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Am. S. B. No. 17

Senator Wilson

**Cosponsors: Senators Brenner, Cirino, Dolan, Gavarone, Hackett, Hoagland,
Johnson, Kunze, Lang, McColley, O'Brien, Reineke, Reynolds, Roegner,
Romanchuk, Schaffer, Schuring**

**Representatives Click, Lipps, Merrin, Williams, Bird, Carruthers, Creech, Cutrona,
Dobos, Edwards, Ferguson, Gross, Hall, Hillyer, Holmes, John, Jones, Kick,
Loychik, Mathews, McClain, Miller, M., Peterson, Santucci, Schmidt, Seitz,
Swearingen, Willis**

A BILL

To amend sections 3301.079, 3313.603, and 3319.238 1
of the Revised Code to incorporate free market 2
capitalism content into the high school 3
financial literacy and entrepreneurship 4
standards and model curriculum and with regard 5
to financial literacy course credit and license 6
validation. 7

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

Section 1. That sections 3301.079, 3313.603, and 3319.238 8
of the Revised Code be amended to read as follows: 9

Sec. 3301.079. (A) (1) The state board of education 10
periodically shall adopt statewide academic standards with 11
emphasis on coherence, focus, and essential knowledge and that 12
are more challenging and demanding when compared to 13
international standards for each of grades kindergarten through 14

twelve in English language arts, mathematics, science, and 15
social studies. 16

(a) The state board shall ensure that the standards do all 17
of the following: 18

(i) Include the essential academic content and skills that 19
students are expected to know and be able to do at each grade 20
level that will allow each student to be prepared for 21
postsecondary instruction and the workplace for success in the 22
twenty-first century; 23

(ii) Include the development of skill sets that promote 24
information, media, and technological literacy; 25

(iii) Include interdisciplinary, project-based, real-world 26
learning opportunities; 27

(iv) Instill life-long learning by providing essential 28
knowledge and skills based in the liberal arts tradition, as 29
well as science, technology, engineering, mathematics, and 30
career-technical education; 31

(v) Be clearly written, transparent, and understandable by 32
parents, educators, and the general public. 33

(b) ~~Not later than July 1, 2012, the~~ The state board shall 34
incorporate into the social studies standards for grades four to 35
twelve academic content regarding the original texts of the 36
Declaration of Independence, the Northwest Ordinance, the 37
Constitution of the United States and its amendments, with 38
emphasis on the Bill of Rights, and the Ohio Constitution, and 39
their original context. The state board shall revise the model 40
curricula and achievement assessments adopted under divisions 41
(B) and (C) of this section as necessary to reflect the 42
additional American history and American government content. The 43

state board shall make available a list of suggested grade- 44
appropriate supplemental readings that place the documents 45
prescribed by this division in their historical context, which 46
teachers may use as a resource to assist students in reading the 47
documents within that context. 48

(c) When the state board adopts or revises academic 49
content standards in social studies, American history, American 50
government, or science under division (A) (1) of this section, 51
the state board shall develop such standards independently and 52
not as part of a multistate consortium. 53

~~(2)~~ (2) (a) After completing the standards required by 54
division (A) (1) of this section, the state board shall adopt 55
standards and model curricula for instruction in technology, 56
financial literacy and entrepreneurship, fine arts, and foreign 57
language for grades kindergarten through twelve. The standards 58
shall meet the same requirements prescribed in division (A) (1) 59
(a) of this section. 60

(b) The state board shall incorporate into the standards 61
and model curriculum for financial literacy and entrepreneurship 62
for grades nine through twelve academic content regarding free 63
market capitalism. The academic content shall include all of the 64
following concepts related to free market capitalism: 65

(i) Raw materials, labor, and capital, the three classical 66
factors of economic production, are privately owned. 67

(ii) Individuals control their own ability to work, earn 68
wages, and obtain skills to earn and increase wages. 69

(iii) Private ownership of capital may include a sole 70
proprietorship, a family businesses, a publicly traded 71
corporation, a group of private investors, or a bank. 72

(iv) Markets aggregate the exchange of goods and services 73
throughout the world. Market prices are the only way to convey 74
so much constantly changing information about the supply of 75
goods and services, and the demand for them, for consumers and 76
producers to make informed economic decisions for themselves. 77

(v) Wealth is created by providing goods and services that 78
people value at a profit, and both sellers and buyers seek to 79
profit in some way in a free market transaction. Thus, profit 80
earned through transactions can be consumed, saved, reinvested 81
in the business, or dispersed to shareholders. 82

(vi) Wealth creation involves asset value appreciation and 83
depreciation, voluntary exchange of equity ownership, and open 84
and closed markets. 85

