

STATE OF OKLAHOMA

2nd Session of the 48th Legislature (2002)

SENATE BILL 1422

By: Leftwich

AS INTRODUCED

An Act relating to schools; amending 70 O.S. 2001, Section 11-103.6, which relates to high school graduation curriculum requirements; modifying social studies requirements; encouraging districts to include certain youth community service programs in course offerings; amending 70 O.S. 2001, Sections 11-108.2 and 11-108.3, which relate to youth community service programs; authorizing credit for youth community service programs that meet standards adopted by the State Board of Education; deleting redundant language; removing funding constraints; amending 70 O.S. 2001, Section 1210.229-6, which relates to character education; clarifying language; modifying character education program components; creating Oklahoma Social Studies Stimulus Program; stating purpose; authorizing State Board of Education to award certain grants and establish criteria; requiring certain report and evaluation; providing for codification; providing an effective date; and declaring an emergency.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2001, Section 11-103.6, is amended to read as follows:

Section 11-103.6 A. The State Board of Education shall adopt curricular standards for instruction of students in the public schools of this state that are necessary to ensure there is attainment of desired levels of competencies in a variety of areas to include language, mathematics, science, social studies and communication. All students shall gain literacy at the elementary and secondary levels through a core curriculum. Students must develop skills in reading, writing, speaking, computing and critical thinking. They also must learn about cultures and environments - their own and those of others with whom they share the earth.

Students, therefore, must study social studies, literature, languages, the arts, mathematics and science. Such curricula shall provide for the teaching of a hands-on career exploration program in cooperation with technology center schools. The core curriculum shall be designed to teach the competencies for which students shall be tested as provided in Section 1210.508 of this title, and shall be designed to prepare all students for employment and/or postsecondary education.

B. Beginning with the 2002-2003 school year, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following core curriculum units or sets of competencies at the secondary level:

1. Language Arts - 4 units or sets of competencies, to consist of 1 unit or set of competencies of grammar and composition, and 3 units or sets of competencies which may include, but are not limited to, the following courses: American Literature, English Literature, World Literature, Advanced English Courses, or other English courses with content and/or rigor equal to or above grammar and composition;

2. Mathematics - 3 units or sets of competencies, to consist of 1 unit or set of competencies of Algebra I or Algebra I taught in a contextual methodology, and 2 units or sets of competencies which may include, but are not limited to, the following courses: Algebra II, Geometry or Geometry taught in a contextual methodology, Trigonometry, Math Analysis or Precalculus, Calculus, Statistics and/or Probability, Computer Science, or other mathematics courses with content and/or rigor equal to or above Algebra I. Provided, credit may be granted for Applied Mathematics I and II and Computer Science whether taught at the comprehensive high school or at a technology center school;

3. Science - 3 units or sets of competencies, to consist of 1 unit or set of competencies of Biology I or Biology I taught in a

contextual methodology, and 2 units or sets of competencies in the areas of life, physical, or earth science or technology which may include, but are not limited to, the following courses: Chemistry I, Physics, Biology II, Chemistry II, Physical Science, Earth Science, Botany, Zoology, Physiology, Astronomy, Applied Physics, Principles of Technology, qualified agricultural education courses, or other science courses with content and/or rigor equal to or above Biology I. Provided, credit may be granted for the Applied Biology/Chemistry, Physics, and Principles of Technology whether taught at the comprehensive high school or at a technology center school;

4. Social Studies - 3 units or sets of competencies, to consist of 1 unit or set of competencies of United States History, 1/2 to 1 unit or set of competencies of United States Government, 1/2 unit or set of competencies of Oklahoma History, and 1/2 to 1 unit or set of competencies which may include, but are not limited to, the following courses: World History, Geography, Economics, Anthropology, Civics, youth community service programs established pursuant to Section 11-108, et seq. of this title, or other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History; and

5. Arts - 2 units or sets of competencies which may include, but are not limited to, courses in Visual Arts and General Music.

