

## FLOOR AMENDMENT

HOUSE OF REPRESENTATIVES

State of Oklahoma

SPEAKER:

CHAIR:

I move to amend HB4409 \_\_\_\_\_  
Of the printed Bill  
Page \_\_\_\_\_ Section \_\_\_\_\_ Lines \_\_\_\_\_  
Of the Engrossed Bill

By striking the Title, the Enacting Clause, the entire bill, and by  
inserting in lieu thereof the following language:

**AMEND TITLE TO CONFORM TO AMENDMENTS**

Adopted: \_\_\_\_\_

Amendment submitted by: Dick Lowe

\_\_\_\_\_

\_\_\_\_\_  
Reading Clerk

STATE OF OKLAHOMA

2nd Session of the 58th Legislature (2022)

FLOOR SUBSTITUTE  
FOR

HOUSE BILL NO. 4409

By: Lowe (Dick) of the House

and

Taylor of the Senate

FLOOR SUBSTITUTE

An Act relating to schools; amending 70 O.S. 2021, Section 11-103.6, which relates to subject matter standards; modifying graduation requirement to complete a personal financial literacy course; amending 70 O.S. 2021, Section 11-103.6h, which relates to personal financial literacy education; modifying areas of instruction to be included; requiring certain students to complete certain course in financial literacy to graduate from high school; mandating instruction to be provided in separate one-semester course; removing language allowing districts to offer instruction in certain grades integrated in other courses; deleting language providing for identification of online curricula; updating statutory citation; striking language providing for use of fund on online curricula and resources; modifying requirements for students who transfer into the state after certain grade level; removing language allowing for use of certain online assessment in certain circumstances; deleting exception for students who transfer into the state in certain grade level; allowing teachers with certain endorsements to teach personal financial literacy; amending 70 O.S. 2021, Section 11-103.6h-1, which relates to the Personal Financial Literacy Education Revolving Fund; updating statutory references;

1 providing an effective date; and declaring an  
2 emergency.

3  
4 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

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

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

13 2. School districts shall develop and implement curriculum,  
14 courses and instruction in order to ensure that students meet the  
15 skills and competencies as set forth in this section and in the  
16 subject matter standards adopted by the State Board of Education.

17 3. All students shall gain literacy at the elementary and  
18 secondary levels. Students shall develop skills in reading,  
19 writing, speaking, computing and critical thinking. For purposes of  
20 this section, critical thinking means a manner of analytical  
21 thinking which is logical and uses linear factual analysis to reach  
22 a conclusion. They shall learn about cultures and environments -  
23 their own and those of others with whom they share the earth. All  
24 students shall receive the instruction needed to lead healthy and

1 physically active lifestyles. Students, therefore, shall study  
2 social studies, literature, languages, the arts, health, mathematics  
3 and science. Such curricula shall provide for the teaching of a  
4 hands-on career exploration program in cooperation with technology  
5 center schools.

6 4. The subject matter standards shall be designed to teach the  
7 competencies for which students shall be tested as provided in  
8 Section 1210.508 of this title and shall be designed to prepare all  
9 students for active citizenship, employment and/or successful  
10 completion of postsecondary education without the need for remedial  
11 coursework at the postsecondary level.

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

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

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

23 8. The subject matter standards for history, social studies and  
24 United States Government shall include the content of the United

1 States naturalization test, with an emphasis on the specific content  
2 of the test and the ideas and concepts it references. The United  
3 States naturalization test shall be made available in physical and  
4 electronic online formats as an optional assessment tool for  
5 teachers.

6 9. The subject matter standards for United States Government  
7 shall include an emphasis on civics. For the purposes of this  
8 section, "civics" means the study of the rights and duties of  
9 Oklahoma and United States citizens and of how those governments  
10 work.

