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Substitute Bill Comparative Synopsis

Sub. S.B. 168

135th General Assembly

House Primary and Secondary Education

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This table summarizes how the latest substitute version of the bill differs from the immediately preceding version. It addresses only the topics on which the two versions differ substantively. It does not list topics on which the two bills are substantively the same.

Previous Version (As Passed by the Senate)	Latest Version (I_135_2684-3)
Intradistrict open enrollment	
Requires a school district that conducts an intradistrict open enrollment lottery to conduct it between April 1 and the second Monday of June prior to the school year for which a student is seeking enrollment (<i>R.C. 3313.984(B)(1)</i>).	Requires a school district that conducts an open enrollment lottery to conduct it by the second Monday of June prior to the school year for which a student is seeking enrollment (<i>R.C. 3313.984(B)(1)</i>).
Nonteaching employee staffing reductions – preferences	
Eliminates the preference for retaining employees on the basis of seniority when a school district must reduce the workforce of nonteaching employees in a school (<i>R.C. 3319.172</i>).	No provision.
Teaching contracts for classes outside the typical school day	
Eliminates the requirement that school districts enter into supplemental contracts with teachers assigned to teach classes outside the normal school day and, instead, permits districts to enter into such contracts (<i>R.C. 3319.0811</i>).	Exempts school districts from entering into supplemental contracts with teachers to teach high school courses outside the normal school day as long as: <ol style="list-style-type: none"> 1. The teacher voluntarily agrees to a regularly occurring schedule outside of the normal school day; 2. The teacher’s total daily hours do not

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	<p>exceed a normal school day; and</p> <p>3. The teacher is otherwise in compliance with applicable requirements of the district's collective bargaining agreement (<i>R.C. 3319.0811</i>).</p>
Dyslexia professional development	
<p>Permits a school district or other public school to determine the number of hours that a teacher it employs must complete in professional development in instruction of students with dyslexia (<i>R.C. 3319.077</i>).</p>	<p>No provision.</p>
Employment of individuals with master's degrees as teachers	
<p>Authorizes a school district, community school, or STEM school to employ as a teacher any individual who does not hold a valid educator license, but who:</p> <ol style="list-style-type: none"> 1. Holds a master's degree; 2. Has successfully completed an exam prescribed by the State Board of Education for the subject area to be taught; 3. Registers with the State Board and submits to a criminal records check and RAPBACK enrollment; and 4. Completes 15 hours of coursework every five years (<i>R.C. 3319.225, 3319.27, and 3319.291</i>) <p>No provision.</p>	<p>Requires the State Board of Education to issue an alternative resident educator license to an individual who holds a master's degree in and passes an exam in the subject area to be taught (<i>R.C. 3319.264</i>).</p> <p>Requires the holder of an initial license issued under the above provision to complete a pedagogical training institute to renew that license (<i>R.C. 3319.264</i>).</p>
Administrator licenses	
<p>Codifies the administrative educational attainment requirement for professional administrator and alternative superintendent licenses and establishes the minimum educational attainment as holding a bachelor's degree (<i>R.C. 3319.273</i>).</p>	<p>No provision.</p>

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No provision.	Permits the Department of Education and Workforce to establish alternative pathways for bachelor’s degree holders to obtain an educator license to work as an administrator or superintendent (<i>R.C. 3319.273(A)</i>).
No provision.	Requires the State Board of Education to issue an educator license to work as an administrator or superintendent to an individual who completes one of those pathways (<i>R.C. 3319.273(B)</i>).
No provision.	Requires the Department, within 120 days of the bill’s effective date, to develop and recommend to the General Assembly a proposal for an apprenticeship program for school principals (<i>Section 9</i>).
Unlicensed employee RAPBACK requirements	
Clarifies that the State Board of Education receives notice of enrollment in the Retained Applicant Fingerprint Database (RAPBACK) on behalf of “school districts, educational service centers, and chartered nonpublic schools,” instead of on behalf of employers (<i>R.C. 3319.316</i>).	No provision.
Exemptions for high-performing school districts from certain statutory requirements	
No provision.	Extends eligibility for the exemptions from certain Education Code requirements to any school district that, on its most recent state report card, received a 5-star performance rating on the Progress component, has a four-year adjusted cohort graduation rate of at least 93%, and has a five-year adjusted cohort graduation rate of at least 95% (<i>R.C. 3302.151(D)</i>).
No provision.	Eliminates the exemption from teacher qualification requirements under the Third Grade Reading Guarantee (<i>R.C. 3302.151(A)</i>).
Remote administration of state assessments	
Permits public schools that use an online learning model to complete most statewide achievement and diagnostic assessments remotely in an online format (<i>R.C. 3302.421 and 3314.252</i>).	No provision.

