


**OADDP Conference
Legislative Update:
What Happens in Columbus Doesn't
Stay in Columbus**




**Educational Decisions
are Political Decisions**

- School Funding
- Standards
- Standardized Testing
- Teacher Evaluation
- Retirement
- Education Technology
- Employee Healthcare
- Collective Bargaining
- Licensure
- School Discipline
- Special Education
- School Lunches
- School Safety
- Vouchers
- Charter Schools
- District Report Cards
- Teacher Preparation
- Transportation
- Curriculum Mandates


Ohio House of Representatives

66 Republicans
33 Democrats



Senate

24 Republicans
9 Democrats



Key Decision Makers in Ohio



Key Decision Makers in Ohio

[Handwritten notes in blue ink on lined paper, including the word 'Key' and other illegible scribbles.]

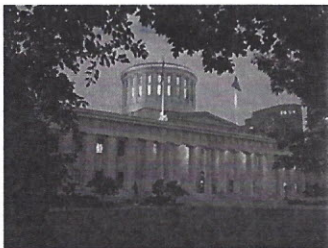
OEA: Who We Are

- 124,000 members
- K-12 teachers and licensed professionals
- Education Support Professionals
- Higher Education Faculty and Staff
- Retired members
- Students



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Current Legislative Issues



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S.B. 216 – Education “Deregulation” Bill



- Implements Some OTES Recommendations*
- Changes Educator Licensure Grade Bands
- Allows Assignment of Teachers Outside of License Area
- Weakens Standards for Paraprofessionals & Substitute Teachers
- Allows for paper format for testing

**OEA prefers separate OTES bill*

S.B. 216

OEA **OPPOSES** the following provisions:

- Permitting teaching a subject and/or grade for which the person is not licensed
- Requiring educational assistants to have licenses only if working in federally funded programs
- Eliminating inclusion of kindergarteners in intervention initiatives for the Third-Grade Reading Guarantee

S.B. 216

OEA **SUPPORTS** the following provisions:

- OTES Reforms
- Permitting schools to administer the third-, fourth-, and fifth-grade state achievement assessments in paper format or combination of online and paper formats
- Not requiring the kindergarten readiness assessment (KRA)
 - OEA supports including a provision that requires ODE to provide districts with a menu of assessment options (which may include KRA), that are appropriate for a kindergarten reading diagnostic purposes of TGRG

S. B. 246

Student Suspensions and Expulsions



Introduced by Senator Peggy Lehner
Would limit out-of-school suspensions and expulsions for children in 3rd grade and below for most non-violent incidents

Emergency removals would still be permitted as would a suspension only as necessary to protect the immediate health and safety of student, peers, or staff

Seeking funding to support implementation

OPERS Update: Background on HB 413

- HB 413 was introduced Nov. 9
- Sponsored by Rep. Gary Scherer (R- Circleville)
- No cosponsors, 3 hearings
- Primarily to enact the recommendations of the OPERS Board to make changes to the COLA benefit for current and future retirees
- Also includes provision dealing with OPERS service credit for DD employees

What changes would HB 413 make-DD credit

- Address issue of service credit for DD employees who work on school calendar
- Added at behest of legislators and some stakeholders (inc. OEA)
- Specifically states "OPERS shall grant a full year of service credit under the following conditions":
 - Member is employed by County Board of DD
 - Member works in a position that would be covered by SERS if employed by a school district
 - Works for at least 9 months a year and is paid in each month of the year
 - Should address issue (would need to switch back to year-long pay if they changed)
 - OEA strongly supports this change

What COLA changes would HB 413 make?

- Beginning 1/1/19 future COLAs based on CPI capped at 2.5%
- Delay the new COLA 2 years for those retired 2010-2012
- One year delay in COLA for future retirees
- One time pension adjustment to restore 85% purchasing power
- If funding period exceeds 30 years, COLA frozen following year
- If CPI exceeds 3% three consecutive years and system is 100% funded Board may increase COLA

Impact on Members

- Actives: current law grants future retirees COLA based on CPI capped at 3%
- Cap reduced to 2.5% (would experience reduction in years CPI exceeds 2.5%)
 - Difference between 3% and 2.5% is \$250/yr on a \$50,000 base benefit
 - Added one-year delay in first COLA
- Retirees: current law grants current retirees a annual COLA of 3%
- COLA based on CPI capped at 2.5% (would experience reduction every year)
 - Amount would depend on CPI

