

1 ENGROSSED HOUSE
2 BILL NO. 4409

By: Lowe (Dick) and Kendrix of
the House

3 and

4 Taylor of the Senate
5
6
7

8 [schools - subject matter standards - modifying
9 graduation requirement to complete a personal
10 financial literacy course - effective date -
11 emergency]
12
13

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

15 SECTION 1. AMENDATORY 70 O.S. 2021, Section 11-103.6, is
16 amended to read as follows:

17 Section 11-103.6 A. 1. The State Board of Education shall
18 adopt subject matter standards for instruction of students in the
19 public schools of this state that are necessary to ensure there is
20 attainment of desired levels of competencies in a variety of areas
21 to include language, mathematics, science, social studies,
22 communication and health and physical education.

23 2. School districts shall develop and implement curriculum,
24 courses and instruction in order to ensure that students meet the

1 skills and competencies as set forth in this section and in the
2 subject matter standards adopted by the State Board of Education.

3 3. All students shall gain literacy at the elementary and
4 secondary levels. Students shall develop skills in reading,
5 writing, speaking, computing and critical thinking. For purposes of
6 this section, critical thinking means a manner of analytical
7 thinking which is logical and uses linear factual analysis to reach
8 a conclusion. They shall learn about cultures and environments -
9 their own and those of others with whom they share the earth. All
10 students shall receive the instruction needed to lead healthy and
11 physically active lifestyles. Students, therefore, shall study
12 social studies, literature, languages, the arts, health, mathematics
13 and science. Such curricula shall provide for the teaching of a
14 hands-on career exploration program in cooperation with technology
15 center schools.

16 4. The subject matter standards shall be designed to teach the
17 competencies for which students shall be tested as provided in
18 Section 1210.508 of this title and shall be designed to prepare all
19 students for active citizenship, employment and/or successful
20 completion of postsecondary education without the need for remedial
21 coursework at the postsecondary level.

22 5. The subject matter standards shall be designed with rigor as
23 defined in paragraph 3 of subsection F of this section.

24

1 6. The subject matter standards for English Language Arts shall
2 give Classic Literature and nonfiction literature equal
3 consideration to other literature. In addition, emphasis shall be
4 given to the study of complete works of literature.

5 7. At a minimum, the subject matter standards for mathematics
6 shall require mastery of the standard algorithms in mathematics,
7 which is the most logical, efficient way of solving a problem that
8 consistently works, and for students to attain fluency in Euclidian
9 geometry.

10 8. The subject matter standards for history, social studies and
11 United States Government shall include the content of the United
12 States naturalization test, with an emphasis on the specific content
13 of the test and the ideas and concepts it references. The United
14 States naturalization test shall be made available in physical and
15 electronic online formats as an optional assessment tool for
16 teachers.

17 9. The subject matter standards for United States Government
18 shall include an emphasis on civics. For the purposes of this
19 section, "civics" means the study of the rights and duties of
20 Oklahoma and United States citizens and of how those governments
21 work.

22 10. The subject matter standards for health and physical
23 education shall include but not be limited to the domains of
24 physical, emotional, social and intellectual health. Health

1 literacy shall include the ability to obtain, process and understand
2 basic health information and services needed to make appropriate
3 health decisions. Health shall also include the importance of
4 proper nutrition and exercise, mental health and wellness, substance
5 abuse, coping skills for understanding and managing trauma,
6 establishing and maintaining positive relationships and responsible
7 decision making. Physical literacy shall include the ability to
8 move with competence and confidence in a wide variety of physical
9 activities in multiple environments that benefit the healthy
10 development of the whole person.

