

As Reported by the House Education and Career Readiness Committee

132nd General Assembly

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Am. H. B. No. 108

Representatives Hagan, McColley

**Cosponsors: Representatives Antani, Young, O'Brien, Brenner, Vitale, Goodman,
Gavarone**

A BILL

To amend sections 3301.079, 3313.603, 3313.607 and 1
to enact section 3333.89 of the Revised Code to 2
require one-half unit of financial literacy in 3
the high school curriculum, to require the 4
Chancellor of Higher Education to prepare an 5
informed student document for each institution 6
of higher education, to require the State Board 7
of Education to include information on the 8
informed student document in the standards and 9
model curricula it creates for financial 10
literacy and entrepreneurship, and to entitle 11
the act the "Informed Student Document Act." 12

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

Section 1. That sections 3301.079, 3313.603, and 3313.607 13
be amended and section 3333.89 of the Revised Code be enacted to 14
read as follows: 15

Sec. 3301.079. (A) (1) The state board of education 16
periodically shall adopt statewide academic standards with 17
emphasis on coherence, focus, and essential knowledge and that 18

are more challenging and demanding when compared to 19
international standards for each of grades kindergarten through 20
twelve in English language arts, mathematics, science, and 21
social studies. 22

(a) The state board shall ensure that the standards do all 23
of the following: 24

(i) Include the essential academic content and skills that 25
students are expected to know and be able to do at each grade 26
level that will allow each student to be prepared for 27
postsecondary instruction and the workplace for success in the 28
twenty-first century; 29

(ii) Include the development of skill sets that promote 30
information, media, and technological literacy; 31

(iii) Include interdisciplinary, project-based, real-world 32
learning opportunities; 33

(iv) Instill life-long learning by providing essential 34
knowledge and skills based in the liberal arts tradition, as 35
well as science, technology, engineering, mathematics, and 36
career-technical education; 37

(v) Be clearly written, transparent, and understandable by 38
parents, educators, and the general public. 39

(b) Not later than July 1, 2012, the state board shall 40
incorporate into the social studies standards for grades four to 41
twelve academic content regarding the original texts of the 42
Declaration of Independence, the Northwest Ordinance, the 43
Constitution of the United States and its amendments, with 44
emphasis on the Bill of Rights, and the Ohio Constitution, and 45
their original context. The state board shall revise the model 46
curricula and achievement assessments adopted under divisions 47

(B) and (C) of this section as necessary to reflect the 48
additional American history and American government content. The 49
state board shall make available a list of suggested grade- 50
appropriate supplemental readings that place the documents 51
prescribed by this division in their historical context, which 52
teachers may use as a resource to assist students in reading the 53
documents within that context. 54

(c) When the state board adopts or revises academic 55
content standards in social studies, American history, American 56
government, or science under division (A)(1) of this section, 57
the state board shall develop such standards independently and 58
not as part of a multistate consortium. 59

(2) After completing the standards required by division 60
(A)(1) of this section, the state board shall adopt standards 61
and model curricula for instruction in technology, financial 62
literacy and entrepreneurship, fine arts, and foreign language 63
for grades kindergarten through twelve. The standards shall meet 64
the same requirements prescribed in division (A)(1)(a) of this 65
section. The state board shall include in the standards and 66
model curricula for financial literacy and entrepreneurship 67
information and instruction on the informed student document 68
created under section 3333.89 of the Revised Code. 69

(3) The state board shall adopt the most recent standards 70
developed by the national association for sport and physical 71
education for physical education in grades kindergarten through 72
twelve or shall adopt its own standards for physical education 73
in those grades and revise and update them periodically. 74

The department of education shall employ a full-time 75
physical education coordinator to provide guidance and technical 76
assistance to districts, community schools, and STEM schools in 77

implementing the physical education standards adopted under this 78
division. The superintendent of public instruction shall 79
determine that the person employed as coordinator is qualified 80
for the position, as demonstrated by possessing an adequate 81
combination of education, license, and experience. 82

(4) When academic standards have been completed for any 83
subject area required by this section, the state board shall 84
inform all school districts, all community schools established 85
under Chapter 3314. of the Revised Code, all STEM schools 86
established under Chapter 3326. of the Revised Code, and all 87
nonpublic schools required to administer the assessments 88
prescribed by sections 3301.0710 and 3301.0712 of the Revised 89
Code of the content of those standards. Additionally, upon 90
completion of any academic standards under this section, the 91
department shall post those standards on the department's web 92
site. 93

(B) (1) The state board shall adopt a model curriculum for 94
instruction in each subject area for which updated academic 95
standards are required by division (A) (1) of this section and 96
for each of grades kindergarten through twelve that is 97
sufficient to meet the needs of students in every community. The 98
model curriculum shall be aligned with the standards, to ensure 99
that the academic content and skills specified for each grade 100
level are taught to students, and shall demonstrate vertical 101
articulation and emphasize coherence, focus, and rigor. When any 102
model curriculum has been completed, the state board shall 103
inform all school districts, community schools, and STEM schools 104
of the content of that model curriculum. 105