(vii) The free market is driven by, and tends to produce, 86
entrepreneurship and innovation. 87

(viii) The free market can include side effects and market 88
failures where at least part of the cost of the transaction, 89
including producing, transporting, selling, or buying, is born 90
by others outside of the transaction. 91

(ix) The political features of the free market, including 92
legally protected property rights, legally enforceable 93
contracts, patent protections, and the mitigation of side 94
effects and market failures; 95

(x) Societies that embrace the free market often embrace 96
political and personal freedom as well. 97

(3) The state board shall adopt the most recent standards 98
developed by the national association for sport and physical 99
education for physical education in grades kindergarten through 100
twelve or shall adopt its own standards for physical education 101

in those grades and revise and update them periodically. 102

The department of education shall employ a full-time 103
physical education coordinator to provide guidance and technical 104
assistance to districts, community schools, and STEM schools in 105
implementing the physical education standards adopted under this 106
division. The superintendent of public instruction shall 107
determine that the person employed as coordinator is qualified 108
for the position, as demonstrated by possessing an adequate 109
combination of education, license, and experience. 110

(4) Not later than September 30, 2022, the state board 111
shall update the standards and model curriculum for instruction 112
in computer science in grades kindergarten through twelve, which 113
shall include standards for introductory and advanced computer 114
science courses in grades nine through twelve. When developing 115
the standards and curriculum, the state board shall consider 116
recommendations from computer science education stakeholder 117
groups, including teachers and representatives from higher 118
education, industry, computer science organizations in Ohio, and 119
national computer science organizations. 120

Any district or school may utilize the computer science 121
standards or model curriculum or any part thereof adopted 122
pursuant to division (A) (4) of this section. However, no 123
district or school shall be required to utilize all or any part 124
of the standards or curriculum. 125

(5) When academic standards have been completed for any 126
subject area required by this section, the state board shall 127
inform all school districts, all community schools established 128
under Chapter 3314. of the Revised Code, all STEM schools 129
established under Chapter 3326. of the Revised Code, and all 130
nonpublic schools required to administer the assessments 131

prescribed by sections 3301.0710 and 3301.0712 of the Revised 132
Code of the content of those standards. Additionally, upon 133
completion of any academic standards under this section, the 134
department shall post those standards on the department's web 135
site. 136

(B) (1) The state board shall adopt a model curriculum for 137
instruction in each subject area for which updated academic 138
standards are required by division (A) (1) of this section and 139
for each of grades kindergarten through twelve that is 140
sufficient to meet the needs of students in every community. The 141
model curriculum shall be aligned with the standards, to ensure 142
that the academic content and skills specified for each grade 143
level are taught to students, and shall demonstrate vertical 144
articulation and emphasize coherence, focus, and rigor. When any 145
model curriculum has been completed, the state board shall 146
inform all school districts, community schools, and STEM schools 147
of the content of that model curriculum. 148

(2) ~~Not later than June 30, 2013, the~~ The state board, in 149
consultation with any office housed in the governor's office 150
that deals with workforce development, shall adopt model 151
curricula for grades kindergarten through twelve that embed 152
career connection learning strategies into regular classroom 153
instruction. 154

(3) All school districts, community schools, and STEM 155
schools may utilize the state standards and the model curriculum 156
established by the state board, together with other relevant 157
resources, examples, or models to ensure that students have the 158
opportunity to attain the academic standards. Upon request, the 159
department shall provide technical assistance to any district, 160
community school, or STEM school in implementing the model 161

curriculum. 162

Nothing in this section requires any school district to 163
utilize all or any part of a model curriculum developed under 164
this section. 165

(C) The state board shall develop achievement assessments 166
aligned with the academic standards and model curriculum for 167
each of the subject areas and grade levels required by divisions 168
(A) (1) and (B) (1) of section 3301.0710 of the Revised Code. 169

When any achievement assessment has been completed, the 170
state board shall inform all school districts, community 171
schools, STEM schools, and nonpublic schools required to 172
administer the assessment of its completion, and the department 173
shall make the achievement assessment available to the districts 174
and schools. 175

(D) (1) The state board shall adopt a diagnostic assessment 176
aligned with the academic standards and model curriculum for 177
each of grades kindergarten through two in reading, writing, and 178
mathematics and for grade three in reading and writing. The 179
diagnostic assessment shall be designed to measure student 180
comprehension of academic content and mastery of related skills 181
for the relevant subject area and grade level. Any diagnostic 182
assessment shall not include components to identify gifted 183
students. Blank copies of diagnostic assessments shall be public 184
records. 185

