

STATE OF OKLAHOMA

1st Session of the 50th Legislature (2005)

HOUSE BILL 1704

By: Coody

AS INTRODUCED

An Act relating to schools; 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; requiring the State Board of Education to adopt certain core curriculum standards for certain grades by a certain date; describing curriculum content; amending 70 O.S. 2001, Section 1210.229-6, which relates to character education programs; requiring school districts to develop and implement character education programs; clarifying statutory language; directing the State Board of Education to provide certain assistance, program lists, and professional development; providing for reimbursement of certain costs for developing and implementing character education programs; making reimbursement contingent upon appropriations; listing reimbursable costs; providing for the filing of claims; directing the Board to promulgate rules; creating the Task Force on Mathematics Education; stating purpose of the Task Force; establishing membership; establishing duties; providing for appointments and appointment of cochairs; providing for meetings and staffing; providing for travel reimbursement; requiring a report; providing for noncodification; 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, 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 2008-2009 school year, the core curriculum adopted by the State Board of Education for students in kindergarten through third grade shall include standards for instruction that are focused on reading and mathematics. The curricula shall provide for the teaching of science, social studies, arts and other subjects through reading- and mathematics-based competencies. The core curriculum for reading shall be designed to teach students reading skills including, but not limited to, phoneme awareness and phonics.

C. 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:

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.~~ D. In addition to the 15 units or sets of competencies of core curriculum requirements established in subsection ~~B~~ C 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.~~ E. 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~~ C.

~~E.~~ F. A school district shall not be required to offer every course listed in subsection ~~B~~ C 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.~~ G. 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.~~ H. 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~~ C 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 C 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 C 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 C 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~~ C 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.~~ I. 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.~~ J. 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~~ C 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~~ C 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~~ K. 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~~ L. 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.

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

~~Θ~~ P. 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~~ C of this section.

SECTION 2. AMENDATORY 70 O.S. 2001, Section 1210.229-6, is amended to read as follows:

Section 1210.229-6 A. ~~The local school boards~~ board of education of the every school districts of district in this state may develop and implement, at the beginning of the ~~1999-2000~~ 2006-2007 school year, a comprehensive program for character education in grades kindergarten through ~~sixth~~ twelfth. ~~This program of The~~ character education program shall focus on ~~students'~~ development of character traits, ~~the kind and manner found in available curriculum in students.~~ 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.

B. The State Board of Education shall ~~be available to all school districts with necessary technical~~ provide:

1. Technical assistance upon request of a school district;
2. Develop and provide to school districts a list of character education programs, curricula, and materials which may be used by school districts; and
3. Provide professional development training on character education curricula and teaching methods to teachers who will be implementing character education programs in school districts.

C. Contingent upon the provision of appropriated funds designated for this purpose, school districts may be reimbursed for costs associated with implementing a character education program in the school district. Costs that may be reimbursed shall include, but are not limited to, the cost associated with purchasing curriculum and material and training teachers. In order to be reimbursed, school districts shall file a claim with the State

Department of Education prior to the end of the fiscal year in which the character education program was implemented. Claims shall be reimbursed in a timely manner. The State Board of Education shall promulgate rules for the administration of reimbursements.

SECTION 3. NEW LAW A new section of law not to be codified in the Oklahoma Statutes reads as follows:

A. There is hereby created, to continue until July 1, 2006, the Task Force on Mathematics Education. The Task Force shall study and prepare recommendations concerning mathematics education at the elementary through high school grade levels in public schools in the state.

B. The Task Force shall be composed of the following members:

1. The State Superintendent of Public Instruction, or a designee;

2. The Executive Director of the Oklahoma Commission for Teacher Preparation, or a designee;

3. The Chancellor of The Oklahoma State System of Higher Education, or a designee;

4. Two members of the House of Representatives, one to be appointed by the Speaker of the House of Representatives and one to be appointed by the Minority Floor Leader of the House of Representatives;

5. Two members of the State Senate, one to be appointed by the President Pro Tempore of the Senate and one to be appointed by the Minority Leader of the State Senate;