11 B. Subject to the provisions of subsection C of this section,
12 in order to graduate from a public high school accredited by the
13 State Board of Education with a standard diploma, students shall
14 complete the following college preparatory/work ready curriculum
15 units or sets of competencies at the secondary level:

16 1. Four units or sets of competencies of English to include
17 Grammar, Composition, Literature, or any English course approved for
18 college admission requirements;

19 2. Three units or sets of competencies of mathematics, limited
20 to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis,
21 Calculus, Advanced Placement Statistics, or any mathematics course
22 with content and/or rigor above Algebra I and approved for college
23 admission requirements;

24

1 3. Three units or sets of competencies of laboratory science
2 approved for college admission requirements including one unit or
3 set of competencies of life science meeting the standards for
4 Biology I; one unit or set of competencies of physical science
5 meeting the standards for Physical Science, Chemistry or Physics;
6 and one unit or set of competencies from the domains of physical
7 science, life science or earth and space science such that the
8 content and rigor is above Biology I or Physical Science;

9 4. Three units or sets of competencies of history and
10 citizenship skills including one unit of American History, 1/2 unit
11 of Oklahoma History, 1/2 unit of United States Government and one
12 unit from the subjects of History, Government, Geography, Economics,
13 Civics, or non-Western culture and approved for college admission
14 requirements;

15 5. Two units or sets of competencies of the same world or non-
16 English language or two units of computer technology approved for
17 college admission requirements, whether taught at a high school or a
18 technology center school, including computer programming, hardware,
19 and business computer applications, such as word processing,
20 databases, spreadsheets, and graphics, excluding keyboarding or
21 typing courses;

22 6. One additional unit or set of competencies selected from
23 paragraphs 1 through 5 of this subsection or career and technology
24 education courses, concurrently enrolled courses, Advanced Placement

1 courses or International Baccalaureate courses approved for college
2 admission requirements; ~~and~~

3 7. One-half unit or set of competencies of personal financial
4 literacy, as set forth in the Passport to Financial Literacy Act,
5 whether taught as an elective course or when taught during
6 instruction as provided in and subject to the standards of paragraph
7 A of Section 11-103.6h of this title in coursework offered by the
8 school district or partnering career technology center by a teacher
9 certified in a relevant secondary subject area when taken in the
10 tenth, eleventh, or twelfth grade; and

11 8. One unit or set of competencies of fine arts, such as music,
12 art, or drama, or one unit or set of competencies of speech.

13 C. In lieu of the requirements of subsection B of this section
14 which requires a college preparatory/work ready curriculum, a
15 student may enroll in the core curriculum as provided in subsection
16 D of this section upon written approval of the parent or legal
17 guardian of the student. For students under the age of eighteen
18 (18) school districts shall require a parent or legal guardian of
19 the student to meet with a designee of the school prior to
20 enrollment in the core curriculum. The State Department of
21 Education shall develop and distribute to school districts a form
22 suitable for this purpose, which shall include information on the
23 benefits to students of completing the college preparatory/work
24 ready curriculum as provided for in subsection B of this section.

1 D. For those students subject to the requirements of subsection
2 C of this section, in order to graduate from a public high school
3 accredited by the State Board of Education with a standard diploma,
4 students shall complete the following core curriculum units or sets
5 of competencies at the secondary level:

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

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

16 2. Mathematics - 3 units or sets of competencies to consist of
17 1 unit or set of competencies of Algebra I or Algebra I taught in a
18 contextual methodology, and 2 units or sets of competencies which
19 may include, but are not limited to, the following courses:

- 20 a. Algebra II,
- 21 b. Geometry or Geometry taught in a contextual
22 methodology,
- 23 c. Trigonometry,
- 24 d. Math Analysis or Precalculus,

- 1 e. Calculus,
- 2 f. Statistics and/or Probability,
- 3 g. Computer Science or acceptance and successful
4 completion of one (1) year of a full-time, three-hour
5 career and technology program leading to an industry
6 credential/certificate or college credit. The State
7 Board of Career and Technology Education shall
8 promulgate rules to define the provisions of this
9 section related to the accepted industry-valued
10 credentials which are industry-endorsed or industry-
11 aligned. The list of accepted industry-valued
12 credentials shall be reviewed annually and updated at
13 least every three (3) years by the Board,
- 14 h. (1) contextual mathematics courses which enhance
15 technology preparation, or
- 16 (2) a science, technology, engineering and math
17 (STEM) block course meeting the requirements for
18 course competencies listed in paragraph 2 of
19 subsection B of this section, whether taught at
20 a:
- 21 (a) comprehensive high school, or
- 22 (b) technology center school when taken in the
23 tenth, eleventh or twelfth grade, taught by
24 a certified teacher, and approved by the

