

**As Introduced**

**132nd General Assembly**

**Regular Session**

**2017-2018**

**H. B. No. 170**

**Representatives Carfagna, Duffey**

**Cosponsors: Representatives Brenner, LaTourette, Reineke, Boggs**

---

**A BILL**

To amend sections 3301.079, 3313.603, and 3319.074 1  
and to enact sections 3301.012 and 3319.236 of 2  
the Revised Code with regard to academic content 3  
standards and curriculum requirements for 4  
computer science; to revise educator 5  
qualifications regarding computer science; to 6  
create a competitive technology grant program 7  
for the 2018-2019 school year; and to make an 8  
appropriation. 9

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

**Section 1.** That sections 3301.079, 3313.603, and 3319.074 10  
be amended and sections 3301.012 and 3319.236 of the Revised 11  
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 July 1, 2018, the state board shall 84  
adopt standards for instruction in computer science in grades 85  
kindergarten through twelve. When developing these standards, 86  
the state board shall consider recommendations from computer 87  
science education stakeholder groups, including teachers and 88  
representatives from higher education, industry, computer 89  
science organizations in Ohio, and national computer science 90  
organizations. 91

Any district or school may utilize the computer science 92  
standards adopted pursuant to division (A)(4) of this section. 93  
However, no district or school shall be required to utilize all 94  
or any part of those standards. 95

(5) When academic standards have been completed for any 96  
subject area required by this section, the state board shall 97  
inform all school districts, all community schools established 98  
under Chapter 3314. of the Revised Code, all STEM schools 99  
established under Chapter 3326. of the Revised Code, and all 100  
nonpublic schools required to administer the assessments 101  
prescribed by sections 3301.0710 and 3301.0712 of the Revised 102  
Code of the content of those standards. Additionally, upon 103  
completion of any academic standards under this section, the 104  
department shall post those standards on the department's web 105  
site. 106

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

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

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

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

(C) The state board shall develop achievement assessments

aligned with the academic standards and model curriculum for 137  
each of the subject areas and grade levels required by divisions 138  
(A) (1) and (B) (1) of section 3301.0710 of the Revised Code. 139

When any achievement assessment has been completed, the 140  
state board shall inform all school districts, community 141  
schools, STEM schools, and nonpublic schools required to 142  
administer the assessment of its completion, and the department 143  
shall make the achievement assessment available to the districts 144  
and schools. 145

(D) (1) The state board shall adopt a diagnostic assessment 146  
aligned with the academic standards and model curriculum for 147  
each of grades kindergarten through two in reading, writing, and 148  
mathematics and for grade three in reading and writing. The 149  
diagnostic assessment shall be designed to measure student 150  
comprehension of academic content and mastery of related skills 151  
for the relevant subject area and grade level. Any diagnostic 152  
assessment shall not include components to identify gifted 153  
students. Blank copies of diagnostic assessments shall be public 154  
records. 155

(2) When each diagnostic assessment has been completed, 156  
the state board shall inform all school districts of its 157  
completion and the department shall make the diagnostic 158  
assessment available to the districts at no cost to the 159  
district. 160

(3) School districts shall administer the diagnostic 161  
assessment pursuant to section 3301.0715 of the Revised Code 162  
beginning the first school year following the development of the 163  
assessment. 164

However, beginning with the 2017-2018 school year, both of 165

the following shall apply: 166

(a) In the case of the diagnostic assessments for grades 167  
one or two in writing or mathematics or for grade three in 168  
writing, a school district shall not be required to administer 169  
any such assessment, but may do so at the discretion of the 170  
district board; 171

(b) In the case of any diagnostic assessment that is not 172  
for the grade levels and subject areas specified in division (D) 173  
(3)(a) of this section, each school district shall administer 174  
the assessment in the manner prescribed by section 3301.0715 of 175  
the Revised Code. 176

(E) The state board shall not adopt a diagnostic or 177  
achievement assessment for any grade level or subject area other 178  
than those specified in this section. 179

(F) Whenever the state board or the department consults 180  
with persons for the purpose of drafting or reviewing any 181  
standards, diagnostic assessments, achievement assessments, or 182  
model curriculum required under this section, the state board or 183  
the department shall first consult with parents of students in 184  
kindergarten through twelfth grade and with active Ohio 185  
classroom teachers, other school personnel, and administrators 186  
with expertise in the appropriate subject area. Whenever 187  
practicable, the state board and department shall consult with 188  
teachers recognized as outstanding in their fields. 189

If the department contracts with more than one outside 190  
entity for the development of the achievement assessments 191  
required by this section, the department shall ensure the 192  
interchangeability of those assessments. 193