(2) Not later than June 30, 2013, the state board, in 106
consultation with any office housed in the governor's office 107

that deals with workforce development, shall adopt model 108
curricula for grades kindergarten through twelve that embed 109
career connection learning strategies into regular classroom 110
instruction. 111

(3) All school districts, community schools, and STEM 112
schools may utilize the state standards and the model curriculum 113
established by the state board, together with other relevant 114
resources, examples, or models to ensure that students have the 115
opportunity to attain the academic standards. Upon request, the 116
department shall provide technical assistance to any district, 117
community school, or STEM school in implementing the model 118
curriculum. 119

Nothing in this section requires any school district to 120
utilize all or any part of a model curriculum developed under 121
this section. 122

(C) The state board shall develop achievement assessments 123
aligned with the academic standards and model curriculum for 124
each of the subject areas and grade levels required by divisions 125
(A) (1) and (B) (1) of section 3301.0710 of the Revised Code. 126

When any achievement assessment has been completed, the 127
state board shall inform all school districts, community 128
schools, STEM schools, and nonpublic schools required to 129
administer the assessment of its completion, and the department 130
shall make the achievement assessment available to the districts 131
and schools. 132

(D) (1) The state board shall adopt a diagnostic assessment 133
aligned with the academic standards and model curriculum for 134
each of grades kindergarten through two in reading, writing, and 135
mathematics and for grade three in reading and writing. The 136

diagnostic assessment shall be designed to measure student 137
comprehension of academic content and mastery of related skills 138
for the relevant subject area and grade level. Any diagnostic 139
assessment shall not include components to identify gifted 140
students. Blank copies of diagnostic assessments shall be public 141
records. 142

(2) When each diagnostic assessment has been completed, 143
the state board shall inform all school districts of its 144
completion and the department shall make the diagnostic 145
assessment available to the districts at no cost to the 146
district. 147

(3) School districts shall administer the diagnostic 148
assessment pursuant to section 3301.0715 of the Revised Code 149
beginning the first school year following the development of the 150
assessment. 151

However, beginning with the 2017-2018 school year, both of 152
the following shall apply: 153

(a) In the case of the diagnostic assessments for grades 154
one or two in writing or mathematics or for grade three in 155
writing, a school district shall not be required to administer 156
any such assessment, but may do so at the discretion of the 157
district board; 158

(b) In the case of any diagnostic assessment that is not 159
for the grade levels and subject areas specified in division (D) 160
(3) (a) of this section, each school district shall administer 161
the assessment in the manner prescribed by section 3301.0715 of 162
the Revised Code. 163

(E) The state board shall not adopt a diagnostic or 164
achievement assessment for any grade level or subject area other 165

than those specified in this section. 166

(F) Whenever the state board or the department consults 167
with persons for the purpose of drafting or reviewing any 168
standards, diagnostic assessments, achievement assessments, or 169
model curriculum required under this section, the state board or 170
the department shall first consult with parents of students in 171
kindergarten through twelfth grade and with active Ohio 172
classroom teachers, other school personnel, and administrators 173
with expertise in the appropriate subject area. Whenever 174
practicable, the state board and department shall consult with 175
teachers recognized as outstanding in their fields. 176

If the department contracts with more than one outside 177
entity for the development of the achievement assessments 178
required by this section, the department shall ensure the 179
interchangeability of those assessments. 180

(G) Whenever the state board adopts standards or model 181
curricula under this section, the department also shall provide 182
information on the use of blended or digital learning in the 183
delivery of the standards or curricula to students in accordance 184
with division (A)(4) of this section. 185

(H) The fairness sensitivity review committee, established 186
by rule of the state board of education, shall not allow any 187
question on any achievement or diagnostic assessment developed 188
under this section or any proficiency test prescribed by former 189
section 3301.0710 of the Revised Code, as it existed prior to 190
September 11, 2001, to include, be written to promote, or 191
inquire as to individual moral or social values or beliefs. The 192
decision of the committee shall be final. This section does not 193
create a private cause of action. 194

(I) (1) (a) The English language arts academic standards 195
review committee is hereby created to review academic content 196
standards in the subject of English language arts. The committee 197
shall consist of the following members: 198

(i) Three experts who are residents of this state and who 199
primarily conduct research, provide instruction, currently work 200
in, or possess an advanced degree in the subject area. One 201
expert shall be appointed by each of the president of the 202
senate, the speaker of the house of representatives, and the 203
governor; 204

(ii) One parent or guardian appointed by the president of 205
the senate; 206

(iii) One educator who is currently teaching in a 207
classroom, appointed by the speaker of the house of 208
representatives; 209

(iv) The chancellor of ~~the Ohio board of regents~~higher 210
education, or the chancellor's designee; 211

(v) The state superintendent, or the superintendent's 212
designee, who shall serve as the chairperson of the committee. 213

(b) The mathematics academic standards review committee is 214
hereby created to review academic content standards in the 215
subject of mathematics. The committee shall consist of the 216
following members: 217

(i) Three experts who are residents of this state and who 218
primarily conduct research, provide instruction, currently work 219
in, or possess an advanced degree in the subject area. One 220
expert shall be appointed by each of the president of the 221
senate, the speaker of the house of representatives, and the 222
governor; 223

