

Senate Bill 216 Implementation

Proposed by a group of superintendents and supported by numerous local school boards through adopted resolutions, Senate Bill 216 makes various reforms and consolidations to streamline education regulations. However, the bill also requires some obligations on behalf of school districts. Successful implementation will require proactive engagement with and from your organizations.

Please note: the requirements or responsibilities outlined below are not all inclusive to the bill. Senate Bill 216 takes effect on November 2, 2018.

Agency Responsibilities and Considerations

Requirement or Responsibility	Additional Notes and Considerations
Requires ODE to request that assessment vendors for OAAs and EOCs provide schools with an annual analysis of how questions on the tests are aligned to the academic standards, beginning with the 2019-2020 school year.	http://education.ohio.gov/Topics/Testing/Statistical-Summaries-and-Item-Analysis-Reports
Requires ODE to request that assessment vendors for OAAs and EOCs provide practice tests and other test prep materials to schools annually, beginning with the 2019-2020 school year.	http://education.ohio.gov/Topics/Testing/Ohio-State-Test-in-ELA-Math-Science-SocialStudies/Sample-test-items-and-practice-tests
Requires SBOE rules for programs for preschool children with disabilities to require at least 10 hours of services per week for each child served by a center-based teacher, unless the child's IEP says otherwise.	
Requires SBOE to revise its rule on operating standards for serving gifted students to specify that (1) a general education teacher designated as a gifted services provider must complete at least 15 hours of gifted PD during the first year under the designation and 45 hours by the fourth year and (2) a general education teacher designated as a gifted services provider who has earned at least 24 hours of certified AP or IB development within the 5 years before being designated must complete at least 7.5 hours of gifted PD during the first year and 22.5 hours by the fourth year. Any hours of PD completed in the 24 months prior to the rule revision count toward these requirements. Teachers meeting the PD requirements may be reported as providing gifted services.	ODE is working on guidance. Expect to have that available by mid-October.
Requires ODE to establish and monitor a mandate report on which districts must annually (by 11/30) indicate compliance/noncompliance with certain mandates. ODE may request additional information on the mandates as part of the report. ODE may not require separate reports on the mandates, except that the existing annual report on compliance with the nutritional standards must be included in the new report.	Also included below under local requirements. To begin at the start of the 2019-2020 school year. Form will be completed by July 2019.

<p>OTES: Requires SBOE to revise the OTES framework based on ESB recommendations and to hold at least one public hearing on the revisions. Requires SBOE to adopt the revisions by May 1, 2020.</p>	
<p>OTES: Requires SBOE to develop of a professional growth plan based on a teacher's evaluation results</p>	<p>Requires districts to use the State Board's professional development standards to guide professional growth plans and improvement plans resulting from teacher evaluations.</p>
<p>OTES: Requires SBOE to develop a list of assessments that can be used to measure student performance for the evaluations. This list is no longer limited to grades and subjects for which there are no state tests or for which VA doesn't apply.</p>	
<p>OTES: Requires SBOE to define "high quality student data" that can be used as evidence of student learning in evaluations.</p>	
<p>OTES: Requires ODE to provide guidance on (1) how to use high quality student data as evidence of student learning and (2) how student surveys and portfolios, peer reviews, and self-evaluations may be used as part of the evaluation process.</p>	
<p>OTES: Requires ODE to work with stakeholders to create a pilot program for the 2019-2020 school year to guide implementation of the new framework. ODE must issue a request for districts to participate, but may designate a district with the approval of the local board. ODE must provide professional development and technical assistance to teachers and evaluators prior to use of the new framework, and then collect feedback after evaluations are done.</p>	<p>To participate in this pilot, would a district and their collective bargaining unit have to amend their contract? If so, how long does that process take?</p>
<p>OTES: Directs SBOE to update its framework for the evaluation of teachers employed by state agencies.</p>	<p>Requires districts to update their evaluation policies to reflect the SBOE's changes.</p>
<p>Directs SBOE to adopt rules for a supplemental teaching license that allows a licensed teacher to teach in a different subject than the current license. Licensed are issued at the employer's request. Applicants must pass a content exam in the new subject, and can teach for 60 days in the supplemental area while completing this requirement. While teaching under the supplemental license, the teacher must complete any needed coursework and testing for full licensure. The employer must assign a mentor who is licensed in the supplemental area to the teacher.</p>	
<p>Requires the LRC to include the percentage of teacher in the district or school who are "properly certified or licensed teachers" (instead of the old HQT) and a comparison of that percentage with the percentages in similar districts or schools.</p>	<p>Also included below under local requirements</p>
<p>Specifies the number of students that must be in a subgroup for that subgroup to be included in annual measurable objectives on the LRC: (1) 25 students for the 2017-2018 school year, (2) 20 students for the 2018-2019 school year, and (3) 15 students for the 2019-2020 school year and later.</p>	<p>Also included below under local requirements</p>

