

CS for EHB 1621

1 THE STATE SENATE
2 Wednesday, April 13, 2005

3 Committee Substitute for
4 ENGROSSED
5 House Bill No. 1621

6 COMMITTEE SUBSTITUTE FOR ENGROSSED HOUSE BILL NO. 1621 - By: KERN
7 and WESSELHOFT of the House and WILCOXSON of the Senate.

8 [schools - core curriculum standards - intervention and
9 summer programs or academies - reading instruction program -
10 effective date]

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

12 SECTION 1. AMENDATORY 70 O.S. 2001, Section 11-103.6, as
13 last amended by Section 1, Chapter 82, O.S.L. 2004 (70 O.S. Supp.
14 2004, Section 11-103.6), is amended to read as follows:

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

1 languages, the arts, mathematics and science. Such curricula shall
2 provide for the teaching of a hands-on career exploration program in
3 cooperation with technology center schools. The core curriculum
4 shall be designed to teach the competencies for which students shall
5 be tested as provided in Section 1210.508 of this title, and shall
6 be designed to prepare all students for employment and/or
7 postsecondary education.

8 B. Beginning with the 2005-2006 school year, except as
9 otherwise provided for in this subsection, the core curriculum
10 adopted by the State Board of Education for students in kindergarten
11 through third grade shall include standards for instruction that are
12 focused on reading/language arts and mathematics. The curricula
13 shall provide for the development of motor skills and inclusion of
14 physical activity and shall provide for the teaching of science,
15 social studies, arts and other subjects through reading/language
16 arts- and mathematics-based competencies. The core curriculum for
17 reading/language arts shall be designed to teach students reading
18 skills that include, but are not limited to, print awareness,
19 phonological/phonemic awareness, phonics/decoding, reading fluency,
20 vocabulary, and comprehension/critical literacy. In order to be
21 promoted to the fourth grade, a student shall, through the reading
22 assessments administered by a school district pursuant to Section
23 1210.508C of this title, be found to be reading at grade level and

1 to have completed the reading/language arts competencies required
2 for third grade. Subject to the availability of funds, if a third
3 grade student is found not to be reading at grade level by the end
4 of the second quarter of the school year, the student shall be
5 placed in an intensive intervention reading program which shall
6 include, but is not limited to, allowing the student to work on
7 computer-assisted individual reading plans before and after school,
8 at lunch, during recess, and at other times outside the regularly
9 scheduled classroom reading lesson time period. Subject to the
10 availability of funds, if at the end of the school year the student
11 is still not reading at grade level, the student shall be offered an
12 opportunity to participate in a summer school academy or program
13 designed to help the student complete the third grade
14 reading/language arts competencies. If the student has not
15 successfully completed the reading/language arts competencies prior
16 to the beginning of the school year, the student may be retained in
17 the third grade for no longer than one (1) school year and a program
18 of reading instruction shall be provided to the student as required
19 in Section 1210.508C of this title. For students who have an
20 individualized education program pursuant to the Individuals with
21 Disabilities Education Act (IDEA), have limited English proficiency,
22 or for whom English is a second language, the core curriculum

1 requirements may be modified to meet their individualized education
2 program or as needed to meet their needs.

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

8 1. Language Arts - 4 units or sets of competencies, to consist
9 of 1 unit or set of competencies of grammar and composition, and 3
10 units or sets of competencies which may include, but are not limited
11 to, the following courses:

- 12 a. American Literature,
- 13 b. English Literature,
- 14 c. World Literature,
- 15 d. Advanced English Courses, or
- 16 e. other English courses with content and/or rigor equal
17 to or above grammar and composition;

18 2. Mathematics - 3 units or sets of competencies, to consist of
19 1 unit or set of competencies of Algebra I or Algebra I taught in a
20 contextual methodology, and 2 units or sets of competencies which
21 may include, but are not limited to, the following courses:

- 22 a. Algebra II,

- 1 b. Geometry or Geometry taught in a contextual
2 methodology,
3 c. Trigonometry,
4 d. Math Analysis or Precalculus,
5 e. Calculus,
6 f. Statistics and/or Probability,
7 g. Computer Science,
8 h. contextual mathematics courses which enhance
9 technology preparation whether taught at a:
10 (1) comprehensive high school, or
11 (2) technology center school when taken in the
12 eleventh or twelfth grade, taught by a certified
13 teacher, and approved by the State Board of
14 Education and the independent district board of
15 education,
16 i. mathematics courses taught at a technology center
17 school by a teacher certified in the secondary subject
18 area when taken in the eleventh or twelfth grade upon
19 approval of the State Board of Education and the
20 independent district board of education, or
21 j. equal to or above Algebra I;
22 3. Science - 3 units or sets of competencies, to consist of 1
23 unit or set of competencies of Biology I or Biology I taught in a

1 contextual methodology, and 2 units or sets of competencies in the
2 areas of life, physical, or earth science or technology which may
3 include, but are not limited to, the following courses:

- 4 a. Chemistry I,
- 5 b. Physics,
- 6 c. Biology II,
- 7 d. Chemistry II,
- 8 e. Physical Science,
- 9 f. Earth Science,
- 10 g. Botany,
- 11 h. Zoology,
- 12 i. Physiology,
- 13 j. Astronomy,
- 14 k. Applied Biology/Chemistry,
- 15 l. Applied Physics,
- 16 m. Principles of Technology,
- 17 n. qualified agricultural education courses,
- 18 o. contextual science courses which enhance technology
19 preparation whether taught at a:
 - 20 (1) comprehensive high school, or
 - 21 (2) technology center school when taken in the
22 eleventh or twelfth grade, taught by a certified
23 teacher, and approved by the State Board of

