third grade; and</p> <p>(4) Students who received intensive remediation in reading for at least two years but still demonstrate a deficiency in reading, and were previously retained in any of grades K to 3, as long as the student continues to receive intensive reading instruction in fourth grade. That instruction must include an altered instructional day that includes specialized diagnostic information and specific research-based reading</p>

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	<p><i>(R.C. 3313.608; Section 267.10.90 of H.B. 153 of the 129th General Assembly; and Section 265.20.15 of H.B. 1 of the 128th General Assembly (repealed))</i></p>	<p>strategies that have been successful in improving reading among low-performing readers.</p> <p><i>(R.C. 3313.608; Section 267.10.90 of H.B. 153 of the 129th General Assembly; and Section 265.20.15 of H.B. 1 of the 128th General Assembly (repealed))</i></p>
<p>Third-grade reading guarantee – assessment and intervention</p> <p>SC-0618 and SC-0640-1</p>	<p>Requires each district and community school to assess the reading skills of each student in grades K to 3 by October 31 of each school year and identify students reading below grade level by the end of each school year. Requires that they administer the state-developed diagnostic assessments in English language arts, or a comparable tool approved by the Department of Education, to all students.</p> <p>Maintains current law requiring the district or community school to notify the parent or guardian of each student identified as reading below grade level.</p> <p>Maintains current law requiring school districts and community schools to provide intervention services to each student reading below grade level, but replaces the requirement that the services include an intensive, systematic instruction in phonics with a requirement that the services include instruction targeted at the student's identified reading deficiencies.</p>	<p>Same as Introduced, but specifies that the annual assessments are to be conducted by September 30, beginning in the 2012-2013 school year.</p> <p>Specifies that the notice must inform the parent or guardian that the student has been identified as having a substantial reading deficiency, describe the current services provided to the student, describe the proposed supplemental services and supports to be provided, and explain that the student may be retained in third grade if the student scores in the limited range on the third grade reading achievement assessment.</p> <p>Specifies that intensive reading instruction must be provided immediately following identification of a reading deficiency, and must include (1) "intensive, explicit, and systematic instruction," (2) research-based reading strategies that have been shown to be successful in improving reading among low-performing readers, and (3) instruction targeted at the student's identified reading deficiencies.</p>

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	<p>Requires the district or community school to develop a reading improvement and monitoring plan for each student identified as reading below grade level. The plan must (1) identify the student's specific reading deficiencies, (2) describe the additional instructional services and support that will be provided to remediate the student's deficiencies, (3) include opportunities for parental involvement in those services and support, (4) specify a process for monitoring the student's receipt of the services and support, and (5) state that the student may be retained in third grade for failure to pass the third-grade reading achievement assessment.</p> <p>Requires the district to report to the Department of Education any information requested by the Department about the reading improvement and monitoring plans.</p> <p>No provision.</p> <p>For each student who does not receive a proficient score on the third-grade reading achievement assessment, requires each district or community school to do the following:</p>	<p>Same as Introduced, plus requires each plan to provide a reading curriculum during regular school hours that (a) provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, (b) provides scientifically based and reliable assessment, and (c) provides initial and ongoing analysis of each student's reading progress; and</p> <p>Same as Introduced.</p> <p>Requires the district or community school to assign each student who has a reading improvement and monitoring plan, and who enters third grade in the 2013-2014 school year or later, to a teacher who either (1) has received a passing score on a rigorous test of principles of scientifically based reading instruction or (2) has a reading endorsement on the teacher's license.</p> <p>For each student retained in third grade, requires each district or community school, to do the following:</p>



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	<p>(1) Provide intense remediation services until the student is able to read at grade level. Requires that the remediation services include instruction that is targeted at the student's identified reading deficiencies.</p> <p>(2) No provision.</p> <p>(3) Offer the option to receive services from one or more providers other than the district or community schools.</p> <p>(4) Promote the student to fourth grade if the student demonstrates reading proficiency in accordance with standards adopted by the Department.</p> <p>Requires the district or community school to provide each student reading below grade level at the end of second grade with intense remediation services during the summer before third grade, beginning in the summer of 2013. Eliminates the requirement of current law that summer remediation be provided in a school or community center and not on an at-home basis.</p>	<p>(1) Provide intense remediation services until the student is able to read at grade level. Specifies that the services must include intensive interventions in reading that address the areas of deficiencies, including not less than 90 minutes of daily, uninterrupted, research-based reading instruction and other strategies such as small group instruction, reduced student-teacher ratios, or extended school day, week, or year;</p> <p>(2) Provide a high-performing teacher, as determined by the teacher's student performance data and performance reviews;</p> <p>(3) Optional. A district or community school may, but is not required to, offer the option to receive services from other providers.</p> <p>(4) Establish a policy for mid-year promotion if the student demonstrates that the student is reading at or above grade level, and promote the student to fourth grade if the student demonstrates reading proficiency in accordance with standards adopted by the Department.</p> <p>Includes summer reading camps as an option for services offered to retained third-graders. Does not mandate summer services, but likewise eliminates the requirement of current law that summer remediation be provided in a school or community center and not on an at-home basis.</p>



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	<p>Repeals the general prohibition against requiring school districts and community schools to report students' results on diagnostic assessments to the Department or State Board of Education or making the results available to the public.</p> <p>Reverses current law by specifying that blank copies of diagnostic assessments are not public records.</p> <p>No provision.</p> <p><i>(R.C. 3313.608, 3301.079(D)(1), and 3301.0715)</i></p>	<p>Same as Introduced, and adds a provision explicitly requiring districts to submit the results of the K-3 diagnostic assessments in English language arts and math to the Department. Allows the Department to issue a report on the data collected.</p> <p>Same as Introduced.</p> <p>Requires each district and community school annually to report to the Department on its implementation of and compliance with the bill's third-grade guarantee requirements.</p> <p><i>(R.C. 3313.608, 3301.079(D)(1), 3301.0715, 3313.813, and 3314.18)</i></p>
<p>Third-grade reading guarantee – reading intervention grants</p> <p>SC-0641-2</p>	<p>No provision.</p> <p>No provision.</p>	<p>Establishes Lottery Profits Education Reserve Fund appropriation item 200686, Third Grade Reading Guarantee, with a FY 2013 appropriation of \$13 million. Requires this appropriation to be used to make competitive grants to school districts and community schools to support reading intervention efforts that assist students in meeting the third grade reading guarantee.</p> <p>Requires the Superintendent of Public Instruction to administer and award the grants pursuant to procedures and a competitive process that the Superintendent establishes, subject to certain specified criteria.</p>

