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Representatives Hagan, McColley

**Cosponsors: Representatives Phillips, Young, Green, Hackett, Brenner, Anielski,
Antani, DeVitis, Dovilla, Duffey, Perales, Reineke, Ruhl, Sheehy, Sweeney**

A BILL

To amend sections 3301.079 and 3313.603 and to 1
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 state 6
institution of higher education, to require the 7
State Board of Education to include information 8
on the informed student document in the 9
standards and model curricula it creates for 10
financial literacy and entrepreneurship, and to 11
entitle the act the "Informed Student Document 12
Act." 13

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

Section 1. That sections 3301.079 and 3313.603 be amended 14
and section 3333.89 of the Revised Code be enacted to read as 15
follows: 16

Sec. 3301.079. (A) (1) The state board of education 17
periodically shall adopt statewide academic standards with 18

emphasis on coherence, focus, and essential knowledge and that 19
are more challenging and demanding when compared to 20
international standards for each of grades kindergarten through 21
twelve in English language arts, mathematics, science, and 22
social studies. 23

(a) The state board shall ensure that the standards do all 24
of the following: 25

(i) Include the essential academic content and skills that 26
students are expected to know and be able to do at each grade 27
level that will allow each student to be prepared for 28
postsecondary instruction and the workplace for success in the 29
twenty-first century; 30

(ii) Include the development of skill sets that promote 31
information, media, and technological literacy; 32

(iii) Include interdisciplinary, project-based, real-world 33
learning opportunities; 34

(iv) Instill life-long learning by providing essential 35
knowledge and skills based in the liberal arts tradition, as 36
well as science, technology, engineering, mathematics, and 37
career-technical education; 38

(v) Be clearly written, transparent, and understandable by 39
parents, educators, and the general public. 40

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

curricula and achievement assessments adopted under divisions 48
(B) and (C) of this section as necessary to reflect the 49
additional American history and American government content. The 50
state board shall make available a list of suggested grade- 51
appropriate supplemental readings that place the documents 52
prescribed by this division in their historical context, which 53
teachers may use as a resource to assist students in reading the 54
documents within that context. 55

(c) When the state board adopts or revises academic 56
content standards in social studies, American history, American 57
government, or science under division (A)(1) of this section, 58
the state board shall develop such standards independently and 59
not as part of a multistate consortium. 60

(2) After completing the standards required by division 61
(A)(1) of this section, the state board shall adopt standards 62
and model curricula for instruction in technology, financial 63
literacy and entrepreneurship, fine arts, and foreign language 64
for grades kindergarten through twelve. The standards shall meet 65
the same requirements prescribed in division (A)(1)(a) of this 66
section. The state board shall include in the standards and 67
model curricula for financial literacy and entrepreneurship 68
information and instruction on the informed student document 69
created under section 3333.89 of the Revised Code. 70

(3) The state board shall adopt the most recent standards 71
developed by the national association for sport and physical 72
education for physical education in grades kindergarten through 73
twelve or shall adopt its own standards for physical education 74
in those grades and revise and update them periodically. 75

The department of education shall employ a full-time 76
physical education coordinator to provide guidance and technical 77

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

(4) When academic standards have been completed for any 84
subject area required by this section, the state board shall 85
inform all school districts, all community schools established 86
under Chapter 3314. of the Revised Code, all STEM schools 87
established under Chapter 3326. of the Revised Code, and all 88
nonpublic schools required to administer the assessments 89
prescribed by sections 3301.0710 and 3301.0712 of the Revised 90
Code of the content of those standards. Additionally, upon 91
completion of any academic standards under this section, the 92
department shall post those standards on the department's web 93
site. 94