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No provision.	Requires the Department to establish a pilot program for the 2024-2025 school year to test the feasibility of remotely administered and proctored state assessments (<i>Section 11</i>).
Consistently high-performing teachers and school counselors	
No provision.	<p>Qualifies a teacher or school counselor as a “consistently high-performing teacher or school counselor” if the teacher or counselor receives the highest level of performance rating in the teacher or counselor’s evaluation for at least four of the past five years and, for at least three of the five years of the current licensure cycle, the teacher or counselor meets at least one or any combination of the following:</p> <ol style="list-style-type: none"> 1. Holds a valid senior or lead professional educator license; 2. Holds a locally recognized educational leadership role that enhances educational practices by providing professional learning experience at district, regional, state, or higher educational level; 3. Serves in a leadership role for a national or state professional academic education organization; 4. Serves on a state-level committee supporting education; or 5. Receives a state or national educational recognition or award (<i>R.C. 3319.22(H)</i>).
No provision.	Exempts consistently high-performing school counselors from additional coursework or professional development requirements for licensure renewal in the same manner as consistently high-performing teachers (<i>R.C. 3319.22(H)</i>).
Teacher evaluations in municipal school districts	
No provision.	Requires teacher evaluation procedures established by a municipal school district (Cleveland) to have “at least one” formal observation and classroom walk-through, instead

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No provision.	<p>of requiring “at least” formal observations and classroom walk-throughs (<i>R.C. 3311.80(A)</i>).</p> <p>Requires each municipal school district board of education to endeavor to include in the district’s evaluation procedures the development of a professional growth plan or improvement plan and a final summative conference to discuss the results of the evaluation (<i>R.C. 3311.80(A)</i>).</p>
Educator license grade bands	
No provision.	Changes the grade band specification for an educator license from grades 6-12 to grades 7-12 (<i>R.C. 3319.22(A)(1)(d)</i>).
No provision.	Permits a person who holds a license on or before the bill’s effective date to renew that license with either the grade bands of the prior license or with the new bands established under the bill (<i>R.C. 3319.079</i>).
Student transportation – afterschool time	
Creates an exception to the 30-minute timeframe within which students must be picked up following the end of school day if students are provided academic services provided by a school employee and limits those services to up to one-half hour.	<p>Prohibits the Department from determining a school district noncompliant with transportation requirements and the requirement to pick up students for transportation not more than 30 minutes after the end of the school day if the school provides school supervised academic services to the affected students promptly after school for no more than 60 minutes after the end of the school day (<i>R.C. 3327.021</i>).</p> <p>Requires that any student pickup that occurs more than 60 minutes after the end of the school day be considered noncompliant with school transportation requirements (<i>R.C. 3327.021</i>).</p>
School district competitive bidding threshold	
No provision.	Increases statutory competitive bidding thresholds to \$75,000 for school districts, and subsequently increases the amount annually by 3% (<i>R.C. 3313.46</i>).

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Debt limit for nonrequired locally funded initiatives	
No provision	From the bill's effective date until December 31, 2027, increases the cap on net indebtedness a school district may exceed for nonrequired locally funded initiatives from 50% of the local share of the basic project cost to 75% of that cost (<i>Section 10</i>).
School Turnaround Pilot Program	
No provision.	Requires the Department to establish and administer the five-year School Turnaround Pilot Program to address chronic low performance in school districts and community schools and establishes a school building selection process (<i>R.C. 3302.121</i>).
Grow Your Own Teacher Program	
No provision.	Changes references from a "qualifying school" to a "qualifying school district" in the law establishing the Grow Your Own Teacher Program (<i>R.C. 3333.393 and 3333.394</i>).
No provision.	Defines "qualifying school district" as a school district, educational service center, community school, STEM school, chartered nonpublic schools and nonchartered nonpublic schools that is identified as "high need" by the Chancellor of Higher Education, has difficulty attracting and retaining classroom teachers who hold a license to teach in a public school, and either employs a scholarship recipient or is the district or school from which the recipient graduated high school (<i>R.C. 3333.393(A)(4)</i>).
No provision.	Expands eligibility for a Grow Your Own Teacher scholarship to: <ol style="list-style-type: none"> <li data-bbox="885 1648 1364 1717">1. Any individual who is employed at a qualifying school district; or <li data-bbox="885 1732 1429 1932">2. A high school senior who either graduates from a school in which at least 25% of the students are eligible for a free or reduced price lunch or who completed the Free Application for Federal Student Aid (FAFSA) and receives a Student Aid