11 10. The subject matter standards for health and physical  
12 education shall include but not be limited to the domains of  
13 physical, emotional, social and intellectual health. Health  
14 literacy shall include the ability to obtain, process and understand  
15 basic health information and services needed to make appropriate  
16 health decisions. Health shall also include the importance of  
17 proper nutrition and exercise, mental health and wellness, substance  
18 abuse, coping skills for understanding and managing trauma,  
19 establishing and maintaining positive relationships and responsible  
20 decision making. Physical literacy shall include the ability to  
21 move with competence and confidence in a wide variety of physical  
22 activities in multiple environments that benefit the healthy  
23 development of the whole person.  
24

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

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

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

14       3. Three units or sets of competencies of laboratory science  
15 approved for college admission requirements including one unit or  
16 set of competencies of life science meeting the standards for  
17 Biology I; one unit or set of competencies of physical science  
18 meeting the standards for Physical Science, Chemistry or Physics;  
19 and one unit or set of competencies from the domains of physical  
20 science, life science or earth and space science such that the  
21 content and rigor is above Biology I or Physical Science;

22       4. Three units or sets of competencies of history and  
23 citizenship skills including one unit of American History, 1/2 unit  
24 of Oklahoma History, 1/2 unit of United States Government and one

1 unit from the subjects of History, Government, Geography, Economics,  
2 Civics, or non-Western culture and approved for college admission  
3 requirements;

4 5. Two units or sets of competencies of the same world or non-  
5 English language or two units of computer technology approved for  
6 college admission requirements, whether taught at a high school or a  
7 technology center school, including computer programming, hardware,  
8 and business computer applications, such as word processing,  
9 databases, spreadsheets, and graphics, excluding keyboarding or  
10 typing courses;

11 6. One additional unit or set of competencies selected from  
12 paragraphs 1 through 5 of this subsection or career and technology  
13 education courses, concurrently enrolled courses, Advanced Placement  
14 courses or International Baccalaureate courses approved for college  
15 admission requirements; ~~and~~

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

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

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

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

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

24            a. American Literature,

- b. English Literature,
- c. World Literature,
- d. Advanced English Courses, or
- e. other English courses with content and/or rigor equal to or above grammar and composition;

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

- a. Algebra II,
- b. Geometry or Geometry taught in a contextual methodology,
- c. Trigonometry,
- d. Math Analysis or Precalculus,
- e. Calculus,
- f. Statistics and/or Probability,
- g. Computer Science or acceptance and successful completion of one (1) year of a full-time, three-hour career and technology program leading to an industry credential/certificate or college credit. The State Board of Career and Technology Education shall promulgate rules to define the provisions of this section related to the accepted industry-valued credentials which are industry-endorsed or industry-

1 aligned. The list of accepted industry-valued  
2 credentials shall be reviewed annually and updated at  
3 least every three (3) years by the Board,

4 h. (1) contextual mathematics courses which enhance  
5 technology preparation, or

6 (2) a science, technology, engineering and math  
7 (STEM) block course meeting the requirements for  
8 course competencies listed in paragraph 2 of  
9 subsection B of this section, whether taught at  
10 a:

11 (a) comprehensive high school, or

12 (b) technology center school when taken in the  
13 tenth, eleventh or twelfth grade, taught by  
14 a certified teacher, and approved by the  
15 State Board of Education and the independent  
16 district board of education,

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

22 j. any other mathematics course with content and/or rigor  
23 equal to or above Algebra I;  
24

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

- 6            a. Chemistry I,
- 7            b. Physics,
- 8            c. Biology II,
- 9            d. Chemistry II,
- 10           e. Physical Science,
- 11           f. Earth Science,
- 12           g. Botany,
- 13           h. Zoology,
- 14           i. Physiology,
- 15           j. Astronomy,
- 16           k. Applied Biology/Chemistry,
- 17           l. Applied Physics,
- 18           m. Principles of Technology,
- 19           n. qualified agricultural education courses,
- 20           o. (1) contextual science courses which enhance  
21                   technology preparation, or  
22                   (2) a science, technology, engineering and math  
23                   (STEM) block course meeting the requirements for  
24                   course competencies listed in paragraph 3 of

subsection B of this section, whether taught at

a:

(a) comprehensive high school, or

(b) technology center school when taken in the

tenth, 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 tenth, eleventh or twelfth grade

upon approval of the State Board of Education and the

independent district board of education, or

q. other science courses with content and/or rigor equal

to or above Biology I;

4. Social Studies - 3 units or sets of competencies to consist

of 1 unit or set of competencies of United States History, 1/2 to 1

unit or set of competencies of United States Government, 1/2 unit or

set of competencies of Oklahoma History, and 1/2 to 1 unit or set of

competencies which may include, but are not limited to, the

following courses:

a. World History,

b. Geography,

c. Economics,

d. Anthropology, or

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

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

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

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

E. 1. In addition to the curriculum requirements of either subsection B or D of this section, in order to graduate from a public high school accredited by the State Board of Education

1 students shall complete ~~the requirements for a personal financial~~  
2 ~~literacy passport as set forth in the Passport to Financial Literacy~~  
3 ~~Act and~~ any additional course requirements or recommended elective  
4 courses as may be established by the State Board of Education and  
5 the district school board. School districts shall strongly  
6 encourage students to complete two units or sets of competencies of  
7 world languages and two units or sets of competencies of physical  
8 and health education.