1 State Board of Education and the independent
2 district board of education,

- 3 i. mathematics courses taught at a technology center
4 school by a teacher certified in the secondary subject
5 area when taken in the tenth, eleventh or twelfth
6 grade upon approval of the State Board of Education
7 and the independent district board of education, or
- 8 j. any other mathematics course with content and/or rigor
9 equal to or above Algebra I;

10 3. Science - 3 units or sets of competencies to consist of 1
11 unit or set of competencies of Biology I or Biology I taught in a
12 contextual methodology, and 2 units or sets of competencies in the
13 areas of life, physical, or earth science or technology which may
14 include, but are not limited to, the following courses:

- 15 a. Chemistry I,
- 16 b. Physics,
- 17 c. Biology II,
- 18 d. Chemistry II,
- 19 e. Physical Science,
- 20 f. Earth Science,
- 21 g. Botany,
- 22 h. Zoology,
- 23 i. Physiology,
- 24 j. Astronomy,

- 1 k. Applied Biology/Chemistry,
2 l. Applied Physics,
3 m. Principles of Technology,
4 n. qualified agricultural education courses,
5 o. (1) contextual science courses which enhance
6 technology preparation, or
7 (2) a science, technology, engineering and math
8 (STEM) block course meeting the requirements for
9 course competencies listed in paragraph 3 of
10 subsection B of this section, whether taught at
11 a:
12 (a) comprehensive high school, or
13 (b) technology center school when taken in the
14 tenth, eleventh or twelfth grade, taught by
15 a certified teacher, and approved by the
16 State Board of Education and the independent
17 district board of education,
18 p. science courses taught at a technology center school
19 by a teacher certified in the secondary subject area
20 when taken in the tenth, eleventh or twelfth grade
21 upon approval of the State Board of Education and the
22 independent district board of education, or
23 q. other science courses with content and/or rigor equal
24 to or above Biology I;

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

7 a. World History,

8 b. Geography,

9 c. Economics,

10 d. Anthropology, or

11 e. other social studies courses with content and/or rigor
12 equal to or above United States History, United States
13 Government, and Oklahoma History;

14 5. Arts - 1 unit or set of competencies which may include, but
15 is not limited to, courses in Visual Arts and General Music; ~~and~~

16 6. One-half unit or set of competencies of personal financial
17 literacy, as set forth in the Passport to Financial Literacy Act,
18 whether taught as an elective course or when taught during
19 instruction as provided in and subject to the standards of
20 subsection A of Section 11-103.6h of this title in coursework
21 offered by the school district or partnering career technology
22 center by a teacher certified in a relevant secondary subject area
23 when taken in the tenth, eleventh, or twelfth grade; and
24

1 7. Computer Education or World Language - 1 unit or set of
2 competencies of computer technology, whether taught at a high school
3 or a technology center school, including computer programming,
4 hardware and business computer applications, such as word
5 processing, databases, spreadsheets and graphics, excluding
6 keyboarding or typing courses, or 1 unit or set of competencies of
7 world or non-English language.

8 E. 1. In addition to the curriculum requirements of either
9 subsection B or D of this section, in order to graduate from a
10 public high school accredited by the State Board of Education
11 students shall complete ~~the requirements for a personal financial~~
12 ~~literacy passport as set forth in the Passport to Financial Literacy~~
13 ~~Act~~ and any additional course requirements or recommended elective
14 courses as may be established by the State Board of Education and
15 the district school board. School districts shall strongly
16 encourage students to complete two units or sets of competencies of
17 world languages and two units or sets of competencies of physical
18 and health education.

