Ohio Legislative Service Commission

Synopsis of House Committee Amendments*

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Sub. S.B. 316

129th General Assembly
(H. Education)

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Passed by the Senate)	Sub. S.B. 316 (First Reported by H. Education)	Sub. S.B. 316 (As Re-Reported by H. Education)
Third-grade reading guarantee – retention	Raises the "cut" score by applying the retention requirements to students who do not receive at least a "proficient" score on the third grade reading achievement assessment.	Retains the current practice of applying the retention requirements to students who score in the "limited" range.	Raises the "cut" score, effective with the 2012-2013 school year, by applying the retention requirements to students who do not receive at least a "proficient" score. The new score would apply to the current retention requirements, which are retained for the 2012-2013 school year.	Requires the State Board of Education to determine the "cut" score, progressively adjusting it upwards until the retention requirements apply to students who do not receive at least a "proficient" score. Prohibits the State Board from designating a level lower than "limited." Not later than December 31, 2013, requires the State Board to submit to the General Assembly recommended changes to the scoring ranges of the state achievement assessments necessary for the successful implementation of the common core curriculum and assessments in the 2014-2015 school year.
	Maintains current law requiring a district or community school to either	Beginning with students entering third grade in the 2013-2014 school year,	Same as Senate, but raises the score for applying the retention	Same as Senate, but the State Board sets the "cut" score (see above).

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

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	(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.)	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).	requirements to students who do not receive at least a "proficient" score on the third grade reading achievement assessment, and makes some changes to the exceptions, as noted below.	
		Exempts from retention the following:	The exemptions are as follows:	
	(1) Exempts from retention limited English proficient students who have less than two years of instruction in an English as a second language program.	(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;	(1) Same as Senate.	(1) Same as Senate.
	(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.	(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	(2) Same as Senate, but clarifies in (b) that a student must have received intensive reading remediation "during at least two school years" (rather than "for more than two years").	(2) Same as Senate, but clarifies in (b) that a student must have received intensive reading remediation for two school years (rather than "for more than two school years" in the Senate version or "*during* at least two school years" as first Reported by H. Education.

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		demonstrate a deficiency in reading;		
	(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 adds a stipulation prohibiting promotion of a student who has been on a reading improvement and monitoring plan (see below) for two or more years.	(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	(3) Students who, as determined by the Department of Education, demonstrate an acceptable level of performance on an alternative standardized reading assessment. Does not include an exception for demonstration of mastery through a student portfolio.	(3) Same as first Reported by H. Education.
	(4) Retains the current law permitting promotion to fourth grade if the students will be provided intervention services in fourth grade, but adds a stipulation prohibiting promotion of a student who has been on a reading improvement and monitoring plan (see below) for two or more years.	(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 strategies that have been successful in improving reading among low-performing readers.	(4) Same as Senate, but clarifies that a student must have received intensive reading remediation "during at least two school years" (rather than "for at least two years").	(4) Same as Senate, but clarifies that a student must have received intensive reading remediation "*for* two *school* years" (rather than "for at least two years") under the Senate version or "*during* at least two school years" as first Reported by H. Education.
	No provision.	No provision.	Requires school districts and community schools to provide retained third-graders who have been identified as gifted in fields other than reading with instruction in those fields that is commensurate with the students' achievement levels.	Requires school districts and community schools to provide *all* retained third-graders with instruction in a specific academic field that is commensurate with student achievement levels.

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	(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))	*(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))*	*(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))*	*(R.C. 3301.0710 and 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)*
Third-grade reading guarantee – assessment and intervention	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.	Same as Introduced, but specifies that the annual assessments are to be conducted by September 30, beginning in the 2012-2013 school year.	Same as Senate.	Same as Senate, but omits the stipulation allowing until the end of the school year to identify students reading below grade level.
	Maintains current law requiring the district or community school to notify the parent or guardian of each student identified as reading below grade level.	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.	Same as Senate.	Same as Senate, except the explanation about possible retention must refer to the State Board's cut score.
	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	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-	Same as Senate, except omits the statement that the instruction must include "intensive, explicit, and systematic instruction."	Same as Senate.

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	an intensive, systematic instruction in phonics with a requirement that the services include instruction targeted at the student's identified reading deficiencies.	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.		
	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.	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.	Same as Senate, but omits the stipulation that the curriculum "provide skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension."	Same as first Reported by H. Education.
	Requires the district or community school to report to the Department of Education any information requested by the Department about the reading improvement and monitoring plans.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	No provision.	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)	Same as Senate.	Same as Senate.

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		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.		
	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:	For each student retained in third grade, requires each district or community school, to do the following:	Same as Senate, except as noted below.	Same as first Reported by H. Education.
	(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.	(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;	(1) Same as Senate, but revises the 90-minute standard to "not less than 90 minutes of reading daily."	(1) Same as first Reported by H. Education, but specifies that the services other than the 90-minute standard are optional.
	(2) No provision.	(2) Provide a high-performing teacher, as determined by the teacher's student performance data and performance reviews;	(2) Same as Senate, but specifies that performance data must be used to determine whether a teacher is a high quality teacher only when the data is available.	(2) Same as first Reported by H. Education.
	(3) Offer the option to receive services from one or more providers other than the district or community schools.	(3) Optional. A district or community school may, but is not required to, offer the option to receive services from other providers.	(3) Same as Senate but requires the district, community school, or Department to screen any other service provider.	(3) Same as first Reported by H. Education but requires a district or community school to offer the option to receive services from other providers.

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	(4) Promote the student to fourth grade if the student demonstrates reading proficiency in accordance with standards adopted by the Department.	(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.	(4) Same as Senate.	(4) Same as Senate.
	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.	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.	Same as Senate.	Same as Senate.
	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.	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.	Same as Senate.	Same as Senate.
	Reverses current law by specifying that blank copies of diagnostic assessments are not public records.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	No provision.	Requires each district and community school annually to report to the Department on its implementation of	Same as Senate.	Same as Senate.

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		and compliance with the bill's third-grade guarantee requirements.		
	No provision.	No provision.	Requires the Superintendent of Public Instruction annually to report to the Governor and General Assembly the number and percentage of students in grades K-4 reading below grade level, types of intervention service provided, and an evaluation, if available, on the efficacy of those services, all aggregated by district.	Same as first Reported by H. Education, but additionally requires the Superintendent to aggregate the information by school building, as well as by district.
	(R.C. 3313.608, 3301.079(D)(1), and 3301.0715)	*(R.C. 3313.608, 3301.079(D)(1), 3301.0715, 3313.813, and 3314.18)*	*(R.C. 3313.608, 3301.079(D)(1), 3301.0715, 3313.813, and 3314.18)*	
Third-grade reading guarantee – reading intervention grants	No provision.	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.	No provision.	No provision.
	No provision.	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. *(Sections 267.10 and 267.40.40 of H.B. 153 of the 129th General Assembly)*	No provision.	No provision.