(B) (1) The state board shall adopt a model curriculum for 95
instruction in each subject area for which updated academic 96
standards are required by division (A) (1) of this section and 97
for each of grades kindergarten through twelve that is 98
sufficient to meet the needs of students in every community. The 99
model curriculum shall be aligned with the standards, to ensure 100
that the academic content and skills specified for each grade 101
level are taught to students, and shall demonstrate vertical 102
articulation and emphasize coherence, focus, and rigor. When any 103
model curriculum has been completed, the state board shall 104
inform all school districts, community schools, and STEM schools 105
of the content of that model curriculum. 106

(2) Not later than June 30, 2013, the state board, in 107

consultation with any office housed in the governor's office 108
that deals with workforce development, shall adopt model 109
curricula for grades kindergarten through twelve that embed 110
career connection learning strategies into regular classroom 111
instruction. 112

(3) All school districts, community schools, and STEM 113
schools may utilize the state standards and the model curriculum 114
established by the state board, together with other relevant 115
resources, examples, or models to ensure that students have the 116
opportunity to attain the academic standards. Upon request, the 117
department shall provide technical assistance to any district, 118
community school, or STEM school in implementing the model 119
curriculum. 120

Nothing in this section requires any school district to 121
utilize all or any part of a model curriculum developed under 122
this section. 123

(C) The state board shall develop achievement assessments 124
aligned with the academic standards and model curriculum for 125
each of the subject areas and grade levels required by divisions 126
(A) (1) and (B) (1) of section 3301.0710 of the Revised Code. 127

When any achievement assessment has been completed, the 128
state board shall inform all school districts, community 129
schools, STEM schools, and nonpublic schools required to 130
administer the assessment of its completion, and the department 131
shall make the achievement assessment available to the districts 132
and schools. 133

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

mathematics and for grade three in reading and writing. The 137
diagnostic assessment shall be designed to measure student 138
comprehension of academic content and mastery of related skills 139
for the relevant subject area and grade level. Any diagnostic 140
assessment shall not include components to identify gifted 141
students. Blank copies of diagnostic assessments shall be public 142
records. 143

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

(E) The state board shall not adopt a diagnostic or 152
achievement assessment for any grade level or subject area other 153
than those specified in this section. 154

(F) Whenever the state board or the department consults 155
with persons for the purpose of drafting or reviewing any 156
standards, diagnostic assessments, achievement assessments, or 157
model curriculum required under this section, the state board or 158
the department shall first consult with parents of students in 159
kindergarten through twelfth grade and with active Ohio 160
classroom teachers, other school personnel, and administrators 161
with expertise in the appropriate subject area. Whenever 162
practicable, the state board and department shall consult with 163
teachers recognized as outstanding in their fields. 164

If the department contracts with more than one outside 165
entity for the development of the achievement assessments 166

required by this section, the department shall ensure the 167
interchangeability of those assessments. 168

(G) Whenever the state board adopts standards or model 169
curricula under this section, the department also shall provide 170
information on the use of blended or digital learning in the 171
delivery of the standards or curricula to students in accordance 172
with division (A)(4) of this section. 173

(H) The fairness sensitivity review committee, established 174
by rule of the state board of education, shall not allow any 175
question on any achievement or diagnostic assessment developed 176
under this section or any proficiency test prescribed by former 177
section 3301.0710 of the Revised Code, as it existed prior to 178
September 11, 2001, to include, be written to promote, or 179
inquire as to individual moral or social values or beliefs. The 180
decision of the committee shall be final. This section does not 181
create a private cause of action. 182

(I) (1) (a) The English language arts academic standards 183
review committee is hereby created to review academic content 184
standards in the subject of English language arts. The committee 185
shall consist of the following members: 186

(i) Three experts who are residents of this state and who 187
primarily conduct research, provide instruction, currently work 188
in, or possess an advanced degree in the subject area. One 189
expert shall be appointed by each of the president of the 190
senate, the speaker of the house of representatives, and the 191
governor; 192