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		<i>(Sections 267.10 and 267.40.40 of H.B. 153 of the 129th General Assembly)</i>
Third-grade reading guarantee – report on federal funding SC-0643	No provision.	<p>Requires the Superintendent of Public Instruction and the Governor's Director of 21st Century Education to report to the Governor and the General Assembly, by December 31, 2012, on the ability of the Department of Education to reprioritize state and federal funds, in order to identify additional funds that may be used to support the assessments and interventions associated with the third-grade reading guarantee. The Superintendent and Director must examine all available sources of funding, including Title I federal funds for disadvantaged students, Title II(D) federal funds for educational technology, and Title III federal funds for limited English proficient students.</p> <p><i>(Section 733.40)</i></p>
Legislative recommendations regarding reading readiness SC-0647	No provision.	<p>Requires the Department of Education and the Governor's Director of 21st Century Education, in consultation with the State Board of Education, the Early Childhood Advisory Council, the Early Education and Development Committee, and education stakeholders, by March 31, 2013, to develop and submit to the Governor and the General Assembly legislative recommendations regarding reading readiness for individuals from birth through the third grade.</p> <p><i>(Section 733.30)</i></p>

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Promotion and retention policy	<p>Requires community schools to comply with an existing law requiring each school district to adopt a promotion and retention policy that prohibits the promotion of a student who has been truant for more than 10% of the school year and has failed at least two of the required subjects, unless the principal and teachers in the failed subjects agree that the student is academically prepared for the next grade.</p> <p>Requires each district's and community school's policy to comply with the terms of the third-grade reading guarantee.</p> <p><i>(R.C. 3313.609 and 3314.03)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p>
District and building academic performance ratings SC-0633-1	<p>Beginning with the current 2011-2012 school year, replaces the academic performance rating system for school districts, individual buildings of districts, community schools, and STEM schools with a letter grade system.</p> <p><i>(R.C. 3302.03; conforming changes in various other R.C. sections; Sections 267.30.56 and 733.10 of H.B. 153 of the 129th General Assembly)</i></p>	<p>Removes the bill's provisions creating the letter grade rating system, leaving in place the current rating system.</p> <p>Instead of creating the new rating system, establishes a task force to make legislative recommendations, by October 1, 2012, for a new rating and report card system, to be first used for the 2012-2013 school year, and under which each district, building, and school would be assigned a letter grade. The task force is made up of the Governor's Director of 21st Century Education (chair), the Superintendent of Public Instruction, the President of the State Board of Education, and one legislative member appointed by each of the Senate President, the Speaker of the House, and the Senate and House minority leaders. Requires the task force, in developing its recommendations, to consult with one or more</p>

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		<p>nonprofit organizations that have been responsible for developing policy recommendations for a similar letter grade rating system for schools implemented in other states.</p> <p>Requires the Department of Education, by January 31, 2013, to estimate the rating each district or school would have been assigned for the 2011-2012 school year under the task force's recommended letter grade rating system if that system were in effect for that school year.</p> <p><i>(Section 733.50)</i></p>
<p>Joint vocational school district rankings and report cards</p> <p>SC-0526</p>	<p>Requires the State Board of Education, in consultation with the Chancellor of the Board of Regents and the Governor's Office of Workforce Development, to develop a report card for joint vocational school districts separate from those for city, exempted village, and local school districts, and to begin issuing the report card for the 2012-2013 school year.</p> <p>Removes joint vocational school districts from the Department of Education's annual ranking of public schools according to academic performance and spending.</p> <p>Removes from the criteria with which the Department ranks public schools performance measures related to career-technical education.</p> <p><i>(R.C. 3302.03, 3302.033, 3302.20, and 3302.21)</i></p>	<p>Same as Introduced, but adds career-technical planning districts (CTPD) to the requirement for a separate report card. (A CTPD is a school district or group of school districts designated by the Department of Education as being responsible for the planning for and provision of career-technical education services to students within the district or group.)</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p> <p><i>(R.C. 3302.03, 3302.033, 3302.20, and 3302.21)</i></p>

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<p>Performance indicators for dropout prevention and recovery programs</p> <p>SC-0615 and SC-0616</p>	<p>Requires the State Board of Education, by March 31, 2013, to adopt academic performance indicators specifically for dropout prevention and recovery programs operated by school districts and community schools for use in rating them on the annual report cards.</p> <p>Eliminates the current exemption for community schools with approved dropout prevention and recovery programs from permanent closure for failing to meet academic performance criteria.</p> <p><i>(R.C. 3302.022, 3314.35, and 3314.36 (repealed); conforming changes in R.C. 3301.0712 and 3314.016; and Section 267.60.23 of H.B. 153 of the 129th General Assembly (repealed))</i></p>	<p>Same as Introduced, but also specifies that the performance indicators are to be used to rate <i>entire</i> district buildings or <i>entire</i> community schools in which a majority of the students are enrolled in the district's or school's dropout program.</p> <p>Reinstates the exemption for community schools with approved dropout prevention and recovery programs until the date that district and building report cards are issued using the bill's new performance indicators for dropout programs.</p> <p><i>(R.C. 3302.022 and 3314.35; conforming changes in R.C. 3301.0715 and 3314.016; and Section 267.60.23 of H.B. 153 of the 129th General Assembly, repealed)</i></p>
<p>School report cards during admission process</p> <p>SC-0662</p>	<p>No provision.</p>	<p>Requires any public school (district school, community school, STEM school, or college-preparatory boarding school), during the admissions process, to provide the parent of a student a copy of the school's most recent report card.</p> <p><i>(R.C. 3313.6411, 3314.03, 3326.11, and 3328.24)</i></p>
<p>Reports of district and school spending</p>	<p>Moves from January 1, 2012, to January 1, 2013, the deadline for the Department of Education to present to the State Board of Education standards for determining and comparing district and school operating expenditures for classroom instructional purposes with those for nonclassroom purposes.</p> <p>Moves from July 1, 2012, to July 1, 2013, the deadline for the State Board to adopt the</p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p>

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	<p>expenditure standards.</p> <p>Requires the Department, when developing the standards, to align them with the expenditure categories required for reporting to the U.S. Department of Education under federal law.</p> <p>Eliminates a requirement that the first report, ranking school districts and schools according to classroom and nonclassroom operating expenditures, cover fiscal years 2008 through 2012.</p> <p>Aligns the terminology of a separate reporting requirement by specifying that the Department annually compare a school district's expenditures for "classroom instructional purposes" (instead of "instructional purposes" under current law) with expenditures for "nonclassroom purposes" (instead of "administrative purposes" under current law).</p> <p><i>(R.C. 3302.20, 3302.21, and 3302.25)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>
<p>Legislative presentation of academic standards and model curricula</p>	<p>Requires the Superintendent of Public Instruction to present updated academic standards and model curricula in English language arts, math, science, and social studies to the House and Senate education committees at least 45 days before their adoption by the State Board of Education.</p> <p><i>(R.C. 3301.079(I); conforming change in R.C. 3301.0712)</i></p>	<p>Same as Introduced.</p>

