



**Department of
Education &
Workforce**

DEW Public Meeting

Thursday, Mar. 26, 2026

9 a.m.

25 South Front Street

Columbus, Ohio 43215



**Department of
Education &
Workforce**

Director's Welcome

Stephen D. Dackin

Director



**Department of
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Meeting Overview

Chris Woolard, Ph.D.

Chief Integration Officer



**Department of
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Meeting Agenda

1. School Improvement Updates
2. Literacy and Academic Success Updates
3. Workforce Readiness and Career-Technical Education Updates
4. Ohio's Statewide Attendance Dashboard
5. Administrative Rules Proposed for Review

Opportunity for Public Comment

Individuals are welcome to ask questions or provide comments regarding the information covered during each agenda item presentation.

Comments may be provided in-person during the meeting or submitted in writing.

Sign-up form:

- Sign-up online before the meeting, or in-person during the meeting.
- Contact information is collected for additional follow-up from the Department.



School Improvement Updates

Colleen Grady

Chief, Educational Options and Improvement



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Support Provided Through Partnerships

Educational
Service Centers
(ESC)

Regional State
Support Teams

Community school
sponsors

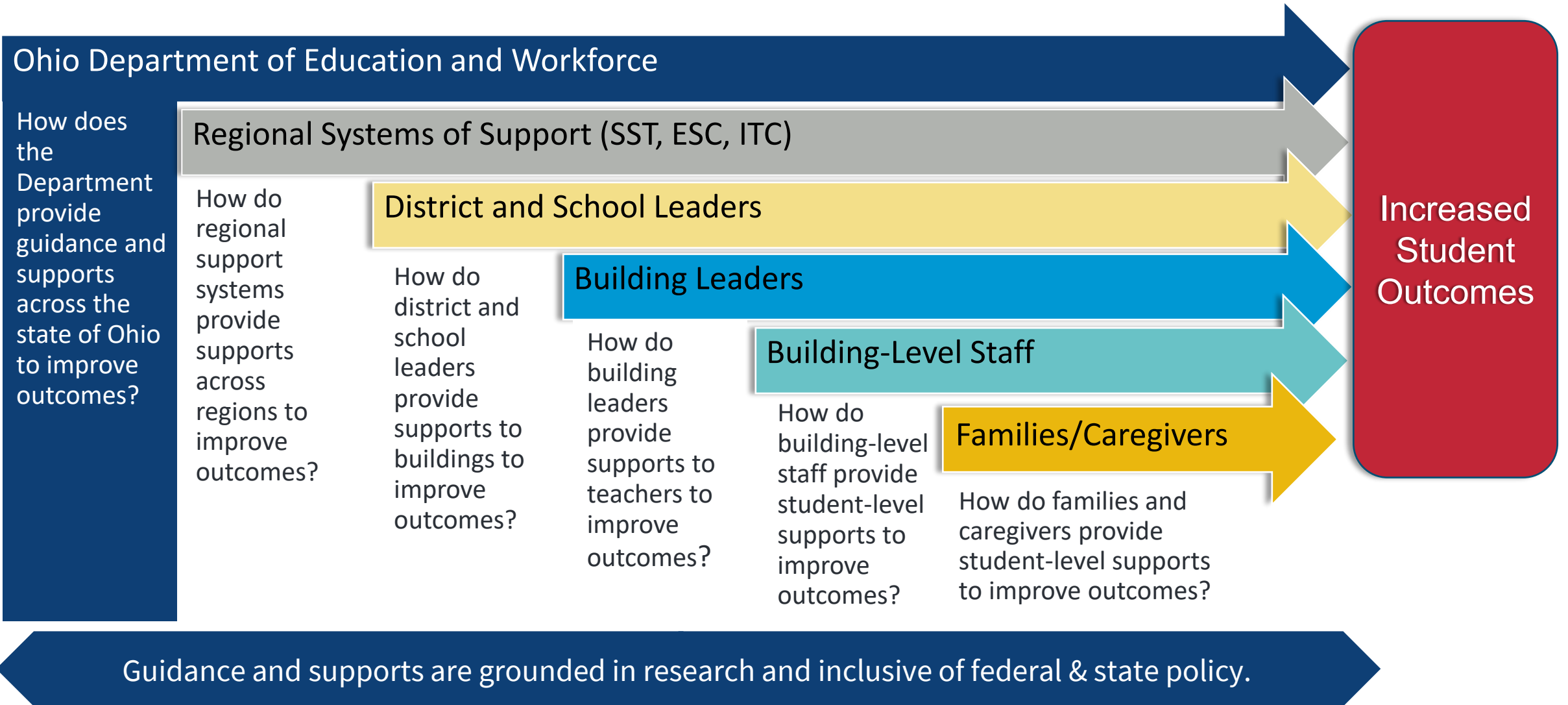
Informational
Technology
Centers (ITC)

Career Pathway
Regions

Non-governmental
organizations
(NGO)- vendors
and nonprofits

Education
organizations

Collective Responsibility



Tiered System of Support

Comprehensive support to schools federally identified and the districts in which they are located

Targeted support for schools and districts identified based on student group performance (state criteria)

Universal support available to all schools and districts

Comprehensive Support FY2026

- Regional State Support Teams focused their work:
 - Working with lowest performing 5% of schools and schools with graduation rates less than 67%
 - Providing instructional support for literacy and mathematics
 - Special education oversight and compliance
 - School improvement planning
 - Outcomes focused on implementation of effective instructional strategies and improved student performance



Comprehensive Support FY2026



- All community schools and districts that must develop an improvement plan (One Plan) must have a literacy goal
 - A second academic goal must be mathematics
- Comprehensive support schools eligible for a school improvement grant must align the expenditure plan to their One Plan
- Identified schools are eligible for the School Turnaround Pilot to contract with approved vendors

Comprehensive Support FY2026

DEW Case Managers

- Districts that have multiple federally-identified schools receive a case manager to help coordinate improvement activities – currently 28 districts have a case manager
- Two case managers have been added to the Office of Community Schools to support improvement planning and implementation



FY2027 Comprehensive Support

- In the 2026-27 school year, the 16 State Support Teams focus will be implementation of the Integrated Multi-Tiered System of Support framework, specifically:
 - Understanding and using data
 - Implementation of HQIM, evidence-based instructional strategies, and monitoring implementation and student progress
- Use common observation tools to support implementation of Science of Reading requirements



Instructional Implementation Teams



Trained experts who will help schools to fully implement the Science of Reading in classrooms



Focus on use of approved high quality instruction materials, effective instructional strategies



Be deployed in our lowest performing schools to assess progress and provide support



Expand to support any school requesting assistance

COMMENTS

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Literacy and Academic Success Updates

Melissa Weber-Mayrer, Ph.D.

