

**As Passed by the House**

**132nd General Assembly**

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**2017-2018**

**Sub. H. B. No. 170**

**Representatives Carfagna, Duffey**

**Cosponsors: Representatives Brenner, LaTourette, Reineke, Boggs, Hambley, Koehler, Anielski, Antani, Arndt, Ashford, Blessing, Craig, Dever, Edwards, Gavarone, Ginter, Green, Hagan, Howse, Huffman, Kent, Lanese, Leland, Manning, Miller, Pelanda, Perales, Rezabek, Ryan, Schaffer, Scherer, Slaby, Smith, R., Stein, Sweeney, Young**

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**A BILL**

To amend sections 3301.079 and 3313.603 and to 1  
enact sections 3301.012, 3314.0110, 3315.17, 2  
3319.236, and 3326.082 of the Revised Code with 3  
regard to academic content standards and 4  
curriculum requirements for computer science; to 5  
revise educator qualifications regarding 6  
computer science; and to authorize public 7  
schools to establish computer science and 8  
technology funds. 9

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

**Section 1.** That sections 3301.079 and 3313.603 be amended 10  
and sections 3301.012, 3314.0110, 3315.17, 3319.236, and 11  
3326.082 of the Revised Code be enacted to read as follows: 12

**Sec. 3301.012.** As used in Chapters 3301. to 3329. and 13  
Chapter 3365. of the Revised Code, "computer science" means 14  
logical reasoning, computing systems, networks and the internet, 15

data and analysis, algorithms and programming, impacts of 16  
computing, and structured problem solving skills applicable in 17  
many contexts from science and engineering to the humanities and 18  
business. 19

**Sec. 3301.079.** (A) (1) The state board of education 20  
periodically shall adopt statewide academic standards with 21  
emphasis on coherence, focus, and essential knowledge and that 22  
are more challenging and demanding when compared to 23  
international standards for each of grades kindergarten through 24  
twelve in English language arts, mathematics, science, and 25  
social studies. 26

(a) The state board shall ensure that the standards do all 27  
of the following: 28

(i) Include the essential academic content and skills that 29  
students are expected to know and be able to do at each grade 30  
level that will allow each student to be prepared for 31  
postsecondary instruction and the workplace for success in the 32  
twenty-first century; 33

(ii) Include the development of skill sets that promote 34  
information, media, and technological literacy; 35

(iii) Include interdisciplinary, project-based, real-world 36  
learning opportunities; 37

(iv) Instill life-long learning by providing essential 38  
knowledge and skills based in the liberal arts tradition, as 39  
well as science, technology, engineering, mathematics, and 40  
career-technical education; 41

(v) Be clearly written, transparent, and understandable by 42  
parents, educators, and the general public. 43

(b) Not later than July 1, 2012, the state board shall 44  
incorporate into the social studies standards for grades four to 45  
twelve academic content regarding the original texts of the 46  
Declaration of Independence, the Northwest Ordinance, the 47  
Constitution of the United States and its amendments, with 48  
emphasis on the Bill of Rights, and the Ohio Constitution, and 49  
their original context. The state board shall revise the model 50  
curricula and achievement assessments adopted under divisions 51  
(B) and (C) of this section as necessary to reflect the 52  
additional American history and American government content. The 53  
state board shall make available a list of suggested grade- 54  
appropriate supplemental readings that place the documents 55  
prescribed by this division in their historical context, which 56  
teachers may use as a resource to assist students in reading the 57  
documents within that context. 58

(c) When the state board adopts or revises academic 59  
content standards in social studies, American history, American 60  
government, or science under division (A) (1) of this section, 61  
the state board shall develop such standards independently and 62  
not as part of a multistate consortium. 63

(2) After completing the standards required by division 64  
(A) (1) of this section, the state board shall adopt standards 65  
and model curricula for instruction in technology, financial 66  
literacy and entrepreneurship, fine arts, and foreign language 67  
for grades kindergarten through twelve. The standards shall meet 68  
the same requirements prescribed in division (A) (1) (a) of this 69  
section. 70

(3) The state board shall adopt the most recent standards 71  
developed by the national association for sport and physical 72  
education for physical education in grades kindergarten through 73

twelve or shall adopt its own standards for physical education 74  
in those grades and revise and update them periodically. 75

The department of education shall employ a full-time 76  
physical education coordinator to provide guidance and technical 77  
assistance to districts, community schools, and STEM schools in 78  
implementing the physical education standards adopted under this 79  
division. The superintendent of public instruction shall 80  
determine that the person employed as coordinator is qualified 81  
for the position, as demonstrated by possessing an adequate 82  
combination of education, license, and experience. 83

(4) Not later than December 31, 2018, the state board 84  
shall adopt standards and a model curriculum for instruction in 85  
computer science in grades kindergarten through twelve, which 86  
shall include standards for introductory and advanced computer 87  
science courses in grades nine through twelve. When developing 88  
the standards and curriculum, the state board shall consider 89  
recommendations from computer science education stakeholder 90  
groups, including teachers and representatives from higher 91  
education, industry, computer science organizations in Ohio, and 92  
national computer science organizations. 93

