A BILL

To amend sections 3301.079, 3314.03, 3323.11, 3326.11, and 3328.24; to enact new section 3323.25 and sections 3319.077, 3319.078, and 3323.251; and to repeal section 3323.25 of the Revised Code with regard to screening and intervention for children with dyslexia.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF OHIO:

Section 1. That sections 3301.079, 3314.03, 3323.11, 3326.11, and 3328.24 be amended and new section 3323.25 and sections 3319.077, 3319.078, and 3323.251 of the Revised Code be enacted to read as follows:

Sec. 3301.079. (A)(1) The state board of education periodically shall adopt statewide academic standards with emphasis on coherence, focus, and essential knowledge and that are more challenging and demanding when compared to international standards for each of grades kindergarten through twelve in English language arts, mathematics, science, and social studies.
(a) The state board shall ensure that the standards do all of the following:

(i) Include the essential academic content and skills that students are expected to know and be able to do at each grade level that will allow each student to be prepared for postsecondary instruction and the workplace for success in the twenty-first century;

(ii) Include the development of skill sets that promote information, media, and technological literacy;

(iii) Include interdisciplinary, project-based, real-world learning opportunities;

(iv) Instill life-long learning by providing essential knowledge and skills based in the liberal arts tradition, as well as science, technology, engineering, mathematics, and career-technical education;

(v) Be clearly written, transparent, and understandable by parents, educators, and the general public.

(b) Not later than July 1, 2012, the state board shall incorporate into the social studies standards for grades four to twelve academic content regarding the original texts of the Declaration of Independence, the Northwest Ordinance, the Constitution of the United States and its amendments, with emphasis on the Bill of Rights, and the Ohio Constitution, and their original context. The state board shall revise the model curricula and achievement assessments adopted under divisions (B) and (C) of this section as necessary to reflect the additional American history and American government content. The state board shall make available a list of suggested grade-appropriate supplemental readings that place the documents
prescribed by this division in their historical context, which
teachers may use as a resource to assist students in reading the
documents within that context.

(c) When the state board adopts or revises academic
content standards in social studies, American history, American
government, or science under division (A)(1) of this section,
the state board shall develop such standards independently and
not as part of a multistate consortium.

(2) After completing the standards required by division
(A)(1) of this section, the state board shall adopt standards
and model curricula for instruction in technology, financial
literacy and entrepreneurship, fine arts, and foreign language
for grades kindergarten through twelve. The standards shall meet
the same requirements prescribed in division (A)(1)(a) of this
section.

(3) The state board shall adopt the most recent standards
developed by the national association for sport and physical
education for physical education in grades kindergarten through
twelve or shall adopt its own standards for physical education
in those grades and revise and update them periodically.

The department of education shall employ a full-time
physical education coordinator to provide guidance and technical
assistance to districts, community schools, and STEM schools in
implementing the physical education standards adopted under this
division. The superintendent of public instruction shall
determine that the person employed as coordinator is qualified
for the position, as demonstrated by possessing an adequate
combination of education, license, and experience.

(4) Not later than December 31, 2018, the state board
shall adopt standards and a model curriculum for instruction in computer science in grades kindergarten through twelve, which shall include standards for introductory and advanced computer science courses in grades nine through twelve. When developing the standards and curriculum, the state board shall consider recommendations from computer science education stakeholder groups, including teachers and representatives from higher education, industry, computer science organizations in Ohio, and national computer science organizations.

Any district or school may utilize the computer science standards or model curriculum or any part thereof adopted pursuant to division (A)(4) of this section. However, no district or school shall be required to utilize all or any part of the standards or curriculum.

(5) When academic standards have been completed for any subject area required by this section, the state board shall inform all school districts, all community schools established under Chapter 3314. of the Revised Code, all STEM schools established under Chapter 3326. of the Revised Code, and all nonpublic schools required to administer the assessments prescribed by sections 3301.0710 and 3301.0712 of the Revised Code of the content of those standards. Additionally, upon completion of any academic standards under this section, the department shall post those standards on the department's website.

(B)(1) The state board shall adopt a model curriculum for instruction in each subject area for which updated academic standards are required by division (A)(1) of this section and for each of grades kindergarten through twelve that is sufficient to meet the needs of students in every community. The
model curriculum shall be aligned with the standards, to ensure that the academic content and skills specified for each grade level are taught to students, and shall demonstrate vertical articulation and emphasize coherence, focus, and rigor. When any model curriculum has been completed, the state board shall inform all school districts, community schools, and STEM schools of the content of that model curriculum.

(2) Not later than June 30, 2013, the state board, in consultation with any office housed in the governor's office that deals with workforce development, shall adopt model curricula for grades kindergarten through twelve that embed career connection learning strategies into regular classroom instruction.