Chief Academic Officer



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Topics

- ReadOhio Updates from Governor's State of the State
- Governor's K-4 Literacy Report
- HQIM in ELA Reporting and Usage – Data Dashboard
- ELA HQIM Rubric Grades 6-8
- Governor's Science of Reading Champions

State of the State

- Expanding ReadOhio Coaches
- Credential Existing Coaches



Governor's K-4 Literacy Report



Analysis of 2024-2025 Data

- Reading Assessments used across Ohio
- Proportion of Students who are Reading On Track/Proficiently
- Intervention Services Provided on Reading Improvement and Monitoring Plans
- Reading Achievement Progress
- Use of High-Quality Instructional Materials



Reading Performance of Kindergarten Through Grade 5 Students in 2024-2025

Grade Level	Ohio's State Tests for English Language Arts Assessment: Proficiency Status			
	On Track	Not On Track	Proficient	Not Proficient
Kindergarten	59.8% (69,720)	40.2% (46,776)	N/A	N/A
Grade 1	65.8% (78,048)	34.2% (40,624)	N/A	N/A
Grade 2	64.9% (77,781)	35.1% (42,062)	N/A	N/A
Grade 3	63.8% (79,801)	36.2% (45,234)	61.3% (78,964)	38.7% (49,854)
Grade 4	N/A*	N/A*	61.9% (72,820)	38.1% (44,837)
Grade 5	N/A*	N/A*	67.7% (83,653)	33.3% (40,791)

*Grade 4 and 5 students do not take the reading diagnostic assessment required under [Ohio Revised Code 3313.608\(B\)\(1\)](#).



Most Frequently Reported Intervention Services by Grade Level and the Percentage of Students Receiving in 2024-2025

Intervention Services	Grade K (45,335)	Grade 1 (41,228)	Grade 2 (43,091)	Grade 3 (49,203)	Grade 4 (29,683)	Grade 5 (23,097)
Decoding	37.9%	56.7%	60.9%	49.9%	41.7%	37.6%
Phonemic Awareness	76.1%	56.6%	39.0%	25.0%	18.3%	15.5%
Comprehension	6.1%	9.3%	17.9%	33.4%	38.4%	38.2%
Fluency	7.1%	14.3%	22.3%	28.7%	29.5%	30.5%
Multi-Modal	17.5%	16.7%	16.7%	13.3%	15.2%	14.3%
Sight Word	11.9%	17.4%	15.9%	9.3%	7.6%	5.5%
Vocabulary	6.0%	8.2%	9.7%	13.9%	16.7%	17.6%
Scaffolding	3.7%	4.5%	5.6%	7.9%	8.0%	11.3%



Are Reading Improvement and Monitoring Plans (RIMPs) Effective?

Reading Achievement Progress

- Students' reading diagnostic scores from the fall of the 2023-2024 school year were compared to their reading diagnostic scores from the fall of the 2024-2025 school year.
- Results suggest **an overall improvement rate of 33%** ($n = 58,377$), which is slightly lower than the improvement rate of the previous year (37%).

Cohort	Not-on-track Improvement %	Number of Students
KG to 1 st Grade	46.6	21,770
1 st to 2 nd Grade	35.0	14,871
2 nd to 3 rd Grade	23.5	10,529

RIMPs for Older Students

Grade	% of students not proficient	% of students on RIMPs
Grade 3	38.7% (49,854)	36.2% (45,234)
Grade 4	38.1% (44,837)	29% (29,683)
Grade 5	33.3% (40,791)	18.5% (23,097)

Improvement on Ohio's State Test for Grade 3 English Language Arts by Intervention Type in 2024-2025

Intervention	N of Students	Avg. Fall Score	Avg. Spring Score	Gain
State average	127,614	692	711	19
Not on RIMPs	78,411	714	733	19
On RIMPs	49,203	657	675	18
Decoding	24,564	653	671	18
Comprehension	16,413	662	682	20
Fluency	14,142	660	679	19
Phonemic Awareness	12,312	654	670	16
Vocabulary	6,831	659	677	18
Multi-modal	6,528	654	673	19
Sight Word	4,586	654	670	16
Scaffolding	3,898	658	678	20



HQIM in English Language Arts - Data Dashboard

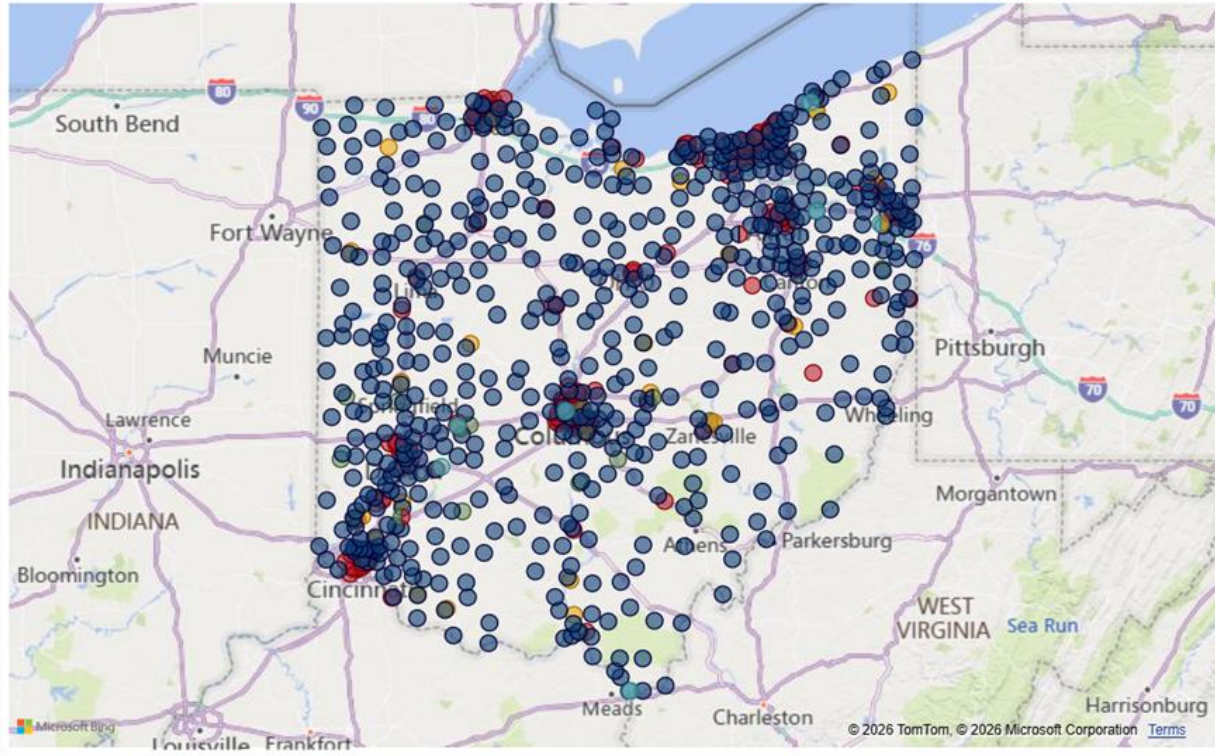
HQIM Dashboard

- Based on 2024-2025 EMIS data
- Accessible in the Department's Reports Portal
 - Public Data → HQIM in ELA and Reading Intervention
- Two displays:
 - Map
 - Most-Used Instructional Materials
- Review the Dashboard on the [Report Portal](#)



All displays are based on data reported to the department by districts. Reporting may be incomplete.