(ii) One parent or guardian appointed by the president of 193
the senate; 194

(iii) One educator who is currently teaching in a 195

classroom, appointed by the speaker of the house of	196
representatives;	197
(iv) The chancellor of the Ohio board of regents <u>higher</u>	198
<u>education</u> , or the chancellor's designee;	199
(v) The state superintendent, or the superintendent's	200
designee, who shall serve as the chairperson of the committee.	201
(b) The mathematics academic standards review committee is	202
hereby created to review academic content standards in the	203
subject of mathematics. The committee shall consist of the	204
following members:	205
(i) Three experts who are residents of this state and who	206
primarily conduct research, provide instruction, currently work	207
in, or possess an advanced degree in the subject area. One	208
expert shall be appointed by each of the president of the	209
senate, the speaker of the house of representatives, and the	210
governor;	211
(ii) One parent or guardian appointed by the speaker of	212
the house of representatives;	213
(iii) One educator who is currently teaching in a	214
classroom, appointed by the president of the senate;	215
(iv) The chancellor, or the chancellor's designee;	216
(v) The state superintendent, or the superintendent's	217
designee, who shall serve as the chairperson of the committee.	218
(c) The science academic standards review committee is	219
hereby created to review academic content standards in the	220
subject of science. The committee shall consist of the following	221
members:	222

(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;	223 224 225 226 227 228
(ii) One parent or guardian appointed by the president of the senate;	229 230
(iii) One educator who is currently teaching in a classroom, appointed by the speaker of the house of representatives;	231 232 233
(iv) The chancellor, or the chancellor's designee;	234
(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.	235 236
(d) The social studies academic standards review committee is hereby created to review academic content standards in the subject of social studies. The committee shall consist of the following members:	237 238 239 240
(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;	241 242 243 244 245 246
(ii) One parent or guardian appointed by the speaker of the house of representatives;	247 248
(iii) One educator who is currently teaching in a classroom, appointed by the president of the senate;	249 250

(iv) The chancellor, or the chancellor's designee;	251
(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.	252 253
(2) (a) Each committee created in division (I) (1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are clear, concise, and appropriate for each grade level and promote higher student performance, learning, subject matter comprehension, and improved student achievement. Each committee also shall review whether the standards for its respective subject area promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness and whether the standards reduce remediation.	254 255 256 257 258 259 260 261 262 263
(b) Each committee shall determine whether the assessments submitted to that committee under division (I) (4) of this section are appropriate for the committee's respective subject area and meet the academic content standards adopted under this section and community expectations.	264 265 266 267 268
(3) The department of education shall provide administrative support for each committee created in division (I) (1) of this section. Members of each committee shall be reimbursed for reasonable and necessary expenses related to the operations of the committee. Members of each committee shall serve at the pleasure of the appointing authority.	269 270 271 272 273 274
(4) Notwithstanding anything to the contrary in division (N) of section 3301.0711 of the Revised Code, the department shall submit to the appropriate committee created under division (I) (1) of this section copies of the questions and corresponding answers on the relevant assessments required by section	275 276 277 278 279

3301.0710 of the Revised Code on the first day of July following 280
the school year that the assessments were administered. The 281
department shall provide each committee with the entire content 282
of each relevant assessment, including corresponding answers. 283

The assessments received by the committees are not public 284
records of the committees and are not subject to release by the 285
committees to any other person or entity under section 149.43 of 286
the Revised Code. However, the assessments shall become public 287
records in accordance with division (N) of section 3301.0711 of 288
the Revised Code. 289

(J) Not later than sixty days prior to the adoption by the 290
state board of updated academic standards under division (A) (1) 291
of this section or updated model curricula under division (B) (1) 292
of this section, the superintendent of public instruction shall 293
present the academic standards or model curricula, as 294
applicable, in person at a public hearing of the respective 295
committees of the house of representatives and senate that 296
consider education legislation. 297

(K) As used in this section: 298

(1) "Blended learning" means the delivery of instruction 299
in a combination of time in a supervised physical location away 300
from home and online delivery whereby the student has some 301
element of control over time, place, path, or pace of learning. 302