(3) All school districts, community schools, and STEM schools may utilize the state standards and the model curriculum established by the state board, together with other relevant resources, examples, or models to ensure that students have the opportunity to attain the academic standards. Upon request, the department shall provide technical assistance to any district, community school, or STEM school in implementing the model curriculum.

Nothing in this section requires any school district to utilize all or any part of a model curriculum developed under this section.

(C) The state board shall develop achievement assessments aligned with the academic standards and model curriculum for each of the subject areas and grade levels required by divisions (A)(1) and (B)(1) of section 3301.0710 of the Revised Code.

When any achievement assessment has been completed, the
state board shall inform all school districts, community
schools, STEM schools, and nonpublic schools required to
administer the assessment of its completion, and the department
shall make the achievement assessment available to the districts
and schools.

(D)(1) The state board shall adopt a diagnostic assessment
aligned with the academic standards and model curriculum for
each of grades kindergarten through two in reading, writing, and
mathematics and for grade three in reading and writing. The
diagnostic assessment shall be designed to measure student
comprehension of academic content and mastery of related skills
for the relevant subject area and grade level. Any diagnostic
assessment shall not include components to identify gifted
students. Blank copies of diagnostic assessments shall be public
records.

(2) When each diagnostic assessment has been completed,
the state board shall inform all school districts of its
completion and the department shall make the diagnostic
assessment available to the districts at no cost to the
district.

(3) School districts shall administer the diagnostic
assessment pursuant to section 3301.0715 of the Revised Code
beginning the first school year following the development of the
assessment.

However, beginning with the 2017-2018 school year, both of
the following shall apply:

(a) In the case of the diagnostic assessments for grades
one or two in writing or mathematics or for grade three in
writing, a school district shall not be required to administer
any such assessment, but may do so at the discretion of the
district board;

(b) In the case of any diagnostic assessment that is not
for the grade levels and subject areas specified in division (D)
(3)(a) of this section, each school district shall administer
the assessment in the manner prescribed by section 3301.0715 of
the Revised Code.

(4) Beginning with the 2020-2021 school year, the
kindergarten diagnostic assessment in reading and writing
adopted under division (D) of this section shall align with the
academic standards adopted under division (E)(4) of section
3323.25 of the Revised Code.

(E) The state board shall not adopt a diagnostic or
achievement assessment for any grade level or subject area other
than those specified in this section.

(F) Whenever the state board or the department consults
with persons for the purpose of drafting or reviewing any
standards, diagnostic assessments, achievement assessments, or
model curriculum required under this section, the state board or
the department shall first consult with parents of students in
kindergarten through twelfth grade and with active Ohio
classroom teachers, other school personnel, and administrators
with expertise in the appropriate subject area. Whenever
practicable, the state board and department shall consult with
teachers recognized as outstanding in their fields.

If the department contracts with more than one outside
entity for the development of the achievement assessments
required by this section, the department shall ensure the
interchangeability of those assessments.
(G) Whenever the state board adopts standards or model curricula under this section, the department also shall provide information on the use of blended or digital learning in the delivery of the standards or curricula to students in accordance with division (A)(5) of this section.

(H) The fairness sensitivity review committee, established by rule of the state board of education, shall not allow any question on any achievement or diagnostic assessment developed under this section or any proficiency test prescribed by former section 3301.0710 of the Revised Code, as it existed prior to September 11, 2001, to include, be written to promote, or inquire as to individual moral or social values or beliefs. The decision of the committee shall be final. This section does not create a private cause of action.

(I)(1)(a) The English language arts academic standards review committee is hereby created to review academic content standards in the subject of English language arts. The committee shall consist of the following members:

(i) Three experts who are residents of this state and who primarily conduct research, provide instruction, currently work in, or possess an advanced degree in the subject area. One expert shall be appointed by each of the president of the senate, the speaker of the house of representatives, and the governor;

(ii) One parent or guardian appointed by the president of the senate;

(iii) One educator who is currently teaching in a classroom, appointed by the speaker of the house of representatives;
(iv) The chancellor of the Ohio board of regents, or the chancellor's designee;

(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.

(b) The mathematics academic standards review committee is hereby created to review academic content standards in the subject of mathematics. The committee shall consist of the following members:

(i) Three experts who are residents of this state and who primarily conduct research, provide instruction, currently work in, or possess an advanced degree in the subject area. One expert shall be appointed by each of the president of the senate, the speaker of the house of representatives, and the governor;

(ii) One parent or guardian appointed by the speaker of the house of representatives;

(iii) One educator who is currently teaching in a classroom, appointed by the president of the senate;

(iv) The chancellor, or the chancellor's designee;

(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.

