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HOUSE BILL NO. 3399

By: Hickman, Nelson, Kern,
Bennett, Ortega,
McCullough, Cockroft and
Brumbaugh of the House

and

Brecheen, Brinkley, Sykes,
Branan, Shortey and Sharp
of the Senate

An Act relating to schools; amending 70 O.S. 2011, Section 11-103.6, as amended by Section 1, Chapter 73, O.S.L. 2013 (70 O.S. Supp. 2013, Section 11-103.6), which relates to the adoption of curriculum standards; removing reference to Priority Academic Student Skills; amending 70 O.S. 2011, Section 11-103.6a, which relates to the review of adopted curriculum; changing references from curriculum to standards; requiring subject matter standards and changes to standards to be adopted pursuant to a certain portion of the Administrative Procedures Act; providing for legislative review and amendment of rules; providing certain construction; providing for nonapproval of rules; modifying date for certain revisions; deleting requirement to adopt revisions to certain subject area standards to align with Common Core standards; requiring certain revisions to certain subject area standards; requiring certain evaluation and determination of the standards; defining revised standards; providing for certain approval and control; directing the State Board of Education in certain consultation to develop and administer high-quality assessments aligned with certain subject matter curriculum; prohibiting the State Board of Education from entering into agreements or contracts which cede state control over state education standards and assessments; allowing

1 the State Board of Education to initiate amendment to
2 certain agreements, memoranda of understanding or
3 contracts; allowing waivers from federal law under
4 certain conditions; allowing the State Department of
5 Education and school districts to recognize and align
6 courses with certain standards and assessments;
7 directing the Board to maintain independence over
8 certain standards and assessments; allowing certain
9 benchmarking; requiring certain standards and
10 assessments to be controlled by the state;
11 authorizing school districts to determine
12 instructional material and curriculum; allowing
13 school districts to adopt additional supplementary
14 assessments; directing school districts to adopt
15 policies in certain consultation to provide certain
16 access to certain materials; defining term; directing
17 the Board to begin the revision process to certain
18 standards; requiring opportunity for public comment;
19 requiring revisions to reflect direct application to
20 certain proficiencies; prohibiting the inclusion of
21 certain questions in standards and assessments;
22 requiring the Board to make comparison of certain
23 standards; listing areas of comparison; requiring
24 submission of a report to certain persons; directing
the Board to amend or repeal certain rules under
certain circumstances; providing for legislative
review and amendment of rules; providing certain
construction; amending 70 O.S. 2011, Section
1210.507, as amended by Section 2, Chapter 74, O.S.L.
2013 (70 O.S. Supp. 2013, Section 1210.507), which
relates to disclosure of information; removing
reference to Priority Academic Student Skills;
amending 70 O.S. 2011, Section 1210.508, as last
amended by Section 1, Chapter 403, O.S.L. 2013 (70
O.S. Supp. 2013, Section 1210.508), which relates to
criterion-referenced tests; removing reference to
Priority Academic Student Skills; providing certain
exemption for certain assessments; amending 70 O.S.
2011, Sections 1210.508B and 1210.508C, as last
amended by Section 96, Chapter 15, O.S.L. 2013 (70
O.S. Supp. 2013, Section 1210.508C), Section 1,
Chapter 318, O.S.L. 2012 (70 O.S. Supp. 2013, Section
1210.516), 70 O.S. 2011, Sections 6-207 and 11-103.9,
which relate to subject matter standards; removing
reference to Priority Academic Student Skills; and
providing an effective date.

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

1 SECTION 1. AMENDATORY 70 O.S. 2011, Section 11-103.6, as
2 amended by Section 1, Chapter 73, O.S.L. 2013 (70 O.S. Supp. 2013,
3 Section 11-103.6), is amended to read as follows:

4 Section 11-103.6. A. The State Board of Education shall adopt
5 curricular standards for instruction of students in the public
6 schools of this state that are necessary to ensure there is
7 attainment of desired levels of competencies in a variety of areas
8 to include language, mathematics, science, social studies and
9 communication. All students shall gain literacy at the elementary
10 and secondary levels through a core curriculum. Students must
11 develop skills in reading, writing, speaking, computing and critical
12 thinking. They also must learn about cultures and environments -
13 their own and those of others with whom they share the earth.
14 Students, therefore, must study social studies, literature,
15 languages, the arts, mathematics and science. Such curricula shall
16 provide for the teaching of a hands-on career exploration program in
17 cooperation with technology center schools. The core curriculum
18 shall be designed to teach the competencies for which students shall
19 be tested as provided in Section 1210.508 of this title, and shall
20 be designed to prepare all students for employment and/or
21 postsecondary education.

22 B. Subject to the provisions of subsection C of this section,
23 in order to graduate from a public high school accredited by the
24 State Board of Education with a standard diploma, students shall

complete the following college preparatory/work ready curriculum units or sets of competencies at the secondary level:

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

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

3. Three units or sets of competencies of laboratory science, limited to Biology, Chemistry, Physics, or any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements;

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

5. Two units or sets of competencies of the same foreign or non-English language or two units of computer technology approved for college admission requirements, whether taught at a high school or a technology center school, including computer programming,

1 hardware, and business computer applications, such as word
2 processing, databases, spreadsheets, and graphics, excluding
3 keyboarding or typing courses;

4 6. One additional unit or set of competencies selected from
5 paragraphs 1 through 5 of this subsection or career and technology
6 education courses approved for college admission requirements; and

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

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

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

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

- 5 a. American Literature,
- 6 b. English Literature,
- 7 c. World Literature,
- 8 d. Advanced English Courses, or
- 9 e. other English courses with content and/or rigor equal
10 to or above grammar and composition;

11 2. Mathematics - 3 units or sets of competencies, to consist of
12 1 unit or set of competencies of Algebra I or Algebra I taught in a
13 contextual methodology, and 2 units or sets of competencies which
14 may include, but are not limited to, the following courses:

- 15 a. Algebra II,
- 16 b. Geometry or Geometry taught in a contextual
17 methodology,
- 18 c. Trigonometry,
- 19 d. Math Analysis or Precalculus,
- 20 e. Calculus,
- 21 f. Statistics and/or Probability,
- 22 g. Computer Science,
- 23 h. contextual mathematics courses which enhance
24 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

1 unit or set of competencies of United States Government, 1/2 unit or
2 set of competencies of Oklahoma History, and 1/2 to 1 unit or set of
3 competencies which may include, but are not limited to, the
4 following courses:

5 a. World History,

6 b. Geography,

7 c. Economics,

8 d. Anthropology, or

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

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

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

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

4 3. A school district shall not be required to offer every
5 course listed in subsections B and D of this section, but shall
6 offer sufficient courses to allow a student to meet the graduation
7 requirements during the secondary grade years of the student.

8 F. For purposes of this section:

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

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

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

1 4. "Sets of competencies" means instruction in those skills and
2 competencies that are specified in the ~~Priority Academic Student~~
3 ~~Skills (PASS)~~, as subject matter standards adopted by the State
4 Board of Education, subchapter 5, Chapter 15, Title 210 of the
5 Oklahoma Administrative Code, and other skills and competencies
6 adopted by the Board, without regard to specified instructional
7 time; and

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

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

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

1 3. Technology center school districts may offer programs
2 designed in cooperation with institutions of higher education which
3 have an emphasis on a focused field of career study upon approval of
4 the State Board of Education and the independent district board of
5 education. Students in the tenth grade may be allowed to attend
6 these programs for up to one-half (1/2) of a school day and credit
7 for the units or sets of competencies required in paragraphs 2 and 3
8 of subsection B or D of this section shall be given if the courses
9 are taught by a teacher certified in the secondary subject area;
10 provided, credit for units or sets of competencies pursuant to
11 subsection B of this section shall be approved for college admission
12 requirements.

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

1 It is the intent of the Legislature that for students enrolled
2 in a concurrent enrollment course which is paid for by the school
3 district pursuant to this paragraph, the institution charge only the
4 supplementary and special service fees that are directly related to
5 the concurrent enrollment course and enrollment procedures for that
6 student. It is further the intent of the Legislature that fees for
7 student activities and student service facilities, including the
8 student health care and cultural and recreational service fees, not
9 be charged to such students.