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Model curricula for "career connections learning strategies"	<p>Directs the State Board of Education, by June 30, 2013, and in consultation with the Governor's Office of Workforce Development, to adopt model curricula for grades K to 12 that embed "career connections learning strategies" into regular classroom instruction.</p> <p><i>(R.C. 3301.079(B)(2))</i></p>	Same as Introduced.
School restructuring	<p>Specifies that the provisions of the "parent trigger" restructuring petition, under the pilot program, prevail over the general restructuring law for low-performing schools, if a Columbus district school becomes subject to both, unless the parent petition is rejected for certain reasons.</p> <p>Requires that a parent petition be filed by December 31 of any school year a school qualifies for restructuring under the Columbus "parent trigger" pilot program.</p> <p>Specifies that if either the parent petition or the state's general restructuring plan for a public school conflicts with federal law, federal law prevails.</p> <p>Specifies that if a school is restructured under a parent petition, under the general restructuring law, by a district academic distress commission, or under federal law, the school does not have to restructure again under state law for three years after implementing the prior restructuring.</p> <p><i>(R.C. 3302.042 and 3302.12)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>



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<p>Teacher evaluations</p> <p>SC-0559, SC-0621, and SC-0649-1</p>	<p>Specifies that the public school teachers who are subject to the requirement of current law to undergo evaluation by their employers are those who are employed under a teacher license and spend at least 50% of their time employed providing student instruction.</p> <p>No provision.</p> <p>Authorizes to conduct teacher evaluations (1) persons designated by an agreement entered into by the teacher's employer and (2) persons employed by an entity hired by the employer to conduct evaluations and who are licensed as a superintendent, assistant superintendent, principal, vocational director, or supervisor.</p> <p>Requires all authorized evaluators to obtain a credential established by the Department of Education before doing teacher evaluations.</p> <p>Permits an employer to require only one classroom observation (instead of two, as currently required) of a teacher rated as "accomplished" on the teacher's most recent evaluation, if the teacher completes a project approved by the employer to demonstrate</p>	<p>Same as Introduced, but exempts substitute teachers from the evaluation requirement.</p> <p>When calculating student academic growth for the purpose of teacher evaluations, excludes (1) students with 60 or more excused or unexcused absences for the school year and (2) students who are "habitual truants." (Under current law, an habitual truant has unexcused absences of 5 or more consecutive days, 7 or more days in a month, or 12 or more days in a school year.)</p> <p>Same as Introduced, but adds language explicitly allowing teacher evaluations to be conducted by persons designated in a peer review agreement entered into by an employer and its teachers.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>



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	<p>continued growth and practice at the accomplished level.</p> <p>Specifies that the statutory requirements regarding teacher evaluations prevail over collective bargaining agreements entered into on or after September 29, 2011.</p> <p>Specifically authorizes the State Board of Education to periodically update its state framework for evaluating public school teachers.</p> <p>Directs the State Board to develop, by June 30, 2013, a standards-based teacher evaluation framework for state agencies, and requires each state agency that employs teachers to adopt a teacher evaluation policy that conforms to the framework.</p> <p><i>(R.C. 3319.111 and 3319.112)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p> <p><i>(R.C. 3319.111 and 3319.112)</i></p>
Assistant principal evaluations	<p>Requires each school district's evaluation procedures for assistant principals (required under continuing law) to be based on principles comparable to the district's teacher evaluation policy, but tailored to the duties and responsibilities of assistant principals.</p> <p><i>(R.C. 3319.02)</i></p>	<p>Same as Introduced.</p>
Testing teachers SC-0627	<p>Revises the circumstances triggering the requirement that teachers of core subject areas take exams to prove their knowledge, so that it applies to teachers employed by school districts when the teacher has been rated "ineffective" on evaluations for two of the three most recent</p>	<p>Repeals the law requiring each teacher of a core subject area in a building that is ranked in the lowest 10% of all public school buildings according to performance index score to retake all exams needed for licensure in the teacher's subject area and grade level. Requires, instead,</p>

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	<p>years. (Retains the law applying the requirement to teachers employed by community schools and STEM schools when the teacher's building is ranked by performance index score in the lowest 10% of all public schools.)</p> <p>Applies the exam requirement to community school and STEM school teachers who are currently teaching a core subject when they become subject to the provision.</p> <p>Specifies that the exams the teachers must take are content knowledge exams selected by the Department of Education to determine expertise</p>	<p>that when a teacher employed by a school district, or by a community school or STEM school that receives federal Race to the Top funds, is rated "ineffective" on an evaluation for the first time, the employer must develop a professional improvement plan for the teacher. If the teacher is rated "ineffective" on the next evaluation after development of the plan, the teacher must complete at least 12 hours of professional development at the teacher's expense. The professional development, which is in addition to any other professional development required by the employer or for licensure, must be pre-approved by the teacher's principal or supervisor and be completed prior to the teacher's next evaluation. An employer may, at its own expense, require a teacher to take one or more exams of content knowledge selected by the Department of Education, in addition to completing the professional development. An employer may terminate a teacher if the teacher (1) does not complete the professional development or content knowledge exam, (2) receives an "ineffective" rating on the teacher's next evaluation after the professional development, or (3) fails the exam.</p> <p>No provision (repeals current law).</p> <p>No provision (repeals current law).</p>



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	<p>to teach the teacher's subject area and grade level (rather than content knowledge and pedagogy exams needed for licensure in that subject area and grade level, as in current law).</p> <p><i>(R.C. 3319.58)</i></p>	<p><i>(R.C. 3319.111 and R.C. 3319.58 (repealed))</i></p>
<p>Teacher evaluation data SC-0622 and SC-0636-2</p>	<p>Requires the Chancellor of the Board of Regents annually, beginning in 2012, to report the number and percentage of graduates of each Ohio teacher preparation program who were rated at each of the four performance levels on evaluations conducted by their employers in the previous school year.</p> <p>Requires each school district, community school, and STEM school conducting evaluations annually to report to the Department of Education the name and evaluation of each teacher it employs for the Chancellor's report.</p> <p><i>(R.C. 3319.111(G) and 3333.0411)</i></p>	<p>Extends the deadline, from December 31, 2012, to December 31, 2014, by which the Chancellor must commence the annual reporting.</p> <p>Replaces the requirement in the "As Introduced" version with a requirement that districts and schools report the number of teachers receiving each evaluation rating, aggregated by the teacher preparation programs from which the teachers graduated and graduation year. Requires the State Board of Education to establish Education Management Information System (EMIS) guidelines for this report, and prohibits the guidelines from permitting or requiring the reporting of teachers' names or other personally identifiable information.</p> <p><i>(R.C. 3319.111(H) and 3333.0411)</i></p>
<p>Nonrenewal of teacher and administrator contracts SC-0575-1</p>	<p>No provision.</p>	<p>Extends the deadlines for a school district or educational service center (ESC) to notify a teacher or administrator that the person's contract will not be renewed for the following school year, as follows:</p>