1 Education and the independent district board of
2 education,

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

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

10 4. Social Studies - 3 units or sets of competencies, to consist
11 of 1 unit or set of competencies of United States History, 1/2 to 1
12 unit or set of competencies of United States Government, 1/2 unit or
13 set of competencies of Oklahoma History, and 1/2 to 1 unit or set of
14 competencies which may include, but are not limited to, the
15 following courses:

16 a. World History,

17 b. Geography,

18 c. Economics,

19 d. Anthropology, or

20 e. other social studies courses with content and/or rigor
21 equal to or above United States History, United States
22 Government, and Oklahoma History; and

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

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

11 ~~D.~~ E. No student shall receive credit for high school
12 graduation more than once for completion of the same unit or set of
13 competencies to satisfy the core curriculum requirements of
14 subsection ~~B~~ C of this section.

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

19 ~~F.~~ G. For purposes of this section:

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

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

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

14 4. "Sets of competencies" means those skills and competencies
15 that are specified in the Priority Academic Student Skills (PASS),
16 as adopted by the State Board of Education, subchapter 5, Chapter
17 15, Title 210 of the Oklahoma Administrative Code, and other skills
18 and competencies adopted by the Board; and

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

21 ~~G.~~ H. 1. The State Board of Education shall adopt a plan to
22 ensure that rigor is maintained in the content, teaching
23 methodology, level of expectations for student achievement, and

1 application of learning in all the courses taught to meet the
2 graduation requirements as specified in subsection ~~B~~ C of this
3 section.

4 2. The State Board of Education shall allow as much flexibility
5 at the district level as is possible without diminishing the rigor
6 or undermining the intent of providing these courses. To accomplish
7 this purpose, the State Department of Education shall work with
8 school districts in reviewing and approving courses taught by
9 districts that are not specifically listed in subsection ~~B~~ C of this
10 section. Options may include, but shall not be limited to, courses
11 taken by concurrent enrollment, advanced placement, or
12 correspondence, or courses bearing different titles.

13 3. Technology center school districts may offer programs
14 designed in cooperation with institutions of higher education which
15 have an emphasis on a focused field of career study upon approval of
16 the State Board of Education and the independent district board of
17 education. Students in the tenth grade may be allowed to attend
18 these programs for up to one-half (1/2) of a school day and credit
19 for the units or sets of competencies required in paragraphs 2 and 3
20 of subsection ~~B~~ C of this section shall be given if the courses are
21 taught by a teacher certified in the secondary subject area.

22 4. If a student enrolls in a concurrent course, the school
23 district shall not be responsible for any costs incurred for that

1 course, unless the school district does not offer enough course
2 selection during the student's secondary grade years to allow the
3 student to receive the courses needed to meet the graduation
4 requirements of subsection ~~B~~ C of this section. If the school
5 district does not offer the necessary course selection during the
6 student's secondary grade years, it shall be responsible for the
7 cost of resident tuition at an institution in The Oklahoma State
8 System of Higher Education, fee, and books for the concurrent
9 enrollment course, and providing for transportation to and from the
10 institution to the school site.

11 It is the intent of the Legislature that for students enrolled
12 in a concurrent enrollment course which is paid for by the school
13 district pursuant to this paragraph, the institution charge only the
14 supplementary and special service fees that are directly related to
15 the concurrent enrollment course and enrollment procedures for that
16 student. It is further the intent of the Legislature that fees for
17 student activities and student service facilities, including the
18 student health care and cultural and recreational service fees, not
19 be charged to such students.

20 5. Credit for the units or sets of competencies required in
21 subsection ~~B~~ C of this section shall be given when such units or
22 sets of competencies are taken in the seventh or eighth grades if
23 the teachers are certified or authorized pursuant to Section 6-189.1

1 of this title to teach the subjects for high school credit and the
2 required rigor is maintained. All units or sets of competencies
3 required for graduation may be taken in any sequence recommended by
4 the local school district.

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

11 ~~F.~~ J. 1. Academic and vocational-technical courses designed to
12 offer sets of competencies integrated or embedded within the course
13 that provide for the teaching and learning of the appropriate skills
14 and knowledge in the Priority Academic Student Skills (PASS), as
15 adopted by the State Board of Education, may upon approval of the
16 Board be counted for academic credit and toward meeting the
17 graduation requirements of subsection ~~B~~ C of this section.

18 2. Internet-based courses offered by a technology center school
19 that are taught by a certified teacher and provide for the teaching
20 and learning of the appropriate skills and knowledge in the PASS
21 may, upon approval of the State Board of Education and the
22 independent district board of education, be counted for academic

1 credit and toward meeting the graduation requirements of subsection
2 ~~B~~ C of this section.

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

9 ~~J.~~ K. The State Board of Education shall provide an option for
10 high school graduation based upon attainment of the desired levels
11 of competencies as required in tests pursuant to the provisions of
12 Section 1210.508 of this title. Such option shall be in lieu of the
13 amount of course credits earned.

14 ~~K.~~ L. The State Board of Education shall prescribe, adopt and
15 approve a promotion system based on the attainment by students of
16 specified levels of competencies in each area of the core
17 curriculum.

18 ~~L.~~ M. Children who have individualized education programs
19 pursuant to the Individuals with Disabilities Education Act (IDEA),
20 and who satisfy the graduation requirements through the
21 individualized education program for that student shall be awarded a
22 standard diploma.

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

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

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

14 SECTION 2. This act shall become effective July 1, 2005.

15 COMMITTEE REPORT BY: COMMITTEE ON APPROPRIATIONS, dated 4-6-05 - DO
16 PASS, As Amended.