ENGROSSED HOUSE
BILL NO. 1786

By: Dank and Wesselhoft of the House

and

Wilcoxson of the Senate

An Act relating to schools; amending 70 O.S. 2001, Section 11-103.2, which relates to academic scholar program; modifying requirements for earning Oklahoma Scholars Academic Excellence status; amending 70 O.S. 2001, Section 11-103.6, as last amended by Section 1, Chapter 82, O.S.L. 2004 (70 O.S. Supp. 2004, Section 11-103.6), which relates to curriculum standards; providing for high school graduation core curriculum option; requiring school districts to issue an Oklahoma Scholars Diploma by a certain date; providing for automatic enrollment in the Oklahoma Scholars core curriculum; allowing parents to opt out of Oklahoma Scholars core curriculum; listing courses required for Oklahoma Scholars core curriculum; providing for additional curriculum requirements for graduation; requiring school district to offer certain courses; defining certain terms; allowing credit for courses taken in eighth grade; repealing 70 O.S. 2001, Sections 11-103.6d and 11-103.6e, which relate to the certificate of distinction; 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 11-103.2, is amended to read as follows:

Section 11-103.2 The State Board of Education shall have authority to develop and implement a program for the purpose of recognizing ~~academic scholars in the secondary schools of the state~~ <u>students who have excelled in earning an Oklahoma Scholars diploma as provided for in Section 3 of this act</u>. The State Board of Education shall determine the requirements which are necessary for a student to attain ~~academic scholar~~ <u>Oklahoma Scholars Academic Excellence</u> status. The requirements shall include but not be

limited to the ~~minimum graduation requirements set by the State Board of Education~~ completion of the Oklahoma Scholars core curriculum requirements as set forth in Section 3 of this act, a minimum accumulated grade point average or class ranking, and a minimum composite score on the ACT college entrance examination or combined score on the SAT I college entrance examination. Recognition for ~~academic scholar~~ Oklahoma Scholars Academic Excellence status shall be indicated upon the diploma of those students who qualify for ~~such~~ the status and in ~~such~~ any other manner as the Board may determine. The State Board of Education shall be authorized to promulgate rules ~~and regulations~~ in order to implement the provisions of this section.

SECTION 2. AMENDATORY 70 O.S. 2001, Section 11-103.6, as last amended by Section 1, Chapter 82, O.S.L. 2004 (70 O.S. Supp. 2004, 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. Beginning with the 2010-2011 school year, a student that opts not to pursue the Academic Scholars core curriculum option to graduate from a public high school as provided for in Section 3 of this act shall complete the following core curriculum units or sets of competencies at the secondary level in order to graduate from a public high school with a standard diploma:

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:

a. American Literature,

b. English Literature,

c. World Literature,

d. Advanced English Courses, or

e. 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:

a. Algebra II,

b. Geometry or Geometry taught in a contextual methodology,

c. Trigonometry,

d. Math Analysis or Precalculus,

e. Calculus,

f. Statistics and/or Probability,

g. Computer Science,

h. contextual mathematics courses which enhance technology preparation whether taught at a:

(1) comprehensive high school, or

(2) technology center school when taken in the eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education,

i. mathematics courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education, or

j. equal to or above Algebra I;

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:

a. Chemistry I,

b. Physics,

c. Biology II,

d. Chemistry II,

e. Physical Science,

f. Earth Science,

g. Botany,

h. Zoology,

i. Physiology,

j. Astronomy,

k. Applied Biology/Chemistry,

l. Applied Physics,

m. Principles of Technology,

n. qualified agricultural education courses,

o. contextual science courses which enhance technology preparation whether taught at a:

(1) comprehensive high school, or

(2) technology center school when taken in the eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education,

p. science courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education, or

q. other science courses with content and/or rigor equal to or above Biology I;

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:

a. World History,

b. Geography,

c. Economics,

d. Anthropology, or

e. 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 board. School districts shall strongly encourage students to complete two units or sets of competencies of foreign languages.