(G) Whenever the state board adopts standards or model 194

curricula under this section, the department also shall provide 195  
information on the use of blended or digital learning in the 196  
delivery of the standards or curricula to students in accordance 197  
with division (A) ~~(4)~~ (5) of this section. 198

(H) The fairness sensitivity review committee, established 199  
by rule of the state board of education, shall not allow any 200  
question on any achievement or diagnostic assessment developed 201  
under this section or any proficiency test prescribed by former 202  
section 3301.0710 of the Revised Code, as it existed prior to 203  
September 11, 2001, to include, be written to promote, or 204  
inquire as to individual moral or social values or beliefs. The 205  
decision of the committee shall be final. This section does not 206  
create a private cause of action. 207

(I) (1) (a) The English language arts academic standards 208  
review committee is hereby created to review academic content 209  
standards in the subject of English language arts. The committee 210  
shall consist of the following members: 211

(i) Three experts who are residents of this state and who 212  
primarily conduct research, provide instruction, currently work 213  
in, or possess an advanced degree in the subject area. One 214  
expert shall be appointed by each of the president of the 215  
senate, the speaker of the house of representatives, and the 216  
governor; 217

(ii) One parent or guardian appointed by the president of 218  
the senate; 219

(iii) One educator who is currently teaching in a 220  
classroom, appointed by the speaker of the house of 221  
representatives; 222

(iv) The chancellor of the Ohio board of regents, or the 223

chancellor's designee;	224
(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.	225 226
(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:	227 228 229 230
(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;	231 232 233 234 235 236
(ii) One parent or guardian appointed by the speaker of the house of representatives;	237 238
(iii) One educator who is currently teaching in a classroom, appointed by the president of the senate;	239 240
(iv) The chancellor, or the chancellor's designee;	241
(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.	242 243
(c) The science academic standards review committee is hereby created to review academic content standards in the subject of science. The committee shall consist of the following members:	244 245 246 247
(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	248 249 250 251

senate, the speaker of the house of representatives, and the	252
governor;	253
(ii) One parent or guardian appointed by the president of	254
the senate;	255
(iii) One educator who is currently teaching in a	256
classroom, appointed by the speaker of the house of	257
representatives;	258
(iv) The chancellor, or the chancellor's designee;	259
(v) The state superintendent, or the superintendent's	260
designee, who shall serve as the chairperson of the committee.	261
(d) The social studies academic standards review committee	262
is hereby created to review academic content standards in the	263
subject of social studies. The committee shall consist of the	264
following members:	265
(i) Three experts who are residents of this state and who	266
primarily conduct research, provide instruction, currently work	267
in, or possess an advanced degree in the subject area. One	268
expert shall be appointed by each of the president of the	269
senate, the speaker of the house of representatives, and the	270
governor;	271
(ii) One parent or guardian appointed by the speaker of	272
the house of representatives;	273
(iii) One educator who is currently teaching in a	274
classroom, appointed by the president of the senate;	275
(iv) The chancellor, or the chancellor's designee;	276
(v) The state superintendent, or the superintendent's	277
designee, who shall serve as the chairperson of the committee.	278

(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.

(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.

(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.

(4) Notwithstanding anything to the contrary in division (O) of section 3301.0711 of the Revised Code, the department shall submit to the appropriate committee created under division (I) (1) of this section copies of the questions and corresponding answers on the relevant assessments required by section 3301.0710 of the Revised Code on the first day of July following the school year that the assessments were administered. The department shall provide each committee with the entire content of each relevant assessment, including corresponding answers.

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

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

(K) As used in this section:

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

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

(3) "Digital learning" means learning facilitated by technology that gives students some element of control over time, place, path, or pace of learning.

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

(5) "Vertical articulation" means key academic concepts and skills associated with mastery in particular content areas

should be articulated and reinforced in a developmentally 338  
appropriate manner at each grade level so that over time 339  
students acquire a depth of knowledge and understanding in the 340  
core academic disciplines. 341

**Sec. 3313.603.** (A) As used in this section: 342

(1) "One unit" means a minimum of one hundred twenty hours 343  
of course instruction, except that for a laboratory course, "one 344  
unit" means a minimum of one hundred fifty hours of course 345  
instruction. 346

(2) "One-half unit" means a minimum of sixty hours of 347  
course instruction, except that for physical education courses, 348  
"one-half unit" means a minimum of one hundred twenty hours of 349  
course instruction. 350

(B) Beginning September 15, 2001, except as required in 351  
division (C) of this section and division (C) of section 352  
3313.614 of the Revised Code, the requirements for graduation 353  
from every high school shall include twenty units earned in 354  
grades nine through twelve and shall be distributed as follows: 355

(1) English language arts, four units; 356

(2) Health, one-half unit; 357

(3) Mathematics, three units; 358

(4) Physical education, one-half unit; 359

(5) Science, two units until September 15, 2003, and three 360  
units thereafter, which at all times shall include both of the 361  
following: 362

