

State Board of Education 2011-2012 Legislative Platform

The State Board of Education's vision is for all Ohio students to graduate from the PK-12 education system with the knowledge, skills and behaviors necessary to successfully continue their education and/or be workforce ready and successfully participate in the global economy as productive citizens.

The 2011-2012 Legislative Platform is aligned to this vision and will guide the advocacy efforts of the State Board of Education, the Superintendent of Public Instruction and the Ohio Department of Education's legislative staff.

1. Teaching 21st Century Knowledge and Skills for Real-World Success

Ohio students should be taught 21st century knowledge and skills for real-world success. Academic content standards should be benchmarked to international best in-class, model curricula should be relevant and rigorous, and a new system of assessments should employ multiple measures and be aligned to a state accountability system.

Specific recommendations include:

- a. Requiring the State Board of Education to make recommendations to the General Assembly regarding an accountability system for Educational Service Centers.
- b. Expanding the Kindergarten Readiness Assessment-Literacy (KRA-L) to include other domains.
- c. Re-instituting separate reading and writing diagnostics for early grades to better identify student intervention needs.
- d. Reducing the number of times the Ohio Accountability Task Force is required to meet annually from six to one and focusing their tasks on reviewing value-added issues.

2. High-Quality, Ongoing Professional Development for Educators

To ensure a high quality education for all students, PK-12 educators should be provided professional development opportunities aligned with standards and tied to individual needs. A uniform system of evaluation and career advancement includes mentoring, multiple pathways for career advancement and incentives to recruit and retain teachers.

3. Supportive Learning Environments

Resources and assistance should be provided to schools to foster family engagement, and create positive school culture and provide a continuum of services to meet the needs of students.

Specific recommendations include adopting national health education standards.

4. Personalized Learning for All Students

Ohio schools should support and build capacity for personalized and expanded learning for all students including the student categories of gifted, special needs, career-tech, STEM and limited English proficient (LEP). Greater access to post secondary opportunities and early childhood education is needed.

Specific recommendations include:

- a. Making changes to the Ohio Revised Code (ORC) to facilitate the transfer of all early childhood programs to the Ohio Department of Education.
- b. Placing kindergarten medical screening and KRA-L requirements in the same section of the ORC and require EMIS reporting of the screening data in the aggregate to preserve student anonymity.
- c. Reducing the number of categories of giftedness that LEAs are required to identify and require that LEAs provide services to children identified as having superior cognitive ability. In addition, requiring that gifted children be periodically re-evaluated.

5. Data Systems and Technology to Improve Student Learning

An adequate technology infrastructure should be in place in every Ohio school and should be used to deliver education, facilitate instruction and measure student achievement. Additional needs include a longitudinal PK-12 system and the uniform use of electronic transcripts.

Specific recommendations include:

- a. Making multiple technical changes in ORC to harmonize state confidentiality of student information statutes with federal Family Educational Rights and Privacy Act (FERPA) requirements.
- b. Requiring the SBOE to adopt research-based school climate standards based upon the National School Climate Council recommendations and a corresponding assessment for staff and students.

6. Quality School Options

Students and families choosing alternative education services should be guaranteed that they will receive a high quality education. The current school options in Ohio include community schools, the Cleveland scholarship program, EdChoice and the Autism Scholarship Program.

Specific recommendations include:

- a. Changing the Autism Scholarship Program rules to include provisions that ensure scholarships are used to implement the child's entire Individualized Education Program (IEP) and not isolated services. Changes would also include provisions that prohibit providers from receiving scholarships to cover services for which they are already receiving payment from other state agencies.
- b. Allowing foster children access to continued school district enrollment where appropriate.
- c. Assessing all students in non-public schools accepting scholarship students.
- d. Deleting the closure exemption provision for community schools that have a majority of special education students.
- e. Limiting community school expansion of grade levels to only community schools that are in continuous improvement status.
- f. Modifying the sponsor cap reduction relative to permanent closure of a school.
- g. Clarifying community school sponsor eligibility including:
 - Standardizing documentation of assets.

- Repealing language which allows community school operators to supplant the authority of the school's governing authority.
- Clarifying community school responsibility for truant students.

7. School District Flexibility

School districts should be provided flexibility to meet the needs of their students. Innovations should focus on course mastery and credit flexibility.

Specific recommendations include:

- a. Revising ORC to allow smaller school districts to implement site-based management councils.
- b. Amending ORC sections relating to territorial transfers to require a majority vote of the electors of an entire school district as opposed to only the electors within the proposed property to be transferred.
- c. Amending the ORC to charge the SBOE with considering the impact of any annexation of territory from one Educational Service Center to another. (Previous recommendation of the SBOE, not recommended by staff.)
- d. Establishing a minimum school year for school districts and chartered nonpublic schools based on hours, rather than days, of instruction.
- e. Allowing districts to amend contingency day plans after the first of September.
- f. Changing the make-up of Educational Service Center Boards.

8. Sufficient Funding Resources which are Efficiently Managed

Ohio's school funding system should ensure that schools have sufficient resources and are efficiently managed. The system should be predictable with reliable funding streams. The system should phase-in the EBM, fully fund special education weights, provide spending rules for flexibility, count students where they are educated, fund students based on their needs, link resources to results and account for fiscal management.

9. Innovation and Technical Assistance

A system of technical assistance should build capacity to improve student achievement and research into most effective learning practices should be pursued and findings disseminated.

Specific recommendations include requiring districts to provide financial support for Academic Distress Commission services.

DRAFT 4/6/10