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No provision.	<p>Index of 25,000 or less (<i>R.C. 3333.393(A)(5) and (6)</i>).</p> <p>Permits a scholarship recipient to complete the required teaching commitment at a different qualifying school district that has difficulty attracting and retaining classroom teachers if the qualifying school district from which the recipient graduated from high school or was employed is unable to hire the recipient (<i>R.C. 3333.393(G)</i>).</p>
No provision.	<p>Permits the Chancellor of Higher Education to prioritize scholarship applicants with the most financial need if there are insufficient funds available to fund all qualifying applicants (<i>R.C. 3333.393(C)</i>).</p>
No provision.	<p>Permits a qualifying employee who is awarded a scholarship to terminate or suspend their employment to complete the student teaching requirements of the teacher training program (<i>R.C. 3333.393(D)(2)</i>).</p>
No provision.	<p>Eliminates a provision that authorized a teacher training program to grant credit for completion of the program to a qualifying employee who has commensurate work experience at a qualifying school district (<i>R.C. 3333.393(E)</i>).</p>
No provision.	<p>Requires all scholarship recipients to sign a promissory note payable to the state, rather than only if a scholarship is terminated or if the recipient does not satisfy the service requirement, but specifies the promissory note only takes effect only if either of those two events occur (<i>R.C. 3333.394(A)(1)</i>).</p>
No provision.	<p>Identifies circumstances under which a portion of a promissory note is forgiven under the program (<i>R.C. 3333.394(A)(2) and (3)</i>).</p>
No provision.	<p>Eliminates a prohibition against a total scholarship award amount from exceeding the total cost of a qualifying employee's loans for a teacher training program (<i>R.C. 3333.394(A)(4)</i>).</p>

Previous Version (As Passed by the Senate)	Latest Version (I_135_2684-3)
Student training at early learning and development programs	
No provision.	Requires an institution with an early childhood teacher preparation program to permit a student of that program to complete required student training as a paid employee of an early learning and development program that participates in the state's tiered quality rating and improvement system (<i>R.C. 3345.205(B)</i>).
No provision.	Requires the Chancellor of Higher Education and Department of Children and Youth to collaborate with industry stakeholders to develop strategies to assist employees of early learning and development programs in completing student training (<i>R.C. 3345.205(C)</i>).
School funding base cost calculation	
No provision.	Requires the Department of Education and Workforce to calculate school district academic co-curricular activities costs, supplies and academic content costs, athletic co-curricular activities base costs, and building and operations costs for fiscal years 2024 and 2025 based on the sum of the enrolled ADM of every school district that <i>reports</i> relevant data, as opposed to every school district, as otherwise required under continuing law (<i>Section 7</i>).
Community school sponsor evaluation framework	
No provision.	Requires the Department to develop a comprehensive framework for determining community school sponsor performance and to engage a facilitator to work with community school stakeholders in developing that framework (<i>Section 8(A)</i>).
No provision.	Requires the developed framework to: <ol style="list-style-type: none"> 1. Provide meaningful differentiation of performance by community school sponsors; 2. Include specific academic and operational performance indicators, metrics, and standards;

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<p>No provision.</p> <p>No provision.</p>	<p>3. Specify the frequency with which sponsors should be assessed; and</p> <p>4. Include recommendations for consequences for consistently underperforming sponsors (<i>Section 8(B)</i>).</p> <p>Requires the Department to provide a copy of the framework and its legislative recommendations to the Governor, President of the Senate, Speaker of the House of Representatives, and community school stakeholders by March 31, 2025 (<i>Section 8(C)</i>).</p> <p>Prohibits the Department from evaluating community school sponsors for the 2024-2025 school year, unless a sponsor elects to be evaluated. If a sponsor elects to be evaluated for the 2024-2025 school year, qualifies the sponsor for any benefits established under state law based on that evaluation (<i>Section 8(D)</i>).</p>
Sexually transmitted infection education	
<p>No provision.</p> <p>No provision.</p>	<p>Changes references from “venereal disease” education to “sexually transmitted infection” education in the law regarding school district health curriculum and instruction in that topic (<i>R.C. 3313.60(A)(5)(c) and 3313.6011</i>).</p> <p>Replaces the requirement, in sexually transmitted infection instruction, to teach that “conceiving children out of wedlock is likely to have harmful consequences for the child, the child’s parents, and society” with a requirement to teach that “conceiving children at an early age or outside of marriage increases the likelihood of hardship in life” (<i>R.C. 3313.6011(C)(1)(c)</i>).</p>
High School Financial Literacy Fund	
<p>No provision.</p>	<p>Requires the Director of Education and Workforce to request, and the Director of Commerce to transfer, up to \$1,500,000 from the General Revenue Fund to the High School Financial Literacy Fund during the biennium ending June 30, 2025 (<i>Section 12</i>).</p>

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Dropout prevention and recovery e-school supplemental funding	
No provision.	Permits the Director of Education and Workforce to reallocate excess funds for other purposes in state foundation aid to fully pay supplemental funding for dropout prevention and recovery e-schools, instead of requiring the Director to prorate the payments if the amount earmarked for them is insufficient (<i>Section 265.270 of H.B. 33 of the 135th General Assembly, as amended in Sections 13 and 14</i>).