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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

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) (4) <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	277
classroom, appointed by the president of the senate;	278
(iv) The chancellor, or the chancellor's designee;	279
(v) The state superintendent, or the superintendent's	280
designee, who shall serve as the chairperson of the committee.	281
(2) (a) Each committee created in division (I) (1) of this	282
section shall review the academic content standards for its	283
respective subject area to ensure that such standards are clear,	284
concise, and appropriate for each grade level and promote higher	285
student performance, learning, subject matter comprehension, and	286
improved student achievement. Each committee also shall review	287
whether the standards for its respective subject area promote	288
essential knowledge in the subject, lifelong learning, the	289
liberal arts tradition, and college and career readiness and	290
whether the standards reduce remediation.	291
(b) Each committee shall determine whether the assessments	292
submitted to that committee under division (I) (4) of this	293
section are appropriate for the committee's respective subject	294
area and meet the academic content standards adopted under this	295
section and community expectations.	296
(3) The department of education shall provide	297
administrative support for each committee created in division	298
(I) (1) of this section. Members of each committee shall be	299
reimbursed for reasonable and necessary expenses related to the	300
operations of the committee. Members of each committee shall	301
serve at the pleasure of the appointing authority.	302
(4) Notwithstanding anything to the contrary in division	303
(O) of section 3301.0711 of the Revised Code, the department	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