19 2. No student shall receive credit for high school graduation
20 more than once for completion of the same unit or set of
21 competencies to satisfy the curriculum requirements of this section.

22 3. A school district shall not be required to offer every
23 course listed in subsections B and D of this section but shall offer
24

1 sufficient courses to allow a student to meet the graduation
2 requirements during the secondary grade years of the student.

3 F. For purposes of this section:

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

7 2. "Qualified agricultural education courses" means courses
8 that have been determined by the State Board of Education to offer
9 the sets of competencies for one or more science content areas and
10 which correspond to academic science courses. Qualified
11 agricultural education courses shall include, but are not limited
12 to, Horticulture, Plant and Soil Science, Natural Resources and
13 Environmental Science, and Animal Science. The courses shall be
14 taught by teachers certified in agricultural education and comply
15 with all rules of the Oklahoma Department of Career and Technology
16 Education;

17 3. "Rigor" means a level of difficulty that is thorough,
18 exhaustive and accurate and is appropriate for the grade level;

19 4. "Sets of competencies" means instruction in those skills and
20 competencies that are specified in the subject matter standards
21 adopted by the State Board of Education and other skills and
22 competencies adopted by the Board, without regard to specified
23 instructional time; and

24

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

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

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

17 3. The State Board of Education shall approve an advanced
18 placement computer science course to meet the requirements of course
19 competencies listed in paragraph 2 of subsection B of this section
20 if the course is taken in a student's senior year and the student is
21 concurrently enrolled in or has successfully completed Algebra II.

22 4. Technology center school districts may offer programs
23 designed in cooperation with institutions of higher education which
24 have an emphasis on a focused field of career study upon approval of

1 the State Board of Education and the independent district board of
2 education. Students in the tenth grade may be allowed to attend
3 these programs for up to one-half (1/2) of a school day and credit
4 for the units or sets of competencies required in paragraphs 2, 3
5 ~~and~~, 6, and 7 of subsection B or D of this section shall be given if
6 the courses are taught by a teacher certified in the secondary
7 subject area; provided, credit for units or sets of competencies
8 pursuant to subsection B of this section shall be approved for
9 college admission requirements.

10 5. If a student enrolls in a concurrent course, the school
11 district shall not be responsible for any costs incurred for that
12 course, unless the school district does not offer enough course
13 selection during the student's secondary grade years to allow the
14 student to receive the courses needed to meet the graduation
15 requirements of this section. If the school district does not offer
16 the necessary course selection during the student's secondary grade
17 years, it shall be responsible for the cost of resident tuition at
18 an institution in The Oklahoma State System of Higher Education,
19 fees, and books for the concurrent enrollment course, and providing
20 for transportation to and from the institution to the school site.

21 It is the intent of the Legislature that for students enrolled
22 in a concurrent enrollment course which is paid for by the school
23 district pursuant to this paragraph, the institution charge only the
24 supplementary and special service fees that are directly related to

1 the concurrent enrollment course and enrollment procedures for that
2 student. It is further the intent of the Legislature that fees for
3 student activities and student service facilities including the
4 student health care and cultural and recreational service fees not
5 be charged to such students.

6 6. Credit for the units or sets of competencies required in
7 subsection B or D of this section shall be given when such units or
8 sets of competencies are taken prior to ninth grade if the teachers
9 are certified or authorized to teach the subjects for high school
10 credit and the required rigor is maintained.

11 7. The three units or sets of competencies in mathematics
12 required in subsection B or D of this section shall be completed in
13 the ninth through twelfth grades. If a student completes any
14 required courses or sets of competencies in mathematics prior to
15 ninth grade, the student may take any other mathematics courses or
16 sets of competencies to fulfill the requirement to complete three
17 units or sets of competencies in grades nine through twelve after
18 the student has satisfied the requirements of subsection B or D of
19 this section.

20 8. The half unit or set of competencies in personal financial
21 literacy required in subsection B or D of this section shall be
22 completed in the tenth through twelfth grades to fulfill the
23 requirements for graduation.