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

15 6. The three units or sets of competencies in mathematics
16 required in subsection B or D of this section shall be completed in
17 the ninth through twelfth grades. If a student completes any
18 required courses or sets of competencies in mathematics prior to
19 ninth grade, the student may take any other mathematics courses or
20 sets of competencies to fulfill the requirement to complete three
21 units or sets of competencies in grades nine through twelve after
22 the student has satisfied the requirements of subsection B or D of
23 this section.
24

1 7. 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 ~~Priority Academic Student Skills (PASS)~~ subject
14 matter standards, as adopted by the State Board of Education, may
15 upon approval of the Board be counted for academic credit and toward
16 meeting the graduation requirements of this section.

17 2. Internet-based courses offered by a technology center school
18 that are taught by a certified teacher and provide for the teaching
19 and learning of the appropriate skills and knowledge in the ~~PASS~~
20 subject matter standards may, upon approval of the State Board of
21 Education and the independent district board of education, be
22 counted for academic credit and toward meeting the graduation
23 requirements of this section.

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

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

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

20 K. The State Board of Education shall prescribe, adopt and
21 approve a promotion system based on the attainment by students of
22 specified levels of competencies in each area of the core
23 curriculum.
24

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

6 M. For students who enter the ninth grade in or prior to the
7 2007-08 school year who are enrolled in an alternative education
8 program and meet the requirements of their plans leading to high
9 school graduation developed pursuant to Section 1210.568 of this
10 title shall be awarded a standard diploma.

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

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

19 P. For purposes of this section, the courses approved for
20 college admission requirements shall be courses which are approved
21 by the Oklahoma State Regents for Higher Education for admission to
22 an institution within The Oklahoma State System of Higher Education.

23 Q. The State Department of Education shall collect and report
24 data by school site and district on the number of students who

1 enroll in the core curriculum as provided in subsection D of this
2 section.

3 SECTION 2. AMENDATORY 70 O.S. 2011, Section 11-103.6a,
4 is amended to read as follows:

5 Section 11-103.6a A. ~~Each~~ Beginning with the 2014-15 school
6 year, each area of subject matter ~~curriculum~~ standards, except for
7 ~~technology curriculum~~ standards for career and technology education
8 adopted pursuant to Section 14-103 of this title, shall be adopted
9 pursuant to Article I of the Administrative Procedures Act by the
10 State Board of Education for statewide implementation by every
11 public school district in this state ~~the beginning of the 2003-04~~
12 ~~school year~~ and shall be thoroughly reviewed by the State Board
13 every six (6) years according to and in coordination with the
14 existing subject area textbook adoption cycle, ~~and the~~. The State
15 Board shall ~~implement~~ promulgate rules for any revisions in such
16 ~~curriculum~~ subject matter standards deemed necessary to achieve
17 further improvements in the quality of education for the students of
18 this state. The Legislature may review any rules pertaining to the
19 subject matter standards contained in this act and by concurrent
20 resolution may either amend such rules or return those rules to the
21 rule making authority with instructions. Nothing in this section
22 shall abrogate any right of the Legislature contained in the
23 Administrative Procedures Act. Should said rules not be approved by
24

1 the Legislature, the subject matter standards shall remain as before
2 promulgation.

3 B. ~~By~~ On or before August 1, ~~2010~~ 2015, the State Board of
4 Education, in consultation with the State Regents for Higher
5 Education and the State Board of Career and Technology Education,
6 shall adopt revisions to the subject matter ~~curriculum~~ standards
7 adopted by the State Board of Education for English Language Arts
8 and Mathematics ~~as is necessary to align the curriculum with the K-~~
9 ~~12 Common Core State Standards developed by the Common Core State~~
10 ~~Standards Initiative, an effort coordinated by the National~~
11 ~~Governors Association Center for Best Practices and the Council of~~
12 ~~Chief State School Officers. The revised curriculum shall reflect~~
13 ~~the K-12 Common Core State Standards in their entirety and may~~
14 ~~include additional standards as long as the amount of additional~~
15 ~~standards is not more than fifteen percent (15%) of the K-12 Common~~
16 ~~Core State Standards~~ which are college- and career-ready. To be
17 college- and career-ready, the revisions to the standards shall be
18 evaluated by the State Department of Education, the State Regents
19 for Higher Education and the State Board of Career and Technology
20 Education and be determined to be such that the revised standards
21 will address the goals of reducing the need for remedial coursework
22 at the postsecondary level and increasing successful completion of
23 postsecondary education. The subject matter standards and
24 corresponding student assessments for English Language Arts and

1 Mathematics shall be solely approved and controlled by the state
2 through the State Board of Education.

3 C. On or before the 2017-18 school year, the State Board of
4 Education, in consultation with the State Regents for Higher
5 Education and the State Board of Career and Technology Education,
6 shall develop and administer as provided for in Section 1210.508 of
7 this title annual high-quality student assessments that align with
8 the college- and career-ready subject matter standards developed
9 pursuant to subsection B of this section.

10 D. The State Board of Education shall not enter into any
11 agreement, memorandum of understanding or contract with any federal
12 agency or private entity which in any way cedes or limits state
13 discretion or control over the process of development, adoption or
14 revision of subject matter standards and corresponding student
15 assessments in the public school system, including, but not limited
16 to, agreements, memoranda of understanding and contracts in exchange
17 for funding for public schools and programs. If the State Board of
18 Education is a party to such an agreement, memorandum of
19 understanding or contract on the effective date of this act, the
20 Board shall initiate necessary efforts to amend the agreement,
21 memorandum of understanding or contract to comply with the
22 requirements of this subsection. Nothing in this section shall be
23 construed to prohibit the State Board of Education from seeking and
24 being granted a waiver from federal law, provided that the

1 conditions for the waiver do not require the state to cede or limit
2 its discretion or control over the process of development, adoption
3 or revision of subject matter standards and corresponding student
4 assessments.

5 E. The content of all subject matter standards and
6 corresponding student assessments shall be solely approved and
7 controlled by the state through the State Board of Education. The
8 State Board of Education shall maintain independence of all subject
9 matter standards referenced in Section 11-103.6 of this title and
10 corresponding student assessments in the state and shall not
11 relinquish authority over Oklahoma subject matter standards and
12 corresponding student assessments. Nothing in this section shall
13 prohibit benchmarking the state subject matter standards and
14 corresponding student assessments with those of other states or
15 nations to allow comparison of Oklahoma subject matter standards and
16 corresponding student assessments with those of other states and
17 nations.

18 F. School districts shall exclusively determine the
19 instructional materials, curriculum, reading lists and textbooks to
20 be used in meeting the subject matter standards. School districts
21 may, at their discretion, adopt additional supplementary student
22 assessments.

23 G. 1. All instructional material, including, but not limited
24 to, teacher manuals, films, tapes or other supplementary

1 instructional material in any format, used by a public school as
2 part of the educational curriculum shall be available for inspection
3 by the parents or guardians of students enrolled in the school.

4 2. Each school district shall develop and adopt policies in
5 consultation with parents and guardians. The policies shall include
6 procedures for granting a request by a parent for reasonable access
7 to instructional material within a reasonable period of time after
8 the request is received.

9 3. For the purposes of this section, "instructional material"
10 means instructional content that is provided to a student,
11 regardless of the format, including printed or representational
12 materials, audio-visual materials and materials in electronic or
13 digital formats.

14 H. 1. Upon the effective date of this act, the State Board of
15 Education shall begin the process of revising the English Language
16 Arts and Mathematics standards as provided for in subsection B of
17 this section. The Board shall provide reasonable opportunity,
18 consistent with best practices, for public comment on the revision
19 of the standards, including, but not limited to, comments from
20 students, parents, educators, organizations representing students
21 with disabilities and English language learners, higher education
22 representatives, career technology education representatives,
23 subject matter experts, community-based organizations, Native
24

1 American tribal representatives and business community
2 representatives.

3 2. Revisions to the subject matter standards and corresponding
4 student assessments shall be carefully circumscribed to reflect
5 direct application to subject matter proficiency and shall not
6 include standards or assessment questions that are emotive in
7 nature.

8 3. Upon final adoption of subject matter standards pursuant to
9 subsection B of this section, the State Board of Education shall
10 compare the English Language Arts and Mathematics standards as
11 provided for in subsection B of this section with the standards
12 adopted by the Board prior to implementation of this act. The Board
13 shall consider public comments, the use of best practices, evidence
14 and research in the evaluation of both sets of standards. The Board
15 shall compare the standards in the areas of:

- 16 a. effective preparation for active citizenship and
17 postsecondary education or the workforce,
18 b. subject matter content,
19 c. sequencing of subject matter content and relationship
20 to measurement of student performance and the
21 application of subject matter standards,
22 d. developmental appropriateness of grade-level
23 expectations, academic content and instructional
24 rigor,

- e. clarity for educators and parents,
- f. exemplars tied to the standards,
- g. measurability of student proficiency in the subject
matter,
- h. pedagogy,
- i. development of critical thinking skills, and
- j. demonstration of application of acquired knowledge and
skills.