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

subject of social studies. The committee shall consist of the 251
following members: 252

(i) Three experts who are residents of this state and who 253
primarily conduct research, provide instruction, currently work 254
in, or possess an advanced degree in the subject area. One 255
expert shall be appointed by each of the president of the 256
senate, the speaker of the house of representatives, and the 257
governor; 258

(ii) One parent or guardian appointed by the speaker of 259
the house of representatives; 260

(iii) One educator who is currently teaching in a 261
classroom, appointed by the president of the senate; 262

(iv) The chancellor, or the chancellor's designee; 263

(v) The state superintendent, or the superintendent's 264
designee, who shall serve as the chairperson of the committee. 265

(2) (a) Each committee created in division (I) (1) of this 266
section shall review the academic content standards for its 267
respective subject area to ensure that such standards are clear, 268
concise, and appropriate for each grade level and promote higher 269
student performance, learning, subject matter comprehension, and 270
improved student achievement. Each committee also shall review 271
whether the standards for its respective subject area promote 272
essential knowledge in the subject, lifelong learning, the 273
liberal arts tradition, and college and career readiness and 274
whether the standards reduce remediation. 275

(b) Each committee shall determine whether the assessments 276
submitted to that committee under division (I) (4) of this 277
section are appropriate for the committee's respective subject 278
area and meet the academic content standards adopted under this 279

section and community expectations. 280

(3) The department of education shall provide 281
administrative support for each committee created in division 282
(I) (1) of this section. Members of each committee shall be 283
reimbursed for reasonable and necessary expenses related to the 284
operations of the committee. Members of each committee shall 285
serve at the pleasure of the appointing authority. 286

(4) Notwithstanding anything to the contrary in division 287
(O) of section 3301.0711 of the Revised Code, the department 288
shall submit to the appropriate committee created under division 289
(I) (1) of this section copies of the questions and corresponding 290
answers on the relevant assessments required by section 291
3301.0710 of the Revised Code on the first day of July following 292
the school year that the assessments were administered. The 293
department shall provide each committee with the entire content 294
of each relevant assessment, including corresponding answers. 295

The assessments received by the committees are not public 296
records of the committees and are not subject to release by the 297
committees to any other person or entity under section 149.43 of 298
the Revised Code. However, the assessments shall become public 299
records in accordance with division (O) of section 3301.0711 of 300
the Revised Code. 301

(J) Not later than sixty days prior to the adoption by the 302
state board of updated academic standards under division (A) (1) 303
of this section or updated model curricula under division (B) (1) 304
of this section, the superintendent of public instruction shall 305
present the academic standards or model curricula, as 306
applicable, in person at a public hearing of the respective 307
committees of the house of representatives and senate that 308
consider education legislation. 309

(K) As used in this section:	310
(1) "Blended learning" means the delivery of instruction	311
in a combination of time in a supervised physical location away	312
from home and online delivery whereby the student has some	313
element of control over time, place, path, or pace of learning.	314
(2) "Coherence" means a reflection of the structure of the	315
discipline being taught.	316
(3) "Digital learning" means learning facilitated by	317
technology that gives students some element of control over	318
time, place, path, or pace of learning.	319
(4) "Focus" means limiting the number of items included in	320
a curriculum to allow for deeper exploration of the subject	321
matter.	322
(5) "Vertical articulation" means key academic concepts	323
and skills associated with mastery in particular content areas	324
should be articulated and reinforced in a developmentally	325
appropriate manner at each grade level so that over time	326
students acquire a depth of knowledge and understanding in the	327
core academic disciplines.	328
Sec. 3313.603. (A) As used in this section:	329
(1) "One unit" means a minimum of one hundred twenty hours	330
of course instruction, except that for a laboratory course, "one	331
unit" means a minimum of one hundred fifty hours of course	332
instruction.	333
(2) "One-half unit" means a minimum of sixty hours of	334
course instruction, except that for physical education courses,	335
"one-half unit" means a minimum of one hundred twenty hours of	336
course instruction.	337

(B) Beginning September 15, 2001, except as required in 338
division (C) of this section and division (C) of section 339
3313.614 of the Revised Code, the requirements for graduation 340
from every high school shall include twenty units earned in 341
grades nine through twelve and shall be distributed as follows: 342

(1) English language arts, four units; 343

(2) Health, one-half unit; 344

(3) Mathematics, three units; 345

(4) Physical education, one-half unit; 346

(5) Science, two units until September 15, 2003, and three 347
units thereafter, which at all times shall include both of the 348
following: 349

(a) Biological sciences, one unit; 350

(b) Physical sciences, one unit. 351

(6) History and government, one unit, which shall comply 352
with division (M) of this section and shall include both of the 353
following: 354

(a) American history, one-half unit; 355

(b) American government, one-half unit. 356

(7) Social studies, two units. 357

Beginning with students who enter ninth grade for the 358
first time on or after July 1, 2017, the two units of 359
instruction prescribed by division (B) (7) of this section shall 360
include at least one-half unit of instruction in the study of 361
world history and civilizations. 362