(a) Biological sciences, one unit; 363

(b) Physical sciences, one unit. 364

(6) History and government, one unit, which shall comply 365  
with division (M) of this section and shall include both of the 366  
following: 367

(a) American history, one-half unit; 368

(b) American government, one-half unit. 369

(7) Social studies, two units. 370

Beginning with students who enter ninth grade for the 371  
first time on or after July 1, 2017, the two units of 372  
instruction prescribed by division (B) (7) of this section shall 373  
include at least one-half unit of instruction in the study of 374  
world history and civilizations. 375

(8) Elective units, seven units until September 15, 2003, 376  
and six units thereafter. 377

Each student's electives shall include at least one unit, 378  
or two half units, chosen from among the areas of 379  
business/technology, fine arts, and/or foreign language. 380

(C) Beginning with students who enter ninth grade for the 381  
first time on or after July 1, 2010, except as provided in 382  
divisions (D) to (F) of this section, the requirements for 383  
graduation from every public and chartered nonpublic high school 384  
shall include twenty units that are designed to prepare students 385  
for the workforce and college. The units shall be distributed as 386  
follows: 387

(1) English language arts, four units; 388

(2) Health, one-half unit, which shall include instruction 389  
in nutrition and the benefits of nutritious foods and physical 390  
activity for overall health; 391

(3) Mathematics, four units, which shall include one unit	392
of algebra II or the equivalent of algebra II, <u>or one unit of</u>	393
<u>computer science</u> . However, students who enter ninth grade for	394
the first time on or after July 1, 2015, and who are pursuing a	395
career-technical instructional track shall not be required to	396
take algebra II <u>or computer science</u> , and instead may complete a	397
career-based pathway mathematics course approved by the	398
department of education as an alternative.	399
(4) Physical education, one-half unit;	400
(5) Science, three units with inquiry-based laboratory	401
experience that engages students in asking valid scientific	402
questions and gathering and analyzing information, which shall	403
include the following, or their equivalent:	404
(a) Physical sciences, one unit;	405
(b) Life sciences, one unit;	406
(c) Advanced study in one or more of the following	407
sciences, one unit:	408
(i) Chemistry, physics, or other physical science;	409
(ii) Advanced biology or other life science;	410
(iii) Astronomy, physical geology, or other earth or space	411
science;	412
<u>(iv) Computer science.</u>	413
(6) History and government, one unit, which shall comply	414
with division (M) of this section and shall include both of the	415
following:	416
(a) American history, one-half unit;	417
(b) American government, one-half unit.	418

(7) Social studies, two units. 419

Each school shall integrate the study of economics and 420  
financial literacy, as expressed in the social studies academic 421  
content standards adopted by the state board of education under 422  
division (A) (1) of section 3301.079 of the Revised Code and the 423  
academic content standards for financial literacy and 424  
entrepreneurship adopted under division (A) (2) of that section, 425  
into one or more existing social studies credits required under 426  
division (C) (7) of this section, or into the content of another 427  
class, so that every high school student receives instruction in 428  
those concepts. In developing the curriculum required by this 429  
paragraph, schools shall use available public-private 430  
partnerships and resources and materials that exist in business, 431  
industry, and through the centers for economics education at 432  
institutions of higher education in the state. 433

Beginning with students who enter ninth grade for the 434  
first time on or after July 1, 2017, the two units of 435  
instruction prescribed by division (C) (7) of this section shall 436  
include at least one-half unit of instruction in the study of 437  
world history and civilizations. 438

(8) Five units consisting of one or any combination of 439  
foreign language, fine arts, business, career-technical 440  
education, family and consumer sciences, technology which may 441  
include computer science, agricultural education, a junior 442  
reserve officer training corps (JROTC) program approved by the 443  
congress of the United States under title 10 of the United 444  
States Code, or English language arts, mathematics, science, or 445  
social studies courses not otherwise required under division (C) 446  
of this section. 447

Ohioans must be prepared to apply increased knowledge and 448

skills in the workplace and to adapt their knowledge and skills 449  
quickly to meet the rapidly changing conditions of the twenty- 450  
first century. National studies indicate that all high school 451  
graduates need the same academic foundation, regardless of the 452  
opportunities they pursue after graduation. The goal of Ohio's 453  
system of elementary and secondary education is to prepare all 454  
students for and seamlessly connect all students to success in 455  
life beyond high school graduation, regardless of whether the 456  
next step is entering the workforce, beginning an 457  
apprenticeship, engaging in post-secondary training, serving in 458  
the military, or pursuing a college degree. 459