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Third-grade reading guarantee – report on federal funding	No provision.	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. *(Section 733.40)*	Same as Senate.	Same as Senate.
Legislative recommendations regarding reading readiness	No provision.	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. *(Section 733.30)*	Requires the State Board of Education and the Early Childhood Advisory Council jointly to develop legislative recommendations on the state's policies on literacy education of children from birth to third grade. The joint recommendations are due to the Governor and members of the General Assembly, namely members of the General Assembly's Children's Caucus, not later than February 28, 2013. *(Section 733.30)*	Same as first Reported by H. Education, but (1) requires the State Board and the Council to consult with the Governor's office of 21st Century Education and (2) omits the reference to the Children's Caucus.

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Promotion and retention policy	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. Requires each district's and community school's policy to comply with the terms of the third-grade reading guarantee. *(R.C. 3313.609 and 3314.03)*	Same as Introduced. Same as Introduced.	Same as Introduced. Same as Introduced.	Same as Introduced. Same as Introduced.
District and building academic performance ratings	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. *(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)*	Removes the bill's provisions creating the letter grade rating system, leaving in place the current rating system. 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	No provision.	No provision.

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		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 nonprofit organizations that have been responsible for developing policy recommendations for a similar letter grade rating system for schools implemented in other states. 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. *(Section 733.50)*	No provision.	No provision.
Joint vocational school district rankings and report cards	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. Requires the State Board to approve the new report card by December 31, 2012.	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.) Omits the December 31, 2012, deadline for approving the report card, but retains the requirement that the first one be issued for the 2012-	Same as Senate, but adds the Ohio Association of Career and Technical Education and the Ohio Association of Career-Technical Superintendents as entities with which the State Board must consult when developing the report card. Same as Senate.	Same as first Reported by H. Education, but adds the Ohio Association of City Career-Technical Schools as a consulting entity. Same as Senate.

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		2013 school year, by September 1, 2013.		
	Removes joint vocational school districts from the Department of Education's annual ranking of public schools according to academic performance and spending.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Removes from the criteria with which the Department ranks public schools performance measures related to career-technical education.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	(R.C. 3302.03, 3302.033, 3302.20, and 3302.21)	*(R.C. 3302.03, 3302.033, 3302.20, and 3302.21)*	*(R.C. 3302.03, 3302.033, 3302.20, and 3302.21)*	
Performance indicators for dropout prevention and recovery programs	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. Specifies that the performance indicators measure all of the following: (1) The extent to which a district's or school's program meets each of the applicable performance indicators established by the State Board and the number of applicable indicators that have been achieved;	Same as Introduced, but also specifies that the performance indicators are to be used to rate *entire* district buildings or *entire* community schools in which a majority of the students are enrolled in the district's or school's dropout program.	Replaces the Introduced and Senate provisions requiring the adoption of performance indicators for dropout prevention and recovery programs operated by school districts and community schools with provisions for a separate rating system specifically for community schools that operate dropout prevention and recovery programs, to be used beginning with the 2014-2015 school year. The bill provides the following: (1) Requires the State Board, by December 31, 2014, to adopt rules prescribing the new rating system for dropout prevention and recovery programs that meet the bill's specifications;	No provision.

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	(2) The performance index score of the district's or school's program; (3) Student academic growth in English language arts, math, science, and social studies, measured using nationally normed tests, state achievement assessments, or other assessment approved by the Department; and (4) A five-year and six-year graduation rate.		(2) Specifies that the rating system use the following performance metrics: (a) four-year, five-year, six-year, seven-year, and eight-year graduation rates; (b) the percentage of twelfth-grade students currently enrolled in a school who are within three months of their 22nd birthday and have attained the passing score on all of the applicable state high school achievement assessments by their 22nd birthday; and (c) growth in annual student achievement in reading and math as measured by separate nationally norm-referenced assessments prescribed by the State Board. (3) Specifies that the rating designations be: "exceeds standards"; "meets standards"; and "does not meet standards"; (4) Requires the Department, in developing the rating system, to gather data from community schools that operate dropout prevention and recovery programs and to consult with stakeholder groups, and requires affected community schools to supply requested data to the Department; and (5) Prohibits the Department from applying the current report card rating system to community schools that operate dropout prevention and recovery programs for the 2012-2013	

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			and 2013-2014 school years, pending development of the new rating system. (However, the bill states that these community schools still must comply with the requirements of the federal No Child Left Behind Act of 2001 and that the Department must continue to report each school's performance and to enforce applicable sanctions under the federal law.)	
	Eliminates the current exemption for community schools with approved dropout prevention and recovery programs from permanent closure for failing to meet academic performance criteria.	Reinstates the exemption for community schools with approved dropout prevention and recovery programs, but only until the date that district and building report cards are issued using the bill's new performance indicators for dropout programs.	Reinstates the current permanent exemption.	Specifies that, unless the General Assembly enacts performance standards, a report card rating system, and closure criteria for community schools that operate dropout prevention and recovery programs by March 31, 2013, those schools are subject to permanent closure under the existing criteria that applies to other community schools. But also specifies that only the performance ratings issued to schools that operate dropout programs for the 2012-2013 school year and later count in determining if a school meets the closure criteria.
	(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))	*(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)*	*(R.C. 3314.017; conforming changes in R.C. 3302.042, 3302.12, 3302.20, 3302.21, 3314.012, and 3314.05)*	*(R.C. 3314.016, 3314.017, 3314.35, and 3314.36; conforming changes in R.C. 3302.042, 3302.12, 3302.20, 3302.21, 3314.012, and 3314.05)*
School report cards during admission process	No provision.	Requires any public school (district school, community school, STEM school, or college-preparatory	No provision.	Same as Senate.

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		boarding school), during the admissions process, to provide the parent of a student a copy of the school's most recent report card. *(R.C. 3313.6411, 3314.03, 3326.11, and 3328.24)*		
Reports of district and school spending	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.	Same as Introduced.	Removes the deadline, as prescribed in either current law or the bill, for the Department to present proposed reporting standards to the State Board, but moves the date that the State Board must adopt those standards to December 31, 2012 (see below).	Same as first Reported by H. Education.
	Moves from July 1, 2012, to July 1, 2013, the deadline for the State Board to adopt the expenditure standards.	Same as Introduced.	Moves the deadline for adoption of the reporting standards up to December 31, 2012.	Same as first Reported by H. Education.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	No provision.	No provision.	Requires school districts, community schools, and STEM schools to begin reporting data in accordance with the standards on July 1, 2013.	Same as first Reported by H. Education.
	Eliminates a requirement that the first report, ranking school districts and schools according to classroom and	Same as Introduced.	Same as Introduced.	Same as Introduced.

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	nonclassroom operating expenditures, cover fiscal years 2008 through 2012. 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). *(R.C. 3302.20, 3302.21, and 3302.25)*	Same as Introduced.	Same as Introduced. *(R.C. 3302.20, 3302.21, and 3302.25)*	Same as Introduced.
Legislative presentation of academic standards and model curricula	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. *(R.C. 3301.079(I); conforming change in R.C. 3301.0712)*	Same as Introduced.	Same as Introduced.	Same as Introduced.