(2) "Coherence" means a reflection of the structure of the 303
discipline being taught. 304

(3) "Digital learning" means learning facilitated by 305
technology that gives students some element of control over 306
time, place, path, or pace of learning. 307

(4) "Focus" means limiting the number of items included in 308

a curriculum to allow for deeper exploration of the subject	309
matter.	310
(5) "Vertical articulation" means key academic concepts	311
and skills associated with mastery in particular content areas	312
should be articulated and reinforced in a developmentally	313
appropriate manner at each grade level so that over time	314
students acquire a depth of knowledge and understanding in the	315
core academic disciplines.	316
Sec. 3313.603. (A) As used in this section:	317
(1) "One unit" means a minimum of one hundred twenty hours	318
of course instruction, except that for a laboratory course, "one	319
unit" means a minimum of one hundred fifty hours of course	320
instruction.	321
(2) "One-half unit" means a minimum of sixty hours of	322
course instruction, except that for physical education courses,	323
"one-half unit" means a minimum of one hundred twenty hours of	324
course instruction.	325
(B) Beginning September 15, 2001, except as required in	326
division (C) of this section and division (C) of section	327
3313.614 of the Revised Code, the requirements for graduation	328
from every high school shall include twenty units earned in	329
grades nine through twelve and shall be distributed as follows:	330
(1) English language arts, four units;	331
(2) Health, one-half unit;	332
(3) Mathematics, three units;	333
(4) Physical education, one-half unit;	334
(5) Science, two units until September 15, 2003, and three	335

units thereafter, which at all times shall include both of the 336
following: 337

(a) Biological sciences, one unit; 338

(b) Physical sciences, one unit. 339

(6) History and government, one unit, which shall comply 340
with division (M) of this section and shall include both of the 341
following: 342

(a) American history, one-half unit; 343

(b) American government, one-half unit. 344

(7) Social studies, two units. 345

Beginning with students who enter ninth grade for the 346
first time on or after July 1, 2017, the two units of 347
instruction prescribed by division (B) (7) of this section shall 348
include at least one-half unit of instruction in the study of 349
world history and civilizations. 350

(8) Elective units, seven units until September 15, 2003, 351
and six units thereafter. 352

Each student's electives shall include at least one unit, 353
or two half units, chosen from among the areas of 354
business/technology, fine arts, and/or foreign language. 355

(C) Beginning with students who enter ninth grade for the 356
first time on or after July 1, 2010, except as provided in 357
divisions (D) to (F) of this section, the requirements for 358
graduation from every public and chartered nonpublic high school 359
shall include twenty units that are designed to prepare students 360
for the workforce and college. The units shall be distributed as 361
follows: 362

(1) English language arts, four units;	363
(2) Health, one-half unit, which shall include instruction in nutrition and the benefits of nutritious foods and physical activity for overall health;	364 365 366
(3) Mathematics, four units, which shall include one unit of algebra II or the equivalent of algebra II. However, students who enter ninth grade for the first time on or after July 1, 2015, and who are pursuing a career-technical instructional track shall not be required to take algebra II, and instead may complete a career-based pathway mathematics course as an alternative.	367 368 369 370 371 372 373
(4) Physical education, one-half unit;	374
(5) Science, three units with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information, which shall include the following, or their equivalent:	375 376 377 378
(a) Physical sciences, one unit;	379
(b) Life sciences, one unit;	380
(c) Advanced study in one or more of the following sciences, one unit:	381 382
(i) Chemistry, physics, or other physical science;	383
(ii) Advanced biology or other life science;	384
(iii) Astronomy, physical geology, or other earth or space science.	385 386
(6) History and government, one unit, which shall comply with division (M) of this section and shall include both of the following:	387 388 389

- (a) American history, one-half unit; 390
- (b) American government, one-half unit. 391
- (7) Social studies, two units. 392