Any district or school may utilize the computer science 94  
standards or model curriculum or any part thereof adopted 95  
pursuant to division (A) (4) of this section. However, no 96  
district or school shall be required to utilize all or any part 97  
of the standards or curriculum. 98

(5) When academic standards have been completed for any 99  
subject area required by this section, the state board shall 100  
inform all school districts, all community schools established 101  
under Chapter 3314. of the Revised Code, all STEM schools 102  
established under Chapter 3326. of the Revised Code, and all 103

nonpublic schools required to administer the assessments 104  
prescribed by sections 3301.0710 and 3301.0712 of the Revised 105  
Code of the content of those standards. Additionally, upon 106  
completion of any academic standards under this section, the 107  
department shall post those standards on the department's web 108  
site. 109

(B) (1) The state board shall adopt a model curriculum for 110  
instruction in each subject area for which updated academic 111  
standards are required by division (A) (1) of this section and 112  
for each of grades kindergarten through twelve that is 113  
sufficient to meet the needs of students in every community. The 114  
model curriculum shall be aligned with the standards, to ensure 115  
that the academic content and skills specified for each grade 116  
level are taught to students, and shall demonstrate vertical 117  
articulation and emphasize coherence, focus, and rigor. When any 118  
model curriculum has been completed, the state board shall 119  
inform all school districts, community schools, and STEM schools 120  
of the content of that model curriculum. 121

(2) Not later than June 30, 2013, the state board, in 122  
consultation with any office housed in the governor's office 123  
that deals with workforce development, shall adopt model 124  
curricula for grades kindergarten through twelve that embed 125  
career connection learning strategies into regular classroom 126  
instruction. 127

(3) All school districts, community schools, and STEM 128  
schools may utilize the state standards and the model curriculum 129  
established by the state board, together with other relevant 130  
resources, examples, or models to ensure that students have the 131  
opportunity to attain the academic standards. Upon request, the 132  
department shall provide technical assistance to any district, 133

community school, or STEM school in implementing the model 134  
curriculum. 135

Nothing in this section requires any school district to 136  
utilize all or any part of a model curriculum developed under 137  
this section. 138

(C) The state board shall develop achievement assessments 139  
aligned with the academic standards and model curriculum for 140  
each of the subject areas and grade levels required by divisions 141  
(A) (1) and (B) (1) of section 3301.0710 of the Revised Code. 142

When any achievement assessment has been completed, the 143  
state board shall inform all school districts, community 144  
schools, STEM schools, and nonpublic schools required to 145  
administer the assessment of its completion, and the department 146  
shall make the achievement assessment available to the districts 147  
and schools. 148

(D) (1) The state board shall adopt a diagnostic assessment 149  
aligned with the academic standards and model curriculum for 150  
each of grades kindergarten through two in reading, writing, and 151  
mathematics and for grade three in reading and writing. The 152  
diagnostic assessment shall be designed to measure student 153  
comprehension of academic content and mastery of related skills 154  
for the relevant subject area and grade level. Any diagnostic 155  
assessment shall not include components to identify gifted 156  
students. Blank copies of diagnostic assessments shall be public 157  
records. 158

(2) When each diagnostic assessment has been completed, 159  
the state board shall inform all school districts of its 160  
completion and the department shall make the diagnostic 161  
assessment available to the districts at no cost to the 162

district. 163

(3) School districts shall administer the diagnostic 164  
assessment pursuant to section 3301.0715 of the Revised Code 165  
beginning the first school year following the development of the 166  
assessment. 167

However, beginning with the 2017-2018 school year, both of 168  
the following shall apply: 169

(a) In the case of the diagnostic assessments for grades 170  
one or two in writing or mathematics or for grade three in 171  
writing, a school district shall not be required to administer 172  
any such assessment, but may do so at the discretion of the 173  
district board; 174

(b) In the case of any diagnostic assessment that is not 175  
for the grade levels and subject areas specified in division (D) 176  
(3) (a) of this section, each school district shall administer 177  
the assessment in the manner prescribed by section 3301.0715 of 178  
the Revised Code. 179

(E) The state board shall not adopt a diagnostic or 180  
achievement assessment for any grade level or subject area other 181  
than those specified in this section. 182

(F) Whenever the state board or the department consults 183  
with persons for the purpose of drafting or reviewing any 184  
standards, diagnostic assessments, achievement assessments, or 185  
model curriculum required under this section, the state board or 186  
the department shall first consult with parents of students in 187  
kindergarten through twelfth grade and with active Ohio 188  
classroom teachers, other school personnel, and administrators 189  
with expertise in the appropriate subject area. Whenever 190  
practicable, the state board and department shall consult with 191