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Model curricula for "career connections learning strategies"	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. *(R.C. 3301.079(B)(2))*	Same as Introduced.	Same as Introduced.	Same as Introduced.
School restructuring	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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	Same as Introduced.	Same as Introduced.	Same as Introduced.

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	again under state law for three years after implementing the prior restructuring. *(R.C. 3302.042 and 3302.12)*			
Teacher evaluations	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.	Same as Introduced, but exempts substitute teachers from the evaluation requirement.	Same as Senate.	Same as Senate.
	No provision.	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.)	Same as Senate, but removes the exclusion of "habitual truants."	Excludes only students with 60 or more unexcused absences.
	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.	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.	Same as Senate, but also allows administrative specialists to conduct teacher evaluations, if they work for the teacher's employer or for a third party hired by the employer to do evaluations.	Same as first Reported by H. Education, but also allows qualified persons who are not licensed as a superintendent, assistant superintendent, principal, vocational director, administrative specialist, or supervisor to conduct teacher evaluations, if they work for a third party hired by the employer to do evaluations.

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	Requires all authorized evaluators to obtain a credential established by the Department of Education before doing teacher evaluations.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	No provision.	No provision.	Requires only one annual evaluation of teachers on limited or extended limited contracts. (Under current law, employers must conduct two evaluations of those teachers in any year the employer is considering not rehiring the teacher.)	Same as first Reported by H. Education.
	No provision.	No provision.	Requires at least three classroom observations (instead of two, as currently required) of teachers on limited or extended limited contracts as part of the evaluation process.	Same as first Reported by H. Education, but specifies that the requirement applies only to such teachers who are under consideration for nonrenewal.
	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 continued growth and practice at the accomplished level.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	No provision.	No provision.	Extends from April 1 to May 1 the deadline for employers to complete teacher evaluations.	Same as first Reported by H. Education.
	Specifies that the statutory requirements regarding teacher evaluations prevail over collective bargaining agreements entered into	Same as Introduced.	Same as Introduced, but applies the preemption to collective bargaining agreements entered into on or after the bill's effective date.	Same as first Reported by H. Education.

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	on or after September 29, 2011. Specifically authorizes the State Board of Education to periodically update its state framework for evaluating public school teachers. 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. *(R.C. 3319.111 and 3319.112)*	Same as Introduced. Same as Introduced. *(R.C. 3319.111 and 3319.112)*	Same as Introduced, but adds that the updates must be adopted by resolution. Same as Introduced. *(R.C. 3319.111 and 3319.112)*	Same as first Reported by H. Education. Same as Introduced.
Assistant principal evaluations	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. *(R.C. 3319.02)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
Testing teachers	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 years. (Retains the law applying the requirement to teachers employed by community schools and STEM	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, that when a teacher employed by a school district, or by a community school or STEM school	Same as Introduced.	Same as Introduced, but: (1) specifies that the requirement applies beginning with the 2015-2016 school year, (2) applies the requirement to teachers employed by joint vocational school districts, as well, and (3) adds that if a teacher employed by a school district passes the required exams, the teacher, at the teacher's own expense, must complete professional development targeted at

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	schools when the teacher's building is ranked by performance index score in the lowest 10% of all public schools.)	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.		the deficiencies identified in the teacher's evaluations. The district may terminate the teacher if the teacher (a) does not complete the professional development or (b) receives an "ineffective" rating on the teacher's next evaluation after the professional development.
	Applies the exam requirement to teachers who are currently teaching a core subject when they become subject to the provision.	No provision (repeals current law).	Same as Introduced.	Same as Introduced.

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	Specifies that the exams the teachers must take are content knowledge exams selected by the Department of Education to determine expertise 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). *(R.C. 3319.58)*	No provision (repeals current law). *(R.C. 3319.111 and R.C. 3319.58 (repealed))*	Same as Introduced. *(R.C. 3319.58)*	Same as Introduced.
Teacher evaluation data	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. 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.	Extends the deadline, from December 31, 2012, to December 31, 2014, by which the Chancellor must commence the annual reporting. 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	Same as Senate. Same as Senate, but directs the Department of Education, instead of the State Board of Education, to establish guidelines for the teacher evaluation report, and deletes the reference to the EMIS guidelines.	Same as Senate. Same as first Reported by H. Education.

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	(R.C. 3319.111(G) and 3333.0411)	of teachers' names or other personally identifiable information. *(R.C. 3319.111(H) and 3333.0411)*	*(R.C. 3319.111(G) and 3333.0411)*	
Nonrenewal of teacher and administrator contracts	No provision.	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: (1) From April 30 to June 1, in the case of teachers; and (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.)	Same as Senate.	Same as Senate.
	No provision.	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	Same as Senate.	Same as Senate.

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		ESC's failure to comply with the statutory nonrenewal procedures. *(R.C. 3319.02, 3319.06, 3319.11, and 4141.29)*		
Gifted education coordinators	No provision.	No provision.	Repeals the provision enacted in 2011 by H.B. 153 authorizing a school district principal or any other person employed by and assigned to a school district school to also serve as the school district's gifted education coordinator, if qualified to do so under the State Board of Education's rules. *(R.C. 3324.08 (repealed))*	No provision.
Sick leave for intermittent school district employees	No provision.	No provision.	Prohibits substitutes, adult education instructors who are scheduled to work the full-time equivalent of less than 120 days per school year, and persons who are employed on an as-needed, seasonal, or intermittent basis from accruing sick leave under the Department of Administrative Services – Personnel law. *(R.C. 124.38.)*	Same as first Reported by H. Education.
School district business manager functions	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. Specifies that the officers who may be assigned business manager duties include the district treasurer,	Same as Introduced. Same as Introduced.	No provision. No provision.	No provision. No provision.

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	notwithstanding current law prohibiting the business manager from having possession of district money, and notwithstanding the current law that the treasurer may not be otherwise regularly employed by the board. 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. *(R.C. 3319.031; Section 733.20)*	Same as Introduced.	No provision.	No provision.
Hybrid community schools	No provision.	No provision.	Authorizes the establishment of hybrid community schools that provide both remote, technology-based instruction and classroom-based instruction, so long as the governing authority of that school has entered into a contract with an operator that has operated a community school in the state for not less than five continuous school years. Permits existing community schools to restructure themselves as hybrid community schools if the school has entered into a contract with an operator that has operated a community school for at least five continuous school years. Requires that students of a hybrid community "primarily" attend a	No provision.

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			designated site to receive instruction, and that the allocation of each hybrid community school's student's instructional time between traditional classroom-based and technology-based instruction be determined individually by the student's education team. Requires that the designated site for instruction be located either in a "challenged" school or in an adjacent school district, and within a 20-mile radius of each student's resident district. Specifies that school districts are responsible for transporting their resident students to the classroom-learning sites in the same manner as other community school students. Specifies that a hybrid community school is not an Internet or computer-based school (e-school) but still requires hybrid schools to comply with all community school law provisions, including most that apply only to e-schools. Specifies that state payments to hybrid community schools are to be structured like payments to "brick and mortar" community schools, not e-schools. *(R.C. 3314.019)*	
Digital learning and blended learning	Defines "blended learning" as "the delivery of instruction in a	Same as Introduced.	Defines "blended learning" as "a formal education program in which a	Same as Introduced.