~~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 these concepts.~~ 393-402

~~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.~~ 403-407

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. 408-412

The two units of instruction prescribed by division (C) (7) of this section may include one-half unit of instruction in the study of financial literacy as provided by division (C) (9) of this section, if a school district elects to do so. 413-416

- (8) Five units consisting of one or any combination of foreign language, fine arts, business, career-technical 417-418

education, family and consumer sciences, technology, 419
agricultural education, a junior reserve officer training corps 420
(JROTC) program approved by the congress of the United States 421
under title 10 of the United States Code, or English language 422
arts, mathematics, science, or social studies courses not 423
otherwise required under division (C) of this section. 424

The five units of instruction prescribed by division (C) 425
(8) of this section may include one-half unit of instruction in 426
the study of financial literacy as provided by division (C) (9) 427
of this section, if a school district elects to do so. 428

(9) Beginning with students who enter ninth grade for the 429
first time on or after July 1, 2018, one-half unit of 430
instruction in the study of financial literacy. 431

This requirement shall be satisfied by completing one-half 432
unit of financial literacy instruction as part of the two 433
required units of instruction in social studies under division 434
(C) (7) of this section or as part of the five required units of 435
instruction prescribed by division (C) (8) of this section, as 436
determined by each school district. 437

The study of financial literacy shall be as expressed in 438
the academic content standards for financial literacy adopted 439
under division (A) (2) of section 3301.079 of the Revised Code. 440
The study of financial literacy shall include both of the 441
following: 442

(a) A review of the information contained in the informed 443
student documents prescribed by section 3333.89 of the Revised 444
Code and emphasize personal finance, the concepts of credit, 445
debt, and investments, and sound money management. 446

(b) Instruction on calculating interest and compound 447

interest on loans and exposure to federal financial aid forms, 448
such as the free application for federal student aid (FAFSA). 449

In developing the curriculum required by division (C) (9) 450
of this section, schools shall use available public-private 451
partnerships and resources and materials that exist in business, 452
industry, and through the centers for economics education at 453
institutions of higher education in the state. 454

Notwithstanding anything to the contrary in the Revised 455
Code or in rules adopted by the state board, an individual who 456
holds a valid educator license issued by the state board to 457
teach social studies, business education, or consumer and family 458
sciences may teach the study of financial literacy as required 459
by division (C) (9) of this section. 460

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

The requirements for graduation prescribed in division (C) 473
of this section are the standard expectation for all students 474
entering ninth grade for the first time at a public or chartered 475
nonpublic high school on or after July 1, 2010. A student may 476
satisfy this expectation through a variety of methods, 477

including, but not limited to, integrated, applied, career- 478
technical, and traditional coursework. 479

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

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

School districts, community schools, and chartered 497
nonpublic schools shall integrate technology into learning 498
experiences across the curriculum in order to maximize 499
efficiency, enhance learning, and prepare students for success 500
in the technology-driven twenty-first century. Districts and 501
schools shall use distance and web-based course delivery as a 502
method of providing or augmenting all instruction required under 503
this division, including laboratory experience in science. 504
Districts and schools shall utilize technology access and 505
electronic learning opportunities provided by the broadcast 506
educational media commission, chancellor, the Ohio learning 507

network, education technology centers, public television 508
stations, and other public and private providers. 509

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

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

(2) The student and parent, guardian, or custodian fulfill 527
any procedural requirements the school stipulates to ensure the 528
student's and parent's, guardian's, or custodian's informed 529
consent and to facilitate orderly filing of statements under 530
division (D)(1) of this section. Annually, each district or 531
school shall notify the department of education of the number of 532
students who choose to qualify for graduation under division (D) 533
of this section and the number of students who complete the 534
student's success plan and graduate from high school. 535