teachers recognized as outstanding in their fields.	192
If the department contracts with more than one outside	193
entity for the development of the achievement assessments	194
required by this section, the department shall ensure the	195
interchangeability of those assessments.	196
(G) Whenever the state board adopts standards or model	197
curricula under this section, the department also shall provide	198
information on the use of blended or digital learning in the	199
delivery of the standards or curricula to students in accordance	200
with division (A) <del>(4)</del> <u>(5)</u> of this section.	201
(H) The fairness sensitivity review committee, established	202
by rule of the state board of education, shall not allow any	203
question on any achievement or diagnostic assessment developed	204
under this section or any proficiency test prescribed by former	205
section 3301.0710 of the Revised Code, as it existed prior to	206
September 11, 2001, to include, be written to promote, or	207
inquire as to individual moral or social values or beliefs. The	208
decision of the committee shall be final. This section does not	209
create a private cause of action.	210
(I) (1) (a) The English language arts academic standards	211
review committee is hereby created to review academic content	212
standards in the subject of English language arts. The committee	213
shall consist of the following members:	214
(i) Three experts who are residents of this state and who	215
primarily conduct research, provide instruction, currently work	216
in, or possess an advanced degree in the subject area. One	217
expert shall be appointed by each of the president of the	218
senate, the speaker of the house of representatives, and the	219
governor;	220



(ii) One parent or guardian appointed by the president of the senate;	221 222
(iii) One educator who is currently teaching in a classroom, appointed by the speaker of the house of representatives;	223 224 225
(iv) The chancellor of the Ohio board of regents, or the chancellor's designee;	226 227
(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.	228 229
(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:	230 231 232 233
(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;	234 235 236 237 238 239
(ii) One parent or guardian appointed by the speaker of the house of representatives;	240 241
(iii) One educator who is currently teaching in a classroom, appointed by the president of the senate;	242 243
(iv) The chancellor, or the chancellor's designee;	244
(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.	245 246
(c) The science academic standards review committee is	247

hereby created to review academic content standards in the 248  
subject of science. The committee shall consist of the following 249  
members: 250

(i) Three experts who are residents of this state and who 251  
primarily conduct research, provide instruction, currently work 252  
in, or possess an advanced degree in the subject area. One 253  
expert shall be appointed by each of the president of the 254  
senate, the speaker of the house of representatives, and the 255  
governor; 256

(ii) One parent or guardian appointed by the president of 257  
the senate; 258

(iii) One educator who is currently teaching in a 259  
classroom, appointed by the speaker of the house of 260  
representatives; 261

(iv) The chancellor, or the chancellor's designee; 262

(v) The state superintendent, or the superintendent's 263  
designee, who shall serve as the chairperson of the committee. 264

(d) The social studies academic standards review committee 265  
is hereby created to review academic content standards in the 266  
subject of social studies. The committee shall consist of the 267  
following members: 268

(i) Three experts who are residents of this state and who 269  
primarily conduct research, provide instruction, currently work 270  
in, or possess an advanced degree in the subject area. One 271  
expert shall be appointed by each of the president of the 272  
senate, the speaker of the house of representatives, and the 273  
governor; 274

(ii) One parent or guardian appointed by the speaker of 275

the house of representatives;	276
(iii) One educator who is currently teaching in a classroom, appointed by the president of the senate;	277 278
(iv) The chancellor, or the chancellor's designee;	279
(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.	280 281
(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.	282 283 284 285 286 287 288 289 290 291
(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.	292 293 294 295 296
(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.	297 298 299 300 301 302
(4) Notwithstanding anything to the contrary in division (O) of section 3301.0711 of the Revised Code, the department	303 304

shall submit to the appropriate committee created under division 305  
(I) (1) of this section copies of the questions and corresponding 306  
answers on the relevant assessments required by section 307  
3301.0710 of the Revised Code on the first day of July following 308  
the school year that the assessments were administered. The 309  
department shall provide each committee with the entire content 310  
of each relevant assessment, including corresponding answers. 311

The assessments received by the committees are not public 312  
records of the committees and are not subject to release by the 313  
committees to any other person or entity under section 149.43 of 314  
the Revised Code. However, the assessments shall become public 315  
records in accordance with division (O) of section 3301.0711 of 316  
the Revised Code. 317

(J) Not later than sixty days prior to the adoption by the 318  
state board of updated academic standards under division (A) (1) 319  
of this section or updated model curricula under division (B) (1) 320  
of this section, the superintendent of public instruction shall 321  
present the academic standards or model curricula, as 322  
applicable, in person at a public hearing of the respective 323  
committees of the house of representatives and senate that 324  
consider education legislation. 325

(K) As used in this section: 326

(1) "Blended learning" means the delivery of instruction 327  
in a combination of time in a supervised physical location away 328  
from home and online delivery whereby the student has some 329  
element of control over time, place, path, or pace of learning. 330

(2) "Coherence" means a reflection of the structure of the 331  
discipline being taught. 332

(3) "Digital learning" means learning facilitated by 333

technology that gives students some element of control over 334  
time, place, path, or pace of learning. 335

(4) "Focus" means limiting the number of items included in 336  
a curriculum to allow for deeper exploration of the subject 337  
matter. 338

(5) "Vertical articulation" means key academic concepts 339  
and skills associated with mastery in particular content areas 340  
should be articulated and reinforced in a developmentally 341  
appropriate manner at each grade level so that over time 342  
students acquire a depth of knowledge and understanding in the 343  
core academic disciplines. 344