(8) Elective units, seven units until September 15, 2003, 363

and six units thereafter. 364

Each student's electives shall include at least one unit, 365
or two half units, chosen from among the areas of 366
business/technology, fine arts, and/or foreign language. 367

(C) Beginning with students who enter ninth grade for the 368
first time on or after July 1, 2010, except as provided in 369
divisions (D) to (F) of this section, the requirements for 370
graduation from every public and chartered nonpublic high school 371
shall include twenty units that are designed to prepare students 372
for the workforce and college. The units shall be distributed as 373
follows: 374

(1) English language arts, four units; 375

(2) Health, one-half unit, which shall include instruction 376
in nutrition and the benefits of nutritious foods and physical 377
activity for overall health; 378

(3) Mathematics, four units, which shall include one unit 379
of algebra II or the equivalent of algebra II. However, students 380
who enter ninth grade for the first time on or after July 1, 381
2015, and who are pursuing a career-technical instructional 382
track shall not be required to take algebra II, and instead may 383
complete a career-based pathway mathematics course approved by 384
the department of education as an alternative. 385

(4) Physical education, one-half unit; 386

(5) Science, three units with inquiry-based laboratory 387
experience that engages students in asking valid scientific 388
questions and gathering and analyzing information, which shall 389
include the following, or their equivalent: 390

(a) Physical sciences, one unit; 391

(b) Life sciences, one unit;	392
(c) Advanced study in one or more of the following sciences, one unit:	393 394
(i) Chemistry, physics, or other physical science;	395
(ii) Advanced biology or other life science;	396
(iii) Astronomy, physical geology, or other earth or space science.	397 398
(6) History and government, one unit, which shall comply with division (M) of this section and shall include both of the following:	399 400 401
(a) American history, one-half unit;	402
(b) American government, one-half unit.	403
(7) Social studies, two units.	404
Each school shall integrate the study of economics and financial literacy, as expressed in the social studies academic content standards adopted by the state board of education under division (A) (1) of section 3301.079 of the Revised Code and the academic content standards for financial literacy and entrepreneurship adopted under division (A) (2) of that section, into one or more existing social studies credits required under division (C) (7) of this section, or into the content of another class, so that every high school student receives instruction in those concepts. In developing the curriculum required by this paragraph, schools shall use available public-private partnerships and resources and materials that exist in business, industry, and through the centers for economics education at institutions of higher education in the state.	405 406 407 408 409 410 411 412 413 414 415 416 417 418

Beginning with students who enter ninth grade for the 419
first time on or after July 1, 2017, the two units of 420
instruction prescribed by division (C) (7) of this section shall 421
include at least one-half unit of instruction in the study of 422
world history and civilizations. 423

The two units of instruction prescribed by division (C) (7) 424
of this section may include one-half unit of instruction in the 425
study of financial literacy as provided by division (C) (9) of 426
this section, if a school district elects to do so. 427

(8) Five units consisting of one or any combination of 428
foreign language, fine arts, business, career-technical 429
education, family and consumer sciences, technology, 430
agricultural education, a junior reserve officer training corps 431
(JROTC) program approved by the congress of the United States 432
under title 10 of the United States Code, or English language 433
arts, mathematics, science, or social studies courses not 434
otherwise required under division (C) of this section. 435

The five units of instruction prescribed by division (C) 436
(8) of this section may include one-half unit of instruction in 437
the study of financial literacy as provided by division (C) (9) 438
of this section, if a school district elects to do so. 439

(9) Beginning with students who enter ninth grade for the 440
first time on or after July 1, 2018, one-half unit of 441
instruction in the study of financial literacy. 442

This requirement shall be satisfied by completing one-half 443
unit of financial literacy instruction as part of the two 444
required units of instruction in social studies under division 445
(C) (7) of this section or as part of the five required units of 446
instruction prescribed by division (C) (8) of this section, as 447

determined by each school district. 448

The study of financial literacy shall be as expressed in 449
the academic content standards for financial literacy adopted 450
under division (A) (2) of section 3301.079 of the Revised Code. 451
The study of financial literacy shall include all of the 452
following: 453

(a) A review of the information contained in the informed 454
student documents prescribed by section 3333.89 of the Revised 455
Code and emphasize personal finance, the concepts of credit, 456
debt, and investments, and sound money management; 457

(b) Instruction on calculating interest and compound 458
interest on loans and exposure to federal financial aid forms, 459
such as the free application for federal student aid (FAFSA); 460

(c) Differences in tuition and financial aid options among 461
higher education institutions, including costs per credit hour, 462
average tuition and fees, average net tuition and fees after 463
grants and scholarship are applied, average room and board 464
costs, average debt upon graduation, and available state and 465
federal financial aid amounts at each institution; 466

(d) Information on student loan debt, including current 467
average state and national student loan debt, a statement that 468
student loan debt is usually nondischargeable, how student loan 469
debt affects students, how debt collection occurs, and student 470
loan and debt collection fee structures; 471

(e) Return on investment by degree, including labor market 472
statistics that show likelihood of employment, average salary or 473
wages in a variety of occupations, and how salaries compare to 474
tuition costs. 475