School/District Type ● Community School ● Educational Service Center ● Joint Vocational School District ● Public District ● STEM



Choose a School Year
2024–2025

Choose a School/District Type
All

Choose a School/District
All

Choose a Grade Level
All

Choose a Material Type
All

Choose a Material Status
Implemented

Choose a Curriculum/Intervention
All

District/School IRN	District/School Name	Org Type	Core Curriculum/Intervention	Reported Grades	Status	Reported Material Type	DEW Approved Ma [®]
015234	Zenith Academy West	Community School	Amplify CKLA K-5 Core Comprehensive (Amplify)	KG - 05	Implemented	Both ELA Core and Reading Intervention	ELA Core
012009	Zenith Academy East	Community School	Amplify CKLA K-5 Core Comprehensive (Amplify)	KG - 05	Implemented	Both ELA Core and Reading Intervention	ELA Core
000725	Zenith Academy	Community School	Amplify CKLA K-5 Core Comprehensive (Amplify)	KG - 05	Implemented	Both ELA Core and Reading Intervention	ELA Core
009148	Zanesville Community High School	Community School	Other published instr materials incl on Dept approved list	09 - 12	Implemented	Reading Intervention	N/A
049544	Zane Trace Local	Public District	Amplify CKLA K-5 Core Comprehensive (Amplify)	KG - 04	Implemented	ELA Core	ELA Core
049544	Zane Trace Local	Public District	Lexia Core 5 Reading (Lexia)	KG - 04	Implemented	Reading Intervention	Both ELA Core and Intervention
049544	Zane Trace Local	Public District	MyView Literacy (Savvas Learning Company, formerly Pearson)	05 - 08	Implemented	ELA Core	ELA Core



Choose an Implementation Status

All

Choose a School Year

2024–2025

Choose a Grade Level

All

Choose a School/District Type

All

Choose a School/District

All

ELA Core

Approved Materials

Most-Used English Language Arts Core Instructional Materials



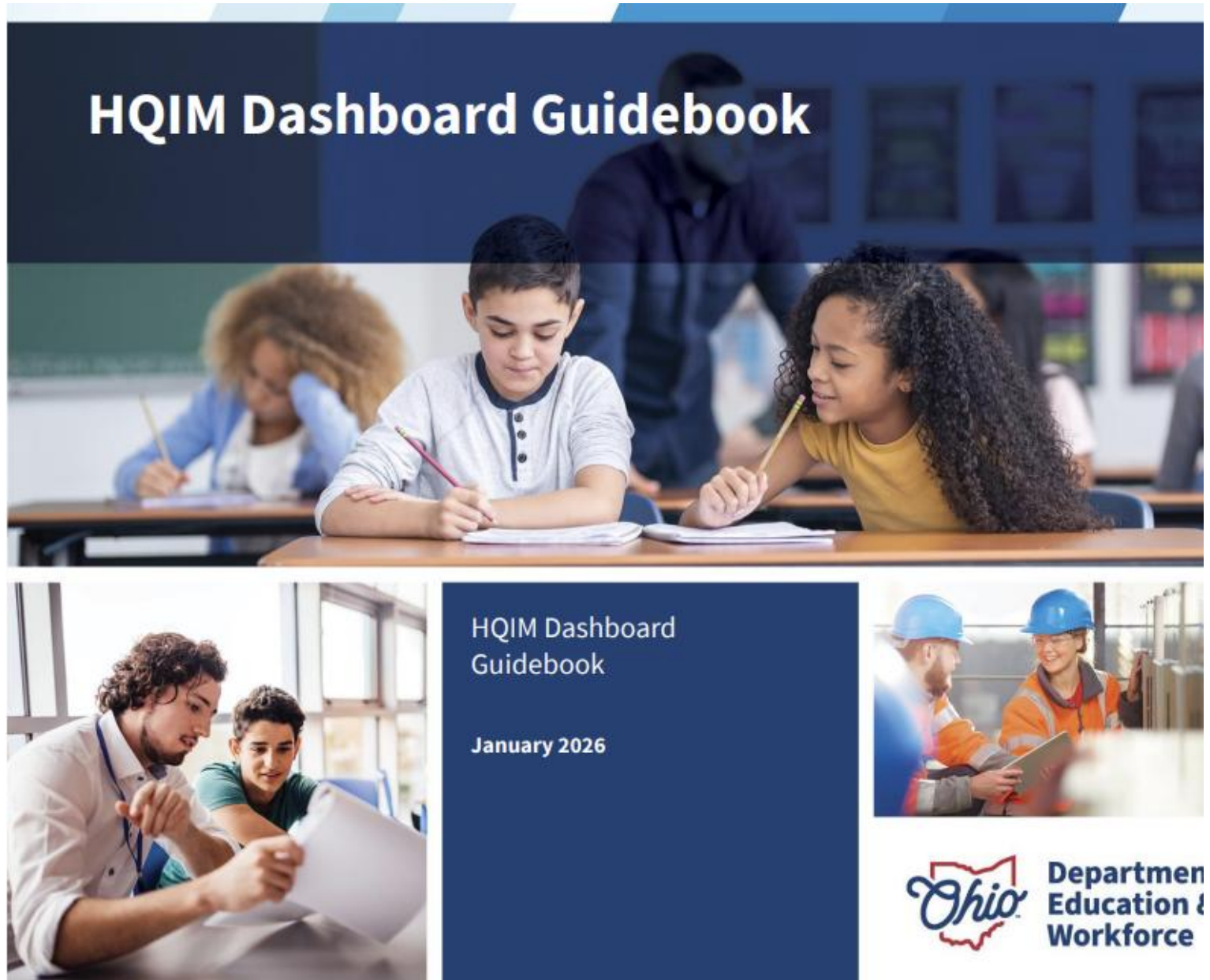
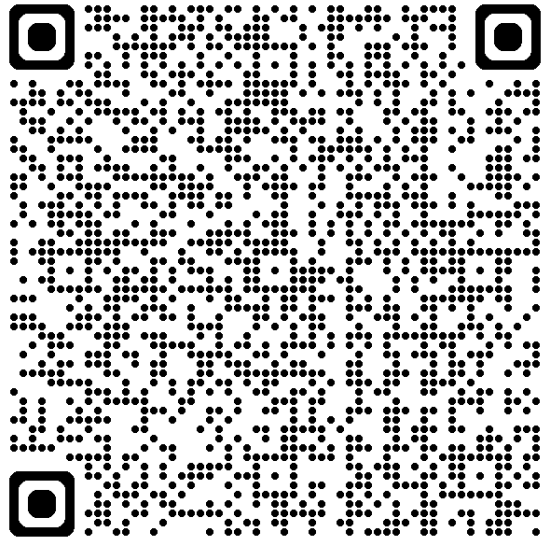
Reading Intervention

Approved Materials

Most-Used Reading Intervention Materials



Dashboard Usage



ELA HQIM Rubric Grades 6-8



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6-8 Rubric Overview

- Aligned with the Department’s K-2 and 3-5 core comprehensive rubrics.
- Allows schools and districts to review materials at the local level using a high-quality rubric to check for the same components the Department checks for in reviews of K-5 materials:
 - Instructional design
 - Advanced word study
 - Text complexity and vocabulary
 - Knowledge building and writing
 - Usability
- The rubric also contains the same Non-Negotiable Requirement that materials do not include the three-cueing approach to teach reading.