(2) When each diagnostic assessment has been completed, 186
the state board shall inform all school districts of its 187
completion and the department shall make the diagnostic 188
assessment available to the districts at no cost to the 189
district. 190

(3) School districts shall administer the diagnostic 191
assessment pursuant to section 3301.0715 of the Revised Code 192
beginning the first school year following the development of the 193
assessment. 194

However, beginning with the 2017-2018 school year, both of 195
the following shall apply: 196

(a) In the case of the diagnostic assessments for grades 197
one or two in writing or mathematics or for grade three in 198
writing, a school district shall not be required to administer 199
any such assessment, but may do so at the discretion of the 200
district board; 201

(b) In the case of any diagnostic assessment that is not 202
for the grade levels and subject areas specified in division (D) 203
(3) (a) of this section, each school district shall administer 204
the assessment in the manner prescribed by section 3301.0715 of 205
the Revised Code. 206

(E) The state board shall not adopt a diagnostic or 207
achievement assessment for any grade level or subject area other 208
than those specified in this section. 209

(F) Whenever the state board or the department consults 210
with persons for the purpose of drafting or reviewing any 211
standards, diagnostic assessments, achievement assessments, or 212
model curriculum required under this section, the state board or 213
the department shall first consult with parents of students in 214
kindergarten through twelfth grade and with active Ohio 215
classroom teachers, other school personnel, and administrators 216
with expertise in the appropriate subject area. Whenever 217
practicable, the state board and department shall consult with 218
teachers recognized as outstanding in their fields. 219

If the department contracts with more than one outside 220
entity for the development of the achievement assessments 221
required by this section, the department shall ensure the 222
interchangeability of those assessments. 223

(G) Whenever the state board adopts standards or model 224
curricula under this section, the department also shall provide 225
information on the use of blended, online, or digital learning 226
in the delivery of the standards or curricula to students in 227
accordance with division (A)(5) of this section. 228

(H) The fairness sensitivity review committee, established 229
by rule of the state board of education, shall not allow any 230
question on any achievement or diagnostic assessment developed 231
under this section or any proficiency test prescribed by former 232
section 3301.0710 of the Revised Code, as it existed prior to 233
September 11, 2001, to include, be written to promote, or 234
inquire as to individual moral or social values or beliefs. The 235
decision of the committee shall be final. This section does not 236
create a private cause of action. 237

(I) Not later than sixty days prior to the adoption by the 238
state board of updated academic standards under division (A)(1) 239
of this section or updated model curricula under division (B)(1) 240
of this section, the superintendent of public instruction shall 241
present the academic standards or model curricula, as 242
applicable, in person at a public hearing of the respective 243
committees of the house of representatives and senate that 244
consider education legislation. 245

(J) As used in this section: 246

(1) "Blended learning" means the delivery of instruction 247
in a combination of time primarily in a supervised physical 248

location away from home and online delivery whereby the student 249
has some element of control over time, place, path, or pace of 250
learning and includes noncomputer-based learning opportunities. 251

(2) "Online learning" means students work primarily from 252
their residences on assignments delivered via an internet- or 253
other computer-based instructional method. 254

(3) "Coherence" means a reflection of the structure of the 255
discipline being taught. 256

(4) "Digital learning" means learning facilitated by 257
technology that gives students some element of control over 258
time, place, path, or pace of learning. 259

(5) "Focus" means limiting the number of items included in 260
a curriculum to allow for deeper exploration of the subject 261
matter. 262

(6) "Vertical articulation" means key academic concepts 263
and skills associated with mastery in particular content areas 264
should be articulated and reinforced in a developmentally 265
appropriate manner at each grade level so that over time 266
students acquire a depth of knowledge and understanding in the 267
core academic disciplines. 268

Sec. 3313.603. (A) As used in this section: 269

(1) "One unit" means a minimum of one hundred twenty hours 270
of course instruction, except that for a laboratory course, "one 271
unit" means a minimum of one hundred fifty hours of course 272
instruction. 273

(2) "One-half unit" means a minimum of sixty hours of 274
course instruction, except that for physical education courses, 275
"one-half unit" means a minimum of one hundred twenty hours of 276

course instruction.	277
(B) Beginning September 15, 2001, except as required in	278
division (C) of this section and division (C) of section	279
3313.614 of the Revised Code, the requirements for graduation	280
from every high school shall include twenty units earned in	281
grades nine through twelve and shall be distributed as follows:	282
(1) English language arts, four units;	283
(2) Health, one-half unit;	284
(3) Mathematics, three units;	285
(4) Physical education, one-half unit;	286
(5) Science, two units until September 15, 2003, and three	287
units thereafter, which at all times shall include both of the	288
following:	289
(a) Biological sciences, one unit;	290
(b) Physical sciences, one unit.	291
(6) History and government, one unit, which shall comply	292
with division (M) of this section and shall include both of the	293
following:	294
(a) American history, one-half unit;	295
(b) American government, one-half unit.	296
(7) Social studies, two units.	297
Beginning with students who enter ninth grade for the	298
first time on or after July 1, 2017, the two units of	299
instruction prescribed by division (B) (7) of this section shall	300
include at least one-half unit of instruction in the study of	301
world history and civilizations.	302