The requirements for graduation prescribed in division (C) 460  
of this section are the standard expectation for all students 461  
entering ninth grade for the first time at a public or chartered 462  
nonpublic high school on or after July 1, 2010. A student may 463  
satisfy this expectation through a variety of methods, 464  
including, but not limited to, integrated, applied, career- 465  
technical, and traditional coursework. 466

Whereas teacher quality is essential for student success 467  
when completing the requirements for graduation, the general 468  
assembly shall appropriate funds for strategic initiatives 469  
designed to strengthen schools' capacities to hire and retain 470  
highly qualified teachers in the subject areas required by the 471  
curriculum. Such initiatives are expected to require an 472  
investment of \$120,000,000 over five years. 473

Stronger coordination between high schools and 474  
institutions of higher education is necessary to prepare 475  
students for more challenging academic endeavors and to lessen 476  
the need for academic remediation in college, thereby reducing 477  
the costs of higher education for Ohio's students, families, and 478

the state. The state board and the chancellor of higher 479  
education shall develop policies to ensure that only in rare 480  
instances will students who complete the requirements for 481  
graduation prescribed in division (C) of this section require 482  
academic remediation after high school. 483

School districts, community schools, and chartered 484  
nonpublic schools shall integrate technology into learning 485  
experiences across the curriculum in order to maximize 486  
efficiency, enhance learning, and prepare students for success 487  
in the technology-driven twenty-first century. Districts and 488  
schools shall use distance and web-based course delivery as a 489  
method of providing or augmenting all instruction required under 490  
this division, including laboratory experience in science. 491  
Districts and schools shall utilize technology access and 492  
electronic learning opportunities provided by the broadcast 493  
educational media commission, chancellor, the Ohio learning 494  
network, education technology centers, public television 495  
stations, and other public and private providers. 496

(D) Except as provided in division (E) of this section, a 497  
student who enters ninth grade on or after July 1, 2010, and 498  
before July 1, 2016, may qualify for graduation from a public or 499  
chartered nonpublic high school even though the student has not 500  
completed the requirements for graduation prescribed in division 501  
(C) of this section if all of the following conditions are 502  
satisfied: 503

(1) During the student's third year of attending high 504  
school, as determined by the school, the student and the 505  
student's parent, guardian, or custodian sign and file with the 506  
school a written statement asserting the parent's, guardian's, 507  
or custodian's consent to the student's graduating without 508

completing the requirements for graduation prescribed in 509  
division (C) of this section and acknowledging that one 510  
consequence of not completing those requirements is 511  
ineligibility to enroll in most state universities in Ohio 512  
without further coursework. 513

(2) The student and parent, guardian, or custodian fulfill 514  
any procedural requirements the school stipulates to ensure the 515  
student's and parent's, guardian's, or custodian's informed 516  
consent and to facilitate orderly filing of statements under 517  
division (D) (1) of this section. Annually, each district or 518  
school shall notify the department of the number of students who 519  
choose to qualify for graduation under division (D) of this 520  
section and the number of students who complete the student's 521  
success plan and graduate from high school. 522

(3) The student and the student's parent, guardian, or 523  
custodian and a representative of the student's high school 524  
jointly develop a student success plan for the student in the 525  
manner described in division (C) (1) of section 3313.6020 of the 526  
Revised Code that specifies the student matriculating to a two- 527  
year degree program, acquiring a business and industry- 528  
recognized credential, or entering an apprenticeship. 529

(4) The student's high school provides counseling and 530  
support for the student related to the plan developed under 531  
division (D) (3) of this section during the remainder of the 532  
student's high school experience. 533

(5) (a) Except as provided in division (D) (5) (b) of this 534  
section, the student successfully completes, at a minimum, the 535  
curriculum prescribed in division (B) of this section. 536

(b) Beginning with students who enter ninth grade for the 537

first time on or after July 1, 2014, a student shall be required 538  
to complete successfully, at the minimum, the curriculum 539  
prescribed in division (B) of this section, except as follows: 540

(i) Mathematics, four units, one unit which shall be one 541  
of the following: 542

(I) Probability and statistics; 543

(II) ~~Computer programming science~~; 544

(III) Applied mathematics or quantitative reasoning; 545

(IV) Any other course approved by the department using 546  
standards established by the superintendent not later than 547  
October 1, 2014. 548

(ii) Elective units, five units; 549

(iii) Science, three units as prescribed by division (B) 550  
of this section which shall include inquiry-based laboratory 551  
experience that engages students in asking valid scientific 552  
questions and gathering and analyzing information. 553