In developing the curriculum required by division (C) (9) 476

of this section, schools shall use available public-private 477
partnerships and resources and materials that exist in business, 478
industry, and through the centers for economics education at 479
institutions of higher education in the state. 480

Notwithstanding anything to the contrary in the Revised 481
Code or in rules adopted by the state board, an individual who 482
holds a valid educator license issued by the state board to 483
teach social studies, business education, or consumer and family 484
sciences may teach the study of financial literacy as required 485
by division (C) (9) of this section. 486

Ohioans must be prepared to apply increased knowledge and 487
skills in the workplace and to adapt their knowledge and skills 488
quickly to meet the rapidly changing conditions of the twenty- 489
first century. National studies indicate that all high school 490
graduates need the same academic foundation, regardless of the 491
opportunities they pursue after graduation. The goal of Ohio's 492
system of elementary and secondary education is to prepare all 493
students for and seamlessly connect all students to success in 494
life beyond high school graduation, regardless of whether the 495
next step is entering the workforce, beginning an 496
apprenticeship, engaging in post-secondary training, serving in 497
the military, or pursuing a college degree. 498

The requirements for graduation prescribed in division (C) 499
of this section are the standard expectation for all students 500
entering ninth grade for the first time at a public or chartered 501
nonpublic high school on or after July 1, 2010. A student may 502
satisfy this expectation through a variety of methods, 503
including, but not limited to, integrated, applied, career- 504
technical, and traditional coursework. 505

Whereas teacher quality is essential for student success 506

when completing the requirements for graduation, the general 507
assembly shall appropriate funds for strategic initiatives 508
designed to strengthen schools' capacities to hire and retain 509
highly qualified teachers in the subject areas required by the 510
curriculum. Such initiatives are expected to require an 511
investment of \$120,000,000 over five years. 512

Stronger coordination between high schools and 513
institutions of higher education is necessary to prepare 514
students for more challenging academic endeavors and to lessen 515
the need for academic remediation in college, thereby reducing 516
the costs of higher education for Ohio's students, families, and 517
the state. The state board and the chancellor of higher 518
education shall develop policies to ensure that only in rare 519
instances will students who complete the requirements for 520
graduation prescribed in division (C) of this section require 521
academic remediation after high school. 522

School districts, community schools, and chartered 523
nonpublic schools shall integrate technology into learning 524
experiences across the curriculum in order to maximize 525
efficiency, enhance learning, and prepare students for success 526
in the technology-driven twenty-first century. Districts and 527
schools shall use distance and web-based course delivery as a 528
method of providing or augmenting all instruction required under 529
this division, including laboratory experience in science. 530
Districts and schools shall utilize technology access and 531
electronic learning opportunities provided by the broadcast 532
educational media commission, chancellor, the Ohio learning 533
network, education technology centers, public television 534
stations, and other public and private providers. 535

(D) Except as provided in division (E) of this section, a 536

student who enters ninth grade on or after July 1, 2010, and 537
before July 1, 2016, may qualify for graduation from a public or 538
chartered nonpublic high school even though the student has not 539
completed the requirements for graduation prescribed in division 540
(C) of this section if all of the following conditions are 541
satisfied: 542

(1) During the student's third year of attending high 543
school, as determined by the school, the student and the 544
student's parent, guardian, or custodian sign and file with the 545
school a written statement asserting the parent's, guardian's, 546
or custodian's consent to the student's graduating without 547
completing the requirements for graduation prescribed in 548
division (C) of this section and acknowledging that one 549
consequence of not completing those requirements is 550
ineligibility to enroll in most state universities in Ohio 551
without further coursework. 552

(2) The student and parent, guardian, or custodian fulfill 553
any procedural requirements the school stipulates to ensure the 554
student's and parent's, guardian's, or custodian's informed 555
consent and to facilitate orderly filing of statements under 556
division (D)(1) of this section. Annually, each district or 557
school shall notify the department of the number of students who 558
choose to qualify for graduation under division (D) of this 559
section and the number of students who complete the student's 560
success plan and graduate from high school. 561

(3) The student and the student's parent, guardian, or 562
custodian and a representative of the student's high school 563
jointly develop a student success plan for the student in the 564
manner described in division (C)(1) of section 3313.6020 of the 565
Revised Code that specifies the student matriculating to a two- 566

year degree program, acquiring a business and industry- 567
recognized credential, or entering an apprenticeship. 568

(4) The student's high school provides counseling and 569
support for the student related to the plan developed under 570
division (D) (3) of this section during the remainder of the 571
student's high school experience. 572

(5) (a) Except as provided in division (D) (5) (b) of this 573
section, the student successfully completes, at a minimum, the 574
curriculum prescribed in division (B) of this section. 575

(b) Beginning with students who enter ninth grade for the 576
first time on or after July 1, 2014, a student shall be required 577
to complete successfully, at the minimum, the curriculum 578
prescribed in division (B) of this section, except as follows: 579

(i) Mathematics, four units, one unit which shall be one 580
of the following: 581