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 flexibility at the 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 school districts in reviewing and approving courses taught by districts that are not specifically listed in subsection B of this section. Options may include, but shall not be limited to, courses taken by concurrent enrollment, advanced placement, or correspondence, or courses bearing different titles.

3. Technology center school districts may offer programs designed in cooperation with institutions of higher education which have an emphasis on a focused field of career study upon approval of the State Board of Education and the independent district board of education. Students in the tenth grade may be allowed to attend these programs for up to one-half (1/2) of a school day and credit

for the units or sets of competencies required in paragraphs 2 and 3 of subsection B of this section shall be given if the courses are taught by a teacher certified in the secondary subject area.

4. 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.

5. 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. 1. 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.

2. Internet-based courses offered by a technology center school that are taught by a certified teacher and provide for the teaching and learning of the appropriate skills and knowledge in the PASS may, upon approval of the State Board of Education and the independent district board of education, be counted for academic credit and toward meeting the graduation requirements of subsection B of this section.

3. Internet-based courses or vocational-technical courses utilizing integrated or embedded skills for which no Priority Academic Student Skills have been adopted by the State Board of Education may be approved by the Board if such courses incorporate standards of nationally recognized professional organizations and are taught by certified teachers.

J. 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.

K. 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.

L. 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.

M. 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.

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

O. Notwithstanding any other provision of law, any student who successfully completes an advanced mathematics or science course offered pursuant to Section 1210.404 of this title shall be granted academic credit toward meeting the graduation requirements pursuant to paragraphs 2 or 3, as appropriate, of subsection B of this section.

SECTION 3. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 11-103.6g of Title 70, unless there is created a duplication in numbering, reads as follows:

A. Beginning with the 2010-2011 school year, each school district in the state shall issue and award an Oklahoma Scholars Diploma to students who have met or exceeded the core curriculum units or sets of competencies listed in subsection B of this section at the secondary level. Upon enrollment in the eighth grade, the school district shall notify the parents of each student, in writing, that the student shall automatically be enrolled in the

Oklahoma Scholars core curriculum beginning in the ninth grade unless the parent opts to enroll the student in the standard diploma core curriculum as provided for in Section 11-103.6 of Title 70 of the Oklahoma Statutes. The parent shall notify the school district in writing if they wish to opt out of the Oklahoma Scholars core curriculum and enroll the student in the standard diploma core curriculum.

B. The Oklahoma Scholars core curriculum shall include the following:

1. English – 4 units or sets of competencies to consist of English I, English II, English III, and English IV;

2. Mathematics – 3 units or sets of competencies to consist of Algebra I, Geometry, and Algebra II;

3. Science – 3 units or sets of competencies to consist of basic laboratory science in Biology, Chemistry, and Physics;

4. Social Studies – 3 1/2 units or sets of competencies chosen from United States History, Oklahoma History, World History, Geography, Economics, and Government; and

5. Foreign Language – 2 units or sets of competencies in any one foreign language.

C. In addition to the 15 1/2 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 with a Oklahoma Scholars diploma, students shall be required to complete any additional course requirements or recommended electives established by the State Board of Education.

D. School districts shall be required to offer or make available by some means the courses listed in subsection B of this section, in order to allow a student to meet the Oklahoma Scholars graduation requirements during the secondary grade years of the student.

E. Credit for units or sets of competencies required in subsection B of this section shall be given when taken in the eighth grade if the teacher is certified or authorized pursuant to Section 6-189.1 of Title 70 of the Oklahoma Statutes to teach the subjects for high school credit.

F. "Unit" and "sets of competencies" shall be defined as provided for in Section 11-103.6 of Title 70 of the Oklahoma Statutes.

SECTION 4. REPEALER 70 O.S. 2001, Section 11-103.6d, is hereby repealed.

SECTION 5. REPEALER 70 O.S. 2001, Section 11-103.6e, is hereby repealed.

SECTION 6. This act shall become effective July 1, 2005.

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.

Passed the House of Representatives the 17th day of March, 2005.

_____
Presiding Officer of the House of Representatives

Passed the Senate the ____ day of _____, 2005.

_____
Presiding Officer of the Senate