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	No provision.	<p>(1) From April 30 to June 1, in the case of teachers; and</p> <p>(2) From March 31 to June 1, in the case of assistant superintendents, principals, assistant principals, business managers, supervisors, and other administrators. (To correspond with these changes, the amendment also extends from April 30 to June 1 the deadline by which a school district employee must be notified of nonrenewal in order for the employee to qualify for unemployment benefits. The amendment does not affect the date for notice of nonrenewal for superintendents and treasurers, which under continuing law is March 1.)</p> <p>Extends from June 1 to June 15 the deadline for a teacher or administrator to notify a school district or ESC that the person is declining reemployment, in cases where the person is automatically reemployed due to the district's or ESC's failure to comply with the statutory nonrenewal procedures.</p> <p><i>(R.C. 3319.02, 3319.06, 3319.11, and 4141.29)</i></p>
School district business manager functions	<p>Authorizes a school district board that elects not to appoint a business manager to assign the statutory duties of a business manager to other employees or officers, and to give them any title that reflects the assignment of those duties.</p> <p>Specifies that the officers who may be assigned business manager duties include the district treasurer, notwithstanding current law prohibiting the business manager from having</p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p>



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	<p>possession of district money, and notwithstanding the current law that the treasurer may not be otherwise regularly employed by the board.</p> <p>Expresses the General Assembly's intent to supersede a recent appellate court decision that current law prohibits the assignment of a business manager's duties to the district treasurer.</p> <p><i>(R.C. 3319.031; Section 733.20)</i></p>	Same as Introduced.
Digital learning and blended learning	<p>Requires the State Board of Education to adopt standards for the operation of blended learning classrooms by school districts, community schools, STEM schools, and public college-preparatory boarding schools.</p> <p>Requires school districts, community schools, STEM schools, and public college-preparatory boarding schools that operate a blended learning school, or that plan to cease operating one, to notify the Department of Education by July 1 of the school year for which the change is effective.</p> <p>Permits a school already operating a blended learning program to notify the Department of Education within 90 days after the bill's effective date and request classification as a blended learning school.</p> <p>Specifies that an Internet- or computer-based community school (commonly known as an "e-school") is not a blended learning school, and</p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>



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	<p>that the bill's provisions addressing blended and digital learning do not affect current law with respect to the operation of and state payments to e-schools.</p> <p>Requires the Department, whenever the State Board adopts new state academic standards or model curricula, to provide information on the use of blended or digital learning in the delivery of the standards or curricula to students.</p> <p><i>(R.C. 3301.079(G) and 3302.41)</i></p>	Same as Introduced.
<p>eTech Ohio</p> <p>SC-0516</p>	No provision.	<p>Modifies the earmark for GRF appropriation item 935409, Technology Operations, established by H.B. 153, to permit funds designated to cover the costs of public school students taking advanced placement or postsecondary courses through the OhioLearns Gateway to also be available to chartered nonpublic school students.</p> <p><i>(Section 283.20 of H.B. 153 of the 129th General Assembly)</i></p>
<p>Ed Choice eligibility</p> <p>SC-0637-1</p>	<p>Specifies that, in the case of a child placed in the custody of either a government agency or a person other than the child's parent, the school district that includes the child in its average daily membership, for funding purposes, is the district from which Ed Choice scholarship payments must be deducted.</p> <p>No provision.</p> <p><i>(R.C. 3310.08)</i></p>	<p>Same as Introduced.</p> <p>Requires the State Board of Education to adopt rules establishing procedures for awarding Ed Choice scholarships to students already attending a nonpublic school when the school</p>

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
		<p>receives its charter. The scholarships must be awarded to eligible students beginning in the following school year after the school is chartered. The State Board's procedures must provide special application periods for students enrolled at the time the school's charter is granted, if necessary, and provide notice to the students' resident school districts. A student who is already enrolled in the nonpublic school when it receives its charter qualifies for a scholarship if either:</p> <p>(1) The student currently would be assigned to a school district building whose students qualify for Ed Choice, provided that the student either (a) has always been enrolled in that particular nonpublic school, or (b) was enrolled in a school operated by the student's resident district or in a community school prior to enrolling in the nonpublic school; or</p> <p>(2) At the end of the last school year before the student enrolled in the nonpublic school, the student either (a) was enrolled in a school district building whose students qualified for Ed Choice or (b) was enrolled in a community school but otherwise would have been assigned to such a school district building.</p> <p>Requires the Department of Education to open a second application period for the 2012-2013 school year for eligible students who attended a nonpublic school in 2011-2012 when the school received its charter.</p>



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
		<i>(R.C. 3310.03, 3310.031, and 3310.08; Section 733.70)</i>
Assessment data for scholarship students	Requires the Department of Education, when publishing achievement assessment data for students participating in the Ed Choice or Cleveland scholarship program, to disaggregate that data by grade (instead of by age, under current law). <i>(R.C. 3310.15 and 3313.978(G))</i>	Same as Introduced.
Autism Scholarship Program and Jon Peterson Special Needs Scholarship Program SC-0524	No provision.	Requires that, each time a school district completes an evaluation for a child with a disability or undertakes the development, review, or revision of the child's individualized education program (IEP), the district send by letter or electronic means a notice to the child's parent about the scholarship programs. The notice must include a prescribed statement indicating that the child might be eligible for a scholarship to attend a special education program operated by an alternative public provider or a registered private provider instead of that operated by the district. The notice must include the telephone number of the office of the Department of Education responsible for administering the scholarship programs and the location of scholarship information on the Department's web site. <i>(R.C. 3323.052)</i>

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
Calamity days	Includes "law enforcement emergencies" within the description of "calamity day" for which a school may be closed. <i>(R.C. 3314.08(L) and 3317.01(B))</i>	Same as Introduced.
Community school sponsor rankings and restrictions on sponsoring additional schools SC-0527-1, SC-0538, and SC-0625-1	Requires the Department of Education to create separate rankings, one for sponsors of conversion community schools and one for sponsors of start-up community schools, for the purpose of the annual ranking of community school sponsors by their composite performance index scores. (Current law requires one ranking that comprises sponsors of both types of schools.) Specifies that the prohibition on sponsoring additional community schools when a sponsor is ranked in the lowest 20% applies only to sponsoring additional schools of the type (conversion or start-up) covered by the ranking on which the sponsor is ranked so low. Makes permanent the exclusion from the ranking calculations of community schools that	Same as Introduced, but changes the criteria for applying the prohibition against a community school sponsor sponsoring additional schools, by replacing the trigger of the sponsor ranking in the lowest 20% on an annual ranking of sponsors by their composite performance index scores with a trigger of the sponsor receiving a rating of academic watch or academic emergency using the same performance metrics (state performance indicators, performance index score, adequate yearly progress, and the value-added progress dimension) and the same rating system as used for school districts, by evaluating the performance of all of the sponsor's conversion or start-up schools combined, as if they constituted a school district. Same as Introduced, but (as noted above) changes the criteria for applying the prohibition against sponsoring additional schools within each type, by replacing the trigger of the sponsor ranking in the lowest 20% on an annual ranking of sponsors by their composite performance index scores with a trigger of the sponsor receiving a rating of academic watch or academic emergency for each type of school. Same as Introduced.