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

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

16 F. For purposes of this section:

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

20 2. "Qualified agricultural education courses" means courses  
21 that have been determined by the State Board of Education to offer  
22 the sets of competencies for one or more science content areas and  
23 which correspond to academic science courses. Qualified  
24 agricultural education courses shall include, but are not limited

1 to, Horticulture, Plant and Soil Science, Natural Resources and  
2 Environmental Science, and Animal Science. The courses shall be  
3 taught by teachers certified in agricultural education and comply  
4 with all rules of the Oklahoma Department of Career and Technology  
5 Education;

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

8 4. "Sets of competencies" means instruction in those skills and  
9 competencies that are specified in the subject matter standards  
10 adopted by the State Board of Education and other skills and  
11 competencies adopted by the Board, without regard to specified  
12 instructional time; and

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

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

20 2. The State Board of Education shall allow as much flexibility  
21 at the district level as is possible without diminishing the rigor  
22 or undermining the intent of providing these courses. To accomplish  
23 this purpose, the State Department of Education shall work with  
24 school districts in reviewing and approving courses taught by

1 districts that are not specifically listed in subsections B and D of  
2 this section. Options may include, but shall not be limited to,  
3 courses taken by concurrent enrollment, advanced placement, or  
4 correspondence, or courses bearing different titles.

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

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

22 5. If a student enrolls in a concurrent course, the school  
23 district shall not be responsible for any costs incurred for that  
24 course, unless the school district does not offer enough course

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

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

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

23 7. The three units or sets of competencies in mathematics  
24 required in subsection B or D of this section shall be completed in

1 the ninth through twelfth grades. If a student completes any  
2 required courses or sets of competencies in mathematics prior to  
3 ninth grade, the student may take any other mathematics courses or  
4 sets of competencies to fulfill the requirement to complete three  
5 units or sets of competencies in grades nine through twelve after  
6 the student has satisfied the requirements of subsection B or D of  
7 this section.

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

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

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

21 I. 1. Academic and vocational-technical courses designed to  
22 offer sets of competencies integrated or embedded within the course  
23 that provide for the teaching and learning of the appropriate skills  
24 and knowledge in the subject matter standards, as adopted by the

1 State Board of Education, may upon approval of the Board, in  
2 consultation with the Oklahoma Department of Career and Technology  
3 Education if the courses are offered at a technology center school  
4 district, be counted for academic credit and toward meeting the  
5 graduation requirements of this section.

6 2. Internet-based courses offered by a technology center school  
7 that are taught by a certified teacher and provide for the teaching  
8 and learning of the appropriate skills and knowledge in the subject  
9 matter standards may, upon approval of the State Board of Education  
10 and the independent district board of education, be counted for  
11 academic credit and toward meeting the graduation requirements of  
12 this section.

13 3. Internet-based courses or vocational-technical courses  
14 utilizing integrated or embedded skills for which no subject matter  
15 standards have been adopted by the State Board of Education may be  
16 approved by the Board, in consultation with the Oklahoma Department  
17 of Career and Technology Education if the courses are offered at a  
18 technology center school district, if such courses incorporate  
19 standards of nationally recognized professional organizations and  
20 are taught by certified teachers.

21 4. Courses offered by a supplemental education organization  
22 that is accredited by a national accrediting body and that are  
23 taught by a certified teacher and provide for the teaching and  
24 learning of the appropriate skills and knowledge in the subject

1 matter standards may, upon approval of the State Board of Education  
2 and the school district board of education, be counted for academic  
3 credit and toward meeting the graduation requirements of this  
4 section.

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

10 K. The State Board of Education shall prescribe, adopt and  
11 approve a promotion system based on the attainment by students of  
12 specified levels of competencies in each area of the core  
13 curriculum.

14 L. Children who have individualized education programs pursuant  
15 to the Individuals with Disabilities Education Act (IDEA), and who  
16 satisfy the graduation requirements through the individualized  
17 education program for that student shall be awarded a standard  
18 diploma.