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	combination of time in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path, or pace of learning."		student learns in part through online delivery of content and instruction with some element of student control over time, place, path, or pace, and primarily at a supervised location away from home."	
	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.	Same as Introduced.	Same as introduced, but specifically requires the State Board to "revise" its existing operating standards for school districts and chartered nonpublic schools to include standards for blended learning programs.	Same as first Reported by H. Education.
	Requires the operating standards to provide for student-to-teacher ratios whereby no blended learning classroom is required to have more than one teacher for every 125 students.	Same as Introduced.	Provides instead for "exemptions from student-to-teacher ratios for traditional classrooms."	Same as Introduced.
	Requires an operating standard that provides for "the licensing of teachers, administrators, and other professional personnel and their assignment according to training and qualifications."	Same as Introduced.	Same as Introduced, but includes stipulation "in support of differentiated and distributed staffing."	Same as Introduced.
	Requires the State Board to provide standards for: "the licensing of teachers, administrators, and other professional personnel and their assignment according to training and qualifications; efficient and effective instructional materials and equipment, including library facilities; the proper organization,	Same as Introduced.	Same as Introduced, but also requires State Board to list exemptions from those standards.	Same as Introduced.

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	administration, and supervision of each school, including regulations for preparing all necessary records and reports and the preparation of a statement of policies and objectives for each school; buildings, grounds, and health and sanitary facilities and services; admission of pupils, and such requirements for their promotion from grade to grade as will ensure that they are capable and prepared for the level of study to which they are certified; requirements for graduation; and such other factors as the board finds necessary."			
	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.	Same as Introduced.	Same as Introduced, but adds chartered nonpublic schools to the list of schools subject to this provision.	Same as first Reported by H. Education.
	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.	Same as Introduced.	Same as Introduced, but adds chartered nonpublic schools to the list of schools subject to this provision.	Same as Introduced.
	Specifies that an Internet- or computer-based community school (commonly known as an "e-school") is not a blended learning school, and that the bill's provisions addressing	Same as Introduced.	Same as Introduced.	Same as Introduced.

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	blended and digital learning do not affect current law with respect to the operation of and state payments to e-schools. 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. *(R.C. 3301.079(G) and (J) and 3302.41)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
eTech Ohio	No provision.	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. *(Section 283.20 of H.B. 153 of the 129th General Assembly)*	No provision.	Same as Senate, but adds that the funds may be made available to homeschooled students, as well as public and chartered nonpublic school students, taking advanced placement or postsecondary courses through the OhioLearns Gateway.
Ed Choice eligibility	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.

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	No provision.	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 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: (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 (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	Same as Senate.	Same as Senate.

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		Ed Choice or (b) was enrolled in a community school but otherwise would have been assigned to such a school district building.		
	No provision.	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.	Same as Senate.	Same as Senate.
	No provision.	No provision.	Allows an Educational Choice Scholarship to be used at an "approved nonpublic school" (in addition to a chartered nonpublic school as under current law). Under the bill, an approved nonpublic school is one that: (1) Is in the process of becoming chartered and has received a letter of preliminary approval to operate from the Department of Education within the last three years; and (2) By April 1 prior to the school year for which the school intends to begin enrolling scholarship students, files with the Superintendent of Public Instruction either: (a) A surety bond or letter of credit in an amount equal to one-half of the amount of Ed Choice scholarship funds the school expects to receive	No provision.

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			for the school year; or (b) A guarantee in the amount of $1 million from a person or organization with a net worth of at least $5 million.	
	No provision.	No provision.	Qualifies a student for an Ed Choice scholarship if the student will be enrolling in school in Ohio for the first time (instead of "eligible to enroll in kindergarten," as in current law) in the school year for which the scholarship is sought and the school district or district building the student would otherwise attend qualifies for scholarships. Therefore, under the bill, students moving to Ohio from another state and students who were previously homeschooled, regardless of their grade level, will be eligible for scholarships (in addition to the incoming kindergarteners who are currently eligible). However, it may not be clear whether the stipulation that the student otherwise would attend an Ed Choice-qualifying district school means during the school year in which the student applies for the scholarship or the school year in which the student will use the scholarship, such as for a student of eighth-grade age who applies for a scholarship for high school.	No provision.

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	(R.C. 3310.08.)	*(R.C. 3310.03, 3310.031, and 3310.08; Section 733.70)*	*(R.C. 3310.01, 3310.02, 3310.03, 3310.031, 3310.04, 3310.06, 3310.07, 3310.08, 3310.10, 3310.11, 3310.13, 3310.14, 3310.15, 3310.17, and 3317.03; Section 733.70.)*	
Achievement assessment scores for 2012-2013	No provision.	No provision.	For the 2012-2013 school year, extends from 60 to 75 days after administration of the state achievement assessments the deadline to report individual scores to school districts. However, retains current law's ultimate deadline of June 15 by specifying that scores may not be reported later than June 15, 2013. *(Section 733.81)*	Same as first Reported by H. Education.
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). *(R.C. 3310.15 and 3313.978(G))*	Same as Introduced.	Same as Introduced.	Same as Introduced.
Autism Scholarship Program and Jon Peterson Special Needs Scholarship Program	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	Same as Senate.	Same as Senate.

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		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. *(R.C. 3323.052)*		
Eye exams for disabled students	No provision.	No provision.	Requires the Department of Education, by December 31, 2012, to issue a report to the Governor and General Assembly on the compliance of school districts and community schools with the requirement of current law to have students with disabilities undergo a comprehensive eye exam within three months after beginning to receive special education and related services.	Changes the deadline for the report to December 31, 2013.
	No provision.	No provision.	Specifies that the report must include data from the 2010-2011 and 2011-2012 school years on (1) the total number of students enrolled in each school district or community school who were subject to the requirement to undergo an eye exam and (2) the total number of those students whom the district or school can verify received the exam.	Specifies instead that the report must include data from the 2012-2013 school year, and that data must be collected annually thereafter.

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	No provision.	No provision.	No provision. *(Section 733.91)*	Requires the Department annually to notify each school district and community school of the requirement of current law to have students with disabilities undergo a comprehensive eye exam. *(R.C. 3323.19 and Section 733.91)*
Calamity days	Includes "law enforcement emergencies" within the description of "calamity day" for which a school may be closed. *(R.C. 3314.08(L) and 3317.01(B))*	Same as Introduced.	Same as Introduced.	Same as Introduced.
Community school sponsor rankings and restrictions on sponsoring additional schools	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.)	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.	Reinstates both (1) the current law requiring a single pool of all sponsors, rather than separate pools for sponsors of conversion schools and for sponsors of start-up schools, and (2) the current law prescribing a sponsor ranking in the lowest 20% on an annual ranking of sponsors by their composite performance index scores as the trigger for prohibiting it from sponsoring additional schools.	Same as first Reported by H. Education.