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<p>primarily serve students with disabilities. (Currently, the performance of these schools is excluded from calculating the rankings until January 1, 2013, but can be permanently excluded if the General Assembly adopts performance standards for dropout recovery schools by that date.)</p> <p>Eliminates the conditional exclusion from the ranking calculations of community schools that operate dropout prevention and recovery programs. (Currently, the performance of these schools is excluded from calculating the rankings until January 1, 2013, but can be permanently excluded if the General Assembly adopts performance standards for dropout recovery schools by that date.)</p> <p>No provision.</p> <p>No provision.</p> <p>Requires the Department to publish the rankings between October 1 and October 15.</p>	<p>Reinstates the exemption until the date that district and building report cards are issued using the bill's new performance indicators for dropout programs.</p> <p>Excludes community schools that have been in operation for less than two full school years from counting in the annual rankings of community school sponsors.</p> <p>Specifies that the Department of Education's Office of Ohio School Sponsorship, which authorizes community schools under provisions enacted in 2011 by H.B. 153, must be included in the annual rankings of community school sponsors, but exempts the Office from the prohibitions against sponsoring additional community schools.</p> <p>Same as Introduced.</p>



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<i>(R.C. 3314.016 and 3314.35(A)(3))</i>	<i>(R.C. 3314.016 and 3314.35)</i>
Additional measures to rank community school sponsors SC-0624	No provision.	Requires the Department of Education to make legislative recommendations to the Governor and General Assembly by December 31, 2012, for a battery of additional measures to rank the performance of community school sponsors to determine if they may sponsor additional schools. <i>(Section 733.60)</i>
Community school sponsorship by educational service centers SC-0550	No provision.	Allows the governing board of any educational service center (ESC) to sponsor a start-up community school, regardless of the geographic location of the proposed school. (Under current law, since June 30, 2007, ESCs may only sponsor a start-up community school that is located in a county within or contiguous to the ESC's territory. However, ESCs could maintain sponsorship of community schools they had sponsored prior to June 30, 2007.) <i>(R.C. 3314.02)</i>
Community school new sponsor entity SC-0597	No provision.	Authorizes a nonprofit organization whose membership consists solely of community school sponsors to sponsor community schools itself. <i>(R.C. 3314.025)</i>
Community school sponsor definition SC-0626	No provision.	Revises and updates the definition of "sponsor" for purposes of the community school laws to explicitly include (1) boards of school districts and educational service centers that agree to the conversion of a school or building and (2) "grandfathered" sponsors, which are exempt from having to obtain the Department of

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
		Education's approval to sponsor community schools. (R.C. 3314.02)
Community school sponsorship by the Department of Education SC-0623	<p>Designates the Department's Office of Ohio School Sponsorship as the entity within the Department that may assume sponsorship of a community school whose sponsor is found not to be in compliance with state rules or its contract with the community school.</p> <p>No provision.</p> <p>No provision.</p> <p>No provision.</p> <p>(R.C. 3314.015)</p>	<p>Same as Introduced.</p> <p>Requires the Office of School Sponsorship within the Department of Education to adopt application and ratings procedures, including application format, deadlines, and contract parameters, for direct authorization of community schools to be used in the 2012-2013 school year and thereafter.</p> <p>Changes the direct authorization selection process from chronological to selective.</p> <p>Specifies that the Department's decision with respect to an application is final and not subject to appeal.</p> <p>(R.C. 3314.029)</p>
Combining community school and district report card data SC-0528-1	<p>No provision.</p>	<p>Revises the current law on combining of data of community schools and school districts on report cards, by:</p> <p>(1) Requiring the Department of Education to combine with a district's student performance data, the comparable data for all community</p>

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
		<p>schools sponsored by the school district, instead of only conversion community schools sponsored by the district as under current law;</p> <p>(2) Eliminating the exception for conversion schools that primarily enroll students between 16 and 22 years of age who dropped out of high school or are at risk of dropping out of high school due to poor attendance, disciplinary problems, or suspensions; and</p> <p>(3) Requiring the Department to include the students attending community schools sponsored by a school district in the district's enrollment count on the district's report card.</p> <p>Maintains current law that permits a school district to elect to include with its student performance data the comparable data for any community school located in the district to which the district either leases a building or enters into an agreement whereby the district and the community school endorse each other's programs.</p> <p><i>(R.C. 3302.03)</i></p>
<p>Community school governing authority membership</p> <p>SC-0528-1</p>	<p>No provision.</p>	<p>Permits a single individual to be a governing authority member of up to five community schools at the same time, but if any of those schools is rated "academic emergency" or "academic watch," the individual may serve on the governing authorities of additional schools (up to a total of five) only if, and to the extent that, one or more of those schools improves to at least a "continuous improvement" rating.</p>

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
		<p>Permits a single governing authority (of the same five individuals) to direct up to five separate community schools, if not more than one of those schools is ranked in the lowest 25% of all public school buildings statewide according to performance index score.</p> <p>(Current law restricts a single individual to serving on not more than two community school governing boards at the same time.)</p> <p><i>(R.C. 3314.02)</i></p>
<p>Single-sex community schools</p> <p>SC-0521</p>	<p>No provision.</p>	<p>Allows the governing authority of a community school to establish a single-gender school without establishing a comparable school for the other gender.</p> <p><i>(R.C. 3314.06)</i></p>
<p>Community school contracts on the Internet</p> <p>SC-0603</p>	<p>No provision.</p>	<p>Requires the Department of Education to make available on its web site a copy of every approved community school contract filed with the Superintendent of Public Instruction.</p> <p><i>(R.C. 3314.03 and Section 733.15)</i></p>
<p>Community school enrollment verification</p> <p>SC-0604</p>	<p>No provision.</p> <p>No provision.</p>	<p>Requires school district boards of education monthly to review community school enrollment for students who are entitled to attend school in the district and verify the community school in which the student is enrolled and that the student is entitled to attend school in the district under law.</p> <p>Authorizes community school governing authorities to adopt a policy that prescribes the</p>