The department, in collaboration with the chancellor, 554  
shall analyze student performance data to determine if there are 555  
mitigating factors that warrant extending the exception 556  
permitted by division (D) of this section to high school classes 557  
beyond those entering ninth grade before July 1, 2016. The 558  
department shall submit its findings and any recommendations not 559  
later than December 1, 2015, to the speaker and minority leader 560  
of the house of representatives, the president and minority 561  
leader of the senate, the chairpersons and ranking minority 562  
members of the standing committees of the house of 563  
representatives and the senate that consider education 564  
legislation, the state board of education, and the 565

superintendent of public instruction. 566

(E) Each school district and chartered nonpublic school 567  
retains the authority to require an even more challenging 568  
minimum curriculum for high school graduation than specified in 569  
division (B) or (C) of this section. A school district board of 570  
education, through the adoption of a resolution, or the 571  
governing authority of a chartered nonpublic school may 572  
stipulate any of the following: 573

(1) A minimum high school curriculum that requires more 574  
than twenty units of academic credit to graduate; 575

(2) An exception to the district's or school's minimum 576  
high school curriculum that is comparable to the exception 577  
provided in division (D) of this section but with additional 578  
requirements, which may include a requirement that the student 579  
successfully complete more than the minimum curriculum 580  
prescribed in division (B) of this section; 581

(3) That no exception comparable to that provided in 582  
division (D) of this section is available. 583

(F) A student enrolled in a dropout prevention and 584  
recovery program, which program has received a waiver from the 585  
department, may qualify for graduation from high school by 586  
successfully completing a competency-based instructional program 587  
administered by the dropout prevention and recovery program in 588  
lieu of completing the requirements for graduation prescribed in 589  
division (C) of this section. The department shall grant a 590  
waiver to a dropout prevention and recovery program, within 591  
sixty days after the program applies for the waiver, if the 592  
program meets all of the following conditions: 593

(1) The program serves only students not younger than 594

sixteen years of age and not older than twenty-one years of age. 595

(2) The program enrolls students who, at the time of their 596  
initial enrollment, either, or both, are at least one grade 597  
level behind their cohort age groups or experience crises that 598  
significantly interfere with their academic progress such that 599  
they are prevented from continuing their traditional programs. 600

(3) The program requires students to attain at least the 601  
applicable score designated for each of the assessments 602  
prescribed under division (B) (1) of section 3301.0710 of the 603  
Revised Code or, to the extent prescribed by rule of the state 604  
board under division (D) (5) of section 3301.0712 of the Revised 605  
Code, division (B) (2) of that section. 606

(4) The program develops a student success plan for the 607  
student in the manner described in division (C) (1) of section 608  
3313.6020 of the Revised Code that specifies the student's 609  
matriculating to a two-year degree program, acquiring a business 610  
and industry-recognized credential, or entering an 611  
apprenticeship. 612

(5) The program provides counseling and support for the 613  
student related to the plan developed under division (F) (4) of 614  
this section during the remainder of the student's high school 615  
experience. 616

(6) The program requires the student and the student's 617  
parent, guardian, or custodian to sign and file, in accordance 618  
with procedural requirements stipulated by the program, a 619  
written statement asserting the parent's, guardian's, or 620  
custodian's consent to the student's graduating without 621  
completing the requirements for graduation prescribed in 622  
division (C) of this section and acknowledging that one 623

consequence of not completing those requirements is 624  
ineligibility to enroll in most state universities in Ohio 625  
without further coursework. 626

(7) Prior to receiving the waiver, the program has 627  
submitted to the department an instructional plan that 628  
demonstrates how the academic content standards adopted by the 629  
state board under section 3301.079 of the Revised Code will be 630  
taught and assessed. 631

(8) Prior to receiving the waiver, the program has 632  
submitted to the department a policy on career advising that 633  
satisfies the requirements of section 3313.6020 of the Revised 634  
Code, with an emphasis on how every student will receive career 635  
advising. 636

(9) Prior to receiving the waiver, the program has 637  
submitted to the department a written agreement outlining the 638  
future cooperation between the program and any combination of 639  
local job training, postsecondary education, nonprofit, and 640  
health and social service organizations to provide services for 641  
students in the program and their families. 642

Divisions (F) (8) and (9) of this section apply only to 643  
waivers granted on or after July 1, 2015. 644

If the department does not act either to grant the waiver 645  
or to reject the program application for the waiver within sixty 646  
days as required under this section, the waiver shall be 647  
considered to be granted. 648

(G) Every high school may permit students below the ninth 649  
grade to take advanced work. If a high school so permits, it 650  
shall award high school credit for successful completion of the 651  
advanced work and shall count such advanced work toward the 652

graduation requirements of division (B) or (C) of this section 653  
if the advanced work was both: 654

(1) Taught by a person who possesses a license or 655  
certificate issued under section 3301.071, 3319.22, or 3319.222 656  
of the Revised Code that is valid for teaching high school; 657

(2) Designated by the board of education of the city, 658  
local, or exempted village school district, the board of the 659  
cooperative education school district, or the governing 660  
authority of the chartered nonpublic school as meeting the high 661  
school curriculum requirements. 662