(8) Elective units, seven units until September 15, 2003,	303
and six units thereafter.	304
Each student's electives shall include at least one unit,	305
or two half units, chosen from among the areas of	306
business/technology, fine arts, and/or foreign language.	307
(C) Beginning with students who enter ninth grade for the	308
first time on or after July 1, 2010, except as provided in	309
divisions (D) to (F) of this section, the requirements for	310
graduation from every public and chartered nonpublic high school	311
shall include twenty units that are designed to prepare students	312
for the workforce and college. The units shall be distributed as	313
follows:	314
(1) English language arts, four units;	315
(2) Health, one-half unit, which shall include instruction	316
in nutrition and the benefits of nutritious foods and physical	317
activity for overall health;	318
(3) Mathematics, four units, which shall include one unit	319
of algebra II or the equivalent of algebra II, or one unit of	320
advanced computer science as described in the standards adopted	321
pursuant to division (A) (4) of section 3301.079 of the Revised	322
Code. However, students who enter ninth grade for the first time	323
on or after July 1, 2015, and who are pursuing a career-	324
technical instructional track shall not be required to take	325
algebra II or advanced computer science, and instead may	326
complete a career-based pathway mathematics course approved by	327
the department of education and workforce as an alternative.	328
For students who choose to take advanced computer science	329
in lieu of algebra II under division (C) (3) of this section, the	330
school shall communicate to those students that some	331

institutions of higher education may require algebra II for the 332
purpose of college admission. Also, the parent, guardian, or 333
legal custodian of each student who chooses to take advanced 334
computer science in lieu of algebra II shall sign and submit to 335
the school a document containing a statement acknowledging that 336
not taking algebra II may have an adverse effect on college 337
admission decisions. 338

A student may fulfill one unit of mathematics under 339
division (C)(3) of this section by completing one-half unit of 340
financial literacy instruction to satisfy the requirement 341
prescribed under division (C)(9) of this section and one-half 342
unit of a mathematics course. The one-half unit course in 343
mathematics shall not be in algebra II, or its equivalent, or a 344
course for which the department requires an end-of-course 345
examination under section 3301.0712 of the Revised Code. 346

Students who choose to take one unit of advanced computer 347
science in lieu of algebra II, as described in division (C)(3) 348
of this section, shall not be permitted to complete one-half 349
unit of financial literacy instruction to satisfy the 350
mathematics unit requirements of that division. Instead, those 351
students shall be required to complete the one-half unit of 352
financial literacy instruction under division (C)(8) of this 353
section. 354

(4) Physical education, one-half unit; 355

(5) Science, three units with inquiry-based laboratory 356
experience that engages students in asking valid scientific 357
questions and gathering and analyzing information, which shall 358
include the following, or their equivalent: 359

(a) Physical sciences, one unit; 360

(b) Life sciences, one unit;	361
(c) Advanced study in one or more of the following sciences, one unit:	362 363
(i) Chemistry, physics, or other physical science;	364
(ii) Advanced biology or other life science;	365
(iii) Astronomy, physical geology, or other earth or space science;	366 367
(iv) Computer science.	368
No student shall substitute a computer science course for a life sciences or biology course under division (C) (5) of this section.	369 370 371
(6) History and government, one unit, which shall comply with division (M) of this section and shall include both of the following:	372 373 374
(a) American history, one-half unit;	375
(b) American government, one-half unit.	376
(7) Social studies, two units.	377
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 (C) (7) of this section shall include at least one-half unit of instruction in the study of world history and civilizations.	378 379 380 381 382
(8) Five units consisting of one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology which may include computer science, agricultural education, a junior reserve officer training corps (JROTC) program approved by the	383 384 385 386 387

congress of the United States under title 10 of the United 388
States Code, or English language arts, mathematics, science, or 389
social studies courses not otherwise required under division (C) 390
of this section. 391

One-half unit of instruction under division (C) (8) of this 392
section may be instruction in financial literacy to satisfy the 393
requirement under division (C) (9) of this section. 394