Structure of the Rubric

5 Sections: Instructional Design, Advanced Word Study, Text Complexity and Vocabulary, Knowledge Building and Writing, and Vocabulary.

Within each section, criterion and related indicators are provided.

Each indicator evaluated as Does Not Meet Expectations, Partially Meets Expectations, or Meets Expectations using a 0-1-2 scale score.

Section 1: Instructional Design

Section 1 evaluates the materials' inclusion of an intentional design for instruction, aligned to reading science and the principles of effective literacy instruction.

Criterion 1: Research Alignment		
<i>Materials reflect current and converging research in reading and related fields.</i>		
Indicator	Score	Evidence
1.1.a. The program includes evidence of being based on conceptual research and theoretical models, citing relevant research articles and websites.		
1.1.b. There is a clear focus on teaching and learning advanced phonics and word study (including morphological awareness and analysis), fluency, vocabulary, and comprehension aligned to grade level standards.		
1.1.c. The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print, rather than emphasizing visual memory, guessing, the shape of the word, or the use of context clues to decode words.		
1.1.d. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies, including any relevant efficacy research.		

Scoring and Determining Quality

Record scores in Scoring Summary table as rubric is completed.

Designed to allow reviewers to determine a threshold for quality for each of the five sections.

Must meet the non-negotiable requirement and receive a rating of Meets Expectations within each of the five sections to receive an overall rating of Meets Expectations.

Scoring Summary

Use this table to record scores as you complete the rubric. The rubric is designed to allow reviewers to determine a threshold for quality for each of the five Sections. Programs must meet the non-negotiable requirement and receive a rating of Meets Expectations within each of the five Sections to receive an overall rating of Meets Expectations.

Non-Negotiable Requirement		Met/Not Met	
Three Cueing Approach: Materials do not include the three-cueing approach or model of teaching students to read based on meaning, structure and syntax, and visual cues.			
Section Criterion Score Rating (Circle One)			
1: Instructional Design	Research Alignment	/8	Meets: 6-8 Does Not Meet: 0-5
	Explicit Instruction	/6	Meets: 5-6 Does Not Meet: 0-4
	Sequential Instruction	/6	Meets: 5-6 Does Not Meet: 0-3
	Systematic and Cumulative Instruction	/14	Meets: 11-14 Does Not Meet: 0-10
	Section 1 Subtotal	/34	Meets: 27-34 Does Not Meet 0-26
2: Advanced Word Study	Advanced Word Study	/10	Meets: 8-10 Does Not Meet: 0-7
	Text Reading and Fluency	/6	Meets: 4-6 Does Not Meet: 0-3
	Section 2 Subtotal	/16	Meets: 12-16 Does Not Meet: 0-11
3: Text Complexity and Vocabulary	Text Complexity	/12	Meets: 9-12 Does Not Meet: 0-8
	Alignment to the Standards with Questions Grounded in Evidence	/10	Meets: 8-10 Does Not Meet: 0-7



Key Shifts from the K-5 Rubrics

- Section 2: Advanced Word Study
 - Emphasis on word analysis, teaching morphology, and etymology
- Section 3: Text Complexity and Vocabulary
 - Expectations increase as students transition to more complex texts and more complex vocabulary in grades 6-8
- Section 4: Knowledge Building and Writing
 - Identifying supports for students in developing their ability to comprehend complex ideas within and across texts through opportunities to analyze and evaluate texts
- Section 5: Student Supports
 - Identifying opportunities for students to monitor their own learning

Governor's Science of Reading Champions



Governor's Science of Reading Champions

- Recognize schools demonstrating strong implementation of evidence-based instructional practices aligned to the Science of Reading and where students are making significant progress.
- 47 schools currently have this designation from the 2024 application process.
- In 2025, 213 schools applied for consideration.



Application Review and Award Criteria

- Awards were determined using a scoring rubric that evaluated multiple indicators of high-quality literacy implementation.
- Districts were assessed on the alignment of approved high-quality instructional materials (HQIM) and intervention materials, the use of approved assessments, evidence of student growth in at least one grade level as reflected on the state report card, presence of ongoing professional learning and implementation supports for all staff, and demonstrated, consistent commitment to the Science of Reading throughout the application.



109 Schools Awarded

Champions by School Type

- Traditional Public School Districts: 106
- Community Schools: 1
- Private Schools: 2

Champions by Grade Band

- Elementary (including PreK): 30
- Elementary (without PreK): 68
- Middle: 9
- High: 2



School Districts with Multiple Champion Schools

- Lakota Local Schools (6)
- Kettering City Schools (5)
- Medina City Schools (5)
- Upper Arlington City Schools (5)
- Akron Public Schools (4)
- Adams County Ohio Valley School District (3)
- Dover City Schools (3)
- Fairborn City Schools (3)
- Fayetteville-Perry Local Schools (3)
- Forest Hills Local School District (3)
- Greenfield Exempted Village Schools (3)
- Buckeye Local Schools (2)
- Campbell City Schools (2)
- Canfield Local Schools (2)
- Cuyahoga Falls School District (2)
- East Cleveland City Schools (2)
- Huber Heights City Schools (2)
- Liberty Local Schools (2)
- Little Miami Local School District (2)
- Midview Local Schools (2)
- Mt Healthy City Schools (2)
- New London Local (2)
- Norton City Schools (2)
- Willoughby-Eastlake City Schools (2)



COMMENTS

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Workforce Readiness and Career-Technical Education Updates

Leah Amstutz

Administrator, Office of Career-Technical Education

Graham Wood

Administrator, Office of Graduate Success



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CTE Effective Access Grant

Industry-Recognized Credential System Redesign

- Close partnership with OhioExcels to redesign list, process, and evaluation criteria for credentials.
- New list and criteria expected early Summer 2026.
- Working with Accenture via OhioExcels.
- Rollout of new list will come with significant supports and resources for all schools.
 - Identification of high-impact schools and districts.