4. Upon completion of the revisions and comparison of the
standards, the Board shall submit to the Governor, the Speaker of
the House of Representatives, the President Pro Tempore of the
Senate, the Minority Leader of the House of Representatives and the
Minority Leader of the Senate a report outlining the revisions and
comparison results of the standards.

I. If any rule in existence on the effective date of this act,
including but not limited to Rules 210:15-4-1 through 210:15-4-3 of
the Oklahoma Administrative Code, conflicts with the requirements of
this section, the appropriate rule making authority shall amend or
repeal such rule as necessary to comply with the requirements of
this section. The Legislature may review any rules pertaining to
the subject matter standards contained in this act and by concurrent
resolution may either amend such rules or return those rules to the
rule making authority with instructions. Nothing in this section
shall abrogate any right of the Legislature contained in the

1 Administrative Procedures Act. Should said rules not be approved by
2 the Legislature, the subject matter standards shall remain as before
3 promulgation.

4 SECTION 3. AMENDATORY 70 O.S. 2011, Section 1210.507, as
5 amended by Section 2, Chapter 74, O.S.L. 2013 (70 O.S. Supp. 2013,
6 Section 1210.507), is amended to read as follows:

7 Section 1210.507. A. The State Board of Education shall
8 promulgate rules necessary for the implementation and administration
9 of the provisions of the Oklahoma School Testing Program Act.

10 B. The State Board of Education shall require school district
11 boards of education to annually provide information to the
12 district's students, parents of students, and the public at large
13 about the proper meaning and use of tests administered pursuant to
14 the provisions of the Oklahoma School Testing Program Act. The
15 Department shall develop materials and make them available to school
16 districts regarding the Oklahoma School Testing Program.

17 C. 1. Students enrolled in an online course or program that is
18 offered by a school district or charter school that is not the
19 district of residence or is not located in the district of residence
20 of the student shall be provided the opportunity to take any test
21 required pursuant to the Oklahoma School Testing Program Act or any
22 other test generally required of students by the school district in
23 which the student is enrolled at an alternative testing location
24 approved by the State Board of Education. The alternative testing

1 locations may be at sites that are not in the school district that
2 is offering the online course or program or the district of
3 residence. Alternative testing locations may include technology
4 center school sites or any other testing location selected by the
5 school district or charter school offering the online course or
6 program. All alternative testing locations shall be subject to
7 testing location rules promulgated by the State Board of Education.
8 The school district or charter school offering the online course or
9 program shall be responsible for any cost incurred in providing an
10 alternative testing location and any additional cost of
11 administering a test at an alternative testing location. In order
12 to provide alternative testing locations at geographically dispersed
13 sites, the school district or charter school offering the online
14 course or program shall, at a minimum, provide not less than six
15 alternative testing locations, with at least one location in each
16 quadrant of the state and in each of the two metropolitan areas in
17 the state. Additional alternative testing locations may be provided
18 by the school district or charter school offering the online course
19 or program.

20 2. The performance of students on any test required pursuant to
21 the Oklahoma School Testing Program Act or any other test generally
22 required of students by the school district who are enrolled full-
23 time in an online program that is offered by a school district or
24 charter school that is not the district of residence or is not

1 located in the district of residence of the student shall be
2 reported separately by the school district or charter school and
3 shall not be included when determining the performance levels of the
4 school district or charter school in the Oklahoma School Testing
5 Program as reported in the Oklahoma Educational Indicators Program.

6 D. The State Board of Education shall seek to establish and
7 post on the Internet a sample test item bank that will be made
8 available to teachers and will allow them to create and deliver
9 classroom assessments throughout the school year to check for
10 student mastery of key concepts assessed by the criterion-referenced
11 tests administered to students pursuant to the Oklahoma School
12 Testing Program Act. Subject to the availability of funds, the
13 Board shall annually release end-of-instruction test items and make
14 them available to the public.

15 E. The State Board of Education shall post on the Internet
16 criterion-referenced sample tests for each grade level and subject
17 matter test administered to students pursuant to the Oklahoma School
18 Testing Program Act for the purpose of communicating expectation
19 concerning test difficulty level and format to teacher, parents and
20 students. The Board shall maintain the sample tests on the Internet
21 throughout the year and, as changes are made in the state academic
22 content standards, ~~known as the Priority Academic Student Skills~~
23 ~~Curriculum~~, the Board shall update the sample tests. The Board
24 shall seek to expand the number of sample test items each year and

1 to revise test items as needed. The sample tests shall reflect the
2 actual test administered to students and may contain questions used
3 on actual tests given in previous years.

4 F. The State Board of Education shall seek to implement an
5 electronic delivery system for all tests administered pursuant to
6 the Oklahoma School Testing Program Act that will allow students to
7 participate in computer-based assessments in order to expedite the
8 delivery and use of the test results.

9 SECTION 4. AMENDATORY 70 O.S. 2011, Section 1210.508, as
10 last amended by Section 1, Chapter 403, O.S.L. 2013 (70 O.S. Supp.
11 2013, Section 1210.508), is amended to read as follows:

12 Section 1210.508. A. 1. The State Board of Education shall
13 develop and administer a series of criterion-referenced tests
14 designed to indicate whether the state academic content standards,
15 as defined by the State Board of Education ~~in the Priority Academic~~
16 ~~Student Skills Curriculum~~, which Oklahoma public school students are
17 expected to have attained have been achieved. The Board may develop
18 and administer any criterion-referenced test in any subject not
19 required by federal law, contingent upon the availability of
20 funding. Students who do not perform at least at the proficient
21 level on tests shall be remediated, subject to the availability of
22 funding.

1 2. Contingent upon the availability of state and federal funds,
2 the Board, in accordance with federal law, shall administer
3 criterion-referenced tests for grades three and four in:

- 4 a. reading, and
- 5 b. mathematics.

6 3. Contingent upon the availability of funds, the Board shall
7 administer criterion-referenced tests for grade five in:

- 8 a. reading,
- 9 b. mathematics,
- 10 c. science,
- 11 d. social studies, which shall consist of the history,
12 Constitution and government of the United States, and
13 geography, and
- 14 e. writing of English.

15 4. Contingent upon the availability of state and federal funds,
16 the Board, in accordance with federal law, shall administer
17 criterion-referenced tests for grades six and seven in:

- 18 a. reading, and
- 19 b. mathematics.

20 In addition, the Board shall administer a criterion-referenced
21 test in geography in grade seven.

22 5. Contingent upon the availability of funds, the Board shall
23 administer criterion-referenced tests for grade eight in:

- 24 a. reading,

- b. mathematics,
- c. science,
- d. social studies, which shall consist of the history,
Constitution, and government of the United States, and
- e. writing of English.

The Board shall administer the tests for grade eight in reading and mathematics online with raw score test results reported immediately and complete results reported in less than two (2) weeks beginning in the 2007-08 school year.

6. Except as otherwise provided for in Section 1210.523 of this title, each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test, when implemented, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma. All students shall take the tests prior to graduation, unless otherwise exempt by law. The State Board of Education shall administer the criterion-referenced tests. The Board shall develop and field test the end-of-instruction tests in English III, Geometry, and Algebra II during the 2006-07 school year, implement the tests during the 2007-08 school year, and administer them each year thereafter. The Board shall administer the multiple choice portion of the end-of-instruction tests online with raw score test results reported

1 immediately and complete results reported in less than two (2) weeks
2 beginning in the 2008-09 school year.

3 The end-of-instruction tests shall serve the purpose of the
4 criterion-referenced tests as provided in paragraph 1 of this
5 subsection. The English II and English III end-of-instruction tests
6 shall include a writing component. Students who do not score at
7 least at the proficient level shall be afforded the opportunity to
8 retake each test up to three (3) times each calendar year until at
9 least achieving at the proficient level. In order to provide an
10 indication of the levels of competency attained by the student in a
11 permanent record for potential future employers and institutions of
12 higher education, for students who enter the ninth grade in or prior
13 to the 2007-08 school year, school districts shall report the
14 highest-achieved state test performance level on the end-of-
15 instruction tests on the student's high school transcript.
16 Beginning with students who enter the ninth grade in the 2008-09
17 school year, school districts shall report the highest-achieved
18 state test performance level on the end-of-instruction tests and any
19 business and industry-recognized endorsements attained on the
20 student's high school transcript. Any student at the middle school
21 level who completes the instruction in a secondary course specified
22 in this paragraph shall be administered the appropriate end-of-
23 instruction test.