(9) (a) Except as provided in division (C) (9) (b) of this 395
section, for students who enter ninth grade for the first time 396
on or after July 1, 2022, financial literacy, one-half unit. 397
Each student shall elect to complete the one-half unit of 398
instruction in financial literacy either in lieu of one-half 399
unit of instruction in mathematics under division (C) (3) of this 400
section or an elective under division (C) (8) of this section. A 401
student may fulfill the financial literacy instruction 402
requirement under division (C) (9) of this section through the 403
successful completion of an advanced placement course in 404
microeconomics or macroeconomics. 405

(b) A student attending a nonpublic school accredited 406
through the independent schools association of the central 407
states or any other chartered nonpublic school shall not be 408
required to complete the one-half unit of financial literacy 409
instruction prescribed in division (C) (9) (a) of this section, 410
unless that student is attending the school under a state 411
scholarship program as defined in section 3301.0711 of the 412
Revised Code. 413

The study and instruction of financial literacy required 414
under division (C) (9) of this section shall align with the 415
academic content standards for financial literacy and 416
entrepreneurship adopted under division (A) (2) of section 417

3301.079 of the Revised Code. The instruction provided under an 418
advanced placement course in microeconomics or macroeconomics 419
shall be considered to be aligned with those academic content 420
standards. In developing the curriculum for the study and 421
instruction of financial literacy, schools may use available 422
public-private partnerships and resources and materials that 423
exist in business, industry, and through the centers for 424
economics education at institutions of higher education. 425

Ohioans must be prepared to apply increased knowledge and 426
skills in the workplace and to adapt their knowledge and skills 427
quickly to meet the rapidly changing conditions of the twenty- 428
first century. National studies indicate that all high school 429
graduates need the same academic foundation, regardless of the 430
opportunities they pursue after graduation. The goal of Ohio's 431
system of elementary and secondary education is to prepare all 432
students for and seamlessly connect all students to success in 433
life beyond high school graduation, regardless of whether the 434
next step is entering the workforce, beginning an 435
apprenticeship, engaging in post-secondary training, serving in 436
the military, or pursuing a college degree. 437

The requirements for graduation prescribed in division (C) 438
of this section are the standard expectation for all students 439
entering ninth grade for the first time at a public or chartered 440
nonpublic high school on or after July 1, 2010. A student may 441
satisfy this expectation through a variety of methods, 442
including, but not limited to, integrated, applied, career- 443
technical, and traditional coursework. 444

Stronger coordination between high schools and 445
institutions of higher education is necessary to prepare 446
students for more challenging academic endeavors and to lessen 447

the need for academic remediation in college, thereby reducing 448
the costs of higher education for Ohio's students, families, and 449
the state. The department and the chancellor of higher education 450
shall develop policies to ensure that only in rare instances 451
will students who complete the requirements for graduation 452
prescribed in division (C) of this section require academic 453
remediation after high school. 454

School districts, community schools, and chartered 455
nonpublic schools shall integrate technology into learning 456
experiences across the curriculum in order to maximize 457
efficiency, enhance learning, and prepare students for success 458
in the technology-driven twenty-first century. Districts and 459
schools shall use distance and web-based course delivery as a 460
method of providing or augmenting all instruction required under 461
this division, including laboratory experience in science. 462
Districts and schools shall utilize technology access and 463
electronic learning opportunities provided by the broadcast 464
educational media commission, chancellor, the Ohio learning 465
network, education technology centers, public television 466
stations, and other public and private providers. 467

(D) Except as provided in division (E) of this section, a 468
student who enters ninth grade on or after July 1, 2010, and 469
before July 1, 2016, may qualify for graduation from a public or 470
chartered nonpublic high school even though the student has not 471
completed the requirements for graduation prescribed in division 472
(C) of this section if all of the following conditions are 473
satisfied: 474

(1) During the student's third year of attending high 475
school, as determined by the school, the student and the 476
student's parent, guardian, or custodian sign and file with the 477

school a written statement asserting the parent's, guardian's, 478
or custodian's consent to the student's graduating without 479
completing the requirements for graduation prescribed in 480
division (C) of this section and acknowledging that one 481
consequence of not completing those requirements is 482
ineligibility to enroll in most state universities in Ohio 483
without further coursework. 484

(2) The student and parent, guardian, or custodian fulfill 485
any procedural requirements the school stipulates to ensure the 486
student's and parent's, guardian's, or custodian's informed 487
consent and to facilitate orderly filing of statements under 488
division (D)(1) of this section. Annually, each district or 489
school shall notify the department of the number of students who 490
choose to qualify for graduation under division (D) of this 491
section and the number of students who complete the student's 492
success plan and graduate from high school. 493