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	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.	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.	Reinstates the current law prohibiting a sponsor from sponsoring additional schools if it is ranked in the lowest 20% on an annual ranking of sponsors by their composite performance index scores in a single pool of all conversion schools and start-up schools combined.	Same as first Reported by H. Education.
	Makes permanent the exclusion from the ranking calculations of community schools that 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.)	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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	Reinstates the exemption until the date that district and building report cards are issued using the bill's new performance indicators for dropout programs.	Makes permanent the exclusion from the ranking calculations of community schools that operate dropout prevention and recovery programs.	Requires the Department of Education to include schools that operate dropout programs when calculating the composite performance index scores of community school sponsors for the purpose of the sponsor rankings, if the schools become subject to the existing closure criteria. (Elsewhere, the bill specifies that unless the

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	performance standards for dropout recovery schools by that date.)			General Assembly enacts performance standards, a report card rating system, and closure criteria for community schools that operate dropout prevention and recovery programs by March 31, 2013, those schools are subject to permanent closure under the existing criteria that applies to other community schools (see "**Performance indicators for dropout prevention and recovery programs**" above).)
	No provision.	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.	Same as Senate.	Same as Senate.
	No provision.	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.	Same as Senate.	Same as Senate.
	Requires the Department to publish the rankings between October 1 and October 15.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	(R.C. 3314.016 and 3314.35(A)(3))	*(R.C. 3314.016 and 3314.35)*	*(R.C. 3314.016)*	*(R.C. 3314.016, 3314.35, and 3314.36)*

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Additional measures to rank community school sponsors	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. *(Section 733.60)*	Same as Senate.	Replaces the requirement for legislative recommendations with the following statement: "The General Assembly intends to enact a law, not later than December 31, 2012, that establishes a battery of measures to be used to rate the performance of the sponsors of community schools . . . and to determine whether an entity may sponsor additional community schools." *(Section 733.60)*
Community school sponsorship by educational service centers	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.) *(R.C. 3314.02)*	No provision.	No provision.
Community school new sponsor entity	No provision.	Authorizes a nonprofit organization whose membership consists solely of community school sponsors to sponsor community schools itself. *(R.C. 3314.025)*	No provision.	No provision.
Community school sponsor definition	No provision.	Revises and updates the definition of "sponsor" for purposes of the community school laws to explicitly	Same as Senate.	Same as Senate.

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		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 Education's approval to sponsor community schools. *(R.C. 3314.02)*		
Community school sponsorship by the Department of Education	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	No provision.	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.	No provision.	No provision.
	No provision.	Changes the direct authorization selection process from chronological to selective.	No provision.	No provision.
	No provision.	Specifies that the Department's decision with respect to an application is final and not subject to appeal.	No provision.	No provision.

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Passed by the Senate)	Sub. S.B. 316 (First Reported by H. Education)	Sub. S.B. 316 (As Re-Reported by H. Education)
	No provision. *(R.C. 3314.015)*	No provision. *(R.C. 3314.015 and 3314.029)*	No provision.	Permits the Department to deny an application for direct authorization submitted by an existing community school, if the school's previous sponsor did not renew its contract with the school. *(R.C. 3314.015 and 3314.029)*
Combining community school and district report card data	No provision.	Revises the current law on combining of data of community schools and school districts on report cards, by: (1) Requiring the Department of Education to combine with a district's student performance data, the comparable data for all community schools sponsored by the school district, instead of only conversion community schools sponsored by the district as under current law; (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 (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.	No provision.	No provision.

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		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. *(R.C. 3302.03)*		
Community school governing authority membership	No provision.	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. 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. (Current law restricts a single individual to serving on not more than two community school governing boards at the same time.) *(R.C. 3314.02)*	Replaces the Senate provision with a provision that increases, from two (under current law) to three, the number of governing authorities of start-up community schools on which a person can serve at the same time. *(R.C. 3314.02)*	Same as first Reported by H. Education, but increases to five the number of governing authorities of start-up community schools on which a person can serve at the same time.

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Single-sex community schools	No provision.	Allows the governing authority of a community school to establish a single-gender school without establishing a comparable school for the other gender. *(R.C. 3314.06)*	No provision.	Same as Senate.
Community schools for gifted students	No provision.	No provision.	Requires the Department of Education to issue a request for proposals for the establishment of a start-up community school in each of the 16 education regions of the state to serve primarily identified gifted students. Requires the Department to select an educational service center (ESC), school district, another community school, STEM school, institution of higher education, or a consortium of such entities to establish and operate each of the new community schools according to: (1) capacity to provide the necessary facilities, appropriate personnel, and other resources, (2) capability to serve identified gifted students in the region through one or more facilities, (3) evidence that the entity will work collaboratively with other school districts and community schools in the region, (4) evidence of an appropriate governance structure for the school, (5) a memorandum of understanding with an entity eligible to sponsor community schools, and (6) intent to open the community school by September 30, 2014.	No provision.
	No provision.	No provision.	Subject to approval by the state Superintendent, permits the school to	No provision.

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Passed by the Senate)	Sub. S.B. 316 (First Reported by H. Education)	Sub. S.B. 316 (As Re-Reported by H. Education)
			operate under an alternate funding formula or alternate method to transmit payment for students enrolled in the school, as long as neither results in a deduction from a student's resident school district that is greater than it would be under current law, a tuition charge for a student, or denial of admission to any identified gifted student in the state.	
	No provision.	No provision.	If no entity responds to the request for proposals or submits a proposal that meets the criteria, permits the Department to select an ESC, school district, institution of higher education, or STEM school to establish and operate the school for each region, in which case the Department's Office of Ohio School Sponsorship may serve as the school's sponsor.	No provision.
	No provision.	No provision.	Permits each new community school to operate in multiple facilities in more than one school district (as generally prohibited for other community schools under current law), permits each school to operate in a school district that is not a "challenged school district," and requires each school to be open to all identified gifted students residing in the state. *(R.C. 3314.39)*	No provision.

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Community schools operating in residential care facilities	No provision.	No provision.	Revises an uncodified provision enacted in 2011 in H.B. 153, and in each prior budget act since 2005, to permit (rather than prohibit as under current law) a community school operating from or in a residential care facility, as long as the school was operating in Ohio prior to May 1, 2005, regardless of whether the school was operating from or in the facility on that date. *(Section 267.50.30 of H.B. 153 of the 129th General Assembly.)*	Same as first Reported by H. Education.
Community school contracts on the Internet	No provision.	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. *(R.C. 3314.03 and Section 733.15)*	No provision.	Same as Senate.
Community school enrollment verification	No provision.	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.	Same as Senate.	Same as Senate.
	No provision.	Authorizes community school governing authorities to adopt a policy that prescribes the number of documents required to verify a student's residency. If adopted, this	Same as Senate.	Same as Senate, but specifies that the community school's authority is for purposes of its initial reporting.

