



*Synopsis of House Committee Amendments**

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Legislative Service Commission

Sub. S.B. 2

125th General Assembly
(H. Education)

Educator Standards Board

Increases the number of members that make up the Educator Standards Board.

Specifies that the State Board of Education must solicit nominations for the school administrator members of the Educator Standards Board from the Buckeye Association of School Administrators, the Ohio Association of Elementary School Administrators, and the Ohio Association of Secondary School Administrators.

Removes provisions that exempt the Educator Standards Board and the Credential Review Board from the Sunset Review Law.

Changes the due date for recommendations by the Educator Standards Board to one year from the date the Board first convenes, instead of August 31, 2004, as prescribed in the As Passed by the Senate version.

Provides that the State Board of Education must review the recommendations of the Educator Standards Board and may adopt standards based on those recommendations, make changes to those recommendations, or direct the Standards Board to reconsider those recommendations. Also specifies that the final responsibility to determine whether to adopt standards and the content of those standards, if adopted, belongs solely to the State Board of Education.

Replaces provisions that require the State Board of Education and Educator Standards Board to consult with the "Joint Council of the State Board of Education and the Ohio Board of Regents," in their respective development of teacher and principal evaluation guidelines and educator standards, with one requiring those Boards to consult with the Ohio Board of Regents.

* This synopsis does not address amendments that may have been adopted on the House floor.

Requires the Educator Standards Board to include, in the standards for teacher professional development, standards that address mental health issues.

Requires the Educator Standards Board to study the model for aligning teacher preparation programs with recognized standards developed by the College of Food, Agricultural, and Environmental Sciences and the College of Education at the Ohio State University.

The teaching profession

Codifies the definition of "highly qualified teacher" that the State Board of Education adopted in compliance with the federal No Child Left Behind Act of 2001 and requires that certain classroom teachers in core subject areas be highly qualified teachers. Also, incorporates No Child Left Behind requirements with respect to parental notification of the qualifications of teachers.

Eliminates the following provisions regarding "master teachers": (1) requirement that the Educator Standards Board define "master teacher," (2) requirements that the Department of Education gather data using the Education Management Information System on the number of "master teachers" employed by school districts and report that data on school district and building report cards, and (3) requirement that the Department include "master teachers" in promising practices to engage the expertise of certain teachers beyond their own classrooms.

Requires the Educator Standards Board and the Department of Education to develop jointly a proposal for a career ladder program and to estimate the cost of implementing the program, instead of requiring the Department of Education to develop a proposal for a career ladder pilot project.

Requires the Ohio School Facilities Commission to consider how its design standards support design recommendations of the Governor's Commission on Teaching Success, instead of requiring the School Facilities Commission to review actual design plans relative to the recommendations of the Governor's Commission.

Removes a provision that expands the rulemaking authority of the State Board of Education with respect to allowing schools to hire teachers considered to be rehabilitated from past offenses.

Removes a provision requiring the State Board of Education to issue an alternative educator license to an applicant upon the request of specified school officials.

Requires the State Board of Education to permit higher education institutions that offer teacher preparation programs to satisfy the standards of either the National Council for Accreditation of Teacher Education or the Teacher Education Accreditation Council, if the State Board requires the institutions to satisfy the standards of an independent accreditation organization.

Requires the Ohio Board of Regents to develop a system for statewide articulation agreements between teacher preparation programs at state institutions of higher education by April 15, 2005, instead of requiring both regional articulation agreements and a proposal for a statewide articulation agreement system by December 31, 2004.

Proficiency/achievement tests and diagnostic assessments

Specifies that the summer third grade reading proficiency/achievement test be administered on a date between June 10 and July 15, instead of on a date not later than the Friday of the week containing July 10 as provided in the As Passed by the Senate version.

Specifies that the spring elementary proficiency/achievement tests be administered not earlier than May 1, instead of not earlier than Monday of the week containing March 8 as provided in current law.

Permits a school district to administer the kindergarten readiness assessment to a student prior to enrollment in kindergarten, but also provides that the results of the assessment may not be used to prohibit the student from enrolling in kindergarten.

Permits a district or school to forego administering a diagnostic assessment to any student that transfers into the school or district (instead of just any *intradistrict* transfer student), if another school or district has already administered the assessment to that student in the current school year.

Other provisions

Makes temporary changes in the law regarding the payment of Disadvantaged Pupil Impact Aid to certain school districts and community schools in the 2003-2005 biennium.

Changes the earmarks for appropriations for the Head Start and Head Start Plus programs in the 2003-2005 biennium.

Clarifies that a federally tax-exempt entity that succeeds the Board of Trustees of the University of Toledo or its designee as a community school sponsor may sponsor existing and new community schools without the approval of the Department of Education.

Prohibits an Internet- or computer-based community school from contracting for instructional space at any nonpublic school.

Removes language from the As Passed by the Senate version stating the General Assembly's intent that the noninstructional needs of students be met so as not to hinder student learning.

Reinstates a requirement that the Legislative Office of Education Oversight prepare an annual composite report of community school data.

Requires the Department of Education to study the effectiveness of certain pilot projects authorized in the bill and to report findings to the General Assembly within one year after the pilots are implemented.

Permits the Chancellor of the Ohio Board of Regents to allocate up to \$70,000 per year to fund student stipends for Kent State University's Columbus Program in Intergovernmental Issues.

Permits school district boards of education to adopt policies on the administration of drugs prescribed by any person authorized to prescribe drugs, instead of just those prescribed by physicians as under current law.

Changes the due date of the Ohio Autism Task Force to November 26, 2004, instead of September 26, 2004, as under current law.

Removes a provision from the law authorizing the Pilot Project Special Education Scholarship Program that permits a parent of an autistic child to receive a scholarship to attend an alternative special education program and to also enroll in services provided by the child's resident school district.

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