**Sec. 3313.603.** (A) As used in this section: 345

(1) "One unit" means a minimum of one hundred twenty hours 346  
of course instruction, except that for a laboratory course, "one 347  
unit" means a minimum of one hundred fifty hours of course 348  
instruction. 349

(2) "One-half unit" means a minimum of sixty hours of 350  
course instruction, except that for physical education courses, 351  
"one-half unit" means a minimum of one hundred twenty hours of 352  
course instruction. 353

(B) Beginning September 15, 2001, except as required in 354  
division (C) of this section and division (C) of section 355  
3313.614 of the Revised Code, the requirements for graduation 356  
from every high school shall include twenty units earned in 357  
grades nine through twelve and shall be distributed as follows: 358

(1) English language arts, four units; 359

(2) Health, one-half unit; 360

(3) Mathematics, three units; 361

(4) Physical education, one-half unit;	362
(5) Science, two units until September 15, 2003, and three units thereafter, which at all times shall include both of the following:	363 364 365
(a) Biological sciences, one unit;	366
(b) Physical sciences, one unit.	367
(6) History and government, one unit, which shall comply with division (M) of this section and shall include both of the following:	368 369 370
(a) American history, one-half unit;	371
(b) American government, one-half unit.	372
(7) Social studies, two units.	373
Beginning with students who enter ninth grade for the first time on or after July 1, 2017, the two units of instruction prescribed by division (B) (7) of this section shall include at least one-half unit of instruction in the study of world history and civilizations.	374 375 376 377 378
(8) Elective units, seven units until September 15, 2003, and six units thereafter.	379 380
Each student's electives shall include at least one unit, or two half units, chosen from among the areas of business/technology, fine arts, and/or foreign language.	381 382 383
(C) Beginning with students who enter ninth grade for the first time on or after July 1, 2010, except as provided in divisions (D) to (F) of this section, the requirements for graduation from every public and chartered nonpublic high school shall include twenty units that are designed to prepare students	384 385 386 387 388

for the workforce and college. The units shall be distributed as follows:	389 390
(1) English language arts, four units;	391
(2) Health, one-half unit, which shall include instruction in nutrition and the benefits of nutritious foods and physical activity for overall health;	392 393 394
(3) Mathematics, four units, which shall include one unit of algebra II or the equivalent of algebra II, <u>or one unit of advanced computer science as described in the standards adopted pursuant to division (A)(4) of section 3301.079 of the Revised Code.</u> However, students who enter ninth grade for the first time on or after July 1, 2015, and who are pursuing a career-technical instructional track shall not be required to take algebra II <u>or advanced computer science</u> , and instead may complete a career-based pathway mathematics course approved by the department of education as an alternative.	395 396 397 398 399 400 401 402 403 404
<u>For students who choose to take advanced computer science in lieu of algebra II under division (C)(3) of this section, the school shall communicate to those students that some institutions of higher education may require algebra II for the purpose of college admission.</u>	405 406 407 408 409
(4) Physical education, one-half unit;	410
(5) Science, three units with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information, which shall include the following, or their equivalent:	411 412 413 414
(a) Physical sciences, one unit;	415
(b) Life sciences, one unit;	416

(c) Advanced study in one or more of the following	417
sciences, one unit:	418
(i) Chemistry, physics, or other physical science;	419
(ii) Advanced biology or other life science;	420
(iii) Astronomy, physical geology, or other earth or space	421
science;	422
<u>(iv) Computer science.</u>	423
<u>No student shall substitute a computer science course for</u>	424
<u>a life sciences or biology course under division (C) (5) of this</u>	425
<u>section.</u>	426
(6) History and government, one unit, which shall comply	427
with division (M) of this section and shall include both of the	428
following:	429
(a) American history, one-half unit;	430
(b) American government, one-half unit.	431
(7) Social studies, two units.	432
Each school shall integrate the study of economics and	433
financial literacy, as expressed in the social studies academic	434
content standards adopted by the state board of education under	435
division (A) (1) of section 3301.079 of the Revised Code and the	436
academic content standards for financial literacy and	437
entrepreneurship adopted under division (A) (2) of that section,	438
into one or more existing social studies credits required under	439
division (C) (7) of this section, or into the content of another	440
class, so that every high school student receives instruction in	441
those concepts. In developing the curriculum required by this	442
paragraph, schools shall use available public-private	443



partnerships and resources and materials that exist in business, 444  
industry, and through the centers for economics education at 445  
institutions of higher education in the state. 446

Beginning with students who enter ninth grade for the 447  
first time on or after July 1, 2017, the two units of 448  
instruction prescribed by division (C) (7) of this section shall 449  
include at least one-half unit of instruction in the study of 450  
world history and civilizations. 451

(8) Five units consisting of one or any combination of 452  
foreign language, fine arts, business, career-technical 453  
education, family and consumer sciences, technology which may 454  
include computer science, agricultural education, a junior 455  
reserve officer training corps (JROTC) program approved by the 456  
congress of the United States under title 10 of the United 457  
States Code, or English language arts, mathematics, science, or 458  
social studies courses not otherwise required under division (C) 459  
of this section. 460