(3) The student and the student's parent, guardian, or 494
custodian and a representative of the student's high school 495
jointly develop a student success plan for the student in the 496
manner described in division (C)(1) of section 3313.6020 of the 497
Revised Code that specifies the student matriculating to a two- 498
year degree program, acquiring a business and industry- 499
recognized credential, or entering an apprenticeship. 500

(4) The student's high school provides counseling and 501
support for the student related to the plan developed under 502
division (D)(3) of this section during the remainder of the 503
student's high school experience. 504

(5) (a) Except as provided in division (D)(5)(b) of this 505
section, the student successfully completes, at a minimum, the 506
curriculum prescribed in division (B) of this section. 507

(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:	508 509 510 511
(i) Mathematics, four units, one unit which shall be one of the following:	512 513
(I) Probability and statistics;	514
(II) Computer science;	515
(III) Applied mathematics or quantitative reasoning;	516
(IV) Any other course approved by the department using standards established by the superintendent not later than October 1, 2014.	517 518 519
(ii) Elective units, five units;	520
(iii) Science, three units as prescribed by division (B) of this section which shall include inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information.	521 522 523 524
(E) Each school district and chartered nonpublic school retains the authority to require an even more challenging minimum curriculum for high school graduation than specified in division (B) or (C) of this section. A school district board of education, through the adoption of a resolution, or the governing authority of a chartered nonpublic school may stipulate any of the following:	525 526 527 528 529 530 531
(1) A minimum high school curriculum that requires more than twenty units of academic credit to graduate;	532 533
(2) An exception to the district's or school's minimum	534

high school curriculum that is comparable to the exception 535
provided in division (D) of this section but with additional 536
requirements, which may include a requirement that the student 537
successfully complete more than the minimum curriculum 538
prescribed in division (B) of this section; 539

(3) That no exception comparable to that provided in 540
division (D) of this section is available. 541

If a school district or chartered nonpublic school 542
requires a foreign language as an additional graduation 543
requirement under division (E) of this section, a student may 544
apply one unit of instruction in computer coding to satisfy one 545
unit of foreign language. If a student applies more than one 546
computer coding course to satisfy the foreign language 547
requirement, the courses shall be sequential and progressively 548
more difficult. 549

(F) A student enrolled in a dropout prevention and 550
recovery program, which program has received a waiver from the 551
department, may qualify for graduation from high school by 552
successfully completing a competency-based instructional program 553
administered by the dropout prevention and recovery program in 554
lieu of completing the requirements for graduation prescribed in 555
division (C) of this section. The department shall grant a 556
waiver to a dropout prevention and recovery program, within 557
sixty days after the program applies for the waiver, if the 558
program meets all of the following conditions: 559

(1) The program serves only students not younger than 560
sixteen years of age and not older than twenty-one years of age. 561

(2) The program enrolls students who, at the time of their 562
initial enrollment, either, or both, are at least one grade 563

level behind their cohort age groups or experience crises that 564
significantly interfere with their academic progress such that 565
they are prevented from continuing their traditional programs. 566

(3) The program requires students to attain at least the 567
applicable score designated for each of the assessments 568
prescribed under division (B) (1) of section 3301.0710 of the 569
Revised Code or, to the extent prescribed by rule of the 570
department under division (D) (5) of section 3301.0712 of the 571
Revised Code, division (B) (2) of that section. 572

(4) The program develops a student success plan for the 573
student in the manner described in division (C) (1) of section 574
3313.6020 of the Revised Code that specifies the student's 575
matriculating to a two-year degree program, acquiring a business 576
and industry-recognized credential, or entering an 577
apprenticeship. 578

(5) The program provides counseling and support for the 579
student related to the plan developed under division (F) (4) of 580
this section during the remainder of the student's high school 581
experience. 582

(6) The program requires the student and the student's 583
parent, guardian, or custodian to sign and file, in accordance 584
with procedural requirements stipulated by the program, a 585
written statement asserting the parent's, guardian's, or 586
custodian's consent to the student's graduating without 587
completing the requirements for graduation prescribed in 588
division (C) of this section and acknowledging that one 589
consequence of not completing those requirements is 590
ineligibility to enroll in most state universities in Ohio 591
without further coursework. 592

(7) Prior to receiving the waiver, the program has 593
submitted to the department an instructional plan that 594
demonstrates how the academic content standards adopted by the 595
department under section 3301.079 of the Revised Code will be 596
taught and assessed. 597

(8) Prior to receiving the waiver, the program has 598
submitted to the department a policy on career advising that 599
satisfies the requirements of section 3313.6020 of the Revised 600
Code, with an emphasis on how every student will receive career 601
advising. 602

(9) Prior to receiving the waiver, the program has 603
submitted to the department a written agreement outlining the 604
future cooperation between the program and any combination of 605
local job training, postsecondary education, nonprofit, and 606
health and social service organizations to provide services for 607
students in the program and their families. 608