(c) The science academic standards review committee is hereby created to review academic content standards in the subject of science. The committee shall consist of the following members:

(i) Three experts who are residents of this state and who primarily conduct research, provide instruction, currently work in, or possess an advanced degree in the subject area. One
expert shall be appointed by each of the president of the senate, the speaker of the house of representatives, and the governor;

(ii) One parent or guardian appointed by the president of the senate;

(iii) One educator who is currently teaching in a classroom, appointed by the speaker of the house of representatives;

(iv) The chancellor, or the chancellor's designee;

(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.

(d) The social studies academic standards review committee is hereby created to review academic content standards in the subject of social studies. The committee shall consist of the following members:

(i) Three experts who are residents of this state and who primarily conduct research, provide instruction, currently work in, or possess an advanced degree in the subject area. One expert shall be appointed by each of the president of the senate, the speaker of the house of representatives, and the governor;

(ii) One parent or guardian appointed by the speaker of the house of representatives;

(iii) One educator who is currently teaching in a classroom, appointed by the president of the senate;

(iv) The chancellor, or the chancellor's designee;

(v) The state superintendent, or the superintendent's
designee, who shall serve as the chairperson of the committee.  

(2)(a) Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are clear, concise, and appropriate for each grade level and promote higher student performance, learning, subject matter comprehension, and improved student achievement. Each committee also shall review whether the standards for its respective subject area promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness and whether the standards reduce remediation.  

(b) Each committee shall determine whether the assessments submitted to that committee under division (I)(4) of this section are appropriate for the committee's respective subject area and meet the academic content standards adopted under this section and community expectations.  

(3) The department of education shall provide administrative support for each committee created in division (I)(1) of this section. Members of each committee shall be reimbursed for reasonable and necessary expenses related to the operations of the committee. Members of each committee shall serve at the pleasure of the appointing authority.  

(4) Notwithstanding anything to the contrary in division (O) of section 3301.0711 of the Revised Code, the department shall submit to the appropriate committee created under division (I)(1) of this section copies of the questions and corresponding answers on the relevant assessments required by section 3301.0710 of the Revised Code on the first day of July following the school year that the assessments were administered. The department shall provide each committee with the entire content
of each relevant assessment, including corresponding answers.

The assessments received by the committees are not public records of the committees and are not subject to release by the committees to any other person or entity under section 149.43 of the Revised Code. However, the assessments shall become public records in accordance with division (O) of section 3301.0711 of the Revised Code.

(J) Not later than sixty days prior to the adoption by the state board of updated academic standards under division (A)(1) of this section or updated model curricula under division (B)(1) of this section, the superintendent of public instruction shall present the academic standards or model curricula, as applicable, in person at a public hearing of the respective committees of the house of representatives and senate that consider education legislation.

(K) As used in this section:

(1) "Blended learning" means the delivery of instruction in a combination of time in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path, or pace of learning.

(2) "Coherence" means a reflection of the structure of the discipline being taught.

(3) "Digital learning" means learning facilitated by technology that gives students some element of control over time, place, path, or pace of learning.

(4) "Focus" means limiting the number of items included in a curriculum to allow for deeper exploration of the subject matter.
(5) "Vertical articulation" means key academic concepts and skills associated with mastery in particular content areas should be articulated and reinforced in a developmentally appropriate manner at each grade level so that over time students acquire a depth of knowledge and understanding in the core academic disciplines.

Sec. 3314.03. A copy of every contract entered into under this section shall be filed with the superintendent of public instruction. The department of education shall make available on its web site a copy of every approved, executed contract filed with the superintendent under this section.

(A) Each contract entered into between a sponsor and the governing authority of a community school shall specify the following:

(1) That the school shall be established as either of the following:

(a) A nonprofit corporation established under Chapter 1702. of the Revised Code, if established prior to April 8, 2003;

(b) A public benefit corporation established under Chapter 1702. of the Revised Code, if established after April 8, 2003.

(2) The education program of the school, including the school's mission, the characteristics of the students the school is expected to attract, the ages and grades of students, and the focus of the curriculum;

(3) The academic goals to be achieved and the method of measurement that will be used to determine progress toward those goals, which shall include the statewide achievement assessments;
(4) Performance standards, including but not limited to all applicable report card measures set forth in section 3302.03 or 3314.017 of the Revised Code, by which the success of the school will be evaluated by the sponsor;

(5) The admission standards of section 3314.06 of the Revised Code and, if applicable, section 3314.061 of the Revised Code;

(6)(a) Dismissal procedures;

(b) A requirement that the governing authority adopt an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.

(7) The ways by which the school will achieve racial and ethnic balance reflective of the community it serves;

(8) Requirements for financial audits by the auditor of state. The contract shall require financial records of the school to be maintained in the same manner as are financial records of school districts, pursuant to rules of the auditor of state. Audits shall be conducted in accordance with section 117.10 of the Revised Code.