Ohioans must be prepared to apply increased knowledge and 461  
skills in the workplace and to adapt their knowledge and skills 462  
quickly to meet the rapidly changing conditions of the twenty- 463  
first century. National studies indicate that all high school 464  
graduates need the same academic foundation, regardless of the 465  
opportunities they pursue after graduation. The goal of Ohio's 466  
system of elementary and secondary education is to prepare all 467  
students for and seamlessly connect all students to success in 468  
life beyond high school graduation, regardless of whether the 469  
next step is entering the workforce, beginning an 470  
apprenticeship, engaging in post-secondary training, serving in 471  
the military, or pursuing a college degree. 472

The requirements for graduation prescribed in division (C) 473

of this section are the standard expectation for all students 474  
entering ninth grade for the first time at a public or chartered 475  
nonpublic high school on or after July 1, 2010. A student may 476  
satisfy this expectation through a variety of methods, 477  
including, but not limited to, integrated, applied, career- 478  
technical, and traditional coursework. 479

Whereas teacher quality is essential for student success 480  
when completing the requirements for graduation, the general 481  
assembly shall appropriate funds for strategic initiatives 482  
designed to strengthen schools' capacities to hire and retain 483  
highly qualified teachers in the subject areas required by the 484  
curriculum. Such initiatives are expected to require an 485  
investment of \$120,000,000 over five years. 486

Stronger coordination between high schools and 487  
institutions of higher education is necessary to prepare 488  
students for more challenging academic endeavors and to lessen 489  
the need for academic remediation in college, thereby reducing 490  
the costs of higher education for Ohio's students, families, and 491  
the state. The state board and the chancellor of higher 492  
education shall develop policies to ensure that only in rare 493  
instances will students who complete the requirements for 494  
graduation prescribed in division (C) of this section require 495  
academic remediation after high school. 496

School districts, community schools, and chartered 497  
nonpublic schools shall integrate technology into learning 498  
experiences across the curriculum in order to maximize 499  
efficiency, enhance learning, and prepare students for success 500  
in the technology-driven twenty-first century. Districts and 501  
schools shall use distance and web-based course delivery as a 502  
method of providing or augmenting all instruction required under 503

this division, including laboratory experience in science. 504  
Districts and schools shall utilize technology access and 505  
electronic learning opportunities provided by the broadcast 506  
educational media commission, chancellor, the Ohio learning 507  
network, education technology centers, public television 508  
stations, and other public and private providers. 509

(D) Except as provided in division (E) of this section, a 510  
student who enters ninth grade on or after July 1, 2010, and 511  
before July 1, 2016, may qualify for graduation from a public or 512  
chartered nonpublic high school even though the student has not 513  
completed the requirements for graduation prescribed in division 514  
(C) of this section if all of the following conditions are 515  
satisfied: 516

(1) During the student's third year of attending high 517  
school, as determined by the school, the student and the 518  
student's parent, guardian, or custodian sign and file with the 519  
school a written statement asserting the parent's, guardian's, 520  
or custodian's consent to the student's graduating without 521  
completing the requirements for graduation prescribed in 522  
division (C) of this section and acknowledging that one 523  
consequence of not completing those requirements is 524  
ineligibility to enroll in most state universities in Ohio 525  
without further coursework. 526

(2) The student and parent, guardian, or custodian fulfill 527  
any procedural requirements the school stipulates to ensure the 528  
student's and parent's, guardian's, or custodian's informed 529  
consent and to facilitate orderly filing of statements under 530  
division (D)(1) of this section. Annually, each district or 531  
school shall notify the department of the number of students who 532  
choose to qualify for graduation under division (D) of this 533

section and the number of students who complete the student's success plan and graduate from high school. 534  
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(3) The student and the student's parent, guardian, or custodian and a representative of the student's high school jointly develop a student success plan for the student in the manner described in division (C) (1) of section 3313.6020 of the Revised Code that specifies the student matriculating to a two-year degree program, acquiring a business and industry-recognized credential, or entering an apprenticeship. 536  
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(4) The student's high school provides counseling and support for the student related to the plan developed under division (D) (3) of this section during the remainder of the student's high school experience. 543  
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(5) (a) Except as provided in division (D) (5) (b) of this section, the student successfully completes, at a minimum, the curriculum prescribed in division (B) of this section. 547  
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(b) Beginning with students who enter ninth grade for the first time on or after July 1, 2014, a student shall be required to complete successfully, at the minimum, the curriculum prescribed in division (B) of this section, except as follows: 550  
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(i) Mathematics, four units, one unit which shall be one of the following: 554  
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(I) Probability and statistics; 556