24

1 9. All units or sets of competencies required for graduation
2 may be taken in any sequence recommended by the school district.

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

10 I. 1. Academic and vocational-technical courses designed to
11 offer sets of competencies integrated or embedded within the course
12 that provide for the teaching and learning of the appropriate skills
13 and knowledge in the subject matter standards, as adopted by the
14 State Board of Education, may upon approval of the Board, in
15 consultation with the Oklahoma Department of Career and Technology
16 Education if the courses are offered at a technology center school
17 district, be counted for academic credit and toward meeting the
18 graduation requirements of this section.

19 2. Internet-based courses offered by a technology center school
20 that are taught by a certified teacher and provide for the teaching
21 and learning of the appropriate skills and knowledge in the subject
22 matter standards may, upon approval of the State Board of Education
23 and the independent district board of education, be counted for
24

1 academic credit and toward meeting the graduation requirements of
2 this section.

3 3. Internet-based courses or vocational-technical courses
4 utilizing integrated or embedded skills for which no subject matter
5 standards have been adopted by the State Board of Education may be
6 approved by the Board, in consultation with the Oklahoma Department
7 of Career and Technology Education if the courses are offered at a
8 technology center school district, if such courses incorporate
9 standards of nationally recognized professional organizations and
10 are taught by certified teachers.

11 4. Courses offered by a supplemental education organization
12 that is accredited by a national accrediting body and that are
13 taught by a certified teacher and provide for the teaching and
14 learning of the appropriate skills and knowledge in the subject
15 matter standards may, upon approval of the State Board of Education
16 and the school district board of education, be counted for academic
17 credit and toward meeting the graduation requirements of this
18 section.

19 J. The State Board of Education shall provide an option for
20 high school graduation based upon attainment of the desired levels
21 of competencies as required in tests pursuant to the provisions of
22 Section 1210.508 of this title. Such option shall be in lieu of the
23 amount of course credits earned.

24

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

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

10 M. Students who enter the ninth grade in or prior to the 2007-
11 08 school year who are enrolled in an alternative education program
12 and meet the requirements of their plans leading to high school
13 graduation developed pursuant to Section 1210.568 of this title
14 shall be awarded a standard diploma.

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

18 O. Any student who successfully completes an advanced
19 mathematics or science course offered pursuant to Section 1210.404
20 of this title shall be granted academic credit toward meeting the
21 graduation requirements pursuant to paragraph 2 or 3, as
22 appropriate, of subsection B or D of this section.

23 P. For purposes of this section, the courses approved for
24 college admission requirements shall be courses which are approved

1 by the Oklahoma State Regents for Higher Education for admission to
2 an institution within The Oklahoma State System of Higher Education.

3 Q. Students who have been denied a standard diploma by the
4 school district in which the student is or was enrolled for failing
5 to meet the requirements of this section may re-enroll in the school
6 district that denied the student a standard diploma following the
7 denial of a standard diploma. The student shall be provided
8 remediation or intervention and the opportunity to complete the
9 curriculum units or sets of competencies required by this section to
10 obtain a standard diploma. Students who re-enroll in the school
11 district to meet the graduation requirements of this section shall
12 be exempt from the hourly instructional requirements of Section 1-
13 111 of this title and the six-period enrollment requirements of this
14 section.

15 R. The State Department of Education shall collect and report
16 data by school site and district on the number of students who
17 enroll in the core curriculum as provided in subsection D of this
18 section.