(I) Probability and statistics; 582

(II) Computer programming; 583

(III) Applied mathematics or quantitative reasoning; 584

(IV) Any other course approved by the department using 585
standards established by the superintendent not later than 586
October 1, 2014. 587

(ii) Elective units, five units; 588

(iii) Science, three units as prescribed by division (B) 589
of this section which shall include inquiry-based laboratory 590
experience that engages students in asking valid scientific 591
questions and gathering and analyzing information. 592

The department, in collaboration with the chancellor, 593

shall analyze student performance data to determine if there are 594
mitigating factors that warrant extending the exception 595
permitted by division (D) of this section to high school classes 596
beyond those entering ninth grade before July 1, 2016. The 597
department shall submit its findings and any recommendations not 598
later than December 1, 2015, to the speaker and minority leader 599
of the house of representatives, the president and minority 600
leader of the senate, the chairpersons and ranking minority 601
members of the standing committees of the house of 602
representatives and the senate that consider education 603
legislation, the state board of education, and the 604
superintendent of public instruction. 605

(E) Each school district and chartered nonpublic school 606
retains the authority to require an even more challenging 607
minimum curriculum for high school graduation than specified in 608
division (B) or (C) of this section. A school district board of 609
education, through the adoption of a resolution, or the 610
governing authority of a chartered nonpublic school may 611
stipulate any of the following: 612

(1) A minimum high school curriculum that requires more 613
than twenty units of academic credit to graduate; 614

(2) An exception to the district's or school's minimum 615
high school curriculum that is comparable to the exception 616
provided in division (D) of this section but with additional 617
requirements, which may include a requirement that the student 618
successfully complete more than the minimum curriculum 619
prescribed in division (B) of this section; 620

(3) That no exception comparable to that provided in 621
division (D) of this section is available. 622

(F) A student enrolled in a dropout prevention and 623
recovery program, which program has received a waiver from the 624
department, may qualify for graduation from high school by 625
successfully completing a competency-based instructional program 626
administered by the dropout prevention and recovery program in 627
lieu of completing the requirements for graduation prescribed in 628
division (C) of this section. The department shall grant a 629
waiver to a dropout prevention and recovery program, within 630
sixty days after the program applies for the waiver, if the 631
program meets all of the following conditions: 632

(1) The program serves only students not younger than 633
sixteen years of age and not older than twenty-one years of age. 634

(2) The program enrolls students who, at the time of their 635
initial enrollment, either, or both, are at least one grade 636
level behind their cohort age groups or experience crises that 637
significantly interfere with their academic progress such that 638
they are prevented from continuing their traditional programs. 639

(3) The program requires students to attain at least the 640
applicable score designated for each of the assessments 641
prescribed under division (B)(1) of section 3301.0710 of the 642
Revised Code or, to the extent prescribed by rule of the state 643
board under division (D)(5) of section 3301.0712 of the Revised 644
Code, division (B)(2) of that section. 645

(4) The program develops a student success plan for the 646
student in the manner described in division (C)(1) of section 647
3313.6020 of the Revised Code that specifies the student's 648
matriculating to a two-year degree program, acquiring a business 649
and industry-recognized credential, or entering an 650
apprenticeship. 651

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

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

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

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

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

Divisions (F) (8) and (9) of this section apply only to 682
waivers granted on or after July 1, 2015. 683

If the department does not act either to grant the waiver 684
or to reject the program application for the waiver within sixty 685
days as required under this section, the waiver shall be 686
considered to be granted. 687

(G) Every high school may permit students below the ninth 688
grade to take advanced work. If a high school so permits, it 689
shall award high school credit for successful completion of the 690
advanced work and shall count such advanced work toward the 691
graduation requirements of division (B) or (C) of this section 692
if the advanced work was both: 693

(1) Taught by a person who possesses a license or 694
certificate issued under section 3301.071, 3319.22, or 3319.222 695
of the Revised Code that is valid for teaching high school; 696

(2) Designated by the board of education of the city, 697
local, or exempted village school district, the board of the 698
cooperative education school district, or the governing 699
authority of the chartered nonpublic school as meeting the high 700
school curriculum requirements. 701

Each high school shall record on the student's high school 702
transcript all high school credit awarded under division (G) of 703
this section. In addition, if the student completed a seventh- 704
or eighth-grade fine arts course described in division (K) of 705
this section and the course qualified for high school credit 706
under that division, the high school shall record that course on 707
the student's high school transcript. 708

(H) The department shall make its individual academic 709
career plan available through its Ohio career information system 710

web site for districts and schools to use as a tool for 711
communicating with and providing guidance to students and 712
families in selecting high school courses. 713

(I) Units earned in English language arts, mathematics, 714
science, and social studies that are delivered through 715
integrated academic and career-technical instruction are 716
eligible to meet the graduation requirements of division (B) or 717
(C) of this section. 718

(J) (1) The state board, in consultation with the 719
chancellor, shall adopt a statewide plan implementing methods 720
for students to earn units of high school credit based on a 721
demonstration of subject area competency, instead of or in 722
combination with completing hours of classroom instruction. The 723
state board shall adopt the plan not later than March 31, 2009, 724
and commence phasing in the plan during the 2009-2010 school 725
year. The plan shall include a standard method for recording 726
demonstrated proficiency on high school transcripts. Each school 727
district and community school shall comply with the state 728
board's plan adopted under this division and award units of high 729
school credit in accordance with the plan. The state board may 730
adopt existing methods for earning high school credit based on a 731
demonstration of subject area competency as necessary prior to 732
the 2009-2010 school year. 733