1 7. a. Each school district shall administer to each student
2 in the school district in grades three through eight
3 an assessment designed to assess the student in the
4 fine arts area in which the student has received
5 instruction.

6 b. Each school district shall prepare an annual report
7 for approval by the State Board of Education outlining
8 the fine arts assessment strategies used by the
9 district, when the assessments were administered, how
10 many students were assessed during the previous year,
11 and the results of the assessments.

12 B. 1. All criterion-referenced tests required by this section
13 shall measure academic competencies in correlation with the state
14 academic content standards adopted by the Board pursuant to ~~Section~~
15 Sections 11-103.6 and 11-103.6a of this title ~~and known as the~~
16 ~~Priority Academic Student Skills Curriculum~~. The State Board of
17 Education shall evaluate the academic content standards to ensure
18 the competencies reflect high standards, are specific, well-defined,
19 measurable, challenging, and will prepare elementary students for
20 next-grade-level course work and secondary students for
21 postsecondary studies at institutions of higher education or
22 technology center schools without the need for remediation in core
23 curriculum areas. All state academic content standards shall
24

1 reflect the benchmarks of the American Diploma Project and the goal
2 of improving the state average ACT score.

3 2. The State Department of Education shall annually evaluate
4 the results of the criterion-referenced tests. The State Board of
5 Education shall ensure that test results are reported to districts
6 in a manner that yields detailed, diagnostic information for the
7 purpose of guiding instruction and student remediation. As
8 improvements are made to the criterion-referenced tests required by
9 this section, the Board shall seek to increase the depth of
10 knowledge assessed for each subject. The State Board of Education
11 shall seek to ensure that data yielded from the tests required in
12 this section are utilized at the school district level to prescribe
13 reinforcement and/or remediation by requiring school districts to
14 develop and implement a specific program of improvement based on the
15 test results.

16 3. The State Board of Education in coordination with the Office
17 of Educational Quality and Accountability shall review, realign, and
18 recalibrate, as necessary, the tests in reading and mathematics in
19 third through eighth grade and the end-of-instruction tests. The
20 Commission for Educational Quality and Accountability shall
21 determine the cut scores for the performance levels on the end-of-
22 instruction tests developed pursuant to paragraph 6 of subsection A
23 of this section. The Commission shall conduct an ongoing review to
24 compare the end-of-instruction test content and performance

1 descriptors with those of other states. Upon receipt of the review,
2 the Commission may adjust the cut scores as necessary.

3 4. The State Board of Education, for the purposes of conducting
4 reliability and validity studies, monitoring contractor adherence to
5 professionally accepted testing standards, and providing
6 recommendations for testing program improvement, shall retain the
7 services of an established, independent agency or organization that
8 is nationally recognized for its technical expertise in educational
9 testing but is not engaged in the development of aptitude or
10 achievement tests for elementary or secondary level grades. These
11 national assessment experts shall annually conduct studies of the
12 reliability and validity of the end-of-instruction tests
13 administered pursuant to this section. Validity studies shall
14 include studies of decision validity and concurrent validity.

15 C. 1. The State Board of Education shall set the testing
16 window dates for each criterion-referenced test required in
17 paragraphs 1 through 5 of subsection A of this section for grades
18 three through eight so that, with the exception of the writing
19 assessments, the tests are administered to students no earlier than
20 April 10 each year and so that the test results are reported back to
21 school districts in a timely manner. Each criterion-referenced test
22 required in paragraph 6 of subsection A of this section may be
23 administered to students at a time set by the State Board of
24 Education as near as possible to the end of the course; provided, if

1 a school district is unable to administer the tests online to all
2 students taking the test for the first time and all students
3 retaking the test during the testing window time set by the Board,
4 the school district may elect to administer any of the tests to
5 students retaking the test at any time not more than two (2) weeks
6 prior to the start of the testing window time set by the Board. All
7 results and reports of the criterion-referenced test series required
8 in paragraphs 1 through 5 of subsection A of this section for grades
9 three through eight shall be returned to each school district prior
10 to the beginning of the next school year. The vendor shall provide
11 a final electronic data file of all school site, school district,
12 and state results to the State Department of Education and the
13 Office of Educational Quality and Accountability prior to September
14 1 of each year. The Department shall forward the final data files
15 for each school district and each school site in that district to
16 the school district. The Board shall ensure the contract with the
17 testing vendor includes a provision that the vendor report test
18 results directly to the Office of Educational Quality and
19 Accountability at the same time it is reported to the Board.

20 2. State, district, and site level results of all tests
21 required in this section shall be disaggregated by gender, race,
22 ethnicity, disability status, migrant status, English proficiency,
23 and status as economically disadvantaged, except that such
24 disaggregation shall not be required in a case in which the number

1 of students in a category is insufficient to yield statistically
2 reliable information or the results would reveal personally
3 identifiable information about an individual student. Each school
4 site shall notify the student's parents of the school's performance
5 levels in the Oklahoma School Testing Program as reported in the
6 Oklahoma Educational Indicators Program at the end of each school
7 year.

8 D. The State Board of Education shall be responsible for the
9 development, field-testing, and validation of the criterion-
10 referenced test series required in subsection A of this section. In
11 the interest of economy the Board shall adapt criterion-referenced
12 tests that have been developed by or in collaboration with other
13 states or are otherwise commercially available, or portions of such
14 tests, to the extent that such tests are appropriate for use in the
15 testing program to be administered to Oklahoma students.

16 E. The State Board of Education shall develop, administer, and
17 incorporate as a part of the Oklahoma School Testing Program, other
18 testing programs or procedures, including appropriate accommodations
19 for the testing of students with disabilities as required by the
20 Individuals with Disabilities Education Act (IDEA), 20 USC, Section
21 1400 et seq.

22 F. For purposes of developing and administering alternate
23 assessments for students with the most significant cognitive
24

1 disabilities, the State Board of Education shall not be subject to
2 subsections D and E of Section 11-103.6a of this title.

3 SECTION 5. AMENDATORY 70 O.S. 2011, Section 1210.508B,
4 is amended to read as follows:

5 Section 1210.508B. A. The Legislature finds that it is
6 essential for children in the public schools to read early and well
7 in elementary school. The Legislature further finds that clear and
8 visible goals, assessments to determine the reading level at each
9 elementary school, annual measurements of elementary school reading
10 improvement, and accountability in each level of the educational
11 system will result in a significant increase in the number of
12 children reading at or above grade level.

13 B. The purpose of the Reading Sufficiency Act is to ensure that
14 each child attains the necessary reading skills by completion of the
15 third grade which will enable that student to continue development
16 of reading skills and to succeed throughout school and life.

17 C. Each public school district in this state shall ensure that
18 a majority of the instructional time each day of the school year in
19 kindergarten through third grade is focused on reading and
20 mathematics. The State Board of Education shall encourage school
21 districts to integrate the teaching of the other curricular areas in
22 the ~~Priority Academic Student Skills (PASS)~~ subject matter standards
23 adopted by the Board with the instruction of reading and
24 mathematics. All teachers of reading in the public schools in this

1 state in kindergarten through third grade shall incorporate into
2 instruction the five elements of reading instruction which are
3 phonemic awareness, phonics, reading fluency, vocabulary, and
4 comprehension.

5 D. The reading goal for Oklahoma public schools is as follows:
6 By July 1, 2008, and each year thereafter, all third-grade students
7 will read at or above grade level by the end of their third-grade
8 year, excluding up to fifteen percent (15%) of those students who
9 have an individualized education program (IEP), pursuant to the
10 Individuals with Disabilities Education Act (IDEA), and excluding
11 those students who are English language learners who have been
12 determined not to be proficient in English as defined by a state-
13 designated English proficiency assessment. To achieve the reading
14 goal, each public elementary school shall:

15 1. Determine its baseline no later than September 1, 2005,
16 which shall be the percentage of students reading at or above third-
17 grade level as determined by the percentage of students scoring
18 proficient or above on the third-grade criterion-referenced test in
19 reading, administered pursuant to Section 1210.508 of this title;
20 and

21 2. Set and achieve annual improvement goals necessary to
22 progress from the baseline established in 2005 to the reading goal
23 by July 1, 2008. The annual improvement goals shall be included in
24

1 the district's reading sufficiency plan required in Section
2 1210.508C of this title.