19 SECTION 2. AMENDATORY 70 O.S. 2021, Section 11-103.6h,
20 is amended to read as follows:

21 Section 11-103.6h A. Personal financial literacy education
22 shall be taught in the public schools of this state. Personal
23 financial literacy education shall include, but is not limited to,
24 the following areas of instruction:

- 1 1. Understanding interest, credit card debt, and online
2 commerce;
- 3 2. Rights and responsibilities of renting or buying a home;
- 4 3. Savings and investing;
- 5 4. Planning for retirement including individual retirement
6 accounts (IRAs), plans established under Section 401(k) of the
7 Internal Revenue Code of 1986, as amended, and other avenues for
8 saving and investing for retirement;
- 9 5. Bankruptcy;
- 10 6. Banking and financial services;
- 11 7. Managing a bank account including online banking features;
- 12 8. Understanding credit scores, credit reports, and what
13 affects an individual's credit score;
- 14 ~~9.~~ 9. Understanding ~~the Free Application for Federal Student Aid~~
15 ~~(FAFSA),~~ loans and borrowing money, including predatory lending and
16 payday loans;
- 17 ~~9.~~ 10. Understanding insurance;
- 18 ~~10.~~ 11. Identity fraud and theft;
- 19 ~~11.~~ 12. Charitable giving;
- 20 ~~12.~~ 13. Understanding the financial impact and consequences of
21 gambling;
- 22 ~~13.~~ 14. Earning an income; and
- 23 ~~14.~~ 15. Understanding state and federal income taxes.

24

1 B. ~~In~~ Beginning with students entering the ninth grade in the
2 2022-2023 school year, in order to graduate from a public high
3 school accredited by the State Board of Education with a standard
4 diploma, students shall fulfill the requirements for a
5 satisfactorily complete a personal financial literacy passport
6 course or coursework containing the areas of instruction for
7 personal financial literacy as provided in subsection A of this
8 section during the tenth, eleventh, or twelfth grade. The
9 ~~requirements for a personal financial literacy passport shall be~~
10 ~~satisfactory completion in all areas of instruction in personal~~
11 ~~financial literacy as listed in subsection A of this section during~~
12 ~~grades seven through twelve or demonstration of satisfactory~~
13 ~~knowledge as provided for in subsection E of this section.~~

14 C. ~~School districts shall provide instruction in personal~~
15 ~~financial literacy to students during grades seven through twelve.~~
16 ~~School districts shall have the option of determining when each area~~
17 ~~of instruction listed in subsection A of this section shall be~~
18 ~~presented to students.~~

19 ~~D.~~ Personal financial literacy instruction shall be ~~integrated~~
20 ~~into one or more existing courses of study or provided in a separate~~
21 1/2 unit personal financial literacy course. School districts shall
22 ~~have the option of determining into which course or courses each~~
23 ~~area of instruction listed in subsection A of this section shall be~~
24 integrated may integrate or embed personal financial literacy

1 instruction within one or more courses offered by the district to be
2 counted toward meeting the graduation requirements of this section.
3 Courses offered at a technology center through an agreement between
4 the local school district and the Oklahoma Department of Career and
5 Technology Education which integrate or embed personal financial
6 literacy may upon the approval of the Board, be counted toward
7 meeting the graduation requirements of this section. School
8 districts shall have the option of determining if a separate, 1/2
9 unit personal financial literacy course be offered as an elective,
10 in addition to any courses offered by the local district or a
11 partnering career technology center which integrate or embed the
12 required personal financial literacy instruction.

13 ~~E.~~ D. Students with the most significant cognitive disabilities
14 (MSCD) who have an Individualized Education Program (IEP) that
15 directs that the student is to be assessed with alternate
16 achievements standards through the Oklahoma Alternative Assessment
17 Program may demonstrate satisfactory knowledge in each area of
18 instruction listed in subsection A of this section upon a
19 determination, supported by documentation, by the school district
20 that the student has met the following criteria:

21 1. Receives substantive and substantial instruction in life-
22 skills curriculum; and

23 2. Demonstrates the acquired knowledge of the student with MSCD
24 by alternate measures as required by the IEP.

1 ~~F.~~ E. The State Board of Education shall identify and adopt
2 curriculum standards for personal financial literacy instruction
3 that reflect the areas of instruction listed in subsection A of this
4 section. The standards shall be incorporated into the state
5 academic content standards adopted by the Board pursuant to Section
6 11-103.6 of this title.