(II) ~~Computer programming~~ science; 557

(III) Applied mathematics or quantitative reasoning; 558

(IV) Any other course approved by the department using standards established by the superintendent not later than October 1, 2014. 559  
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(ii) Elective units, five units;	562
(iii) Science, three units as prescribed by division (B)	563
of this section which shall include inquiry-based laboratory	564
experience that engages students in asking valid scientific	565
questions and gathering and analyzing information.	566
The department, in collaboration with the chancellor,	567
shall analyze student performance data to determine if there are	568
mitigating factors that warrant extending the exception	569
permitted by division (D) of this section to high school classes	570
beyond those entering ninth grade before July 1, 2016. The	571
department shall submit its findings and any recommendations not	572
later than December 1, 2015, to the speaker and minority leader	573
of the house of representatives, the president and minority	574
leader of the senate, the chairpersons and ranking minority	575
members of the standing committees of the house of	576
representatives and the senate that consider education	577
legislation, the state board of education, and the	578
superintendent of public instruction.	579
(E) Each school district and chartered nonpublic school	580
retains the authority to require an even more challenging	581
minimum curriculum for high school graduation than specified in	582
division (B) or (C) of this section. A school district board of	583
education, through the adoption of a resolution, or the	584
governing authority of a chartered nonpublic school may	585
stipulate any of the following:	586
(1) A minimum high school curriculum that requires more	587
than twenty units of academic credit to graduate;	588
(2) An exception to the district's or school's minimum	589
high school curriculum that is comparable to the exception	590

provided in division (D) of this section but with additional 591  
requirements, which may include a requirement that the student 592  
successfully complete more than the minimum curriculum 593  
prescribed in division (B) of this section; 594

(3) That no exception comparable to that provided in 595  
division (D) of this section is available. 596

(F) A student enrolled in a dropout prevention and 597  
recovery program, which program has received a waiver from the 598  
department, may qualify for graduation from high school by 599  
successfully completing a competency-based instructional program 600  
administered by the dropout prevention and recovery program in 601  
lieu of completing the requirements for graduation prescribed in 602  
division (C) of this section. The department shall grant a 603  
waiver to a dropout prevention and recovery program, within 604  
sixty days after the program applies for the waiver, if the 605  
program meets all of the following conditions: 606

(1) The program serves only students not younger than 607  
sixteen years of age and not older than twenty-one years of age. 608

(2) The program enrolls students who, at the time of their 609  
initial enrollment, either, or both, are at least one grade 610  
level behind their cohort age groups or experience crises that 611  
significantly interfere with their academic progress such that 612  
they are prevented from continuing their traditional programs. 613

(3) The program requires students to attain at least the 614  
applicable score designated for each of the assessments 615  
prescribed under division (B)(1) of section 3301.0710 of the 616  
Revised Code or, to the extent prescribed by rule of the state 617  
board under division (D)(5) of section 3301.0712 of the Revised 618  
Code, division (B)(2) of that section. 619

(4) The program develops a student success plan for the student in the manner described in division (C)(1) of section 3313.6020 of the Revised Code that specifies the student's matriculating to a two-year degree program, acquiring a business and industry-recognized credential, or entering an apprenticeship.

(5) The program provides counseling and support for the student related to the plan developed under division (F)(4) of this section during the remainder of the student's high school experience.

(6) The program requires the student and the student's parent, guardian, or custodian to sign and file, in accordance with procedural requirements stipulated by the program, a written statement asserting the parent's, guardian's, or custodian's consent to the student's graduating without completing the requirements for graduation prescribed in division (C) of this section and acknowledging that one consequence of not completing those requirements is ineligibility to enroll in most state universities in Ohio without further coursework.

(7) Prior to receiving the waiver, the program has submitted to the department an instructional plan that demonstrates how the academic content standards adopted by the state board under section 3301.079 of the Revised Code will be taught and assessed.

(8) Prior to receiving the waiver, the program has submitted to the department a policy on career advising that satisfies the requirements of section 3313.6020 of the Revised Code, with an emphasis on how every student will receive career advising.

(9) Prior to receiving the waiver, the program has 650  
submitted to the department a written agreement outlining the 651  
future cooperation between the program and any combination of 652  
local job training, postsecondary education, nonprofit, and 653  
health and social service organizations to provide services for 654  
students in the program and their families. 655

Divisions (F) (8) and (9) of this section apply only to 656  
waivers granted on or after July 1, 2015. 657

If the department does not act either to grant the waiver 658  
or to reject the program application for the waiver within sixty 659  
days as required under this section, the waiver shall be 660  
considered to be granted. 661

(G) Every high school may permit students below the ninth 662  
grade to take advanced work. If a high school so permits, it 663  
shall award high school credit for successful completion of the 664  
advanced work and shall count such advanced work toward the 665  
graduation requirements of division (B) or (C) of this section 666  
if the advanced work was both: 667

(1) Taught by a person who possesses a license or 668  
certificate issued under section 3301.071, 3319.22, or 3319.222 669  
of the Revised Code that is valid for teaching high school; 670

(2) Designated by the board of education of the city, 671  
local, or exempted village school district, the board of the 672  
cooperative education school district, or the governing 673  
authority of the chartered nonpublic school as meeting the high 674  
school curriculum requirements. 675

Each high school shall record on the student's high school 676  
transcript all high school credit awarded under division (G) of 677  
this section. In addition, if the student completed a seventh- 678



or eighth-grade fine arts course described in division (K) of 679  
this section and the course qualified for high school credit 680  
under that division, the high school shall record that course on 681  
the student's high school transcript. 682