Each high school shall record on the student's high school 663  
transcript all high school credit awarded under division (G) of 664  
this section. In addition, if the student completed a seventh- 665  
or eighth-grade fine arts course described in division (K) of 666  
this section and the course qualified for high school credit 667  
under that division, the high school shall record that course on 668  
the student's high school transcript. 669

(H) The department shall make its individual academic 670  
career plan available through its Ohio career information system 671  
web site for districts and schools to use as a tool for 672  
communicating with and providing guidance to students and 673  
families in selecting high school courses. 674

(I) Units earned in English language arts, mathematics, 675  
science, and social studies that are delivered through 676  
integrated academic and career-technical instruction are 677  
eligible to meet the graduation requirements of division (B) or 678  
(C) of this section. 679

(J) (1) The state board, in consultation with the 680  
chancellor, shall adopt a statewide plan implementing methods 681

for students to earn units of high school credit based on a 682  
demonstration of subject area competency, instead of or in 683  
combination with completing hours of classroom instruction. The 684  
state board shall adopt the plan not later than March 31, 2009, 685  
and commence phasing in the plan during the 2009-2010 school 686  
year. The plan shall include a standard method for recording 687  
demonstrated proficiency on high school transcripts. Each school 688  
district and community school shall comply with the state 689  
board's plan adopted under this division and award units of high 690  
school credit in accordance with the plan. The state board may 691  
adopt existing methods for earning high school credit based on a 692  
demonstration of subject area competency as necessary prior to 693  
the 2009-2010 school year. 694

(2) Not later than December 31, 2015, the state board 695  
shall update the statewide plan adopted pursuant to division (J) 696  
(1) of this section to also include methods for students 697  
enrolled in seventh and eighth grade to meet curriculum 698  
requirements based on a demonstration of subject area 699  
competency, instead of or in combination with completing hours 700  
of classroom instruction. Beginning with the 2017-2018 school 701  
year, each school district and community school also shall 702  
comply with the updated plan adopted pursuant to this division 703  
and permit students enrolled in seventh and eighth grade to meet 704  
curriculum requirements based on subject area competency in 705  
accordance with the plan. 706

(K) This division does not apply to students who qualify 707  
for graduation from high school under division (D) or (F) of 708  
this section, or to students pursuing a career-technical 709  
instructional track as determined by the school district board 710  
of education or the chartered nonpublic school's governing 711  
authority. Nevertheless, the general assembly encourages such 712

students to consider enrolling in a fine arts course as an 713  
elective. 714

Beginning with students who enter ninth grade for the 715  
first time on or after July 1, 2010, each student enrolled in a 716  
public or chartered nonpublic high school shall complete two 717  
semesters or the equivalent of fine arts to graduate from high 718  
school. The coursework may be completed in any of grades seven 719  
to twelve. Each student who completes a fine arts course in 720  
grade seven or eight may elect to count that course toward the 721  
five units of electives required for graduation under division 722  
(C) (8) of this section, if the course satisfied the requirements 723  
of division (G) of this section. In that case, the high school 724  
shall award the student high school credit for the course and 725  
count the course toward the five units required under division 726  
(C) (8) of this section. If the course in grade seven or eight 727  
did not satisfy the requirements of division (G) of this 728  
section, the high school shall not award the student high school 729  
credit for the course but shall count the course toward the two 730  
semesters or the equivalent of fine arts required by this 731  
division. 732

(L) Notwithstanding anything to the contrary in this 733  
section, the board of education of each school district and the 734  
governing authority of each chartered nonpublic school may adopt 735  
a policy to excuse from the high school physical education 736  
requirement each student who, during high school, has 737  
participated in interscholastic athletics, marching band, or 738  
cheerleading for at least two full seasons or in the junior 739  
reserve officer training corps for at least two full school 740  
years. If the board or authority adopts such a policy, the board 741  
or authority shall not require the student to complete any 742  
physical education course as a condition to graduate. However, 743

the student shall be required to complete one-half unit, 744  
consisting of at least sixty hours of instruction, in another 745  
course of study. In the case of a student who has participated 746  
in the junior reserve officer training corps for at least two 747  
full school years, credit received for that participation may be 748  
used to satisfy the requirement to complete one-half unit in 749  
another course of study. 750

(M) It is important that high school students learn and 751  
understand United States history and the governments of both the 752  
United States and the state of Ohio. Therefore, beginning with 753  
students who enter ninth grade for the first time on or after 754  
July 1, 2012, the study of American history and American 755  
government required by divisions (B) (6) and (C) (6) of this 756  
section shall include the study of all of the following 757  
documents: 758

(1) The Declaration of Independence; 759

(2) The Northwest Ordinance; 760

(3) The Constitution of the United States with emphasis on 761  
the Bill of Rights; 762

