



Ohio Legislative Service Commission

Synopsis of Senate Committee Amendments*

Hannah K. Wann

Sub. H.B. 70

131st General Assembly
(S. Education)

Community learning centers

Authorizes any school building operated by a school district or any community school to initiate the community learning center process prescribed by the bill, rather than to only those buildings and schools that meet certain lower performance criteria as in the House-passed version.

Requires the Department of Education to provide information regarding implementation of comprehensive community-based programs and supportive services, including the community learning center model, to school buildings that (1) are in improvement status as defined by federal law or an agreement between the Department and the U.S. Secretary of Education, (2) is a secondary school that is among the lowest achieving 15%, (3) is a secondary school with a graduation rate of 60% or lower for three or more consecutive years, or (4) is a school that the Department determines is persistently "low-performing."

Academic distress commissions

Replaces the current structure and procedures for academic distress commissions with a new, more detailed system with specific, graduated consequences for prolonged underperformance, including possible replacement of a school's principal or a majority of the school's teaching staff, reorganization of a district operated school as a community or STEM school, or permanent closure of a school.

Requires the Superintendent of Public Instruction to establish an academic distress commission for any school district that has received an overall grade of "F" on the state report card for three consecutive years.

Retains the total number of members on an academic distress commission at five, as under current law, but requires one teacher to be appointed by the president of the

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

school district board of education subject to the commission and one member to be appointed by the mayor of the municipality in which the majority of the district is located. (Current law requires the district superintendent to appoint two residents of the district.)

Changes the role of the commission to a more advisory role.

Requires an academic distress commission to appoint a chief executive officer (CEO), who has complete operational, managerial, and instructional control of the district.

Requires the Department of Education to pay the compensation of the CEO.

Requires an academic distress commission, in consultation with the state Superintendent and the CEO, to be responsible for expanding "high-quality" school choice options in the district.

Requires the CEO to create a plan to improve the academic performance of a district subject to an academic distress commission and convene and collect feedback from stakeholders in creating the plan.

Allows a CEO to implement "innovative education programs," for which the CEO must establish a separate fund.

Qualifies students of a district subject to an academic distress commission for EdChoice scholarships.

Requires reorganization of the board of education of a district that has been subject to an academic distress commission for four or more years and subjects that board to mayoral appointment rather than election.

Requires a referendum on mayoral appointment of a board of education three years after the district is no longer subject to an academic distress commission.

Permits the CEO to limit, suspend, or alter contracts entered into on or after the bill's effective date, including collective bargaining agreements.

Gives the CEO the authority to exempt employees of a conversion community school sponsored by a school district for which an academic distress commission has been established from future collective bargaining.

Expands the actions the CEO may take to aid in improving the academic performance of the school district and other consequences each year school districts subject to an academic distress commission fails to improve.

After the first year, allows the CEO to reconstitute any school operated by the district through various actions, including reopening the school as a community school or a STEM (science, technology, engineering, and mathematics) school and permanently closing the school.

Allows the CEO to reopen, in consultation with the commission chair, any collective bargaining agreement entered into, modified, renewed, or extended after the bill's effective date to renegotiate the terms of the agreement to reconstitute a school.

Creates a transition period for a district to move out of being subject to an academic distress commission once the district receives an overall grade of "C" or higher on the state report card.

Requires the transition period to continue until the district has received a grade of "F" or higher for an additional two consecutive years.

Specifies that a transition period ends at any time the district receives an overall grade of "F" and the district returns to full subjection to the academic distress commission.

Requires the CEO to relinquish all control of the district to the district board and superintendent upon completion of the transition and dissolves the academic distress commission.

Authorizes an academic performance bonus for other public and nonpublic schools that enroll students who are residents of the district subject to an academic distress commission to give students access to a "high-quality" education by encouraging "high-quality" schools to enroll those students.

Exempts school districts subject to an academic distress commission that have had a majority of its schools reconstituted or closed from the requirement that all school districts maintain grades K through 12.

Provides grade equivalencies to use to determine if a district is subject to an academic distress commission, if the release of state report card overall grades are delayed beyond the 2015-2016 school year.

States that the CEO, members of the academic distress commission, the Superintendent of Public Instruction, and any person authorized to act on behalf of any of those persons are not personally liable or subject to any suit, judgment, or claim for damages resulting from the exercise of or failure to exercise the powers, duties, and functions granted to them by the bill, but subjects those persons to mandamus proceedings to compel performance of their duties.

Excludes academic distress commission provisions enacted by the bill from the report card safe harbor exemptions for schools and districts in current law.

Prohibits the state Superintendent from exempting a district from an academic distress commission by approving that district for an innovative education pilot program.

Requires all collective bargaining agreements entered into after the bill's effective date to incorporate the provisions enacted by the bill regarding academic distress commissions.

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