Arguments For and Against

- Against:
- It's a cut in benefits
 - OPERS is currently best funded (80% funded / under 30 years)
 - Impact on retirees
 - (FOP, PERI, AFSCME Council 8)
- For:
- Improved funding creates greater stability, resiliency
 - Pension reform cut only active members (retirees majority of liability)
 - Other systems have made greater changes to COLA
 - (OPERS Board, some legislators)

OEA Position: HB 413

- Strongly support language on DD service credit
- Interested party on bill overall
- Will testify at next scheduled hearing
- A number of OEA members also submitting written testimony in support of service credit change
- If HB 413 does not move forward will be looking for another vehicle or stand-alone legislation on service credit issue

S.B. 240 - OTES Repeal and Replace



- SB 240 would restructure OTES so that evaluations are **teacher-driven** and **student-focused**
- SB 240 would implement six major reforms proposed by Educator Standards Board (ESB) and supported by the State Board of Education

S.B. 240 - OTES

Updated OTES performance rubric

- **Student growth embedded into performance rubric – the bill eliminates the stand-alone 50% student growth factor in teacher evaluation ratings**
- **No shared attribution**
- Alternative Framework components available as evidence
- Structure and timing of observations reorganized to focus on improvement and growth
- Professional growth process for teachers rated accomplished and skilled
- Maintains the 2 and 3 year evaluation cycle format for teachers rated skilled and accomplished

S.B. 240 - OTES

- **Student growth embedded into OTES performance rubric**
 - No longer lets standardized test results drive the system
 - Allows teachers and districts to use data that is relevant and useful in instruction
 - Would embed at least two types of "high quality" student data in the performance rubric in the following areas: knowledge of students, differentiations, assessment of student learning, assessment of data, and professional responsibility
- **Eliminates shared attribution**
 - Shared attribution does not accurately measure teacher performance or student growth because it uses assessments for a group of students that the educator does not teach

Special Education Policy - Significant Disproportionality

- The federal Office of Special Education Programs amended the IDEA regulations relating to *significant disproportionality*.
- Disproportionality generally occurs when students of one racial or ethnic group are more likely to receive special education identification, placement in a more restrictive setting, or more discipline compared to all other students, thus denying them access to instruction and the support they need to succeed academically.
- The IDEA requires the Department to promote equity by identifying and preventing significant disproportionality.

Some specifics...

- Identification, placement, discipline will be examined
- Categories include: Latino, Native American, Asian, Black/African American, Hawaiian/Pacific Islander, White, two or more races
- Ages 3 – 21 (pre-school now included)
- Will look at 14 areas of analysis, including fewer than 10 days out of school and in school suspensions in addition to over 10 days. (ISS not yet defined.)
- States will have to set ratios that are based in part of populations of students.

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The Department will include expanded disproportionality data in the 2017-2018 Special Education Profiles for informational purposes only

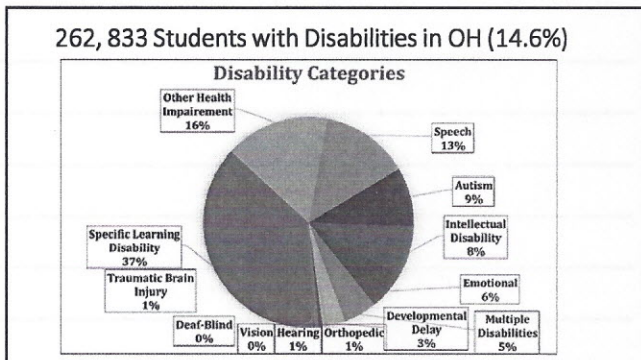
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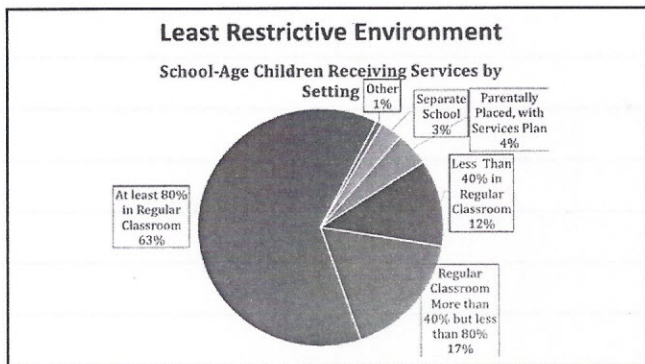
Beginning in 2018-2019, districts will be accountable for significant disproportionalities in the new categories.