(4) The Ohio Constitution. 763

The study of each of the documents prescribed in divisions 764  
(M) (1) to (4) of this section shall include study of that 765  
document in its original context. 766

The study of American history and government required by 767  
divisions (B) (6) and (C) (6) of this section shall include the 768  
historical evidence of the role of documents such as the 769  
Federalist Papers and the Anti-Federalist Papers to firmly 770  
establish the historical background leading to the establishment 771  
of the provisions of the Constitution and Bill of Rights. 772

(N) A student may apply instruction in computer science to satisfy one unit of mathematics or science under division (C) of this section as the student chooses, regardless of the field of certification of the teacher who teaches the class, so long as that teacher has completed a professional development program determined to be appropriate by the district board.

**Sec. 3319.074.** (A) As used in this section: 779

(1) "Core subject area" means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography. 780-782

(2) "Fully licensed" means having successfully completed all requirements for an educator license commensurate with years of teaching experience pursuant to section 3319.22 of the Revised Code and not having had any such requirements waived on an emergency, temporary, or provisional basis. 783-787

(3) "Highly qualified teacher" means a classroom teacher who satisfies all of the following conditions: 788-789

(a) Holds a baccalaureate degree; 790

(b) Is fully licensed or is participating in an alternative route to licensure in which the teacher receives professional development and mentoring, teaches for not longer than three years, and demonstrates satisfactory progress toward becoming fully licensed; 791-795

(c) If teaching in grades kindergarten through six, satisfies at least one of the following: 796-797

(i) Passage of an assessment of subject matter content and professional knowledge required for licensure; 798-799

(ii) Successful completion of a graduate degree or 800

advanced certification in the teaching assignment;	801
(iii) Achievement of one hundred points on the Ohio highly qualified teacher rubric developed by the Ohio department of education;	802 803 804
(iv) Completion of an individual professional development program approved by the applicable local professional development committee that includes ninety hours of high quality professional development incorporating grade appropriate academic subject matter knowledge, teaching skills, and state academic content standards.	805 806 807 808 809 810
(d) If teaching in grades seven through twelve, satisfies at least one of the following:	811 812
(i) Passage of an assessment of subject matter content required for licensure;	813 814
(ii) Successful completion of either an undergraduate academic major, coursework equivalent to such major, a graduate degree, or advanced certification in each subject area in which the teacher provides instruction;	815 816 817 818
(iii) Achievement of one hundred points on the Ohio highly qualified teacher rubric developed by the department;	819 820
(iv) Completion of an individual professional development program approved by the applicable local professional development committee that includes ninety hours of high quality professional development incorporating grade appropriate academic subject matter knowledge, teaching skills, and state academic content standards;	821 822 823 824 825 826
(v) <u>In the case of an individual teaching advanced placement computer science, completion of a professional</u>	827 828

development program endorsed or provided by the organization 829  
that creates and administers national advanced placement 830  
examinations. For this purpose, the individual may complete the 831  
program at any time during the calendar year. 832

An individual who is licensed to teach computer 833  
information science and meets the requirements prescribed in 834  
division (A) (3) of this section shall be considered a highly 835  
qualified teacher in the core subject area of mathematics. 836

(B) No city, exempted village, local, joint vocational, or 837  
cooperative education school district shall employ any classroom 838  
teacher hired after July 1, 2002, to provide instruction in a 839  
core subject area to any student enrolled in a school that 840  
receives funds under Title I, Part A of the "Elementary and 841  
Secondary Education Act of 1965," 115 Stat. 1425, 20 U.S.C. 6301 842  
et seq., unless such teacher is a highly qualified teacher. 843

(C) Each school district annually shall notify through a 844  
school wide publication the parent or guardian of each student 845  
enrolled in a school that receives funds under Title I, Part A 846  
of the "Elementary and Secondary Education Act of 1965," 115 847  
Stat. 1425, 20 U.S.C. 6301 et seq., that the parent or guardian 848  
may request information on the professional qualifications of 849  
each classroom teacher who provides instruction to the parent's 850  
or guardian's child. The district shall provide the information 851  
on each applicable teacher to any parent or guardian who 852  
requests it. Such information shall include all of the 853  
following: 854

(1) Whether the teacher has satisfied all requirements for 855  
licensure adopted by the state board of education pursuant to 856  
section 3319.22 of the Revised Code for the grade levels and 857  
subject areas in which the teacher provides instruction or 858

whether the teacher provides instruction under a waiver of any 859  
such requirements; 860

(2) The major subject area in which the teacher was 861  
awarded a baccalaureate degree and, if applicable, any other 862  
degrees or certification; 863

