

## House Bill 1: Frequently Asked Questions

<u>Topic/Issue</u>	<u>Answer</u>
<b>Lottery Funds:</b> What happened to the money and how much is going to schools?	Since 1974, the Ohio Lottery has provided more than \$16 billion to public education. Annually, <b>lottery profits provide about 4.5 percent of the funding</b> needed for public education. In FY 2008 the lottery provided \$668 million to public education.
<b>5.78% Increase:</b> Explain federal and state funding over the biennium.	HB 1 appropriations in Fiscal Year (FY) 2010 represent a 5.78 percent increase over FY 2009 appropriations. Over the biennium (FY 2010 and FY 2011), support will increase by 5.54 percent. These percentages represent both state support and federal stimulus funds.
<b>Federal Stimulus Funds:</b> Can they be used for teacher salaries?	Yes. <b>ARRA IDEA Part B</b> has an exception included for districts who receive a "meets requirements" designation from ODE's Office of Exceptional Children. If the district is designated as "meets requirements," it may use up to 50% of IDEA Part B and ARRA IDEA Part B dollars received, in excess of the amount received for the prior year, to replace local and state education funds, provided they are used for activities authorized by ESEA (Elementary & Secondary Education Act). The following link to ODE's website provides the language that is mentioned above.  <a href="https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=1037">https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=1037</a>
	If a district is planning to RIF positions and those positions meet IDEA requirements, the district should consider maintaining the positions and pay for them with ARRA IDEA Part B funds.
	<b>ARRA Title I Part A Funds</b> - If a school district can provide documents showing a teaching/specialist position previously paid with state and local funds will be eliminated in the current year due to state and local budget cuts, then it may be able to utilize ARRA Title I Part A dollars if the position is in a Title I school or meets Title I Part A requirements. The link below will take to you a document from the US Department of Education titled "Non-Regulatory Guidance: Title I Fiscal Issues." Page 39 of this document goes into detail concerning the information above (pages 37-41 goes into detail concerning Supplement, not Supplant).  <a href="http://www.ed.gov/programs/titleiparta/fiscalguid.pdf">http://www.ed.gov/programs/titleiparta/fiscalguid.pdf</a>
<b>School Funding Advisory Council:</b> Makeup of committee, is there OEA representation, and who appoints?	HB 1 creates a 27-member School Funding Advisory Council to review the adequacy of the funding system every two years. <b>Two public school district teaching employees and two non-teaching school district employees are to be appointed by the Governor. OEA will be submitting names of recommended candidates</b> for the School Funding Advisory Council to the Governor for his consideration.
<b>\$1,833 in Professional Development Funds:</b> Requirements, mandate, who receives funds, when does it start?	The new funding formula in HB 1 includes a category designated "Professional Development" which is funded at the rate of \$1,833 per full-time teacher beginning this school year. That money will be distributed to districts as part of the total state funding package. <b>HB1 requires, beginning in FY 2012, that school districts use these funds to provide teachers with professional development that is aligned with the standards developed by the Educator Standards Board and approved by the State Board of Education. Furthermore, HB1 directs ODE to provide guidance to districts and schools in aligning professional development with the standards.</b> Leaders and members need to be aware of the funding change and be prepared to advocate for appropriate spending of this money by the district.

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<b>Repeal of Privatization of Transportation:</b> When is this effective and why is it different for civil service and non-civil service districts?	The repeal of the statute facilitating the privatization of transportation services in <b>non-civil service school districts will become effective on October 16, 2009</b> . The employment of non-teaching employees in civil-service school districts and non-civil service school districts (local, exempted village, and some city school districts) are governed by separate statutes. The privatization statute being repealed <b>did not cover civil service school districts because a number of court decisions have already addressed the process and limitations of outsourcing the work of non-teaching employees under Ohio's civil service law.</b>
<b>Tenure:</b> Does it impact only newly licensed teachers?	The new seven year eligibility requirement for tenure <b>applies to educators licensed for the first time on or after January 1, 2011.</b>
<b>Charter Schools:</b> Why continue the pass-through of money from the resident school district?	Ohio Senate Republicans insisted that charter school funding pass through the resident school district <b>based on concerns that a separate funding stream would make it easier to cut future funding to charter schools.</b>
<b>Vouchers:</b> Who's required to take state assessments, eligibility (enrolling in public school to receive voucher)?	HB 1 requires <b>students enrolled in non-public schools through the Cleveland Voucher Program</b> to take state assessments. In addition, <b>students enrolled in the EdChoice Voucher Program will continue to take the proper state assessments.</b> The Ohio Department of Education is required to provide data to the public and parents regarding the results of those assessments. <b>HB 1 made no changes to enrollment eligibility in either of these voucher programs.</b>
<b>Class Size:</b> Why smaller for grades K-3 and not for other grades, ODE waiver process?	HB 1 reduces the pupil-teacher ratio in grades K-3 over the next six years as follows: <ul style="list-style-type: none"><li>• 19:1 in 2010-2011 school year</li><li>• 17:1 in 2012-2013</li><li>• 15:1 in 2013-2014 and thereafter</li></ul> The ratio represents an "average" for those grade levels and does not require all individual classes to meet the pupil-teacher requirement. <b>These ratios reflect research that indicates smaller class sizes, particularly in the early grades, is related to increased student achievement.</b> Districts may apply to the state for waivers of this requirement. <b>The State Board of Education will adopt standards for approval or disapproval of these waivers, and the State Superintendent shall consider each waiver application and determine whether to grant or deny it</b> and specify a period of time for which the waiver will be in effect.
<b>All-Day Kindergarten:</b> 1/2 day option, transportation for 1/2 day, requirements for offering both?	Beginning in FY 2011, <b>HB 1 requires all-day kindergarten and mandates that districts maintain a half-day option for parents who elected to have their children enrolled in half-day.</b> The funding calculation has changed from .5 to 1 in the new formula. The bill gives the Ohio Department of Education the ability to grant waivers in FY 2011 to school districts due to space or financial limitations. The formal criteria and process for a waiver has yet to be designed by ODE. School districts who currently charge tuition for all-day kindergarten can continue to do so in the 2009-2010 and 2010-2011 school years but prohibits tuition charges thereafter. <b>OEA is awaiting additional guidance from ODE on this issue.</b>

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**Ohio Graduation Test (OGT) Elimination:** What courses require end-of-course exams, timeline, how will students with disabilities be assessed?