Local Responsibilities and Considerations

Requirement or Responsibility	Additional Notes and Considerations
Beginning in the 2019-2020 school year, allows districts, community schools, STEM schools, and chartered nonpublic schools to give the third grade ELA and/or math tests in paper format by submitting a resolution adopted by the district or school governing body to ODE by May 1 for the next school year. The tests must be given on paper to all third graders, unless a student's IEP indicates that taking the test online is an appropriate accommodation.	
Beginning in the 2019-2020 school year, requires districts with less than an 80% proficient rate on the third grade ELA test to establish a reading improvement plan supported by reading specialists. The plan must be approved by the local school board.	Was included in the As Introduced version of the bill
Counts IB classes as service to gifted students.	
Districts must annually (by 11/30) submit to ODE a report, which is created by the department, indicating compliance/noncompliance with certain mandates. If there is noncompliance, the district must provide its local school board with an explanation for the noncompliance and a corrective action plan. Mandates included in the report are: (1) training on the use of physical restraint or seclusion on students, (2) training on harassment and bullying, (3) training on CPR, AEDs, and crisis prevention intervention, (4) the establishment of a wellness committee, (5) compliance with nutritional standards, (6) screening for speech, hearing, vision, medical, and developmental disorders, and (7) intra-district and inter-district open enrollment policies.	<p>ODE required to develop the mandate report for districts to use.</p> <p>To begin at the start of the 2019-2020 school year. Form will be completed by July 2019.</p>
Prohibits ODE and the Auditor of State from requiring school districts to submit their five-year forecasts before November 30 each year.	Was changed from October 31
Prohibits the use of shared attribution in evaluations and prohibits the use of SLOs.	
Utilize the SBOE-developed teacher growth plan. The teacher's progress on the growth plan must be discussed in off-year conferences. The teacher's progress on the growth plan must be discussed in off-year conferences.	Also included above under agency responsibilities
Eliminates the requirement that student growth count for 50% of a teacher's evaluation.	
Eliminates the alternative framework for evaluations.	
Requires districts to use the State Board's professional development standards to guide professional growth plans and improvement plans resulting from teacher evaluations.	Also included above under agency responsibilities. SBOE must develop professional growth plans based on a teacher's evaluation results

<p>Beginning in the 2019-2020 school year, prohibits districts, community schools, and STEM schools from employing teachers of core subject areas unless they are "properly certified or licensed teachers." Being properly certified or licensed means the teacher has completed all certification or licensure requirements applicable to the subject, grades, and type of students being taught.</p>	
<p>Beginning in the 2019-2020 school year, prohibits districts and community schools from employing paraprofessionals to provide academic support in core subject areas unless they are "properly certified paraprofessionals." Being properly certified means the paraprofessional has an educational aide permit and either (1) is designated "ESEA qualified" on the permit, (2) has completed two years of post-secondary coursework, (3) holds an associate degree or higher, or (4) passes an academic assessment specified by ODE.</p>	
<p>Requires districts and community schools to provide information to parents about the professional qualifications of their child's teachers, upon the parent's request. Districts and schools must notify parents of this option at the start of each school year. The information provided must include (1) whether the teacher is properly certified or licensed or whether the teacher is teaching under a waiver from those requirements and (2) whether a paraprofessional works with the child and, if so, the paraprofessional's qualifications.</p>	
<p>Requires resident, professional, senior professional, and lead professional licenses to be valid for teaching grades PK-5, 4-9, or 7-12. Grandfathers all current license holders. Exempts the following from the new grade bands: (1) licenses for teaching computer information science, bilingual education, dance, drama or theater, world language, health, library or media, music, physical education, ESL, CTE, or visual arts, (2) licenses for intervention specialists, and (3) any other licenses that aren't aligned to the new grade bands.</p>	
<p>Repeals the current 1-year and 5-year substitute teacher licenses upon their expiration. Requires SBOE to adopt rules for new substitute licenses, which must require applicants to have a post-secondary degree (unless the teacher is substituting in CTE and has a career-technical workforce development license). Allows unlimited time in the classroom for substitutes with a post-secondary degree in education or "a subject area directly related to the subject of the class." Allows a substitute to teach for one semester at a time with a degree in an unrelated subject, subject to local school board approval.</p>	
<p>Repeals the requirement that teachers of core subjects who receive an "ineffective" rating on their evaluation for two of three years, or who teach in a community or STEM school ranked in the lowest 10% statewide on PI, to retake content exams.</p>	
<p>Requires districts to update their evaluation policies to reflect the SBOE's changes.</p>	<p>Directs SBOE to update its framework for the evaluation of teachers employed by state agencies.</p>

<p>Specifies the number of students that must be in a subgroup for that subgroup to be included in annual measurable objectives on the LRC: (1) 25 students for the 2017-2018 school year, (2) 20 students for the 2018-2019 school year, and (3) 15 students for the 2019-2020 school year and later.</p>	<p>Also included above under agency responsibilities</p>
<p>Requires the LRC to include the percentage of teacher in the district or school who are "properly certified or licensed teachers" (instead of the old HQT) and a comparison of that percentage with the percentages in similar districts or schools.</p>	<p>Also included above under agency responsibilities</p>