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<p>No provision.</p> <p>No provision.</p> <p>No provision.</p>	<p>district remains the same, or (2) if the student enrolls in a community school after becoming homeless, the student is entitled to attend school in the school district in which the student currently resides.</p> <p>Requires district boards to accept the following documents, in addition to the above documents, when verifying a homeless student's residence status: (1) a notarized statement containing the address of the location where the student is residing signed by the student's residential parent or legal guardian, and (2) a notarized statement signed by the owner or lessee of a property in which a student is residing.</p> <p>Specifies that the state Superintendent must determine the district in which the student is entitled to attend in the event of a disagreement.</p> <p>Prohibits the Department of Education from withholding payments to a community school based on a challenge by a school district concerning the community school's enrollment and student residency reports.</p> <p><i>(R.C. 3314.11)</i></p>
<p>Community school mandate review panel</p> <p>SC-0605</p>	<p>No provision.</p> <p>No provision.</p>	<p>Creates the Community School Mandate Review Panel of seven community school experts jointly appointed by the Superintendent of Public Instruction, Director of the Governor's Office of 21st Century Education, and Auditor of State.</p> <p>Requires the panel to review all Revised Code and Administrative Code sections with which</p>

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	No provision.	<p>community schools must comply to determine how to reduce unnecessary reporting and compliance with requirements for community schools.</p> <p>Requires the panel to report its findings and legislative recommendations, one year after the bill's effective date, to the Department of Education, Governor, and General Assembly, upon which the panel will cease to exist.</p> <p><i>(Section 733.13)</i></p>
<p>Access to school district property</p> <p>SC-0576 and SC-0619</p>	<p>Permits, but does not require, a school district when offering unused real property for sale or lease to community schools located in the district, as required under current law, also to make that offer to (1) existing community schools with plans to relocate operations to the district, and (2) persons or groups proposing to establish new community schools to be located in the district.</p> <p>Specifies that if the district conducts an auction or lottery to select a community school to purchase or lease the property, because more than one eligible party notifies the district of its interest, the auction or lottery must be conducted only among the parties that notified the district of their interest, instead of among all eligible parties as required under current law.</p> <p>No provision.</p>	<p>Same as Introduced, but requires unused real property to be offered to college-preparatory boarding schools as well as community schools.</p> <p>Same as Introduced, but includes a college-preparatory boarding school as an eligible party in the case of an auction or lottery if that school notifies the district of its interest in the property.</p> <p>Requires that any unused property that a school district must lease or sell to a community school or proposed community school be used only for operating a community school.</p>



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<p>No provision.</p> <p><i>(R.C. 3313.411)</i></p>	<p>Includes public college-preparatory boarding schools, in addition to community schools as under current law, in the right of first refusal for real property (that exceeds \$10,000 in value) that a school district chooses to sell.</p> <p><i>(R.C. 3313.41 and 3313.411)</i></p>
<p>College-preparatory boarding school governance</p> <p>SC-0639</p>	<p>No provision.</p> <p>No provision.</p> <p>No provision.</p>	<p>Allows the appointing person or body (the Governor, college-preparatory boarding school operator, or any other appointing entity authorized by the board of trustees under its bylaws) of members of the board of trustees of college-preparatory boarding schools to remove a trustee they appoint at any time.</p> <p>Requires members of the board of trustees of a college-preparatory boarding school to file a disclosure statement with the Ohio Ethics Commission.</p> <p>Removes a reference that college-preparatory boarding school operators must comply with certain education provisions (administration of achievement and other assessments, EMIS reporting, and criminal records checks for employees), but this change may not have a substantive effect because continuing law, retained by the amendment, requires the school's board of trustees to comply with these requirements.</p> <p><i>(R.C. 3328.14 and 3328.24)</i></p>



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
<p>STEM schools</p> <p>SC-0601-1</p>	<p>No provision.</p>	<p>Specifies that the STEM Committee may authorize the establishment of a group of multiple STEM schools to operate from multiple facilities located in one or more school districts under the direction of a single governing body. If so authorized, each separate school must comply with all provisions of the existing STEM school law except:</p> <p>(1) It may not be organized or funded in the alternative, open enrollment model where a school district board is the STEM school's governing body;</p> <p>(2) The group's governing body may employ a single treasurer for the entire group of schools;</p> <p>(3) The governing body may employ a single individual to be the chief administrative officer of two or more schools;</p> <p>(4) The Department of Education must calculate state operating funds for each STEM school within the group separately and pay those funds directly to each school; and</p> <p>(5) The Department must issue a separate report card for each school within the group and compute and report a separate rating for the group as a whole. (The amendment retains the provision of current law that requires the Department to combine data regarding the academic performance of each STEM school student with comparable data from the student's resident school district for the purpose of</p>



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
		its "average daily membership" (student count for state operating funding) and prohibits any other district from including the child in that count. <i>(R.C. 3313.847)</i>
Coursework credits required for graduation SC-0617	No provision.	Specifies that the study of history and government other than American history and American government can count toward the two units of social studies required in grades 9 through 12 for graduation from high school. <i>(R.C. 3313.603)</i>
Culinary class exemption for underage alcohol possession or consumption SC-0520	No provision.	Allows college and university students under 21 years of age to possess or consume a small amount of beer or intoxicating liquor in a culinary, food service, or hospitality course if under the direct supervision of the instructor of the course. <i>(R.C. 4301.20(O))</i>
Admission of transferring students	Prohibits a school district from denying a transferring student admission, based on the student's age, if the student had been admitted to kindergarten by another school district or a chartered nonpublic school. <i>(R.C. 3321.01)</i>	Same as Introduced.
Licensing of preschool and latchkey programs	Eliminates the requirement that a school district, county DD board, or chartered nonpublic school operating a preschool or latchkey program renew its license every two years, and specifies instead that a program's license remains valid until revoked by the Department of Education or the program ceases operations.	Same as Introduced.