3 E. The State Board of Education shall recognize schools and
4 districts that attain or make progress toward achieving the reading
5 goal and shall provide technical assistance to schools and districts
6 that do not make progress toward the reading goal. The district
7 reading sufficiency plan shall be submitted to the State Board if
8 the district has any schools that are not achieving the required
9 annual improvement goals pursuant to this section.

10 SECTION 6. AMENDATORY 70 O.S. 2011, Section 1210.508C,
11 as last amended by Section 96, Chapter 15, O.S.L. 2013 (70 O.S.
12 Supp. 2013, Section 1210.508C), is amended to read as follows:

13 Section 1210.508C. A. 1. Each student enrolled in
14 kindergarten in a public school in this state shall be screened for
15 reading skills including, but not limited to, phonological
16 awareness, letter recognition, and oral language skills as
17 identified in the ~~Priority Academic Student Skills (PASS)~~ subject
18 matter standards adopted by the State Board of Education. A
19 screening instrument approved by the State Board shall be utilized
20 for the purposes of this section.

21 2. For those kindergarten children at risk for reading
22 difficulties, teachers shall emphasize reading skills as identified
23 in the ~~PASS~~ subject matter standards adopted by the State Board,
24

1 monitor progress throughout the year and measure year-end reading
2 progress.

3 3. Classroom assistants, which may include parents,
4 grandparents, or other volunteers, shall be provided in kindergarten
5 classes to assist with the screening of students if a teacher aide
6 is not already employed to assist in a kindergarten classroom.

7 B. 1. Each student enrolled in kindergarten, first, second and
8 third grade of the public schools of this state shall be assessed at
9 the beginning of each school year using a screening instrument
10 approved by the State Board of Education for the acquisition of
11 reading skills including, but not limited to, phonological
12 awareness, phonics, spelling, reading fluency, vocabulary, and
13 comprehension.

14 2. Any student who is assessed and found not to be reading at
15 the appropriate grade level shall be provided a program of reading
16 instruction designed to enable the student to acquire the
17 appropriate grade level reading skills. Beginning with students
18 entering the first grade in the 2011-2012 school year, the program
19 of reading instruction shall include provisions of the READ
20 Initiative adopted by the school district as provided for in
21 subsection O of this section.

22 3. Throughout the year progress monitoring shall continue, and
23 diagnostic assessment, if determined appropriate, shall be provided.
24

1 Year-end reading skills shall be measured to determine reading
2 success.

3 C. The State Board of Education shall approve screening
4 instruments for use at the beginning of the school year, for
5 monitoring of progress, and for measurement of reading skills at the
6 end of the school year as required in subsections A and B of this
7 section; provided, at least one of the screening instruments shall
8 meet the following criteria:

9 1. Assess for phonological awareness, phonics, reading fluency,
10 and comprehension;

11 2. Document the validity and reliability of each assessment;

12 3. Can be used for diagnosis and progress monitoring;

13 4. Can be used to assess special education and limited-English-
14 proficient students;

15 5. Accompanied by a data management system that provides
16 profiles for students, class, grade level and school building. The
17 profiles shall identify each student's instructional point of need
18 and reading achievement level. The State Board shall also determine
19 other comparable reading assessments for diagnostic purposes and for
20 periodic and post assessments to be used for students at risk of
21 reading failure. The State Board shall ensure that any assessments
22 approved are in alignment with the ~~PASS~~ subject matter standards
23 adopted by the Board.

24

1 D. The program of reading instruction required in subsection B
2 of this section shall align with the ~~PASS,~~ subject matter standards
3 adopted by the Board and shall include provisions of the READ
4 Initiative adopted by the school district as provided for in
5 subsection O of this section beginning with students entering the
6 first grade in the 2011-2012 school year and may include, but is not
7 limited to:

8 1. Sufficient additional in-school instructional time for the
9 acquisition of phonological awareness, phonics, spelling, reading
10 fluency, vocabulary, and comprehension;

11 2. If necessary, tutorial instruction after regular school
12 hours, on Saturdays and during summer; however, such instruction may
13 not be counted toward the one-hundred-eighty-day or one-thousand-
14 eighty-hour school year required in Section 1-109 of this title; and

15 3. Assessments identified for diagnostic purposes and periodic
16 monitoring to measure the acquisition of reading skills including,
17 but not limited to, phonological awareness, phonics, spelling,
18 reading fluency, vocabulary, and comprehension, as identified in the
19 student's program of reading instruction.

20 E. The program of reading instruction shall continue until the
21 student is determined by the results of approved reading assessments
22 to be reading on grade level.

23 F. 1. Every school district shall adopt, and implement a
24 district reading sufficiency plan which has had input from school

1 administrators, teachers, and parents and if possible a reading
2 specialist, and which shall be submitted electronically to and
3 approved by the State Board of Education. The plan shall be updated
4 annually. School districts shall not be required to electronically
5 submit the annual updates to the Board if the last plan submitted to
6 the Board was approved and expenditures for the program include only
7 expenses relating to individual and small group tutoring, purchase
8 of and training in the use of screening and assessment measures,
9 summer school programs and Saturday school programs. If any
10 expenditure for the program is deleted or changed or any other type
11 of expenditure for the program is implemented, the school district
12 shall be required to submit the latest annual update to the Board
13 for approval. The district reading sufficiency plan shall include a
14 plan for each site which includes an analysis of the data provided
15 by the Oklahoma School Testing Program and other reading assessments
16 utilized as required in this section, and which outlines how each
17 school site will comply with the provisions of the Reading
18 Sufficiency Act.

19 2. Each school site shall establish a committee, composed of
20 educators, which if possible shall include a certified reading
21 specialist, to develop the required programs of reading instruction.
22 A parent or guardian of the student shall be included in the
23 development of the program of reading instruction for that student.

24

1 3. The State Board of Education shall adopt rules for the
2 implementation and evaluation of the provisions of the Reading
3 Sufficiency Act. The evaluation shall include, but not be limited
4 to, an analysis of the data required in subsection S of this
5 section.

6 G. For any third-grade student found not to be reading at grade
7 level as determined by reading assessments administered pursuant to
8 this section, a new program of reading instruction, including
9 provisions of the READ Initiative adopted by the school district as
10 provided for in subsection O of this section, shall be developed and
11 implemented as specified in this section. If possible, a fourth-
12 grade teacher shall be involved in the development of the program of
13 reading instruction. In addition to other requirements of the
14 Reading Sufficiency Act, the plan may include specialized tutoring.

15 H. Beginning with students entering the first grade in the
16 2011-2012 school year, if the reading deficiency of a student, as
17 identified based on assessments administered as provided for in
18 subsection B of this section, is not remedied by the end of third
19 grade, as demonstrated by scoring at the unsatisfactory level on the
20 reading portion of the statewide third-grade criterion-referenced
21 test, the student shall be retained in the third grade.

22 I. The parent of any student who is found to have a reading
23 deficiency and is not reading at the appropriate grade level and has
24 been provided a program of reading instruction as provided for in

1 subsection B of this section shall be notified in writing of the
2 following:

3 1. That the student has been identified as having a substantial
4 deficiency in reading;

5 2. A description of the current services that are provided to
6 the student;

7 3. A description of the proposed supplemental instructional
8 services and supports that will be provided to the student that are
9 designed to remediate the identified area of reading deficiency;

10 4. That the student will not be promoted to the fourth grade if
11 the reading deficiency is not remediated by the end of the third
12 grade, unless the student is exempt for good cause as set forth in
13 subsection K of this section;

14 5. Strategies for parents to use in helping their child succeed
15 in reading proficiency;

16 6. That while the results of the statewide criterion-referenced
17 tests administered pursuant to Section 1210.508 of this title are
18 the initial determinant, it is not the sole determiner of promotion
19 and that portfolio reviews and assessments are available; and

20 7. The specific criteria and policies of the school district
21 for midyear promotion implemented as provided for in paragraph 4 of
22 subsection N of this section.

23 J. No student may be assigned to a grade level based solely on
24 age or other factors that constitute social promotion.