19 M. Students who enter the ninth grade in or prior to the 2007-  
20 08 school year who are enrolled in an alternative education program  
21 and meet the requirements of their plans leading to high school  
22 graduation developed pursuant to Section 1210.568 of this title  
23 shall be awarded a standard diploma.

24

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

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

9 P. For purposes of this section, the courses approved for  
10 college admission requirements shall be courses which are approved  
11 by the Oklahoma State Regents for Higher Education for admission to  
12 an institution within The Oklahoma State System of Higher Education.

13 Q. Students who have been denied a standard diploma by the  
14 school district in which the student is or was enrolled for failing  
15 to meet the requirements of this section may re-enroll in the school  
16 district that denied the student a standard diploma following the  
17 denial of a standard diploma. The student shall be provided  
18 remediation or intervention and the opportunity to complete the  
19 curriculum units or sets of competencies required by this section to  
20 obtain a standard diploma. Students who re-enroll in the school  
21 district to meet the graduation requirements of this section shall  
22 be exempt from the hourly instructional requirements of Section 1-  
23 111 of this title and the six-period enrollment requirements of this  
24 section.

1 R. The State Department of Education shall collect and report  
2 data by school site and district on the number of students who  
3 enroll in the core curriculum as provided in subsection D of this  
4 section.

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

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

11 1. Understanding interest, credit card debt, and online  
12 commerce;

13 2. Rights and responsibilities of renting or buying a home;

14 3. Savings and investing;

15 4. Planning for retirement including individual retirement  
16 accounts (IRAs), plans established under Section 401(k) of the  
17 Internal Revenue Code of 1986, as amended, and other avenues for  
18 saving and investing for retirement;

19 5. Bankruptcy;

20 6. Banking and financial services;

21 7. Managing a bank account including online banking features;

22 8. Understanding credit scores, credit reports, and what  
23 affects an individual's credit score;  
24

1        9.    Understanding ~~the Free Application for Federal Student Aid~~  
2 ~~(FAFSA)~~, loans and borrowing money, including predatory lending and  
3 payday loans;

4        ~~9.~~ 10.    Understanding insurance;

5        ~~10.~~ 11.    Identity fraud and theft;

6        ~~11.~~ 12.    Charitable giving;

7        ~~12.~~ 13.    Understanding the financial impact and consequences of  
8 gambling;

9        ~~13.~~ 14.    Earning an income; and

10       ~~14.~~ 15.    Understanding state and federal income taxes.

11       B. ~~In~~ Beginning with students entering the ninth grade in the  
12 2022-2023 school year, in order to graduate from a public high

13 school accredited by the State Board of Education with a standard  
14 diploma, students shall fulfill the requirements for a

15 satisfactorily complete a personal financial literacy course or

16 coursework containing the areas of instruction for personal

17 financial literacy as provided in subsection A of this section

18 passport during the tenth, eleventh, or twelfth grade. The

19 requirements for a personal financial literacy passport shall be

20 satisfactory completion in all areas of instruction in personal

21 financial literacy as listed in subsection A of this section during

22 grades seven through twelve or demonstration of satisfactory

23 knowledge as provided for in subsection E of this section.

1 C. ~~School districts shall provide instruction in personal~~  
2 ~~financial literacy to students during grades seven through twelve.~~  
3 ~~School districts shall have the option of determining when each area~~  
4 ~~of instruction listed in subsection A of this section shall be~~  
5 ~~presented to students.~~

6 ~~D.~~ Personal financial literacy instruction shall be integrated  
7 ~~into one or more existing courses of study or provided in a separate~~  
8 1/2 unit personal financial literacy course. School districts may  
9 integrate or embed personal financial literacy instruction within  
10 one or more courses offered by the district to be counted toward  
11 meeting the graduation requirements of this section. Courses  
12 offered at a technology center through an agreement between the  
13 local school district and the Oklahoma Department of Career and  
14 Technology Education which integrate or embed personal financial  
15 literacy may upon the approval of the Board, be counted toward  
16 meeting the graduation requirements of this section. School  
17 districts shall have the option of determining if a separate, 1/2  
18 unit personal financial literacy course be offered as an elective,  
19 in addition to any courses offered by the local district or a  
20 partnering career technology center which integrate or embed the  
21 required personal financial literacy instruction. ~~School districts~~  
22 ~~shall have the option of determining into which course or courses~~  
23 ~~each area of instruction listed in subsection A of this section~~  
24 ~~shall be integrated.~~