(3) Whether a paraprofessional provides any services to 864  
the student and, if so, the qualifications of the 865  
paraprofessional. 866

Sec. 3319.236. Notwithstanding anything to the contrary in 867  
the Revised Code or in rules of the state board of education, a 868  
school district may employ an individual, for the purpose of 869  
teaching computer science courses, who holds a valid educator 870  
license in any of grades kindergarten through twelve, regardless 871  
of whether that individual holds a license for teaching computer 872  
information science. However, if employed, the individual shall 873  
complete a professional development program determined to be 874  
appropriate by the district board. 875

Nothing in this section shall be construed to relieve a 876  
teacher from holding a valid Ohio license in at least some 877  
subject area determined appropriate by the district board. 878

**Section 2.** That existing sections 3301.079, 3313.603, and 879  
3319.074 of the Revised Code are hereby repealed. 880

**Section 3.** All items in this section are hereby 881  
appropriated as designated out of any moneys in the state 882  
treasury to the credit of the designated fund. For all 883  
appropriations made in this act, those in the first column are 884  
for fiscal year 2018 and those in the second column are for 885  
fiscal year 2019. The appropriations made in this act are in 886  
addition to any other appropriations made for the FY 2018-FY 887

2019 biennium.	888
EDU DEPARTMENT OF EDUCATION	889
General Revenue Fund	890
GRF 200426 Ohio Educational Computer Network	\$0 \$2,500,000 891
TOTAL GRF General Revenue Fund	\$0 \$2,500,000 892
TOTAL ALL BUDGET FUND GROUPS	\$0 \$2,500,000 893
OHIO EDUCATIONAL COMPUTER NETWORK	894
The foregoing appropriation item 200426, Ohio Educational	895
Computer Network, shall be used to provide competitive grants of	896
up to \$100,000 under the technology grant program in accordance	897
with Section 5 of this act.	898
<b>Section 4.</b> Within the limits set forth in this act, the	899
Director of Budget and Management shall establish accounts	900
indicating the source and amount of funds for each appropriation	901
made in this act, and shall determine the form and manner in	902
which appropriation accounts shall be maintained. Expenditures	903
from appropriations contained in this act shall be accounted for	904
as though made in the main operating appropriations act of the	905
132nd General Assembly.	906
The appropriations made in this act are subject to all	907
provisions of the main operating appropriations act of the 132nd	908
General Assembly that are generally applicable to such	909
appropriations.	910
<b>Section 5.</b> (A) A technology grant program is hereby	911
created for the 2018-2019 school year to provide competitive	912
grants to city, local, exempted village, and joint vocational	913
school districts, educational service centers, community schools	914

established under Chapter 3314., and STEM schools established 915  
under Chapter 3326. of the Revised Code. The purpose of the 916  
grants shall be to support computer science programs and 917  
professional development related to those programs by improving 918  
technology infrastructure and readiness in districts and 919  
schools. The Department of Education shall administer the 920  
program subject to the appropriation of funds specifically for 921  
the program. 922

Grants awarded under the program shall be used to support 923  
computer science programs and professional development related 924  
to those programs. Grants may be used for any of the following: 925

(1) The delivery of online assessments, including 926  
instruction and data that support online assessment readiness; 927

(2) Wireless connectivity in school buildings; 928

(3) Network services, such as improving bandwidth capacity 929  
and filtering devices; 930

(4) The purchase of computers and equipment. 931

(B) In order to apply for a grant under the program, an 932  
entity described in division (A) of this section shall submit a 933  
grant application to the Department, by a date prescribed by the 934  
Department. The application shall demonstrate the entity's need 935  
for the grant and how the grant will be used to improve the 936  
entity's technology infrastructure and readiness. In the case of 937  
an educational service center, the entity also shall demonstrate 938  
how a grant awarded to the educational service center would 939  
produce cost savings compared with grants awarded to individual 940  
districts or schools. 941

(C) The Department shall evaluate the proposals received 942  
under division (B) of this section and award grants on a 943

competitive basis. When awarding grants, the Department shall 944  
first give priority to entities that demonstrate the greatest 945  
need for the grants, as determined by the Department. The 946  
Department shall then give priority to proposals that include 947  
partnerships and a plan for sustaining the technological 948  
improvements made with the grants. 949

(D) Each entity that receives a grant under the program 950  
shall collect data related to the program, as determined 951  
necessary by the Department, and report such data to the 952  
Department. 953

(E) Not later than January 1, 2020, the Department shall 954  
issue a report to the chairpersons of the House and Senate 955  
committees that primarily deal with primary and secondary 956  
education legislation regarding the effectiveness of the grant 957  
program. The report shall include a comparison of the grant 958  
proposals and the measurable outcomes of grants awarded under 959  
the program, as well as a summary of the data reported under 960  
division (D) of this section. 961