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		policy supersedes any policy adopted by a school district.		
	No provision.	No provision.	No provision.	Codifies current Department of Education policy by specifying that "the school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place."
	No provision.			
	No provision.	Specifies that all of the following are a valid proof of residency: (1) a deed, mortgage, lease, current home owner's or renter's insurance declarations page, or current real property tax bill, (2) a utility bill or receipt of utility installation issued within 90 days of enrollment, (3) a valid vehicle registration, (4) a copy of the most recent tax return or W-2 form, (5) a voter registration card that is dated not more than two years earlier than the date of enrollment, (6) a paycheck or paystub issued within 90 days of the date of enrollment that includes the residential parent or legal custodian's address, (7) the most current available bank statement that includes the residential parent or legal custodian's address, and (8) any official document, as defined by the Superintendent of Public Instruction, issued by an agency of the federal, state, or county government dated within 90 days of	Same as Senate.	Specifies that the following documents may serve as evidence of primary residence: (1) a deed, mortgage, lease, current home owner's or renter's insurance declaration page, or current real property tax bill, (2) a utility bill or receipt of utility installation issued within 90 days of enrollment, (3) a paycheck or paystub issued to the parent or student within 90 days of the date of enrollment that includes the address of the parent's or student's primary residence, (4) the most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence, (5) any other official document issued to the parent or student that includes the address of the parent's or student's primary residence. Requires the Superintendent of Public Instruction to develop guidelines for determining

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		enrollment, including documents issued by the Social Security Administration, the Bureau of Workers' Compensation, or a county department of job and family services.		what qualifies as an "official document."
	No provision.	Specifies that when a student loses permanent housing and becomes a homeless child or when a homeless child changes temporary living arrangements, one of the following applies: (1) if the student was enrolled in a community school prior to becoming homeless, the student's school 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.	Same as Senate.	Specifies that when a student becomes a homeless child, or when a homeless child changes living arrangements, the district in which the student is entitled to attend school must be determined in accordance with current state and federal law governing education of homeless children.
	No provision.	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.	Same as Senate.	No provision.
	No provision.	Specifies that the state Superintendent must determine the district in which the student is entitled	Same as Senate.	Same as Senate, but further requires, when a school district and community school reach different determinations

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		to attend in the event of a disagreement.		as to a student's school district, the community school to provide the district with documentation of the student's residency and make a good faith effort to accurately identify the student's residence. The community school cannot appeal to the state Superintendent until doing so, and any appeal must be within 60 days after the Department's monthly deadline for reporting enrollment. The state Superintendent must make the determination within 30 days after the community school presents the matter.
		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. *(R.C. 3314.11)*	Same as Senate.	Makes no statement about withholding payments, but requires the state Superintendent to direct any necessary adjustments to deductions and payments after resolving a dispute.
Community school mandate review panel	No provision.	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.	No provision.	No provision.
	No provision.	Requires the panel to review all Revised Code and Administrative Code sections with which community schools must comply to determine how to reduce unnecessary reporting	No provision.	No provision.

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		and compliance with requirements for community schools.		
	No provision.	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. *(Section 733.13)*	No provision.	No provision.
Access to school district property	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.	Same as Introduced, but also requires unused real property to be offered to college-preparatory boarding schools as well as community schools.	Same as Senate, but (1) omits the provision permitting sale or lease to persons or groups proposing to establish new community schools to be located in the districts, and (2) specifies that the appraised fair market value of the property must be determined by an appraisal that is not more than one year old.	Same as first Reported by H. Education.
	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.	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.	Same as Senate.	Same as Senate.
	No provision.	Requires that any unused property	No provision.	No provision.

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		that a school district must lease or sell to a community school or proposed community school be used only for operating a community school.		
	No provision.	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 (R.C. 3313.41(G)).	Same as Senate, but specifies that, when offering the right of first refusal to community schools and college-preparatory boarding, the appraised fair market value of the property must be determined by an appraisal that is not more than one year old.	Same as first Reported by H. Education.
	No provision.	No provision.	Adds nonprofit private colleges and universities and chartered nonpublic (primary and secondary) schools to the list of entities that may purchase real (or personal) property of a school district directly without purchasing it at a public auction. (Current law allows direct sale of school district property to state colleges and universities and other public entities, such as school library districts and other political subdivisions, park commissioners, and the Adjutant General. However, in the case of real property, a district must offer the right of first refusal to community schools (as under current law) and college-preparatory boarding schools (as under the bill) before proceeding with a direct sale under this provision.)	Same as first Reported by H. Education.
	(R.C. 3313.411)	*(R.C. 3313.41 and 3313.411)*	*(R.C. 3313.41 and 3313.411)*	

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College-preparatory boarding school governance	No provision.	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.	Same as Senate.	Same as Senate.
	No provision.	Requires members of the board of trustees of a college-preparatory boarding school to file a disclosure statement with the Ohio Ethics Commission.	Same as Senate.	Same as Senate.
	No provision.	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. *(R.C. 3328.15 and 3328.24)*	Same as Senate.	Same as Senate.
STEM schools	No provision.	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	Same as Senate.	Same as Senate.

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		single governing body. If so authorized, each separate school must comply with all provisions of the existing STEM school law except: (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; (2) The group's governing body may employ a single treasurer for the entire group of schools; (3) The governing body may employ a single individual to be the chief administrative officer of two or more schools; (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 (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 calculating the performance of the district as a whole		

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		on that district's report card.)		
	No provision.	For facilities funding from the School Facilities Commission, provides that the governing body of a group of STEM schools must submit a proposal for each school under its direction separately and the Commission must consider each proposal separately. (H.B. 153, in 2011, authorized the Commission, with Controlling Board approval, to provide funding to a STEM school that is not governed by a single school district board, and required the STEM school to secure at least 50% of the total cost from nonstate sources.)	Same as Senate.	Same as Senate.
	No provision.	No provision.	Allows the STEM Committee to approve one or more STEM schools to serve only gifted students.	Same as first reported by H. Education.
	No provision.	No provision.	Exempts STEM schools, and STEM programs awarded grants by the STEM Committee, from the prohibitions in current law against restricting participation based on intellectual ability or other measures of achievement or aptitude, if the schools or programs serve only gifted students.	Same as first reported by H. Education.
		(R.C. 3318.70, 3326.03, 3326.031, 3326.17, and 3326.21)	*(R.C. 3318.70, 3326.03, 3326.031, 3326.04, 3326.10, 3326.17, and 3326.21)*	

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Passed by the Senate)	Sub. S.B. 316 (First Reported by H. Education)	Sub. S.B. 316 (As Re-Reported by H. Education)
Educational service center agreements	Eliminates the annual July 1 deadline by which a fee-for-service agreement between an educational service center and a school district must be filed with the Department of Education.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	No provision. *(R.C. 3313.845)*	No provision.	Beginning with the 2012-2013 school year, permits a school district with more than 16,000 students that enters into an agreement with an educational service center for services for which the state provides per-pupil funding, to opt out of receiving supervisory services (such as supervisors for the district's teachers). If a district opts out of those services, it is not required to pay for them through the deduction of supervisory units from the district's state aid account. (*R.C. 3313.843, 3313.845, and 3317.11)*	Same as first Reported by H. Education.
Direct billing for educational service center services	No provision.	Permits an educational service center providing services for a child in the custody of a county or district juvenile detention facility to submit the bill directly to the school district responsible for paying the cost of educating that child (generally the district where the child's parent resides), instead of first billing the district in which the facility is located.	Same as Senate.	Same as Senate.
	No provision.	Requires the district responsible for paying the cost of educating the child to include the child in its "average daily membership" (student count for state operating funding) and prohibits	Same as Senate.	Same as Senate.