1 K. For those students who do not meet the academic requirements
2 for promotion, a school district may promote the student for good
3 cause only. Good-cause exemptions for promotion shall be limited to
4 the following:

5 1. Limited-English-proficient students who have had less than
6 two (2) years of instruction in an English language learner program;

7 2. Students with disabilities whose individualized education
8 program (IEP), consistent with state law, indicates that the student
9 is to be assessed with alternate achievement standards through the
10 Oklahoma Alternate Assessment Program (OAAP);

11 3. Students who demonstrate an acceptable level of performance
12 on an alternative standardized reading assessment approved by the
13 State Board of Education;

14 4. Students who demonstrate, through a student portfolio, that
15 the student is reading on grade level as evidenced by demonstration
16 of mastery of the state standards beyond the retention level;

17 5. Students with disabilities who participate in the statewide
18 criterion-referenced tests and who have an individualized education
19 program that reflects that the student has received intensive
20 remediation in reading for more than two (2) years but still
21 demonstrates a deficiency in reading and was previously retained in
22 kindergarten, first grade, second grade, or third grade; and

23 6. Students who have received intensive remediation in reading
24 through a program of reading instruction for two (2) or more years

1 but still demonstrate a deficiency in reading and who were
2 previously retained in kindergarten, first grade, second grade, or
3 third grade for a total of two (2) years.

4 L. A student who is promoted for good cause as provided for in
5 subsection K of this section shall be provided intensive reading
6 instruction during an altered instructional day that includes
7 specialized diagnostic information and specific reading strategies
8 for each student. The school district shall assist schools and
9 teachers to implement reading strategies for the promoted students
10 that research has shown to be successful in improving reading among
11 low-performing readers.

12 M. Requests to exempt students from the mandatory retention
13 requirements based on one of the good-cause exemptions as described
14 in subsection K of this section shall be made using the following
15 process:

16 1. Documentation submitted from the teacher of the student to
17 the school principal that indicates the student meets one of the
18 good-cause exemptions and promotion of the student is appropriate.
19 In order to minimize paperwork requirements, the documentation shall
20 consist only of the alternative assessment results or student
21 portfolio work and the individual education plan (IEP), as
22 applicable;

23 2. The principal of the school shall review and discuss the
24 documentation with the teacher. If the principal determines that

1 the student meets one of the good-cause exemptions and should be
2 promoted based on the documentation provided, the principal shall
3 make a recommendation in writing to the school district
4 superintendent; and

5 3. After review, the school district superintendent shall
6 accept or reject the recommendation of the principal in writing.

7 N. Beginning with the 2011-2012 school year, each school
8 district shall:

9 1. Conduct a review of the program of reading instruction for
10 all students who score at the unsatisfactory level on the reading
11 portion of the statewide criterion-referenced test administered
12 pursuant to Section 1210.508 of this title and did not meet the
13 criteria for one of the good-cause exemptions as set forth in
14 subsection K of this section. The review shall address additional
15 supports and services, as described in this subsection, needed to
16 remediate the identified areas of reading deficiency. The school
17 district shall require a student portfolio to be completed for each
18 retained student;

19 2. Provide to students who have been retained as set forth in
20 subsection H of this section with intensive interventions in
21 reading, intensive instructional services and supports to remediate
22 the identified areas of reading deficiency, including a minimum of
23 ninety (90) minutes of daily, uninterrupted, scientific-research-
24 based reading instruction. Retained students shall be provided

1 other strategies prescribed by the school district, which may
2 include, but are not limited to:

- 3 a. small group instruction,
- 4 b. reduced teacher-student ratios,
- 5 c. more frequent progress monitoring,
- 6 d. tutoring or mentoring,
- 7 e. transition classes containing third- and fourth-grade
- 8 students,
- 9 f. extended school day, week, or year, and
- 10 g. summer reading academies as provided for in Section
- 11 1210.508E of this title, if available;

12 3. Provide written notification to the parent or guardian of
13 any student who is to be retained as set forth in subsection H of
14 this section that the student has not met the proficiency level
15 required for promotion and the reasons the student is not eligible
16 for a good-cause exemption. The notification shall include a
17 description of proposed interventions and intensive instructional
18 supports that will be provided to the student to remediate the
19 identified areas of reading deficiency;

20 4. Implement a policy for the midyear promotion of a retained
21 student who can demonstrate that the student is a successful and
22 independent reader, is reading at or above grade level, and is ready
23 to be promoted to the fourth grade. Tools that school districts may
24 use in reevaluating any retained student may include subsequent

1 assessments, alternative assessments, and portfolio reviews, in
2 accordance with rules of the State Board of Education. Retained
3 students may only be promoted midyear prior to November 1 and only
4 upon demonstrating a level of proficiency required to score above
5 the unsatisfactory level on the statewide third-grade criterion-
6 referenced test and upon showing progress sufficient to master
7 appropriate fourth-grade-level skills, as determined by the school.
8 A midyear promotion shall be made only upon agreement of the parent
9 or guardian of the student and the school principal;

10 5. Provide students who are retained with a high-performing
11 teacher who can address the needs of the student, based on student
12 performance data and above-satisfactory performance appraisals; and

13 6. In addition to required reading enhancement and acceleration
14 strategies, provide students who are retained with at least one of
15 the following instructional options:

- 16 a. supplemental tutoring in scientific-research-based
17 reading services in addition to the regular reading
18 block, including tutoring before or after school,
 - 19 b. a parent-guided "Read at Home" assistance plan, as
20 developed by the State Department of Education, the
21 purpose of which is to encourage regular parent-guided
22 home reading, or
 - 23 c. a mentor or tutor with specialized reading training.
- 24

1 O. Beginning with the 2011-2012 school year, each school
2 district shall establish a Reading Enhancement and Acceleration
3 Development (READ) Initiative. The focus of the READ Initiative
4 shall be to prevent the retention of third-grade students by
5 offering intensive accelerated reading instruction to third-grade
6 students who failed to meet standards for promotion to fourth grade
7 and to kindergarten through third-grade students who are exhibiting
8 a reading deficiency. The READ Initiative shall:

9 1. Be provided to all kindergarten through third-grade students
10 at risk of retention as identified by the assessments administered
11 pursuant to the Reading Sufficiency Act. The assessment used shall
12 measure phonemic awareness, phonics, fluency, vocabulary, and
13 comprehension;

14 2. Be provided during regular school hours in addition to the
15 regular reading instruction; and

16 3. Provide a state-approved reading curriculum that, at a
17 minimum, meets the following specifications:

18 a. assists students assessed as exhibiting a reading
19 deficiency in developing the ability to read at grade
20 level,

21 b. provides skill development in phonemic awareness,
22 phonics, fluency, vocabulary, and comprehension,

23 c. provides a scientific-research-based and reliable
24 assessment,

- 1 d. provides initial and ongoing analysis of the reading
2 progress of each student,
- 3 e. is implemented during regular school hours,
- 4 f. provides a curriculum in core academic subjects to
5 assist the student in maintaining or meeting
6 proficiency levels for the appropriate grade in all
7 academic subjects,
- 8 g. establishes at each school, where applicable, an
9 Intensive Acceleration Class for retained third-grade
10 students who subsequently score at the unsatisfactory
11 level on the reading portion of the statewide
12 criterion-referenced tests. The focus of the
13 Intensive Acceleration Class shall be to increase the
14 reading level of a child at least two grade levels in
15 one (1) school year. The Intensive Acceleration Class
16 shall:
- 17 (1) be provided to any student in the third grade who
18 scores at the unsatisfactory level on the reading
19 portion of the statewide criterion-referenced
20 tests and who was retained in the third grade the
21 prior year because of scoring at the
22 unsatisfactory level on the reading portion of
23 the statewide criterion-referenced tests,
- 24 (2) have a reduced teacher-student ratio,

- (3) provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the fourth-grade state standards in other core subject areas,
 - (4) use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,
 - (5) provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist,
 - (6) include weekly progress monitoring measures to ensure progress is being made, and
 - (7) provide reports to the State Department of Education, in the manner described by the Department, outlining the progress of students in the class at the end of the first semester,
- h. provide reports to the State Board of Education, upon request, on the specific intensive reading interventions and supports implemented by the school district. The State Superintendent of Public

1 Instruction shall annually prescribe the required
2 components of the reports, and

- 3 i. provide to a student who has been retained in the
4 third grade and has received intensive instructional
5 services but is still not ready for grade promotion,
6 as determined by the school district, the option of
7 being placed in a transitional instructional setting.
8 A transitional setting shall specifically be designed
9 to produce learning gains sufficient to meet fourth-
10 grade performance standards while continuing to
11 remediate the areas of reading deficiency.