(9) An addendum to the contract outlining the facilities to be used that contains at least the following information:

(a) A detailed description of each facility used for instructional purposes;

(b) The annual costs associated with leasing each facility that are paid by or on behalf of the school;
(c) The annual mortgage principal and interest payments that are paid by the school;

(d) The name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the operator, if any.

(10) Qualifications of teachers, including a requirement that the school's classroom teachers be licensed in accordance with sections 3319.22 to 3319.31 of the Revised Code, except that a community school may engage noncertificated persons to teach up to twelve hours per week pursuant to section 3319.301 of the Revised Code.

(11) That the school will comply with the following requirements:

(a) The school will provide learning opportunities to a minimum of twenty-five students for a minimum of nine hundred twenty hours per school year.

(b) The governing authority will purchase liability insurance, or otherwise provide for the potential liability of the school.

(c) The school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution.

(d) The school will comply with sections 9.90, 9.91, 109.65, 121.22, 149.43, 2151.357, 2151.421, 2313.19, 3301.0710, 3301.0711, 3301.0712, 3301.0715, 3301.0729, 3301.948, 3313.472, 3313.50, 3313.536, 3313.539, 3313.5310, 3313.608, 3313.609, 3313.6012, 3313.6013, 3313.6014, 3313.6015, 3313.6020, 3313.6024, 3313.643, 3313.648, 3313.6411, 3313.66, 3313.661,
3313.662, 3313.666, 3313.667, 3313.668, 3313.67, 3313.671,
3313.672, 3313.673, 3313.69, 3313.71, 3313.716, 3313.718,
3313.719, 3313.7112, 3313.721, 3313.80, 3313.814, 3313.816,
3313.817, 3313.818, 3313.86, 3313.89, 3313.96, 3319.073,
3319.077, 3319.078, 3319.321, 3319.39, 3319.391, 3319.41,
3319.46, 3321.01, 3321.041, 3321.13, 3321.14, 3321.141, 3321.17,
3321.18, 3321.19, 3321.191, 3323.251, 3327.10, 4111.17, 4113.52,
and 5705.391 and Chapters 117., 1347., 2744., 3365., 3742.,
4112., 4123., 4141., and 4167. of the Revised Code as if it were
a school district and will comply with section 3301.0714 of the
Revised Code in the manner specified in section 3314.17 of the
Revised Code.

(e) The school shall comply with Chapter 102. and section
2921.42 of the Revised Code.

(f) The school will comply with sections 3313.61,
3313.611, 3313.614, 3313.617, 3313.618, and 3313.6114 of the
Revised Code, except that for students who enter ninth grade for
the first time before July 1, 2010, the requirement in sections
3313.61 and 3313.611 of the Revised Code that a person must
successfully complete the curriculum in any high school prior to
receiving a high school diploma may be met by completing the
curriculum adopted by the governing authority of the community
school rather than the curriculum specified in Title XXXIII of
the Revised Code or any rules of the state board of education.
Beginning with students who enter ninth grade for the first time
on or after July 1, 2010, the requirement in sections 3313.61
and 3313.611 of the Revised Code that a person must successfully
complete the curriculum of a high school prior to receiving a
high school diploma shall be met by completing the requirements
prescribed in division (C) of section 3313.603 of the Revised
Code, unless the person qualifies under division (D) or (F) of
that section. Each school shall comply with the plan for
awarding high school credit based on demonstration of subject
area competency, and beginning with the 2017-2018 school year,
with the updated plan that permits students enrolled in seventh
and eighth grade to meet curriculum requirements based on
subject area competency adopted by the state board of education
under divisions (J)(1) and (2) of section 3313.603 of the
Revised Code. Beginning with the 2018-2019 school year, the
school shall comply with the framework for granting units of
high school credit to students who demonstrate subject area
competency through work-based learning experiences, internships,
or cooperative education developed by the department under
division (J)(3) of section 3313.603 of the Revised Code.

(g) The school governing authority will submit within four
months after the end of each school year a report of its
activities and progress in meeting the goals and standards of
divisions (A)(3) and (4) of this section and its financial
status to the sponsor and the parents of all students enrolled
in the school.

(h) The school, unless it is an internet- or computer-
based community school, will comply with section 3313.801 of the
Revised Code as if it were a school district.

(i) If the school is the recipient of moneys from a grant
awarded under the federal race to the top program, Division (A),
Title XIV, Sections 14005 and 14006 of the "American Recovery
the school will pay teachers based upon performance in
accordance with section 3317.141 and will comply with section
3319.111 of the Revised Code as if it were a school district.

(j) If the school operates a preschool program that is
licensed by the department of education under sections 3301.52 to 3301.59 of the Revised Code, the school shall comply with sections 3301.50 to 3301.59 of the Revised Code and the minimum standards for preschool programs prescribed in rules adopted by the state board under section 3301.53 of the Revised Code.