Divisions (F) (8) and (9) of this section apply only to 609
waivers granted on or after July 1, 2015. 610

If the department does not act either to grant the waiver 611
or to reject the program application for the waiver within sixty 612
days as required under this section, the waiver shall be 613
considered to be granted. 614

(G) Every high school may permit students below the ninth 615
grade to take advanced work. If a high school so permits, it 616
shall award high school credit for successful completion of the 617
advanced work and shall count such advanced work toward the 618
graduation requirements of division (B) or (C) of this section 619
if the advanced work was both: 620

(1) Taught by a person who possesses a license or 621

certificate issued under section 3301.071, 3319.22, or 3319.222 622
of the Revised Code that is valid for teaching high school; 623

(2) Designated by the board of education of the city, 624
local, or exempted village school district, the board of the 625
cooperative education school district, or the governing 626
authority of the chartered nonpublic school as meeting the high 627
school curriculum requirements. 628

Each high school shall record on the student's high school 629
transcript all high school credit awarded under division (G) of 630
this section. In addition, if the student completed a seventh- 631
or eighth-grade fine arts course described in division (K) of 632
this section and the course qualified for high school credit 633
under that division, the high school shall record that course on 634
the student's high school transcript. 635

(H) The department shall make its individual academic 636
career plan available through its Ohio career information system 637
web site for districts and schools to use as a tool for 638
communicating with and providing guidance to students and 639
families in selecting high school courses. 640

(I) A school district or chartered nonpublic school may 641
integrate academic content in a subject area for which the 642
department has adopted standards under section 3301.079 of the 643
Revised Code into a course in a different subject area, 644
including a career-technical education course, in accordance 645
with guidance for integrated coursework developed by the 646
department. Upon successful completion of an integrated course, 647
a student may receive credit for both subject areas that were 648
integrated into the course. Units earned for subject area 649
content delivered through integrated academic and career- 650
technical instruction are eligible to meet the graduation 651

requirements of division (B) or (C) of this section. 652

For purposes of meeting graduation requirements, if an 653
end-of-course examination has been prescribed under section 654
3301.0712 of the Revised Code for the subject area delivered 655
through integrated instruction, the school district or school 656
may administer the related subject area examinations upon the 657
student's completion of the integrated course. 658

Nothing in division (I) of this section shall be construed 659
to excuse any school district, chartered nonpublic school, or 660
student from any requirement in the Revised Code related to 661
curriculum, assessments, or the awarding of a high school 662
diploma. 663

(J) (1) The department, in consultation with the 664
chancellor, shall adopt a statewide plan implementing methods 665
for students to earn units of high school credit based on a 666
demonstration of subject area competency, instead of or in 667
combination with completing hours of classroom instruction. The 668
plan shall include a standard method for recording demonstrated 669
proficiency on high school transcripts. Each school district and 670
community school shall comply with the department's plan adopted 671
under this division and award units of high school credit in 672
accordance with the plan. The department may adopt existing 673
methods for earning high school credit based on a demonstration 674
of subject area competency as necessary prior to the 2009-2010 675
school year. 676

(2) The department shall update the statewide plan adopted 677
pursuant to division (J) (1) of this section to also include 678
methods for students enrolled in seventh and eighth grade to 679
meet curriculum requirements based on a demonstration of subject 680
area competency, instead of or in combination with completing 681

hours of classroom instruction. Beginning with the 2017-2018 682
school year, each school district and community school also 683
shall comply with the updated plan adopted pursuant to this 684
division and permit students enrolled in seventh and eighth 685
grade to meet curriculum requirements based on subject area 686
competency in accordance with the plan. 687

(3) The department shall develop a framework for school 688
districts and community schools to use in granting units of high 689
school credit to students who demonstrate subject area 690
competency through work-based learning experiences, internships, 691
or cooperative education. Beginning with the 2018-2019 school 692
year, each district and community school shall comply with the 693
framework. Each district and community school also shall review 694
any policy it has adopted regarding the demonstration of subject 695
area competency to identify ways to incorporate work-based 696
learning experiences, internships, and cooperative education 697
into the policy in order to increase student engagement and 698
opportunities to earn units of high school credit. 699

(K) This division does not apply to students who qualify 700
for graduation from high school under division (D) or (F) of 701
this section, or to students pursuing a career-technical 702
instructional track as determined by the school district board 703
of education or the chartered nonpublic school's governing 704
authority. Nevertheless, the general assembly encourages such 705
students to consider enrolling in a fine arts course as an 706
elective. 707