7 ~~G.~~ F. The State Department of Education shall:

8 1. Develop guidelines and material designed to enable schools
9 to ~~infuse personal financial literacy within any course of study~~
10 ~~currently offered by the school district or~~ offer personal financial
11 literacy as a separate course and shall develop guidelines and
12 material designed to enable schools flexibility to integrate
13 personal financial literacy within coursework as determined by the
14 local district. The guidelines shall outline the areas of
15 instruction to be taught based on the curriculum standards adopted
16 by the Board;

17 2. Develop professional development programs that are designed
18 to help teachers provide instruction in personal financial literacy
19 ~~and incorporate the curriculum into an existing course or courses or~~
20 ~~develop curriculum for.~~ Development programs should be designed to
21 help teachers provide instruction through a separate personal
22 financial literacy course. Professional development should
23 additionally be designed for teachers embedding personal financial
24 literacy within their existing subject matter. Development of a

1 bridge program designed for teachers seeking to transition from
2 embedded instruction to a separate personal financial literacy
3 course should be developed;

4 3. ~~Provide and identify resources, including online curricula,~~
5 ~~for integrating the teaching of personal financial literacy into an~~
6 ~~existing course or courses of study or for~~ to assist schools in
7 developing a separate personal financial literacy course. ~~Any~~
8 ~~online curricula provided or identified by the Department shall~~
9 ~~include an assessment component for each area of instruction listed~~
10 ~~in subsection A of this section~~ and shall provide resources to
11 assist schools seeking to offer a separate personal financial
12 literacy course. The Department shall provide support to schools
13 seeking to determine the most appropriate coursework when embedded
14 instruction is necessary;

15 4. ~~Provide and identify resources, including online curricula,~~
16 ~~and materials~~ designed to enable students identified as English
17 language learners to understand and use the personal financial
18 literacy information presented and shall provide and identify
19 resources designed to enable students with specific learning
20 disabilities or individual educational needs to understand and use
21 the personal financial literacy information presented; and

22 5. Utilize funds deposited into the Personal Financial Literacy
23 Education Revolving Fund created in Section ~~3 of this act~~ 11-103.6h-
24 1 of this title for the purpose of and to fund the Passport to

1 Financial Literacy Act. Such funds may be used for developing and
2 providing guidelines, materials, and resources for personal
3 financial literacy for students and teachers including, ~~but not~~
4 ~~limited to, online curricula,~~ training and professional development
5 for teachers in the area of personal financial literacy ~~as required~~
6 ~~in this subsection.~~ The Department may use such funds to ~~contract~~
7 ~~or work in conjunction with a third party, Oklahoma-based not-for-~~
8 ~~profit organization~~ one or more Oklahoma-based, not-for-profit
9 organizations that has have proven expertise in the development of
10 standards and curricula as well as delivery of teacher professional
11 development in personal financial literacy. The Department may
12 ~~further use a third-party organization to deliver professional~~
13 ~~development for teachers in the area of personal financial literacy~~
14 work with these organizations for the purposes of developing
15 personal financial literacy standards, curricula, and guidelines;
16 providing materials, and resources; and development of professional
17 teacher learning programs.

18 H. ~~The Department may work with one or more not-for-profit~~
19 ~~organizations that have proven expertise in the development of~~
20 ~~standards and curriculum and delivery of teacher professional~~
21 ~~development in personal financial literacy for the purpose of~~
22 ~~developing and providing guidelines, materials, resources, including~~
23 ~~online curricula, and professional development.~~