(k) The school will comply with sections 3313.6021 and 3313.6023 of the Revised Code as if it were a school district unless it is either of the following:

(i) An internet- or computer-based community school;

(ii) A community school in which a majority of the enrolled students are children with disabilities as described in division (A)(4)(b) of section 3314.35 of the Revised Code.

(12) Arrangements for providing health and other benefits to employees;

(13) The length of the contract, which shall begin at the beginning of an academic year. No contract shall exceed five years unless such contract has been renewed pursuant to division (E) of this section.

(14) The governing authority of the school, which shall be responsible for carrying out the provisions of the contract;

(15) A financial plan detailing an estimated school budget for each year of the period of the contract and specifying the total estimated per pupil expenditure amount for each such year.

(16) Requirements and procedures regarding the disposition of employees of the school in the event the contract is terminated or not renewed pursuant to section 3314.07 of the Revised Code;

(17) Whether the school is to be created by converting all
or part of an existing public school or educational service center building or is to be a new start-up school, and if it is a converted public school or service center building, specification of any duties or responsibilities of an employer that the board of education or service center governing board that operated the school or building before conversion is delegating to the governing authority of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees;

(18) Provisions establishing procedures for resolving disputes or differences of opinion between the sponsor and the governing authority of the community school;

(19) A provision requiring the governing authority to adopt a policy regarding the admission of students who reside outside the district in which the school is located. That policy shall comply with the admissions procedures specified in sections 3314.06 and 3314.061 of the Revised Code and, at the sole discretion of the authority, shall do one of the following:

(a) Prohibit the enrollment of students who reside outside the district in which the school is located;

(b) Permit the enrollment of students who reside in districts adjacent to the district in which the school is located;

(c) Permit the enrollment of students who reside in any other district in the state.

(20) A provision recognizing the authority of the department of education to take over the sponsorship of the school in accordance with the provisions of division (C) of
section 3314.015 of the Revised Code;

(21) A provision recognizing the sponsor's authority to assume the operation of a school under the conditions specified in division (B) of section 3314.073 of the Revised Code;

(22) A provision recognizing both of the following:

(a) The authority of public health and safety officials to inspect the facilities of the school and to order the facilities closed if those officials find that the facilities are not in compliance with health and safety laws and regulations;

(b) The authority of the department of education as the community school oversight body to suspend the operation of the school under section 3314.072 of the Revised Code if the department has evidence of conditions or violations of law at the school that pose an imminent danger to the health and safety of the school's students and employees and the sponsor refuses to take such action.

(23) A description of the learning opportunities that will be offered to students including both classroom-based and non-classroom-based learning opportunities that is in compliance with criteria for student participation established by the department under division (H)(2) of section 3314.08 of the Revised Code;

(24) The school will comply with sections 3302.04 and 3302.041 of the Revised Code, except that any action required to be taken by a school district pursuant to those sections shall be taken by the sponsor of the school. However, the sponsor shall not be required to take any action described in division (F) of section 3302.04 of the Revised Code.

(25) Beginning in the 2006-2007 school year, the school
will open for operation not later than the thirtieth day of September each school year, unless the mission of the school as specified under division (A)(2) of this section is solely to serve dropouts. In its initial year of operation, if the school fails to open by the thirtieth day of September, or within one year after the adoption of the contract pursuant to division (D) of section 3314.02 of the Revised Code if the mission of the school is solely to serve dropouts, the contract shall be void.

(26) Whether the school's governing authority is planning to seek designation for the school as a STEM school equivalent under section 3326.032 of the Revised Code;

(27) That the school's attendance and participation policies will be available for public inspection;

(28) That the school's attendance and participation records shall be made available to the department of education, auditor of state, and school's sponsor to the extent permitted under and in accordance with the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232g, as amended, and any regulations promulgated under that act, and section 3319.321 of the Revised Code;

(29) If a school operates using the blended learning model, as defined in section 3301.079 of the Revised Code, all of the following information:

(a) An indication of what blended learning model or models will be used;

(b) A description of how student instructional needs will be determined and documented;

(c) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;
(d) The school's attendance requirements, including how the school will document participation in learning opportunities;

(e) A statement describing how student progress will be monitored;

(f) A statement describing how private student data will be protected;

(g) A description of the professional development activities that will be offered to teachers.

(30) A provision requiring that all moneys the school's operator loans to the school, including facilities loans or cash flow assistance, must be accounted for, documented, and bear interest at a fair market rate;

(31) A provision requiring that, if the governing authority contracts with an attorney, accountant, or entity specializing in audits, the attorney, accountant, or entity shall be independent from the operator with which the school has contracted.