(3) The student and the student's parent, guardian, or 536
custodian and a representative of the student's high school 537

jointly develop a student success plan for the student in the 538
manner described in division (C) (1) of section 3313.6020 of the 539
Revised Code that specifies the student matriculating to a two- 540
year degree program, acquiring a business and industry- 541
recognized credential, or entering an apprenticeship. 542

(4) The student's high school provides counseling and 543
support for the student related to the plan developed under 544
division (D) (3) of this section during the remainder of the 545
student's high school experience. 546

(5) (a) Except as provided in division (D) (5) (b) of this 547
section, the student successfully completes, at a minimum, the 548
curriculum prescribed in division (B) of this section. 549

(b) Beginning with students who enter ninth grade for the 550
first time on or after July 1, 2014, a student shall be required 551
to complete successfully, at the minimum, the curriculum 552
prescribed in division (B) of this section, except as follows: 553

(i) Mathematics, four units, one unit which shall be one 554
of the following: 555

(I) Probability and statistics; 556

(II) Computer programming; 557

(III) Applied mathematics or quantitative reasoning; 558

(IV) Any other course approved by the department using 559
standards established by the superintendent not later than 560
October 1, 2014. 561

(ii) Elective units, five units; 562

(iii) Science, three units as prescribed by division (B) 563
of this section which shall include inquiry-based laboratory 564

experience that engages students in asking valid scientific 565
questions and gathering and analyzing information. 566

The department, in collaboration with the chancellor, 567
shall analyze student performance data to determine if there are 568
mitigating factors that warrant extending the exception 569
permitted by division (D) of this section to high school classes 570
beyond those entering ninth grade before July 1, 2016. The 571
department shall submit its findings and any recommendations not 572
later than December 1, 2015, to the speaker and minority leader 573
of the house of representatives, the president and minority 574
leader of the senate, the chairpersons and ranking minority 575
members of the standing committees of the house of 576
representatives and the senate that consider education 577
legislation, the state board of education, and the 578
superintendent of public instruction. 579

(E) Each school district and chartered nonpublic school 580
retains the authority to require an even more challenging 581
minimum curriculum for high school graduation than specified in 582
division (B) or (C) of this section. A school district board of 583
education, through the adoption of a resolution, or the 584
governing authority of a chartered nonpublic school may 585
stipulate any of the following: 586

(1) A minimum high school curriculum that requires more 587
than twenty units of academic credit to graduate; 588

(2) An exception to the district's or school's minimum 589
high school curriculum that is comparable to the exception 590
provided in division (D) of this section but with additional 591
requirements, which may include a requirement that the student 592
successfully complete more than the minimum curriculum 593
prescribed in division (B) of this section; 594

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

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

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

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

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

(4) The program develops a student success plan for the 620
student in the manner described in division (C) (1) of section 621
3313.6020 of the Revised Code that specifies the student's 622
matriculating to a two-year degree program, acquiring a business 623

and industry-recognized credential, or entering an 624
apprenticeship. 625

(5) The program provides counseling and support for the 626
student related to the plan developed under division (F) (4) of 627
this section during the remainder of the student's high school 628
experience. 629

(6) The program requires the student and the student's 630
parent, guardian, or custodian to sign and file, in accordance 631
with procedural requirements stipulated by the program, a 632
written statement asserting the parent's, guardian's, or 633
custodian's consent to the student's graduating without 634
completing the requirements for graduation prescribed in 635
division (C) of this section and acknowledging that one 636
consequence of not completing those requirements is 637
ineligibility to enroll in most state universities in Ohio 638
without further coursework. 639

(7) Prior to receiving the waiver, the program has 640
submitted to the department an instructional plan that 641
demonstrates how the academic content standards adopted by the 642
state board under section 3301.079 of the Revised Code will be 643
taught and assessed. 644

(8) Prior to receiving the waiver, the program has 645
submitted to the department a policy on career advising that 646
satisfies the requirements of section 3313.6020 of the Revised 647
Code, with an emphasis on how every student will receive career 648
advising. 649