(2) Not later than December 31, 2015, the state board 734
shall update the statewide plan adopted pursuant to division (J) 735
(1) of this section to also include methods for students 736
enrolled in seventh and eighth grade to meet curriculum 737
requirements based on a demonstration of subject area 738
competency, instead of or in combination with completing hours 739
of classroom instruction. Beginning with the 2017-2018 school 740

year, each school district and community school also shall 741
comply with the updated plan adopted pursuant to this division 742
and permit students enrolled in seventh and eighth grade to meet 743
curriculum requirements based on subject area competency in 744
accordance with the plan. 745

(K) This division does not apply to students who qualify 746
for graduation from high school under division (D) or (F) of 747
this section, or to students pursuing a career-technical 748
instructional track as determined by the school district board 749
of education or the chartered nonpublic school's governing 750
authority. Nevertheless, the general assembly encourages such 751
students to consider enrolling in a fine arts course as an 752
elective. 753

Beginning with students who enter ninth grade for the 754
first time on or after July 1, 2010, each student enrolled in a 755
public or chartered nonpublic high school shall complete two 756
semesters or the equivalent of fine arts to graduate from high 757
school. The coursework may be completed in any of grades seven 758
to twelve. Each student who completes a fine arts course in 759
grade seven or eight may elect to count that course toward the 760
five units of electives required for graduation under division 761
(C) (8) of this section, if the course satisfied the requirements 762
of division (G) of this section. In that case, the high school 763
shall award the student high school credit for the course and 764
count the course toward the five units required under division 765
(C) (8) of this section. If the course in grade seven or eight 766
did not satisfy the requirements of division (G) of this 767
section, the high school shall not award the student high school 768
credit for the course but shall count the course toward the two 769
semesters or the equivalent of fine arts required by this 770
division. 771

(L) Notwithstanding anything to the contrary in this 772
section, the board of education of each school district and the 773
governing authority of each chartered nonpublic school may adopt 774
a policy to excuse from the high school physical education 775
requirement each student who, during high school, has 776
participated in interscholastic athletics, marching band, or 777
cheerleading for at least two full seasons or in the junior 778
reserve officer training corps for at least two full school 779
years. If the board or authority adopts such a policy, the board 780
or authority shall not require the student to complete any 781
physical education course as a condition to graduate. However, 782
the student shall be required to complete one-half unit, 783
consisting of at least sixty hours of instruction, in another 784
course of study. In the case of a student who has participated 785
in the junior reserve officer training corps for at least two 786
full school years, credit received for that participation may be 787
used to satisfy the requirement to complete one-half unit in 788
another course of study. 789

(M) It is important that high school students learn and 790
understand United States history and the governments of both the 791
United States and the state of Ohio. Therefore, beginning with 792
students who enter ninth grade for the first time on or after 793
July 1, 2012, the study of American history and American 794
government required by divisions (B)(6) and (C)(6) of this 795
section shall include the study of all of the following 796
documents: 797

(1) The Declaration of Independence; 798

(2) The Northwest Ordinance; 799

(3) The Constitution of the United States with emphasis on 800
the Bill of Rights; 801

(4) The Ohio Constitution. 802

The study of each of the documents prescribed in divisions 803
(M) (1) to (4) of this section shall include study of that 804
document in its original context. 805

The study of American history and government required by 806
divisions (B) (6) and (C) (6) of this section shall include the 807
historical evidence of the role of documents such as the 808
Federalist Papers and the Anti-Federalist Papers to firmly 809
establish the historical background leading to the establishment 810
of the provisions of the Constitution and Bill of Rights. 811

Sec. 3313.607. (A) The board of education of any school 812
district may provide assistance to any student to develop a 813
written career plan. If a school district receives any state 814
money appropriated for the purposes of this section, career 815
plans developed utilizing these funds shall be completed prior 816
to the end of the eighth grade year, shall identify career goals 817
and indicate educational goals to prepare for those career 818
goals, shall be updated periodically as students successfully 819
complete high school coursework, and shall culminate in a career 820
passport described by division (B) of this section. 821

(B) The board of education of any school district may 822
provide an individual career passport to any student upon the 823
successful completion of the coursework of any high school. If a 824
school district receives any state money for the purposes of 825
this section, a career passport shall be provided to each such 826
student. Each such passport shall document the knowledge and 827
skills of the student, including documentation of the student's 828
coursework and any employment, community, or leadership 829
experiences. Each such passport shall also list the competency 830
levels the student achieved, disclose the student's attendance 831

record, and identify the career credentials the student gained. 832

(C) The board of education of each school district may 833
adopt a policy encouraging its students to submit the free 834
application for federal student aid form (FAFSA). 835