Stakeholder Engagement

- Interviews and Focus Groups
- Survey – Open Now!
- Implementation Engagement

Ohio K-12 Industry-Recognized Credential Redesign: Stakeholder Input Survey



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Ohio's Statewide Attendance Dashboard

Valerie Kunze

Chief, Family Engagement and School Partnerships



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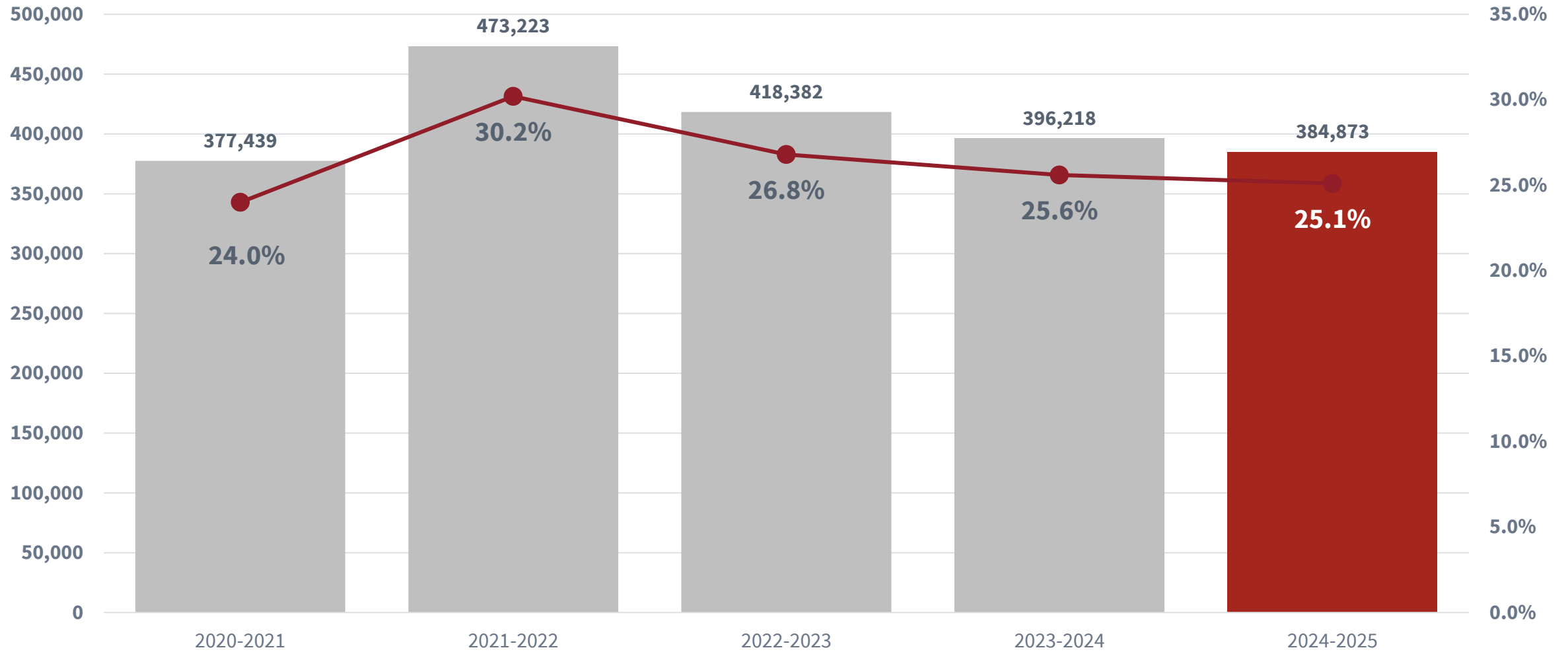
What is Chronic Absence?

Chronic absence is defined as missing 10 percent or more of school for **any** reason.



Chronic absence is **different** from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).

Chronic Absence Statewide



Why Focus on Attendance Data?

Students who were never chronically absent were 3x more likely to be proficient in ELA.

Students who were never chronically absent were 3.9x more likely to be proficient in Math.

Attendance and Graduation

Ohio high school students who are not chronically absent have ~12x better odds to graduate on time.

Out of all Ohio students who do not graduate on time, 84% were chronically absent during high school.

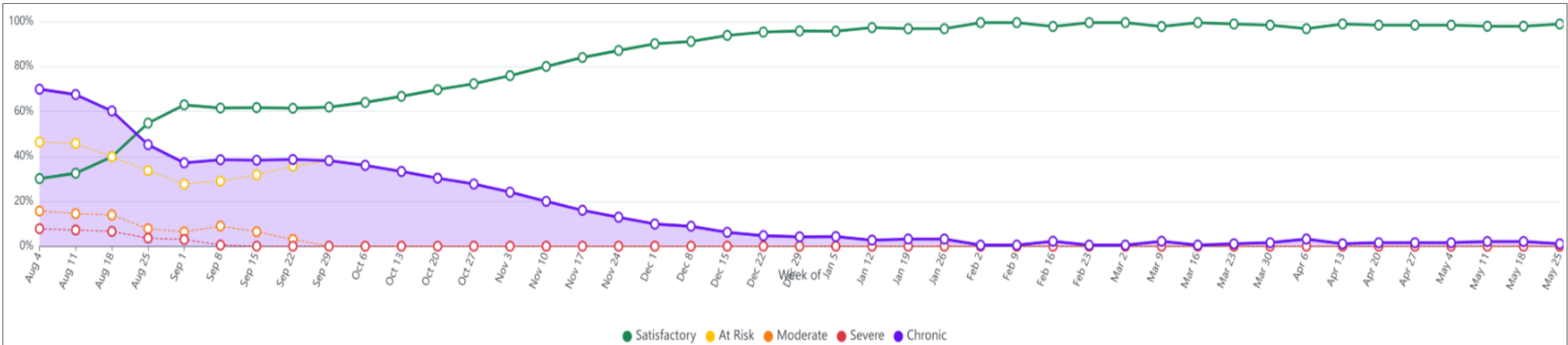
Ohio Attendance Law Changed!

By Aug. 1, required Attendance Policy (R.C. [3321.191](#)):

- State that **all absences** take away from learning
- Focus on **preventing chronic absence**
- Identify **when** notifications will happen (not more than 5%)
- Use a **tiered system of support** to address root causes
- Assign work of Absence Intervention Teams to students **at risk of becoming chronically absent** and their **families**
- **Include consultation** with county juvenile court and families



Launching April 15: Ohio Statewide Attendance Dashboard



Grade	Enrollment	Satisfactory	At Risk	Moderate	Severe	Change
1	20	20 (100%)	0	0	0	↓ -100%
2	31	31 (100%)	0	0	0	↓ -100%
3	20	20 (100%)	0	0	0	→ 0%
4	20	20 (100%)	0	0	0	↓ -100%
5	20	20 (100%)	0	0	0	↓ -100%
6	20	19 (95%)	<10 (5%)	0	0	↑ +100%
KG	20	19 (95%)	<10 (5%)	0	0	↑ +100%
PS	37	37 (100%)	0	0	0	→ 0%



What Can Users Do?