(32) A provision requiring the governing authority to adopt an enrollment and attendance policy that requires a student's parent to notify the community school in which the student is enrolled when there is a change in the location of the parent's or student's primary residence.

(33) A provision requiring the governing authority to adopt a student residence and address verification policy for students enrolling in or attending the school.

(B) The community school shall also submit to the sponsor a comprehensive plan for the school. The plan shall specify the
following:

(1) The process by which the governing authority of the school will be selected in the future;

(2) The management and administration of the school;

(3) If the community school is a currently existing public school or educational service center building, alternative arrangements for current public school students who choose not to attend the converted school and for teachers who choose not to teach in the school or building after conversion;

(4) The instructional program and educational philosophy of the school;

(5) Internal financial controls.

When submitting the plan under this division, the school shall also submit copies of all policies and procedures regarding internal financial controls adopted by the governing authority of the school.

(C) A contract entered into under section 3314.02 of the Revised Code between a sponsor and the governing authority of a community school may provide for the community school governing authority to make payments to the sponsor, which is hereby authorized to receive such payments as set forth in the contract between the governing authority and the sponsor. The total amount of such payments for monitoring, oversight, and technical assistance of the school shall not exceed three per cent of the total amount of payments for operating expenses that the school receives from the state.

(D) The contract shall specify the duties of the sponsor which shall be in accordance with the written agreement entered
into with the department of education under division (B) of section 3314.015 of the Revised Code and shall include the following:

(1) Monitor the community school's compliance with all laws applicable to the school and with the terms of the contract;

(2) Monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis;

(3) Report on an annual basis the results of the evaluation conducted under division (D)(2) of this section to the department of education and to the parents of students enrolled in the community school;

(4) Provide technical assistance to the community school in complying with laws applicable to the school and terms of the contract;

(5) Take steps to intervene in the school's operation to correct problems in the school's overall performance, declare the school to be on probationary status pursuant to section 3314.073 of the Revised Code, suspend the operation of the school pursuant to section 3314.072 of the Revised Code, or terminate the contract of the school pursuant to section 3314.07 of the Revised Code as determined necessary by the sponsor;

(6) Have in place a plan of action to be undertaken in the event the community school experiences financial difficulties or closes prior to the end of a school year.

(E) Upon the expiration of a contract entered into under this section, the sponsor of a community school may, with the approval of the governing authority of the school, renew that
contract for a period of time determined by the sponsor, but not ending earlier than the end of any school year, if the sponsor finds that the school's compliance with applicable laws and terms of the contract and the school's progress in meeting the academic goals prescribed in the contract have been satisfactory. Any contract that is renewed under this division remains subject to the provisions of sections 3314.07, 3314.072, and 3314.073 of the Revised Code.

(F) If a community school fails to open for operation within one year after the contract entered into under this section is adopted pursuant to division (D) of section 3314.02 of the Revised Code or permanently closes prior to the expiration of the contract, the contract shall be void and the school shall not enter into a contract with any other sponsor. A school shall not be considered permanently closed because the operations of the school have been suspended pursuant to section 3314.072 of the Revised Code.

Sec. 3319.077. (A) As used in this section:

(1) "Dyslexia" has the same meaning as in section 3323.25 of the Revised Code.

(2) "Ohio dyslexia committee" means the committee established under section 3325.25 of the Revised Code.

(3) "Special education" has the same meaning as in section 3323.01 of the Revised Code.

(B)(1) The department of education, in collaboration with the Ohio dyslexia committee, shall maintain a list of courses that fulfill the professional development requirements prescribed in division (C) of this section. The list may consist of online or classroom learning models.
(2) Each approved course shall align with the guidebook developed under division (D) of section 3323.25 of the Revised Code, be evidence-based, and require instruction and training for identifying characteristics of dyslexia and understanding the pedagogy for instructing students with dyslexia.

(3) Completion of a total of at least eighteen clock hours of instruction in approved courses under division (B) of this section shall satisfy the professional development requirements prescribed in division (C) of this section.

(C)(1) Not later than the beginning of the 2020-2021 school year, each teacher employed by a local, city, or exempted village school district who provides instruction for students in kindergarten and first grade, including those providing special education instruction, shall complete a professional development course approved under division (B) of this section.

(2) Not later than the beginning of the 2021-2022 school year, each teacher employed by a school district who provides instruction for students in grades two and three, including those providing special education instruction, shall complete a professional development course approved under division (B) of this section.

(3) Not later than the beginning of the 2020-2021 school year, each teacher employed by a school district who provides special education instruction for students in grades four through twelve shall complete a professional development course approved under division (B) of this section.