12 P. In addition to the requirements set forth in this section,
13 each school district board of education shall annually report to the
14 parent or guardian of each student in the district the progress of
15 the student toward achieving state and district expectations for
16 proficiency in reading, writing, science, and mathematics. The
17 school district board of education shall report to the parent or
18 guardian of each student the results on statewide criterion-
19 referenced tests. The evaluation of the progress of each student
20 shall be based upon classroom work, observations, tests, district
21 and state assessments, and other relevant information. Progress
22 reporting shall be provided to the parent or guardian in writing.

23 Q. 1. Each school district board of education shall annually
24 publish on the school website, and report in writing to the State

1 Board of Education by September 1 of each year, the following
2 information on the prior school year:

- 3 a. the provisions of this section relating to public
4 school student progression and the policies and
5 procedures of the school district on student retention
6 and promotion,
- 7 b. by grade, the number and percentage of all students in
8 grades three through ten performing at the
9 unsatisfactory level on the reading portion of the
10 statewide criterion-referenced tests,
- 11 c. by grade, the number and percentage of all students
12 retained in grades three through ten,
- 13 d. information on the total number and percentage of
14 students who were promoted for good cause, by each
15 category of good cause as specified above, and
- 16 e. any revisions to the policies of the school district
17 on student retention and promotion from the prior
18 year.

19 2. The State Department of Education shall establish a uniform
20 format for school districts to report the information required in
21 this subsection. The format shall be developed with input from
22 school districts and shall be provided not later than ninety (90)
23 days prior to the annual due date. The Department shall annually
24 compile the information required along with state-level summary

1 information, and report the information to the public, the Governor,
2 the President Pro Tempore of the Senate, and the Speaker of the
3 House of Representatives.

4 R. The State Department of Education shall provide technical
5 assistance as needed to aid school districts in administering the
6 provision of the Reading Sufficiency Act.

7 S. On or before December 1 of each year, the State Department
8 of Education shall issue to the Governor and members of the Senate
9 and House of Representatives Education Committees a Reading Report
10 Card for the state and each school district and elementary site
11 which shall include, but is not limited to, trend data detailing
12 three (3) years of data, disaggregated by student subgroups to
13 include economically disadvantaged, major racial or ethnic groups,
14 students with disabilities, and English language learners, as
15 appropriate for the following:

16 1. The number and percentage of students in kindergarten
17 through third grade determined to be at risk for reading
18 difficulties compared to the total number of students enrolled in
19 each grade;

20 2. The number and percentage of students in kindergarten who
21 continue to be at risk for reading difficulties as determined by the
22 year-end measurement of reading progress;

23 3. The number and percentage of students in kindergarten
24 through third grade who have successfully completed their program of

1 reading instruction and are reading on grade level as determined by
2 the results of approved reading assessments;

3 4. The number and percentage of students scoring at each
4 performance level on the reading portion of the statewide third-
5 grade criterion-referenced test;

6 5. The amount of funds for reading remediation received by each
7 district;

8 6. An evaluation and narrative interpretation of the report
9 data analyzing the impact of the Reading Sufficiency Act on
10 students' ability to read at grade level; and

11 7. Any recommendations for improvements or amendments to the
12 Reading Sufficiency Act.

13 The State Department of Education may contract with an
14 independent entity for the reporting and analysis requirements of
15 this subsection.

16 T. Copies of the results of the assessments administered shall
17 be made a part of the permanent record of each student.

18 SECTION 7. AMENDATORY Section 1, Chapter 318, O.S.L.
19 2012 (70 O.S. Supp. 2013, Section 1210.516), is amended to read as
20 follows:

21 Section 1210.516. A. The State Board of Education shall
22 establish the Oklahoma Bridge to Literacy Program. The purpose of
23 the Program is to improve reading skills of children up through the
24 fourth grade, as measured by mastery of the skills identified in the

1 ~~Priority Academic Student Skills (PASS)~~ subject matter standards
2 adopted pursuant to Sections 11-103.6 and 11-103.6a of this title,
3 by training and assisting private entities, as defined in subsection
4 C of this section, to offer reading instruction to children before
5 school, after school, on Saturdays and during summer periods.

6 B. The State Department of Education shall issue a request for
7 proposals on or before October 1, 2012, and each October 1
8 thereafter for which the Oklahoma Bridge to Literacy Program is
9 funded, seeking applications for the Oklahoma Bridge to Literacy
10 Program. The Department shall review the applications for
11 compliance with the established requirements.

12 C. Private entities eligible to submit applications for the
13 Oklahoma Bridge to Literacy Program shall include the following:

14 1. Nonprofit organizations or programs which are exempt from
15 taxation pursuant to the provisions of Section 501(c)(3) of the
16 Internal Revenue Code, 26 U.S.C., Section 501(c)(3);

17 2. Community-based programs, centers, organizations or services
18 which maintain community participation or supervision in their
19 planning, operation and evaluation; and

20 3. Churches or religious organizations, associations, or
21 societies or nonprofit organizations or programs operated,
22 supervised or controlled by or in conjunction with a religious
23 organization, association or society.

1 D. The State Board of Education may approve applications that
2 meet the requirements set forth in this subsection and as
3 established by the Board. Approved applications shall establish
4 reading programs for children up through the fourth grade. The
5 reading programs may be offered before school, after school, on
6 Saturdays or during summer periods. The reading programs shall
7 offer reading instruction designed to enable the children to acquire
8 the appropriate level reading skills and shall provide diagnostic
9 assessments and measurement of reading skills to determine reading
10 success. The reading program shall focus on the acquisition of
11 reading skills including, but not limited to, phonological
12 awareness, phonics, spelling, reading fluency, vocabulary, and
13 comprehension.

14 E. On or before December 1, 2012, and each December 1
15 thereafter for which the Oklahoma Bridge to Literacy Program is
16 funded, the Department shall forward applications that the
17 Department has determined meet the requirements of this section to
18 the Board. On or before February 1, 2013, and each February 1
19 thereafter for which the Oklahoma Bridge to Literacy Program is
20 funded, the Board shall award, through a competitive bid process,
21 one or more grants to private entities to provide reading
22 instruction programs through the Oklahoma Bridge to Literacy
23 Program. To the extent possible, grants shall be awarded on a
24 statewide basis. The grant funding shall be used to provide the

1 reading instruction program, provide employees and volunteers for
2 the program and to purchase materials for the program.

3 F. In addition to the grant funding, the Department shall
4 provide to the private entities awarded grants pursuant to this
5 section the following:

6 1. Reading instruction training, academies or courses designed
7 to train the private entity employees or volunteers in reading
8 instruction and remediation strategies;

9 2. Resources and materials on reading instruction and
10 remediation; and

11 3. Any other appropriate assistance.

12 G. The Board shall provide for independent evaluations of
13 programs funded pursuant to this section.

14 H. Beginning June 30, 2013, and each year thereafter for which
15 the Oklahoma Bridge to Literacy Program is funded, the Board shall
16 prepare and submit a report to the Governor, the Speaker of the
17 House of Representatives and the President Pro Tempore of the Senate
18 containing:

19 1. Descriptions of the reading programs approved and funded
20 through the Oklahoma Bridge to Literacy Program;

21 2. Number and amount of grants awarded;

22 3. Number of children served through approved programs; and

23 4. Achievement data for children served through approved
24 programs.

1 SECTION 8. AMENDATORY 70 O.S. 2011, Section 6-207, is
2 amended to read as follows:

3 Section 6-207. A. The State Board of Education shall establish
4 the Oklahoma Mathematics Improvement Program. The purpose of the
5 program is to improve student mastery of the ~~Priority Academic~~
6 ~~Student Skills (PASS)~~ subject matter standards for sixth-grade
7 mathematics through Algebra I by enhancing sixth-, seventh- and
8 eighth-grade public school teachers' mastery of the subject matter
9 content and process skills.

10 B. For purposes of this section, "middle-level mathematics"
11 means the ~~Priority Academic Student Skills~~ subject matter standards
12 adopted pursuant to Sections 11-103.6 and 11-103.6a of this title
13 for sixth- through eighth-grade mathematics and Algebra I.