Sec. 3333.89. (A) As used in this section: 836

(1) "Institution of higher education" includes any of the 837
following institutions that receive state assistance, including 838
"student financial assistance supported by state funds" as 839
defined in section 3333.38 of the Revised Code: 840

(a) A state institution of higher education, as defined in 841
section 3345.011 of the Revised Code; 842

(b) A nonprofit institution holding a certificate of 843
authorization pursuant to Chapter 1713. of the Revised Code; 844

(c) An institution holding a certificate of registration 845
from the state board of career colleges and schools and program 846
authorization for an associate or bachelor's degree program 847
issued under section 3332.05 of the Revised Code; 848

(d) A private institution exempt from regulation under 849
Chapter 3332. of the Revised Code, as prescribed in section 850
3333.046 of the Revised Code. 851

(2) "Total academic costs" include tuition, instructional 852
fees, and general fees charged by the institution of higher 853
education. 854

(B) (1) The chancellor of higher education shall prepare an 855
informed student document for each institution of higher 856
education. This document shall be designed for use by 857
prospective students of the institution and their parents and 858
include instruction on how to access state and national sources 859

to find data on jobs that are in demand. The chancellor shall 860
update this document on an annual basis. 861

(2) The informed student document for an institution of 862
higher education shall include all of the following information: 863

(a) A list of institutions of higher education, and either 864
a listing of, or internet link to a web site listing of, all 865
majors offered by the institutions; 866

(b) For the institution for which the document is prepared 867
and each institution of higher education, all of the following 868
information for each of the five preceding academic years to the 869
extent that the information is available; 870

(i) The annual total academic costs for a full-time 871
resident undergraduate student; 872

(ii) The net annual total academic costs for a full-time 873
resident undergraduate student after grants and scholarships; 874

(iii) The average student debt incurred per academic year 875
and the average total debt incurred by a student upon 876
graduation; 877

(iv) Loan repayment rates. The chancellor shall develop a 878
measure for loan repayment rates and shall list the types of 879
loans and methods of repayment included in the measure. 880

(v) The four-year, five-year, and six-year graduation 881
rates of full-time students who are seeking a bachelor's degree 882
and the average amount of debt a student accrues within each of 883
those rates; 884

(vi) The average number of fall and spring semesters of 885
enrollment attempted by students in order to obtain a bachelor's 886
degree. 887

(c) For the institution for which the document is 888
prepared, all of the following information for each of the five 889
preceding academic years to the extent that the information is 890
available: 891

(i) The number of first-time, full-time undergraduate 892
students seeking a degree who are enrolled in the institution 893
after one academic year and separately the number of such 894
students enrolled after two academic years; 895

(ii) For first-time undergraduate students at the 896
institution, the twenty-fifth percentile and seventy-fifth 897
percentile of those students' scores on the SAT test and on the 898
ACT test; 899

(iii) The percentage of students who applied for first- 900
time undergraduate admission to the institution who were offered 901
admission to the institution; 902

(iv) The percentage of students admitted by the 903
institution who graduated from high school in Ohio and were in 904
the top ten per cent of their high school class. 905

(d) For each institution of higher education, the number 906
of first-time, full-time undergraduate students seeking a degree 907
who are enrolled in the institution after two academic years for 908
each of the five preceding academic years to the extent that the 909
information is available. 910

(3) Each informed student document shall include the most 911
recent available interest rates for federal student loans and 912
information on federal student aid forms, such as the free 913
application for federal student aid (FAFSA). 914

(4) When preparing an informed student document for an 915
institution of higher education under this section, the 916

chancellor shall do all of the following: 917

(a) List the information described in divisions (B) (2) (b) 918
(i), (ii), (iii), and (iv) of this section under the heading 919
"COSTS"; 920

(b) List the information described in divisions (B) (2) (b) 921
(v) and (vi), (B) (2) (c) (i), and (B) (2) (d) of this section under 922
the heading "STUDENT SUCCESS." However, for institutions in 923
which at least fifty per cent of enrolled students are not 924
first-time, full-time students, the chancellor shall develop an 925
alternative measure for "STUDENT SUCCESS" and instead shall list 926
the information included in the alternative measure for those 927
institutions. 928

(c) List the information described in divisions (B) (2) (c) 929
(ii), (iii), and (iv) of this section under the heading 930
"ADMISSIONS." 931

(5) Each institution of higher education shall provide the 932
chancellor with the information necessary for the chancellor to 933
prepare an informed student document under division (B) of this 934
section, upon request from the chancellor for that information 935
to the extent that the information is available. 936

(C) Each informed student document prepared under division 937
(B) of this section shall be made available to the public on the 938
web site of the department of higher education and on the web 939
site of the institution of higher education for which the 940
document is prepared. 941

(D) Each institution of higher education shall require 942
each individual applying for admission to the institution's 943
undergraduate program, or the individual's parent or guardian, 944
to verify that the individual or the individual's parent or 945

guardian has received the institution's informed student 946
document in its entirety prior to submitting the application for 947
admission to that institution. 948

Section 2. That existing sections 3301.079, 3313.603, and 949
3313.607 of the Revised Code are hereby repealed. 950

Section 3. This act shall be known as the "Informed 951
Student Document Act." 952