1       ~~E.~~ D. Students with the most significant cognitive disabilities  
2 (MSCD) who have an Individualized Education Program (IEP) that  
3 directs that the student is to be assessed with alternate  
4 achievements standards through the Oklahoma Alternative Assessment  
5 Program may demonstrate satisfactory knowledge in each area of  
6 instruction listed in subsection A of this section upon a  
7 determination, supported by documentation, by the school district  
8 that the student has met the following criteria:

9       1. Receives substantive and substantial instruction in life-  
10 skills curriculum; and

11       2. Demonstrates the acquired knowledge of the student with MISC  
12 by alternate measures as required by the IEP.

13       ~~F.~~ E. The State Board of Education shall identify and adopt  
14 curriculum standards for personal financial literacy instruction  
15 that reflect the areas of instruction listed in subsection A of this  
16 section. The standards shall be incorporated into the state  
17 academic content standards adopted by the Board pursuant to Section  
18 11-103.6 of this title.

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

20       1. Develop guidelines and material designed to enable schools  
21 to ~~infuse personal financial literacy within any course of study~~  
22 ~~currently offered by the school district or~~ offer personal financial  
23 literacy as a separate course. Develop guidelines and material  
24 designed to enable schools flexibility to integrate personal

1 financial literacy within coursework as determined by the local  
2 district. The guidelines shall outline the areas of instruction to  
3 be taught based on the curriculum standards adopted by the Board;

4 2. Develop professional development programs that are designed  
5 to help teachers provide instruction in personal financial literacy  
6 ~~and incorporate the curriculum into an existing course or courses or~~  
7 ~~develop curriculum for~~ development programs should be designed to  
8 help teachers provide instruction through a separate personal  
9 financial literacy course. Professional development should  
10 additionally be designed for teachers embedding personal financial  
11 literacy within their existing subject matter. Development of  
12 bridge program designed for teachers seeking to transition from  
13 embedded instruction to a separate personal financial literacy  
14 course should be developed;

15 3. ~~Provide and identify resources, including online curricula,~~  
16 ~~for integrating the teaching of personal financial literacy into an~~  
17 ~~existing course or courses of study or for~~ to assist schools in  
18 developing a separate personal financial literacy course. Provide  
19 resources to assist schools seeking to offer a separate personal  
20 financial literacy course. Provide support to schools seeking to  
21 determine the most appropriate coursework when embedded instruction  
22 is necessary. ~~Any online curricula provided or identified by the~~  
23 ~~Department shall include an assessment component for each area of~~  
24 ~~instruction listed in subsection A of this section; and~~

1       4. ~~Provide and identify resources, including online curricula,~~  
2 ~~and materials designed to enable students identified as English~~  
3 ~~language learners to understand and use the personal financial~~  
4 ~~literacy information presented;~~ and Provide and identify resources,  
5 designed to enable students identified as English language learners  
6 to understand and use the personal financial literacy information  
7 presented. Provide and identify resources, designed to enable  
8 students with specific learning disabilities or individual  
9 educational needs to understand and use the personal financial  
10 literacy information presented;

11       5. Utilize funds deposited into the Personal Financial Literacy  
12 Education Revolving Fund created in Section ~~3 of this act~~ 11-103.6h-  
13 1 of this title for the purpose of and to fund the Passport to  
14 Financial Literacy Act. Such funds may be used for developing and  
15 providing guidelines, materials, and resources for personal  
16 financial literacy for students and teachers including, ~~but not~~  
17 ~~limited to, online curricula,~~ training and professional development  
18 for teachers in the area of personal financial literacy ~~as required~~  
19 ~~in this subsection.~~ The Department may use such funds to ~~contract~~  
20 ~~or work in conjunction with a third party, Oklahoma-based not-for-~~  
21 ~~profit organization~~ one or more Oklahoma-based, not-for-profit  
22 organizations that ~~has~~ have proven expertise in the development of  
23 standards and curricula as well as delivery of teacher professional  
24 development in personal financial literacy. The Department may work

1 with these organizations for the purposes of developing personal  
2 financial literacy standards, curricula, and guidelines; providing  
3 materials, and resources; and development of professional teacher  
4 learning programs.