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<p>Extends the length of the provisional license issued to a new preschool or latchkey program from six months to one year.</p> <p>Requires the Department to inspect each preschool or latchkey program annually to determine compliance with laws and rules, and to notify the program of the results.</p> <p>Eliminates the requirement that a preschool or latchkey program's license contain the name of the program's administrator, the program's address of operation, and the toll-free number to report suspected violations of the law by the program.</p> <p><i>(R.C. 3301.58)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>
<p>Reporting data of young children</p> <p>SC-0620</p>	<p>Requires the director of each state agency that administers programs for children who are younger than compulsory school age (i.e., younger than age six and not in kindergarten) to obtain for each child receiving those services a student data verification code (also called a "Statewide Student Identifier" or "SSID") issued under the Department of Education's "Education Management Information System" (EMIS).</p> <p>Requires the EMIS contractor to submit to the Department of Education the SSID code of a child younger than compulsory school age receiving services from another state agency.</p> <p>Requires state agencies to submit to the Department of Education "personally identifiable" information of children younger than</p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced, but removes the reference to "personally identifiable" information in regard to agency directors using the SSID code to</p>



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<p>compulsory school age receiving services from the agency using their SSID codes, and provides that the personally identifiable information maintained in EMIS or an agency's files is not a public record.</p> <p><i>(R.C. 3301.0714, 3301.0723, 3301.941, and 3314.17)</i></p>	<p>submit data about a child to the Department of Education for inclusion in EMIS. The omnibus amendment still requires agency directors to submit personal data about students, including student names, for purposes of administering early childhood programs, but not to be included in EMIS. Apparently, the amendment is intended to clarify that student level data that is personally identifiable for proposes of inclusion in EMIS may not be submitted to the Department, while other personally identifiable data may be for non-EMIS purposes.</p> <p><i>(R.C. 3301.0714, 3301.0723, 3301.941, and 3314.17)</i></p>
"State education aid" definition	<p>Specifies that a school district's "state education aid" for fiscal years 2012 and 2013 includes both its supplemental guarantee payment and its payment for high academic performance, if either is paid to the district.</p> <p><i>(R.C. 5751.20)</i></p>	Same as Introduced.
School facilities programs	<p>Reduces the minimum size that a segment of a state-assisted school facilities project must be in order for a school district to proceed with it separately, from 4% to 2% of the district's tax valuation.</p> <p>Removes conditions of land-area size (300 square miles or more) and wealth (75th percentile or lower) for participation in the Exceptional Needs School Facilities Assistance Program.</p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p>

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<p>Authorizes the School Facilities Commission to offer early Classroom Facilities Assistance Program funding to school districts participating in the Expedited Local Partnership program.</p> <p><i>(R.C. 3318.034, 3318.364, 3318.37, and 3318.371; conforming changes in R.C. 3318.023 and 3318.36)</i></p>	Same as Introduced.
<p>Study of licensure requirements for media specialists</p>	<p>Directs the Department of Education, by June 20, 2013, to conduct a study of the licensure requirements for media specialists and to use the study to make necessary revisions to those requirements.</p> <p><i>(Section 733.10)</i></p>	Same as Introduced.
<p>Body mass index screening program</p> <p>SC-0571</p>	<p>Acknowledges the Governor's veto from H.B. 153 of the repeal of the body mass index screening program, and presents as law the affected statutes as they result from the veto. (The Governor's veto preserved the program.)</p> <p><i>(R.C. 3301.921, 3301.922, 3302.032, 3313.674, and 3326.11, all presented in Section 815.10; Section 815.11)</i></p>	<p>Removes the bill's acknowledgement of the Governor's veto of the repeal of the body mass index screening program. Instead, makes schools' (district schools, community schools, STEM schools, and chartered nonpublic schools) implementation of the body mass index (BMI) screenings optional, thereby eliminating the need to obtain a state waiver.</p> <p><i>(R.C. 3301.922, 3302.032, 3313.674, 3314.03, 3314.15, 3326.11, and 3326.26)</i></p>
<p>Sale of beverages in schools</p>	<p>Removes the requirement that at least 50% of beverages available for sale from school food service programs, vending machines, or school stores consist of water or other beverages that contain no more than 10 calories per 8 ounces.</p> <p><i>(R.C. 3313.816)</i></p>	Same as Introduced.

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
Nonsubstantive changes	<p>Repeals an obsolete law that required boards of county commissioners, until fiscal year 2007, to provide and equip offices for the use of educational service centers.</p> <p>Removes an obsolete reference to the Center for Early Childhood Development, which no longer exists.</p> <p>Corrects a misspelling with respect to dual enrollment programs.</p> <p><i>(R.C. 3301.90, 3313.37, 3313.6013, and 3319.19 (repealed))</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>
Tiered quality rating and improvement system SC-0570	<p>Renames the voluntary child day-care center rating program of the Department of Job and Family Services (known as Step Up to Quality) as the tiered quality rating and improvement system and extends the system to all child day-care providers.</p> <p>Requires that all publicly funded child care providers participate in the tiered quality rating and improvement system by July 1, 2020.</p> <p><i>(R.C. 5104.30 and 5104.31)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced, but specifies that only those providers that have been given access to the system by ODJFS are to be subject to an existing law provision requiring ODJFS to weigh any reductions in reimbursement ceilings more heavily against providers that do not participate in the system or do not maintain quality ratings.</p> <p><i>(R.C. 5104.30 and 5104.31)</i></p>



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
Child day-care center administrator qualifications	<p>Modifies the requirements to be a child day-care center administrator. Under the bill, a person seeking to be a child day-care center administrator must provide evidence of at least high school graduation or certification of high school equivalency and one of the following:</p> <p>(1) An associate, bachelor's, or postgraduate degree in child development or early childhood education, or in a related field approved by the ODJFS Director;</p> <p>(2) A license designated as appropriate for teaching in an associate teaching position in a preschool setting issued by the State Board of Education;</p> <p>(3) Designation under the career pathways model as an early childhood professional level 3;</p> <p>(4) Two years of experience as a child-care staff member in a licensed child care program, designation under the career pathways model as an early childhood professional level 1, and, not later than one year after being named as administrator, designation under the career pathways model as an early childhood professional level 2;</p> <p>(5) Two years of experience as a child-care staff member in a licensed child care program and at least four courses in child development or early childhood education from an accredited college, university, or technical college;</p>	<p>Same as Introduced.</p>



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<p>(6) Two years of experience as a child-care staff member in a licensed child care program and a Child Development Associate credential issued by the Council for Professional Recognition;</p> <p>(7) Two years of training, including at least four courses in child development or early childhood education from an accredited college, university, or technical college; or</p> <p>(8) An infant and toddler or early childhood credential from a program accredited by the Montessori Accreditation Council for Teacher Education.</p> <p>A person with two years of experience as a child-care staff member who is promoted to or designated as administrator of the center has one year from after the promotion or designation to complete the educational requirements.</p> <p><i>(R.C. 5104.031, 5104.01, 5104.011, 5104.032, 5104.033, and 5104.38; Section 751.10)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
<p>Licensure of type B family day-care homes</p> <p>SC-0577-1</p>	<p>Beginning January 1, 2014, requires that type B family day-care homes that seek to provide publicly funded child care be licensed by the ODJFS Director rather than certified by the county department of job and family services (CDJFS).</p> <p>Beginning January 1, 2014, eliminates type B homes with limited certification.</p> <p>No provision.</p> <p>No provision.</p> <p>Eliminates an existing requirement that ODJFS adopt rules establishing a reimbursement ceiling for providers of publicly funded child care that is (1) if the provider is a relative, 75% of the reimbursement ceiling that applies to a type B home certified by the same CDJFS or (2) if the provider is providing care for children of the same caretaker parent, 60% of the reimbursement ceiling that applies to a type B home certified by the same CDJFS.</p> <p><i>(R.C. 5104.018, 5104.03, 5104.04, 5104.11, and 5104.30)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Provides for automatic issuance of a type B home license to a certified type B home provider when the transfer of licensing functions from CDJFSs to ODJFS occurs January 1, 2014.</p> <p>Requires ODJFS to adopt rules establishing a plan to facilitate the transition of type B homes from county certification to state licensure.</p> <p>Same as Introduced.</p> <p><i>(R.C. 5104.018, 5104.03, 5104.04, 5104.11, and 5104.30; Section 751.30)</i></p>