C. In addition to the 15 units or sets of competencies of core curriculum requirements established in subsection B of this section, in order to graduate from a public high school accredited by the State Board of Education students shall complete any additional course requirements or recommended elective courses as may be established by the State Board of Education and the ~~local school~~ district board of education. School districts shall strongly encourage students to complete two units or sets of competencies of foreign languages. School districts are strongly encouraged to

include youth community service programs established pursuant to Section 11-108, et seq. of this title in their course offerings.

D. No student shall receive credit for high school graduation more than once for completion of the same unit or set of competencies to satisfy the core curriculum requirements of subsection B.

E. A school district shall not be required to offer every course listed in subsection B of this section, but shall offer sufficient courses to allow a student to meet the graduation requirements during the secondary grade years of the student.

F. For purposes of this section:

1. "Contextual methodology" means academic content and skills taught by utilizing real-world problems and projects in a way that helps students understand the application of that knowledge;

2. "Qualified agricultural education courses" means courses that have been determined by the State Board of Education to offer the sets of competencies in the Priority Academic Student Skills (PASS), as adopted by the Board, for one or more science content areas and which correspond to academic science courses. Qualified agricultural education courses shall include, but are not limited to, Horticulture, Plant and Soil Science, Natural Resources and Environmental Science, and Animal Science. The courses shall be taught by teachers certified in agricultural education and comply with all rules of the Oklahoma Department of Career and Technology Education;

3. "Rigor" means a level of difficulty that is appropriate for the grade level and that meets state and/or national standards;

4. "Sets of competencies" means those skills and competencies that are specified in the Priority Academic Student Skills (PASS), as adopted by the State Board of Education, subchapter 5, Chapter 15, Title 210 of the Oklahoma Administrative Code, and other skills and competencies adopted by the Board; and

5. "Unit" means a Carnegie Unit as defined by the North Central Association's Commission on Schools.

G. 1. The State Board of Education shall adopt a plan to ensure that rigor is maintained in the content, teaching methodology, level of expectations for student achievement, and application of learning in all the courses taught to meet the graduation requirements as specified in subsection B of this section.

2. The State Board of Education shall allow as much option at the local district level as is possible without diminishing the rigor or undermining the intent of providing these courses. To accomplish this purpose, the State Department of Education shall work with local school districts in reviewing and approving courses taught by districts that are not specifically listed in subsection B of this section. Local options may include, but shall not be limited to, courses taken by concurrent enrollment, advanced placement, or correspondence, or courses bearing different titles.

3. If a student enrolls in a concurrent course, the school district shall not be responsible for any costs incurred for that course, unless the school district does not offer enough course selection during the student's secondary grade years to allow the student to receive the courses needed to meet the graduation requirements of subsection B of this section. If the school district does not offer the necessary course selection during the student's secondary grade years, it shall be responsible for the cost of resident tuition at an institution in The Oklahoma State System of Higher Education, fee, and books for the concurrent enrollment course, and providing for transportation to and from the institution to the school site.

It is the intent of the Legislature that, for students enrolled in a concurrent enrollment course which is paid for by the school district pursuant to this paragraph, the institution charge only the

supplementary and special service fees that are directly related to the concurrent enrollment course and enrollment procedures for that student. It is further the intent of the Legislature that fees for student activities and student service facilities, including the student health care and cultural and recreational service fees, not be charged to such students.

4. Credit for the units or sets of competencies required in subsection B of this section shall be given when such units or sets of competencies are taken in the seventh or eighth grades if the teachers are certified or authorized pursuant to Section 6-189.1 of this title to teach the subjects for high school credit and the required rigor is maintained. All units or sets of competencies required for graduation may be taken in any sequence recommended by the local school district.

H. As a condition of receiving accreditation from the State Board of Education, all students in grades nine through twelve shall enroll in a minimum of six periods, or the equivalent in block scheduling, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes.

I. Academic and vocational-technical courses designed to offer sets of competencies integrated or embedded within the course that provide for the teaching and learning of the appropriate skills and knowledge in the Priority Academic Student Skills (PASS), as adopted by the State Board of Education, may upon approval of the Board be counted for academic credit and toward meeting the graduation requirements of subsection B of this section. The State Board of Education shall provide an option for high school graduation based upon attainment of the desired levels of competencies as required in tests pursuant to the provisions of Section 1210.508 of this title. Such option shall be in lieu of the amount of course credits earned.