5 ~~further use a third-party organization to deliver professional~~  
6 ~~development for teachers in the area of personal financial literacy.~~

7 ~~H. The Department may work with one or more not-for-profit~~  
8 ~~organizations that have proven expertise in the development of~~  
9 ~~standards and curriculum and delivery of teacher professional~~  
10 ~~development in personal financial literacy for the purpose of~~  
11 ~~developing and providing guidelines, materials, resources, including~~  
12 ~~online curricula, and professional development.~~

13 ~~I. 1. G.~~ For students who transfer into an Oklahoma school  
14 district from out of state after the ~~seventh~~ tenth grade, school  
15 districts shall assess the knowledge of the student in each of the  
16 areas of instruction listed in subsection A of this section. If the  
17 school district determines that the transferred student has  
18 successfully completed instruction in ~~any or all of~~ the areas of  
19 personal financial literacy instruction at a previous school in  
20 which the student was enrolled or if the student demonstrates  
21 satisfactory knowledge of ~~any or all of~~ the areas of personal  
22 financial literacy instruction through an assessment, the school  
23 district may exempt the student from completing instruction in ~~that~~  
24 ~~area of personal financial literacy~~ literacy ~~literary instruction.~~ School

1 districts may use the assessment developed and provided by the State  
2 Department of Education or the Department of Career and Technology  
3 Education as approved by the Board. Local districts may develop  
4 personal financial literacy assessments for transfer students under  
5 this subsection ~~contained in the online curricula provided or~~  
6 ~~identified by the State Department of Education pursuant to~~  
7 ~~subsection G of this section to determine the personal financial~~  
8 ~~literacy knowledge level of the student.~~ School districts may also  
9 ~~use the online curricula to present an area of instruction to~~  
10 ~~transferred students who have not completed or who did not~~  
11 ~~demonstrate satisfactory knowledge in one or more of the areas of~~  
12 ~~personal financial literacy instruction.~~

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

20 ~~J. H.~~ The State Textbook Committee created in Section 16-101 of  
21 this title may, when selecting textbooks for mathematics, economics,  
22 or similar courses, select those textbooks which contain substantive  
23 provisions on personal finance.  
24

1       ~~K. I.~~ I. ~~In order to deliver high quality consistent personal~~  
2 ~~financial literacy instruction, school~~ School ~~districts shall to the~~  
3 ~~extent possible~~ may assign the responsibility for teaching personal  
4 financial literacy to ~~the same teacher or teachers on a continuing~~  
5 ~~basis~~ with secondary education certifications closely related to  
6 agricultural education, business and information technology,  
7 economics, family and consumer sciences, history and social studies,  
8 marketing, or mathematics. Upon request of a local district, the  
9 State Department of Education may review a teacher's certification  
10 to determine qualifications under this subsection. School districts  
11 determining it is best for their students may assign the  
12 responsibility for teaching personal financial literacy to one  
13 teacher or group of teachers with appropriate qualifications on a  
14 continuing basis.

15       ~~L.~~ J. Beginning with the 2020-2021 school year, all teachers  
16 who are assigned the responsibility for teaching personal financial  
17 literacy shall complete ongoing professional development training in  
18 the areas of personal financial literacy instruction in accordance  
19 with guidelines established by the State Department of Education.

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

22       Section 11-103.6h-1 There is hereby created in the State  
23 Treasury a revolving fund for the State Department of Education to  
24 be designated the "Personal Financial Literacy Education Revolving

1 Fund". The fund shall be a continuing fund, not subject to fiscal  
2 year limitations, and shall consist of all monies directed to be  
3 deposited in the fund pursuant to ~~Section 30 of this act~~ Section 3-  
4 211 of Title 14A of the Oklahoma Statutes and any other monies  
5 received by the Department for such purpose from any other public or  
6 private source. All monies accruing to the credit of the fund are  
7 hereby appropriated and may be budgeted and expended by the  
8 Department for the purposes set forth in Section 11-103.6h of ~~Title~~  
9 ~~70 of the Oklahoma Statutes~~ this title. Expenditures from the fund  
10 shall be made upon warrants issued by the State Treasurer against  
11 claims filed as prescribed by law with the Director of the Office of  
12 Management and Enterprise Services for approval and payment.

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

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

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19 58-2-11144 MJ 03/18/22  
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