(H) The department shall make its individual academic 683  
career plan available through its Ohio career information system 684  
web site for districts and schools to use as a tool for 685  
communicating with and providing guidance to students and 686  
families in selecting high school courses. 687

(I) Units earned in English language arts, mathematics, 688  
science, and social studies that are delivered through 689  
integrated academic and career-technical instruction are 690  
eligible to meet the graduation requirements of division (B) or 691  
(C) of this section. 692

(J) (1) The state board, in consultation with the 693  
chancellor, shall adopt a statewide plan implementing methods 694  
for students to earn units of high school credit based on a 695  
demonstration of subject area competency, instead of or in 696  
combination with completing hours of classroom instruction. The 697  
state board shall adopt the plan not later than March 31, 2009, 698  
and commence phasing in the plan during the 2009-2010 school 699  
year. The plan shall include a standard method for recording 700  
demonstrated proficiency on high school transcripts. Each school 701  
district and community school shall comply with the state 702  
board's plan adopted under this division and award units of high 703  
school credit in accordance with the plan. The state board may 704  
adopt existing methods for earning high school credit based on a 705  
demonstration of subject area competency as necessary prior to 706  
the 2009-2010 school year. 707

(2) Not later than December 31, 2015, the state board 708

shall update the statewide plan adopted pursuant to division (J) 709  
(1) of this section to also include methods for students 710  
enrolled in seventh and eighth grade to meet curriculum 711  
requirements based on a demonstration of subject area 712  
competency, instead of or in combination with completing hours 713  
of classroom instruction. Beginning with the 2017-2018 school 714  
year, each school district and community school also shall 715  
comply with the updated plan adopted pursuant to this division 716  
and permit students enrolled in seventh and eighth grade to meet 717  
curriculum requirements based on subject area competency in 718  
accordance with the plan. 719

(K) This division does not apply to students who qualify 720  
for graduation from high school under division (D) or (F) of 721  
this section, or to students pursuing a career-technical 722  
instructional track as determined by the school district board 723  
of education or the chartered nonpublic school's governing 724  
authority. Nevertheless, the general assembly encourages such 725  
students to consider enrolling in a fine arts course as an 726  
elective. 727

Beginning with students who enter ninth grade for the 728  
first time on or after July 1, 2010, each student enrolled in a 729  
public or chartered nonpublic high school shall complete two 730  
semesters or the equivalent of fine arts to graduate from high 731  
school. The coursework may be completed in any of grades seven 732  
to twelve. Each student who completes a fine arts course in 733  
grade seven or eight may elect to count that course toward the 734  
five units of electives required for graduation under division 735  
(C) (8) of this section, if the course satisfied the requirements 736  
of division (G) of this section. In that case, the high school 737  
shall award the student high school credit for the course and 738  
count the course toward the five units required under division 739

(C) (8) of this section. If the course in grade seven or eight 740  
did not satisfy the requirements of division (G) of this 741  
section, the high school shall not award the student high school 742  
credit for the course but shall count the course toward the two 743  
semesters or the equivalent of fine arts required by this 744  
division. 745

(L) Notwithstanding anything to the contrary in this 746  
section, the board of education of each school district and the 747  
governing authority of each chartered nonpublic school may adopt 748  
a policy to excuse from the high school physical education 749  
requirement each student who, during high school, has 750  
participated in interscholastic athletics, marching band, or 751  
cheerleading for at least two full seasons or in the junior 752  
reserve officer training corps for at least two full school 753  
years. If the board or authority adopts such a policy, the board 754  
or authority shall not require the student to complete any 755  
physical education course as a condition to graduate. However, 756  
the student shall be required to complete one-half unit, 757  
consisting of at least sixty hours of instruction, in another 758  
course of study. In the case of a student who has participated 759  
in the junior reserve officer training corps for at least two 760  
full school years, credit received for that participation may be 761  
used to satisfy the requirement to complete one-half unit in 762  
another course of study. 763

(M) It is important that high school students learn and 764  
understand United States history and the governments of both the 765  
United States and the state of Ohio. Therefore, beginning with 766  
students who enter ninth grade for the first time on or after 767  
July 1, 2012, the study of American history and American 768  
government required by divisions (B) (6) and (C) (6) of this 769  
section shall include the study of all of the following 770

documents:	771
(1) The Declaration of Independence;	772
(2) The Northwest Ordinance;	773
(3) The Constitution of the United States with emphasis on the Bill of Rights;	774 775
(4) The Ohio Constitution.	776
The study of each of the documents prescribed in divisions (M) (1) to (4) of this section shall include study of that document in its original context.	777 778 779
The study of American history and government required by divisions (B) (6) and (C) (6) of this section shall include the historical evidence of the role of documents such as the Federalist Papers and the Anti-Federalist Papers to firmly establish the historical background leading to the establishment of the provisions of the Constitution and Bill of Rights.	780 781 782 783 784 785
<u>(N) A student may apply one unit of instruction in computer science to satisfy one unit of mathematics or one unit of science under division (C) of this section as the student chooses, regardless of the field of certification of the teacher who teaches the course, so long as that teacher meets the licensure requirements prescribed by section 3319.236 of the Revised Code and, prior to teaching the course, completes a professional development program determined to be appropriate by the district board.</u>	786 787 788 789 790 791 792 793 794
<u>If a student applies more than one computer science course to satisfy curriculum requirements under that division, the courses shall be sequential and progressively more difficult or cover different subject areas within computer science.</u>	795 796 797 798