J. The State Board of Education shall prescribe, adopt and approve a promotion system based on the attainment by students of specified levels of competencies in each area of the core curriculum.

K. Children who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA), and who satisfy the graduation requirements through the individualized education program for that student shall be awarded a standard diploma.

L. Students enrolled in an alternative education program who meet the requirements of their plans leading to high school graduation developed pursuant to Section 1210.568 of this title shall be awarded a standard diploma.

M. Any student who completes the curriculum requirements of the International Baccalaureate Diploma Program shall be awarded a standard diploma.

SECTION 2. AMENDATORY 70 O.S. 2001, Section 11-108.2, is amended to read as follows:

Section 11-108.2 School districts may establish as part of the curriculum a youth community service program for secondary students which includes youth community service activities integrated with study and reflection on the experiences gained through youth community service activities. A student may receive ~~elective~~ credit for participating in a youth community service program ~~as long as the outcomes of the program reflect the competencies outlined in the Oklahoma Learner Outcomes~~ that meets standards adopted by the State Board of Education. A student may perform youth community service activities for educational credit only under the sponsorship of an organization approved by the State Department of Education. Youth community service activities shall not be used to displace any employees or reduce the number of hours for which any employee is paid.

SECTION 3. AMENDATORY 70 O.S. 2001, Section 11-108.3, is amended to read as follows:

Section 11-108.3 The State Board of Education may assist school districts with the development of youth community service programs by:

1. Establishing and maintaining a list of acceptable projects with a description of each project, and providing for projects to be placed on the list upon proper application by the ~~local~~ district and evaluation by the State Department of Education;

2. Verifying that community sponsors have filed assurances with the Department of Education that youth community services students are not displacing employees or reducing the hours for which any employee is paid;

3. Assisting school districts in publicizing the youth community service program and in determining whether there is sufficient interest in the district to warrant a youth community service program;

4. Monitoring districts to assure that youth community service programs are established in districts where interest warrants;

5. Evaluating local youth community service programs;

6. Developing in-service training components to be used by ~~local~~ districts for preparation of youth community service program faculty sponsors; and

7. Assisting ~~local~~ districts in applying for grants from private or governmental sources for youth community service programs; ~~and~~

~~8. For the purpose of implementing this act the State Board of Education shall utilize only grants from private and governmental sources.~~

SECTION 4. AMENDATORY 70 O.S. 2001, Section 1210.229-6, is amended to read as follows:

Section 1210.229-6 The ~~local school~~ boards of education for the school districts of this state may develop and implement, ~~at the beginning of the 1999-2000 school year,~~ a comprehensive program for character education for use in grades kindergarten through ~~sixth~~ six. This program of character education shall focus on students' development of character traits, ~~the kind and manner found in available curriculum~~ including, but not limited to, patriotism, citizenship, courage, honesty, self-control, punctuality, patience, perseverance, and such other character traits as approved by the district board of education. The program of character education may include, but shall not be limited to, the voluntary reciting of the Pledge of Allegiance to the flag of the United States of America. The State Board of Education shall ~~be available to all school districts with~~ provide necessary technical assistance to school districts upon request.

SECTION 5. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 1210.705 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. There is hereby created the "Oklahoma Social Studies Stimulus Program" to be administered by the State Department of Education. The purpose of the program is to provide incentives for school districts to develop innovative ways of educating students through social studies and preparing students to become active, engaged participants in the democratic process.

B. Contingent upon the availability of funds, the State Board of Education is authorized to award grants to teachers and school districts for district-wide or selected site programs, based on criteria established by the State Department of Education that are consistent with the purposes of this act for social studies related purposes that may include, but are not limited to: class projects, field trips, materials and equipment, development of curriculum, professional development, and workshops.

C. The State Department of Education shall prepare an evaluation of each grant award and submit an annual report and evaluation of the Oklahoma Social Studies Stimulus Program to the members of the education committees of the State Senate and the House of Representatives and to the Governor no later than December 31 of each year.

SECTION 6. This act shall become effective July 1, 2002.

SECTION 7. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

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