1. Explore chronic absence rates by county, district, building, grade level
2. View attendance weekly, quarterly, monthly, or school year and across categories: Satisfactory, At Risk, Moderate, and Severe
 - a. Based on time a student could have been in school so far - early warning system!
 - b. Data will be updated **weekly**. Can adjust data for up to two weeks, helping improve accuracy over time.
3. Export data



Resources for Attendance Support

Ohio Department of Education & Workforce

Teaching Attendance Curriculum for School Leaders

Developed in partnership with Attendance Works



Spring (March-April)

- Identify students with moderate chronic absence and conduct relationship-building home visits
- Analyze attendance trends to identify days with historically high absenteeism (e.g. April when the weather gets warm)
- Use data to identify students with moderate chronic absence for small group interventions.
- Implement a schoolwide approach to address the “Spring Slump” that affects all staff and students.
- Create school competitions to boost spring attendance (e.g. March Madness competitions).
- Send letters to families about the importance of returning to school after spring break.
- Ensure family attendance letters are friendly and easy to understand.
- Facilitate case management meetings with community partners for students needing more individualized supports.

Conversation Guide: Talking with Students about Attendance, Grades 6-8

Using this Guide

Attendance conversations provide a supportive space to explore student perspectives, identify barriers, and collaboratively develop practical solutions. Schools, districts, or any trusted adult can use the questions below to guide meetings with **students in grades 6-8** about attendance. The facilitator should use open-ended questions, allow time for reflection, and keep the conversation strengths-based and focused on actionable strategies.

Example: What are your thoughts about how important school is?

Non-example: Did you know you are required by law to go to school?

STUDENT BACKGROUND

- Tell me about your favorite teacher/staff member. What do they do that makes them your favorite?
- Tell me about the school subjects and activities you enjoy most and what you enjoy about them.
- What skills or talents do you have?
- What are your hobbies?
- How do you typically spend your time when you're not at school?
- What are your goals for _____?
 - Facilitators can personalize this question by filling in the blank with a topic that is meaningful/appropriate for the student (e.g., “this school year,” “your future career,” or “after graduation”).

STUDENT SCHOOL EXPERIENCE

- How much do your friends or classmates help you get through the school day or encourage you to come to school?
- What do the adults at home do to help you get to school every day?
- How do you feel about your teachers?
- If you could change one thing about school, what would it be? How would this make your time at school better?
- What is one word you would use to describe your feelings about our school?
- What times of the school day or classes feel more difficult for you?

ATTENDANCE CHALLENGES

- When you think about the days you've missed school, what is usually going on?

COMMENTS

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Administrative Rules Proposed for Review

John VanNorman

Chief Legal Counsel



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OAC Chapter 3301-3

Amendment of OAC Chapter 3301-3

Data Acquisition Sites



OAC Chapter 3301-3

Summary of existing rules

- 3301-3-01** *Scope and definitions.*
- 3301-3-02** *Qualifications for information technology centers and user entities.*
- 3301-3-03** *Information technology center permit eligibility and application.*
- 3301-3-04** *Information technology center permit validity and revocation. [Proposed repeal]*
- 3301-3-05** *Responsibilities of the department.*
- 3301-3-06** *Responsibilities of an information technology center and a user entity.*
- 3301-3-07** *Performance standards.*

OAC Chapter 3301-3

Reasons for / Overview of the amendments

- Five-year rule review (OAC 3301-3-02).
- Updates to align with existing practices and industry standards.
- Establishes requirements for establishing a new information technology center (ITC).
- Establishes new requirements for maintaining and renewing an ITC site permit.



OAC Chapter 3301-3

Public Comment Period

The public comment period on the **current rules** opened Jan. 21, 2026, and closed Feb. 11, 2026.

The public comment period on the **draft rules** opened March 20, 2026, and will close April 19, 2026.

Individuals may submit comments on the draft rules:

- Website: education.ohio.gov/OAC
- Email: rulecomments@education.ohio.gov



COMMENTS

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OAC Chapter 3301-28

Amendment of OAC Chapter 3301-28

Local Report Card

Two rules



OAC Chapter 3301-28

Summary of existing rules

3301-28-07 *Early literacy component and measures.*

3301-28-10 *Ratings for schools and districts.*

Appendix A to 3301-28-10

OAC Chapter 3301-28

Reasons for / Overview of the amendments

- House Bill 96 of the 136th General Assembly amended the Early Literacy component of the State Report Card.
- The General Assembly revised the performance measure regarding the percentage of students promoted to the fourth grade under the Third Grade Reading Guarantee, so that it is based only on students who attain a promotion score on the third grade English Language Arts assessment or an alternative assessment.

Early Literacy Component

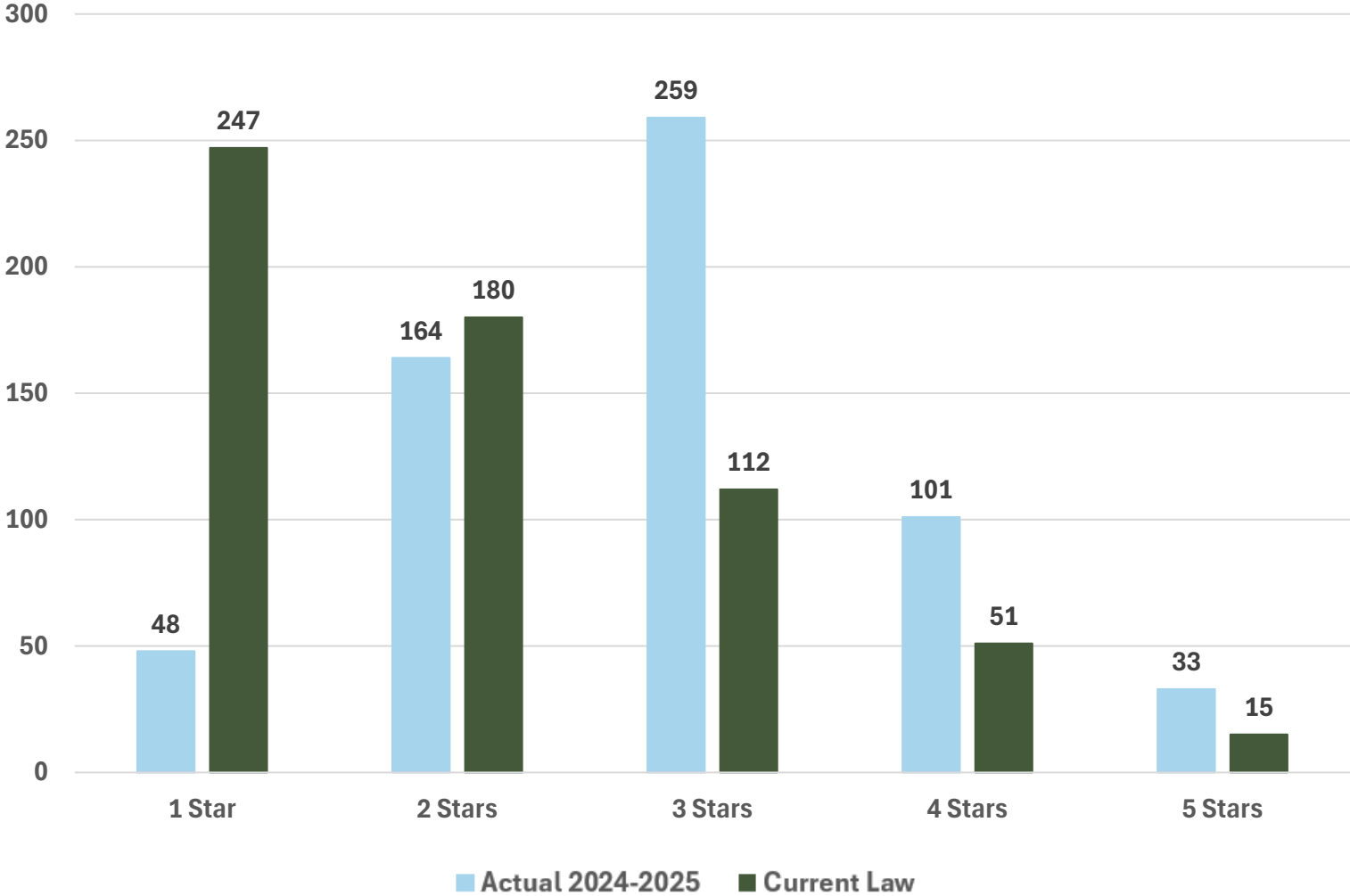
- Proficiency in Third Grade Reading (40%)
- Improving K-3 Literacy (25%)
- Promotion to Fourth Grade (35%)
 - State Budget (H.B. 96) changed the Promotion measure



