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# OHIO LEGISLATIVE SERVICE COMMISSION

Office of Research  
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Office

## Substitute Bill Comparative Synopsis

### Sub. S.B. 229

### 134<sup>th</sup> General Assembly

### House Primary & Secondary Education

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This table summarizes how the latest substitute version of the bill differs from the immediately preceding version. It addresses only the topics on which the two versions differ substantively. It does not list topics on which the two bills are substantively the same.

Previous Version (As Passed by the Senate)	Latest Version (I_134_1940-13)
<b>Quarantined students</b>	
For the 2021-2022 school year only, requires a school or school district operating an online learning school to permit a quarantined student to participate in the online learning school for the duration of the student's quarantine period ( <i>Section 6(A)</i> ).	For the 2021-2022 school year only, permits rather than requiring, a school or district operating an online learning school to allow a quarantined student to participate in the online learning school for the duration of the student's quarantine period but specifies that students given such permission are still considered to be enrolled in the school the student would otherwise attend ( <i>Section 6(A)</i> ).
<b>Remediation plans</b>	
Requires each school district and other public school to complete and submit to the Department a remediation plan to address the loss of learning students experienced during the COVID-19 pandemic and post the plan on its website ( <i>Section 3(F)(2)</i> ).	Same, but specifies that if a school district or other public school submitted to the Department either an Extended Learning Plan prior to April 1, 2021, or a Local Use of Funds Plan prior to August 21, 2021, is considered to have submitted a remediation plan required by the bill ( <i>Section 3(F)(2)</i> ).

Previous Version (As Passed by the Senate)	Latest Version (I_134_1940-13)
<b>Blended learning requirements for the 2021-2022 school year</b>	
Requires a school district or school that implements a blended learning model, for any portion of the 2021-2022 school year, to submit monthly reports to the Department of Education of the number of students participating in blended learning and the duration of such participation ( <i>Section 3(D)(4)</i> ).	Same, but instead requires submission of quarterly reports ( <i>Section 3(D)(4)</i> ).
<b>State Report Card Review Committee</b>	
No provision.	Specifies that the majority party members appointed from the House and Senate serve as co-chairs of the Committee ( <i>R.C. 3302.039(B)(5)</i> ).
No provision.	Expressly requires the co-chairs to submit the Committee's report to the State Board of Education ( <i>R.C. 3302.039(C)</i> ).
Adds a school district superintendent member appointed by the Superintendent of Public Instruction to the Committee ( <i>R.C. 3302.039(B)(4)(h)</i> ).	Adds two school district superintendents and a school principal appointed by the Superintendent of Public Instruction to the Committee, and specifies that they must represent urban, suburban, and rural school districts ( <i>R.C. 3302.039(B)(4)(i)</i> ).
No provision.	Adds a representative from community schools appointed by the Superintendent of Public Instruction to the Committee ( <i>R.C. 3302.039(B)(4)(h)</i> ).
<b>Financial literacy instruction</b>	
No provision.	Requires public and chartered nonpublic schools to integrate the study of economic and financial literacy into one or more existing social studies credits, or into the content of another class, for students who enter ninth grade for the first time prior to July 1, 2022, that is, the Classes of 2014 through 2025 ( <i>R.C. 3313.6027, 3314.03(A)(11)(f), 3326.15, and 3328.22; Section 9</i> ). <sup>1</sup>

<sup>1</sup> Current law prescribes a similar requirement for students beginning with the Class of 2014, but that requirement is eliminated, effective January 27, 2022, by S.B. 1 of the 134<sup>th</sup> General Assembly. Instead, S.B. 1 enacts a new financial literacy requirement that applies beginning with the Class of 2026.

Previous Version (As Passed by the Senate)	Latest Version (I_134_1940-13)
<b>Third-Grade Reading Guarantee</b>	
No provision.	For the 2021-2022 school year only, exempts public and chartered nonpublic schools from retaining a student under the Third-Grade Reading Guarantee based solely on the student’s academic performance in reading, unless the student’s principal and reading teacher determine the student is not reading at grade level and is not prepared for fourth grade ( <i>Section 8</i> ).
No provision.	Requires schools to notify the parent or guardian of a student who does not attain a proficient score and describe the school’s remediation plan to improve the student’s academic performance in reading ( <i>Section 8</i> ).
<b>Purchase of real property leased to a community, STEM, or nonpublic school</b>	
Requires a school district, prior to entering into a contract to purchase real property that currently is partially or fully leased to a community school, STEM school, or chartered or nonchartered nonpublic school, to obtain written consent from the school approving the purchase ( <i>R.C. 3313.174</i> ).	No provision.