Beginning with students who enter ninth grade for the 708
first time on or after July 1, 2010, each student enrolled in a 709
public or chartered nonpublic high school shall complete two 710
semesters or the equivalent of fine arts to graduate from high 711

school. The coursework may be completed in any of grades seven 712
to twelve. Each student who completes a fine arts course in 713
grade seven or eight may elect to count that course toward the 714
five units of electives required for graduation under division 715
(C) (8) of this section, if the course satisfied the requirements 716
of division (G) of this section. In that case, the high school 717
shall award the student high school credit for the course and 718
count the course toward the five units required under division 719
(C) (8) of this section. If the course in grade seven or eight 720
did not satisfy the requirements of division (G) of this 721
section, the high school shall not award the student high school 722
credit for the course but shall count the course toward the two 723
semesters or the equivalent of fine arts required by this 724
division. 725

(L) Notwithstanding anything to the contrary in this 726
section, the board of education of each school district and the 727
governing authority of each chartered nonpublic school may adopt 728
a policy to excuse from the high school physical education 729
requirement each student who, during high school, has 730
participated in interscholastic athletics, marching band, show 731
choir, or cheerleading for at least two full seasons or in the 732
junior reserve officer training corps for at least two full 733
school years. If the board or authority adopts such a policy, 734
the board or authority shall not require the student to complete 735
any physical education course as a condition to graduate. 736
However, the student shall be required to complete one-half 737
unit, consisting of at least sixty hours of instruction, in 738
another course of study. In the case of a student who has 739
participated in the junior reserve officer training corps for at 740
least two full school years, credit received for that 741
participation may be used to satisfy the requirement to complete 742

one-half unit in another course of study. 743

(M) It is important that high school students learn and 744
understand United States history and the governments of both the 745
United States and the state of Ohio. Therefore, beginning with 746
students who enter ninth grade for the first time on or after 747
July 1, 2012, the study of American history and American 748
government required by divisions (B) (6) and (C) (6) of this 749
section shall include the study of all of the following 750
documents: 751

(1) The Declaration of Independence; 752

(2) The Northwest Ordinance; 753

(3) The Constitution of the United States with emphasis on 754
the Bill of Rights; 755

(4) The Ohio Constitution. 756

The study of each of the documents prescribed in divisions 757
(M) (1) to (4) of this section shall include study of that 758
document in its original context. 759

The study of American history and government required by 760
divisions (B) (6) and (C) (6) of this section shall include the 761
historical evidence of the role of documents such as the 762
Federalist Papers and the Anti-Federalist Papers to firmly 763
establish the historical background leading to the establishment 764
of the provisions of the Constitution and Bill of Rights. 765

(N) A student may apply one unit of instruction in 766
computer science to satisfy one unit of mathematics or one unit 767
of science under division (C) of this section as the student 768
chooses, regardless of the field of certification of the teacher 769
who teaches the course, so long as that teacher meets the 770

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.

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.

Sec. 3319.238. (A) Except as provided in division (F) of this section, beginning with the 2024-2025 school year, a school district shall require an individual to have an educator license validation in financial literacy to provide financial literacy instruction under division (C) (9) of section 3313.603 of the Revised Code.

(B) To obtain a license validation in financial literacy, an individual shall hold a valid educator license issued under section 3319.22 or 3319.26 of the Revised Code or a permanent teaching certificate issued under former law and meet additional requirements adopted under rules by the state board of education.

(C) Prior to adopting rules under division (B) of this section, the state board shall establish and consult with an advisory committee of at least four classroom teachers and one expert in financial literacy instruction for classroom teachers. The classroom teachers shall include a representative of each of the following:

- (1) The Ohio council of teachers of mathematics;
- (2) The Ohio council for the social studies;
- (3) The Ohio business educators association;

(4) The Ohio association of teachers of family and consumer sciences.	800 801
(D) Each district shall pay for any costs necessary for an individual employed by the district who is required under division (A) of this section to meet the additional requirements adopted by the state board under division (B) of this section. The district may seek reimbursement from the department of education for those costs under section 3319.239 of the Revised Code.	802 803 804 805 806 807 808
(E) This section does not apply to any chartered nonpublic school.	809 810
(F) A classroom teacher who holds a valid educator license or endorsement that is required to provide instruction in social studies, family and consumer sciences, <u>mathematics</u> , or business education shall not be required to have a validation prescribed under this section to provide financial literacy instruction under division (C) (9) of section 3313.603 of the Revised Code. A teacher to which this division applies may obtain the validation described in division (A) of this section at the district's expense.	811 812 813 814 815 816 817 818 819
Section 2. That existing sections 3301.079, 3313.603, and 3319.238 of the Revised Code are hereby repealed.	820 821