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		any other district from including the child in that count. *(R.C. 3313.847)*		
Coursework credits required for graduation	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. *(R.C. 3313.603)*	No provision.	No provision.
Culinary class exemption for underage alcohol possession or consumption	No provision.	Allows college and university students under 21 years of age to possess or consume beer or intoxicating liquor in a culinary, food service, or hospitality course under the direct supervision of the instructor of the course, if the students are required to taste and expectorate the beer or intoxicating liquor. *(R.C. 4301.20(O))*	Same as Senate.	Same as Senate.
Early admission to kindergarten or first grade	No provision.	No provision.	Permits a school district or community school to admit to kindergarten or first grade a child who is not yet the required age, if the child is recommended for early admission in accordance with the district's or school's acceleration policy. (Generally, under current law, a child must be five years old to enter kindergarten, or six years old to enter first grade, by September 30 of the school year of admission. However, a school district or community school	Same as first Reported by H. Education.

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			may adopt August 1 as the date by which the child must have attained the required age.)	
	No provision.	No provision.	Requires a school district to evaluate a child for early admission upon referral by (1) an educator employed by the district or school, (2) a preschool educator who knows the child, or (3) a pediatrician or psychologist who knows the child.	Same as first Reported by H. Education, but adds that a parent or guardian also may refer a child for early admission.
	No provision.	No provision.	Repeals provisions of current law that: (1) Require a child to be issued a waiver by a pupil personnel services committee in order to be admitted to first grade without completing kindergarten; and (2) Authorize early admission for children who meet established standards on standardized tests. (However, meeting testing standards still could be part of a district's or school's acceleration policy.)	Same as first Reported by H. Education.
	No provision.	No provision.	No provision. *(R.C. 3321.01; conforming change in R.C. 3313.842)*	Specifies that a community school may admit a child younger than age five in accordance with these procedures. *(R.C. 3314.06, 3314.08, and 3321.01; conforming change in R.C. 3313.842)*
Admission of transferring students	Prohibits a school district from denying a transferring student admission, based on the student's	Same as Introduced.	Same as Introduced.	Same as Introduced.

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	age, if the student had been admitted to kindergarten by another school district or a chartered nonpublic school. *(R.C. 3321.01)*			
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.	Same as Introduced.	Same as Introduced.
	Extends the length of the provisional license issued to a new preschool or latchkey program from six months to one year.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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. *(R.C. 3301.58)*	Same as Introduced.	Same as Introduced.	Same as Introduced.

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Reporting data of young children	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).	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Requires state agencies to submit to the Department of Education "personally identifiable" information of children younger than 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.	Same as Introduced, but removes the reference to "personally identifiable" information in regard to agency directors using the SSID code to submit data about a child to the Department of Education for inclusion in EMIS. The bill 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 bill's change 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	Same as Senate.	Same as Senate.

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	(R.C. 3301.0714, 3301.0723, 3301.941, and 3314.17)	other personally identifiable data may be for non-EMIS purposes. *(R.C. 3301.0714, 3301.0723, 3301.941, and 3314.17)*		
"State education aid" definition	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. *(R.C. 5751.20)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
School facilities programs	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Authorizes the School Facilities Commission to offer early Classroom Facilities Assistance Program (CFAP) funding to school districts participating in the Expedited Local Partnership program (ELLP) and gives priority for funding to ELLP districts that are ready to proceed with their districtwide CFAP projects	Same as Introduced.	Same as Introduced, but removes language that (1) explicitly gives ELPP districts priority over "next ten" districts and (2) conditioned priority for lapsed districts over ELLP districts on the lapsed districts' having received new conditional approvals from the Commission.	Same as first Reported by H. Education.

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	over all other districts, except (1) districts for which earlier funding offers lapsed, (2) districts only partially served under pre-1997 programs, (3) urban districts, and (4) districts receiving funding under the Exceptional Needs Program. The bill expressly gives ELLP districts priority for funding over the "next ten" districts. These are districts that the Commission annually determines are likely the "next ten districts" to be offered CFAP funding, after all of the priority districts have been funded. *(R.C. 3318.034, 3318.364, 3318.37, and 3318.371; conforming changes in R.C. 3318.023 and 3318.36)*			
Study of licensure requirements for media specialists	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. *(Section 733.10)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
Body mass index screening program	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.)	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.	Same as Senate.	Same as Senate.

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	(R.C. 3301.921, 3301.922, 3302.032, 3313.674, and 3326.11, all presented in Section 815.10; Section 815.11)	*(R.C. 3301.922, 3302.032, 3313.674, 3314.03, 3314.15, 3326.11, and 3326.26)*		
Sale of beverages in schools	Repeals 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. *(R.C. 3313.816)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
State Board of Education meetings	No provision. No provision.	No provision. No provision.	Repeals the requirement of current law that the State Board of Education hold regular meetings every three months, and instead requires the State Board to annually adopt a calendar by March 31 indicating the dates on which it will hold its regular meetings for the following fiscal year. Allows notice of special meetings of the State Board to be delivered to Board members electronically or by regular mail (instead of by registered mail, as in current law), and permits a designee of the Board president to give the notice. (The bill retains current law requiring the notice to be given at least ten days before the special meeting.) *(R.C. 3301.04)*	Same as first Reported by H. Education.

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Passed by the Senate)	Sub. S.B. 316 (First Reported by H. Education)	Sub. S.B. 316 (As Re-Reported by H. Education)
TIF notification to joint vocational school districts	No provision.	No provision.	States that the legislative authority enacting a TIF resolution must notify a joint vocational school district of pending TIF legislation according to the same time requirements as apply to other school districts. Under continuing law, this equates to 45 days notice before adopting a TIF resolution that would last for more than 10 years or authorize a tax exemption in excess of 75% of the increased value of the subject property, and 14 days notice in all other cases. *(R.C. 5709.83)*	Same as first Reported by H. Education.
Nonsubstantive education changes	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Removes an obsolete reference to the Center for Early Childhood Development, which no longer exists.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Corrects a misspelling with respect to dual enrollment programs. *(R.C. 3301.90, 3313.37, 3313.6013, and 3319.19 (repealed))*	Same as Introduced.	Same as Introduced.	Same as Introduced.