6. One member who is an elementary teacher appointed by the Speaker of the House of Representatives;

7. One member who is an elementary-level curriculum director appointed by the Speaker Pro Tempore of the State Senate;

8. One member who is a middle school-level mathematics teacher appointed by the Speaker of the House of Representatives;

9. One member who is a middle school-level curriculum director appointed by the President Pro Tempore of the State Senate;

10. One member who is a high school-level mathematics teacher appointed by the Minority Floor Leader of the House of Representatives;

11. One member who is a high school-level curriculum director appointed by the Minority Leader of the State Senate;

12. One member appointed by the Governor from a list submitted by the Oklahoma Council of Teachers of Mathematics;

13. One member appointed by the Lieutenant Governor from a list submitted by the Coalition for the Advancement of Science and Mathematics Education in Oklahoma;

14. One member appointed by the Chancellor of The Oklahoma State System of Higher Education who is a teacher educator in a college or school of education at a higher education institution or an educator in a department or school outside the institution's teacher education unit that is governed by the Board of Regents of the University of Oklahoma;

15. One member appointed by the Chancellor of The Oklahoma State System of Higher Education who is a teacher educator in a college or school of education at a higher education institution or an educator in a department or school outside the institution's teacher education unit that is governed by the Board of Regents for Oklahoma Agricultural and Mechanical Colleges; and

16. One member appointed by the Chancellor of The Oklahoma State System of Higher Education who is a teacher educator in a college or school of education at a higher education institution or an educator in a department or school outside the institution's teacher education unit that is governed by the Board of Regents of Oklahoma Colleges.

C. The Task Force shall:

1. Review and make recommendations about the mathematics content, preparation and degree requirements of teacher candidates at institutions of higher education in Oklahoma including, but not limited to, an evaluation of the readiness of elementary and middle level teacher candidates to teach mathematics upon graduation;

2. Review and make recommendations about elementary and mathematics teacher licensure and certification requirements including, but not limited to, the certification levels in mathematics, the adequacy and rigor of the Oklahoma Subject Area Tests in mathematics, the opportunities and effectiveness of professional development for elementary teachers in mathematics and mathematics teachers, and alternative certification requirements;

3. Evaluate the need to revise and expand or reduce student testing in the area of mathematics under the Oklahoma School Testing Program Act, particularly the end of instruction test for Algebra I;

4. Make recommendations on ways to provide more support and resources to elementary and mathematics teachers;

5. Review and make recommendations on how school districts schedule the progression of mathematics courses for students;

6. Review and make recommendations about the content and rigor of mathematics student skills and competencies adopted by the State Board of Education at the elementary level and the level of focus on mathematics education at the elementary level as compared to other subject areas; and

7. Evaluate the need to revise the high school mathematics core curriculum requirements as set forth in Section 11-103.6 of Title 70 of the Oklahoma Statutes.

D. Appointments to the Task Force shall be made by September 1, 2005.

E. The Speaker of the Oklahoma House of Representatives and the President Pro Tempore of the State Senate shall each designate a cochair from among the members of the Task Force.

F. The cochairs of the Task Force shall convene the first meeting of the Task Force on or before September 30, 2005. Further meetings of the Task Force shall be called by either cochairs.

G. The Oklahoma State Regents for Higher Education, the State Department of Education and the Oklahoma Commission for Teacher Preparation shall provide staffing for the Task Force. Other state agencies shall cooperate with the Task Force as requested.

H. Members of the Task Force shall receive no compensation for serving on the Task Force, but shall be reimbursed for necessary travel expenses as follows:

1. Legislative members of the Task Force shall be reimbursed for necessary travel expenses incurred in the performance of their duties in accordance with the provisions of Section 456 of Title 74 of the Oklahoma Statutes; and

2. Nonlegislative members shall be reimbursed by their appointing authorities or respective agencies for necessary travel expenses incurred in the performance of their duties in accordance with the State Travel Reimbursement Act.

I. On or before January 1, 2006, the Task Force shall issue a report of its recommendations to the Speaker of the Oklahoma House of Representatives, the President Pro Tempore of the State Senate, and the Governor.

SECTION 4. This act shall become effective July 1, 2005.

SECTION 5. 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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