Sec. 3314.0110. (A) The governing authority of any 799  
community school established under this chapter may establish a 800  
computer science and technology fund to support computer science 801  
programs and professional development related to those programs 802  
operated by the community school. The fund may consist of 803  
community school moneys that legally may be used for that 804  
purpose and that are not otherwise designated for other 805  
purposes. It also may consist of private moneys donated to the 806  
school or any future state moneys allocated to the school for 807  
that purpose. The governing authority may use any amount in the 808  
fund to leverage or match any additional private donations that 809  
may be made to the school for that purpose. 810

(B) Moneys in the fund may be used for any of the 811  
following: 812

(1) Professional development related to computer science 813  
programs; 814

(2) The delivery of online assessments, including 815  
instruction and data that support online assessment readiness; 816

(3) Wireless connectivity in school buildings; 817

(4) Network services, such as improving bandwidth capacity 818  
and filtering devices; 819

(5) The purchase of computers, tablets, and equipment. 820

Sec. 3315.17. (A) The board of education of each city, 821  
local, exempted village, and joint vocational school district 822  
and the governing board of each educational service center may 823  
establish a computer science and technology fund to support 824  
computer science programs and professional development related 825  
to those programs operated by the district or service center. 826  
The fund may consist of district or service center moneys that 827

legally may be used for that purpose and that are not otherwise 828  
designated for other purposes. It also may consist of private 829  
moneys donated to the district or service center or any future 830  
state moneys allocated to the district or service center for 831  
that purpose. The district or service center board may use any 832  
amount in the fund to leverage or match any additional private 833  
donations that may be made to the district or service center for 834  
that purpose. 835

(B) Moneys in the fund may be used for any of the 836  
following: 837

(1) Professional development related to computer science 838  
programs; 839

(2) The delivery of online assessments, including 840  
instruction and data that support online assessment readiness; 841

(3) Wireless connectivity in school buildings; 842

(4) Network services, such as improving bandwidth capacity 843  
and filtering devices; 844

(5) The purchase of computers, tablets, and equipment. 845

**Sec. 3319.236.** (A) Except as provided in division (B) of 846  
this section, a school district shall require an individual to 847  
hold a valid educator license in computer science, or have a 848  
license endorsement in computer technology and a passing score 849  
on a content examination in the area of computer science, to 850  
teach computer science courses. 851

(B) A school district may employ an individual, for the 852  
purpose of teaching computer science courses, who holds a valid 853  
educator license in any of grades kindergarten through twelve, 854  
provided the individual meets the requirements established by 855

rules of the state board of education to qualify for a 856  
supplemental teaching license for teaching computer science. The 857  
rules shall require an applicant for a supplemental teaching 858  
license to pass a content examination in the area of computer 859  
science. The rules also shall permit an individual, after at 860  
least two years of successfully teaching computer science 861  
courses under the supplemental teaching license, to advance to a 862  
standard educator license in computer science by completing a 863  
pedagogy course applicable to the grade levels in which the 864  
individual is teaching. However, the rules may exempt an 865  
individual teaching computer science from the requirement to 866  
complete a pedagogy course if the individual previously 867  
completed a pedagogy course applicable to the grade levels in 868  
which the individual is teaching. 869

(C) In order for an individual to teach advanced placement 870  
computer science courses, a school district shall require the 871  
individual to also complete a professional development program 872  
endorsed or provided by the organization that creates and 873  
administers national advanced placement examinations. For this 874  
purpose, the individual may complete the program at any time 875  
during the calendar year. 876

**Sec. 3326.082.** (A) The governing body of any science, 877  
technology, engineering, or mathematics school established under 878  
this chapter may establish a computer science and technology 879  
fund to support computer science programs and professional 880  
development related to those programs operated by the school. 881  
The fund may consist of school moneys that legally may be used 882  
for that purpose and that are not otherwise designated for other 883  
purposes. It also may consist of private moneys donated to the 884  
school or any future state moneys allocated to the school for 885  
that purpose. The governing body may use any amount in the fund 886

to leverage or match any additional private donations that may 887  
be made to the school for that purpose. 888

(B) Moneys in the fund may be used for any of the 889  
following: 890

(1) Professional development related to computer science 891  
programs; 892

(2) The delivery of online assessments, including 893  
instruction and data that support online assessment readiness; 894

(3) Wireless connectivity in school buildings; 895

(4) Network services, such as improving bandwidth capacity 896  
and filtering devices; 897

(5) The purchase of computers, tablets, and equipment. 898

**Section 2.** That existing sections 3301.079 and 3313.603 of 899  
the Revised Code are hereby repealed. 900