Sec. 3319.078. (A) Beginning in the 2020-2021 school year, each city, local, and exempted village school district shall establish a structured literacy certification process for
teachers providing instruction for students in grades kindergarten through three employed by the district. Each process shall align with the guidebook developed under division (D) of section 3323.25 of the Revised Code and shall require completion of a practicum.

(B)(1) Not later than the end of the 2022-2023 school year, each district shall have at least one teacher certified under the structured literacy process per every two hundred students in grades kindergarten through three.

(2) Not later than the end of the 2023-2024 school year, each district shall have at least one teacher certified under the structured literacy process per every one hundred fifty students in grades kindergarten through three.

(3) Not later than the end of the 2024-2025 school year, each district shall have at least one teacher certified under the structured literacy process per every one hundred students in grades kindergarten through three.

Sec. 3323.11. Each school district shall employ, as necessary, the personnel to meet the needs of the children with disabilities enrolled in its schools. Personnel shall possess appropriate qualifications and certificates or licenses as prescribed in section 3319.077 of the Revised Code and in rules of the state board of education.

Sec. 3323.25. (A) As used in this section and section 3323.251 of the Revised Code:

(1) "Dyslexia" means a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities not consistent with the
person's intelligence, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language.

(2) "Other public school" has the same meaning as in section 3301.0711 of the Revised Code.

(B) The department of education, in collaboration with the international dyslexia association in Ohio, shall establish the Ohio dyslexia committee.

(C) The committee shall consist of the following members:

(1) Three members appointed by the international dyslexia association in Ohio;

(2) Three members appointed by the department. Each member appointed by the department shall be employed by any of the following:

(a) The department;

(b) A school district;

(c) An educational service center.

All appointments to the committee shall be made not later than January 31, 2020. Members of the committee shall serve at the pleasure of their appointing authority. The members of the committee shall elect one of the members as chairperson.

(D) Not later than June 30, 2020, the department, in collaboration with the committee established under this section, shall develop a guidebook regarding the best practices and methods for universal screening, intervention, and remediation for children with dyslexia or children displaying dyslexic characteristics and tendencies using a structured literacy
program. After the initial development of the guidebook, the department, in collaboration with the committee established under this section, shall update the guidebook as necessary. The guidebook shall include all of the following:

(1) A list of the screening and intervention measures identified under division (F) of this section;

(2) A method for determining if a student is at risk of dyslexia based on the student's performance on a tier one screening measure;

(3) A method for determining if a student identified as at risk of dyslexia is making significant progress in attaining grade-level reading and writing skills prior to the administration of a tier two screening measure;

(4) Criteria for a multidisciplinary team established by a district or school under section 3323.251 of the Revised Code to administer screening and intervention measures and analyze the results of the measures. The criteria shall include specific criteria for a stakeholder with expertise in the identification, intervention, and remediation of dyslexia;

(5) Reporting timelines and requirements regarding the information and data that a district or school shall submit to the department regarding dyslexia screening, intervention, and remediation, including for the purposes of this section and section 3323.251 of the Revised Code. The requirements shall at least include submitting the data described in division (F) of this section. Additionally, the guidebook shall require, depending on grade level, the submission of data by a district or school to the department up to three times a year.

(6) Standards for structured literacy program professional
development for teachers, which shall include requiring the completion of a practicum;

(7) Standards for a structured literacy certification process for teachers providing instruction in grades kindergarten through three, which shall include requiring the completion of a practicum.

(E) Not later than June 30, 2020, the department, in collaboration with the committee established under this section, shall do all of the following:

(1) Provide structured literacy program professional development for teachers in evidence-based dyslexia screening and intervention practices for the purposes of section 3319.077 of the Revised Code. The professional development shall include a practicum.

(2) Assist school districts and other public schools in establishing multidisciplinary teams to support the identification, intervention, and remediation of dyslexia;

(3) Develop reporting mechanisms for districts and schools to submit to the department the information and data required in the guidebook developed under division (D) of this section;

(4) Develop academic standards for kindergarten in reading and writing that incorporate a structured literacy program.

(F) The department, in collaboration with the committee established under this section, shall identify reliable, universal, and evidence-based screening and intervention measures that evaluate the literacy skills of students enrolled in grades kindergarten through five using a structured literacy program. The identified measures shall include all of the following:
(1) Tier one screening measures for students enrolled in kindergarten, which shall allow for the collection of data using all of the following metrics:

(a) Letter naming fluency, which shall include three benchmarks;

(b) Alphabetic principle and letter sound, which shall include three benchmarks;

(c) Phonological and phonemic awareness, which shall include three benchmarks;

(d) Speech and language, which shall include one benchmark;

(e) A method for indicating whether a student's family has a documented history of dyslexia or reading disability.