(9) Prior to receiving the waiver, the program has 650
submitted to the department a written agreement outlining the 651
future cooperation between the program and any combination of 652

local job training, postsecondary education, nonprofit, and 653
health and social service organizations to provide services for 654
students in the program and their families. 655

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

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

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

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

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

Each high school shall record on the student's high school 676
transcript all high school credit awarded under division (G) of 677
this section. In addition, if the student completed a seventh- 678
or eighth-grade fine arts course described in division (K) of 679
this section and the course qualified for high school credit 680
under that division, the high school shall record that course on 681

the student's high school transcript. 682

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

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

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

(2) Not later than December 31, 2015, the state board 708
shall update the statewide plan adopted pursuant to division (J) 709
(1) of this section to also include methods for students 710
enrolled in seventh and eighth grade to meet curriculum 711

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

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

Beginning with students who enter ninth grade for the 728
first time on or after July 1, 2010, each student enrolled in a 729
public or chartered nonpublic high school shall complete two 730
semesters or the equivalent of fine arts to graduate from high 731
school. The coursework may be completed in any of grades seven 732
to twelve. Each student who completes a fine arts course in 733
grade seven or eight may elect to count that course toward the 734
five units of electives required for graduation under division 735
(C) (8) of this section, if the course satisfied the requirements 736
of division (G) of this section. In that case, the high school 737
shall award the student high school credit for the course and 738
count the course toward the five units required under division 739
(C) (8) of this section. If the course in grade seven or eight 740
did not satisfy the requirements of division (G) of this 741
section, the high school shall not award the student high school 742

credit for the course but shall count the course toward the two 743
semesters or the equivalent of fine arts required by this 744
division. 745

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

(M) It is important that high school students learn and 764
understand United States history and the governments of both the 765
United States and the state of Ohio. Therefore, beginning with 766
students who enter ninth grade for the first time on or after 767
July 1, 2012, the study of American history and American 768
government required by divisions (B) (6) and (C) (6) of this 769
section shall include the study of all of the following 770
documents: 771

(1) The Declaration of Independence; 772

(2) The Northwest Ordinance;	773
(3) The Constitution of the United States with emphasis on the Bill of Rights;	774 775
(4) The Ohio Constitution.	776
The study of each of the documents prescribed in divisions (M) (1) to (4) of this section shall include study of that document in its original context.	777 778 779
The study of American history and government required by divisions (B) (6) and (C) (6) of this section shall include the historical evidence of the role of documents such as the Federalist Papers and the Anti-Federalist Papers to firmly establish the historical background leading to the establishment of the provisions of the Constitution and Bill of Rights.	780 781 782 783 784 785
<u>Sec. 3333.89. (A) As used in this section, "state institution of higher education" has the same meaning as in section 3345.011 of the Revised Code.</u>	786 787 788
<u>(B) (1) The chancellor of higher education shall prepare an informed student document for each state institution of higher education. This document shall be designed for use by prospective students of the institution and their parents and include instruction on how to access state and national sources to find data on jobs that are in demand. The chancellor shall update this document on an annual basis.</u>	789 790 791 792 793 794 795
<u>(2) The informed student document for a state institution of higher education shall include all of the following information:</u>	796 797 798
<u>(a) A list of state institutions of higher education, and either a listing of, or internet link to a web site listing of,</u>	799 800