HB 1 requires a new assessment system be developed and implemented following the **revision of the state academic content standards by June 2010 and the development of model curricula by March 2011**. The assessment that replaces the OGT will include the following:

- **End of course examinations in core subjects**
- **A nationally standardized assessment of core subjects (most likely the ACT)**
- **A senior project completed by an individual or group of students**

The new assessments **will likely be phased in after 2011** in a similar process to the OGT phase-in replacing the 9th grade proficiency test. **Testing accommodations and alternatives for students with disabilities will likely be included with the new assessment system**. Many education stakeholders have expressed concerns about this ambitious revision and development timeline, therefore, it may be adjusted through future legislation.

**National Board Certified Teacher (NBCT):** More info on the elimination of stipends.

State budget shortfalls resulted in last-minute cuts for several programs, and as a consequence, HB 1 did not include funding for National Board Certification candidate fees, support or stipends in the 2010-2011 biennium budget. The **language allowing state funding for National Board stipends still remains in the Ohio Revised Code, section 3319.55, and it is possible that the funding can be restored in the next budget cycle**. **In the meantime, local associations should negotiate to replace those stipends for their NBCTs using some of the professional development funds** provided in the new funding formula.

**Reduction in Calamity Days:** What of the risks to student safety, and what is the process for making those days up?

HB 1 retains five calamity days in the 2009-2010 school year. In the 2010-2011 school year, calamity days are reduced to three days. Any missed time over the given allotment of calamity days will be required to be **made up per the provisions of each individual district's bargained contingency plan**. OEA firmly believes that **at no time should the safety of students or employees in a school district be jeopardized and that districts should take the necessary steps to ensure adequate safety**.

**Licensure:** Transition from old to new, who will evaluate, additional information on lead professional educator (how many/requirements)?

**Educators who currently hold a two-year provisional license will need to participate in the one-year Resident Educator Transition Program in 2009-2010 or 2010-2011** with a state-trained mentor to be eligible to transition to a five-year Professional Educator License ([www.ode.state.oh.us](http://www.ode.state.oh.us) keyword: Resident Education). **The new four-year Resident Educator Program will begin in fall 2011**. **Educators who currently hold a five-year professional license may continue to renew with the equivalent of six (6) semester hours of credit**. **After 2011, that license will become the Professional Educator License**. Also, **educators holding the Professional Educator License may choose to move up to the Senior or Lead Professional Educator licenses by meeting additional criteria**. **Educators who currently hold an eight-year professional certificate will transition to the five-year Professional Educator License**. **Educators who currently hold a permanent certificate are grandfathered and may continue to teach under that certificate**. Also, **educators holding a permanent certificate may choose to move up to the Senior or Lead Professional Educator licenses by meeting additional criteria**. HB 1 does not change the process of licensure renewal through the Local Professional Development Committee. **The process for transition to the Senior and Lead Professional Educator Licenses has not yet been developed**.

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**Praxis 3:** What happens to teachers who finished Praxis 2 this year?

HB 1 eliminated the previous entry year program and Praxis III assessment with the new four-year Resident Educator Program scheduled to begin in fall 2011. **During the 2009-10 and 2010-2011 academic years, teachers with two-year provisional licenses will be required to participate in the Resident Educator Transition Program with a state-trained mentor.** Mentor training will begin in September in all 16 regions ([www.ode.state.oh.us](http://www.ode.state.oh.us) keyword: Resident Educator). ODE has requested that educators interested in serving on the Resident Educator Program Development Committee submit their application at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=515&ContentID=67249>

**Educator Standards Board (ESB) and Peer Evaluation:** What safeguards is OEA taking to ensure that we don't erode unions and sustain membership ?

HB 1 requires the Educator Standards Board to develop a model peer assistance program. Ohio has some of the most successful and longest running peer assistance programs in the country, including Brunswick, Columbus, Cincinnati and Toledo. **OEA's policy is that mentor programs and other professional peer support systems, if or when adopted, should be utilized solely for the development of professional expertise. The planning, implementation, and evaluation of such programs must be cooperatively negotiated and developed with the local affiliate. It is critical that, if a local association chooses to bargain a peer assistance program, that it build in safeguards for teachers that protect their job security and ensure effective peer support to address areas for improvement in practice.** HB 1 also requires the Educator Standards Board to develop model teacher and principal evaluations. **OEA is committed to helping to create fair and comprehensive evaluation systems that include multiple measures of performance and are based on the Standards for Ohio Educators. OEA's policy is that the sole purpose of teacher evaluation is the improvement of instruction and advocates for a formal evaluation system for every teacher in every school district. Consistent evaluation of on the job performance is the only appropriate way to assess and assure the competency of practicing teachers.** ODE has requested that educators interested in serving on the Teacher Evaluation Writing Team submit their application at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=515&ContentID=67249>