Current Rating Scale

Scale	Rating
0% - less than 58%	1 Star
58% - less than 68%	2 Stars
68% - less than 78%	3 Stars
78% - less than 88%	4 Stars
88% - 100%	5 Stars

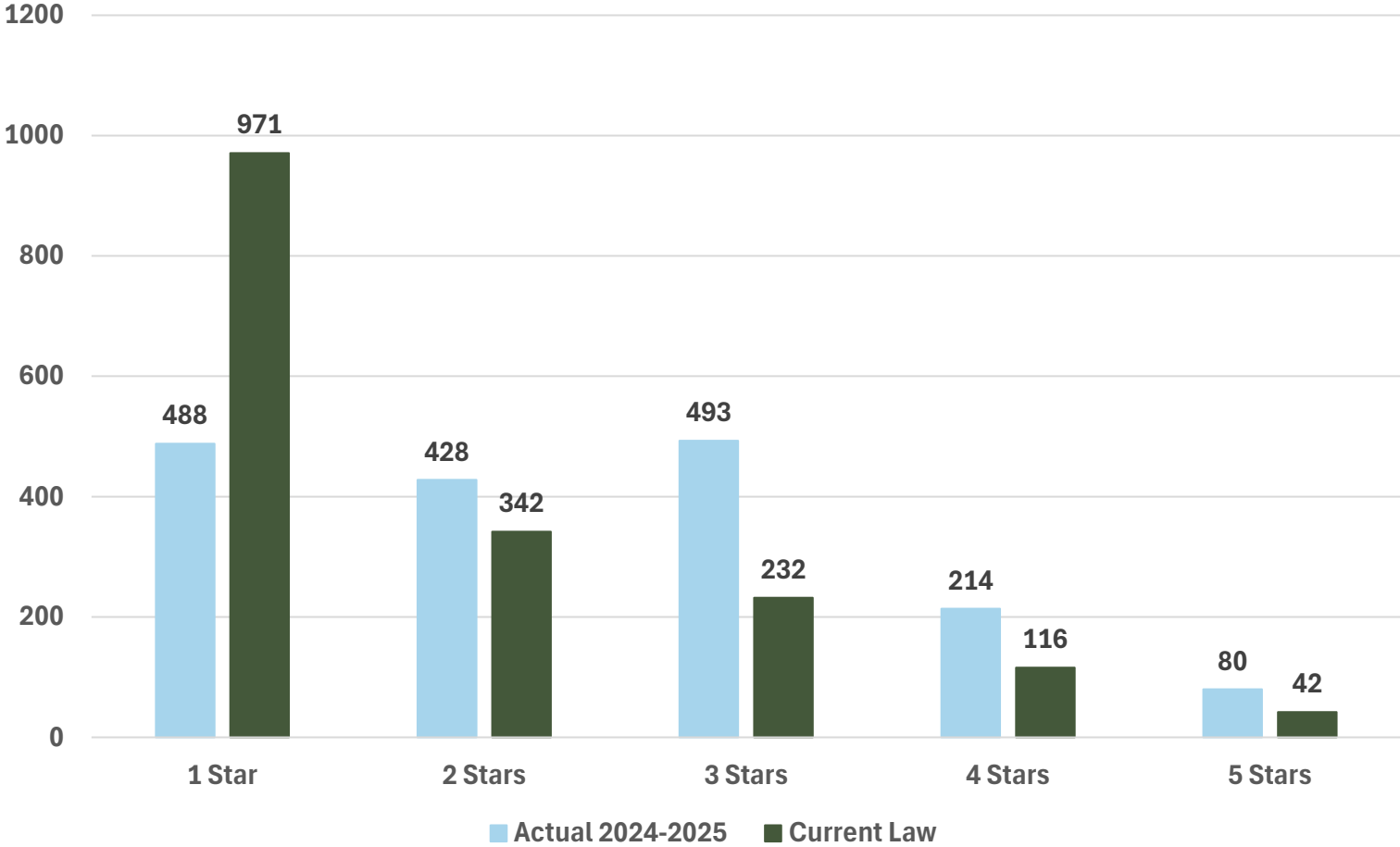
District Ratings



Current Rating Scale

Scale	Rating
0% - less than 58%	1 Star
58% - less than 68%	2 Stars
68% - less than 78%	3 Stars
78% - less than 88%	4 Stars
88% - 100%	5 Stars