<u>all majors offered by the institutions;</u>	801
<u>(b) For the institution for which the document is prepared</u>	802
<u>and each state institution of higher education, all of the</u>	803
<u>following information for each of the five preceding academic</u>	804
<u>years to the extent that the information is available:</u>	805
<u>(i) The average annual total academic costs for a resident</u>	806
<u>undergraduate student enrolled in thirty semester credit hours;</u>	807
<u>(ii) The net annual total academic costs for a resident</u>	808
<u>undergraduate student enrolled in thirty semester credit hours</u>	809
<u>after grants and scholarships;</u>	810
<u>(iii) The average student debt incurred per academic year</u>	811
<u>and the average total debt incurred by a student upon</u>	812
<u>graduation;</u>	813
<u>(iv) Loan repayment rates;</u>	814
<u>(v) The four-year, five-year, and six-year graduation</u>	815
<u>rates of full-time students who are seeking a bachelor's degree</u>	816
<u>and the average amount of debt a student accrues within each of</u>	817
<u>those rates;</u>	818
<u>(vi) The average number of fall and spring semesters of</u>	819
<u>enrollment attempted by students in order to obtain a bachelor's</u>	820
<u>degree.</u>	821
<u>(c) For the institution for which the document is</u>	822
<u>prepared, all of the following information for each of the five</u>	823
<u>preceding academic years to the extent that the information is</u>	824
<u>available:</u>	825
<u>(i) The number of first-time, full-time undergraduate</u>	826
<u>students seeking a degree who are enrolled in the institution</u>	827
<u>after one academic year and separately the number of such</u>	828

<u>students enrolled after two academic years;</u>	829
<u>(ii) For first-time undergraduate students at the</u>	830
<u>institution, the twenty-fifth percentile and seventy-fifth</u>	831
<u>percentile of those students' scores on the SAT test and on the</u>	832
<u>ACT test;</u>	833
<u>(iii) The percentage of students who applied for first-</u>	834
<u>time undergraduate admission to the institution who were offered</u>	835
<u>admission to the institution;</u>	836
<u>(iv) The percentage of students admitted by the</u>	837
<u>institution who graduated from high school in Ohio and were in</u>	838
<u>the top ten per cent of their high school class.</u>	839
<u>(d) For each state institution of higher education, the</u>	840
<u>number of first-time, full-time undergraduate students seeking a</u>	841
<u>degree who are enrolled in the institution after two academic</u>	842
<u>years for each of the five preceding academic years to the</u>	843
<u>extent that the information is available.</u>	844
<u>(3) Each informed student document shall include the most</u>	845
<u>recent available interest rates for federal student loans and</u>	846
<u>information on federal student aid forms, such as the free</u>	847
<u>application for federal student aid (FAFSA).</u>	848
<u>(4) When preparing an informed student document for a</u>	849
<u>state institution of higher education under this section, the</u>	850
<u>chancellor shall do all of the following:</u>	851
<u>(a) List the information described in divisions (B) (2) (b)</u>	852
<u>(i), (ii), (iii), and (iv) of this section under the heading</u>	853
<u>"COSTS";</u>	854
<u>(b) List the information described in divisions (B) (2) (b)</u>	855
<u>(v) and (vi), (B) (2) (c) (i), and (B) (2) (d) of this section under</u>	856

the heading "STUDENT SUCCESS"; 857

(c) List the information described in divisions (B) (2) (c) 858
(ii), (iii), and (iv) of this section under the heading 859
"ADMISSIONS." 860

(5) Each state institution of higher education shall 861
provide the chancellor with the information necessary for the 862
chancellor to prepare an informed student document under 863
division (B) of this section, upon request from the chancellor 864
for that information. 865

(C) Each informed student document prepared under division 866
(B) of this section shall be made available to the public on the 867
web site of the department of higher education and on the web 868
site of the state institution of higher education for which the 869
document is prepared. 870

(D) Each state institution of higher education shall 871
require each individual applying for admission to the 872
institution's undergraduate program, or the individual's parent 873
or guardian, to verify that the individual or the individual's 874
parent or guardian has read the institution's informed student 875
document in its entirety prior to submitting the application for 876
admission to that institution. 877

Section 2. That existing sections 3301.079 and 3313.603 of 878
the Revised Code are hereby repealed. 879

Section 3. This act shall be known as the "Informed 880
Student Document Act." 881