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
In-home aides	<p>Eliminates in-home aides with limited certification.</p> <p>Requires a CDJFS director, as part of the process of certifying an in-home aide, to request that the Superintendent of the Bureau of Criminal Identification and Investigation conduct a criminal records check and generally prohibits a CDJFS from certifying an in-home aide who has been convicted of or pleaded guilty to certain offenses.</p> <p>Requires that ODJFS adopt rules establishing a reimbursement ceiling for in-home aides that is 75% of the reimbursement ceiling that applies to licensed type B homes.</p> <p><i>(R.C. 5104.011, 5104.012, and 5104.30)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>
Nonsubstantive child care changes	<p>Eliminates obsolete statutory references to type C family day-care homes, which were established as part of a pilot program that has expired.</p> <p><i>(R.C. 109.57, 2923.124, 2923.126, 2923.1212, 3742.01)</i></p> <p>Changes references to "school children" and "preschool children" in the ODJFS child care law to "school-age children" and "preschool-age children."</p> <p><i>(R.C. 3301.52, 3301.53, 5104.01, 5104.011, 5104.21, 5104.31)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p>

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<p>Relocates, but does not substantively change, a number of the Revised Code provisions governing child care.</p> <p><i>(R.C. 5104.011, 5104.014, 5104.015, 5104.016, 5104.017, 5104.018, 5104.019, 5104.0110, 5104.0111, 5104.0112, 5104.03, 5104.032, 5104.033, 5104.034, 5104.035, 5104.036, 5104.037, 5104.038, 5104.039, 5104.052, 5104.11, 5104.14, 5104.25)</i></p>	Same as Introduced.
<p>Employment of persons with developmental disabilities</p>	<p>Declares it to be the state's policy that employment services for individuals with developmental disabilities be directed at placement in the community in positions in which these individuals are integrated with other workers.</p> <p>Requires state agencies that provide employment services to individuals with developmental disabilities to implement the employment policy and the Department of Developmental Disabilities to coordinate implementation.</p> <p>Requires that starting at age 14, the individualized education program (IEP) for a child with a disability include goals related to employment in a competitive environment in which workers are integrated regardless of disability.</p> <p><i>(R.C. 3321.011 and 5123.022)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
State Workforce Policy Board	Changes the composition and structure of the State Workforce Policy Board to include nine voting members and as many ex-officio, non-voting members as are appointed by the Governor, and requires that a majority of voting members represent business interests.	Same as Introduced.
	Transfers supervision and administration of the state workforce development system from the ODJFS Director to the State Workforce Policy Board.	Same as Introduced.
	Transfers the authority to allocate and pay funds to local administration of workforce development activities from the ODJFS Director to the State Workforce Policy Board.	Same as Introduced.
	Allows the State Workforce Policy Board to assess fees for specialized services requested by an employer.	Same as Introduced.
	Requires every state agency, board, or commission to provide the State Workforce Policy Board with any information or assistance the board requests in furtherance of workforce development activities.	Same as Introduced.
	Requires local workforce development plans to be approved by the State Workforce Policy Board.	Same as Introduced.
	Eliminates certain requirements of the workforce development system regarding locally designed family services systems and counties and municipalities.	Same as Introduced.



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<p>Permits boards of county commissioners to provide electronically workforce development activities in a local area (one-stop system).</p> <p>Eliminates the requirement that at least one representative from a county department of job and family services staff a one-stop system for workforce development.</p> <p>Eliminates certain state law limits on the Governor's allocation of money received under the federal Workforce Investment Act of 1998.</p> <p><i>(R.C. 6301.02, 6301.03, 6301.04, 6301.07, 6301.08, and 6310.10)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>
Registered apprenticeships	<p>Increases the minimum age at which an individual may be an apprentice to include an individual above age 16 when a higher minimum age standard is otherwise fixed by law.</p> <p>Permits the Ohio Apprenticeship Council to recommend, rather than establish as under current law, minimum standards for apprenticeship programs and rules as may be necessary to carry out the Ohio Apprenticeship Law.</p> <p>Revises the standards under which the Executive Secretary registers apprenticeship programs.</p> <p>Eliminates the Council's authority to terminate registered apprenticeship agreements that are not in compliance with the applicable standards, and instead requires the Council to consult with</p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<p>the Executive Secretary regarding that termination.</p> <p>Separates the Executive Secretary from the Council by placing the Executive Secretary in the Council Office (a unit within ODJFS), and modifies the Executive Secretary's duties to reflect that separation.</p> <p>Eliminates the Executive Secretary's duty to issue certificates of completion of apprenticeship in accordance with the Council's standards.</p> <p><i>(R.C. 4139.01, 4139.03, 4139.04, and 4139.05)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p>
Workers' compensation and learn to earn	<p>Prescribes the circumstances in which an individual who is injured or contracts an occupational disease in the course of and arising out of participation in an ODJFS learn to earn program receives compensation and benefits under the Workers' Compensation Law or under Unemployment Compensation Law.</p> <p>Exempts from liability for an injury suffered or occupational disease contracted, except with respect to intentional torts, ODJFS, any established learn to earn program, or any entity conducting the training under that program.</p> <p>Permits ODJFS to establish a separate workers' compensation coverage policy for learn to earn participants.</p> <p>Permits ODJFS to enter into a contract of indemnity for loss as a result of any workers'</p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p> <p>Same as Introduced.</p>



Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Reported by S. Education)
	<p>compensation claim arising out of participation in a learn to earn program.</p> <p><i>(R.C. 4123.391)</i></p>	
<p>Office of Workforce Transformation web site</p>	<p>Authorizes the Office of Workforce Transformation to create a web site to help link energy companies with trained workers and to provide information on industry compatible curriculum and training.</p> <p>Authorizes the Office to work with veterans to match training and skills to needed jobs in industries, including to the oil and gas industry.</p> <p><i>(Section 763.10)</i></p>	<p>Same as Introduced.</p> <p>Same as Introduced.</p>

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