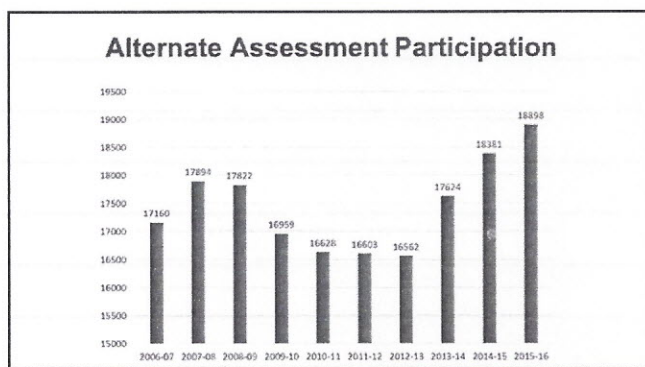
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The delay in implementation allows districts to work with the Office for Exceptional Children and their State Support Teams to examine and improve their systems of support for students with disabilities.

- If states are found to have a significant disproportionality, they can be required to set aside 15% of their special education funding for Coordinated Educational Intervention Services
- Districts would have to examine root causes for all situations of significant disproportionality

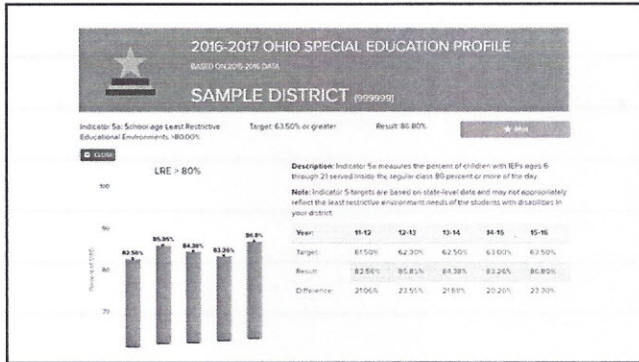






Special Education Profiles

<p>Are young children with disabilities entering kindergarten ready to learn?</p>	<ul style="list-style-type: none"> Indicator 6 Preschool Educational Environments Indicator 7 Preschool Outcomes Indicator 12 Early Childhood Transition from Part C to Part B
<p>Are children with disabilities achieving at high levels?</p>	<ul style="list-style-type: none"> Indicator 3 Statewide Assessment Indicator 4 Suspension/Expulsion Indicator 5 School-age Educational Environments
<p>Are youth with disabilities prepared for life, work and postsecondary education?</p>	<ul style="list-style-type: none"> Indicator 1 Graduation Indicator 2 Dropout Indicator 13 Secondary Transition Indicator 14 Postsecondary Outcomes
<p>Does the district implement IDEA to improve services and results for children with disabilities?</p>	<ul style="list-style-type: none"> Indicator 8 Facilitated Parent Involvement Indicator 9 Disproportionality (Across Disability Categories) Indicator 10 Disproportionality (Specific Categories) Indicator 11 Child Find Indicator 15 Timely Correction of Noncompliance Findings Indicator 20 Timely and Accurate Data



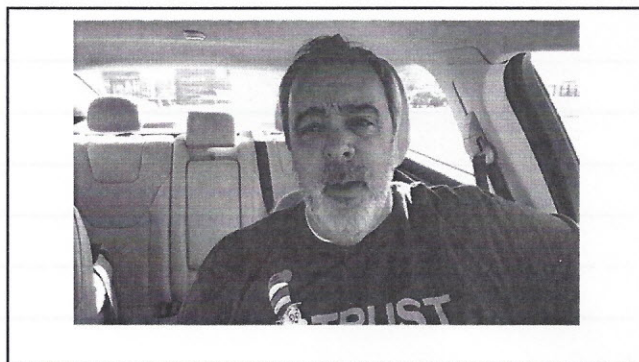
Alternate Assessment

Alternate Assessment 2.0

- Spring 2019: Independent field test
- Spring 2020: Operational field test
- Spring 2021: New grade level alternate assessment

Alternate Assessment 1% cap

- Students with the most significant cognitive disabilities
- There is no longer an accountability cap on district participation
- 1% cap on the state
- District Justification/ State Waiver District Justification
 - 619 submissions
 - Will be posted on ODE website



Whose vision of public education do we want?

Will we have an ally in the Governor's office who will listen to us?

Will we have allies on both sides of the aisle in the Legislature who will work with us?