24

1 ~~F.~~ G. 1. For students who transfer into an Oklahoma school
2 district from out of state after the ~~seventh~~ tenth grade, school
3 districts shall assess the knowledge of the student in each of the
4 areas of instruction listed in subsection A of this section. If the
5 school district determines that the transferred student has
6 successfully completed instruction in ~~any or all of~~ the areas of
7 personal financial literacy instruction at a previous school in
8 which the student was enrolled or if the student demonstrates
9 satisfactory knowledge of ~~any or all of~~ the areas of personal
10 financial literacy instruction through an assessment, the school
11 district may exempt the student from completing instruction in ~~that~~
12 ~~area of personal financial literacy instruction~~ literacy. School
13 districts may use the assessment ~~contained in the online curricula~~
14 ~~provided or identified by the State Department of Education pursuant~~
15 ~~to subsection C of this section to determine the personal financial~~
16 ~~literacy knowledge level of the student.~~ School districts may also
17 ~~use the online curricula to present an area of instruction to~~
18 ~~transferred students who have not completed or who did not~~
19 ~~demonstrate satisfactory knowledge in one or more of the areas of~~
20 ~~personal financial literacy instruction~~ developed and provided by
21 the State Department of Education or the Department of Career and
22 Technology Education as approved by the Board. Local districts may
23 develop personal financial literacy assessments for transfer
24 students under this subsection.

1 2. For students who transfer into an Oklahoma school district
2 from out of state during or after ~~the~~ their junior year of high
3 school, school districts may make an exception to the requirements
4 for a personal financial literacy ~~passport~~ pursuant to the
5 provisions of Section 11-103.6 of this title. School districts
6 should still encourage completion of instruction in personal
7 financial literacy.

8 J. H. The State Textbook Committee created in Section 16-101 of
9 this title may, when selecting textbooks for mathematics, economics,
10 or similar courses, select those textbooks which contain substantive
11 provisions on personal finance.

12 ~~K. In order to deliver high quality consistent personal~~
13 ~~financial literacy instruction, school~~ I. School districts ~~shall to~~
14 ~~the extent possible~~ may assign the responsibility for teaching
15 personal financial literacy to ~~the same teacher or teachers on a~~
16 ~~continuing basis~~ with secondary education certifications closely
17 related to agricultural education, business and information
18 technology, economics, family and consumer sciences, history and
19 social studies, marketing, or mathematics. Upon request of a local
20 district, the State Department of Education may review a teacher's
21 certification to determine qualifications under this subsection.
22 School districts determining it is best for their students may
23 assign the responsibility for teaching personal financial literacy
24

1 to one teacher or group of teachers with appropriate qualifications
2 on a continuing basis.

3 ~~H.~~ J. Beginning with the 2020-2021 school year, all teachers
4 who are assigned the responsibility for teaching personal financial
5 literacy shall complete ongoing professional development training in
6 the areas of personal financial literacy instruction in accordance
7 with guidelines established by the State Department of Education.

8 SECTION 3. AMENDATORY 70 O.S. 2021, Section 11-103.6h-1,
9 is amended to read as follows:

10 Section 11-103.6h-1 There is hereby created in the State
11 Treasury a revolving fund for the State Department of Education to
12 be designated the "Personal Financial Literacy Education Revolving
13 Fund". The fund shall be a continuing fund, not subject to fiscal
14 year limitations, and shall consist of all monies directed to be
15 deposited in the fund pursuant to ~~Section 30 of this act~~ Section 3-
16 211 of Title 14A of the Oklahoma Statutes and any other monies
17 received by the Department for such purpose from any other public or
18 private source. All monies accruing to the credit of the fund are
19 hereby appropriated and may be budgeted and expended by the
20 Department for the purposes set forth in Section 11-103.6h of ~~Title~~
21 ~~70 of the Oklahoma Statutes~~ this title. Expenditures from the fund
22 shall be made upon warrants issued by the State Treasurer against
23 claims filed as prescribed by law with the Director of the Office of
24 Management and Enterprise Services for approval and payment.

1 SECTION 4. This act shall become effective July 1, 2022.

2 SECTION 5. It being immediately necessary for the preservation
3 of the public peace, health or safety, an emergency is hereby
4 declared to exist, by reason whereof this act shall take effect and
5 be in full force from and after its passage and approval.

6 Passed the House of Representatives the 21st day of March, 2022.

7

8

Presiding Officer of the House
of Representatives

9

10

Passed the Senate the ___ day of _____, 2022.

11

12

13

Presiding Officer of the Senate

14

15

16

17

18

19

20

21

22

23

24