14 C. Each sixth-, seventh-, or eighth-grade public school teacher
15 of a middle-level mathematics course who completes a professional
16 development program approved by the State Board of Education, as
17 authorized in subsection E of this section, shall receive a stipend
18 in the amount of One Thousand Dollars (\$1,000.00) if, prior or
19 subsequent to completion of the professional development program,
20 the teacher successfully completes the middle-level/intermediate
21 mathematics Oklahoma Subject Area Test administered by the Oklahoma
22 Commission for Teacher Preparation. The State Board of Education
23 shall provide the stipend to qualifying teachers who meet the
24 requirements of this section. The stipend shall not be included in

1 the calculation of the teacher's salary for purposes of meeting the
2 district or statutory minimum salary schedule or for purposes of
3 calculating Teachers' Retirement System of Oklahoma contributions or
4 benefits.

5 D. The State Department of Education shall issue a request for
6 proposals on or before October 1, 2005, seeking applications for the
7 Oklahoma Mathematics Improvement Program. The State Department of
8 Education shall review the applications for compliance with the
9 established requirements.

10 E. The State Board of Education may approve programs that meet
11 the requirements set forth in this subsection. Each participating
12 teacher shall take a preassessment to establish current subject
13 matter knowledge, and, based on the results of the preassessment,
14 the teacher will participate in one of the three programs listed
15 below:

16 1. Mathematics academies consisting of a minimum of forty (40)
17 contact hours of training and twenty (20) contact hours of follow-up
18 training through lesson study with identified mathematics
19 specialists on-site and through video technology.

20 The mathematics academies shall incorporate both content
21 knowledge and process knowledge that shall be modeled for teachers
22 in the areas of problem-solving, reasoning, and critical thinking as
23 applied to the mathematical concepts in ~~PASS~~ the subject matter
24 standards adopted by the Board. The ultimate goal of the

1 mathematics academies shall be to significantly increase the number
2 of children becoming proficient in mathematics as demonstrated on
3 assessments administered pursuant to the Oklahoma School Testing
4 Program Act. The mathematics academies shall be accepted for
5 professional development purposes and shall be defined as continuing
6 education experiences that consist of a minimum of forty (40) clock
7 hours. The mathematics academies shall be designed to provide
8 instruction that includes peer coaching;

9 2. Other programs including customized higher education courses
10 and/or on-line courses similar in scope and nature to those
11 described in this subsection designed to improve middle school
12 mathematics knowledge including Algebra I, as approved by the State
13 Board of Education; and

14 3. Small learning community lesson studies facilitated by a
15 mathematics coach and utilizing the Internet and video technology,
16 as approved by the State Board of Education.

17 F. On or before December 15, 2005, the State Department of
18 Education shall forward applications that the Department has
19 determined meet the requirements of this section to the State Board
20 of Education. On or before February 1, 2006, the Board shall award,
21 through a competitive bid process, one or more grants for
22 professional development programs approved by the Department.

23 G. The State Board of Education shall contract for independent
24 evaluations of programs funded pursuant to this section.

1 H. Beginning June 30, 2006, and each year thereafter for which
2 the Oklahoma Mathematics Improvement Program is funded, the State
3 Board of Education shall prepare and submit a report to the
4 Legislature and the Governor containing:

5 1. Descriptions of professional development programs approved
6 and funded through the Oklahoma Mathematics Improvement Program;

7 2. Number and amount of grants awarded;

8 3. Number of teachers completing approved programs;

9 4. Number of teachers successfully completing the Oklahoma
10 Subject Area Test for middle level/intermediate mathematics after
11 completion of a program created pursuant to this section;

12 5. Amount of stipends paid to teachers pursuant to this
13 section; and

14 6. Student achievement data for students in classes taught by
15 teachers completing one of the program options authorized pursuant
16 to this section.

17 SECTION 9. AMENDATORY 70 O.S. 2011, Section 11-103.9, is
18 amended to read as follows:

19 Section 11-103.9. A. Except as otherwise provided for in this
20 section, the State Board of Education shall require, as a condition
21 of accreditation, that school districts provide to all students
22 physical education programs which may include athletics.

23 B. The Board shall require, as a condition of accreditation,
24 that public elementary schools provide instruction, for students in

1 full-day kindergarten and grades one through five, in physical
2 education or exercise programs for a minimum of an average of sixty
3 (60) minutes each week. The time students participate in recess
4 shall not be counted toward the sixty-minutes-per-week physical
5 education requirement. Schools may exclude from participation in
6 the physical education or exercise programs required in this
7 subsection those students who have been placed into an in-house
8 suspension or detention class or placement or those students who are
9 under an in-school restriction or are subject to an administrative
10 disciplinary action.

11 C. The Board shall require, as a condition of accreditation,
12 that public elementary schools provide to students in full-day
13 kindergarten and grades one through five, in addition to the
14 requirements set forth in subsection B of this section, an average
15 of sixty (60) minutes each week of physical activity, which may
16 include, but not be limited to, physical education, exercise
17 programs, fitness breaks, recess, and classroom activities, and
18 wellness and nutrition education. Each school district board of
19 education shall determine the specific activities and means of
20 compliance with the provisions of this subsection, giving
21 consideration to the recommendations of each school's Healthy and
22 Fit Schools Advisory Committee as submitted to the school principal
23 pursuant to the provisions of Section 24-100a of this title.

24

1 D. The Board shall disseminate information to each school
2 district on the benefits of physical education programs and shall
3 strongly encourage districts to provide physical education
4 instruction to students in grades six through twelve. The Board
5 shall also strongly encourage school districts to incorporate
6 physical activity into the school day by providing to students in
7 full-day kindergarten and grades one through five at least a twenty-
8 minute daily recess, which shall be in addition to the sixty (60)
9 minutes of physical education as required by subsection B of this
10 section, and by allowing all students brief physical activity breaks
11 throughout the day, physical activity clubs, and special events.

12 E. School districts shall provide to parents or guardians of
13 students a physical activity report. The report shall be provided
14 to parents and guardians at least annually and shall include:

15 1. A summary on how physical activity is being incorporated
16 into the school day;

17 2. A summary of the types of physical activities the students
18 are exposed to in the physical education programs;

19 3. Suggestions on monitoring the physical activity progress of
20 a child and how to encourage regular participation in physical
21 activity; and

22 4. Information on the benefits of physical education and
23 physical activity.
24

1 F. Instruction in physical education required in this section
2 shall be aligned with the ~~Priority Academic Student Skills~~ subject
3 matter standards as adopted by the Board.

4 G. The physical education curriculum shall be sequential,
5 developmentally appropriate, and designed, implemented, and
6 evaluated to enable students to develop the motor and self-
7 management skills and knowledge necessary to participate in physical
8 activity throughout life. Each school district shall establish
9 specific objectives and goals the district intends to accomplish
10 through the physical education curriculum.

11 H. In identifying the essential knowledge and skills, the State
12 Board of Education shall ensure that the ~~Priority Academic Student~~
13 ~~Skills~~ subject matter standards for physical education:

14 1. Emphasizes the knowledge and skills capable of being used
15 during a lifetime of regular physical activity;

16 2. Is consistent with national physical education standards
17 for:

18 a. the information that students should learn about
19 physical activity, and

20 b. the physical activities that students should be able
21 to perform;

22 3. Requires that, on a weekly basis, at least fifty percent
23 (50%) of the physical education class be used for actual student
24

1 physical activity and that the activity be, to the extent
2 practicable, at a moderate or vigorous level;

3 4. Offers students an opportunity to choose among many types of
4 physical activity in which to participate;

5 5. Offers students both cooperative and competitive games;

6 6. Meets the needs of students of all physical ability levels,
7 including students who have a disability, chronic health problem, or
8 other special need that precludes the student from participating in
9 regular physical education instruction but who might be able to
10 participate in physical education that is suitably adapted and, if
11 applicable, included in the student's individualized education
12 program;

13 7. Teaches self-management and movement skills;

14 8. Teaches cooperation, fair play, and responsible
15 participation in physical activity;

16 9. Promotes student participation in physical activity outside
17 of school; and

18 10. Allows physical education classes to be an enjoyable
19 experience for students.

20 I. The Board shall adopt rules to implement the provisions of
21 this section.

22 SECTION 10. This act shall become effective in accordance with
23 the provisions of Section 58 of Article V of the Oklahoma
24 Constitution.

1 COMMITTEE REPORT BY: COMMITTEE ON EDUCATION
2 March 24, 2014 - DO PASS AS AMENDED
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