(2) Tier one screening measures for students enrolled in grade one, which shall allow for the collection of data using all of the following metrics:

(a) Alphabetic principle and nonsense word reading, which shall include three benchmarks;

(b) Phonological and phonemic awareness, which shall include three benchmarks;

(c) Word identification;

(d) Oral reading fluency, which shall include two benchmarks each for fluency and accuracy.

(3) Tier one screening measures for students enrolled in grade two, which shall allow for the collection of data using all of the following metrics:

(a) Word identification, which shall include one
benchmark;  

(b) Oral reading fluency, which shall include three benchmarks;  

(c) Reading comprehension, which shall include three benchmarks.  

(4) Tier one screening measures for students enrolled in each of grades kindergarten through five, which shall allow for the collection of data using both of the following metrics:  

(a) Oral reading fluency, which shall include three benchmarks each for fluency and accuracy;  

(b) Reading comprehension, which shall include three benchmarks.  

(5) Tier two screening measures for students enrolled in each of grades kindergarten through five that determine if a student demonstrates the markers of dyslexia. For grades one through five, each tier two screening measure shall include all of the following:  

(a) A method for indicating any familial history of reading difficulties, spelling difficulties, or attention-deficit hyperactivity disorder, each of which shall be included as a separate benchmark;  

(b) A method for indicating if a student has a history of speech and language difficulties, which shall include three benchmarks;  

(c) Norm-referenced, standardized, and age-appropriate diagnostic assessments for each of grades one through five that evaluate, and allow for the collection of data regarding, all of the following:  

(i) Phonological and phonemic awareness, which shall include three benchmarks;

(ii) Phonological memory, which shall include three benchmarks;

(iii) Rapid automatic naming, which shall include three benchmarks.

(d) For students enrolled in each of grades two and three, listening comprehension. Listening comprehension shall include three benchmarks.

Sec. 3323.251. (A) Beginning in the 2020-2021 school year, each school district and other public school shall do all of the following:

(1) Administer a tier one dyslexia screening measure to each student enrolled in any of grades kindergarten through five by the thirtieth day of October of each school year. Additionally, a district or school may administer a tier two screening measure to each student. In that case, a district or school shall not be required to complete divisions (A)(4) and (5) of this section.

(2) Report to a student's parent or guardian the student's results on a tier one screening measure within sixty days of the administration of the measure;

(3) Identify each student that is at risk of dyslexia based on the student's results on the tier one screening measure.

(4) Monitor the progress of each at-risk student toward attaining grade-level reading and writing skills. The district or school shall check each at-risk student's progress on at
least the second week, fourth week, and sixth week after the student is identified as being at risk.

(5) If an at-risk student does not show significant progress toward attaining grade-level reading and writing skills by the sixth week after the student is identified as being at risk, administer a tier two screening measure to the at-risk student.

(6) Report to a student's parent or guardian the student's results on a tier two screening measure within thirty days of the measure's administration. If the student is determined to be below the twentieth percentile on the tier two screening measure, the student's parent or guardian shall be provided with information about reading development, the risk factors for dyslexia, and descriptions for evidenced-based interventions.

(7) If a student demonstrates markers for dyslexia, provide the student's parents or guardian with a written explanation of the district or school's structured literacy program.

(B) Beginning in the 2020-2021 school year, each district or school shall administer a tier one dyslexia screening measure to each student that transfers into the district or school midyear within thirty days of the student's enrollment. If the student is identified as being at risk of dyslexia, the district or school shall administer a tier two screening measure in a timely manner.

(C) Each district or school shall do all of the following:

(1) Comply with the guidebook developed under division (D) of section 3323.25 of the Revised Code;

(2) Select screening and intervention measures to
administer to students from the list included in the guidebook adopted under division (D) of section 3323.25 of the Revised Code:

(3) Establish a multidisciplinary team to administer screening and intervention measures and analyze the results of the measures. The team shall include trained and certified personnel and a stakeholder with expertise in the identification, intervention, and remediation of dyslexia.

(4) Report to the department of education the results of screening measures administered under this section.

the Revised Code as if it were a school district.

Sec. 3328.24. A college-preparatory boarding school established under this chapter and its board of trustees shall comply with sections 102.02, 3301.0710, 3301.0711, 3301.0712, 3301.0714, 3301.0729, 3301.948, 3313.536, 3313.6013, 3313.6021, 3313.6024, 3313.617, 3313.618, 3313.6114, 3313.6411, 3313.668, 3313.7112, 3313.721, 3313.89, 3319.077, 3319.078, 3319.39, 3319.391, and 3319.46, and 3323.251 and Chapter 3365. of the Revised Code as if the school were a school district and the school's board of trustees were a district board of education.

Section 2. That existing sections 3301.079, 3314.03, 3323.11, 3326.11, and 3328.24 of the Revised Code are hereby repealed.

Section 3. That section 3323.25 of the Revised Code is hereby repealed.