School Ratings



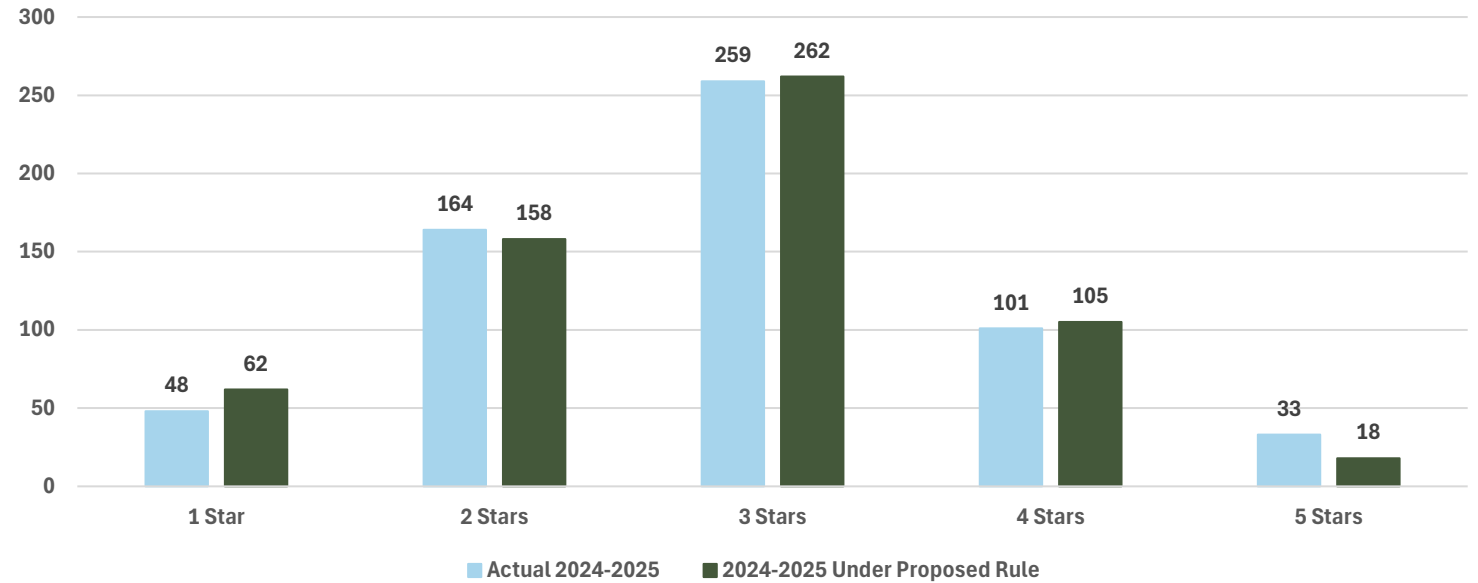
PROPOSAL

Scale	Rating
0%- less than 47%	1 Star
47% - less than 61%	2 Stars
61% - less than 75%	3 Stars
75% - less than 89%	4 Stars
89% - 100%	5 Stars

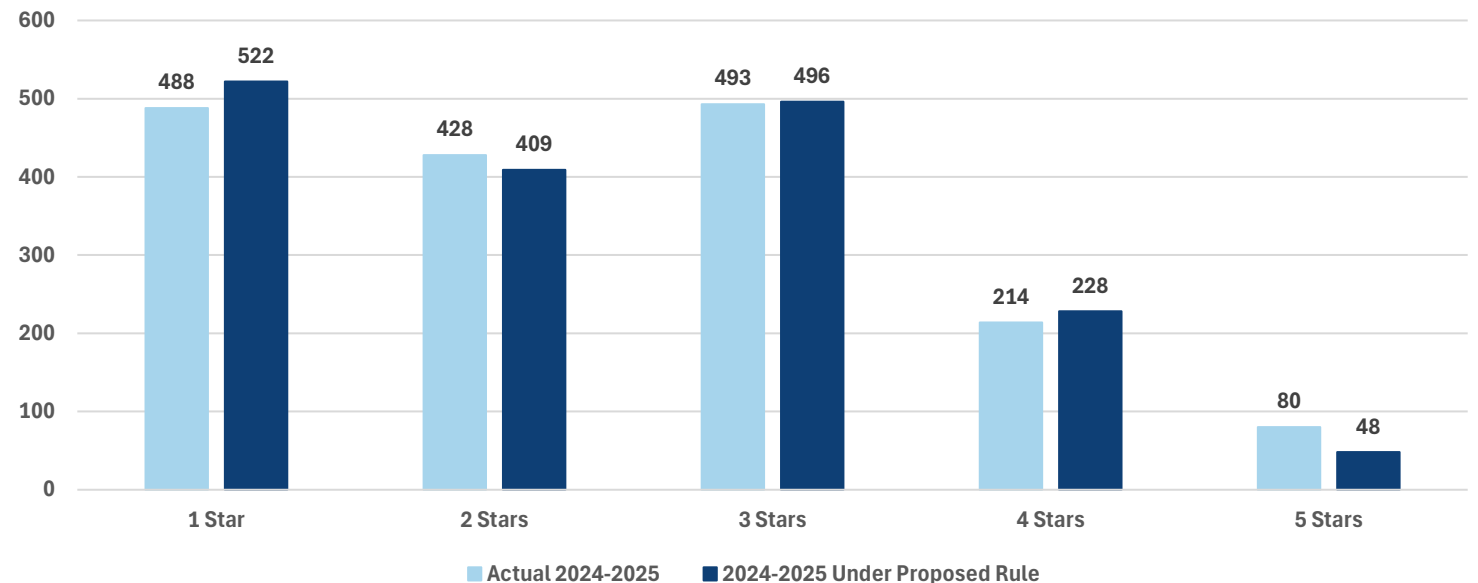
Key Features:

- District distribution is approximately normal, yet higher expectations than previously
- More districts and schools fall within the 1- and 2- star range than the current calculation
- Middle of the scale has equal range (**14 percentage points**), but wider than current scale to match increased standard deviation (**13.51**)

District Distribution



School Distribution



OAC Chapter 3301-28

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OAC Chapter 3301-83

Amendment of 9 rules within OAC Chapter 3301-83

Pupil Transportation

NOTE: These rules have been amended in consultation with the Ohio Department of Public Safety, pursuant to R.C. 4511.76.



OAC Chapter 3301-83

Summary of existing rules

- 3301-83-01** *Calculation of pupil transportation operation payments.*
- 3301-83-06** *Personnel qualifications.*
- 3301-83-08** *Pupil transportation management policies.*
- 3301-83-10** *Personnel training program.*
- 3301-83-11** *School bus and motor van inspections.*

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Summary of existing rules (cont.)

3301-83-12 *Safety procedures.*

3301-83-17 *Authorized and unauthorized passengers.*

3301-83-19 *Authorized vehicles for transportation of pupils to and from school and school-related events.*

3301-83-20 *General rules.*

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Reasons for / Overview of the amendments

- Updates to language and safety concerns, as requested by stakeholders.
- Technical corrections.
- Adds qualifications for transportation providers that contract with a school or school district.
- Adds language specific to use of vehicle owned by the state of Ohio for non-routine transportation services by Ohio Deaf and Blind Education Services.



OAC Chapter 3301-83

Public Comment Period

The public comment period on the **current rules** opened Oct. 29, 2025, and closed Nov. 29, 2025.

The public comment period on the **draft rules** opened March 20, 2026, and will close April 19, 2026.

The **draft Business Impact Analysis**, which examines the cost of compliance to businesses, was posted with the draft rules.

Individuals may submit comments on the draft rules:

- Website: education.ohio.gov/OAC
- Email: rulecomments@education.ohio.gov



COMMENTS

EDUCATION.OHIO.GOV



**Department of
Education &
Workforce**



Next DEW Public Meeting

Thursday, May 28, 2026 (*tentative*)

25 South Front Street
Columbus, Ohio 43215



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