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Passed by the Senate)	Sub. S.B. 316 (First Reported by H. Education)	Sub. S.B. 316 (As Re-Reported by H. Education)
Tiered quality rating and improvement system	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Requires that all publicly funded child care providers participate in the tiered quality rating and improvement system by July 1, 2020.	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.	Same as Senate.	Same as Senate.
	(R.C. 5104.30 and 5104.31)	*(R.C. 5104.30 and 5104.31)*		
Child day-care center administrator qualifications	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:	Same as Introduced.	Same as Introduced.	Same as Introduced.
	(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;	Same as Introduced.	Same as Introduced.	Same as Introduced.
	(2) A license designated as appropriate for teaching in an associate teaching position in a	Same as Introduced.	Same as Introduced.	Same as Introduced.

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	preschool setting issued by the State Board of Education;	Same as Introduced.	Same as Introduced.	Same as Introduced.
	(3) Designation under the career pathways model as an early childhood professional level 3;	Same as Introduced.	Same as Introduced.	Same as Introduced.
	(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;	Same as Introduced.	Same as Introduced.	Same as Introduced.
	(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;	Same as Introduced.	Same as Introduced.	Same as Introduced.
	(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;	Same as Introduced.	Same as Introduced.	Same as Introduced.
	(7) Two years of training, including at least four courses in child development or early childhood			

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Passed by the Senate)	Sub. S.B. 316 (First Reported by H. Education)	Sub. S.B. 316 (As Re-Reported by H. Education)
	education from an accredited college, university, or technical college; or (8) An infant and toddler or early childhood credential from a program accredited by the Montessori Accreditation Council for Teacher Education.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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. *(R.C. 5104.031, 5104.01, 5104.011, 5104.032, 5104.033, and 5104.38; Section 751.10)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
Licensure of type B family day-care homes	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).	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Beginning January 1, 2014, eliminates type B homes with limited certification.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	No provision.	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	Same as Senate.	Same as Senate.

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		January 1, 2014.		
	No provision.	Requires ODJFS to adopt rules establishing a plan to facilitate the transition of type B homes from county certification to state licensure.	Same as Senate.	Same as Senate.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	(R.C. 5104.018, 5104.03, 5104.04, 5104.11, and 5104.30)	*(R.C. 5104.018, 5104.03, 5104.04, 5104.11, and 5104.30; Section 751.30)*		
In-home aides	Eliminates in-home aides with limited certification.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Passed by the Senate)	Sub. S.B. 316 (First Reported by H. Education)	Sub. S.B. 316 (As Re-Reported by H. Education)
	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. *(R.C. 5104.011, 5104.012, and 5104.30)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
Nonsubstantive child care changes	Eliminates obsolete statutory references to type C family day-care homes, which were established as part of a pilot program that has expired. *(R.C. 109.57, 2923.124, 2923.126, 2923.1212, 3742.01)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Changes references to "school children" and "preschool children" in the ODJFS child care law to "school-age children" and "preschool-age children." *(R.C. 3301.52, 3301.53, 5104.01, 5104.011, 5104.21, 5104.31)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Relocates, but does not substantively change, a number of the Revised Code provisions governing child care. *(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)*	Same as Introduced.	Same as Introduced.	Same as Introduced.

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Passed by the Senate)	Sub. S.B. 316 (First Reported by H. Education)	Sub. S.B. 316 (As Re-Reported by H. Education)
Employment of persons with developmental disabilities	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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. *(R.C. 3321.011 and 5123.022)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
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.	Same as Introduced.	Same as Introduced.
	Transfers supervision and administration of the state workforce development system from the ODJFS	Same as Introduced.	Same as Introduced.	Same as Introduced.

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	Director to the State Workforce Policy Board.			
	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.	Same as Introduced.	Same as Introduced.
	Allows the State Workforce Policy Board to assess fees for specialized services requested by an employer.	Same as Introduced.	Same as Introduced.	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.	Same as Introduced.	Same as Introduced.
	Requires local workforce development plans to be approved by the State Workforce Policy Board.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	No provision.	No provision.	Requires local workforce development plans to identify performance character traits, including respect, honesty, integrity, task-excellence, responsibility, and resilience, that are necessary to obtain and succeed in projected employment opportunities with businesses in the local area.	Same as first Reported by H. Education.
	Eliminates certain requirements of the workforce development system regarding locally designed family	Same as Introduced.	Same as Introduced.	Same as Introduced.

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	services systems and counties and municipalities.			
	Permits boards of county commissioners to provide electronically workforce development activities in a local area (one-stop system).	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Eliminates certain state law limits on the Governor's allocation of money received under the federal Workforce Investment Act of 1998. *(R.C. 6301.02, 6301.03, 6301.04, 6301.07, 6301.08, and 6310.10)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
Registered apprenticeships	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Revises the standards under which the Executive Secretary registers	Same as Introduced.	Same as Introduced.	Same as Introduced.

Topic	S.B. 316 (As Introduced)	Sub. S.B. 316 (As Passed by the Senate)	Sub. S.B. 316 (First Reported by H. Education)	Sub. S.B. 316 (As Re-Reported by H. Education)
	apprenticeship programs.			
	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 the Executive Secretary regarding that termination.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Eliminates the Executive Secretary's duty to issue certificates of completion of apprenticeship in accordance with the Council's standards. *(R.C. 4139.01, 4139.03, 4139.04, and 4139.05)*	Same as Introduced.	Same as Introduced.	Same as Introduced.
Workers' compensation and learn to earn	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.	Same as Introduced.	Removes the proposed delineation of when a participant receives workers' compensation versus unemployment compensation.	Same as first Reported by H. Education.
	Exempts from liability for an injury suffered or occupational disease contracted, except with respect to	Same as Introduced.	Same as Introduced.	Same as Introduced.

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	intentional torts, ODJFS, any established learn to earn program, or any entity conducting the training under that program.			
	Permits ODJFS to establish a separate workers' compensation coverage policy for learn to earn participants.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Permits ODJFS to enter into a contract of indemnity for loss as a result of any workers' compensation claim arising out of participation in a learn to earn program.	Same as Introduced.	No provision.	No provision.
	No provision.	No provision.	Requires a learn to earn program participant to comply with ODJFS's registration requirements and permits participation in the program for a period not to exceed 24 hours a week for a maximum of six weeks.	Same as first Reported by H. Education.
	No provision *(R.C. 4123.391)*	No provision.	Makes participation in a learn to earn program established by ODJFS voluntary and allows a participant to receive unemployment compensation benefits while participating in the program. *(R.C. 4123.391, 4101.01, and 4141.292)*	Same as first Reported by H. Education.
Office of Workforce Transformation web site	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.	Same as Introduced.	Same as Introduced.	Same as Introduced.
	Authorizes the Office to work with	Same as Introduced.	Same as Introduced.	Same as Introduced.

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	veterans to match training and skills to needed jobs in industries, including to the oil and gas industry. *(Section 763.10)*			
County DD board employees	No provision.	No provision.	No provision.	Re-enacts the law, repealed by H.B. 487, that (1) authorizes employees of county boards of developmental disabilities to be members of the governing board of a political subdivision (including a school district) or an agency that does not provide services designed primarily for individuals with mental retardation or developmental disabilities, and (2) specifies that a county DD board may contract with that governing board even though its membership includes a DD board employee. *(R.C. 5126.0222)*

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